

<b>Report to :</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date :</b>	13 October 2015
<b>Reporting Officer:</b>	Heather Loveridge, Assistant Executive Director (Learning)
<b>Subject :</b>	<b>EDUCATION PRIORITIES 2015/16</b>
<b>Report Summary :</b>	<p>The report sets out some of the achievements of the last year and identifies some of the national and local challenges for the education service for next year and beyond. New legislation and ever increasing demands on support services at a time when local authorities and school budgets are reducing, all necessitate new ways of working.</p> <p>There is no doubt that Tameside is now an improving authority in terms of its education provision. Relationships with schools have improved significantly over the last two years and we have a much more informed position about our schools and academies because of the closer working relationships which have been established. However, capacity building and succession planning will be key to securing high quality leaders for the future who can be future system leaders and enable us to establish a sustainable school to school support model.</p> <p>Economic prosperity for the Borough is highly dependent on the qualifications and skills of its population and this means securing the best possible provision from early years right through to further and higher education, with ambition and aspiration embedded in attitudes to learning. With further changes to assessment and progress measures, as well as a new Common Inspection Framework, the pressure on schools continues unabated. The challenges for the next year will be to ensure we continue to be effective as a local authority, setting ambitious targets for schools and children, whilst ensuring that our support services are efficient and appropriately targeted to allow all children to achieve their potential.</p>
<b>Recommendations :</b>	That Members note the report.
<b>Links to Sustainable Community Strategy :</b>	Improvements in the school sector feed into the wider economic success of the Borough.
<b>Policy Implications :</b>	There are no policy implications arising from this report.
<b>Financial Implications :</b> <b>(Authorised by the Section 151 Officer)</b>	Section 7 of the report explains the funding constraints which schools are required to address. These will need to be financed from within their delegated section 251 Dedicated Schools Grant funding allocation.
<b>Legal Implications :</b> <b>(Authorised by the Borough Solicitor)</b>	

**Risk Management :**

As a local authority, we must continue to respond to legislative and policy changes and be ever mindful of the need to plan ahead. Schools and local authority budgets will be subject to further constraints in the next few years and it will be imperative that we are efficient in our delivery of services by finding new ways of working and by encouraging greater collaboration between schools.

**Access to Information :**

The background papers relating to this report can be inspected by contacting Heather Loveridge.



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## **1. INTRODUCTION**

- 1.1 It is now two years since the restructure of the Education Service was implemented. During that time, reports have been presented to this Board on progress which has been achieved in the performance of schools and in terms of pupil attainment. The Education Summit held in July was a timely event prompting a great deal of reflection about how schools needed to work together to address the challenges which lie ahead.
- 1.2 Since 2013, the Education service has been delivered under four key areas:
- School Performance and Standards;
  - Access and Inclusion;
  - Pupil Support Services;
  - Pupil Referral Service.
- 1.3 This report reflects on some of the achievements of these services and sets out the priorities for the next year and beyond.

## **2. KEY PRIORITIES – SCHOOL IMPROVEMENT**

- 2.1. We now have a very clear understanding and position statement on all of our schools following the monitoring visits and the use of data to track pupil progress throughout the year as well as the most recent KS2 results and GCSE results. We have seen a number of schools progress from RI to good and we know that in the next inspection we have a number of other schools that will now secure a good judgement. It is still our ambition to see all primary schools graded as 'Good' by the summer 2016. However, we still have a small number of primary schools that need a concerted programme of support to help them get to good. At the same time, we need to be vigilant about monitoring the performance of schools previously judged as 'good' to ensure they retain this. The creation of 10 Associate Headteachers from within the Borough is enabling us to provide the intensive support where needed.
- 2.2. Over the last year we have seen some real achievements in terms of performance and attainment:
- Work led by the Strategic Lead for English with KS3 networks has been cited as a Best Practice Case Study in a national piece of research by Ofsted;
  - KS4 results have improved by 4.1% in comparison to last year. Many authorities have seen a dip in results this year;
  - Progress measures have been outstanding in many of our secondary schools;
  - KS2 results overall have been maintained at 2014 levels and are in line with national averages;
  - Achievement of disadvantaged students in Tameside is in line with national averages which represents progress on previous years.
- 2.3 However, there is still much to do and over the next year, the priority will be to:
- Design and implement a sustainable and efficient moderation scheme for Tameside;
  - Ensure that the Tameside score for phonics is in line with national averages;
  - Be at national average for EYFS in the Borough;
  - Implement an LA-wide self-evaluation of Governing Bodies;
  - Follow on from Tameside Education Summit with strategies to (a) improve quality of transition, (b) a coherent approach to assessment without levels, and (c) improved strategies for improving inclusive practice for young people with challenging behavior;
  - Liaise with Employment and Skills in Tameside to produce a comprehensive strategy for RPA and NEET reduction;
  - Ensure that Prevent Strategy is embedded in Tameside schools.

- 2.4 In September this year, Ofsted launched the new Common Inspection Framework which will be adopted for Early Years, Schools and Academies, Further Education and Independent providers. In addition, there will be a shorter inspection process for good schools, academies and Further Education and skills providers – approximately every three years, for one day (schools) or up to two days (Further Education and Skills). This will involve two judgements only:
- Is the school/provider still good?
  - Is safeguarding effective?

Anne Seneviratne, HMI has provided a training session for all Headteachers on the new Framework in order that schools can be prepared in advance of forthcoming inspections.

### **3. ACCESS AND INCLUSION**

- 3.1 The Authority has just completed a review of its admissions arrangements and made some adjustments to its oversubscription criteria for secondary schools introducing a policy of 'partner' primary schools. This will ensure that pupils educated in Tameside primary schools are able to secure a place at a secondary school in the Borough. We have seen in recent years an increase in the primary population which has been addressed through the creation of 'bulge' classes, remodelled schools with increased capacity and the creation of two new build primary Academies in Ashton and Hyde. The pressure in future will be on secondary school places as the primary population moves through. Using Targeted Basic Need funding, we will need to work with each Secondary school to explore the potential to increase Planned Admission Numbers (PAN) with some capital investment. Discussions with Headteachers have already begun in order that capital schemes can be agreed as soon as possible given the pressure will begin to be felt in 2017.
- 3.2 The Children and Families Act was introduced in 2014 bringing with it a series of reforms in relation to support for children with SEN. Statements of Special Educational Need are now replaced by Education and Health Care Plans (EHCPs) and those pupils who currently have SEN Statements will have these converted to EHCPs in the next two years. The Authority has been judged by the DfE as having made good progress with the implementation of the reforms and with the publication of its 'Local Offer' but there is still more work to do in terms of joint planning with Health and ensuring decision-making in relation to tripartite funding between Education, Social Care and Health is timely. In addition, the Authority's SEN Strategy now needs updating in light of a number of changes in both policy and funding, and with the appointment of a new Head of Inclusion, this will be a priority area for completion over the next few months. In particular, we need to ensure we have sufficient places in our Primary Resource Bases which meet the needs of children with moderate learning difficulties and lower level autism and that our funding formula for High Needs pupils in mainstream schools and post 16 settings is set at the appropriate level with some adjustment to reflect a more realistic allocation of funding which is affordable within the DSG.
- 3.3 The Government has announced its intention to introduce 30 hours per week free child care for three year olds. This will have a significant impact on schools in terms of capacity as they will effectively be expected to double their offer to children in the early years. For the local authority, this will also bring additional pressures in terms of managing the offer.

### **4. PUPIL SUPPORT SERVICES**

- 4.1 Pupil Support Services are largely funded through DSG although some of the work they undertake to support children is statutory work. When the Education Service restructure was implemented in September 2013, the Head of Service took the opportunity to bring together five separately managed services to create a more efficient joined up service

which could work more flexibly and increase the capacity of the team. The five specialist support services are:

- communication and language support for children with autism;
- hearing and visual impairment;
- dyslexia and dyspraxia;
- behavioural problems;
- ethnic minority children whose first language is not English.

4.2 Of particular significance has been the work which has begun on a pilot project being led by the CCG and CAMHS service in relation to the emotional well-being of children and young people. The objective is to develop new more effective pathways for pupils with ADHD and ASC. The Head of Pupil Support Services is leading the education pilot as part of the CAMHS Transformation programme.

4.3 The rate of permanent exclusions in Tameside has reduced in the last year but there are still too many. A key priority for Pupil Support Services is to roll out a programme of training for schools in the management of behaviour and more particularly, the use of de-escalation strategies. This, coupled with identifying children's additional learning needs at an early stage, will help prevent the number of exclusions. It should be pointed out that permanent exclusions are largely made by secondary schools and we are working with the Secondary Pupil Placement Panel and the PRS to find strategies which enable schools to reduce exclusions without compromising their discipline and behaviour policies. This is one of the greatest challenges currently, given the rigour of Ofsted in terms of expectations around behaviour and the emphasis now on progress of individual pupils who very early on in their secondary education may be exhibiting high levels of disengagement which impact on their progress and affects the learning of other pupils.

## **5. PUPIL REFERRAL SERVICE**

5.1 We have introduced a number of changes to our PRS over the last year as part of a major review of the provision. This has included a new Principal, a new Head of KS4 at Whitebridge College, a new Head of KS2/KS3 at Elmbridge and the creation of a facility for vulnerable pupils. There have also been changes to the membership of the Management Committee and the creation of two sub-committees which have a much greater focus on learning and achievement. The timetable and curriculum have been significantly improved and a new offer to secondary Headteachers has been introduced which enables them to buy 'step out' provision for young people who need some time out of mainstream to support them to get back on track particularly in terms of their behaviour. This is critical given the issue of exclusions referred to above. For this next year, there is further work to complete in relation to staff structures, developing good quality alternative provision with the colleges and other providers.

## **6. TRADED SERVICES**

6.1 There is no doubt that the changing context nationally, regionally and locally will require a fundamental review of the way in which support services are delivered. With reduced capacity and budgets, some of these services will need to concentrate on their core statutory functions from next April allowing schools to procure additional support from other external providers. Whatever is delivered must be delivered on a full cost recovery basis. In addition, discussions with neighbouring authorities need to take place to explore the potential for shared services. On a much wider level, local authorities in Greater Manchester will collectively want to consider other potential opportunities presented by devolution which could generate economies of scale.

## **7. SCHOOLS BUDGET**

- 7.1 We know that public finance will continue to be tight, particularly for local government, central government, early years settings and post-16. Although it has been stated that schools will be protected, they will in effect face a real terms cut in their budgets, as protection does not include inflation. This could be as much as 7% per head between 2015/16 and 2019/20 and this rises to 9% when increases in National Insurance and pension contributions are factored in. Alongside this, the Government proposes to introduce a common funding formula for schools which could result in an overall reduction in DSG of about 3% for Tameside. It will be critical therefore to work with and ensure that school budget plans are robust enough to accommodate the impact of reduced budgets.

## **9. POST 16 PROVISION**

- 9.1 We know that the economic and social cost of educational failure is immense and that is why we need to raise our ambition and aspirations for children and young people in Tameside. Currently, too many of our young people are leaving education without the skills needed to meet the demands of the workplace. There needs to be a better understanding of how pupils are prepared for post 16 opportunities and the findings of the Post 16 review will provide a platform for schools, FE Colleges and employers to have an informed debate about how we can ensure young people have the best possible skills when they leave school to equip them for further education, training and employment. A Conference entitled 'Good to Great' has been convened for 16 November 2015, organised by the Employment and Skills team, which brings together schools, the FE Colleges and employers to discuss and address both the findings from Tameside's own Post 16 education review and the GM Further Education Area Review. Greater sharing of school data, and the IAG (Information, Advice and Guidance) provision in the Borough's secondary schools will also be a good starting point.

## **10. CONCLUSIONS**

- 10.1 There is no doubt that Tameside is now an improving authority in terms of its education provision. Relationships with schools have improved significantly over the last two years and we have a much more informed position about our schools and academies because of the closer working relationships which have been established. However, capacity building and succession planning will be key to securing high quality leaders for the future who can be future system leaders and enable us to establish a sustainable school to school support model. For the local authority, it will continue to have a monitoring and quality assurance role across schools to ensure that all of our schools are providing a good standard of education.
- 10.2 Economic prosperity for the Borough is highly dependent on the qualifications and skills of its population and this means securing the best possible provision from early years right through to further and higher education, with ambition and aspiration embedded in attitudes to learning. With further changes to assessment and progress measures, as well as the Ofsted Inspection Framework, the pressure on schools continues unabated. The challenges for the next year will be to ensure we continue to be effective in our core responsibilities, setting ambitious targets for schools and children, whilst ensuring that our support services are efficient and appropriately targeted to allow all children to achieve their potential.

## **11. RECOMMENDATIONS**

- 11.1 That Members note the report and actions