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## EDUCATION ATTAINMENT IMPROVEMENT BOARD

**Day:** Thursday  
**Date:** 28 July 2016  
**Time:** 3.30 pm  
**Place:** Lesser Hall 2 - Dukinfield Town Hall

Item No.	AGENDA	Page No
1.	<b>APOLOGIES FOR ABSENCE</b> To receive any apologies for the meeting from Members of the Board.	
2.	<b>DECLARATIONS OF INTEREST</b> To receive any declarations of interest from Members of the Panel.	
3.	<b>MINUTES</b> To receive the Minutes of the previous meeting held on 29 March 2016.	1 - 4
4.	<b>PRIMARY RESULTS 2016</b> To consider the attached report of the Interim Assistant Executive Director (Learning).	5 - 12
5.	<b>DEDICATED SCHOOLS GRANT UPDATE</b> To receive the attached report of the Interim Assistant Executive Director (Learning) and the Assistant Executive Director (Finance).	13 - 36
6.	<b>WORK OF THE SCHOOL PERFORMANCE AND STANDARDS UNIT 2013-16</b> To consider the attached report of Garry White, Lead Primary Officer, School Performance and Standards Unit.	37 - 40
7.	<b>ACCESS AND INCLUSION: A SUMMARY OF WORK 2015-16</b> To consider the attached report of the Head of Access and Inclusion.	41 - 48
8.	<b>SUCCESSFUL WAVE 11 FREE SCHOOL APPLICATION IN TAMESIDE</b> To receive the attached report of the Interim Assistant Executive Director (Learning).	49 - 58
9.	<b>URGENT ITEMS</b> To consider any additional items the Chair is of the opinion shall be dealt with as a matter of urgency.	

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From: Democratic Services Unit – any further information may be obtained from the reporting officer or from Linda Walker on 0161 342 2798 or by emailing [linda.walker@tameside.gov.uk](mailto:linda.walker@tameside.gov.uk), to whom any apologies for absence should be notified.

**10. DATE OF NEXT MEETING**

To note that the next meeting of the Education Attainment Board will held on Tuesday 25 October 2016 commencing at 3.30 pm.

## EDUCATION ATTAINMENT IMPROVEMENT BOARD

29 March 2016

Commenced: 3.30pm

Terminated: 5.30pm

**Present:** Councillor L Travis (Chair)

Councillors JM Fitzpatrick, Peet, Reynolds and Robinson and Alison Hampson

**Apologies for Absence:** Councillors Bell and K Quinn and Paul Jacques

### 30. DECLARATIONS OF INTEREST

There were no declarations of interest submitted by Members of the Board.

### 31. MINUTES

The Minutes of the Education Attainment Improvement Board held on 26 January 2016 were approved as a correct record.

### 32. PRESENTATION BY DEBORAH MASON, PRINCIPAL, SILVER SPRINGS ACADEMY

The Chair welcomed Deborah Mason, Principal, Silver Springs Academy, and her colleague Rachel McHugh who gave a presentation on innovative work undertaken in the community on child readiness. In terms of the context of the presentation, Deborah Mason began by making reference to the scale of the problem and a statement in the Ofsted in April 2014 that:

*“The vast majority of children enter the Early Years Foundation Stage with levels of development well below those which are typical, especially in personal and social skills and those related to communication, language and literacy and mathematical understanding. A small proportion of children enter the school working at the level of development expected for children aged between birth and 11 months.”*

The school's action plan was detailed, which included a focus on speech and language and parental engagement which was seen as a critically important part of the process. The school could not expect to do this alone, and for children whose needs and circumstance made them more vulnerable, a coordinated multi-disciplinary approach was usually best, working closely with the child and family to ensure that they received all the support they required. Case studies of how this approach had worked in practice were detailed and future developments were highlighted as follows:

- More speech and language work;
- Establish Parent Pathways;
- Enhanced staffing;
- Premium two year old provision;
- Tracking progress from 2 to 5 years; and
- Even earlier identification of SEN and intervention.

In conclusion, the Principal stated the school wanted to ensure that children were equipped with the social and cognitive skills they required to start school. This included things such as

enthusiasm, curiosity and self-esteem and providing a smooth transition into a learning environment supportive of continued development.

The Chair and Members of the Board commented favourably on the work of the staff team and strategies in place at the school and pleased to learn that their commitment was already achieving positive results for pupils and their families.

## **RESOLVED**

**That the presentation be noted and Deborah Mason, Principal of Silver Springs Academy and her colleague Rachel McHugh, thanked for taking the time to address the Board.**

### **33. SCHOOL ORGANISATION AND PLANNING**

Consideration was given to a report of the Head of Access and Inclusion outlining the way that the Council meets its statutory duty to secure sufficient school places in the Borough and discussed the factors taken into consideration when planning school places. The report also considered the issues that primary school had faced and the predicted increase in demand for places that would start to flow into secondary schools from September 2017.

School place planning is a complex process, taking into account a wide range of factors. The main factors affecting demand for school places were birth rates, in year movement within and without the borough, cross border travel of pupils into schools in other local authorities and equally pupils travelling to schools in Tameside from other boroughs, housing developments and availability of social housing and parental preference.

In common with many areas of the country, Tameside had experienced a surge in births over recent years and the birth rate rising from a low of 2,409 in 2002 to a recent high of 3,069 in 2010, a 27% increase. In 2014, this had dropped back to 2,854. Birth rates form the basis for any school place planning model.

The Council's School Admissions Team deal with approximately 3,000 transfer movements every year. Around 2,000 are primary movements and 1,000 are secondary movements and this was common with most areas of the country where house moves were the commonest reason for moving schools. Statistics presented in the report showed pupil numbers in each primary year group from 2004 onwards and it was noted that the number of children in Tameside primary schools had increased steadily over the years in line with the increase in the birth rate.

With regard to the availability of places, since September 2009, the Council had proactively increased the number of places available in primary schools and for September 2015, there were 3160 places available, a 15% increase since its low in 2009. This included two new primary academies in Ashton and Hyde and as the birth rate appeared to have stabilised over the last three years, there was no immediate pressure to further increase places in the primary phase in the future. Data showing where places had increased across the borough over the last 10 years was detailed.

It was recognised that the focus of increasing places now needed to be on the secondary phase. With 2732 places available from September 2017 in each year 7 group, it was explained that up to 458 new places needed to be created over the next few years to ensure that all Tameside pupils had access to a secondary school place in the borough. This year had seen discussions with a number of secondary head teachers in the borough to increase places at schools for 2017 onwards. Some places could be created without significant capital investment, whereas others would require investment to remodel. A rolling programme is being developed to begin increasing places in the secondary sector.

In common with increases in the population of primary schools, Tameside's primary special schools were also seeing an increase in demand, particularly in Key Stage 1. Additional classes

had already been created at Oakdale and Hawthorns Academy and both schools had restricted sites and more innovative plans would need to be considered. The Council had successfully bid for funding from the Targeted Basic Need pot and been allocated £1.7m to create 60 places at Samuel Laycock School from September 2015. The additional places would hopefully attract future pupils to stay in the borough and attend a local school that could meet their needs.

In terms of next steps, demographic changes continued to place considerable pressure upon school place planning. This change was being driven by a sharp increase in the number of births since 2001, the continued impact of international migration, plus the exchange of population between areas. Planned housing growth across Greater Manchester was set to place yet more pressure on the need for pupil places.

Discussions were already underway with head teachers of Tameside's secondary schools and consideration was being given to the balance between permanent and temporary places as had been the case in primary schools. Over the longer term, school rolls would again peak and start to reduce. There was a need to avoid creating permanent places with all the implications for PFI and facilities management contracts if there was no need for it on a permanent basis. Ideally, there needed to be a mixture of permanent and temporary accommodation that could more easily be removed once the peak years had passed.

#### **RESOLVED**

**That the content of the report be noted.**

### **34. GCSE RESULTS 2015**

Consideration was given to a report of the Interim Assistant Executive Director (Learning) explaining that the reporting of GCSE results was in two stages; unvalidated results and validated results. The recent publication of the validated GCSE results had seen the performance of Tameside increase. The report showcased the excellent performance of Tameside's pupils in 2014/15 compared to other local authorities regionally and our statistical neighbours.

The validated results had left Tameside in an improved position with respect to rankings in both AGMA and also NW authorities. In terms of 5+ A\*-C including English and Mathematics, out of the 23 NW authorities, Tameside was previously ranked 17<sup>th</sup> and was now ranked 9<sup>th</sup>. In the AGMA region Tameside was 7<sup>th</sup> and was now ranked 4<sup>th</sup>. More detailed information on performance was detailed in statistics included in the report.

In addition, the GCSE results had also left Tameside in an improved position when compared to the authority's statistical neighbours. Tameside had risen from 5<sup>th</sup> to 2<sup>nd</sup> in terms of 5+ A\*-C including English and Mathematics and was now 2<sup>nd</sup> for expected progress in English (up from 6<sup>th</sup>) and for expected progress in Mathematics Tameside had risen from 5<sup>th</sup> to 1<sup>st</sup>.

In terms of attainment of disadvantaged pupils in Tameside schools, the performance improved in 11 out of 15 schools in the borough and the gap between disadvantaged pupils in Tameside and other pupils nationally was closing.

Board members were pleased to note that at Key Stage 4 Tameside had bucked the national and regional trend and had seen an increase in both the attainment and progress of pupils at the end of Key Stage 4 in the borough and that disadvantaged pupils in Tameside were also making progress in line with disadvantaged pupils nationally.

#### **RESOLVED**

**That the content of the report be noted.**

### **35. FUTURE OF SCHOOL FUNDING**

The Board received a presentation from Stephen Wild, Head of Resource Management, providing an update on school funding highlighting the key points to note in the following areas:

- Dedicated Schools Grant 2016/17;
- PFI;
- School Balances;
- Budget Review;
- National Formula consultation;
- Academisation; and
- Schools Capital.

#### **RESOLVED**

**That the content of the presentation be noted.**

### **36. URGENT ITEMS**


The Chair reported that there were no urgent items received for consideration at this meeting.


### **37. DATE OF NEXT MEETING**

It was noted that the next meeting of the Education Attainment Improvement Board will take place on Tuesday 28 June 2016 commencing at 4.30 pm.

# Agenda Item 4

<b>Report to :</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date :</b>	28 July 2016
<b>Reporting Officer:</b>	Bob Berry, Interim Assistant Executive Director (Learning)
<b>Subject :</b>	<b>PRIMARY RESULTS 2016</b>
<b>Report Summary :</b>	This report details the provisional results of Tameside and its schools at Early Years Foundation Stage, Year 1 Phonics, Key Stage 1 and Key Stage 2 in 2016 as well as outlining the changes to school performance that have taken place.
<b>Recommendations :</b>	That members note the contents of the report and receive further updates on the performance of both the LA and of schools once progress information is available.
<b>Links to Sustainable Community Strategy :</b>	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
<b>Policy Implications :</b>	There are none arising from this report.
<b>Financial Implications :</b> <b>(Authorised by the Section 151 Officer)</b>	There are no direct financial implications arising from this report.
<b>Legal Implications :</b> <b>(Authorised by the Borough Solicitor)</b>	It is important that Members understand the national framework and its changes together with the performance of Tameside schools so that there is appropriate resource and challenge.
<b>Risk Management :</b>	There are significant reputational risks to the Council if it does not monitor and challenge schools' performance and standards effectively, and intervene where appropriate.
<b>Access to Information :</b>	The background papers relating to this report can be inspected by contacting Dean McDonagh, School Performance Analyst.

 Telephone:0161 342 2928

 e-mail: dean.mcdonagh@tameside.gov.uk

## 1. INTRODUCTION

- 1.1 This report documents the provisional results of Tameside at each primary assessment stage.
- 1.2 There have been significant changes to education assessment in 2016. In 2014 the Department for Education introduced a new curriculum to be on a par with the best education systems in the world and expect children to achieve higher standards than before. As part of this change, the method of assessment with levels i.e. level 2, level 4 etc. that was used to assess the old national curriculum has been scrapped and replaced with assessing whether children are at the 'expected standard'. The expected standard reflects where the DfE feel a child should be at the end of a key stage against the new national curriculum. **As a result the results for Key Stage 1 and Key Stage 2 in 2016 are not comparable with previous years.**
- 1.3 All results contained in this report are provisional and are subject to change.

## 2. EARLY YEARS FOUNDATION STAGE (EYFS)

- 2.1 Sixty three percent of pupils in Tameside achieved a Good Level of Development at EYFS in 2016. This represents an increase of 5% on 2015. The provisional national average is currently 69% - a 3% increase on 2015. Tameside is now 6% below the national average, compared to 8% in 2014 and in 2015.

School	% GLD 2014	% GLD 2015	% GLD 2016	% Improvement + / - on 2015?
Tameside	52	58	63	5
National	60	66	69*	3

\* provisional emerging national average – subject to change.

- 2.2 2016 has seen some major improvements in the some of our schools. Canon Johnson CofE Primary School has seen 42.7% increase in its results from 27.3% in 2015 to 70%. Greenfield Primary School and Early Years Centre saw a 40.4% increase from 33.3% to 73.7%. Bradley Green Community Primary School saw a 20.5% increase from 53.6% to 74.1%. St Mary's Catholic Primary School saw a 17.6% increase from 53.3% to 71.0% and Broadbottom Church of England Primary School saw a 17.1% increase from 57.9% to 75.0%.
- 2.3 Stalyhill Infants, St Christopher's RC Primary School, Canon Burrows CofE Primary School, Holden Clough Community Primary School, St Anne's RC Primary School, Milton St John's CofE Primary School, Gee Cross Holy Trinity CofE (VC) Primary School, St Paul's Catholic Primary School and St Peter's Catholic Primary School were all significantly above the provisional national average.
- 2.4 Buckton Vale Primary School, St Joseph's RC Primary School, St Peter's CofE Primary School and St James' Catholic Primary School have all seen a significant decrease in results in 2016.
- 2.5 Forty six mainstream schools in total are below the provisional national average. Schools significantly below include: St Peter's CofE Primary School, The Heys Primary School - 40.0%, Ashton West End Primary School, St James Catholic Primary School, St Joseph's RC Primary School, Holy Trinity CofE Primary School and Linden Road Primary Academy and Hearing Impaired Resource Base.



### 3. YEAR ONE PHONICS

3.1 Seventy seven percent of pupils in Tameside achieved the expected standard in the phonics screening check in 2016. This represents an improvement of 5% on 2015. Tameside is 4% below the provisional emerging national average of 81% having been 5% below the national average in 2015.

	2014	2015	2016	Improvement on 2015
<b>Tameside</b>	69	72	77	5
<b>National</b>	74	77	81*	4

\*provisional emerging national average for 2016 – subject to change

3.2 In terms of schools this year has seen some major improvements in the following schools:

- Greenfield Primary School and Early Years Centre - 44.9% increase from 89.1% to 44.2%;
- The Heys Primary School - 37.4% increase from 81.3% to 43.9%;
- Gee Cross Holy Trinity CofE Primary School - 36.7% increase from 80% to 43.3%;
- St Stephen's RC Primary School - 26.5% increase from 73.3% to 46.8%;
- Lyndhurst Community Primary School - 24.6% increase from 90% to 65.4%.

3.3 The following schools are significantly above the provisional national average:

- St John Fisher RC Primary School, Denton - 96.9%;
- St Peter's Catholic Primary School - 96.8%;
- Greswell Primary School and Nursery - 95.1%;
- Gorse Hall Primary and Nursery School - 93.7%;
- St John's CofE Primary School, Dukinfield - 93.6%;
- Fairfield Road Primary School - 92.2%;
- St Paul's Catholic Primary School - 91.5%;
- Holden Clough Community Primary School - 91.2%;
- Dowson Primary School - 91.2%;
- Audenshaw Primary School - 90.6%;
- Lyndhurst Community Primary School - 90%.

3.4 Some schools in the borough have seen significant decreases in the percentage of pupils working at the expected standard from 2015 results. Bradley Green Community Primary School saw a 31.3% decrease in results from 62.1% to 30.8%. Broadoak Primary School saw a 19.6% decrease in results from 82.9% to 63.3%. Broadbottom Church of England Primary School had a 19.2% decrease in results from 92.9% to 73.7% and St Peter's CofE Primary School had 18.7% decrease in results from 89.7% to 71%.

3.5 The following schools are significantly below the provisional national average of 81% for 2016:

- Bradley Green Community Primary School - 30.8%;
- Ravensfield Primary School - 59.7%;
- Silver Springs Primary Academy - 60%;
- Waterloo Primary School - 62.5%;
- Pinfold Primary School - 62.7%;
- Flowery Field Primary School - 62.7%;
- Broadoak Primary School - 63.3%.

3.6 In total 40 schools in Tameside are below the provisional national average.

#### 4. KEY STAGE 1 (KS1)

- 4.1 2016 marks the first year of the new key stage 1 teacher assessments in reading, writing and maths against the new national curriculum. This year's assessments are the first assessments to reflect the new primary curriculum, which was introduced in 2014. As this is the first year of the new assessments the results look different from those of previous years and cannot be compared with them directly.
- 4.2 For children who have completed the key stage 1 curriculum in reading, writing and maths, the teacher assessment will primarily say one of 5 things (from lowest to highest):
- A child is working below the standard of the pre key stage (BLW);
  - A child has foundations for the expected standard (PKF);
  - A child is working towards the expected standard and needs some support to meet national expectations (WTS);
  - A child is working at the expected standard for their age (EXS);
  - A child is working at greater depth within the expected standard and has a strong understanding of the curriculum (GDS).
- 4.3 The performance measures schools will be primarily assessed on are:
- The percentage of pupils at the expected standard in reading, writing and maths combined;
  - The percentage of pupils at the expected standard in reading;
  - The percentage of pupils at the expected standard in writing;
  - The percentage of pupils at the expected standard in maths.
- 4.4 The measure of being at the expected standard includes pupils who are working at greater depth within the expected standard also.
- 4.5 Tameside is below the provisional emerging national average across each measure. 70% of pupils are at the expected standard in reading compared to 74% nationally. 63% of pupils are at the expected standard in writing compared to 65% nationally; 70% of pupils are at the expected standard in maths compared to 73% of pupils nationally and 57% of pupils in the borough are at the expected standard in reading, writing and maths combined compared to 60% of pupils nationally.

	% EXS Reading	% EXS Writing	% EXS Maths	% EXS RWM combined
<b>Tameside</b>	70	63	70	57
<b>National</b>	74	65	73	60

- 4.6 In terms of schools, Broadbottom CofE Primary School was the standout school in the borough with 100% of pupils at the expected standard in reading, writing and maths combined. This means that **every pupil at the end of KS1 is at the expected standard in reading, writing and maths**. Other notable high performing schools were St Mary's Catholic Primary School and Stalyhill Infant School, who both had 83% of pupils at the expected standard in reading, writing and maths combined, and Millbrook Primary School who had 80% of pupils at the expected standard in the combined measure.
- 4.7 Holy Trinity CofE Primary School had the lowest percentage of pupils at the expected standard in reading, writing and maths combined in the borough with 25% at the expected standard. Holy Trinity CofE Primary School also had the lowest percentage of pupils at the expected standard in reading. St Stephen's RC Primary School had the second lowest percentage of pupils at the expected standard in reading, writing and maths combined with 31% of pupils at the expected standard. Silver Springs Primary Academy saw 34% of pupils at the expected standard in reading, writing and maths combined whilst both Buckton Vale Primary School and Parochial CofE Primary School had 36% of their pupils achieve

this measure. Parochial CofE Primary School also had the lowest percentage of pupils at the expected standard in writing and in maths.

- 4.8 In reading, in addition to Broadbottom CofE Primary School, Millbrook Primary School, St Mary's Catholic Primary School and Stalyhill Infant School were the standout schools achieving 90%, 90% and 88% respectively. St Christopher's RC Primary School, St Peter's Catholic Primary School and St Raphael's Catholic Primary School also saw a high percentage of pupils achieve the expected standard on this measure with 87% of pupils at both St Christopher's RC Primary School and St Peter's Catholic Primary School at the expected standard and 86% of pupils St Raphael's Catholic Primary School seeing achieving the expected standard.
- 4.9 In addition to Holy Trinity CofE Primary School (who have the lowest percentage of pupils at the expected standard in reading in the borough with 47% of pupils achieving the expected standard), Silver Springs Primary Academy and Parochial CofE Primary School also saw a low percentage of pupils meet the expected standard in reading with 51% of pupils achieving this at Silver Springs Primary Academy and 52% of pupils achieving this at Parochial CofE Primary School.
- 4.10 In writing, in addition to Broadbottom Church of England Primary School (100%), Stalyhill Infant School (90%), St Peter's Catholic Primary School (87%) and St Mary's Catholic Primary School (86%) all saw a high percentage of pupils meet the expected standard.
- 4.11 Whilst Parochial CofE Primary School had the lowest percentage of pupils at the expected standard in writing (26%), St Stephen's RC Primary School and Holy Trinity CofE Primary School also saw a low percentage of pupils at the expected standard in this measure with 34% and 36% of pupils at the expected standard in writing respectively.
- 4.12 In maths, in addition to Broadbottom Church of England Primary School (100%), St Mary's Catholic Primary School (93%) and St Peter's Catholic Primary School (90%), Milton St John's CofE Primary School saw 90% of pupils achieve the expected standard.
- 4.13 Whilst Parochial CofE Primary School had the lowest percentage of pupils at the expected standard in maths (39%), Holy Trinity CofE Primary School and St John's CofE Primary School, Dukinfield also saw a low percentage of pupils at the expected standard in this measure with 44% and 50% of pupils at the expected standard in writing respectively.

## **5. KEY STAGE 2 – BACKGROUND TO 2016 RESULTS**

- 5.1 2016 marks the first year of the new key stage 2 tests in maths, reading and grammar, punctuation and spelling. This year's tests are the first tests to reflect the new primary curriculum, which was introduced in 2014. As this is the first year of the new tests the results look different from those of previous years and cannot be compared with them directly.
- 5.2 Pupils' results in each test were reported using a scaled score. A scaled score of 100 represents the expected standard for each test. If a child gets a scaled score of 100 or more it means they are working at or above the expected standard (EXS) in the subject. If a child gets a scaled score of less than 100 it means that they may need more support to reach the expected standard. The highest scaled score possible is 120, and the lowest is 80.
- 5.3 In addition to the tests, children are also subject to teacher assessments in reading, writing, maths and science. Writing is the main component of teacher assessment though and forms part of the reading, writing and maths combined measure for schools. For children

who have completed the key stage 2 curriculum in writing, the teacher assessment will say one of 3 things:

- A child is working towards the expected standard and needs some support to meet national expectations (WTS);
- A child is working at the expected standard for their age (EXS);
- A child is working at greater depth within the expected standard and has a strong understanding of the curriculum (GDS).

5.4 Schools will be primarily assessed on:

- The percentage of pupils at the expected standard in reading, writing and maths combined;
- The percentage of pupils at the expected standard in reading;
- The percentage of pupils at the expected standard in writing;
- The percentage of pupils at the expected standard in maths;
- The percentage of pupils at the expected standard in grammar, spelling and punctuation.

5.5 Similar to KS1 the performance measures above include children who are working at greater depth within the expected standard.

5.6 In addition, schools will also be assessed on the average scaled score in each of reading, maths and grammar, spelling and punctuation. The scaled score will be used to calculate progress. Progress will also be assessed however we will not know the results of this until mid-September at the earliest. Progress will be calculated using as a value-added measure from KS1 to KS2. It will be based on value added in each of reading, writing and maths compared with the scores of pupils with the same Key Stage 1 results.

## 6. KEY STAGE 2 (KS2) RESULTS

6.1 Fifty four percent of pupils in Tameside are working at the expected standard in reading, writing and maths combined. This is in line with the national average of 53%. In terms of reading, 67% of pupils were working at the expected standard compared to 66% nationally. 70% of pupils are working at the expected standard in maths – in line with the national average – and 74% of pupils are working at the expected standard in grammar, spelling and punctuation; this is 2% above the national average.

% working at the Expected Standard					
	Reading	Writing	Maths	Grammar, Spelling & Punctuation	Reading, Writing and Maths combined
<b>Tameside</b>	67%	73%	70%	74%	54%
<b>National</b>	66%	74%	70%	72%	53%

6.2 In terms of the authority's position in the North West, Tameside has risen from 13<sup>th</sup> to 8<sup>th</sup> on the reading, writing and maths combined measure despite the changes in assessment that have occurred across KS2. The highest scoring authority was Trafford with 66% of pupils meeting the expected standard in reading, writing and maths combined; Liverpool was the lowest performing local authority with 45% of their pupils achieving the expected standard in this measure.

6.3 In terms of Greater Manchester, Tameside is ranked 6<sup>th</sup> out of 10 authorities. Trafford is the highest performing authority and Oldham is the worst performing authority with 46% of their pupils achieving the expected standard in reading, writing and maths combined.

6.4 Given that the results of 2016 are not comparable with the results of 2015 a school's performance cannot be compared directly with their performance in previous year. Tameside has seen some impressive performance figures from schools though when compared to the national averages:

**% of pupils at the expected standard or above.**

DfE	School Name	2016 % EXS Reading	2016 % EXS Writing	2016 % EXS Maths	2016 % EXS GP S	2016 % EXS Reading, Writing & Maths
3308	St Mary's Catholic Primary School	100	100	92	100	92
3003	St John's CofE Primary School, Dukinfield	94	94	97	94	88
2027	Millbrook Primary School	81	84	91	91	81
3304	St Paul's Catholic Primary School	88	81	85	88	81
2014	Linden Road Academy and Hearing Impaired Resource Base	87	90	87	80	80

6.5 In reading, writing and maths combined St Mary's Catholic Primary School in Dukinfield has the highest percentage of pupils working at the expected standard with 92% of pupils at EXS. In addition to this, **every pupil at the end of KS2 is at the expected standard in reading, writing and grammar, spelling and punctuation.** St John's CofE Primary School has the second highest percentage with 88% of pupils working at the expected standard. In addition, St John's CofE Primary school has 97% of pupils working at the expected standard in maths – this is the highest in the borough. Millbrook Primary School and St Paul's Catholic Primary School both have 81% of pupils working at the expected standard.

6.6 There are a number of schools below the national average for reading, writing and maths combined – 31 in total. Oakfield Primary School has the lowest percentage of pupils achieving the expected standard in reading, writing and maths combined with 23% of pupils at the expected standard. Similarly St Stephen's RC Primary School, Waterloo Primary School, Manor Green Primary Academy and Parochial CofE Primary School also have a small percentage of pupils achieving the expected standard in reading, writing and maths combined with the percentage of pupils achieving it in these schools being 27%, 27%, 28% and 30% respectively. 53% was the national average for this measure.

6.7 In reading Stalyhill Junior School saw 98% of pupils meet the expected standard. Livingstone Primary School and St John's CofE Primary School saw 94% of their pupils achieve the expected standard 93% of pupils at Milton St John's CofE Primary School, at St Peter's CofE Primary School and St George's CofE Primary School, Mossley, achieved the expected standard.

6.8 Wild Bank Primary School had the lowest percentage of pupils in the borough at the expected standard in reading with only 33% of pupils achieving the measure. Other schools with relatively low figures were Bradley Green Community Primary School where 44% of pupils achieved the expected standard in reading, and Parochial CofE Primary School, Silver Springs Primary Academy and Waterloo Primary School where 45% of pupils in each school were at the expected standard in reading. The national average was 66% with these schools in particular being significantly below this figure.

6.9 In writing St John's Cof E Primary School saw 94% of pupils meet the expected standard; 92% of pupils at St James' Catholic Primary School met the expected standard, 91% of pupils at St Anne's RC Primary School met the expected standard and 90% of pupils at

Linden Road Academy, Aldwyn Primary School, St Raphael's Catholic Primary School and St Peter's Catholic Primary school met the expected standard.

- 6.10 St Stephen's RC Primary School and Greenfield Primary School both had the lowest percentage of pupils achieving the expected standard in writing with 44% of pupils in each school achieved the expected standard. The national average was 74%.
- 6.11 In maths 97% of pupils St Christopher's RC Primary School and St Peter's Catholic Primary School, in addition to St John's CofE Primary School, met the expected standard. 93% of pupils at Milton St John's CofE Primary School, Stalyhill Junior School, St Peter's CofE Primary School, St George's CofE Primary School in Mossley and Aldwyn Primary School met the expected standard.
- 6.12 Oakfield Primary School has the lowest percentage of pupils achieving the expected standard in maths with 23% of pupils at the expected standard. Similarly, Manor Green Primary Academy, Waterloo Primary School, St Stephen's RC Primary School and The Heys Primary School all saw a low percentage of pupils reach the expected standard in maths with the percentage of pupils reaching it in each school being 33%, 35%, 37% and 38% respectively. These schools in particular are significantly below the national average of 70%.
- 6.13 In GPS, in addition to St Mary's Catholic Primary School, St Peter's Catholic Primary School also saw 100% of pupils meet the expected standard. 97% of pupils at St Raphael's Catholic Primary School met the expected standard and 94% of pupils at St John's CofE Primary School, St Christopher's RC Primary School and Dane Bank Primary School achieved the expected standard.
- 6.14 St Stephen's RC Primary School, Bradley Green Community Primary School and Wild Bank Community School all had a small proportion of pupils reach the expected standard in GPS. St Stephen's RC Primary School had 42% of pupils reach the expected standard in GPS and both Bradley Green Community Primary School and Wild Bank Community School had 44% reach the expected standard in GPS. These 3 schools in particular are significantly below the national average of 72%.

## **7. CONCLUSION**

- 7.1 The provisional figures for Tameside are promising especially given the changes to school performance that have taken place with the introduction of the new primary curriculum and the new assessment measures. Whilst our results are below provisional national averages at EYFS and KS1, pupils are leaving KS2 in line with their peers nationally. Until progress information is made available to the LA by the DfE we are not in a position to evaluate the performance further.

## **8. RECOMMENDATIONS**

- 8.1 As set out on the front of the report.

# Agenda Item 5

<b>Report To:</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date:</b>	28 July 2016
<b>Reporting Officer:</b>	Bob Berry – Assistant Executive Director - Learning. Ian Duncan – Assistant Executive Director - Finance.
<b>Subject:</b>	<b>DEDICATED SCHOOLS GRANT UPDATE</b>
<b>Report Summary:</b>	A report on the arrangements concerning the Dedicated Schools Grant for 2015/16, 2016/17 and future years.
<b>Recommendations:</b>	Members of the Education Attainment Improvement Board are requested to note the contents of the report.
<b>Links to Community Strategy:</b>	Effectively calculated and targeted resources will improve access to a high quality education experience for all our children.
<b>Policy Implications:</b>	Expenditure in line with financial and policy framework.
<b>Financial Implications:</b> <b>(Authorised by the Section 151 Officer)</b>	<p>The Dedicated Schools Grant is a ring fenced grant solely for the purposes of schools and pupil related expenditure. As such it can only be used within the Schools Budget and is not available for use elsewhere in the Council.</p> <p>There has been no inflation applied to the Dedicated Schools Grant in Tameside by the Department for Education/Education Funding Agency since April 2010. The funding allocated to Tameside is based on the number of pupils on the preceding Autumn Term Pupil Census.</p>
<b>Legal Implications:</b> <b>(Authorised by the Borough Solicitor)</b>	<p>There is a statutory duty to use resources efficiently and effectively against priorities. It is important to understand the legal and financial framework within which this must be done. The Department for Education had hoped to introduce a <a href="#">“fair funding” formula</a> next year to replace the current system, which allows for wide variations between schools in some large cities and those elsewhere in terms of how much money is allocated per pupil. But Justine Greening made a <a href="#">statement to parliament</a> on Thursday 21 July 2016 that it would not be introduced until the 2018-19 school year to allow the DfE to form its response to a consultation held earlier this year and to conduct a second consultation after it publishes more details on how the formula will work. The SoS confirmed that the government’s current minimum funding guarantee for schools will be retained for a further year, and that no local authority will see a reduction in their dedicated schools grant. However, previous cuts to the education services grant would remain in place.</p> <p>A <a href="#">recent report</a> by the IPPR found the funding gap between London and the north of England was around £900 for primaries and £1,300 for secondary schools.</p>
<b>Risk Management:</b>	The correct accounting treatment of the Dedicated Schools Grant is a condition of the grant and procedures exist in budget monitoring and the closure of accounts to ensure that this is achieved. These will be subject to regular review.

## ACCESS TO INFORMATION

## NON-CONFIDENTIAL

**This report does not contain information which warrants its consideration in the absence of the Press or members of the public.**

### Background Papers

The background papers relating to this report can be inspected by contacting Stephen Wilde – Head of Resource Management, Directorate of Finance by:



Telephone:0161 342 3726



e-mail: [stephen.wilde@tameside.gov.uk](mailto:stephen.wilde@tameside.gov.uk)



## **1. BACKGROUND AND INTRODUCTION**

- 1.1 A report on the changes to the schools funding process was initially presented to the Schools Forum in May 2012 following consultation by the Department for Education (DFE) and the Education Funding Agency (EFA), which started in March 2012. The DFE / EFA have been clear that the new funding formula will:
- Be a precursor to a national funding formula, to be administered by the EFA in the next Comprehensive Spending Review period which is still expected to be from 2015/16;
  - Ensure that 'funding follows the pupil' by restricting the ability to direct funding towards school organisation or premises issues;
  - Reward schools that attract pupils;
  - Ensure transparency, so schools in similar positions receive similar levels of funding;
  - Be simpler than the current process; and
  - Maximise delegation.
- 1.2 In this context, and as agreed with the Heads and Chairs of Governors, the priority for the 2013/14 local funding formula was to work within the parameters established by the DfE, whilst trying to secure financial stability for local schools as they moved from one funding regime to another. This approach was continued in 2014/15, 2015/16 and 2016/17 where only minor changes were made to funding unit rates in Tameside.
- 1.3 Based on summary data released by the DFE / EFA the most notable area in relation to the Tameside funding scheme was that 96.3% of DSG was delegated to Schools in Tameside in 2014/15, which is a high level compared to other authorities nationally.
- 1.4 Section 2 of the report provides a summary update on DSG funding in 2016/17 and future years.
- 1.5 Section 3 contains a summary of the DSG allocations from the DFE/EFA and how they were used in Tameside in 2015/16 and the estimated use in 2016/17.
- 1.6 Section 4 is an update on the potential for reducing the Gains Cap on Mainstream School funding in 2016/17.

## **2. DEDICATED SCHOOLS GRANT UPDATE 2016/17 & 2017/18 – SCHOOLS BLOCK**

- 2.1 The Schools Block is the largest element of DSG funding which provides the majority of funding for Mainstream Schools, with additional elements potentially being allocated to Mainstream Schools through the Early Years and High Needs blocks. The DFE carried out a "Fairer Schools Funding 2015/16" consultation in relation to proposed changes to the Schools Block element of the DSG earlier this year. As a result of the responses they received to the consultation the DFE agreed to some minor changes to their original proposals, but no significant changes were made to them.
- 2.2 Over the last three years the DFE have consistently stated that School funding is unfairly allocated. They believe that Schools with similar characteristics in different Local Authority areas are allocated substantially different levels of funding as a result of historic funding allocations. The DFE have used data provided by each Local Authority in relation to the unit rates used in 2013/14 in their respective local funding formulae to arrive at minimum levels of funding for each Local Authority. These Minimum Funding Levels (MFL) per pupil also include a hybrid area cost adjustment which is intended to reflect prevailing market rates.
- 2.3 The DFE have then taken the Local Authority specific MFL and multiplied it by the number of Schools Block eligible pupils used to calculate funding in 2014/15 (i.e. October 2013

Census data on children in the age groups from Reception to Year 11) to arrive at an estimated Local Authority level MFL for 2015/16 and compared it to the actual Schools Block funding allocated to each Local Authority in 2014/15. This analysis is summarised in the table within section 2.4 below. The 62 Local Authorities who would receive additional DSG Schools Block funding through the MFL calculation than they did through the previous calculation method were allocated a share of £350m additional funding in 2015/16 and this did not include Tameside.

#### 2.4 **Table 1**

<b>Tameside Indicative MFL and DSG Schools Block Allocation for 2015/16</b>		
1	Indicative MFL Schools Block Total Allocation 2015/16 Issued by DFE Summer 2014	£144.170m
2	Indicative MFL Number of Pupils 2014/15	31,677
3	Indicative MFL Schools Block Allocation 2015/16 Per Pupil	£4,551.34
4	Actual DSG Schools Block Allocation Per Pupil 2014/15	£4,717.42
5	Estimated DSG Schools Block Total Allocation 2015/16	£149.434m
6	Estimated DSG Schools Block Total Allocation 2015/16 in Excess of	£5.264m
7	MFL	3.52%

- 2.5 The table in section 2.4 above shows that Tameside will not receive any additional DSG Schools Block funding in 2015/16 or 2016/17 through the MFL. The DFE have indicated that there will be no reduction in DSG funding rates for Local Authorities in 2016/17, but the use of the new MFL calculation suggests that there is potential for this position to change from 2017/18 onwards. The DFE has given no indication of whether the 2017/18 Schools Block allocation will be based on MFL rates, but if it was fully implemented by the DFE without any protection then there would be an estimated reduction of £5.264m which equates to 3.52% of the current allocation.
- 2.6 Due to the scale of the potential reduction in funding from 2017/18 onwards which is summarised above it is considered prudent to provide Schools/Academies with estimates of the worst case budgets that could arise from full implementation of the MFL. Therefore during March 2016 the Council will issue funding estimates for 2017/18 that are based on both the DFE's new MFL proposal and on the basis of the current local funding scheme. The DFE have given no clear indication of what level of Minimum Funding Guarantee will be provided to Schools in 2017/18 or the timescales for implementation and phasing of the MFL based allocations.
- 2.7 One option in relation to 2015/16 funding was to alter the local funding scheme so that the unit rates allocated were based on the MFL unit rates in table 2.4 above, which would have resulted in a large number of Schools being allocated substantial MFG balances in 2015/16. This was not the recommended proposal of the DFE or Tameside Council and was not implemented. There is no proposal to implement this change in 2016/17 either.
- 2.8 There is no inflation on the DSG in 2016/17 and this means that the only additional funding through DSG next year relates specifically to increased numbers of children. The DFE/EFA have indicated that they will be launching two consultations over the next few months in relation to further nationalisation of the funding formula for Schools, but they had not shared any details of this at the time of writing this report.
- 2.9 Section 3 of this report summarises the high level use of the DSG in 2015/16 and 2016/17 and a separate report to this meeting provides details of the centrally managed DSG in 2015/16. Based on this information and the lack of clarity from the DFE/EFA about their future proposals the proposal to establish a School Funding Formula Review group to consider options for formula review in 2017/18 and beyond has been put on hold until the second stage of DFE/EFA consultation details are released. Stage one of the consultation

was largely concerned with the proposed principles of the scheme and did not contain any details of the effect on individual School funding. A copy of the consultation document questions and the responses made by the Resource Management service are contained in **Appendix A and Appendix B**.

- 2.10 There is a significant increase in the projected numbers of children attending Secondary Schools over the next four years, which is expected to be anywhere between 350 and 450 children. In the Tameside 2016/17 Mainstream funding formula the average funding allocated per pupil is £4,088 in the Primary School sector and £5,225 in the Secondary School sector, meaning a difference in funding per pupil between the two sectors of £1,137.
- 2.11 Therefore if the number of children in the Primary sector were to decrease by a similar amount as the increase in the Secondary sector then the increase in funding that would have to be allocated to Schools would be approximately £113,700 for every 100 children and there would be no DSG to support this cost.
- 2.12 Alternatively if the number of children in the Primary sector remained static, but there was an increase in the Secondary sector of 100 children then the increase in funding that would have to be allocated to Schools would be approximately £51,509 for every 100 children and as in the example in 2.11 above, there would be no DSG to support this cost. (The DFE/EFA allocate £4,709.91 per Tameside child in DSG funding regardless of age so in this example the calculation is 100 multiplied by the difference between the funding rate per child of £4,709.91 and the average funding per pupil of £5,225).
- 2.13 The Gains Cap is the DFE/EFA method of funding the Minimum Funding Guarantee (MFG) for Schools. In summary the MFG is a mandatory protection applied by the DFE/EFA which protects School budgets from significant annual variations in their per pupil funding and results in £1.946m of funding being allocated to just under half the Schools in Tameside in 2016/17. The DFE/EFA does not allocate any DSG to fund the MFG and their solution to funding the cost of the MFG is to allow a cap on per pupil gains for Schools who would otherwise have gained from the changes to the funding that started in April 2013.
- 2.14 The Gains Cap was originally set at 100% for 2016/17 in order to ensure that the School Funding scheme could be fully funded, which amounts to £1.538m in reduced funding affecting just under half the Schools in Tameside. The level of Gains Cap will be reviewed for 2017/18 once more information about the DFE/EFA proposals described above is available. The level of Gains Cap for 2016/17 is discussed further in Section 4.
- 2.15 De-delegation is the terminology employed by the DFE in relation to Schools Forum representatives of Council Maintained Schools voting on whether to support mandatory charging to all other Council Maintained Schools of certain Council services. The Primary and Secondary sector vote separately in relation to each of the services. The De-delegation rates in 2016/17 were the same for 2016/17 as in 2015/16.

### **3. DEDICATED SCHOOLS GRANT SUMMARY 2015/16 & 2016/17**

- 3.1 The table below summarises the gross allocations of DSG to Tameside from financial year 2015/16 by DFE/EFA funding block.

**Table 2**

<b>2015/16 DSG Allocations from DFE/EFA</b>	<b>£'000</b>
Schools Block	150,892
Early Years Block	7,401
Pre 16 High Needs Block	13,263

Post 16 High Needs Block	1,469
2 Year Old Block	2,469
NQT Block	48
Early Years Pupil Premium	265
<b>2015/16 Gross DSG Allocation Before DFE/EFA Recoupment</b>	<b>175,807</b>

- 3.2 The table below summarises the deductions made to the gross DSG allocation in 2015/16 by the DFE/EFA in relation to Mainstream Academies and both Academy and Non Maintained Special School places. It also shows the net allocation of DSG after those deductions. In addition to the deduction values shown in Table 3 below the DFE contacted the Council by email on 5 May 2016 to advise that they would be increasing the Academy Recoupment value in relation to Inspire Academy by £92,763. As this notification was so late and all of the DSG funding for 2015/16 had already been committed, this deduction will be funded from the unspent 2 year old funding brought forward from 2014/15.

**Table 3**

	£'000
<b>2015/16 Gross DSG Allocation Before DFE/EFA Recoupment</b>	<b>175,807</b>
DFE/EFA Recoupment Deduction for Academy Mainstream Schools	-40,223
DFE/EFA Recoupment Deduction for Non Maintained Special School High Needs Places	-227
DFE/EFA Recoupment Deduction for Academy Special School High Needs Places	-660
<b>2015/16 Total DFE Recoupment Deduction</b>	<b>-41,110</b>
<b>2015/16 Net DSG Allocation to Tameside</b>	<b>134,697</b>

- 3.3 The table below summarises how the net DSG allocation has been used in Tameside and the estimated shortfall in the 2015/16 grant compared to how it has been used.

**Table 4**

	£'000
<b>2015/16 Net DSG Allocation to Tameside</b>	<b>134,697</b>
<b>2015/16 Net DSG Allocation in Tameside</b>	
Schools Block	108,171
Early Years Block	7,578
Pre 16 High Needs Block	14,097
Post 16 High Needs Block	2,354
2 Year Old Block	2,858
NQT Block	48
Early Years Pupil Premium	265
<b>2015/16 Total Net DSG Allocations in Tameside</b>	<b>135,371</b>
<b>2015/16 Allocations in Excess of Current 2015/16 DSG Allocation from DFE/EFA</b>	<b>674</b>

- 3.4 The table below summarises how the shortfall in DSG funding in 2015/16 will be managed.

**Table 5**

<b>2015/16 Allocations in Excess of Current 2015/16 DSG Allocation from DFE/EFA</b>	<b>674</b>
<b>2015/16 Excess Allocations to be funded from :</b>	
Estimated DSG Grant Debtor	567
Estimated Shortfall in DSG Needed from DSG Carried Forward 2014/15	107
	<b>674</b>

- 3.5 The table below summarises the estimated gross allocations of DSG to Tameside from the current financial year 2016/17 by DFE/EFA funding block. The only significant change in gross funding terms between 2015/16 and 2016/17 is in the Schools Block and directly relates to increased numbers of children from the Autumn Pupil Census 2015.

**Table 6**

<b>2016/17 DSG Allocations from DFE/EFA</b>	<b>£'000</b>
Schools Block	153,652
Early Years Block	7,401
Pre 16 High Needs Block	13,515
Post 16 High Needs Block	1,469
2 Year Old Block	2,469
NQT Block	47
Early Years Pupil Premium	265
<b>2016/17 Gross DSG Allocation Before DFE/EFA Recoupment</b>	<b>178,818</b>

- 3.6 The table below summarises the estimated deductions made to the gross DSG allocation in 2016/17 by the DFE/EFA in relation to Mainstream Academies and both Academy and Non Maintained Special School places. The most significant changes since the last report in March 2016 relate to Academy conversions from 1 April 2016 onwards. Table 7 also shows the estimated net allocation of DSG after those deductions.

**Table 7**

	<b>£'000</b>
<b>2016/17 Estimated Gross DSG Allocation Before DFE/EFA Recoupment</b>	<b>178,818</b>
DFE/EFA Recoupment Deduction for Academy Mainstream Schools	-44,004
DFE/EFA Recoupment Deduction for Non Maintained Special School High Needs Places	-92
DFE/EFA Recoupment Deduction for Academy Special School High Needs Places	-660
<b>2016/17 Total DFE Recoupment Deduction</b>	<b>-44,756</b>
<b>2016/17 Net DSG Allocation to Tameside</b>	<b>134,062</b>

- 3.7 The table below summarises how the estimated net DSG allocation has been used in Tameside and the estimated shortfall in the 2016/17 grant compared to how it is expected to be used.

**Table 8**

	<b>£'000</b>
<b>2016/17 Net DSG Allocation to Tameside</b>	<b>134,062</b>
<b>2016/17 Estimated Net DSG Allocation in Tameside</b>	
Schools Block	106,497
Early Years Block	7,556
Pre 16 High Needs Block	14,231
Post 16 High Needs Block	2,500
2 Year Old Block	3,008
NQT Block	47
Early Years Pupil Premium	265
<b>Total 2016/17 Estimated Net DSG Allocations in Tameside</b>	<b>134,104</b>
<b>Allocations in Excess of Current 2016/17 Estimated DSG Allocation from DFE/EFA</b>	<b>42</b>

- 3.8 The estimated shortfall of £42,000 of DSG funding in 2016/17 shown in Table 8 in section 3.7 above, does not take account of expected retrospective allocations of DSG which relate to 2, 3 and 4 year old Nursery funding. Once those retrospective allocations are made there is expected to be a surplus of DSG funding in 2016/17 of approximately £307,000. Section 4 of this report describes how the Council is proposing to use this surplus and the DFE/EFA regulations surrounding its use.

#### **4. PROPOSED REDUCTION OF GAINS CAP FUNDING IN 2016/17**

- 4.1 When the Dedicated Schools Grant (DSG) budgets for 2016/17 were set in late January 2016 the cap on gains in the Mainstream School funding formula was set at 100% compared to the equivalent cap being set at 80% and 60% in previous financial years. When the 2016/17 funding scheme was presented to Schools Forum on 2 March 2016 it was proposed that any unspent DSG funding in 2016/17 would be used to reduce this cap on gains and we are now in a position where the cap can in theory be reduced by 20%.
- 4.2 This change in the overall funding position for 2016/17 relates to greater clarity about Post 16 High Needs costs and the use of unspent 2 year old funding from 2014/15 to support the newly opening Academy Diseconomies costs discussed in a report to the Schools Forum in March 2016. This means that Schools with a Gains Cap could in theory now receive a share of £307,000 which would equate to a Gains Cap of 80%, rather than 100%. This allocation would be funded from the unallocated DSG in 2016/17 referred to in Section 3 above.
- 4.3 Those Schools which have a Minimum Funding Guarantee (MFG) allocation are not affected by this change, as their funding was already being protected. The Schools who will receive funding as a result of this change are those where allocations were reduced to enable the MFG Schools to receive their funding protection.
- 4.4 However, when the EFA were contacted about this delayed reduction of the Gains Cap they confirmed that the Council could not make this allocation to Schools/Academies this late in the year. Their advice is that the Council would need to seek a disapplication of the funding regulations from the Secretary of State, which would allow the Council to make these payments as a one off payment in 2017/18. Clearly this decision is not what we had hoped for in order to support Schools in a timely manner, but given the EFA advice on the issue the Council will progress the disapplication request and advise Schools of the Secretary of State decision. If the proposal is refused then the funding would be added to the 2017/18 funding and allocated through the formula in 2017/18, but ideally it would be approved to ensure that the allocation is based on 2016/17 levels of funding for each School, rather than 2017/18 levels.

## **5 RECOMMENDATIONS**

5.1 As set out at the front of the report.

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**Response to Stage 1 of DFE/EFA Funding Consultation on Schools National Funding Formula - 7 March to 17 April 2016**

**Overview**

The DfE are seeking views by Sunday 17 April 2016 on proposals to introduce a national funding formula for schools.

**Question 1**

Do you agree with our proposed principles for the funding system?

The principles outlined in the consultation are perfectly valid. However, the reality of their application through the proposed funding regulations is a different matter and the funding system needs to subject Academy Trusts to the same validation as it does Local Authorities. Specifically the facility to allow Multi Academy Trusts to vire funding between their individual Academies or to potentially top slice significant levels of funding without any approval from the DFE/EFA or the equivalent to a Schools Forum is very concerning. At least under current arrangements Local Authorities have to consult with their Schools Forum about movements in funding and they are unable to simply impose increased overheads on Schools, as the Schools can choose to purchase support from elsewhere.

The timing and length of this first consultation is not appropriate, as Schools across the country have been on their Easter break. For the second stage of the consultation the DFE/EFA need to ensure that it is at least 10 weeks and that it is not carried out over the Summer break.

**Question 2**

Do you agree with our proposal to move to a school-level national funding formula in 2019-20, removing the requirement for local authorities to set a local formula?

No - the system of targeting resources locally is based on detailed discussions with all interested parties at a local level and reflects unique local demographic characteristics. As referenced to in the response to question 1 above there is also concern about the potential flexibilities being made available to Multi Academy Trusts which would effectively enable them to ignore the national formula, by redistributing funding with impunity.

**Question 3**

Do you agree that the basic amount of funding for each pupil should be different at primary, key stage 3 and key stage 4?

Yes - it would be best to have different values for these age groups to reflect different demands.

**Question 4**

a) Do you agree that we should include a deprivation factor?

Yes – this funding factor should be retained and it needs to be a significant element of the new funding formula, as the Universal Infant Free School Meals initiative will start to reduce the number of children who are eligible for Pupil Premium funding over the next couple of years.

b) Which measures for the deprivation factor do you support?

- Pupil-level only (current FSM and Ever6 FSM)
- Area-level only (IDACI)
- Pupil- and area-level

Pupil and Area level measures, but with the lowest weighting for IDACI as the 2015 updates to the index don't seem to match the reality of changes in deprivation levels in Tameside and some of our neighbouring authorities.

The importance of this funding factor will potentially need to increase as the effect of the UIFSM initiative reduces School's Pupil Premium funding as described in the response to 4 a) above.

**Question 5**

Do you agree we should include a low prior attainment factor?

Yes – and the current indicators are a good measure, but the Notional SEN budget concept is not helpful for Schools, as it tends to cause confusion for them.

**Question 6**

a) Do you agree that we should include a factor for English as an additional language?

Yes

b) Do you agree that we should use the EAL3 indicator (pupils registered at any point during the previous 3 years as having English as an additional language)?

Yes

**Question 7**

Do you agree that we should include a lump sum factor?

Yes – it is important to have a fixed element to the funding formula.

**Question 8**

Do you agree that we should include a sparsity factor?

Yes – but this should be a proportionately small factor and only be applied to Schools that have a genuine need based on relatively low numbers on roll for that sector.

**Question 9**

Do you agree that we should include a business rates factor?

Yes – and this should still be linked to the actual cost of the Rates for each School.

**Question 10**

Do you agree that we should include a split sites factor?

Yes – but the measure needs to be consistent and applied fairly across all areas.

**Question 11**

Do you agree that we should include a private finance initiative factor?

Yes - It is essential that schools/academies are funded in full for their PFI liabilities and that this is adjusted annually to keep pace with contractual obligations. Without this schools and academies with PFI arrangements will be severely disadvantaged and in some instances may not be viable.

As discussed within the consultation documents, Schools rebuilt under building schools for the future and PFI schemes are tied into long contractual arrangements through the local authority, affecting facilities management, repairs and maintenance and many other aspects of basic school running costs. Each school in each local authority has a different arrangement for meeting these costs, depending on the nature of the contract and the balance between delegated funding, local authority contribution and specific grant.

Allocating on the basis of local authorities' historic spend on PFI in 2017-18 and 2018-19 would not be appropriate as LA's and governors are contractually obliged to fund inflationary costs as specified within agreements and this should be fully funded by the DfE if moving towards a national formula.

This would need to be done on a scheme by scheme basis as these contracts are complex and vary considerably from one scheme to another.

**Question 12**

Do you agree that we should include an exceptional premises circumstances factor?

Yes – but the criteria need to be easy to assess and be reviewed annually.

**Question 13**

Do you agree that we should allocate funding to local authorities in 2017-18 and 2018-19 based on historic spend for these factors?

- Business rates
- Split sites
- Private finance initiatives
- Other exceptional circumstances

No – As described in the responses above it is not appropriate to fund any of Business Rates, Split Sites or PFI based on historic costs,, particularly PFI costs where School funding is cash frozen whilst the providers continue to inflate costs substantially each year.

The position is the same for Exceptional Circumstances where the criteria need to be transparent for each case and reviewed annually.

**Question 14**

Do you agree that we should include a growth factor?

Yes

**Question 15**

Do you agree that we should allocate funding for growth to local authorities in 2017-18 and 2018-19 based on historic spend?

No - historic spend is not an appropriate allocation method, as there are significant rises and falls in pupil numbers across the country in different time periods. Any allocation should be linked to increases in numbers on roll which can be measured and assessed annually based on demographic data that is already used to calculate capital funding allocations.

**Question 16**

a) Do you agree that we should include an area cost adjustment?

b) Which methodology for the area cost adjustment do you support?

- general labour market methodology
- hybrid methodology

No – there is insufficient evidence to demonstrate that Schools in the areas that would receive allocations through ACA have demonstrably higher costs than Schools in areas that would not receive an ACA.

However, if an ACA is to be used then it needs to be based on a Hybrid methodology that takes account of all relevant costs which can be achieved through the use of Schools Consistent Financial Reporting data.

Furthermore, in terms of regional differences, the levels of charging paid in the North West of England (United Utilities area) for surface water drainage charges is significantly different than that that paid in other areas of the Country. It is understood that from DfE records on schools expenditure on water and sewerage charges, the North West region pays £27 million per year compared to just £11 million per year in the South East. Both these areas have almost identical numbers of schools and pupils yet in the North West, schools budgets cumulatively must pay £16 million pounds more. We request that the DfE takes this regional

difference into account in the developing funding formula until there is an equity in the liabilities faced by schools in the North West Region.

**Question 17**

Do you agree that we should target support for looked-after children and those who have left care via adoption, special guardianship or a care arrangements order through the pupil premium plus, rather than include a looked-after children factor in the national funding formula?

Yes – targeting through the Pupil Premium Plus is more appropriate, providing Virtual School Head Teachers are still able to have significant influence over its use. However, if this factor is removed then the funding should not be removed from global School funding.

**Question 18**

Do you agree that we should not include a factor for mobility?

Yes

**Question 19**

Do you agree that we should remove the post-16 factor from 2017-18?

Yes

**Question 20**

Do you agree with our proposal to require local authorities to distribute all of their schools block allocation to schools from 2017-18?

No - until greater clarity is available in relation to the allocations of the Central Schools Block.

In theory it should be yes, but this is also dependent on the detail of how the DFE plans to distribute funding and is subject to the caveats of following the responses provided to other questions above.

**Question 21**

Do you believe that it would be helpful for local areas to have flexibility to set a local minimum funding guarantee?

Yes - Sufficient temporary transitional funding should be provided to enable Schools in areas such as Tameside (where funding will be lost through nationalisation) to manage the reduced funding.

Based on the assumption that this transitional funding won't be made available, then Councils will need local flexibility over the MFG to enable them to make the School funding formula affordable.

**Question 22**

Do you agree that we should fund local authorities' ongoing responsibilities as set out in the consultation according to a per-pupil formula?

No – this method is too simplistic and does not take account of the fact that there is a fixed element to these areas of cost. A more acceptable proposal would be to have fixed lump sum element alongside a per pupil amount and the value of this allocation should be standardised nationally, rather than look at historic spend.

**Question 23**

Do you agree that we should fund local authorities' ongoing historic commitments based on case-specific information to be collected from local authorities?

Yes – but this should now be a much lower value nationally and needs to be reviewed annually

**Question 24**

Are there other duties funded from the education services grant that could be removed from the system?

Sufficient funding needs to be provided to Local Authorities to enable them to deliver on their statutory duties. This funding should be based on a fixed lump sum element alongside a per pupil amount. This is essential for Councils that have been losing substantial portions of their non-School funding for several years and who will continue to lost further funding over the next few years.

**Question 25**

Do you agree with our proposal to allow local authorities to retain some of their maintained schools' DSG centrally – in agreement with the maintained schools in the schools forum – to fund the duties they carry out for maintained schools?

The new Central Schools block should be funded at a level which ensures that this mechanism is not required. All the statutory duties that are still carried out by the LA in relation to its schools and pupils should be funded without the need for this arrangement.

However, if the Central Schools block is not properly funded then this mechanism may be essential.

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**Response to Stage 1 of DFE/EFA Funding Consultation on Schools National Funding Formula - 7 March to 17 April 2016**

**Consultation on High needs funding reform 7 March to 17 April 2016**

The DfE is seeking views by Sunday 17 April 2016 on proposals on the way that high needs funding is distributed, and other ways it can support the administration of funding for pupils and students with special educational needs (SEN) and disabilities, and for those who are in alternative provision (AP).

Draft answers to questions:-

**Question 1**

Do you agree with our proposed principles for the funding system?

The principles outlined in the consultation are mostly valid, but the reality of making High Needs funding fair and simple is unlikely. This area of cost is the most under-funded within the North West of England based on our discussions with other Councils.

The timing and length of this first consultation is not appropriate, as Schools across the country have been on their Easter break. For the second stage of the consultation the DFE/EFA need to ensure that it is at least 10 weeks and that it is not carried out over the Summer break.

**Question 2**

Do you agree that the majority of high needs funding should be distributed to local authorities rather than directly to schools and other institutions?

The use of the word majority is unhelpful as it is too vague. For clarity all of the High Needs funding with the possible exception of Place funding for Academies and NMSS should be directed to Local Authorities. This should only change if the Council's responsibility for assessing and meeting the needs of this group of children and young adults is reduced or removed.

**Question 3**

Do you agree that the high needs formula should be based on proxy measures of need, not the assessed needs of children and young people?

No – The system should ideally be a combination of the two methods. Proxy measures are helpful for assessing low cost high incidence SEN, but not for high cost low incidence SEN.

It is understandable that there is a desire to avoid creating perverse incentives for overstating the needs of children, but a process as important as Education and Health Care plans should not be completely ignored as a driver for funding.

**Question 4**

Do you agree with the basic factors proposed for a new high needs formula to distribute funding to local authorities?

## Response to Stage 1 of DFE/EFA Funding Consultation on Schools National Funding Formula - 7 March to 17 April 2016

As previously stated the correlation between proxy indicators and high cost low incidence SEN is highly questionable. Comments about the specific measures are shown below immediately after each factor.

In addition to the comments below consideration needs to be given to how this information will take proper account of children with SEN at Nursery age.

A significant number of Special Schools were constructed under the BSF PFI initiative and therefore their obligations in respect to these contracts are the same as mainstream Schools. It is essential that schools/academies are funded in full for their PFI liabilities and that this is adjusted annually to keep pace with contractual obligations. Without this schools and academies with PFI arrangements will be severely disadvantaged and in some instances may not be viable.

As discussed within the consultation documents, Schools rebuilt under building schools for the future and PFI schemes are tied into long contractual arrangements through the local authority, affecting facilities management, repairs and maintenance and many other aspects of basic school running costs. Each school in each local authority has a different arrangement for meeting these costs, depending on the nature of the contract and the balance between delegated funding, local authority contribution and specific grant.

Allocating on the basis of local authorities' historic spend on PFI in 2017-18 and 2018-19 would not be appropriate as LA's and governors are contractually obliged to fund inflationary costs as specified within agreements and this should be fully funded by the DfE if moving towards a national formula.

This would need to be done on a scheme by scheme basis as these contracts are complex and vary considerably from one scheme to another.

- **Basic entitlement for pupils/students in special schools and post-16 institutions:** to provide a basic per pupil/student entitlement (e.g. £4k per pupil/student) for each child or young person in a special school, special academy and special post-16 institution (SPI) Funding for maintained special schools and academies goes to local authorities, and for non-maintained special schools and SPIs to the EFA – this measure has some validity, but it should be set at a higher rate for High needs using the £10,000 place funding as a basis. It also needs to take account of any temporary place increases at this full £10,000 rate.
- **Population factor:** use of ONS data – estimated number of children and young people in the 2 to 18 range. Increases in population will be reflected in increased allocations to local authorities. – this should take account of the full age range that High Needs funding is required to support and therefore needs increasing to age 25
- **Health and disability:** use of “children not in good health” population census data and disability living allowance data as indicators. – further detail is required in order to assess whether this data is complete and therefore comparable across the country, otherwise it is potentially very misleading.

## **Response to Stage 1 of DFE/EFA Funding Consultation on Schools National Funding Formula - 7 March to 17 April 2016**

- **Low attainment factors:** pupils not achieving level 2 in reading at the end of KS2, and pupils not achieving 5 A\*-G GCSEs at KS4, or equivalent standards as changes are made. – this is a valid measure, but possibly needs extending to include more SEN specific attainment factors if it is to be representative of real needs
- **Deprivation:** use of pupils eligible for free school meals (FSM), and the IDACI measure currently used in local schools formulae. – this should include reference to FSM Ever 6 to ensure that it captures historic deprivation as well
- **Adjustments for net “imports/exports”:** to reflect costs/savings to a local authority’s high needs budget of any imbalance created by cross-border placements. – yes this is supported
- **Area cost adjustment:** general labour market data or taking account of the relative costs of teachers’ pay in different areas. . – see response to question 6 below

### **Question 5**

We are not proposing to make any changes to the distribution of funding for hospital education, but welcome views as we continue working with representatives of this sector on the way forward.

### **Question 6**

Which methodology for the area cost adjustment do you support?

There is insufficient evidence to demonstrate that Schools in the areas that would receive allocations through ACA have demonstrably higher costs than Schools in areas that would not receive an ACA.

However, if an ACA is to be used then it needs to be based on a Hybrid methodology that takes account of all relevant costs which can be achieved through the use of Schools Consistent Financial Reporting data.

Furthermore, in terms of regional differences, the levels of charging paid in the North West of England (United Utilities area) for surface water drainage charges is significantly different than that that paid in other areas of the Country. It is understood that from DFE records on schools expenditure on water and sewerage charges, the North West region pays £27 million per year compared to just £11 million per year in the South East. Both these areas have almost identical numbers of schools and pupils yet in the North West, schools budgets cumulatively must pay £16 million pounds more. We request that the DfE takes this regional difference into account in the developing funding formula until there is an equity in the liabilities faced by schools in the North West Region.

### **Question 7**

Do you agree that we should include a proportion of 2016-17 spending in the formula allocations of funding for high needs?

**Response to Stage 1 of DFE/EFA Funding Consultation on Schools National Funding Formula - 7 March to 17 April 2016**

Yes – this will be essential to ensure that any allocation changes do not cause immediate and substantial damage to current provision. It is possible that a tapered block MFG would help in this situation.

**Question 8**

Do you agree with our proposal to protect local authorities' high needs funding through an overall minimum funding guarantee?

Yes - As described in the response to question 7 above a block level MFG is required, that excludes any growth related increases.

**Question 9**

Given the importance of schools' decisions about what kind of support is most appropriate for their pupils with SEN, working in partnership with parents, we welcome views on what should be covered in any national guidelines on what schools offer for their pupils with SEN and disabilities.

It is not clear whether the question is focused on low incidence high cost SEN or high incidence lower cost SEN? In either instance the solutions should be co-produced with parents and pupils and local context should be taken into account.

Whilst national guidelines may prove useful they do need to be educationally defined and provision should be locally determined dependant on context.

**Question 10**

We are proposing that mainstream schools with special units receive per pupil amounts based on a pupil count that includes pupils in the units, plus funding of £6,000 for each of the places in the unit; rather than £10,000 per place. Do you agree with the proposed change to the funding of special units in mainstream schools?

Yes – but this system would need to take into account actual pupil movements during each year. It would also need to allow for the review of place requirements at a local level.

**Question 11**

We therefore welcome, in response to this consultation, examples of local authorities that are using centrally retained funding in a strategic way to overcome barriers to integration and inclusion. We would be particularly interested in examples of where this funding has been allocated on an "invest-to-save" basis, achieving reductions in high needs spending over the longer term. We would like to publish any good examples received.

No response

**Question 12**

We welcome examples of where centrally retained funding is used to support schools that are particularly inclusive and have a high proportion of pupils with particular types of SEN, or a disproportionate number of pupils with high needs.

No response

**Question 13**

Do you agree that independent special schools should be given the opportunity to receive place funding directly from the EFA with the balance in the form of top-up funding from local authorities?

No – this would potentially result in substantial amounts of place funding being lost if places are not subsequently filled. If this was to be imposed then there needs to be a clawback mechanism and transparent controls placed over pricing of Top-up payments to ensure they take account of Place funding.

**Question 14**


We welcome views on the outline and principles of the proposed changes to post-16 place funding (noting that the intended approach for post-16 mainstream institutions which have smaller proportions or numbers of students with high needs, differs from the approach for those with larger proportions or numbers), and on how specialist provision in FE colleges might be identified and designated.

The proposal is to treat Post 16 providers like Pre 16 resourced units. That means providers would be identified to meet the needs of specific students. The main issue is that in Post 16 provision the number of settings with relatively small numbers of high needs students are high. Therefore, small changes in numbers will have an impact on future commissioning of places. For large FE colleges this process makes sense, but for smaller providers it is likely to create an issue.

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# Agenda Item 6

<b>Report to :</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date :</b>	28 July 2016
<b>Reporting Officer:</b>	Bob Berry, Interim Assistant Executive Director, Learning
<b>Subject :</b>	<b>SCHOOL PERFORMANCE AND STANDARDS UNIT – PRIMARY TEAM 2013 – 2016</b>
<b>Report Summary :</b>	This report will outline the work of the School Performance and Standards Unit (SPSU) in relation to the performance of the 74 Primary Schools in Tameside.
<b>Recommendations :</b>	It is recommended that Members note the report including the many successes of the team since 2013 and receive further updates as appropriate.
<b>Links to Sustainable Community Strategy :</b>	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
<b>Policy Implications :</b>	There are none arising from this report.
<b>Financial Implications :</b> <b>(Authorised by the Section 151 Officer)</b>	There are no direct financial implications arising from this report.
<b>Legal Implications :</b> <b>(Authorised by the Borough Solicitor)</b>	It is important that Members understand the national framework and its changes together with the performance of Tameside schools so that there is appropriate resource and challenge.
<b>Risk Management :</b>	There are significant reputational risks to the Council if it does not monitor and challenge schools' performance and standards effectively, and intervene where appropriate.
<b>Access to Information :</b>	The background papers relating to this report can be inspected by contacting Garry White, Lead Primary School Performance and Standards Officer:

 Telephone: 0161 342 2928

 e-mail: [garry.white@tameside.gov.uk](mailto:garry.white@tameside.gov.uk)

## 1. INTRODUCTION

- 1.1 This report will outline the work of the School Performance and Standards Unit (SPSU) in relation to the performance of the 74 Primary Schools in Tameside.

## 2. OFSTED

- 2.1 Between 2013 and 2016 the performance of Tameside Primary Schools has improved dramatically. In August 2013 76% of Primary Schools were judged to be good. In July 2016 92% of Primary Schools are now judged to be good. This means that more children in Tameside are now attending a good school than ever before. (91% of primary age children now attend a good or outstanding school compared to 72% three years ago). The following schools have moved from RI to Good:

- Poplar Street Primary School;
- Leigh Primary School;
- Dowson Primary School;
- Lyndhurst Primary School;
- St. James' Catholic Primary School;
- Corrie Primary School;
- St. James' CofE Primary School;
- St. Raphael's Primary School;
- Dane Bank Primary School;
- St. Stephen's CE Primary School;
- Buckton Vale Primary School.

- 2.2 The following school moved from Special measures to Good in June 2016:

- St Paul's CE Primary School, Stalybridge.

- 2.3 In terms of secondary schools, the percentage of "good" or "outstanding" schools in Tameside currently stands at 53%. In September 2013 this figure was 47% meaning that there has only been one secondary school improve between then and now. This picture does however look different when broken down into Local Authority schools and Academies.

- 2.4 In September 2013, out of the 15 secondary schools and academies in Tameside 7 were good or outstanding. This split into 2 out of 8 Local Authority schools and 5 out of 7 Academies. Six out of 8 Local Authority schools were either Satisfactory or Required Improvement. Since then, only one Local Authority School is now not good or outstanding. At the same time there is now only one secondary Academy that is either good or outstanding.

- 2.5 The 5 LA Schools which are now rated good are:

- Alder Community High School;
- Denton Community College;
- Hyde Community College;
- Longdendale High School;
- St Damian's RC Science College.

- 2.6 The Academies which are no longer rated good or outstanding are:

- All Saints Catholic College;
- Audenshaw School;
- Copley Academy;
- West Hill School.



### **3. FACTORS CONTRIBUTING TO PERFORMANCE**

- 3.1 The team's strategy for improving the performance of primary Schools in Tameside is based around prioritising support. The School Performance and Standards Policy underpins the work of the team. This policy is updated annually in consultation with Head Teachers and in light of national changes and local circumstances. Transparency of approach is key. Schools know how they will be categorised and receive this categorisation in a formal letter. The level of support that they can expect to receive from the LA is made clear. This year the policy outlines how it will raise its concerns about the performance of Primary Academies in Tameside.
- 3.2 School's requiring improvement or in an Ofsted category have had intensive support. This support has often been weekly. Support and challenge has continued until the school has been graded as good. As a result of this intensive approach 12 schools have moved from either RI/Inadequate to good. In August 2013 18 schools were requiring Improvement. We currently have 6 schools that still require improvement. Only one school in that time period has been judged as making unsatisfactory progress at a section 8 inspection. That same school went on to be judged as good after 11 months.
- 3.3 The Local Authority has issued a number of warning notices to schools when concern about the school's performance has continued.
- 3.4 The Local Authority has used its powers of intervention in Governance when concern about governance has continued. We currently have two schools with Interim Strategic Governance arrangements.
- 3.5 The focus of the team is clearly on helping vulnerable schools to identify strengths and areas of weakness. Officers help school leaders plan for improvement, monitor and evaluate effectiveness of any interventions. Stability in the team over the last three years has ensured that relationships have grown between officers and Head Teachers. There is a high level of trust between officers and Head Teachers.
- 3.6 The School Improvement Fund (formerly known as the Schools Causing Concern fund) has enabled targeted support to be deployed quickly. We have access to a very highly skilled group of consultants who are constantly quality assured. Since changes were made to the regulations surrounding the use of Dedicated Schools Grant from April 2013 onwards, the School Improvement Fund has been funded annually through contributions from Primary Schools across Tameside.
- 3.7 The team has access to high quality information about schools' performance which enables officers to challenge schools around their performance and ultimately identify key areas of improvement.
- 3.8 The split in the workload of the team has ensured that we can both provide intensive support and challenge to those schools that require it but also fulfil our other statutory obligations.
- 3.9 Associate Head Teacher roles within Tameside are carried out by senior staff at Schools across the borough and the ten colleagues involved have provided invaluable support to a number of schools. This has meant that the team's capacity to support and challenge schools has increased tremendously. The Local Authority has been able to draw upon this resource to support its most vulnerable schools. The size of the Associate Head Teacher group will reduce in the near future due to retirement, executive opportunities and promotions. The service now needs to plan as to whether or not to expand the group of Associate Head Teachers in order to add further capacity to our school improvement approach. This is currently under review.

3.10 Good working relationships have been made with the Church of England and Roman Catholic diocesan authorities. Collaboration at school level varies.

#### **4. PRIORITIES FOR 2016**

4.1 This year 36 schools contributed to the School Improvement Fund. There has been a three year reduction in the number of schools contributing to the fund. This means that effectively there are two groups of schools. One group can access the support from the fund, the other can't. We are currently in talks with the Tameside Primary Consortium of Head Teachers about this fund and how it can best be used to support schools.

4.2 As well as the 6 remaining Requires Improvement Schools there are currently 4 schools in the inspection window that would be at risk of either Requires Improvement or an OFSTED category because of current performance. There is also one academy where we have significant concerns about its performance this year.

4.3 Schools still judged to Require Improvement:

- Waterloo Primary School, Ashton;
- The Heys Primary School, Ashton;
- Greenfield Primary School, Hyde;
- Yew Tree Primary School, Dukinfield;
- Gee Cross Holy Trinity Primary School – Hyde;
- St Paul's Catholic Primary School, Hyde.

4.4 Schools at risk of RI and currently in the OFSTED window:

- St Stephen's RC Primary School;
- Broadoak Primary School;
- St Anne's RC Primary School;
- Parochial CE Primary School.

4.5 Clearly the inspection judgements of these four schools could significantly impact on the current performance indicators relating to the percentage of good schools and the percentage of children attending a good or outstanding school in Tameside.

4.6 In September 2016 the number of officers will be reduced to 1.2 FTE. The primary lead officer and one officer (one day per week) will remain. This will significantly impact on both the intensive support and challenge that we can provide to the six schools that remain in RI and our other statutory responsibilities. The service will need to plan how to support these schools from either within the resources available or by attracting additional income into the Council.

#### **5. CONCLUSION**


5.1 It is our aim that every child in Tameside should be attending a Primary School that is judged to be good. We have gone some way to achieving this aim but there is still work to be done.

#### **6. RECOMMENDATION**

6.1 As set out at the front of the report.

# Agenda Item 7

<b>Report to :</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date :</b>	28 July 2016
<b>Reporting Officer:</b>	Bob Berry, Interim Assistant Executive Director, Learning
<b>Subject :</b>	<b>ACCESS AND INCLUSION SERVICE UNIT</b>
<b>Report Summary :</b>	This report details the work of the Access and Inclusion Service Unit in 2015/16.
<b>Recommendations :</b>	That members note the contents of the report and receive further updates as appropriate.
<b>Links to Sustainable Community Strategy :</b>	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
<b>Policy Implications :</b>	There are none arising from this report.
<b>Financial Implications :</b> <b>(Authorised by the Section 151 Officer)</b>	There are no direct financial implications arising from this report.
<b>Legal Implications :</b> <b>(Authorised by the Borough Solicitor)</b>	As set out in the report.
<b>Risk Management :</b>	There are significant reputational risks to the Council if it does not meet its statutory responsibilities.
<b>Access to Information :</b>	The background papers relating to this report can be inspected by contacting Catherine Moseley, Head of Access and Inclusion.

 Telephone:0161 342 3302

 e-mail: [catherine.moseley@tameside.gov.uk](mailto:catherine.moseley@tameside.gov.uk)

## **1. INTRODUCTION**

- 1.1 The Access and Inclusion Service was created in September 2014 following a service redesign. The intention was to bring the majority of the Council's statutory education services into one service area. The redesign created three service streams: Access; Inclusion and the Virtual School.
- 1.2 The Access Service includes:
- Education Welfare Services including attendance monitoring and penalty notices
  - Children Missing Education
  - Child Entertainment and Employment, chaperone licences
  - Elective Home Education
  - Gateway, gypsy, Roma, travellers service
  - School Admissions Service
  - Early Education Funding
  - Exclusions
- 1.3 The Inclusion Service includes:
- Educational Psychology
  - Special Educational Needs
- 1.4 Additionally, the service has the Virtual School for Looked After Children and responsibility for school transport and school place planning

## **2. THE ACCESS SERVICE**

- 2.1 The Council has a statutory duty to monitor attendance across schools in the borough and one way to do this is through the Education Welfare Service. Attendance is monitored through the Business to Business (B2B) Capita interface which pulls data from schools on a daily basis but not all schools participate so an annual register check is also carried out. The service does trade with over 40 schools.
- 2.2 The service is responsible for issuing penalty notices for non attendance in school either for holidays in term time or irregular school attendance. A penalty notice is only ever issued when requested by the Headteacher of the school. Penalty notices have increased from 683 in 2012/13 to 1292 to the end of June in 2015/16 although the busiest period for holidays in term time is the last half term. The non payment of a penalty notice results in a prosecution and the number of cases prepared and presented at magistrates court by officers in the Access Service has increased from 128 in 14/15 to 198 in 2015/16. The service prepare and present all initial cases and input from Legal Services is sought if a parent pleads not guilty and the case goes to trial.
- 2.3 The recent Isle of Wight court case has had an impact on the number of penalty notices issued and court cases pursued by the Council but clarity from the Department for Education is expected in the new school year.
- 2.4 The Council has a legal duty to identify, as far as it is possible to do so, children missing education (CME) and get them back into education. This is children that have disappeared from schools and their whereabouts are unknown. This includes fortnightly meetings with Greater Manchester Police and the Council has approximately 50 cases at any one time. Table 1 shows how the number of cases has increased over the last 4 years from 250 in 2012/13 to 336 in 2015/16.

- 2.5 Children who are involved in the entertainment industry may need a performance licence. The move of the BBC to Media City in Salford has increased the number of licence requests. Conversely, the demise of the Tameside Advertiser has resulted in a decline in the number of child employment licences being issued as the need for paper boys and girls in the borough has reduced. The service also issues licences to chaperones. Chaperones are needed where there is a performance or event where children who have a child performance licence are working.
- 2.6 There are currently 99 children in Tameside who are being electively educated at home. This has increased considerably from 50 in 2013/14. Parents are responsible for ensuring that their children receive a suitable education and they can chose to do that by educating them at home. There is no requirement to follow the national curriculum. The service provides an annual visit to check on the welfare of the child and an annual visit to assess the suitability of the education being provided. If the education provision is deemed to be unsatisfactory, a process of support for parents is followed to try and rectify the issue but if there isn't an improvement, this can result in an attendance order being issued.
- 2.7 The service supports families placed in the borough either through the UK Border Agency's Gateway programme or who are asylum seekers or refugees. This includes helping to find a school place, liaising with schools to ensure needs are identified and met and supporting pupils in schools for a period of time whilst they settle.
- 2.8 The School Admissions Service is statutory and deals with approximately 3,000 applications for Reception; 2,500 applications for Year 7 places and almost 3,000 in year transfers. The work of the Service is underpinned by guidance in the School Admissions Code. The admissions process is increasingly difficult due to the shortage of places in Key Stage 1 and has led to significantly longer processing times in 2015/16. More appeals are subsequently being submitted with approximately 260 transfer appeals this year compared with just 56 in 2011. Whilst superficially the increase in the number of academy schools might lead people to think that the workload of the service will reduce, the opposite appears to be happening as parents struggle to find school places and expect the School Admissions Service to act on an advocacy basis.
- 2.9 The Early Education Funding Team processes payments to early years providers for the 2, 3 and 4 year old entitlement. They also process capital applications. The new 2 year old entitlement has been taken on without increased back office capacity with now an additional 1100 funding claims per term. For 3 and 4 year olds, the yearly claims for 2014/15 were 4956 and this has increased to 5437 in 2015-16. This is mainly due to an increase in the number of private and voluntary providers of childcare in Tameside. The service will also need to consider how it can take on the additional workload that the increase to 30 hours entitlement will bring.
- 2.10 The Early Education Funding Team is also responsible for the annual childcare sufficiency assessment through which the Council discharges its duty to secure sufficient childcare so far is reasonably practicable for working parents or those studying or training for employment with children aged 0-14 (or up to 18 for disabled children). The 2016 assessment is underway and all previous assessments are published on the Council's website.
- 2.11 The Access Service has the responsibility for administering the permanent exclusions process in the borough including providing guidance to governing bodies on the process either by means of a detailed report on individual cases or attendance at the governing body meetings. In 2014/15, Tameside had the second highest rate of permanent exclusions in England and unfortunately, the number has increased from 56 last year to 77 this year.

**Table 1 – Access Service data**

	2012/2013	2013/2014	2014/2015	2015/2016 with July/August to add
Total Penalty Notices issued	683	1147	1544	1292
Numbers of children missing education cases	250	194	246	336
Child employment licences issued	141	108	88	
Number of Permanent Exclusions	30	71	56	77
Number of primary allocation appeals received		387	202	
Number of secondary allocation appeals received		112	205	
Number of Transfer Applications dealt with	679	1710	2052	2139
Number of pupils placed under the Fair Access Protocol	161	253	324	275
Number of pupils being electively home educated		50	76	99

### 3. THE INCLUSION SERVICE

- 3.1 The work of the SEN Team is all statutory and is focused on implementing the changes needed from the 2014 SEN Code of Practice. This includes transferring all young people over to Education, Health and Care Plans (EHCP) as well as assessing new applications. This is supported by the Department for Education's SEN Implementation Grant. There are currently approximately 700 children and young people with a statement or EHCP as shown in Table 2.

**Table 2 – numbers of pupils with a statement / Education, Health and Care Plan (EHC)**

Year		
2010		705
2011		690
2012		680
2013		700
2014		695
2015	Statement	657
	EHC	7
2016	Statement	464
	EHC	235

- 3.2 The service has also experienced an increase in demand for new assessments as shown in Table 3 below:

**Table 3 – number of requests for new SEN assessments**

New Statements/EHC requests		
		Tameside
2010		65
2011		55
2012		85
2013		75
2014	Statement	53
	EHC	7
2015	EHC	69

- 3.3 The SEN Service also provides support for schools to identify and meet the needs of pupils who may have additional needs. The service does this through SENCO surgeries and providing training for all staff from classroom based to leaders. The number of pupils currently identified as having additional needs in schools is shown in Table 4.

**Table 4 – pupils with identified SEN needs supported in schools**

SEN Support by Age					
	2015				2016
	School support	School Action	School Action Plus	Total	School Support
Age 0-4	177	80	41	298	198
Age 5-10	1357	730	444	2531	2428
Age 11-15	1114	234	139	1487	1431
Age 16+	81	6	15	102	84

- 3.4 One huge area of work for the SEN Team this year has been the transition of Post 16 learners from Learning Disability Assessments over to EHC plans. The 2014 SEN Code of Practice increased entitlement for 19 – 25 learners with SEN to further learning opportunities. Over 200 16 – 25 learners were attending courses in colleges in 2015/16 and over those around 70 are being transferred over to EHC.
- 3.5 Other major developments in the service include the publishing of the local offer which is a requirement of local authorities. Tameside's local offer is an online source of information on services, support and guidance for parents and carers and children or young people with Special Educational Needs and Disabilities (SEND). The information is not just about education but a whole range of topics that families and professionals may find useful. The site has recently been praised by the Department for Education who said "*I found the site very easy to use and very intuitive!!*" The local offer can be found here <http://www.tameside.gov.uk/localoffer>
- 3.6 The Educational Psychology Service now only has one permanent member of staff who supports associate Educational Psychologists who are commissioned for individual cases to carry out statutory assessments. The lead Educational Psychologist supports critical incidents in schools such as the death of a member of staff or a pupil and also assists in the SEN statutory decision making process. The traded work is brokered by the lead Educational Psychologist. The service is self-financing.

#### **4. OTHER ELEMENTS OF THE SERVICE**

- 4.1 Virtual school heads (VSHs) are in charge of promoting the educational achievement of all the children looked after by the local authority be that in or out of the borough. The Head is also responsible for managing pupil premium funding for the children they look after and for allocating it to schools and alternative provision settings. Our service does this by ensuring Personal Education Plans (PEPs) for all learners are robust, timely and support our young people to achieve to the best of their abilities.
- 4.2 Virtual School heads are also responsible for managing the early years pupil premium (EYPP). They're in charge of giving the premium to the early years providers that educate looked-after children (children in local-authority care) who are taking up the free early education entitlement for 3- or 4-year-olds.
- 4.3 The Virtual School currently supports up to 400 children and young people.
- 4.4 The team procures school transport for eligible children as defined by the Home to School transport guidance from the Department for Education from the Council's Integrated Transport Unit. This is mostly for children and young people with special educational needs who are attending special schools but it can also be for children with mobility issues that prevent them from travelling to their mainstream school safely. Additionally, pupils may be eligible for a school bus pass if they meet the current eligibility criteria. Consultation has just finished making changes to discretionary provision in the borough.
- 4.5 Lastly, the Service is responsible for ensuring that there are sufficient school places in the borough. All local authorities have a statutory duty to ensure that there are sufficient school places to meet demand in its area. These may be school places available at provision maintained by the local authority, academies, or other non-maintained schools. In order to carry out this statutory duty, Councils need to carry out school place planning and forecasting.
- 4.6 School place planning is a complex process, that takes account a range of factors including the number of births in the borough, in year movement and cohort survival rates as well as parental preference and planned housing development. With rapid shifts in economic conditions for families and changing patterns of migration, planning for basic need requires a proactive approach to best respond to both short and medium term demand for places.
- 4.7 The number of places in both primary and secondary schools has varied immensely over the last few years.
- 4.8 When the birth rate was at its highest in the 1990s, there were 3306 primary school places available in each year group. From this peak, the number of primary places fell to its lowest point of 2734 in September 2009. Two things have had a large impact on the reduction in this number. Firstly, the Infant Class Size legislation effectively wiped out 10% of primary school places. Before the legislation was introduced in September 2001, many primary schools routinely had admission numbers of 32 or 33 pupils. The Infant Class Size legislation limited this to 30 in all but very exceptional circumstances. The second factor was the Department for Education's drive to reduce surplus places to less than 10% within a school. For example, if a school had an admission number of 60 with 420 places overall and 60 surplus places, the DfE required the admission authority to take action to reduce the surplus meaning that admission numbers in many primary school were reduced as the birth rate fell.
- 4.9 Since September 2009, the Council has proactively increased the number of places available in primary schools and for September 2015, there are 3160 places available, a 15% increase since its low in 2009. This includes two new primary academies in Ashton



and Hyde. As the birth rate appears to have stabilised over the last three years, there is no immediate pressure to further increase places in the primary phase in the future.

- 4.10 In secondary schools, the number of places reached a peak of 3203 in September 2000. In 2006, the Council undertook a review of secondary school places in order to secure Building Schools for the Future (BSF) funding. At that time, the ONS was predicting that the fall in birth rates would be sustained and in order to be successful with the BSF funding bid, the Council was required to reduce the number of places available and so from September 2011, 2826 secondary school places were available. This has further reduced as the cohort of pupils going into Year 7 has fallen to its lowest level for 25 years with only 2341 places offered in September 2012.
- 4.11 As the primary numbers move through to secondary school, the focus now has to be on creating places in secondary schools to meet the expected numbers. The Council needs to create an additional 340 new places over the next few years to ensure that all Tameside pupils have access to a secondary school place in the borough.

## **5. CONCLUSION**

- 5.1 As with all areas of the Council, the service has made substantial efficiency savings over the last few years. It has had to make some tough decisions about the services it continues to provide and has been unable to sustain some areas of work. This has been particularly necessary as the workload required to meet statutory responsibilities has increased significantly over the last two years particularly with the introduction of the new SEN Code of Practice that has fundamentally changed how the SEN Team works with families, schools and other agencies; the increase in early entitlement for 2 year olds and an increase for working parents to 30 hours; the tightness of school place availability even with significant investment. However, the challenges continue.

## **6. RECOMMENDATIONS**

- 6.1 As set out on the front of the report.

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# Agenda Item 8

<b>Report to :</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date :</b>	28 July 2016
<b>Reporting Officer:</b>	Bob Berry, Interim Assistant Executive Director, Learning
<b>Subject :</b>	<b>SUCCESSFUL WAVE 11 FREE SCHOOL APPLICATION IN TAMESIDE</b>
<b>Report Summary :</b>	<p>The report outlines the successful free school application in the borough. The report explains the need to locate the school in Ashton where there is the greatest expected demand for secondary school places explains the importance of the Council working with the Education Funding Agency and the Regional Schools Commissioner when decisions are being made on provision in the borough.</p>
<b>Recommendations :</b>	<p>It is RECOMMENDED that:</p> <ol style="list-style-type: none"><li>1 Members of the EAIB endorse officers to work in partnership with the Education Funding Agency to help identify a site for the new free school in Tameside so that it is located in Ashton which has the greatest need for additional secondary school places.</li><li>2 Members of the EAIB send a strong message through officers to the Regional Schools Commissioner and the Education Funding Agency of the need to involve Tameside Council in any decisions that affect the borough and utilise the knowledge and expertise within the Council to help them in that process.</li></ol>
<b>Links to Sustainable Community Strategy :</b>	<p>The subject of this report will support the delivery of the Community Strategy, through the delivery of sufficient and suitable places to meet anticipated increased demand in 2018/2019.</p>
<b>Policy Implications :</b>	<p>There are none arising from this report.</p>
<b>Financial Implications : (Authorised by the Section 151 Officer)</b>	<p>Further evaluation of the financial impact on the Council's medium and longer term financial strategy will be required once a site has been identified. It is unknown at this stage whether there will be a loss on a potential capital receipt for the identified site. In addition, the impact on potential future business rates or council tax revenue will also need to be evaluated once the site has been identified alongside assumptions included within the Council's medium and longer term financial planning.</p>
<b>Legal Implications : (Authorised by the Borough Solicitor)</b>	<p>Under the Education Act 2011 Secretary of State can use any land in which a freehold or leasehold interest is held by the local authority and which has been used for any school (including any academy) in the last 8 years for a free school or use the funding from the disposal to create one.</p>
<b>Risk Management :</b>	<p>One of the Council's remaining statutory responsibilities is to deliver sufficient and suitable places to meet projected demand for both primary and secondary pupils. The opening of a secondary free school will assist the Council in delivering its statutory responsibilities in 2018/2019.</p>

**Access to Information :**

The background papers relating to this report can be inspected by contacting Catherine Moseley, Head of Access and Inclusion.



Telephone:0161 342 3302



e-mail: [catherine.moseley@tameside.gov.uk](mailto:catherine.moseley@tameside.gov.uk)

## **1 BACKGROUND**

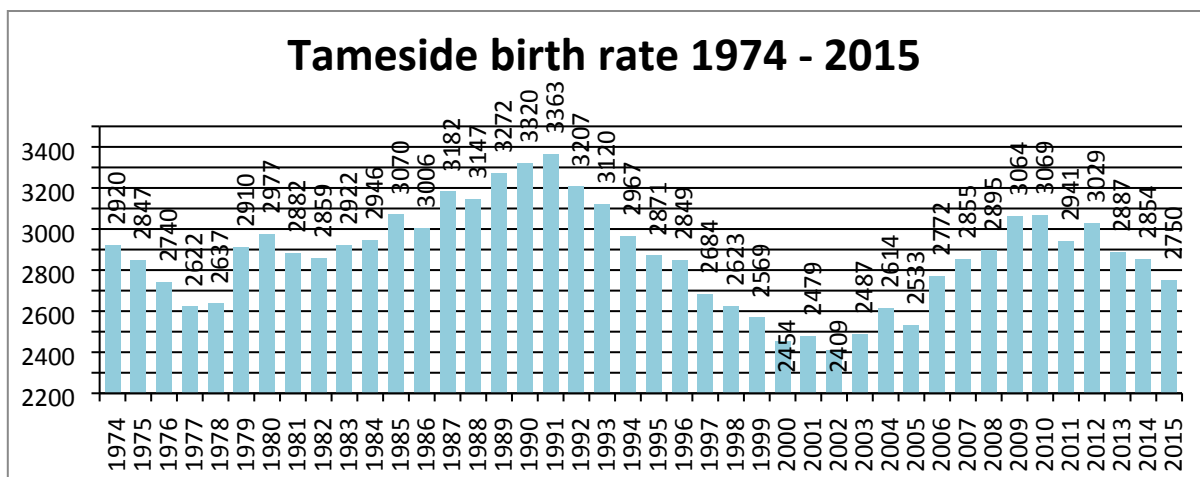
- 1.1 Free schools are funded by the government, but are not run by the local council. They have more control over how they do things and are 'all-ability' schools, so cannot use academic selection processes. There are six main categories of free school:
- Mainstream;
  - Studio schools;
  - 16 to 19;
  - Special;
  - Alternative provision; and
  - Independent converters.
- 1.2 Mainstream free schools are state-funded primary, secondary, middle, 16-19 or all-through schools that are independent of local authorities and are academies in law. They are funded on locally determined funding formulae in line with all other schools in the area. They are funded directly by the Education Funding Agency (EFA) on a per-pupil basis. Mainstream free schools are also able to offer nursery provision and post-16 provision.
- 1.3 The government launched wave 11 of the free school programme in December 2015 and the Laurus Trust submitted a bid to open a 180 place secondary school, the Ryecroft School, in Tameside from September 2018 (although the website refers to Taneside, Lancashire and West Yorkshire).
- 1.4 Council officers have been proactively working with colleagues from the Laurus Trust to identify potential gaps in provision in the borough and possible sites for the new school.

## **2 THE LAURUS TRUST**

- 2.1 The Laurus Trust is a Trust with Cheadle Hulme High School, the founder school, at its centre. The Laurus Trust vision is that every child, regardless of background or circumstance, will be inspired, learn to thrive in all environments and both aspire and work hard to achieve success.
- 2.2 Cheadle Hulme High School is a hugely oversubscribed academy converter with a reputation locally, and further afield, for outstanding teaching and learning through the relentless pursuit of excellence and a determination to ensure that every child succeeds.
- 2.3 It is a Teaching School and has been judged Outstanding in every category by Ofsted in 2011 and 2015. The 2015 results for Cheadle Hulme High School put the school in the top 2% of schools nationally in terms of value added and the top five non-selective schools in the North West region.
- 2.4 The Trust currently has two Free Schools in the pre-opening phase – Cheadle Hulme Primary School which is due to open in September 2017 and the Tameside High School due to open in September 2018.

## **3 THE NEED FOR ADDITIONAL SECONDARY PLACES IN TAMESIDE**

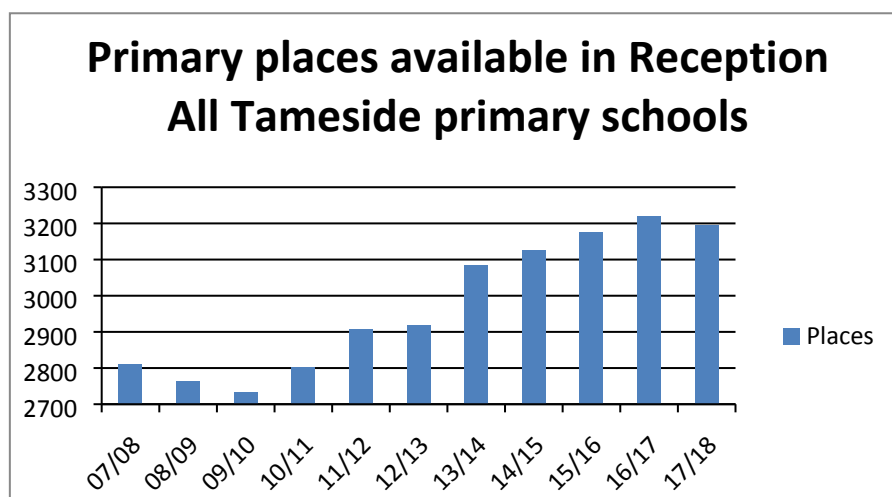
- 3.1 In common with many areas of the country, Tameside has experienced a surge in births over recent years. The birth rate has risen from a low of 2,409 in 2002 to a recent high of 3,069 in 2010, a 27% increase. As can be seen from the graph below, over the last 40 years, the birth rate in the borough has followed a distinct cycle which appears to repeat over a 25 year period. The peak of births in the borough was reached in 1991 when 3,363 babies were born. The most recent peak was in 2010 with 3,069 babies born. In 2015, this had dropped back to 2,750. Birth rates form the basis for any school place planning model.



3.2 The School Admissions Team in the Council deal with approximately 3,000 transfer movements every year. Around 2,000 are primary school movements and 1,000 are secondary. This is in common with most areas of the country where house moves are the commonest reason for moving schools. The table below shows pupil numbers in each primary year group from 2004 onwards. As can be seen the number of children in Tameside primary schools has increased steadily over the years in line with the increase in the birth rate.

All Tameside primary schools								
January census numbers in each year group								
	R	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
2004/05	2460	2562	2593	2618	2712	2712	2745	<b>18402</b>
2005/06	2397	2472	2550	2591	2615	2706	2718	<b>18049</b>
2006/07	2406	2396	2463	2553	2598	2611	2695	<b>17722</b>
2007/08	2453	2384	2429	2457	2535	2619	2617	<b>17494</b>
2008/09	2586	2463	2400	2427	2470	2536	2617	<b>17499</b>
2009/10	2549	2589	2499	2411	2404	2461	2531	<b>17444</b>
2010/11	2681	2549	2600	2453	2414	2397	2473	<b>17567</b>
2011/12	2760	2690	2574	2581	2467	2420	2369	<b>17861</b>
2012/13	2908	2770	2701	2544	2544	2430	2394	<b>18291</b>
2013/14	2926	2953	2773	2699	2567	2581	2465	<b>18964</b>
2014/15	3104	2929	2931	2761	2692	2597	2580	<b>19594</b>
							<b>% CHANGE</b>	<b>106%</b>

3.3 To cope with the demand for places, the Council has been proactive in increasing the number of places available in our primary schools over the last few years. The increase in primary numbers has now reached its peak and is beginning to fall back.



3.4 However, the increase in the primary population will inevitably filter through into our secondary schools and the Council has been actively working with secondary heads to look at options to increase places for Year 7 in future years.

3.5 An essential element of planning secondary places is the cohort survival rate. When taken together, a number of factors give a cohort survival rate including birth rate, in year transfers, travel to school areas, net import. The cohort survival is the ratio of the relationship number of pupils from one point in time to another, for example, the birth rate number compared to the number of pupils allocated a place in Reception or the number of pupils in Year 6 in a Tameside school compared to the number of pupils allocated a place in Year 7. A five year rolling average of this ratio is the method used in Tameside to predict the number of places needed in any particular intake year.

3.6 The cohort survival rate for Year 7 is shown in the table below:

YEAR 7 ACTUALS								
	2008	2009	2010	2011	2012	2013	2014	2015
Total on time applications	2935	2911	2808	2635	2461	2547	2611	2797
Tameside schools 1st preferences inc SEN	2798	2780	2642	2483	2354	2419	2470	2618
Tameside resident out of borough 1st prefs	137	131	166	152	107	128	141	179
Out of borough 1st prefs for Tameside schools	331	318	239	235	239	253	324	334
Total allocated - Sept	2954	2964	2868	2773	2617	2758	2742	2976
Total allocated for Tameside schools - Sept	2752	2752	2616	2554	2589	2547	2552	2758
Total allocated to out of borough and independent	185	172	220	190	137	166	154	218
Primary school Year 6	2611	2619	2536	2461	2397	2420	2430	2581
Cohort survival rate (Y6 - Y7)	105.4%	105.1%	103.2%	103.8%	108.0%	105.2%	105.0%	106.9%
Birthrate	2684	2,623	2,569	2,454	2,479	2,409	2,487	2,614
Cohort survival rate (birth - Y7)	102.5%	104.9%	101.8%	104.1%	104.4%	105.7%	102.6%	105.5%

3.7 The predictions based on the cohort survival rate described above are shown below. As can be seen, the focus of increasing places now needs to be on the secondary phase.

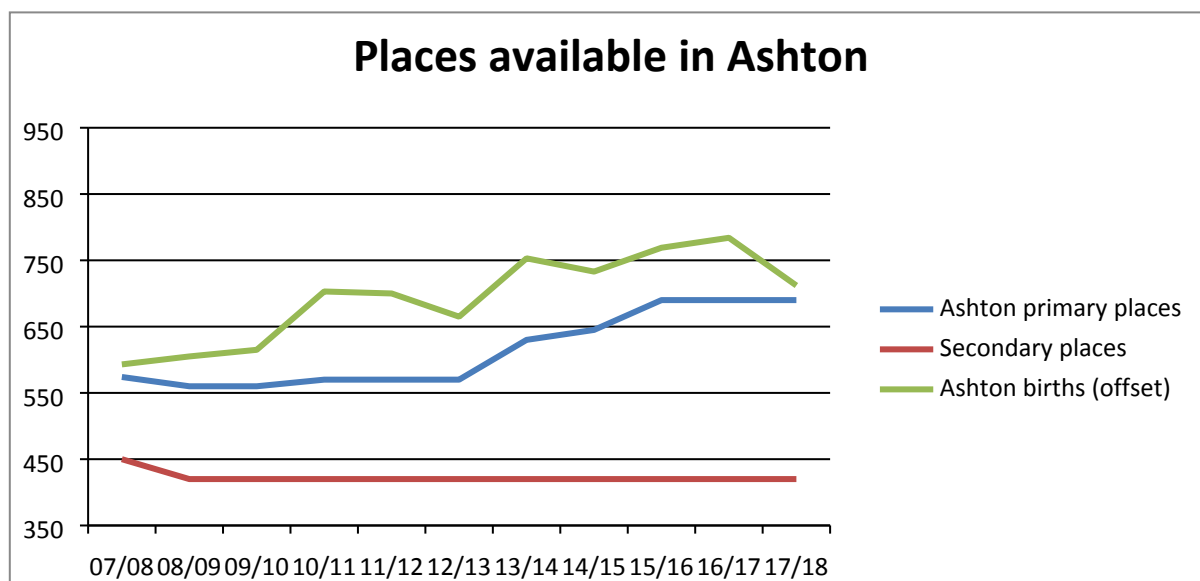
YEAR 7 PREDICTIONS								
	2017	2018	2019	2020	2021	2022	2023	2024
Year 6	2699	2773	2953	2926	2986	2870	3038	2832
Birth rate	2,772	2,835	2,895	3,064	3,069	2,941	3,071	2,887
Cohort survival birth - Y7	2834	2912	3101	3072	3135	3014	3190	2974

3.8 With 2732 places available from September 2017 in each year 7 group, it can be seen that up to 458 new places need to be created over the next few years to ensure that all Tameside pupils have access to a secondary school place in the borough. The opening of the free school will add an additional 180 places per year group taking the number of available places to 2912.

#### 4 SPECIFIC LOCATION OF NEED

4.1 The Council is aware that the successful application names a postcode in the Audenshaw area of the borough and the school has been named as The Ryecroft School. This is close to the area in most need of additional places and the Council is working with the free school sponsor and the Education Funding Agency to identify a site as close to the area of need as possible.

4.2 The town of Ashton has seen the biggest increase in primary places available from 560 in 2008/09 to 690 currently as illustrate in the graph below:



4.3 However, the number of secondary places in the area has remained static at 420 and a substantial way below both the number of primary places available and the birth rate and predicted intake. There are only two secondary schools in Ashton, New Charter Academy which has a Published Admission Number of 270 and St Damian's Roman Catholic High School with a Published Admission Number of 150. St Damian's has 2 designated primary schools for oversubscription criteria purposes that are not in Ashton, one of which is in another borough which potentially further reduces the number of places available for children living in Ashton.

4.4 The data below shows the balance of need for places is in the Ashton area with no less than 54% of the necessary places being in Ashton.



	Sep-17	Sep-18	Sep-19	Sep-20	Sep-21	Sep-22	Sep-23	Sep-24
<b>ASHTON</b>								
Primary numbers	567	571	597	594	607	644	651	604
Predicted intake	595	600	627	624	637	676	684	634
Places available	420	420	420	420	420	420	420	420
Balance of places	-175	-180	-207	-204	-217	-256	-264	-214
<b>TAMESIDE</b>								
Primary numbers	2699	2773	2953	2926	2986	2870	3038	2832
Predicted intake	2834	2912	3101	3072	3135	3014	3190	2974
Places available	2732	2732	2732	2732	2732	2732	2732	2732
Balance of places	-102	-180	-369	-340	-403	-282	-458	-242
% of deficit	172%	100%	56%	60%	54%	91%	58%	89%

## 5 PLACE PLANNING IN OTHER AREAS OF TAMESIDE

5.1 Following several years of planning, plans are now well underway to increase secondary places in other areas of the borough and proposals currently being explored can be summarised below:

School	Possible scheme	Potential additional places
St Damian's (Voluntary Aided school)	Remodelling of internal space.	10 per year group
Astley	Revert to former Published Admission Number	30 per year group
Alder	Remodelling of internal space to create additional classrooms	25 per year group
Hyde Community College	Remodelling of 'the shed' and the sixth form space.	30 per year group
Copley (academy)	Some remodelling might be necessary in the longer term but 180 should be possible from September 2017	30 per year group
Free school application		180 per year group
<b>POTENTIAL TOTAL</b>		<b>305 places</b>

5.2 There is still some way to go before the places above are confirmed but should all the plans above be realised, there will be 3037 places available per year group. As can be seen from the data above, the Council will still need to consider adding some bulge classes for 2020 to 2023 to accommodate the biggest year groups.

## 6 FUTURE NEED FOR SCHOOL PLACES AND THE GREATER MANCHESTER SPATIAL FRAMEWORK

6.1 Another core factor in planning school places, is the amount of new housing development being planned in the borough. The council is currently in the process of working with the Greater Manchester Combined Authority to develop the Greater Manchester Spatial Framework which will set the strategic planning framework for housing and employment growth in Greater Manchester over the next 20-years and guide the development of the new Tameside Local Plan.

- 6.2 At present, and whilst the figures are still being finalised, the GMSF will seek to deliver in excess of 225,000 new homes over the next 20-year period and which presently indicates that Tameside would be required to deliver between approximately 13,700 – 16,600 new homes over this period. This number of new homes is likely to yield between 411 and 498 pupils per year group or between 4521 and 5478 places in total. This is a significant increase and represents the equivalent of seven new primary schools and two new secondary schools.
- 6.3 The Council submits an annual school capacity return (SCAP) to the Department for Education (DfE) on places available in schools and school population forecasts. However the SCAP does not allow an increase in the forecast based on new housing. It is therefore crucial that the Council feeds information on the potential for new housing and the impact for school places into the national planning mechanism.

## **7 IDENTIFYING A SCHOOL SITE FOR THE SUCCESSFUL FREE SCHOOL BID AND WORKING WITH THE REGIONAL SCHOOLS COMMISSIONER**

- 7.1 The content of this report shows that Tameside will need to identify additional temporary secondary school places from 2020 alongside progressing the current proposals to increase places in order to meet demand.
- 7.2 There is now a need to proactively work with our regional schools commissioner, Vicky Beer. Part of the remit of the regional schools commissioner is advising on proposals for new free schools and advising on whether to cancel, defer or enter into funding agreements with free school projects. It is imperative that we work with the regional schools commissioner to ensure that Tameside can influence decisions being made about where the free school is located in the borough.
- 7.3 Officers from both People and Place Directorates are attending a meeting with the Education Funding Agency on 2 August 2016 to discuss pupil place planning. The agenda includes discussion on potential sites and specifically if there any available sites that the Council is aware of (LA or non LA owned) and any local developments and potential Section 106 / Community Infrastructure Levy contributions for school buildings.
- 7.4 Officers are happy to share potential sites in the Ashton area as shown in the map at **Appendix 1**.

## **8 CONCLUSION**

- 8.1 There is no doubt that demand for secondary places in Ashton will far outstrip supply in the very near future and the Council needs to work with the DfE and EFA to ensure that the new free school is located in the Ashton area to meet expected demand.
- 8.2 The Council is happy to work with the Laurus Trust and the DfE and EFA to locate a suitable site and to explore the possibility of incorporating additional elements into the creation and design that meet other strategic educational and social needs of the borough, for example, alternative provision, community hub style office etc.
- 8.3 The Council will continue to work with existing secondary schools to close the demand gap through expansion of current schools. This will ensure the long term financial viability of all our schools and best use of resources.

## **9 RECOMMENDATIONS**

- 9.1 That members of the EAIB endorse officers to work in partnership with the Education Funding Agency to help identify a site for the new free school in Tameside so that it is located in Ashton which has the greatest need for additional secondary school places.
- 9.2 That members of the EAIB send a strong message through officers to the Regional Schools Commissioner and the Education Funding Agency of the need to involve Tameside Council in any decisions that affect the borough and utilise the knowledge and expertise within the Council to help them in that process.

Map showing all SHLAA housing sites (in red) and employment sites (in yellow) over 5 hectares within Ashton and immediate surrounds

