

Committee:	Date:
City of London Academies Trust Board of Trustees	12 December 2019
Subject: Pilot Managed Moves Protocol and Pre-Apprenticeship Pathway	Public
Report of: Chief Executive Officer	For Information
Report Author: Mark Emmerson, CEO	

Summary

At the Standards and Accountability Committee meeting on 2 May 2019, it was agreed that the proposals for managed moves respite and sixth day provision would be shared with the Committee and the Trust Board.

In addition, there is a proposal for an internal alternative provision arrangement that is being shared to seek views and support in taking this additional arrangement forward.

Recommendations

Trustees are asked to:

- Support the protocol and review its effectiveness in reducing on exclusions, fixed term exclusions and external sixth day provision; and,
- Consider the proposal for a CoLAT alternative pre-apprenticeship pathway for students at risk of permanent exclusion.

Current Position

1. The exclusions across Trust academies in 2018/19 are shown in a separate report but the findings show that:
 - Fixed term exclusions at secondary academies are very high with twice as many students being excluded than the national average.
 - By contrast, Trust primary schools did not exclude any children in 2018/19.
 - It should be noted that Highbury Grove, Southwark and Highgate Hill are all schools with high proportions of pupil premium students; these range between 60-70% and indicates a level of deprivation that is four times the national average (about 15%).
 - Two of these schools are converter academies, one being in special measures while another is a fresh start. The other, Southwark, also suffered from a crisis in leadership over the previous 18 months. In all these schools, leaders are working to set higher expectations which in turn requires them to set higher standards of behaviour to support the expected culture of learning. This has led to a spike in the exclusion figures particularly, at Highbury Grove and Southwark.
2. However, it is acknowledged by all that the levels of exclusions are not acceptable and must be addressed. The executive team, in partnership with school leaders, have worked on developing a protocol to reduce exclusions and the inherent disruption to individual children's education, without compromising the standards of behaviour we wish to establish in schools.

Recommendations

3. Trustees are asked to:

- Support the protocol and recording mechanism as it is described in Appendix 1; and,
- Consider, amend and support the Alternative Provision proposal as outlined in Appendix 2.

Appendices

- Appendix 1 – Pilot Sixth Day, Respite and Managed Move Protocol
- Appendix 2 – Outline Proposal – Alternative Provision – Pre-apprenticeship offer

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Pilot – COLAT Sixth Day Exclusion, Respite and Managed Move Protocol

Objectives

The intention is to agree a protocol which ensures that:

- As far as possible, vulnerable children have the best quality education during any period of immediate or prolonged concern;
- Children who may be in danger of permanent exclusion have an opportunity for a fresh start;
- The child and their family are fully engaged and supported;
- There is a transparent, balanced and collective approach to the support of identified children.

Protocols

Sixth Day Exclusion Provision

1. In the cases of students excluded for periods of more than six days school leaders should, in the first instance, contact one of the other CoL academies to see if the child can be accommodated.
2. If a placement is agreed, this should be communicated to the Director of Standards (Secondary).
3. If a placement cannot be found, advice on alternative options should be sought from the Director of Standards.
4. The Director of Standards will record the placement on the appropriate tracker.
5. Students will be educated in an appropriate withdrawal room with work provided by the home school.
6. Whilst excluded, the child will wear their full, home school's uniform and follow the direction, rules and timings of the host school.
7. Students will be dual-registered for this time.
8. Attendance and conduct will be monitored and reported to the home school and parents.
9. A tracker document will be kept of managed moves, respite and sixth day provision and circulated for information and comment at each Trust Heads' Forum.

Respite Provision

1. If, in the opinion of school leaders, a student would benefit by a period of respite in another school they should, in the first instance, contact one of the other CoL academies to see if the child can be accommodated.
2. The option of a respite move must be discussed and agreed with parents.
3. If a placement is agreed, this should be communicated to the Director of Standards (Secondary).
4. If a placement cannot be found, advice on alternative options should be sought from the Director of Standards.
5. The Director of Standards will record the decision on the appropriate tracker.
6. Students will be processed as if they are new starters. There will be an admissions interview with parents, an agreed start date, timetable and the assignment of a student buddy and/or adult mentor.
7. Whilst at the placement school, the child will wear their full, home school's uniform and follow the direction, rules and timings of the host school.
8. Students will be dual registered for this time, attendance and conduct will be monitored and reported to the home school and parents.
9. A tracker document will be kept of managed moves, respite and sixth day provision and circulated for information and comment at each Trust Heads' Forum.

Managed Moves

1. Where a student is likely to be permanently excluded, either because of a specific incident or a pattern of behaviour which indicates an exceptionally high risk of imminent permanent exclusion, school leaders must consider the alternative of a managed move. Normally this would only be a consideration

after a long fixed-term exclusion (>15 days) or an incident where a permanent exclusion recommendation has already been made.

2. The option of a managed move must be discussed and agreed with parents.
3. In such cases, the Headteacher/Principal should in the first instance, contact one of the other CoL academies to see if the child can be accommodated.
4. If a placement cannot be found, advice on alternative options should be sought from the Director of Standards.
5. The Director of Standards will record the placement on the appropriate tracker.
6. The Headteacher/Principal of the child's current school/academy will inform their local authority that the move has been agreed. This may enable them to count this against any fair access placements. Arrangements will then need to be made to induct the student into the new school. This will involve:
 - an admissions meeting at the new academy with the child and parents;
 - attendance of an appropriate member of staff from the existing school at this meeting;
 - an induction programme for the child at the new school;
 - dual registration for an agreed period dependent on the nature of the behavioural concerns (dual registration will be for no less than one term and no more than two terms).
7. A tracker document will be kept of managed moves, respite and sixth day provision, and circulated for information and comment at each Trust Heads Forum.
8. The academic results and achievements of students who are subject to managed moves at any time during year 6, 11 or 13 will be held by the originating school and will remain as dual registered students until at least the appropriate census date has passed.

COLAT Alternative provision

1. Where a fresh start through a managed move is unsuccessful, impractical or, in the judgement of the Headteacher/Principal and the appropriate Director of Standards, would not be appropriate, the option of enrolling the student at the Trust alternative provision centre should be considered. In such cases the standard form must be completed and approved by the CEO and Head of Provision, ensuring that it is an agreed alternative with parental support. Arrangements will then need to be made to induct the student into the new school. This will involve:
 - a. an admissions meeting with the child and parents;
 - b. attendance of an appropriate member of staff from the existing school at this meeting;
 - c. an induction programme for the child;
 - d. dual registration arrangements and communication with the originating school need to be agreed.
2. While at the placement school the child will wear their full, home school's uniform and follow the direction, rules and timings of the host school.
3. A tracker document will be kept of alternative provision students and circulated for information and comment at each Trust Heads' Forum.
4. The academic results and achievements of students who are subject to managed moves at any time during year 6, 11 or year 13 will be held by the originating school.

Outline Proposal

1. Rationale

1.1 The National Position

As identified in the Timpson Review of School Exclusions (May 2019), high-quality alternative provision should be an essential part of the landscape of secondary education in the UK. For some children, it is vital that they access an appropriate setting in which they can learn because, for a variety of reasons, they struggle with the curriculum or simply the scale of large secondary schools. It is also critically important that the majority of children are able to succeed at school and do not have their chances for success compromised by the persistent poor behaviour and lack of engagement of this very small minority.

The Trust is well positioned to develop a joint, coordinated approach to this long-standing and increasingly challenging problem because of the consistent approaches to behavioural standards, teaching, curriculum design and assessment. We have an opportunity as a Trust to develop outstanding provision, run cooperatively between COLAT and other partner schools.

1.2 A Unique Proposition?

The proposition is relatively simple; it is to extend and support the success of the City of London academies by providing bespoke alternative curriculum pathways to cater for our most challenged or disengaged young people.

The unique proposition is to provide excellent core subject teaching supplemented with development programmes centred on behaviour modification, mentoring, work-based 'fusion' skills, sports and well-being.

1.3 Overall ambition

The intention is to replicate the Trust culture in an alternative setting, thereby avoiding permanent exclusion and alternative provision, or significantly reducing their use. It is our ambition to create a model of best practice in this area which will benefit the students and communities we serve, but also demonstrate what can be achieved in this very challenging area with relentlessly high expectations.

2. The Current Position

2.1 COLAT Cost of External Exclusions and Alternative Provision

Externally procured alternative provision is costly to schools. Currently secondary schools, who are funded at an average rate of about £6,000 per student per annum, are being charged approximately £12,000 per pupil per annum for access to alternative provision settings. With approximately 26 COLAT students on roll with alternative provision suppliers, there is a net cost to our academies of approximately £312,000 per annum. It is worth noting that it is likely that this figure would be significantly higher if City of London Academy Islington and The City Academy, Hackney were included.

2.2 Educational Quality, Student and School Outcomes

City of London secondary schools have been recognised by The Sutton Trust as having the best attainment and progress of any sponsored academies in the country, by some margin, in the Chain Effects reports in 2017 and 2018. Children from disadvantaged communities benefit from the high expectations, rigorous core curriculum and engaging cultural offer provided by Trust schools.

The educational quality of much alternative provision is inconsistent and often does not meet students' academic or personal development needs. The consequence of this is that the educational outcomes of children in alternative provision are significantly below national averages. For instance, the select committee report 'Forgotten Children' (July 18) states that only 1% of children registered at alternative provision achieved the benchmark of five good GCSEs including English and maths.

The likely outcomes of an Alternative Curriculum Pathway would be better educational achievement and prospects for all students, increasing the engagement of the most vulnerable in a smaller setting and allowing other children to learn without undue disruption.

2.3 City of London Corporation Policy Alignment

The City of London Corporation is committed to social mobility through its corporate strategy. This is also reflected in the Education Strategy which actively promotes the development of curriculum and work-based skills that bring together creative and technical ('fusion') skills. The three strands of the strategy relate to education, cultural/creative learning and skills development with 'fusion' skills development being a unifying driver and delivery mechanism that draws together the Corporation, employers and schools.

Developing a fusion skills pathway for this small cohort of students would provide them with a real opportunity to work with employers and develop the qualifications and/or skills required to secure employment or progression to higher levels of education.

3. The Proposed Offer

3.1 Vision

COLAT will deliver secure, high-quality off-site provision for children who may be vulnerable or have experienced difficulty in our mainstream academies. These children will typically require a fresh start within in a smaller, more flexible educational setting that can provide intensive emotional, social and educational support. The same Trust standards of outstanding conduct, engaging curriculum, high-quality teaching and excellent educational outcomes would be expected.

Students would remain on the roll of their originating school, and that school will hold their academic results. Any further exclusions from the centre would also need to be processed and recorded by the originating school as well as the host provision.

3.2 Governance

The provision will be governed by a Management Board that will meet once a term. The Board will review the leadership and outcomes of the service providing oversight and challenge to ensure the strategic objectives are met, the service is ethical, and systems are in place that assure statutory responsibilities for all aspects of safeguarding, health and safety and legal compliance are met.

The Management Board will be made up of:

- One COLAT Trustee
- One CEO
- One or more secondary Principal(s) on an annual rotation.

3.3 Location

The location of this service would ideally be situated centrally to allow ease of travel for all students and the flexible use of staff and providing clear lines of accountability into the existing central leadership team.

Because of the nature of this service and the students being catered for premises would ideally:

- be a central location away from other secondary schools;
- have a meeting space big enough for all the students and staff;
- consist of at least four classrooms with small spaces for one to one mentoring/support;
- have easy access to dining/lunch provision;
- be able to access sports facilities;
- be monitored by external and internal CCTV.

3.4 KS3 Curriculum – Y7-9

The service would be expected to provide the normal range of core academic subjects supported by high-quality skills, sports and mentoring provision. The curriculum would be modular to facilitate the movement of students in and out of the service as the objective would be to reintegrate the vast majority of students back into mainstream schools as dual-registered students within a 6 -12 week period.

3.5 KS4 Curriculum – Y10-11

It may be possible to reintegrate a small number of students back into mainstream schools under dual-registration arrangements. However, the intention at this key stage would be to secure core GCSE outcomes and alternative pathways to further study and/or meaningful employment.

Curriculum offer

It will be crucial to retain academic rigour but also provide an inspiring and supportive curriculum offer which would be built around the following elements.

1. GCSEs in core subjects that is English mathematics, science and humanities.
2. Options would be bespoke to the interests and aspirations of each student but are likely to include 10 hours...
 - BTEC Sport or Business (fusion)
or
 - a pre-apprenticeship prog at the CoLC leading to a guaranteed 16+ apprenticeship on successful completion
3. In addition there would be individual daily mentoring and/or external agency support designed to develop bespoke support mechanisms for each child.

3.6 Potential Curriculum Map and Capacity

Possible Curriculum Map		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
Y7 + 8	Maths							English					Science					Humanities				Bus - Fusion	Sport/PE	Arts/Cultural	Ment/Ext agency sup											
Y9	Maths							English					Science					Humanities				Bus - Fusion	Sport/PE	Arts/Cultural	Ment/Ext agency sup											
Y10	Maths							English				Science	History/Geography	PE																						
Y11	Maths							English				Science	History/Geography	PE																						

3.7 Funding Framework

At present this is the most difficult thing to reconcile, but the thinking so far is:

1. There will be a membership rate to join the provision, based on student numbers within the school. This might be an appropriate shared use of the City Premium Grant. Alternatively, we may be able to bid for specific funding to support this initiative.
2. In future years, there may be a reduced membership rate and then a figure based on the previous year’s pro-rata use. This would enable schools and the service to plan finances with certainty over the next 12 months.
3. Any recharging system would need to be reviewed annually by the Management Board.

Draft Funding Model - 3 Yr Growth			
	19/20	20/21	21/22
Student numbers			
KS3	8	10	12
KS4	12	16	18
Total students	20	26	30
Revenue			
Student Funding - 6K Per student	120	156	180
SEND Funding	0	0	0
City Premium Grant (or 50K sch subs)	300	300	300
Sponsorship support from City companies	0	0	0
Total Revenue	420	456	480
Projected Salary Costs			
Service Lead	70	70	70
SENCO/English	25	60	60
Maths	25	25	25
Science	25	25	25
BTEC App prov	50	50	50
PE	15	15	15
Admin/Support	30	60	60
Capital, FM, Comms and curric costs			
Capital costs	110	30	30
FM costs	20	20	20
ICT/Comms	20	20	20
Curric Costs	10	20	20
Total Cost	400	395	395
Surplus/Defecit	20	61	85

4. Pastoral Support

Comprehensive pastoral arrangements would need to be designed for each student which would include engaging school, local authority, health service, social services and Police service support.

The curriculum and support would typically include:

- A well-boundaried and carefully managed learning environment based on the highest expectations and a clear system of rewards and consequences.
- Engagement of parent/carers in the monitoring and support of academy expectations in relation to attitude, behaviour and academic rigour.
- Mentoring sessions for every child, every day.
- Planner and academy log-book to be signed by mentors and parents every day.
- Provision mapping of 'wrap around' services from social workers, CAMHS, educational welfare, police and family support.
- High-quality, carefully managed integration programmes.
- High-quality and carefully managed reintegration programmes.
- Opportunities to engage in collective COLAT activities - concerts, sports days, careers events, etc.

5. Timeline

Ideally the service would be set up and operate from September 2020. This would mean that the recruitment appointment of a service lead would need to take place by April 2020 so that detailed systems planning, recruitment of staff, curriculum development and enrolment of students can be completed prior to opening.

This is nevertheless a tight timeline and decisions to move forward in principle will need to be taken before December 2019 if this ambition is to be met.

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