



Work Experience for School-Age Children – the Role of the City Council



A report from Overview & Scrutiny





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Preface

By Councillor Anita Ward, Chair Education and Vulnerable Children Overview and Scrutiny Committee



One of the challenges for any school is ensuring that their students are ready for the world of work by instilling in them the necessary skills to flourish. School-age work experience is one way in which to help develop these skills.

Work experience can impact positively on young people; it can motivate, put employment into perspective and give a sense of direction on career choices. Good work experience placements enable students to understand the workplace environment, to development their social relationships and to understand what is expected of them at work. It can enable them to develop their communication skills and help students to apply themselves outside the formal educational setting.

Whilst we were undertaking the Inquiry, Learn Direct published a report about skills for work. One of their conclusions reflects our findings:

“Every young person should have the opportunity to undertake a period of work experience during their compulsory education. The placement should be linked to a real job to put into practice and build on the skills which have been learned. Work experience should be part of a wider careers education curriculum in schools.”

But, far too often students are left to find their own work experience through family, neighbours, and friends. Some young people can rely on great connections to get work experience, but not all can. There needs to be an improved structure put in place for placements particularly for those children who have very little or no family support. Effective work experience placements need proper planning and need to be matched to the needs of the learner; they need to ensure that any activities undertaken are productive and focused on outcomes. It's not just about making the tea.

Having heard directly from some of our schools about the difficulties some students have in gaining meaningful work experience, and in some cases any work experience at all, the Education and Vulnerable Children Committee decided that it wanted to look into the issue in more detail.

At this time of cuts the Council still has to play a role in supporting work experience in order to:

- Equip young people with skills for work, as one of the biggest local employers;
- Develop a future talent pipeline (we want the Council to be a job of choice for talented young people);
- Meet the aims of a fair city: the research shows social inequality can grow wider if you leave young people to get work experience through who they know/ what they know about. The Council's Be Inspired programme helps address that; and



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- Fulfil our responsibilities as Corporate Parents: we should use the Council's resources to support looked after children and also children with special educational needs and disabilities.

I would like to thank all those who took the time to give evidence to committee, especially the young people who spoke to us and have contributed to the preface and the front cover.



Preface: My Work Experience

For my two week work experience I worked in a library. Although some people might say that it would be boring, I found it extremely interesting and a big eye opener for me.

I found the leap from tedious schoolwork to the actual world of work as being quite fun, mainly because of the work environment I was in, but I still absorbed all the seriousness of the job at hand.

Although it was a fun environment to work in and all the library staff were friendly and kind I still couldn't escape the feeling of me being too laid back. I did all the tasks that were set for me and my co-worker (another work experience student) who also goes to the same school as me and found an interesting way to do so.

The tasks that I was asked to do were simple. Sometimes I worked on the desk, other times I was replacing the books and checking that they were in the correct places. But I must say my favourite job was setting up the concert that was being held on one of the Thursday evenings. Although I didn't attend the concert I still felt a sense of being part of something much larger than just helping put up the stage and handing out leaflets, I felt like I'd given back to the community what the community had been giving me for a long time and that was happiness.

Although it was a work environment there was always time for a little bit of fun and games. The most embarrassing part about it all was that I had to sing nursery rhymes to a bunch of toddlers in front of some of the staff, but we'll not talk about that shall we.

In conclusion to all of this I found working at Shard End Library as a life changing experience and I truly believe that it has changed the way I perceive the world of work.

Corey Brian, yr 10 pupil,

During my 2 weeks work experience I was able to expand on the stuff I had already learnt and learn new things. My work experience was a real insight of how people with a disability are cared for and treated. My work experience was really good. The staff and students were very polite and welcoming I was introduced to the class in advance as some children with autism find it difficult to meet new people like myself.

The first week of my work experience went great we had done several activities and had performed in front of parents. The students had started to get used to me being around and started to feel comfortable around me. The first week was really interesting getting to know the students and how their disability affected them in day to day time.

The second week was the last week of school before the children broke up for summer, so the school had planned special things for them like going to the Wacky Warehouse. The children loved doing things liked that and enjoyed it. Friday came and it was the last day of school for the children, however me and another work experience student had spoken to our Work Experience Co-ordinator and arranged to go into school for an extra 2 days to help with the moving around etc.

If I was to sum up my work experience I would say "It was a great place and would recommend it to anyone interested in working with people with a disability". The staff and students are welcoming and friendly.

Lewis Gould, Yr 10 pupil,



Summary of Recommendations

	Recommendation	Responsibility	Completion Date
R01	<p>That an action plan is developed to achieve the goal of Birmingham school and college pupils having access to high quality, appropriate work experience placements within the Council, (giving due consideration to our young people in care and young people with special needs) and the wider local economy.</p> <p>The tools set out in this report should be explored in developing the plan.</p> <p>An early version of this plan should be brought to this Committee to enable Members to influence the plan.</p> <p>If the plan is insufficiently ambitious the Committee will set out some more specific recommendations.</p>	<p>Deputy Leader working with Executive Members including:</p> <p>Cabinet Member for Children and Family Services (with regards to Schools, Special Educational Needs and Looked after Children) and Cabinet Member for Development, Jobs and Skills (with regards to the work of the Employment Team)</p>	<p>Interim report to the April 2014 Education and Vulnerable Children O&S Committee meeting</p> <p>Final action plan June 2014</p>
R02	<p>In order to give some clarity about the Council's offer, the Deputy Leader should consider setting targets relating to supporting work experience for Directorates.</p>	Deputy Leader	June 2014
R03	<p>Following the agreement of an action plan, this will be tracked by the Education and Vulnerable Children O&S Committee alongside the recommendations.</p> <p>Progress towards achievement of these recommendations should be reported to the Education and Vulnerable Children Overview and Scrutiny Committee no later than October 2014.</p>	Deputy Leader	October 2014



1 Introduction

1.1 Why Look at Work Experience?

“Work experience works. It works for young people, who get the opportunity to participate in the world of work and gain practical experience that will enable them to believe and prove that they can be valuable and productive members of the workforce.

It works for employers, who see work experience as vital in providing a talent pipeline for their business.

And it works for the wider economy and society, as it brings more people into work and out of long-term unemployment.”¹

1.1.1 Committee Members recognised the above benefits of work experience and were concerned about the challenges young people in Birmingham face in securing work experience. The Chair, for example, visited Braidwood Trust School for the Deaf in September 2013. A priority for the school is to ensure work readiness for students. The curriculum includes a two week work experience placement in Key Stage 3 and a day a week in Year 12. However, they frequently find that employers are reluctant to take deaf children, although the children have much to offer.

1.1.2 The research evidence base² proves that good quality and appropriate work experience can have positive effects on young people’s career aspirations and on attainment. It also indicated that work experience can support social mobility if opportunities are opened up, or reinforce social divisions if access to placements and career expectations depend on family contacts and networks.

1.1.3 The key question for the Inquiry was:

What should the role of the Council be in supporting work experience for school-age pupils, including for children & young people with special needs, Looked after Children (LAC) or those at risk of becoming not in education, employment or training (NEET)?

¹ DWP/ CIPD (2012) *Work Experience Placements That Work: A Guide for Employers*

² www.birmingham.gov.uk/scrutiny



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1.1.4 The key lines of enquiry were:

- What role should the Council and Elected Members play in supporting and facilitating work experience?
- What should the Council's offer be in regard to providing work experience opportunities?
- How should the Council fulfil its corporate parenting responsibilities and provide appropriate support to other vulnerable children?

1.2 Previous Scrutiny Work

1.2.1 This report builds on the work of previous scrutiny inquiries which have made reference to work experience.

1.2.2 The 2010 Overview into *Functional Literacy and Numeracy* set out suggested actions relating to:

- The role of the Council in encouraging schools to strengthen links with a wide range of organisations (including the voluntary sector) to improve communication skills through work experience;
- The development of a register of businesses where students have had placements to build a register for future use; and
- Identifying the extent to which the Council has provided placements and considering at least maintaining this, if not building on it.

1.2.3 The 2012 *Closing the Skills Gap* Inquiry recommended that the Council (as part of work connected to the and the emerging Education Partnership) facilitates relationships between schools and businesses to secure both work experience and opportunities of "buddying" between schools and business.

1.2.4 The 2013 report *Strengthening the Birmingham Family of Schools* recommended that Elected Members become local champions for education and that this includes approaching local businesses to form links with schools for work experience placements.



1.3 What is Work Experience?

1.3.1 For the purpose of this Inquiry work experience is:

“A placement on an employer’s premises in which a student carries out a particular task or duty, or range of tasks or duties, more or less as would an employee, but with an emphasis on the learning aspects of the experience.”³

1.3.2 The brief does not extend to apprenticeship schemes and nor does it refer to the back-to-work schemes linked to benefits.

1.3.3 It is also worth noting that although the term “work experience” was mentioned in some of the discussion regarding the Birmingham Baccalaureate, (Education and Vulnerable Children O&S Committee, June 2013) this was offering work-related problem solving rather than being an experience “on an employer’s premises”.

1.4 Can Pupils Expect Work Experience?

1.4.1 Until recently there was a requirement for schools to provide “work related learning” (at Key Stage 4) which could include work experience:

“Planned activity designed to use the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices and learning the skills for work.”⁴

1.4.2 In 2011 Professor Wolf carried out a review of vocational training and concluded that developing “employability skills” through work experience is key for 16-18 year olds, but that the requirement for schools to provide under 16 year olds with work related learning should be lifted as she asserts:

- Many employers will not accept placements;
- The paper work has increased;
- It is not value for money for schools with staff tied up in this role; and
- Many schools just provide “largely pointless” experiences within school.⁵

³ Department for Education cited by Mann, A. (2012) *Work Experience: Impact and Delivery – Insights from the Evidence (draft)*. UKCES, CIPD, Education Employers

⁴ Education (Amendment of the Curriculum Requirements for Fourth Key Stage) (England) Order 2003 No. 2946

⁵ Wolf, A (2011) *Review of Vocational Education –The Wolf Report*



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1.4.3 A recommendation from the Wolf report led to a Department for Education funded pilot programme for further education colleges across the county (including South Birmingham) to test different work experience placement models. The evaluation was recently published. It found the additional funding was beneficial in developing a systematic approach and that:

“The principal factors contributing to successful work experience placements were: effective coordination, good matching of students to placements, ensuring students were well–prepared for placements and flexibility in timing of placements.”⁶

1.4.4 Although we did not specifically hear from colleges or FE students we see no reason why most of our findings would not apply to these students too.

1.4.5 Following the Wolf report the requirement for work related learning at Key Stage 4 was lifted (from September 2012).⁷ In Parliamentary Committee stage Nick Gibb, then Minister of State, Department for Education said the following:

“I accept that the majority of respondents disagreed with the proposal to remove the duty to provide work–related learning at Key Stage 4. They believe that work–related learning has been valuable in giving young people an idea of the reality of the workplace, helping them to understand what would be expected of them by their future employers and potentially helping them to decide whether their chosen career was right for them.”

“The order is about removing centralised prescription on schools. They can and should continue to provide work–related learning to the students who will benefit most from it, but the thrust of the Wolf report is that it is more important for work experience to take place post–16, and that our resources and priorities should be on such young people rather than those aged under 16. Nevertheless, where schools believe that it is important, it should continue to happen, but it should be up to schools to decide the extent to which it happens and the quality and type of work–related learning provided for those under 16.”

⁶ Sims et al (2013) *Evaluation of the Work Experience Placement Trials. Research Report*. The National Foundation for Educational Research. DFE

⁷ The Education (Amendment of the Curriculum Requirements for Fourth Key Stage) (England) Order 2012 No. 2056



2 What We Did

2.1 The Evidence

2.1.1 We were pleased that we were able to hear directly from pupils about the benefits and challenges of work experience. We are grateful to the International School who attended the evidence gathering session and two schools who hosted visits: Braidwood Trust School for the Deaf and North Birmingham Academy.

2.1.2 The evidence gathering was carried out principally in a single session, held on 23 October 2013. We spoke to :

- Pupils from the International School who told us about what they gained from their work experience;
- Staff from the same school who talked us through the challenges of organising placements;
- Councillor Afzal, Chair of Employment and Human Resources Committee who set out his desire that the Council should be a major provider of work experience in the city;
- Zoe Bignall, HR Practitioner, Human Resources who told us about the pilot Be Inspired scheme for the Council and how this needs to be scaled up;
- Terry Mallard, Health and Safety Inspector and Simon Williams, Operations Manager, both from the Regulation and Enforcement Directorate explained about Safe@Work, a safety initiative that has been developed for secondary school students;
- Sue Twells, Acting Assistant Director Education and Skills, Ann Jordon, Virtual School Education Team Manager and Mary Spencer, Organisational Development Officer who explained about the additional needs that looked after children have and how the virtual school provides support and reminded us of the corporate parent role we have;
- Shilpi Akbar, Assistant Director of Employment, Development and Culture who agreed that the Council should be able to support many more work experience placements and made suggestions about how this could be done; and
- Yvette Stone, Executive Support Manager, Acivico who told us about the well-established scheme that they have.

2.1.3 There is also a background briefing written for the Committee which summarised a wide range of evidence showing what a big impact work experience can have on career choices, university choices and attainment. This is available from the Scrutiny Office or from the scrutiny web site⁸. The Confederation of British Industry (CBI) states:

⁸ www.birmingham.gov.uk/scrutiny



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“A couple of weeks of work experience accounts for a tiny proportion of young people’s time in education, but it is hard to overstate the potential importance of that brief period for their future employability.”⁹

2.2 The Report

2.2.1 The intention was to undertake a short evidence gathering session and produce a report for City Council. Although this was not a long process we believe it merits attention at Council as we believe there are four areas where, with a little change to and investment in what we do, we could see some major improvements:

- As one of the city’s major employers, improving the availability of work experience placements at the Council supported by Council Officers;
- Councillors being aware of local needs to be able to support young people and schools;
- Supporting Vulnerable Children; and
- The Council, in its city leadership role, using its influence with other partners.

2.2.2 We understand, of course, the financial situation within the Council, but do not consider that the costs of this are untenable. However, due to this we have chosen to set out key objectives and suggest tools and approaches rather than detailed recommendations. This will let the Executive and Employment and Human Resources Committee respond with a resource effective way of achieving the outcomes. This can be refined when their action plan comes back to Committee later in the year.

⁹ CBI (2011) *Action for Jobs: How to Get the UK Working*



3 Key Findings

3.1 School and Pupil Experiences

School Role

- 3.1.1 We recognise that work experience is part of a much wider role that schools have in delivering independent careers advice and guidance. The Education Act 2011 and additional guidance¹⁰ place schools under a duty to secure access to independent careers guidance for their pupils in school years 9 to 13 and good practice embeds this from Year 7.
- 3.1.2 Many schools are very pro-active in preparing young people for the workplace. We heard from North Birmingham Academy that they start introducing pupils to the world of work from year 7. They do this by holding careers fairs where local businesses are invited to come into the school to talk to pupils about future careers. They have the opportunity to take part in “mock interviews” which are also run by local businesses. The school also organise “business walks” whereby the pupils actually get the chance to have a look at different working environments across the city to give them a feel for the workplace.

Student Experiences

- 3.1.3 The young people we heard from had had varied experiences: a community library, a nursery and the Scrutiny Office. They had all learnt important skills such as:
- “How to talk with different people and respect them.”
 - “To communicate with the staff.”
 - “To learn to have more patience with dealing with people on the telephone even when they were rude!”
- 3.1.4 The students noted that it could be difficult to get a placement that matched their career aspirations. One, for example, was aspiring to join the armed forces. For some students it reinforced their wishes about career paths.
- 3.1.5 The conversations we have had with students have not enabled us to draw conclusions about the long term impact of work experience on young people. But as noted in 1.1.2 the evidence clearly sets out the benefits. However, the evidence also points towards the fact that work experience can either increase social immobility and limit career aspirations, or if carefully constructed can introduce students to new opportunities and career options.

¹⁰ <http://www.education.gov.uk/aboutdfe/statutory/g00205755/statutory-careers-guidance-for-young-people>



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Organisational issues

- 3.1.6 We found that there were three different approaches to finding placements. In the first, schools tend to organise the majority of placements. Of the last cohort of over 100 students at the International School only eight found their own placement and the school found the remainder.
- 3.1.7 A second approach is essentially a school–pupil partnership for identifying and securing placements. At North Birmingham Academy pupils are expected to find their own placements with support and guidance from the work experience co-ordinator; around 180 last year. They use template letters to make initial contact with potential employers and are required to keep a log of all activity. Should they find it difficult to find a placement, the work experience co-ordinator will help and support them in finding something appropriate and appears very pro-active in providing that assistance. She starts making contact with potential businesses very early on in the school year to identify placements for the young people.
- 3.1.8 The third approach is that some schools largely leave students to find their own placements. However, the evidence shows that by being more reliant on friends and family this can reinforce social immobility.
- 3.1.9 It struck us how time consuming setting up placements can be. Securing placements can feel like “banging your head against a wall” and being “passed from pillar to post”, we were told. At the International School we were told it can take around 40 phone calls to secure one placement and around five or six months. This accorded with the experiences at Braidwood Trust School for the Deaf when around 100 calls were made resulting in just two offers.
- 3.1.10 The International School’s work experience co-ordinator does have a bank of people who provide support each year. However, in the current economic climate some of these places (such as in retail) do not have the staff to provide the supervision required. They also keep a list of those companies who have been helpful with providing placements to pupils with disabilities and they will often return to them. Due to this they do find pupils with disabilities have additional barriers in finding placements.
- 3.1.11 The work experience co-ordinator at North Birmingham Academy also said she had a database of approximately 400 companies who have supported placements in previous years. Although she writes to all of them in the autumn term regarding July placements she receives a response from just one in 20.
- 3.1.12 Teaching staff would find a city-wide list or directory of placements useful:
- “If we knew which companies would be interested in taking students that would go a long way.”
- 3.1.13 It would appear that the Council can be difficult to navigate too. One of the work experience co-ordinators said she had experienced difficulty with contacting officers within the City Council until



the Be Inspired scheme outlined in section 3.3 was set up and a HR Practitioner began to co-ordinate work experience placements.

- 3.1.14 One barrier to obtaining placements is that many schools use the final weeks of the summer term, thus placing excessive demand on businesses. One teacher said that cluster co-ordinators used to enable networking with local schools to enable some co-ordination to be undertaken and sharing of ideas and contacts. There is a role for an organisation to help co-ordinate and facilitate placements and the Birmingham Education Partnership and Schools Forum could consider if they could offer support.

3.2 The Council's General Approach to Work Experience

- 3.2.1 Currently it is fair to say that the Council supports work experience placements, but generally on an adhoc basis. We certainly do not know how many there have been in the last two years. Certain parts of the Council (and close partners) advertise the possibility of placements on the birmingham.gov.uk web site. For other teams, work experience opportunities appear to come through school co-ordinators building on established links or students using connections or making direct links.

- 3.2.2 The Council's web site does not have a single point of access and we could find limited offers of work experience on there. The parks service, did, for example note that placements are available. There is also some very good practice. We heard from Acivico which has a placement co-ordinator, advertises the placement opportunities, and requires students to fill out a proper application form and show an indication that they are interested in a career in the built environment.

Case Study: Acivico

Acivico is wholly owned by the Council and provides a design and maintenance service to over 4500 properties across Birmingham including schools, colleges, libraries and leisure centres. The placement scheme was started in 2000 and is managed by a co-ordinator and covers all aspects of the company's work.

The availability of placements is advertised on the web site. Students have to show an interest in the area they choose and complete an application form and attend an interview. This tends to ensure those achieving placements have a high level of motivation.

Each student attends an induction course which covers health and safety issues. The students have to complete a project (a set of options is available) and they also experience working alongside officers. Placements are given with younger managers wherever appropriate.

We were impressed with the resources available to staff and students including templates agreeing the work and also mini-projects to help develop skills.



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- 3.2.3 We were told Directorates can be more open to taking on older students, such as undergraduates, rather than school pupils. However, if the Council's offer was clearer and support mechanisms were in place to assist managers, they might be more amenable to taking on younger pupils.
- 3.2.4 All the evidence shows the importance of work experience being of high quality and that it should not be just about making tea, watching Council meetings or operating the photocopier, although any of those experiences can be important as part of understanding the varied tasks staff can do. The CBI sets this out clearly:

“As employers, we must ensure work experience is meaningful. Businesses have a serious responsibility that not all currently live up to. The two-week work experience placement is often the first – and sometimes only – experience of the workplace young people have before they make decisions on future study or to leave school to seek work. It is the responsibility of the business to leave a positive impression. As businesses, we should commit to offering quality work experience to inspire our future employees. Indeed, a short placement can be a stepping stone to extended involvement with the company in school holidays or once pupils leave education.

Placements must be high-quality, offering scope for experience of real, varied work and for participants to learn about themselves, the competencies they need to develop and the opportunities available.”¹¹

3.3 Be Inspired

- 3.3.1 In order to bring together some of the ad hoc approaches across the Council, the Employment and Human Resources (HR) Committee, chaired by Cllr Afzal, has tasked the HR Team to develop a Council-wide approach to standardise our work experience offer. There are a number of driving factors including:
- Highlighting careers in the Council for younger people. Currently only 1.3% of the Council's workforce is under the age of 20 and 7.6% are under the age of 29, which is low for such a youthful city;
 - Developing a talent pipeline; and
 - Supporting young people in accessing work experience opportunities.
- 3.3.2 For the recent pilot of the Be Inspired scheme (summer 2012-2013) 22 placements were hosted across the Council. Whilst this was not the number that some wanted, it was a pilot year and was a good opportunity to understand the resources needed and the impact before scaling up. The

¹¹ CBI (2011)



Chair of Employment and HR Committee noted that he would like to see the Be Inspired programme rolled out; full buy in from Elected Members and Strategic Directors and a clear set of targets, guidelines and expectations for Directorates and young people.

- 3.3.3 The HR Practitioner leading on this is aiming to ensure all resources for officers are on In-line, the internal web site. She is also developing a Be Inspired website which is still in its early stages. In order to grow this work we support the aspiration to recruit one or more apprentices. We were pleased to hear that Be Inspired is starting to work with small and medium enterprises (SMEs) to help identify further opportunities for young people.
- 3.3.4 There is a line of argument that suggests that any scaling up of Be Inspired should be targeted at a set of more deprived and vulnerable young people. However, work experience can be a good way to highlight the work of the Council and showcase the public sector, as many students and teachers do not know what jobs there are to be found in the Council. To illustrate this we were told of a conversation an HR officer had with a group of girls at a school. Each pupil said what type of career she wanted to pursue and the officer managed to identify roles within the Council that provided some match for each of the girls, only failing to match the aspiring airline pilot!
- 3.3.5 In Section 4.4.1 we talk about the need to develop personalised placements and meet the needs of children in care. Whilst we need to have robust processes and possible targeting to achieve that, we do think that placements in the Council need not be exclusively for vulnerable children.

3.4 Councillors as Local Leaders

- 3.4.1 Many councillors and the city's MPs are asked to provide placements and many agree to do this. This should be applauded. However, we feel it is important to regularise work shadowing for councillors. This includes ensuring a structured meaningful programme is in place and all risk assessments are undertaken to ensure protections for both parties. The experience needs to benefit both sides and therefore needs to be well designed.
- 3.4.2 In our report to this chamber a year ago, "Strengthening the Birmingham Family of Schools-the role of the City Council" we recommended that councillors should strengthen their engagement with schools and our views remain the same and commend those who have built these relationships:
- "We see scope for greater active participation by Elected Members in school life, primarily through taking on school Governorships, but also through building relationships with schools at ward level to be able to truly represent parent, pupil and wider community interests."
- 3.4.3 We think councillors can support schools by signposting them to placements within the Council, once our own offer is clearly set out; by offering to host a placement; and by acting as a broker between schools and local businesses. One element of recommendation seven in that report was



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“That Elected Members commit to developing relationships with all schools in their ward and to becoming local champions for education by.... approaching local businesses to form links with schools for work experience placements and apprenticeships.”

3.5 Supporting Vulnerable Groups

- 3.5.1 Prior to commencing the work we thought it important to carry out a health check on three groups of vulnerable children: children with special educational needs and disability, looked after children and young people at risk of or not in education employment or training. In the course of the Inquiry we were reminded how personalised the work experience process needs to be and how many group of pupils need additional support. For example, one of the schools told of us a number of the year 10 cohort who need much more support due to English being an additional language. We were also told of additional hand-holding that can be required to inspire a young person who lacks a work ethos due to inter-generational worklessness.
- 3.5.2 We were also reminded that work experience as part of a wider independent advice and careers guidance was important in extending aspirations for pupils who had the ability to be the first in their family to attend university. The Education and Skills Infrastructure Team are producing a model to support schools in developing a Risk of NEET Indicator. Sitting alongside this will be an approach to ensure schools can access support and interventions for young people at risk, which may include bespoke work experience.
- 3.5.3 Our processes and range of placements need to be flexible enough to meet this personalisation agenda. We were given an example of a young person who might need to have one day placements initially to meet their own needs, whether that be illness or getting anxious or angry. This may be able to be built up as confidence grows on both sides. It was suggested that lessons could be learnt from the personalised approach taken by the Youth Offending Service in supporting young offenders in becoming work ready.

Looked After Children (LAC)

- 3.5.4 Statutory guidance notes that the Director for Children’s Services and the Lead Member for Children’s Services have a:

“Shared responsibility with all officers and members of the local authority to act as effective and caring corporate parents for looked after children, with key roles in improving their educational attainment, providing stable and high quality placements and proper planning for when they leave care.”¹²

¹² DFE (2013) *Statutory Guidance on the Roles and Responsibilities of the Director of Children’s Services and the Lead Member for Children’s Services*



- 3.5.5 The Vulnerable Children's O&S report to City Council in November 2011 reminded Members that, as Corporate Parents, all Elected Members share responsibility for looked after children and should therefore:
- Ensure that there is the best possible care and protection for children and young people who are looked after;
 - Ensure that the Council performs well in respect of looked after children and young people;
 - Champion the rights of looked after children and young people directly and through our other roles; and
 - Act in the way we would if the child or young person was our own, promoting life chances and making opportunities available.
- 3.5.6 Across the city young people turn to family, friends, neighbours and other contacts to get ideas and find placements. These advocates can be very tenacious. One of the witnesses noted that she had herself contacted, chased and cajoled 15 high level organisations to secure a placement for her own child. Who does that for our looked after children? As corporate parent we need to become better advocates for the children we have that responsibility for.
- 3.5.7 The virtual school has oversight of all the city's looked after school age pupils, whether they are being educated in Birmingham or outside the authority. There are approximately 150 young people in current year 10, and around 650 in school years 10 to 13. All LAC have a personal educational plan (PEP) which records what needs have to be met in order for them to fulfil education potential. It is reviewed every six months and can be used to record work experience requirements.
- 3.5.8 One of the schools told us that their looked after children have a designated member of staff to support them, and also have an officer from the Looked After Children Education Services (LACES) team who visits and there have not been problems with work experience. However, we were also told of the additional hand-holding that can be very useful for some of these young people. One example was that a young person may benefit from extra support, such as accompanying them to the interview and waiting until the interviewer is ready to start.
- 3.5.9 Some of the young people lack confidence and have no concept of a work place environment. It can prove to be a real shock and, therefore, lots of pre work is required prior to any work experience placements. It appears that very few LAC have been provided with a work experience placement with the Council in previous years.

We were told the following actions would help this group of young people:

- Cross-directorate support to introduce properly co-ordinated, planned and developed work experience placements for looked after children within the Council;
- A website for the city that schools and young people can access. This could link to the Be-Inspired programme but could also give external organisations responsibility for updating their own pages with their offer;



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- Additional pre-placement support such as an offer to meet prior to the placement to meet the placement supervisor/ mentor, see the work environment, be told about the key work objectives, and ensure the child's needs are understood;
- Council suppliers and other businesses in the city signing up to offer work experience to our vulnerable young people through their Corporate Social Responsibility;
- Provision of a flexible approach, if required, to meet the needs of the young people e.g. a day a week for a period of a couple of months;
- Elected Members to "sponsor a looked after child" and take that young person in to work with them for a day;
- Building a network of mentors for LACs who can support the young person whilst doing work experience, and possibly through the whole process alongside careers advice and guidance; and
- Ensuring that these young people receive appropriate careers advice.

3.5.10 It is noticeable that all of those "asks" will also be beneficial to all the other groups needing additional support and encouragement. During consultation with the Executive we were pleased to hear that some progress is already being made on these matters.

3.5.11 We were pleased to hear that already the Council's Employment Team are working to improve employment support for the city's Care Leavers. It is promoting the Council's responsibility as a Corporate Parent to support Care Leavers in their transition to work through pilot schemes aimed at providing experience of work. The Team also piloted the Council's work experience initiative and are currently piloting a programme of supernumerary apprenticeships. They are developing a Care Leavers' Charter focussed on their employment needs, which will include securing and promoting work experience placements both within the Council and with external businesses and organisations.

3.5.12 We feel it is important that all Councillors and Directorates support the Council in its corporate parenting responsibilities by providing the placements and mentors for the apprentices and supporting LACs in achieving meaningful, appropriate broader work experience.

Special Educational Needs and Disabilities (SEND)

3.5.13 It was acknowledged that there may be prejudices and low expectations about what a pupil with disabilities is able to do on work experience. For example many employers are uncertain of working with a deaf member of the community. When the Committee's Chair visited Braidwood Trust School for the Deaf it was obvious that many pupils were extremely talented but we were told that the children spent approximately 8 months securing a placement, however once in placement, all the pupils had an extremely successful time. For a number of them, work experience had been a very positive experience and was key to them deciding what they wanted to do on leaving school.



“Work experience has helped me realise that my deafness isn't an issue, I can work, I just need employers to give me a chance to show the skills I have.”

"It was nice helping hearing people to communicate with me, it helped my confidence."

- 3.5.14 We learnt that some students with disabilities may have a school support worker for some of the time on placement which can help overcome barriers.

Case Study: Transition Pilot with Special Schools

Work experience has been used as a tool to support improved transition of children with special needs from school into training, further education and employment. Disability Employment Officers within the Employment Team are working collaboratively with Oscott Manor Special School in Kingstanding. Following discussions with the school's management team the pilot is focussed on supporting pupils with special needs in accessing work experience placements within business administration and manufacturing.

This has resulted in a rolling programme of work experience placements set up in two firms. In order to ensure suitable support is available to pupils the school provides a ratio of 2:1 staff to pupils for the duration of the placement. This pilot is initially offering placements to Post-16 pupils with a view to engaging pupils from Years 9 to 11 in future years. Each placement is half a day in duration and a number of pupils will be supported to attend on a "roll-on, roll-off" basis. Participating employers are required to be flexible but in return are supported by skilled staff from the school, and there is a high degree of pre-placement preparatory work being delivered to ensure that there is a good match between the host employer and the pupil on placement.

An integral component of the placement package is the employer's involvement in providing an up to date work-based reference and for the schools and pupil to develop CVs capturing key work-related skills and competencies developed during the placement period.

An action plan to develop further placements with special schools is being developed and will be implemented over the coming year also involving the Autism Partnership Board. This will be widened to include a range of employers across a variety of sectors including those offered by the Council.

Young People Not in Education, Employment or Training (NEET)

- 3.5.15 We understand that there is a Council strategy group with oversight of work with NEETs. However, it was unclear that anybody in the Council has responsibility for supporting NEETs into work experience and we would welcome clarity about this in the action plan proposed below. We



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recommend that when the Committee next receives an update on NEETs, that information is included about work experience opportunities and challenges.

3.6 Leadership Role of the Council

3.6.1 The Council is one of the linchpins of the city and city region. It has opportunities to influence other local organisations at the strategic and operational level and can use these to highlight the need to develop more meaningful work experience placements. It can work with statutory partners, businesses and the third sector. Below are two examples of what partners are doing to support this agenda and, first, an example of how we can use our procurement process to extend opportunities. We also note that the Birmingham Education Partnership will be a key partner in the city and would applaud work experience being part of the dialogue.

Jobs and Skills Clauses

3.6.2 Through the use of its procurement process and jobs and skills clauses in planning approvals (commonly known as section 106), the Council encourages employers to offer employment opportunities and support, including work experience placements, to local individuals who are unemployed, or leaving educational/ training establishments. For example the Birmingham Energy Savers contract included a commitment to provide: 90 short-term work experience placements totalling 180 weeks; and a Green Deal Career Plan, to deliver a package of support for young people, teachers and parents. This raises awareness of environmental issues and careers, and also aspirations around career choices. This provides a platform for young people to get exposure to the nature and scope of job opportunities which will arise from the growth in the low carbon economy.

3.6.3 We would encourage further opportunities to use the procurement process to extend work experience opportunities for 14-18 year olds.

Birmingham Employment and Skills Board

3.6.4 The Birmingham Employment and Skills Board (BESB) is a group of local business people who are employers and work as a “think tank” for the development of skills for employment in the city. The Board has set out its priorities in a Forward Plan and is committed to improving the skills of young people. The main focus of the Board is to ensure we develop a workforce equipped to match the current and future needs of employers.

3.6.5 Work experience has been highlighted by the BESB and related activity and actions have included:

- Board members developing placement and internship opportunities;
- A research project to examine the range of programmes in schools that focus on the development of employability skills. The project sought to explore the current availability of employer-led engagement programmes as well developing an insight into the level of take up by businesses in education partnerships. This was designed to identify where there were gaps



in delivery and what was required to develop a more joined up and coherent approach so all Birmingham schools could benefit;

- Proposals to introduce a framework to broker and match businesses to schools in order to provide meaningful work experience opportunities, in turn supporting the delivery of the Greater Birmingham and Solihull Local Economic Partnership Skills for Growth Compact. It is envisaged this would be web based involving a range of partners; and
- The Board commissioned Birmingham University undergraduate research into work-related learning in schools.¹³ The report identified six main barriers to successfully developing sufficient volumes of high quality work experience placements including a lack of funding, time, communication and prioritisation of work related learning at schools.

3.6.6 We are pleased to see local businesses also identifying work experience as a key building block for young people and hope that the Development Directorate can continue to support this initiative. We are particularly interested in the idea of a web portal as this might be the vehicle for meeting demands about easier access to and increased availability of placements.

3.7 Overcoming Barriers

3.7.1 A range of barriers and challenges have been noted. Here, some additional barriers, or perceived barriers, are considered.

Health and Safety

3.7.2 We understand that "health and safety" is often cited as a reason for not supporting placements. Terry Mallard (Health and Safety Inspector) contacted the Association of British Insurers on our behalf to check out the validity of this barrier. They reassured us that as long as insurance is in place for employees there would be no additional expenditure for a school pupil providing they were doing what the business normally does as part of its work activity. One area of concern would be for sole traders who might not have employee insurance, and therefore they would be required to have this in place.

3.7.3 The Health and Safety Executive has also refreshed its guidance to reiterate that health and safety should not be a barrier for most companies and has updated the work experience guidance on its website.

3.7.4 Schools each have their own way of managing health and safety issues before the students go on work experience. One of the schools we spoke to said they pay an external company to risk assess each work placement who awards a one, two or three year green light, according to the type of company.

¹³ Employers, Young People (11-16) and Education – Yasmin Mansoor
<http://birminghamsciencecity.wordpress.com/2013/04/25/employers-young-people-and-stem-education-finding-the-missing-link/>



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- 3.7.5 We were very impressed with the work that our Health and Safety Team of Regulation and Enforcement are doing to support the students work experience. They ensure that health and safety is not a barrier and that pupils are empowered to be able to talk up if they see a problem.
- 3.7.6 Specifically, they have developed the Safe@Work initiative for pupils who are about to embark on work experience or for use as part of their PSHE learning.¹⁴ Students attend workshops and learn about sensible risk management and how to stay safe at work. We were informed that Safe@Work was developed by the team and has been delivered to over 1500 secondary school students in Birmingham since 2009. In providing this resource, the team has contacted our secondary schools and has been invited in to deliver the one hour workshop at a minimal cost of £25 per class session.
- 3.7.7 It was explained to us that the aim of Safe@Work is to demystify health and safety and give the students a kick start on health and safety; as they may have had little exposure to a workplace environment. The one hour workshop includes case studies of incidents concerning young people and photos of unsafe situations found by enforcement officers. The students also participate in a hazard spotting activity and the session finishes with a short quiz.
- 3.7.8 We were given a presentation about Safe@Work and informed that there are other work experience safety initiatives available by other national providers. Safe@Work is very different because it includes real photographs and case studies concerning young people at work in the West Midlands, which we felt made it very connected to work experience.
- 3.7.9 Safe@Work is about working with a vulnerable group to help improve their confidence in dealing with health and safety related issues at work; giving them an understanding of real health and safety issues; and raise their awareness of employers' and employees' duties in the work place.
- 3.7.10 We were informed that every student and teacher evaluates the workshop and that has facilitated the improvements to the content; most recently being the inclusion of a hazard spotting exercise. These are just some of evaluation comments:-
- 3.7.11 From the Teachers:-
- “Excellent examples of true life experiences. The students were highly engaged”
 - “Very enjoyable and interesting session. Good range of activities to make students think”
 - “Excellent delivery of the session and very informative”
- 3.7.12 From the students:-
- “Loved it, brilliant”
 - “Very informative and useful”
 - “Should take place before work experience”

¹⁴ PSHE= Personal, Social, Health , Economic Education



- 3.7.13 The Health and Safety Team is keen to promote the workshop across the city and nationally. They are also looking at how they can share the workshop resource on a free to use basis in order to maximise its spread to keep young people informed about safety in the workplace.
- 3.7.14 We commend this initiative and would encourage schools to “own” the tools developed by the Health and Safety Team and share it with all Year 9/10 students. Later in the report we discuss how the Council can work with partners to secure more good quality placements. We suggest that partners are also made aware of this programme and the feedback received and then they too can promote it.

Safeguarding

- 3.7.15 We were concerned about child protection. We accept that requiring all employees and councillors coming into contact with a young person on placement to have gone through the disclosure and barring process¹⁵ would stop placements happening.
- 3.7.16 However, any concerns should be recorded on the risk assessments which should be carried out for each placement and shared with the student and their parent / carer. This should include if the student will be travelling between sites, and if the student might be alone with the employee.
- 3.7.17 Advice from one industry body is that disclosure checks must be considered (although are not necessarily required) in all of the following cases:¹⁶
- Young people identified by the school as vulnerable for educational, medical, behavioural or home circumstance reasons, including those who have special educational needs or are under 16;
 - Young people on placements lasting more than 15 days over an extended period, especially where these involve: regular lone working with an employer for over half a day at a time; one to one working in isolated settings; or a lot of one to one travel; and
 - Placements which include a residential element.
- 3.7.18 One of the schools said they carry out specific risk assessments for vulnerable children and for the children they feel are most vulnerable they develop a robust in-school provision instead.

Timing

- 3.7.19 There are key dates in the summer term when many schools plan their work experience. Whilst this can provide opportunities (such as being able to set up opportunities to do activities with groups of pupils within each CAB building) on the whole we were pleased to hear that some schools are co-ordinating and looking for alternative approaches. In the future this could be an issue that the Birmingham Education Partnership could influence.

¹⁵ The replacement for the Criminal Records Bureau (CRB)

¹⁶ LANTRA (2012) *Getting Involved in Work Experience – Guide for employers*



4 Making a Difference

4.1 Overview

4.1.1 Overall this report has considered four key areas:

- What should the Council's offer be in regard to providing work experience opportunities?
- What role should elected councillors play in supporting and facilitating work experience?
- How should the Council fulfil its corporate parenting responsibilities and provide appropriate support to other vulnerable children?
- How can the Council influence other parties to engage in work experience in order to improve the skills and attainment of the future local workforce?

4.1.2 Usually scrutiny reports set out a number of wide ranging recommendations. Although generally accepted when discussed at Council, these can lead to councillors and officers feeling frustrated. In tracking progress the focus for discussion becomes the wording of the recommendations, rather than an assessment of whether overall progress has been made.

4.1.3 To try a new approach this section of the report will look different to the traditional scrutiny report. It sets out what we want to achieve as "the big ask" and a series of issues we want to be progressed within this. We also make a number of suggestions about how these could be achieved and we have called these "tools".

4.1.4 However, councillors are not experts and our evidence gathering was not in-depth. Therefore, rather than setting out recommendations, for the most part we set out what the Council needs to achieve and will ask those who have the power and ability to make those changes to return to Education and Vulnerable Children O&S Committee to agree what actions will be undertaken. If some of our suggested tools are not used we will seek an explanation of why this is. Once there is an agreed action plan we will monitor its progress, but with our focus always on whether the overall change we seek is being achieved.

4.2 Requested Outcome – "The Big Ask"

4.2.1 As noted we want to see all action related to improving work experience for the young people of Birmingham. What we call "the big ask" is this:

As a result of this report the Committee wishes to see more Birmingham school and college pupils having access to high quality, appropriate work experience placements within the Council and the wider economy.



- 4.2.2 The Council needs to play its full part in achieving this. Particular attention needs to be paid to prioritising and developing a flexible approach to meet the specific needs of vulnerable children, including our looked after children and children with special educational needs and disabilities.

4.3 City Council Support for Work Experience

4.3.1 Work experience is part of on-going support and guidance that young people in years 7-13 require to help them decide on careers and gain work-ready skills. There is much that the Council can and should do to support this at an earlier point, such as officers talking to groups of pupils about different jobs in the Council, work taster half days, and invitations in to see Councillors in action. We are aware that many people across the council carry out these actions, and commend this. Perhaps more could do this occasionally if school requests were collated somewhere central.

4.3.2 To ensure that more Birmingham school and college pupils have access to high quality, appropriate work experience placements the Council needs to have a clearer, more accessible offer. To achieve this the following tools should be considered:

- a. Top level support from the Leader and Strategic Directors, and setting targets for directorates;
- b. A simple way for students and schools to access and get information on our offer such as a designated team or person to contact and / or a web site;
- c. An easily accessible toolkit (e.g. on the internal web site, In-line) for officers supporting placements e.g. expectations of our work experience offer and a set of standards; risk assessment forms, (with sufficient guidance about off-site working and one to one working); templates for learning contracts and exit interviews; copy of the employers' liability certificate for schools who require it; and examples of project work which can be set;
- d. Considering any training that might be required by officers and councillors supporting work experience placements;
- e. In setting up a programme to consider how officers can work with colleagues across different teams to give students a mixed range of work experience if they would welcome that) and benefit from that (balancing being tailored to pupil's interest areas with opening up new horizons);
- f. To support schools in their careers, education independent advice and careers guidance role to ensure that pupils from year 7 are aware of their options and to support the raising of aspirations amongst our young people (e.g. by officers visiting schools to talk to them about their jobs);
- g. Undertaking a brief survey with schools to check this evidence, the challenges faced and the support schools would like to have; and
- h. Gain a better understanding of how many pupils have had placements in the Council in the last year.



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- 4.3.3 To protect young people we would be pleased to see the Council's Health and Safety team's initiative Safe@Work be promoted and steps taken to encourage schools to adopt this approach either by inviting in the Council officers who have developed it with their specific expertise; using the resources they have developed; or bringing in other expertise.

4.4 Supporting Vulnerable Groups

- 4.4.1 We have identified that there are many young people across the city who may require additional support, for example, some young people with special educational needs and disabilities (SEND), English as an additional language, looked after children etc. But our conclusion is that if we can develop a work experience offer that meets the needs of individual young people through personalisation then we can be confident that we can appropriately support vulnerable children. Equally if we can get work experience right for these vulnerable groups it is likely to be a good scheme for all.
- 4.4.2 Within both the Council and in businesses further work needs to be done to break down prejudices and pre-conceived notions about supporting placements for young people with SEND.
- 4.4.3 As corporate parents we have a role to build aspirations and confidence to ensure the children have a quality experience. Further work needs to be undertaken, or if it already has been, reported to Committee on how we can provide more support to young people of school age not in education, training or employment (NEETs).
- 4.4.4 In order to ensure that more Birmingham school and college pupils in the identified vulnerable groups have access to high quality, appropriate work experience placements the following tools should be considered:
- Improving understanding of councillor's role as corporate parent in relation to careers advice and guidance, including work experience;
 - Any officer or councillor offering such a placement should be encouraged to take additional steps such as setting up a meeting prior to the placement starting to ease the transition; or if providing work experience to a child with a disability to offer parents an invitation to come in and see where the work will be; or making bite sized work placed opportunities available for looked after children and to include them in "take a child to work day", to meet needs of the child; and
 - Building on work experience contact to provide ongoing support / mentoring to children in care and other vulnerable children.

4.5 Councillor Support for Work Experience

- 4.5.1 Councillors have a key role to play in increasing all these areas: opening up the Council for work placements; supporting vulnerable children, especially LACs and, as community leaders,



facilitating, linking and brokering opportunities between local schools and local businesses. We know that many councillors are shadowed by work experience students. In order to give students the opportunity to have some practical experience, councillors may find it useful to pair up with an officer who can offer additional experiences to the student.

4.5.2 Tools that could be used include:

- Developing a procedure for councillors which they are expected to use. This can draw on the In-line toolkit and should include an agreement about the content of the placement and skills to be developed; an end of placement evaluation; and safeguarding and health and safety information;
- Councillors can play a role in acting as a broker between local companies and local schools or the virtual school. We should instil an expectation that councillors have a role to make local links between schools and businesses to support work experience for local children and young people;
- As corporate parents councillors have a role to play in supporting looked after children. One idea proposed was that councillors could sponsor a LAC or child with disabilities within their wards and support them in finding valuable work experience opportunities; and
- Many Councillors are secondary school and college governors. They should be asked to raise the issues included in this report at with those educational bodies to understand the approaches taken to work experience and any support required.

4.6 City Council Influencing the Agenda

4.6.1 The Council is just one of thousands of employers within the city and cannot alone provide the number or range of placements needed for all young people in Birmingham. In order to see more Birmingham school and college pupils having access to high quality, appropriate work experience placements the Council could, however, use its many interactions with the local economy to influence businesses. It is in everyone's interest to invest in our young people in this way to ensure they are work ready and have the skills to contribute to tomorrow's local workforce in a global economy.

4.6.2 It was thought there should be a way to bring together local companies and schools in order to extend the number of organisations offering placements. A careers fair would be welcomed, but given current resources it was thought that opportunities to do this could be "piggybacked" upon other activities the Council is doing or use other activities happening locally, such as the Skills Show.

4.6.3 It was suggested that schools and pupils would find it useful if there was a single list of possible placements across the city, preferably web based. Although it was suggested that the Council might be able to hold that, as it could not be a static list as contacts change, this would take



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resources. Also it could generate huge demand on the companies listed and there would have to be clarity about health and safety responsibilities. The feasibility of a web based resource should definitely be investigated. In future it might be something that could sit alongside the Birmingham Baccalaureate work. Also in future, the Birmingham Education Partnership could play a role in facilitating and promoting this. Our statutory partners such as West Midlands Fire Service, West Midlands Police and the NHS could be asked about how they could contribute.

4.6.4 It was suggested that the Business Charter for Social Responsibility and the procurement process could be used as a way to encourage companies to offer placements. All companies we deal with could be asked to complete a form to send to whoever is identified as the broker or upload onto a web site indicating the offers they are making.

4.6.5 We think the tools to achieve this include:

- Using procurement powers to influence business (e.g. through the Business Charter for Social Responsibility);
- Using our linkages to the Birmingham Chamber of Commerce / the Greater Birmingham and Solihull Local Economic Partnership / Professional Associations; and
- Ongoing liaison with private sector, such as looking for opportunities to use job fairs etc to encourage employers to be involved and then giving recognition (e.g. awards or accreditation) to those who contribute.

4.7 Recommendations

4.7.1 This report needs to lead to concerted action and not gather dust on a shelf. To achieve this we will pass the responsibility to the Deputy Leader, and the relevant Executive Members. We want them to task the relevant officers to draw up an achievable action plan which will achieve “the big ask” of helping our young people secure meaningful work experience.

4.7.2 We want to see action relating to each of the steps above:

- Developing a clear and accessible offer for the Council as a whole;
- Building in the flexibilities and additional support to enable personalisation to fit individual needs of vulnerable groups, in particular looked after children;
- Clarifying the role of councillors and supporting them in achieving this; and
- Using the influence we have as an organisation to get wider buy in to these issues across the city.

4.7.3 For each of these issues a set of tools were proposed. We are not insisting that these are used, but we would like feedback about how the action plan was developed and prioritised. This should be reported to the April 2014 meeting of the Education and Vulnerable Children O&S Committee.



	Recommendation	Responsibility	Completion Date
R01	<p>That an action plan is developed to achieve the goal of Birmingham school and college pupils having access to high quality, appropriate work experience placements within the Council, (giving due consideration to our young people in care and young people with special needs) and the wider local economy.</p> <p>The tools set out in this report should be explored in developing the plan.</p> <p>An early version of this plan should be brought to this Committee to enable Members to influence the plan.</p> <p>If the plan is insufficiently ambitious the Committee will set out some more specific recommendations.</p>	<p>Deputy Leader working with Executive Members including:</p> <p>Cabinet Member for Children and Family Services (with regards to Schools, Special Educational Needs and Looked after Children) and Cabinet Member for Development, Jobs and Skills (with regards to the work of the Employment Team)</p>	<p>Interim report to the April 2014 Education and Vulnerable Children O&S Committee meeting</p> <p>Final action plan June 2014</p>
R02	<p>In order to give some clarity about the Council's offer, the Deputy Leader should consider setting targets relating to supporting work experience for Directorates.</p>	Deputy Leader	June 2014
R03	<p>Following the agreement of an action plan, this will be tracked by the Education and Vulnerable Children O&S Committee alongside the recommendations.</p> <p>Progress towards achievement of these recommendations should be reported to the Education and Vulnerable Children Overview and Scrutiny Committee no later than October 2014.</p>	Deputy Leader	October 2014