

EDUCATION ATTAINMENT IMPROVEMENT BOARD

Day: Tuesday
Date: 25 June 2019
Time: 3.30 pm
Place: Committee Room 1, Tameside One, Market Place, Ashton-under-Lyne. OL6 6BH

Item No.	AGENDA	Page No
1.	APOLOGIES FOR ABSENCE	
2.	DECLARATIONS OF INTEREST	
3.	MINUTES To receive the Minutes of the previous meeting held on 26 March 2019.	1 - 4
4.	SEND UPDATE - IMPROVEMENT PLAN Report of the Assistant Director, Education, attached.	5 - 20
5.	CHILDCARE SUFFICIENCY Report of the Assistant Director, Education, attached.	21 - 52
6.	EDUCATION FINANCE UPDATE Report of the Assistant Director, Finance and the Assistant Director, Education, attached.	53 - 64
7.	FORWARD PLAN Report of the Assistant Director, Education, attached.	65 - 66
8.	URGENT ITEMS To consider any additional items the Chair is of the opinion shall be dealt with as a matter of urgency.	

This page is intentionally left blank

Agenda Item 3

EDUCATION ATTAINMENT IMPROVEMENT BOARD

26 March 2019

Commenced: 3.30pm

Terminated: 5.10pm

Present: Councillor Feeley (Chair)
Councillors: L Boyle and Patrick
Andrea Radcliffe - Secondary Sector
Representative

In Attendance: Tim Bowman Assistant Director, Learning
Catherine Moseley Head of Access and Inclusion
Helen Mellor Head of Pupil Support Service
Tony Shepherd Head of Improvement and
Partnerships
Tom Wilkinson Assistant Director of Finance
Christine Mullins Finance Business Partner

Apologies for Absence: Councillors Ryan and M Smith and Elizabeth Turner (Primary Sector Representative)

25 CHAIR'S OPENING REMARKS

The Chair welcomed everyone to the meeting, in particular new member, Andrea Radcliffe from Hyde Community College, secondary sector representative.

26 DECLARATIONS OF INTEREST

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

27 MINUTES

The Minutes of the Education Attainment Improvement Board held on 15 January 2019 were approved as a correct record with the inclusion of an overview of schools' finance in the forward plan for 2019/20.

28 SEND UPDATE

The Assistant Director, Education, submitted a report providing an update on SEND issues, covering the implementation of the SEND reforms. Current performance and readiness for SEND Local Area Inspection.

It was reported that the self evaluation (Appendix A to the report), highlighted a number of areas of strength, most notably proactive work in the early years. However, there were significant challenges to performance, as detailed in Appendix B to the report, in particular, compliance with statutory timescales or the completion of education health and care plans, the consistency of our identification of needs and the strength of joint commissioning.

The report concluded that Tameside, like many local areas had found implementing SEND reforms challenging. Implementation had not been consistent and capacity challenges and changes in

leadership had negatively impacted upon this. Recent joint work meant that a robust self-evaluation was in place, tested via peer challenge and discussed with Ofsted at recent annual conversation.

A thorough and well considered improvement plan was in place and it was targeted to the areas requiring the swiftest improvement. Oversight to the implementation of this plan would be provided by the SEND Strategic Group, through the Starting Well Board and the Education Attainment and Improvement Board.

Discussion ensued in respect of SEND and the importance of early identification of need

RESOLVED

- (i) That the content of the report be noted and the summary of strengths and weaknesses identified in the self-evaluation executive summary, as appended to the report, be endorsed; and**
- (ii) That the improvement plan be submitted to the next meeting of the Education Attainment Improvement Board for consideration.**

29 EDUCATION SELF-ASSESSMENT AND ACTION PLAN UPDATE

Consideration was given to a report of the Assistant Director, Education, which gave details of action plans for priority areas of work, as requested by Board Members at the October 2018 meeting.

The three priority areas identified were as follows:

- SEN support;
- Attendance; and
- Reading.

The report provided details on the actions proposed and underway to address the priorities of Attendance and Reading.

A summary of the Education Self-Assessment discussed with Ofsted on the Annual Conversation and detailed action plans were appended to the report.

Two key areas for all improvement were outlined as follows:

- Improving practice; and
- Improving targeting.

This approach was intended to ensure plans were in place to sustain and accelerate improvement in the medium to long term as well as impacting on results this year.

RESOLVED

- (i) That the content of the report and the self-assessment and the priority identified, be noted; and**
- (ii) That the action plans presented be endorsed.**

30 PRESENTATION OF THE NEW BRIDGE MULTI ACADEMY TRUST

Graham Quinn, Chief Executive Officer, New Bridge Multi Academy Trust, attended before Members and gave a presentation in respect of New Bridge Multi Academy Trust.

He explained that the Trust was based in Oldham and catered for young people with a statement of SEN or EHCP from the age of 4 to 19.

Mr Quinn further explained the Trust's belief that successful partnerships involving good schools working together ensured that they became even better. Strong collaboration with shared accountability led to better progress and attainment for young people and helped schools meet rising expectations.

The Trust were aiming to build a thriving community of converting and sponsored academies and free schools and other trusts. The focus was on getting the basics right with an emphasis on innovation, collaboration and enjoyment. It was the Trust's belief that they had considerable skills and expertise in supporting schools that worked with young people who had additional needs. Mr Quinn emphasised the value in being outward facing and believed that creating sustainable partnerships with like-minded schools encouraged and supported continued improvement.

Discussion ensued in respect of the information presented and Members commented on the positive 'can do' approach of the Trust and the ambition for all learners.

The Chair thanked Mr Quinn for an inspiring presentation.

RESOLVED

That the content of the report be noted.

31 URGENT ITEMS

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

This page is intentionally left blank

Agenda Item 4

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	25 June 2019
Reporting Officer:	Tim Bowman, Assistant Director, Education
Subject:	SEND UPDATE – IMPROVEMENT PLAN
Report Summary:	This report follows on from the update provided to the March Education Attainment Improvement Board. The report contains the detailed improvement plan for SEND.
Recommendations:	Board members are asked to discuss the content of the improvement plan report and endorse the activity it details.
Corporate Plan:	Early identification of high quality support for children and young people with special education needs and / or disabilities is a vital part of our living well and starting well objectives.
Policy Implications:	None identified.
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	<p>The SEND reforms and increasing demands for supporting the SEND in Education and Schools, places significant pressures on the High Needs Budget provided by Department for Education to fund this.</p> <p>The funding in this area is insufficient and was overspent by in excess of £1.453m in 2018/19, the overspend will be at least £1.9m in 2019/20 relating to additional known costs but we are expecting this to rise significantly further due to continuing demand to deliver this statutory provision.</p>
Legal Implications: (Authorised by the Borough Solicitor)	Failure to comply with this statutory duty will put the Council at risk of Judicial/Ombudsman/Ofsted challenge. There is increasing pressure in relation to two competing statutory duties, to deliver a balanced budget and to comply with SEND obligations.
Risk Management:	The risks highlighted above need to be carefully managed and monitored against the budgetary pressures highlighted by the Chief Finance Officer
Background Information:	The background papers relating to this report can be inspected by contacting Tim Bowman



Telephone: 0161 342 2050



e-mail: tim.bowman@tameside.gov.uk

1. INTRODUCTION

- 1.1 Part Three of The Children and Families Act 2014 introduced significant changes to the responsibilities of Local Authorities, Schools and Clinical Commissioning Groups for children and young people with special educational needs and disabilities. These reforms came into effect on 1 September 2014 supported by a refreshed SEND Code of Practice. At the time the government described this as the biggest educational reform for a generation.
- 1.2 Implementing these reforms was in itself a challenge, however, this challenge has been compounded by turbulence and pressure in all parts of the education system. Pressures on budgets, wide ranging changes to policy (for example curriculum and assessment), and the impact of austerity on the public sector and families, mean that implementation has been inconsistent across the country and in Tameside.

2. IMPROVEMENT PLAN

- 2.1 Our improvement plan (**Appendix A** to this report) details how we will address the key areas for development highlighted in our Self-Evaluation (discussed with EAIB members in March).
- 2.2 A peer review of our SEND Self-Evaluation and Improvement Plan has been organised for 19 and 20 June. This peer review will be led by Warrington and is being organised by the Association of Directors of Children's Services in the North West. Feedback from the peer review will be made known to EAIB members once it is available.

3. CONCLUSION

- 3.1 Tameside like many local areas has found implementing SEND Reforms challenging. Our implementation has not been consistent and capacity challenges and changes in leadership have negatively impacted upon this.
- 3.2 We believe we now have in place a thorough and well considered improvement plan which is targeted to the areas requiring the swiftest improvement. We have invited scrutiny of this via Peer Review.

4. RECOMMENDATIONS

- 4.1 As set out at the front of the report.

TAMESIDE SEND ACTION PLAN 2019-2020

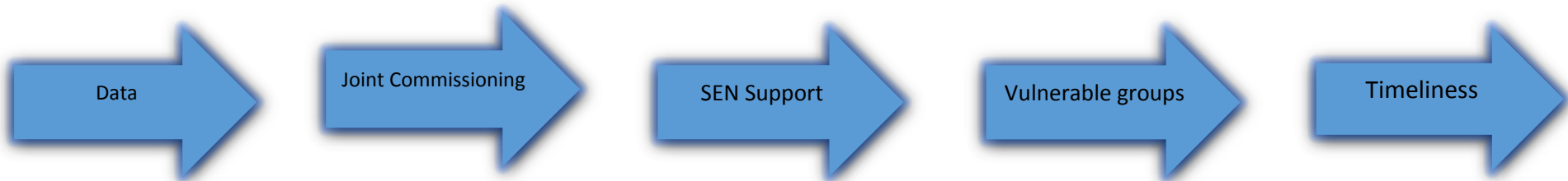
Governance and Strategic Accountability of the SEND Action Plan

Strategic governance is overseen by an established 0-25 Special Educational Needs and Disability (SEND) Strategic Partnership Board, which is represented by key partner agencies, meeting monthly and having oversight of a range of key work streams including data, intelligence, Joint commissioning, SEN support, Vulnerable groups and timeliness.

The SEND Strategic Board exists to be a responsible and accountable partnership to set the strategic vision and direction of services for SEND. Over the next 12 months, the Board will work with partners to implement this action plan

This action plan should be read in conjunction with the Tameside SEND Strategy and Tameside SEND SEF. The Action Plan below identifies five key priorities/work streams as follows:

Key Strategic Work Streams



Each item on the action plan will be cross referenced to the OFSTED 3 questions- Early identification, improved outcomes, assessment and meeting needs

ACTION PLAN SET AGAINST KEY WORKSTREAMS

Work Stream 1- DATA

Action Where do we want to be	How will we know we are there	Actions required	By Who	By When	Outcome for children Y/P
1. A complete, clean, data set of all information around SEND for all areas, providing comparison with statistical neighbours and national outcomes (meeting Need)	Improved understanding of local need and performance/outcomes	<ul style="list-style-type: none"> • A child’s NHS number to be the UIN across social care, NHS and SEN • Consultation with SEND professionals to identify a meaningful data set • Following consultation- a revised data dashboard to be introduced 	L Barnett R Underwood G Pirt D McDonough G Pirt D McDonough	April 2019	Provision identified against a better understanding of need. Leading to fewer moves and fewer exclusions Clearer understanding of the availability for provision in both special and mainstream schools means that pupils are receiving the most relevant curriculum leading to improved outcomes.
2. All areas of commissioning have a clear idea of the data that they need to inform their decision making and that this information is gathered to inform the dashboard. (Identification & Meeting Needs)	Commissioning decisions are made on an informed basis.	<ul style="list-style-type: none"> • Identification of key data set across agencies, what is collected, what is reported on & how it is used? • Identify any duplications or different ways of collecting, reporting to better inform future commissioning 	G Pirt D McDonough	April 2019	Provision identified against a better understanding of need. Leading to fewer moves and less exclusion. Correct placement of pupils means that pupils are receiving the most relevant curriculum leading to improved outcomes.
3. There is a live dashboard of the relevant data showing trends and producing forecasts to inform commissioning (meeting needs)	Ability to predict demand to inform future commissioning activity.	<ul style="list-style-type: none"> • revised dashboard to be introduced 	D McDonagh	May 2019	Capacity to meet demand with a range of provision to meet needs Greater understanding of the range of pupils’ outcomes against the provision

Work stream 2- Joint Commissioning

Action Where do we want to be	How will we know we are there	Actions required/milestones	By Who	By When	Outcome for children Y/P
1. Joint Commissioning for SEND is embedded into the joint commissioning structure <i>(meeting needs & Outcomes)</i>			T Bowman	July 2019	
2. A SEND joint commissioning body sits under the new starting well governance structure <i>(meeting needs & Outcomes)</i>	An informed joint commissioning strategy.	<ul style="list-style-type: none"> Review current strategy and update Set up the joint commissioning body 	T Bowman CCG G Pirt	June 2019 July 2019	Provision and services that meet need
3. In partnership with Early Help extend the team around the school approach to include SEND. <i>(Meeting Needs & Outcomes)</i>	A Reduction in exclusions, co-ordinated response to meet individual need through a 0-25 model integrated model.	<ul style="list-style-type: none"> SEND services to be represented in pilot of first special school. Roll out of model across neighbourhoods Detail to be included in 0-25 integrated SEND paper 	L Barnett H Morris B Connolly	April 2019 May 2019 April 2019	Early identification of need Less exclusions Improved co-ordination
4. Improved collaboration with neighbouring authorities <i>(meeting needs & outcomes)</i>	Improved choice of provision	<ul style="list-style-type: none"> Explore options for collaboration/joint commissioning with OMBC. Initial meeting organised. Produce options appraisal paper Part of the 5 Year Plan 	G Pirt + others	May 2019	Improved choice, less NEET
5. Future special needs	Clarity around the future of special needs	<ul style="list-style-type: none"> To produce a report with 	G Pirt T Bowman	May 2019	A range of provision available to meet identified needs leading to improved outcomes

provision is clear and has been informed by good knowledge of current and future need. (meeting needs, identification & outcomes)	provision across the borough which includes post 16 provision	recommendations for the future of special needs provision and post 16 provision <ul style="list-style-type: none"> • Identification of satellite provision for Special schools, resource bases, • Identify and clarify funding arrangements, 		May 2019 May 2019	for children/young people. Reduction in Exclusions leading to improved overall outcomes. Increased opportunities for inclusion in mainstream curriculum
--	---	--	--	--------------------------	---

Work stream 3- SEN Support

Action	How will we know we are there	Actions required/milestones	By Who	By When	Outcome for children Y/P
Page 10 1. We have clarity on the Tameside approach to SEN Support (Identification, meeting needs & outcomes)	Key stakeholders are informing the direction of the work	<ul style="list-style-type: none"> • Establish an expert reference group to consider TAMESIDE's approach to SEN support • Gather information on existing SEND support • Look at application of Plan, Do, review • Outcomes and progress of Send support • Identify recommendations. 	G Pitt C Russel C Russel C Russel C Russel	May 2019 April 2019 April 2019 April 2019 May 2019	Early identification of need leading to improved outcomes Schools learn through best practice . Children have a consistent approach Early identification, less drift, recognition of progress or need to do more Consistent approach- children and families know what to expect
2. Improved understanding of need leading to improved joint commissioning (Identification & Meeting need)		<ul style="list-style-type: none"> • Roll out identification/ coding training for SENCo • Development of school and cluster 	C Russel	May 2019	Improved current and future commissioning of services- leading to children being in a provision that meets need with less dependency on special school provision.

		SEN profiles			
3. A co-produced matching provision to needs document is embedded across the borough (identification, meeting need & outcomes)	Consistent application of Plan, Do and Review. Demonstrated by evidence of its use in referrals for EHCP	<ul style="list-style-type: none"> Refresh 'Matching Provision to need' guidance and relaunch. Include clear expectations for different needs i.e. sensory, communication and language, gross motor skills, fine motor skills etc. 	C Russel	April 2019	More children educated in mainstream schools within their neighbourhoods. Needs identified early leading to improved long term outcomes Greater confidence in SEN support across parents and professionals
4. Parental confidence in SEN support is improved across the borough (meeting need)	Reduction in demand for special school provision	<ul style="list-style-type: none"> Identify a school to pilot a model that builds parental confidence in SEN support Greater participation by SEND pupils in Mainstream education 	G Pirt B Connolly	March 2019	Children move through school with their peers and are able to reach their true potential without the need of special school provision
5. review of SEN provision completed with strategy agreed Identification, meeting need & outcomes)	Services working effectively; strong evidence base for capacity building	<ul style="list-style-type: none"> Review support services to schools across the borough. Including Bliss, CLASS and appraisal of traded model 	G Pirt	April 2019	Children's needs are identified early & met within their current setting. Fewer moves, fewer exclusions
6. There is a model of funding options outside the EHC process to reduce the statutory burden on the SEN team and enable schools to support	Effective SEN support leading to fewer requests for EHCP's	<ul style="list-style-type: none"> Linked to team around the school produce a funding model. 	H Morris H Mellor	June 2019	Fewer requests for EHCP because children are having their needs identified earlier fewer moves, fewer exclusions

young people without an EHCP.					
7. Tameside has a good co-produced Local Offer (Meeting Need, identification, outcomes)	The local offer is up to date informative and easy to navigate	<ul style="list-style-type: none"> • A parent led review of the local offer is completed • Consultation and launch of above/ local offer 	B Connolly OKE	April 2019	Children and parents are clear about provision and expectations. Children and families can easily access the Local offer in order to identify support at the right time and in the right place
8. Enhanced Senco's support early identification and meeting need.	The enhanced SENCo role is established	<ul style="list-style-type: none"> • Work with SENCo 's to identify how the enhanced SENCo role will look • Produce written guidance on the role and how it will be rolled out across the borough 	C Russel		Early identification of need and consistent high quality of SEN support
9. PCP is embedded across the SEND workforce (Meeting needs & outcomes)	Applying the key principles of PCP are evident across the SEND workforce	<ul style="list-style-type: none"> • Workforce development planning a model/ skills development around PCP • Pilot model and role out across SEND workforce 	H Morris C Russel B Connolly	July 2019	Child and family wishes, feelings, aspirations and priorities are at the heart of decision making
10. The Tameside Neighbourhood model is well embedded (Meeting need & outcomes)	The needs of children with SEND and their families are included and met throughout the Tameside neighbourhood model of working	<ul style="list-style-type: none"> • Role out team around the school model to include special school cluster • Develop the 0-25 SEND service model closely linked into the neighborhood model 	B Connolly L Butler L Barnett	July 2019 April 2019	Children's needs are identified early and met within their neighbourhood. Good multi- agency responses leading to improved outcomes Improved curriculum access and academic outcomes

Work stream 4 – Vulnerable groups

Action Where do we want to be	How will we know we are there	Actions required/milestones	By Who	By When	Outcome for children Y/P
1. The NHS number to be the child's unique identifying number (identification)	Accurate data set with improved efficiencies in reporting on vulnerable groups	<ul style="list-style-type: none"> The NHS number to be used on the social care and education systems as the child's unique identifying number. A notification system to be introduced to alert involved professionals of a change in a child's circumstances. 	L Barnett B Connolly L Barnett	March 2019 March 2019	Improved identification and multi-agency response to vulnerable children leading to improved outcomes and safeguarding
2. Transforming CETR's to be embedded to ensure a multi-agency co-ordinated response for those children with SEND who are at risk of placement breakdown and or admission to hospital (identification & meeting needs)	CETR's embedded which result in fewer placement breakdowns and fewer hospital admissions for SEND population	<ul style="list-style-type: none"> Agree the format to be used Trial the CETR process Roll out the CETR process 	K Nuttall	April 2019	Reduction in placement breakdowns Reduction in hospital admissions Improved multi-agency response to meeting needs of complex high risk cases
3. The children at risk register is used as a multi-agency tool to monitor and creatively respond to the needs of the most vulnerable young people in a proactive rather than reactive way. (identification & meeting needs)	A reduction in placement breakdowns and robust multi-agency response to the protection of the most vulnerable children with SEND	<ul style="list-style-type: none"> Ensure that all complex SEND children are included on the register. Representation from SEND attending panels 	H Mellor	March 2019	Reduction in placement breakdowns Reduction in hospital admissions Improved multi-agency response to meeting needs of complex high risk cases

<p>4. The EHCP is a high quality multi-agency plan with social care actions clearly identified.</p> <p>(Assessment & meeting needs)</p>	<p>A quality assurance framework for EHCP is in place driving up quality of plans.</p>	<ul style="list-style-type: none"> • Develop a quality assurance framework for social care contributions to EHCP • Improved alignment of virtual school with SEN team. Improved data and intelligence on LAC/CP with SEND. 	<p>L Barnett</p>	<p>May 2019</p>	<p>Improved co-ordinated approach to a child's health education and social care needs.</p>
<p>5. The Vulnerable Pupils Attendance Concerns Meetings track YP at risk and Improved identification of SEND pupils at risk of child sexual exploitation (CSE)</p> <p>(meeting needs & outcomes)</p>	<p>Managed improvement in attendance</p>	<ul style="list-style-type: none"> • Regular monthly meetings to be held to monitor and drive improvement • identification of SEND pupils at risk of child sexual exploitation (CSE) on reduced timetables or with poor attendance 	<p>T Bowman</p>	<p>January 2019</p>	<p>Targeted individual support to improve attendance and improve outcomes</p> <p>Improved identification and tracking of children at risk of CSE.</p>
<p>6. A good offer for post 18 support, education, employment and housing options is in place</p> <p>(meeting needs & outcomes)</p>	<p>Young adults have a range of post 18 options that are of a high standard</p>	<ul style="list-style-type: none"> • Complete a review of post 18 support, education, employment and housing options in consultation with young people, parents /carers • Present report to strategic partnership 	<p>M Whitehead K Dalston</p>	<p>September 2019</p>	<p>A reduction in NEET of young adults with SEND</p>
<p>7. Improved intelligence of children who are in EHE.</p> <p>(meeting needs & outcomes)</p>	<p>Improved monitoring and safeguarding and identification of unmet need</p>	<ul style="list-style-type: none"> • Complete a review of elected home education, to include how children will be monitored, the reasons for EHE, and identification of highly vulnerable. 	<p>??</p>	<p>April 2019</p>	<p>Vulnerable children who are in EHE are visible to services and appropriately safeguarded</p>


8. A fair ,transparent efficient education transport policy is in place which makes best use of personal budgets (meeting needs)	Policy agreed at cabinet following consultation with children and families	<ul style="list-style-type: none"> Complete a review of education transport which will include the development of options for personal budgets. 	C Moseley	September 2019	
---	--	--	-----------	----------------	--



Work stream 5 – Timeliness



Action Where do we want to be	How will we know we are there	Actions required/milestones	By Who	By When	Outcome for children Y/P
Capita offers a timely overview of each phase of the EHC assessment process (Assessment & meeting needs)	Improved timeliness of completion of EHCP's	<ul style="list-style-type: none"> Review of system to include management alerts at key stages of EHC process 	H Morris R Underwood	April 2019	Improved outcomes through timely interventions
EHC referrals are effectively managed and, coordinated (Assessment & meeting needs)	A business manager role is effectively driving performance and timeliness with 75% of EHCP's completed within timescale	<ul style="list-style-type: none"> Write JD and Recruit to business manager role Timeliness meetings to be introduced to identify timeliness issues and how to resolve these (looking at each phase, finalising of plans) 	H Morris H Mellor	April 2019	Improved outcomes through timely interventions
Efficient and effective collaboration across agencies (Assessment & meeting needs)	75% of EHCP completed within timescale	<ul style="list-style-type: none"> Key partner form social care to be identified to support partnership working 	H Morris L Barnett	July 2019	Improved outcomes through timely interventions
The SEN team and partners have capacity, commitment and skill set to meet statutory requirements	Capacity longer term is sufficiently planned for with staff having the necessary skills and knowledge. There is	<ul style="list-style-type: none"> Develop a recruitment strategy for the SEN team based on recent growth (2018) Produce a training and 	H Morris B Kennedy W Young	June 2019	Improved outcomes through timely interventions and outcome focused person centred plans

(Assessment & meeting needs and outcomes)	clear commitment to EHCP and ongoing statutory referrals	competence framework for SEN team			
Consistent and transparent decision making at each point of the EHC process (Assessment)	Parents, children & young people and professionals have confidence in the EHC process. Mediation and tribunals remain at a low level	<ul style="list-style-type: none"> • Review of SEND decision making systems and panels 	H Morris W Young	April 2019	Children have the right support at the right time
Joint processes are in place for the co-ordination of annual reviews including periodic checks on efficiency of the system. (Assessment & meeting needs and outcomes)	Annual reviews are person centred/, outcome focused and of a high quality	<ul style="list-style-type: none"> • A quality assurance framework to be introduced to check on quality and efficiency of the review system 	H Morris B Connolly	April 2019	Pupils' needs are regularly reviewed and appropriate steps taken in order to ensure that they receive the right provision in the right place at the right time
Consistency in practice with high quality co-produced EHC plans (Assessment & meeting needs and outcomes)	EHC plans are of a consistently high standard supported by a robust QA system	<ul style="list-style-type: none"> • Design and introduce a quality assurance framework to include systematic auditing of assessments/plans to improve quality and consistency. 	H Morris B Connolly	April 2019	Improved outcomes through timely interventions and high quality outcome focused co-produced plans

Strengths - 'What we think we're good at'

Early Identification	Evidence Bank
A multi- agency early years panel is in place which supports early identification	 Tameside evidence template EARLY YEAF
Multi-agency commitment to EHC process	
Integrated Service for Children with Additional Needs (ISCAN) –co-ordinated response for those children with complex needs is long established and effective.	
Effective Early notification (Section 23) from Health to LA	
The pilot of team around the school has been positive and will be rolled out to include special schools	

Improved Outcomes	Evidence Bank
Improved leadership of a range of key work streams including data, intelligence, vulnerable groups, SEN support, joint commissioning and timeliness	
Council and CCG share a single commission (Budget, Leadership and Governance)	
50 children who previously had a separate SC CAF plan now have a single multi- agency EHCP	 SEND story board.pptx
A parent led review of the Local Offer	 Short Break Provision - Universal.pub

Assessment & Meeting Needs	Evidence Bank
Joint education, health and care improvement plan in place informed by – Data Dashboard	
The requests for EHCP’s have increased to bring TMBC in line with national average	
A review of the SEND short breaks leading to a wide range of parent led activities for SEND	 Tameside evidence template.docx
Integrated Service for Children with Additional Needs (ISCAN) –co-ordinated response for those children with complex needs, is long established and effective.	
There is a Single Point of Entry (SPOE) for all CAMHS services (in place with partners round the table with opportunities for further development).	 Tameside evidence template 21 CYP EWE

This page is intentionally left blank

Agenda Item 5

Report to: EDUCATION ATTAINMENT IMPROVEMENT BOARD

Date: 25 June 2019

Reporting Officer: Tim Bowman, Assistant Director, Education

Subject: CHILDCARE SUFFICIENCY ANNUAL REPORT 2018

Report Summary: The following report outlines the outcome of the childcare sufficiency annual report 2018. The report includes an analysis of the supply and demand for childcare within the borough and any changes from the previous year e.g. whether any new provision has been established or childcare closures. These changes can indicate any change in the stability of the childcare market in the borough. The report sets out how the childcare market is assessed and where there is a need for additional places details any actions recommended or taken for this to be achieved.

Recommendations: That the Board endorse the following recommendations which are set out in the report and approve it for publication on the Council's website:

1. To continue to work with all our childcare providers to improve the quality and content of the data provided to inform on the annual assessment of childcare available for all age ranges
2. To also look at other ways providers can regularly report on their vacancies and the potential for parents to be able to make enquiries for childcare using the vacancy information provided
3. To continue to monitor the number of 2 year places across the borough to address any identified gaps. To include an annual assessment of sufficiency which will inform any future place creation required
4. To progress capital applications for 2 year places creation to address gaps identified
5. To review place take up of 30 hours and analyse the sufficiency of the number of places required for families who will qualify on an ongoing basis
6. To continue to offer a range of support to all providers around the delivery of 30 hours free childcare

To continue to identify strategies to enable providers to become more self-sufficient and responsible for improvement of the quality of their childcare and workforce development.

Policy Implications: There are none arising from this report.

Financial Implications: There are no direct financial implications as a result of this report. Early year's education is funded from ring-fenced Dedicated Schools Grant.

(Authorised by the statutory Section 151 Officer & Chief Finance Officer)

Legal Implications:
(Authorised by the
Borough Solicitor)

As the report explains, section 6 of the Childcare Act 2006 introduced statutory duty on local authorities to ensure sufficient childcare to meet demand. Members should be satisfied that the council is complying with this duty, and is sufficiently resourced to meet the identified recommendations as non compliance of any statutory duty means the Council cannot robustly defend and legal/judicial review/ombudsman challenge.

Risk Management:

The risk of not complying with the statutory duty identified in the report is balanced by regular analysis and assessment, which does take place, as described in the report.

Access to Information:

The background papers relating to this report can be inspected by contacting Catherine Moseley, Head of Access Services:



Telephone:0161 342 3302



e-mail: catherine.moseley@tameside.gov.uk

EXECUTIVE SUMMARY

The statutory duty for local authorities is to ensure it secures sufficient childcare so far as is reasonably practicable for working parents, or parents who are studying or training for employment, for children aged 0-14 (or up to 18 for disabled children)

Assessing the sufficiency of childcare within the borough takes account of a range of factors which include the number of births, demographics of the area, current types of early years places available, quality of the places and the demand that exists for the places. It also includes the statutory duty to consider that all children who meet the eligibility criteria for free places for children aged 2, 3 and 4 year olds are able to take up a free place if their parents wants one.

The guidance is not prescriptive on the method of reporting but indicates that as part of the process local authorities should collate an annual report to elected council members on how they are meeting their duty.

The report sets out how the childcare market is assessed and where there is a need for additional places details any actions recommended or taken for this to be achieved.

The report includes the supply and demand for childcare within the borough and any changes from the previous year e.g. whether any new provision has been established or childcare closures. These changes can indicate any change in the stability of the childcare market in the borough.

Then it includes a more detailed analysis of places for free early education places for 2, 3 and 4 year olds which includes places available at the time of the snapshot, the take up of places and the number of vacancies available within each ward within the borough.

Potential gaps in provision are difficult to identify accurately as families have complex childcare arrangements that are influenced by a number of factors e.g. locating childcare near work or extended family, therefore not all families will choose childcare within their locality which make it difficult to predict the sufficiency of places.

The attached report provides a number of recommendations/actions but these are based on the data provided during the assessment which for some providers is voluntary. It is worth noting that not all providers within Tameside who offer childcare services contributed to the audit therefore a full assessment of all childcare available was not possible.

1. CHILDCARE SUFFICIENCY IN TAMESIDE

Context

- 1.1 The Early Education and Childcare statutory guidance for local authorities sets out the outcome for securing sufficient childcare, which is to ensure that parents are able to work because childcare places are available, accessible and affordable and delivered flexibly in a range of high quality settings. In order to carry out this statutory duty the council needs to carry out an annual sufficiency audit which includes all types of early years providers located within the borough who provide childcare services to families.
- 1.2 The annual assessment of childcare is important as it assesses and compares a number of key factors as far as is reasonably practicable e.g. demographics of Tameside childcare supply, demand, quality, take up of free early education hours, Out of School and Holiday care provision, childcare average costs, children with Special Educational Needs and Disabilities and school readiness. The Childcare Sufficiency Annual report (See appendix 1) is not a detailed assessment of the sufficiency of provision in the area as this duty was repealed in September 2013.
- 1.3 The childcare sufficiency report is compiled on an annual basis by the Early Years Funding Team using a range of information to assess supply and demand. The primary source of information is the assessment from previous years available on the Council's website which is updated (<https://www.tameside.gov.uk/childcare>). Information from parents and carers is obtained through enquiries to the Families Information Service and collated to give an assessment of where demand is greater than supply. Other primary information used includes annual birth rate information, national census data; information on the local economy and school readiness. Information on the supply of places and numbers and types of providers is generated through the Families Information Service and the Early Years Funding Team. All of this is considered within the Childcare Sufficiency Assessment, analysed and recommendations made.

2. REPORT RECOMMENDATIONS/ACTIONS

- 2.1 The report does not highlight any major gaps in provision within the borough based on the data available during the snapshot period however it does provide brief recommendations for action which include:
 1. To continue to work with all our childcare providers to improve the quality and content of the data provided to inform on the annual assessment of childcare available for all age ranges.
 2. To also look at other ways providers can regularly report on their vacancies and the potential for parents to be able to make enquiries for childcare using the vacancy information provided.
 3. Continue to monitor the number of 2 year places across the borough to address any identified gaps. To include an annual assessment of sufficiency which will inform any future place creation required.
 4. To progress capital applications for 2 year places creation to address gaps identified.
 5. Review place take up of 30 hours and analyse the sufficiency of the number of places required for families who will qualify on an ongoing basis.
 6. To continue to offer a range of support to all providers around the delivery of 30 hours free childcare.
 7. To continue to identify strategies to enable providers to become more self-sufficient and responsible for improvement of the quality of their childcare and workforce development.

3. RECOMMENDATION

3.1 As set out at the front of the report.

**Childcare Sufficiency
Annual Report 2018**

Contents

1. Introduction
2. Legislation
3. The Borough of Tameside
4. Review of the Local Childcare Market
5. Highlighted Extracts of Previous Full Sufficiency Report
6. Conclusion
7. Recommendations
8. Appendices

1. INTRODUCTION

Section 6 of the Childcare Act 2006 introduced a new statutory duty on local authorities to ensure sufficient childcare to meet demand. The act defines sufficient childcare as:

“As far as is reasonably practicable, that the provision of childcare is sufficient to meet the requirements of parents in the area who require childcare in order to enable them:

- a) To take up or remain in work*
- b) To undertake education or training which could reasonably be expected to assist them to obtain work”*

The duty also applies to the provision of free early education and childcare for 3 and 4 year old children.

A sufficient childcare market is defined as one that develops sustainable childcare that is affordable and of high quality.

The assessment published in March 2011 reported that Tameside had a healthy and vibrant childcare market that was successfully meeting the needs of its population.

2. LEGISLATION

Local Authorities are required to secure sufficient childcare so far as reasonably practicable for working parents or those studying or training for employment with children aged 0-14 (or up to 18 for disabled children).

Local Authorities should take into account where it is ‘reasonably practicable’ when assessing what sufficient childcare means in the area and include:

- The state of the local childcare market, including supply and demand
- The state of the labour market
- The quality and capacity of childcare providers including funding, staff, premises and experience

The Statutory Guidance for Local Authorities on the Delivery of Free Early Education for Three and Four Year Olds and Securing Sufficient Childcare (2018) suggest that Local Authorities should “report annually to elected council members on how they are meeting their duty to secure sufficient childcare”.

3. THE BOROUGH OF TAMESIDE

3.1 Description

Tameside Borough was created on 1 April 1974 and is one of the ten metropolitan districts of Greater Manchester. It consists of nine towns in a mainly urban area, stretching from the city of Manchester to the Peak District and shares its borders with Stockport, Oldham, Manchester and the Borough of High Peak.

Tameside is comprised of 19 wards and is characterised by some of the worst 5% of deprived areas nationally. Tameside is noted to be the 42nd most deprived borough nationally on the Index of Multiple Deprivation 2010.

See **Appendix 1** Indices of Multiple Deprivation 2010 - for further information

3.2 Population

In 2017 the total population of Tameside was estimated to be 224,100 (estimated via the Office for National Statistics). However, the Census 2011 recorded a population of 233,763 which shows a difference of 9663 or approximately 4.3%.

3.3 Ethnicity

The following table shows that the majority (91%) of residents in Tameside describe themselves to be White British. The remaining 9% being of Black and Minority Ethnic origins.

	White		BME	
	No.	%	No.	%
Tameside	199,429	90.9	19,895	9.1
East	55,386	95.5	2,604	4.5
North	36,360	79.8	9,196	20.2
South	41,678	90.1	4,555	9.9
West	66,005	94.9	3,540	5.1

Source: Census 2011

3.4 Age

Using data extracted from the Census 2011 the following table shows the breakdown of age across the borough and also by the administrative neighbourhoods – north, east, south and west:

- North - Ashton
- East - Mossley, Stalybridge, Dukinfield
- South - Hyde and Longdendale
- West - Denton, Droylsden, Audenshaw

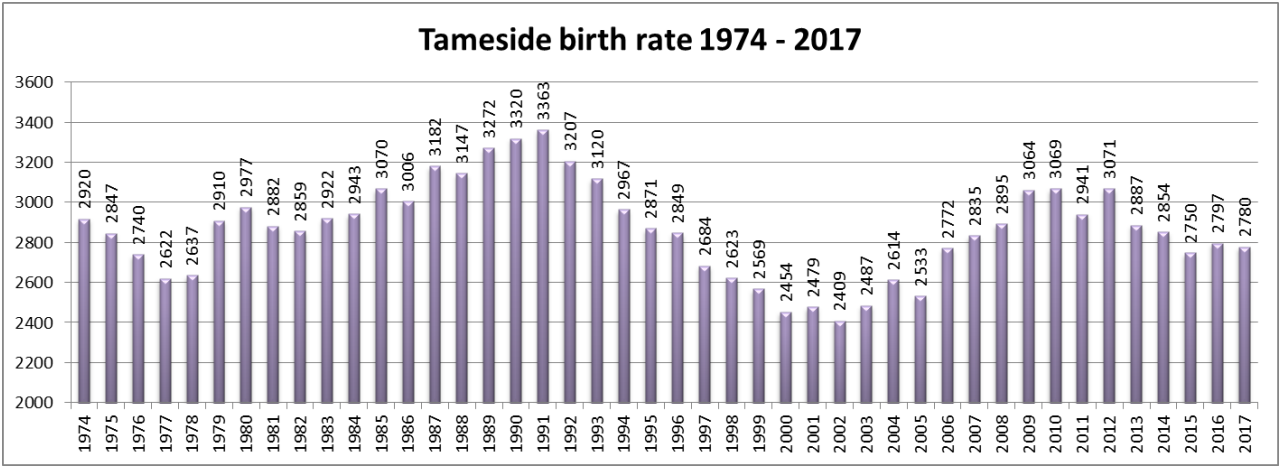
Notably from a childcare demand perspective, approximately 65% of the population is of working age: 16 to 64 years. This figure becomes significant when considered in conjunction with Birth Rate data.

	0 to 4		0 to 15		16 to 64		65+	
	No.	%	No.	%	No.	%	No.	%
Tameside	14,439	6.6	42,708	19.5	142,415	64.9	34,201	15.6
East	3,797	6.5	11,230	19.4	38,343	66.1	8,417	14.5
North	3,263	7.2	9,288	20.4	29,767	65.3	6,501	14.3
South	3,305	7.1	9,545	20.6	29,636	64.1	7,052	15.3
West	4,074	5.9	12,645	18.2	44,669	64.2	12,231	17.6

Source: Census 2011

3.5 Birth Rate

The graph shows Tameside births from 1990 to 2017 and illustrates there has been an upward trend for births across the borough from 2005 onwards, which caused an increase in demand for childcare places for early years and school age children. The current trend for the last 3 years shows that the birth rate, following a notable decrease has remained fairly static, however traditionally the birth rate tends to follow a fluctuating 25 year cycle. It is expected therefore that this trend will repeat again in future years. During 2017 the birth rate decreased slightly to 2780 from 2797 the previous year. Birth rates will continue to be monitored and remain one of the key factors in determining demand for childcare.



3.6 Economic Growth

Since 2008 Tameside’s economy has been adversely affected by the global recession and has suffered to a greater extent than most other parts of Greater Manchester. Key indicators and information from Job Centre Plus indicates that Tameside is likely to experience a slower recovery than its neighbouring authorities.

Due to the rollout of Universal Credit and it replacing Jobseeker’s Allowance (JSA) and other benefits for a lot of claimants the following table counts the number of people claiming Jobseeker's Allowance plus those who claim Universal Credit and are required to seek work and be available for work. This data set replaces the number of people claiming Jobseeker's Allowance as the headline indicator of the number of people claiming benefits principally for the reason of being unemployed.

Claimant Count 2017

Neighbourhood	East Total	North Total	South Total	West Total	Tameside Total
January 2017	1005	1010	805	850	3670
February 2017	1020	1020	850	885	3775
March 2017	1060	1055	860	895	3870
April 2017	1085	1095	870	920	3970
May 2017	1090	1105	875	915	3985
June 2017	1060	1065	875	880	3880
July 2017	1025	1050	855	855	3785
August 2017	1045	1020	835	855	3755
September 2017	1065	1025	820	830	3740
October 2017	1075	1060	810	840	3785
November 2017	1065	1025	825	800	3715
December 2017	1055	1010	820	820	3705

Claimant count represented as a percentage of 16-64 population

Neighbourhood	East %	North %	South %	West %	Tameside %
January 2017	2.7	3.3	2.7	2.0	2.6
February 2017	2.7	3.3	2.9	2.1	2.7
March 2017	2.9	3.5	2.9	2.1	2.8
April 2017	2.9	3.6	2.9	2.1	2.8
May 2017	2.9	3.6	3.0	2.1	2.8
June 2017	2.9	3.5	3.0	2.0	2.8
July 2017	2.8	3.4	2.9	2.0	2.7
August 2017	2.8	3.3	2.8	2.0	2.7
September 2017	2.9	3.4	2.8	1.9	2.7
October 2017	2.9	3.5	2.7	2.0	2.7
November 2017	2.9	3.4	2.8	1.9	2.7
December 2017	2.8	3.3	2.8	1.9	2.6

Source: NOMIS (ONS)

3.7 Economic Activity

The following table indicates the breakdown of the borough according to economic activity which highlights at the time of Census 2011, 68.8% of the borough is economically active.

Source: Census 2011

	Economically Active		Economically Active: Employees		Economically Active: Self Employed		Economically Active: Unemployed		Economically Active: Full Time Student		Economically Inactive	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Tameside	111,016	68.8	86,923	78.3	12,022	10.8	8,052	7.3	4,019	3.6	50,443	31.2
East	30,616	71.0	24,083	78.7	3,442	11.2	2,085	6.8	1,006	3.3	12,505	29.0
North	21,967	65.8	16,918	77.0	2,261	10.3	1,929	8.8	859	3.9	11,429	34.2
South	22,656	67.4	17,476	77.1	2,677	11.8	1,709	7.5	794	3.5	10,943	32.6
West	35,777	69.7	28,446	79.5	3,642	10.2	2,329	6.5	1,360	3.8	15,566	30.3

3.8 School Readiness

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children are school ready and gives them the broad range of knowledge and skills that provide the right foundation for good future progress through school and life (*Statutory Framework for the Early Years Foundation Stage, page 5*).

Tameside accepts that being school ready is about more than just the child being ready for school. This transition needs the support and cooperation of all individuals involved, to create a holistic approach so a child has an enjoyable and positive experience. Schools should be ready for the child as much as the child is ready for school, helping smooth the transition between play based early learning and more formal classroom based teaching. Parents are encouraged to recognise that they are key to preparing their children for school. Key to this successful transition is positive cooperation between parents, childcare professionals and teachers.

Since the 2013 annual report, there has been a change in how data is collected on the number of children who are identified as school ready and is now collated for the borough as a whole and is not available by area.

In July 2018, 66% of children attending in the Early Years Foundation Stage using Early Years Foundation profile data completed at the end of the year were identified in Tameside as having a good level of development. This remains the same as the previous year. The provisional National Average for 2018 has remained at 71% so Tameside remain below the National Average. In the North West in 2018, 69% of children achieved a good level of development which has increased by one percentage point since 2017.

4. REVIEW OF THE LOCAL CHILDCARE MARKET

4.1 Childcare Supply

The amount of childcare provision that is currently available has seen some minor changes since the last annual sufficiency report completed in 2017, overall the childcare market and the number of childcare places has remained fairly stable. With the introduction of 30 hours free childcare from September 2017 for eligible parents, it is anticipated that the childcare market will evolve to meet demand.

Further analysis of the sufficiency of current 2 year and 30 hour provision in the borough is detailed later in this report.

Type	2014	2015	2016	2017	2018	Difference + -
Childminders	329	308	285	280	271	-9
Pre-school playgroups	22	21	21	20	17	-3
Private nurseries	45	48	49	51	55	+4
Out of school clubs	55	54	53	57	54	-3
Maintained School Nursery Classes	64	65	66	66	66	-
Independent School with Early Years	1	1	1	1	1	-

(The figures given above are for providers who are listed with the Families Information Service, some providers are not listed i.e. crèches that are not required to be registered with OfSTED as they offer less than 2 hours of provision).

4.2 Breakdown of Current Childcare by Area

Ashton Area

Type	2015 Number of Provider	2015 No of Places	2016 No of Provider	2016 No of Places	2017 No of Provider	2017 No of Places	2018 No of Provider	2018 No of Place
PDN	13	1040	12	994	11	977	13	1052
Childminder	52	156	46	138	51	153	48	144
Playgroup/ Pre-School	5	167	5	167	6	213	4	163
Out of School (Registered)	12	317	10	265	10	275	7	191
Maintained	16	554	16	554	16	598	16	598
Totals	98	2174	89	2118	94	2216	90	2148

In Ashton-under-Lyne there is an increase in the number of private day nurseries, however 2 of which have converted from sessional to full day care. There is a decrease in both childminders and out of school club places, therefore overall provision and the total number of places available has decreased slightly in this area.

Denton/Droylsden/Audenshaw Area

Type	2015 Number of Provider	2015 No of Places	2016 Number of Provider	2016 No of Places	2017 No of Provider	2017 No of Places	2018 No of Places	No of Places
PDN	9	793	11	853	12	931	13	990
Childminder	117	351	109	327	108	324	108	324
Playgroup/ Pre-School	7	275	7	275	7	275	7	280
Out of School	16	440	17	440	19	475	18	504
Maintained	18	728	18	728	18	780	18	780
Totals	167	2587	162	2623	164	2785	164	2878

There is minimal change in this area, an increase of 1 private day nursery and decrease of 1 out of school clubs. Overall the total number of places available in this area has decreased slightly.

Dukinfield/Stalybridge/Mossley Area

Type	2015 Number of Provider	2015 No of Places	2016 Number of Provider	2016 No of Places	2017 No of Provider	2017 No of Places	2018 No of Provider	2018 No of Places
PDN	13	896	15	1076	17	1216	17	1240
Childminder	91	273	84	252	80	240	77	231
Playgroup/ Pre-School	5	133	5	133	4	97	3	67
Out of School	19	532	19	532	19	544	20	560
Maintained	17	572	17	572	17	546	17	546
Independent School	1	20	1	20	1	20	1	20
Totals	145	2406	140	2565	137	2643	135	2664

In this area there is decrease in the number of childminders, and preschools/playgroups, however places in private day nurseries and out of school club provision has increased. Despite the decreases the overall effect is a similar picture as the number of total places has increased slightly.

Hyde/Longdendale

Type	2015 Number of Providers	2015 No of Places	2015 Number of Providers	2015 No of Places	2017 No of Providers	2017 No of Places	2018 No of Providers	2018 No of Places
PDN	13	814	11	804	11	804	12	1050
Childminder	48	144	46	138	41	123	38	114
Playgroup/ Pre-School	4	122	4	122	3	77	3	77
Out of School	7	179	7	179	9	208	9	218
Maintained	14	520	15	546	15	494	15	494
Totals	86	1779	83	1789	79	1706	77	1953

In this area there has been a reduction in the number of childminders, but an increase in private day nursery and out of school places, therefore the overall number of provision and places that are available across the area has increased.

Totals for Tameside

Type	2015 Number of Provider	2015 No of Places	2016 Number of Provider	2016 No of Place	2017 No of Provider	2017 No of Places	2017 No of Provider	2017 No of Places
PDN	48	3543	49	3727	51	3928	55	4332
Childminder	308	924	285	855	280	840	271	813
Playgroup/ Pre-School	21	697	21	697	20	662	17	587
Out of School	54	1468	53	1416	57	1502	54	1473
Maintained	65	2374	66	2400	66	2418	66	2418
Independent School	1	20	1	20	-	-	1	20
Totals	496	9006	474	9095	474	9350	464	9643

Across the borough the total number of childcare places available has increased due to an overall increase in day care provision. This highlights that the childcare market is evolving continually. The number of pre-schools/playgroups has decreased due to one closing and 2 converting to offer full daycare. A further 2 new group providers have opened since the data was collated which will also impact positively for parental choice for childcare. The number of childminder places is an estimated number based on each childminder having the capacity to take three children under the age of 5 (as per OfSTED guidance) so this will depend on how many children childminders elect to take under the age of 5.

See Appendix 2 – Maps highlighting Group Provision, Out of School clubs and Childminders

4.3 Demand for Childcare

During 2017 the Families Information Service (FIS) received a total of 2521 enquiries of various types. Of these 1416 were enquiries where full details were taken. A further breakdown confirmed that a large proportion of these full enquiries initiated, related to childcare, nursery education or 2 year funded places, totaling 88% of the enquiries, which highlights continued demand for formal childcare.

On analysis of the short enquiries where full details were not provided, 75% of this type of enquiry related to childcare, nursery education, 2 year funded places or from childcare providers.

Many parents search online and Tameside provides an 'Online Childcare Finder', statistics inform that during the period between January to December 2017 there were 2420 searches for childcare on the Families Information Service Online service.

This can be accessed from the following weblink: <https://www.tameside.gov.uk/childcarefinder>

The Tameside website also provides access to a Service Information Directory which is a much wider online search function providing parents with information on services for children, young people and their parents/carers e.g.

- Activities
- Children Centre Activities
- SEND – Special Educational Needs and Disabilities
- Parenting
- Youth Clubs
- Toddler Groups and more.

This site can be found by accessing the following link <https://www.tameside.gov.uk/Tameside-Service-Information-Directory>

Between the months of January to August 2018 there were 11821 occasions where this page was viewed with an average number of 1477 per month highlighting its continued use by parents and carers.

4.4 Parental Questionnaires

Families Information Service (FIS) generally issue feedback questionnaires to all enquirers to ascertain information around their search for childcare and to establish if they were successful in finding suitable provision or to establish if FIS could assist the family further.

During the period of 1 November 2017 and 31 July 2018 a total of 3 questionnaires were returned to the Families Information Service.

Customer Feedback

From the feedback questionnaires returned, all indicated that they found their preferred childcare choice, with 100% also indicating the childcare selected, met all their requirements.

Feedback suggests that there were several factors that affected customer's choices for childcare and most enquirers indicated multiple factors, all indicated their search was affected by cost, opening hours, location and quality of provision; however one also indicated the choice was determined by vacancy availability.

None of the sample of parental questionnaires indicated they were searching for free entitlement places. In total 7 parents/carers returned questionnaires rating the Service that the Families

information Service provide as good or excellent with 100% of them indicating that they would recommend the service to others.

4.7 Free Places for Three and Four Year Old Children

In Tameside according to Department for Education national statistical release data, (provided to all local authorities in 2018 from data sourced from the January census) 98% of 3 and 4 year olds are taking up some or all of their free early education funding.

Year	2013	2014	2015	2016	2017	2018
Percentage	97%	99%	98%	99%	99%	98%

Take up for 2 year funding remains similar term on term, which is very positive. There are no reported issues with families having difficulties accessing places, there appears to be plenty of choice and opportunity for parents to take up the offer.

Percentage of 2 year old children benefitting from funded early education places by local authority	
All providers - Percentage of population	
Year	2017
Percentage	85%

See Appendix 3 - Map of Childcare providers delivering free Early Education Funding.

4.8 Free Places for Two Year Old Children

From 1st September 2014, 40% of 2 year olds nationally have been entitled to a free 15 hour early education and childcare place. Eligibility is the same as for the entitlement to Free School Meals (i.e. they are families whose income is below £16,190 and on certain benefits) and also families who are in receipt of working tax credit with an annual income of below £16190, universal credit of no more than £15400, looked after children and children in receipt of DLA. Target numbers for 2 year places appears to have decreased from the initial DfE data provided in September 2015 at 1450 children. On average the DfE estimates have decreased to around 1000 to 1100 potentially eligible 2 year olds per term.

A detailed assessment of the number of two year places was collated during summer 2018 to inform on the number of two year places available within the borough and to identify any further gaps following completion of the initial capital programme. In Tameside we have a high take up of places which is monitored term on term

The information provided to collate this information was based on the following data sets:

- Potentially eligible families identified by the DFE during April 2018 by ward
- Total number of vacancies – Supplied from all group providers delivering free early education (Summer 18)
- Total number of 2 year olds attending provision by ward area (summer 18)

All ward areas were showing vacancies but a number of areas indicated minimal places available at the time of the audit e.g.

- Droylsden West
- Hyde Werneth
- Ashton Waterloo
- Denton South
- Stalybridge South

The eligible family data was collated, analysed and mapped according to their postal address and additional data was added to pinpoint group provision and childminders delivering free early education to show location in relation to potentially eligible families.

Consideration was given to other provision located in bordering wards that were also within a reasonable walking distance (approx. half mile radius) to ascertain sufficiency of 2 year old provision.

Droylsden West - Take up on places in this area is 30% – A capital project was approved in this area to provide additional places for 2 year olds however this is no longer progressing. This area based on the most recent data is still showing a gap in provision for 2 year old places.

Hyde Werneth - this area is showing a 68% take up of places however the number of available places would not cover all those potentially eligible, some further place creation for 2 year olds would be beneficial and due to the small number of places needed it maybe best suited to increase existing provision in the area to add additional places.

Stalybridge South – this area is showing 60% take up of places, again with minimal places available. We are aware of a new group provider that has just opened in this ward which should provide much needed new places to cover the gap in this area. Places in Stalybridge South will continue to be monitored

Denton South – this area is showing 43% take up of places with a small number of vacancies available, however data is highlighting vacancies in both other of its neighbouring wards. Denton North East which has vacancies is within half a mile walking distance from Denton South as many parents reside on the border of this ward.

Ashton Waterloo – this area is showing 64% take up of places with a small number of vacancies however data is showing vacancies in all other wards in Ashton enabling sufficient accessible provision within a half mile walking distance to parents living within this ward.

The data highlighted that not all families take up their place within the ward in which they live, 38% of parents migrated into provision in other wards.

Further analysis was obtained to ascertain how families were taking up their places across Tameside and whether they chose provision located in their home ward or elsewhere in the borough. This data highlights that during the summer term which is the busiest of the 3, on average 58% of families took up a place within the ward in which they live whereas 38% travelled to a neighbouring ward. The remainder which is around 4% is families who reside outside of Tameside but have chosen to take their 2 year place here. See **Appendix 4**

Further Action – 2 Year Place Creation

No further action is planned for place creation in Ashton Waterloo, Stalybridge South or Denton South area however all areas will continued to be monitored.

In the Droylsden West area, a gap is identified for further action and to invite new place creation. It is planned to go out to the market place to invite interest in new place creation for 2 year olds via use of Capital Monies available.

In the Hyde Werneth area, a small gap is identified for further action and to invite new place creation. It is planned to go out to the market place to invite interest in new place creation for 2 year olds via use of Capital Monies available.

At the close of 2018 approximately 120 childminders were registered to accept funded children and the number of childminders looking to deliver early education places continues to rise, which provides alternative childcare options in all areas of the borough.

4.9 30 Hours Free Childcare

From 1 September 2017 parents/carers that qualify are entitled to a further 15 hours of free early education per week or a maximum of 570 hours per year, giving them up to 30 hours free early education per week over a maximum of 38 weeks. To apply parents/carers must apply directly to Her Majesty’s Revenues and Customs (HMRC) and also renew their eligibility regularly as per their renewal dates. Further information can be located on the HMRC website <https://www.childcarechoices.gov.uk/>

Since September the number of families taking up some or all of their additional entitlement either via their Private, Voluntary or Independent provider or via their school nursery has been steadily increasing.

Term	No’s of Families taking all or part of their extended Entitlement
Autumn 2017	1123
Spring 2018	1465
Summer 2018	1742
Autumn 2018	1251

As at autumn 2018 the majority of all group providers and childminders on the directory are registered to deliver the offer, plus 40 of the 66 primary schools with a nursery are also delivering the offer or registered to deliver the offer.

30 Hours Free Childcare

After analysis of the data provided during summer 2018, approximately half of all families (48%) taking up their offer sourced provision within their home ward, 44% took up a place in another Tameside ward and approximately 8% of families taking up a place came from outside of Tameside.

This makes it difficult to plan for the sufficiency of places as potentially families are sourcing provision which is convenient for either extended family, on routes into work or as a preference for a particular provider. (See Appendix 5)

The analysis during summer 2018 highlighted a total of 695 vacancies for universal 15 hour entitlement, with recorded vacancies in all wards of Tameside. For the 30 hours or the extended part of the entitlement there were a total of 388 vacancies again with recorded vacancies in all wards. (See Appendix 5) The majority of these vacancies (368) were recorded in the Private, Voluntary and Independent childcare sector.

Further Action

There is no detailed statistical data available on qualifying numbers of families for 30 hours, so careful termly monitoring will be needed to see where and how families are taking up their place. Also as predominantly this offer is aimed at working parents/carers; to monitor how far parents are travelling from home to a provider e.g. they may source childcare near work or to extended families.

Based on vacancy data available during summer 2018, it appears that there are sufficient places available, and no action is needed at present other than continued careful monitoring of places available, take up and vacancies available.

4.10 Childcare for Children Aged 5-11 and During School Holidays

In Tameside at the time of analysis there was 54 Out of School clubs, which is a slight drop on the previous year indicating that the overall number of places in the borough has decreased slightly by 29 places however overall places remains relatively stable.

Full and Part Time places for 4-8 year olds in School Holidays

The analysis of vacancy data highlighted that there were vacancies for both before and after school places within all wards within the borough, however in some areas the vacancies were minimal e.g. Denton West and Hyde Werneth.

The data also highlighted vacancies available for this age range in all wards within the borough of both full and part time for children to attend during the school holidays.

Maximum Number of Full Time and Part Time places for 8 year olds and over in School Holidays

The analysis of vacancy data highlighted that there were vacancies for both before and after school places within all wards within the borough, however in some areas, vacancies were lower e.g. Hyde Werneth and Longdendale. Again the data highlighted both full and part time places were available for school holiday club for this age range.

At the time of analysis there were no major gaps in provision however places will continue to be monitored. It is also worth noting that provision for children aged 5-11 can also be provided by primary schools who are not all included in the above numbers due to lack of data about their service.

4.10 Childcare for Disabled Children and Children with Special Educational Needs (SEND)

The Early Years Provider Development Team provides training and support to childcare settings to enable them to offer inclusive childcare provision. Since October 2013 all providers are able to access SENCO surgeries where they receive guidance to effectively deliver the SEN Code of Practice. The 2011 sufficiency assessment identified that parents of children with additional needs felt there was not enough childcare available to them. However it also found that many childcare providers were able to support children with disabilities and/or additional needs. There also appeared to be a misconception by parents that mainstream childcare settings could not meet their needs and that only specialist childcare settings could do this. This is an issue that is experienced nationally.

Data provided from the Census 2011 highlights that 3.9 % of children in the borough are identified as having a long term health problem or a disability (Age 0 to 15):

	Day-to-day activities limited		Day-to-day activities not limited	
	No.	%	No.	%
Tameside	1,655	3.9	41,053	96.1
East	406	3.6	10,824	96.4
North	387	4.2	8,901	95.8
South	326	3.4	9,219	96.6
West	536	4.2	12,109	95.8

Source: Census 2011

Since July 2017 there has been a dedicated Special Educational Needs Caseworker available for early years. In addition the Early Years Panel where individual cases are referred, meet more frequently to meet demand. Where a need is identified additional support e.g. equipment or additional funding is allocated to enable children to access provision for early years.

From September 2017, two new measures have been introduced to support children with disabilities and special education needs:

- Disability Access Fund
- SEN Inclusion Fund

Both measures are to support providers to make reasonable adjustments and help them better address the needs of individual children to enable them to access their free entitlement.

4.12 Quality of Childcare

The DfE identify within current statutory guidance that they would like the outcome for all children to be able to take up their free hours in a high quality setting. Evidence shows that higher quality provision has greater developmental benefits for children, particularly for the most disadvantaged children, leading to better outcomes.

Legislation was agreed and OfSTED is now the sole arbiter of quality for delivery of Early Education Funding which has resulted in a changed role for Local Authorities. In response to this the following table provides a breakdown of all the key types of providers according to their OfSTED rating (data collated as at autumn 2018):

Group Settings and	Data Collated	Data Collated	Data Collated	Data Collated
---------------------------	----------------------	----------------------	----------------------	----------------------

Independent Schools	Autumn 2015		Autumn 2016		Autumn 2017		Autumn 2018	
	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %
Inadequate	1	1.4	0	0	1	1.41	0	0
Requires Improvement/Satisfactory	6	8.6	5	7.14	4	5.63	2	2.74
Good	38	54.3	37	52.86	40	56.34	52	71.23
Outstanding	12	17.10	12	17.14	12	16.90	14	19.18
Not Yet Graded	13	18.60	16	22.86	14	19.72	5	6.85

There are 73 group providers in total with approximately 90% rated as good or outstanding, which is an increase on the previous year. The number of providers who are awaiting their first inspection has decreased by 13.87%. If these numbers were excluded, the total achieving good or outstanding is 97%. The number of settings rated inadequate or requires improvement has decreased by 4.03% which highlights continued improvements in quality within this sector.

Out of School Clubs	Data Collated Autumn 2015		Data Collated Autumn 2016		Data Collated Summer 2017		Data Collated Summer 2017	
	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %
Inadequate	0	0	0	0	0	0	0	0
Requires Improvement/Satisfactory	7	13.5	4	7.55	2	3.51	0	0
Good	22	42.3	24	45.28	29	50.88	36	66.67
Outstanding	6	11.5	6	11.32	8	14.04	10	18.52
Await 1 st Inspection	17	32.7	19	35.85	18	31.58	8	14.81
Exempt	0	0	0	0	0	0	0	0

There are 54 Out of School Clubs with 85.18% rated as good or outstanding, which is an increase on the previous year. In addition 14.81% are awaiting their first inspection, if this were excluded, the total achieving good or outstanding is 100%.

Childminders	Data Collated Autumn 2015		Data Collated Autumn 2016		Data Collated Summer 2017		Data Collated Summer 2017	
	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %
Inadequate	3	0.97	1	0.35	9	3.21	4	1.48
Requires Improvement/Satisfactory	46	14.98	46	16.14	13	4.64	7	2.58
Good	156	50.8	148	51.93	174	62.14	174	64.21
Outstanding	14	4.56	12	4.21	12	4.29	16	5.90
Awaiting Inspection							40	14.76
Met	88	28.66	78	27.37	72	25.71	30	11.07

Included in Inadequate are 3 childminders classed as not met (require actions)

In total there are 271 childminders within the borough, a decrease on the previous year, 70.11% of the childminders are rated as good or outstanding, which is an increase of 3.68%. There are 70 childminders who have not yet been inspected, or are classed as 'Met'. Therefore if those awaiting inspection are excluded, the total achieving a good or outstanding result is actually 94.52%, an increase on the previous year.

Schools	Data Collated Summer 16	
	Actual	Percentage %
Inadequate	0	0
Requires Improvement	6	9.09
Good	54	81.82
Outstanding	5	7.57
Yet to be Inspected	1	1.52

In total there are 66 primary schools within the borough that have a nursery class and provide for early education, of these 89.39% are rated good or outstanding.

Of the 66 schools 39 or, 59.09% are currently offering the 30 hours free childcare for 3/4 year olds which is an increase of 16 schools since September 2017 which is very positive. Of the 59.09% of schools offering the 30 hours free childcare, 94.87% of those are rated as good or outstanding.

Schools	30 Hours	
	Actual	Percentage %
Yes	39	59.09
No	27	40.90

4.13 Affordability of Childcare

Childcare costs vary from area to area within the borough and from type to type however some typical average childcare costs in Tameside collated for the '2017 Childcare Survey for Local Authorities in England' based on a full time attendance e.g. 50 hours of care per week and 25 hours:

Average cost for group providers offering up to 50 hours per week

Under twos per week attending 50 Hours	£174
Under twos per week attending 25 Hours	£127
Aged 2 plus per week attending 50 hours	£174
Aged 2 plus per week attending 25 Hours	£125

- The most expensive rate for under two's for 25 hours was £155
- The cheapest rate for under two's for 25 hours was £97.50

Childminders - The typical average weekly costs for a childminder in the area:

Under twos per week attending 50 Hours	£188.50
Under twos per week attending 25 Hours	£94.50
Aged 2 plus per week attending 50 hours	£188.50
Aged 2 plus per week attending 25 Hours	£94.50

Out of school provision can be offered at various providers however typical costs include:

Out of school club for 15 hours per week	£51.00
A typical weekly cost for childminder's who pick up after school providing care till 6pm	£57.50

According to the Daycare Trust's annual childcare survey 2018 "*childcare prices for children under three have risen above inflation and wages this year. Our survey does not tell us why prices have increased and reasons are likely to be different for different providers and in different areas. Possible reasons include changes to pensions, and minimum wage, the costs of delivering the 30 hour extended entitlement, the impact of tax free childcare and general inflation.*" However it also reports that the majority of English local authorities report having sufficient childcare in all parts of their area for the two 15 hour free entitlements e.g. for two year olds and for three and four year olds. However only 45% say they have enough childcare for three and four year olds entitled to the 30 hour extended entitlement in the whole area, with 9 percent saying they do not know or cannot tell from their data. In Tameside we are not currently reporting any difficulties with meeting demand for early education places for 30 hours however this will continue to be monitored.

5. CONTEXT AND HIGHLIGHTED EXTRACTS FROM THE SUMMARY OF THE CSA 2011

The report of 2011 did not highlight any major geographical gaps in the borough however in order to determine the state of the market place a full gap analysis was recommended but given the current level of resources available this is no longer feasible. Where there were geographical gaps these were not necessarily reflected in the demand for places as often gaps can exist where there is a low population of people in a large area.

The report identified that half of the parents surveyed felt that while cost of formal childcare was a consideration, quality, location and opening hours were regarded to be more important.

Parents of disabled children reported that they found childcare expensive. Various reasons were given including personal financial circumstances and situations when providers passed on additional resource costs to parents. Parents of children with disabilities also expressed the view that there was not enough choice of childcare providers that they were confident could safely look after their children. This situation is experienced nationally.

The general opinion of parents and employers is that there was adequate childcare at the times when most people needed it, with the majority using childcare for the working day over Monday to Friday. As expected there is less demand for full week care and limited need for care before 7.30 am or after 6pm.

It was reported that there was an adequate range of childcare for all age ranges although there was less demand for older children. For this age range it was noted there have been some issues with sustainability when expressed demand was not realised resulting in the provision closing in some cases.

6. CONCLUSION

During 2018 the childcare market in Tameside has again remained stable, there has been a small reduction in the number of childminders however the number of places within group providers has increased and offset any losses in the childminder sector. Overall the number of childcare places available across the borough has increased which impacts positively on parental choice.

Further analysis of two year provision highlighted two areas for further action due to an identified gap in provision and the need to attract new places in two specific wards. At the time this report is published, an application to create new places in both areas had been received and was being considered.

Analysis of the sufficiency of two year places and the take up of the free entitlement for three and four year olds will remain under review. The DfE statistical release 2018 indicates that take up of 3 and 4 year olds is 98%; this is considered to be a high take up and is evident across the borough at maintained, private, voluntary and independent providers.

Changes are noted within the childcare market but overall there has been an increase in group provision and the number of places available. From the information available no identified gaps in provision have been highlighted other than two specific wards within the borough where there appears to be a small gap in provision for the two year age range.

Not all sectors of childcare providers responded to the request to provide data, which prevents a full assessment of the sufficiency of childcare places in all areas. In particular at the time of concluding the report not all Out of School clubs and Childminders had responded, however from those that did respond, most were reporting vacancies. Without any other anecdotal information to highlight any specific gaps in provision for out of school club places and childminders we have been unable to fully assess sufficiency of places, but conclude from the vacancies available from those that did submit that there is sufficient provision.

30 Hours Free childcare

The roll out of 30 hours free childcare is now in its second year and at this point there are no reported issues with parents experiencing insufficient provision. Approximately over half of the boroughs primary schools with a nursery have also offered 30 hours which provided much needed additional places. At the time of data collecting which is the busiest reported term there was vacancies for 30 hours in all areas of the borough, however this will be continually monitored and reported upon annually.

6. RECOMMENDATIONS

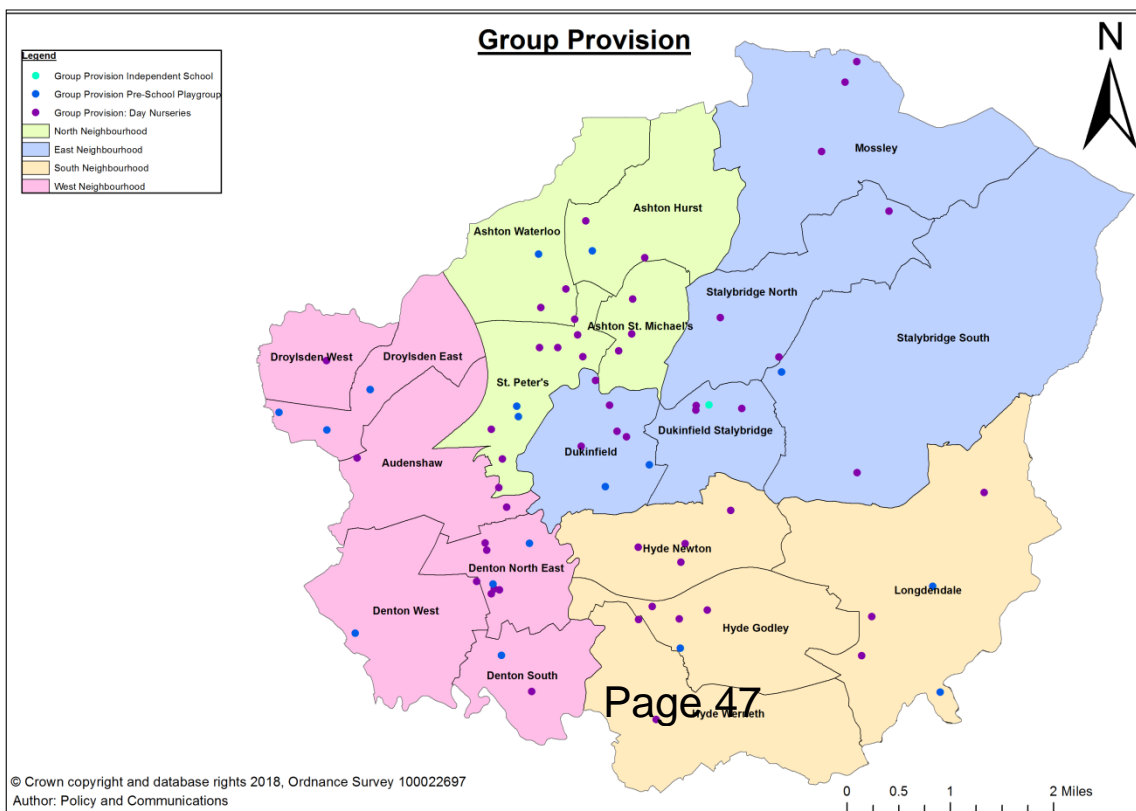
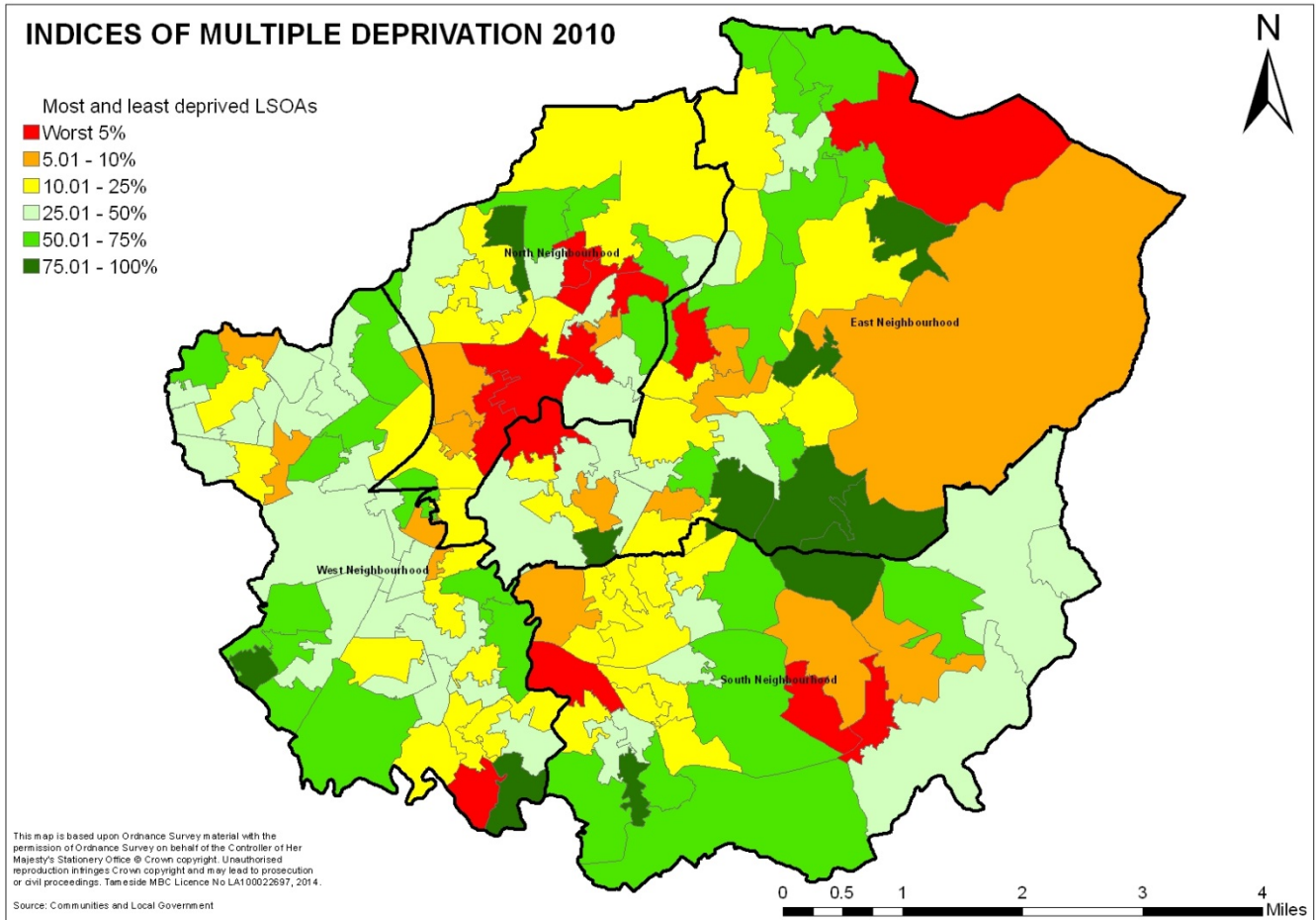
The report of 2011 and the annual report 2013 did not highlight any major gaps in the borough, the data compiled for this report shows that the position is currently broadly similar. However to ensure sufficiency the following recommendations are suggested:

7. To continue to work with all our childcare providers to improve the quality and content of the data provided to inform on the annual assessment of childcare available for all age ranges
8. To also look at other ways providers can regularly report on their vacancies and the potential for parents to be able to make enquiries for childcare using the vacancy information provided
9. Continue to monitor the number of 2 year places across the borough to address any identified gaps. To include an annual assessment of sufficiency which will inform any future place creation required
10. To progress capital applications for 2 year places creation to address gaps identified

11. Review place take up of 30 hours and analyse the sufficiency of the number of places required for families who will qualify on an ongoing basis
12. To continue to offer a range of support to all providers around the delivery of 30 hours free childcare
13. To continue to identify strategies to enable providers to become more self-sufficient and responsible for improvement of the quality of their childcare and workforce development

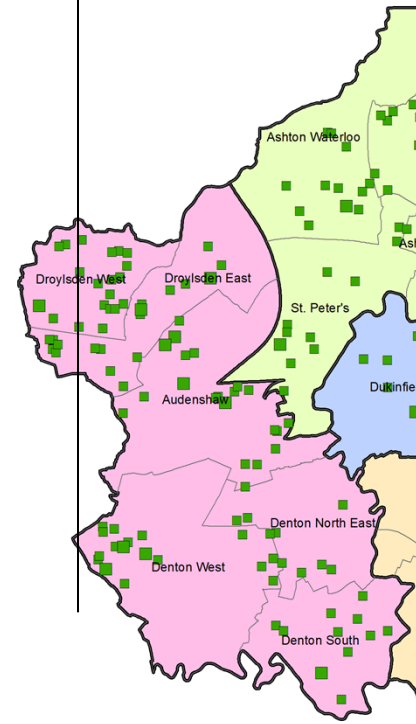
8. Appendices

Appendix 1 -



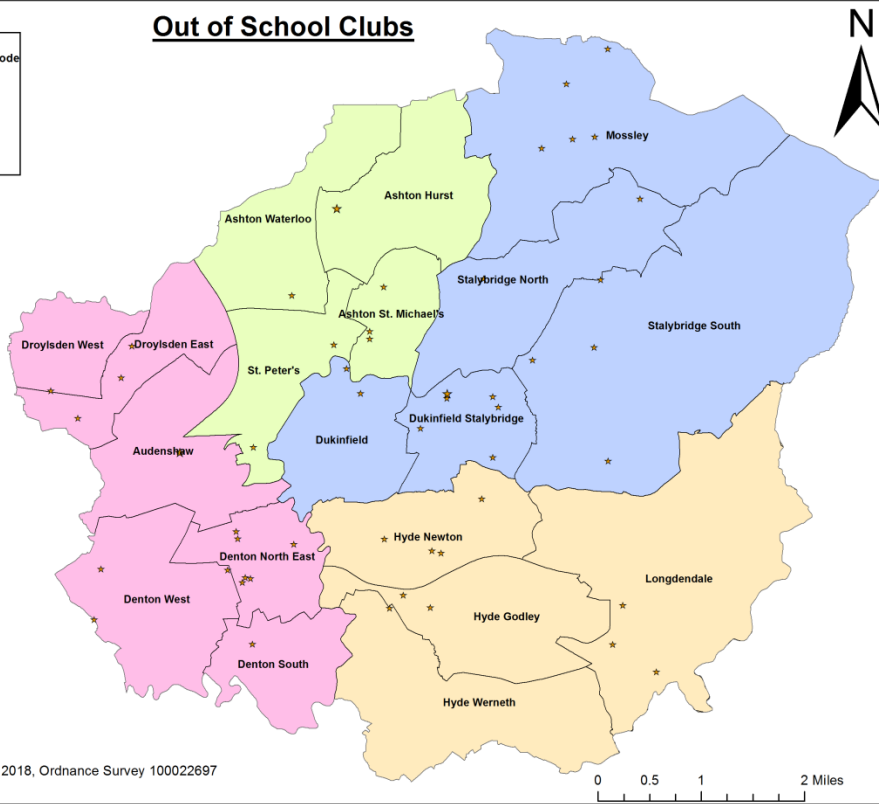
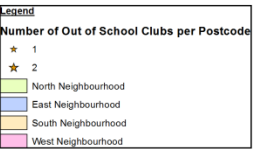
Appendix 2

Childminders



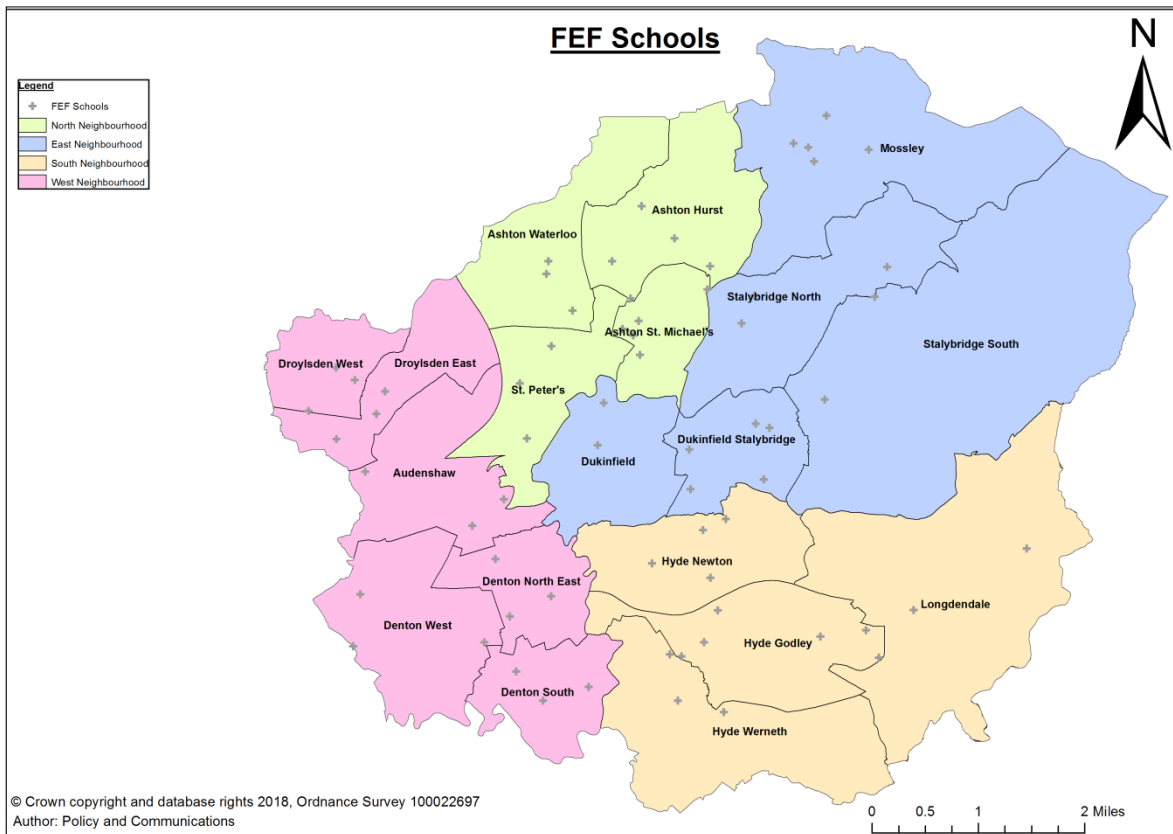
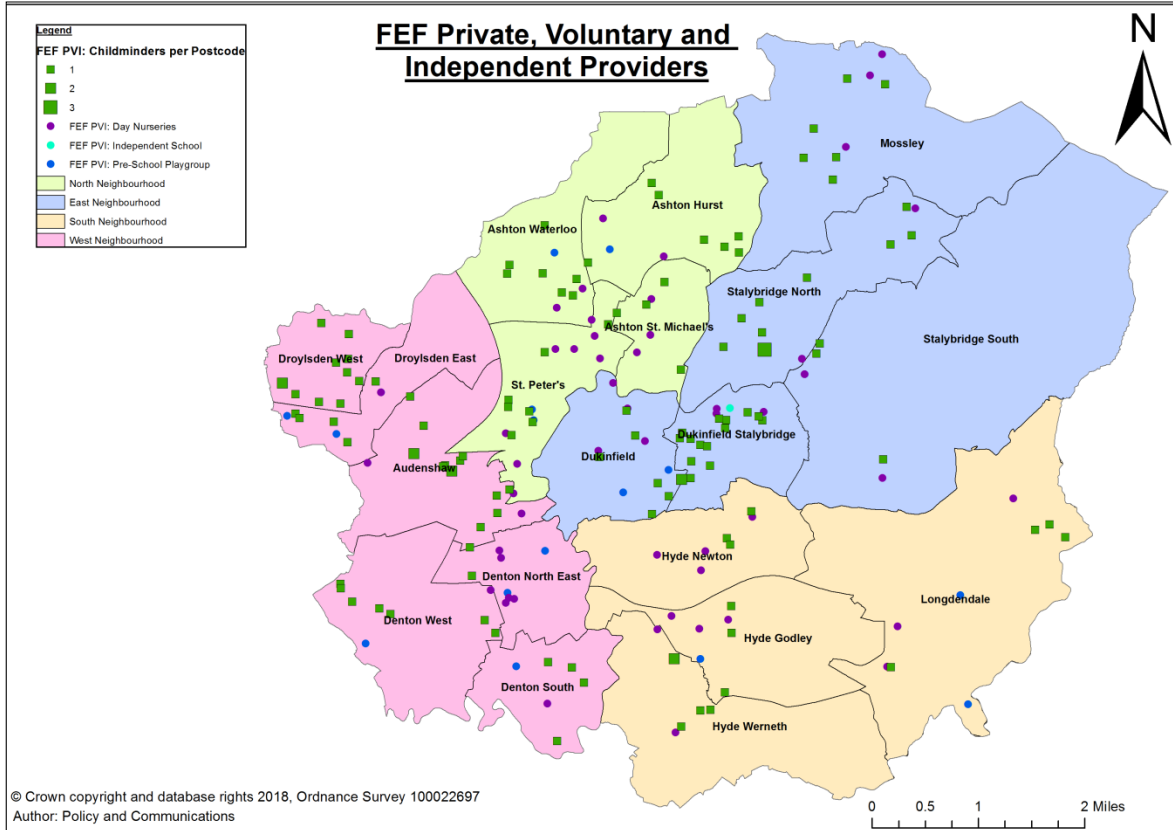
Author: Policy and Communications
 © Crown copyright and database rights 2018, Ordnance Survey

Out of School Clubs



© Crown copyright and database rights 2018, Ordnance Survey 100022697
 Author: Policy and Communications

Appendix 3 - (FEF – Free Entitlement Funding)



Appendix 4

Analysis of 2 Year Free Places and Take up – Summer 18

Ward	April DfE target list for Summer 2018	2 Year Olds in a place during summer 2018	Percentage in a place %	Those who attend provision in their home ward	Those who attend a place from another ward in TMBC	Those who attend from outside of the borough	Maximum Number of FEF Vacancies for 2 Years	Total places	Families attending outside their home ward but within TMBC %	Inward Migration %
Ashton Hurst	69	57	83%	36	21	0	17	74	37%	0%
Ashton St Michaels	93	81	87%	44	35	2	14	95	43%	2%
Ashton St Peters	121	138	114%	80	56	2	61	199	41%	1%
Ashton Waterloo	64	41	64%	29	10	2	6	47	24%	5%
	347	317	91%	189	122	6	98	415	38%	2%
Audenshaw	45	42	93%	17	18	7	61	103	43%	17%
	45	42	93%	17	18	7	61	103	43%	17%
Denton North East	40	75	188%	31	41	3	53	128	55%	4%
Denton South	42	18	43%	15	3	0	14	32	17%	0%
Denton West	32	25	78%	8	12	5	9	34	48%	20%
	114	118	104%	54	56	8	76	194	47%	7%
Droylsden East	65	67	103%	33	27	7	11	78	40%	10%
Droylsden West	74	22	30%	12	8	2	4	26	36%	9%
	139	89	64%	45	35	9	15	104	39%	10%
Dukinfield	68	77	113%	44	32	1	28	105	42%	1%
Dukinfield / Stalybridge	34	32	94%	11	21	0	36	68	66%	0%
	102	109	107%	55	53	1	64	173	49%	1%
Hyde Godley	60	62	103%	33	28	1	5	67	45%	2%
Hyde Newton	69	52	75%	43	9	0	22	74	17%	0%
Hyde Werneth	56	38	68%	23	13	2	5	43	34%	5%
	185	152	82%	99	50	3	32	184	33%	2%
Longdendale	46	47	102%	33	13	1	40	87	28%	2%
	46	47	102%	33	13	1	40	87	28%	2%
Mossley	39	25	64%	20	2	3	21	46	8%	12%
	39	25	64%	20	2	3	21	46	8%	12%
Stalybridge North	51	51	100%	31	17	3	9	60	33%	6%
Stalybridge South	30	18	60%	15	3	0	2	20	17%	0%
	81	69	85%	46	20	3	11	80	29%	4%
Totals	1098	968	88%	558	369	41	418	1386	38%	4%

(Includes data provided by Private, Voluntary and Independent Early Years Providers)

Appendix 5

Analysis of 3/4 Year Free Places and Take up of Universal and Extended Entitlement

Universal Entitlement - 15 Hours									Extended Entitlement - 30 Hours										
Ward	3/4 Year Olds in a Universal place during Summer 2018	Children Attending in home Ward	Children Attending from other TMBC Wards	Children Attending from Outside TMBC	Maximum Number of FEF Vacancies for 3/4 Years Universal	Total Universal Places (Children in place + Vacancies)	Families attending outside their home ward but within TMBC %	Inward Migration from other Authorities %	Ward	3/4 Year Olds in a Universal place during Summer 2018	3/4 Year Olds in a Uni + Ext place (with same provider) during Summer 2018	3/4 Year Olds in a Extended place during Summer 2018	Children Attending in home Ward	Children Attending from other TMBC Wards	Children Attending from Outside TMBC	Maximum Number of Extended Vacancies for 3/4 Years	Total Extended Places (Children in place + Vacancies)	Families attending outside their home ward but within TMBC %	Inward Migration from other Authorities %
Ashton Hurst	214	130	82	2	57	271	38.32%	0.93%	Ashton Hurst	214	56	58	23	33	2	21	79	56.90%	3.45%
Ashton St Michaels	300	159	134	7	21	321	44.67%	2.33%	Ashton St Michaels	300	95	103	37	63	3	22	125	61.17%	2.91%
Ashton St Peters	417	245	121	16	66	483	29.02%	3.84%	Ashton St Peters	417	132	142	31	100	11	44	186	70.42%	7.75%
Ashton Waterloo	172	120	43	9	34	206	25.00%	5.23%	Ashton Waterloo	172	32	43	27	14	2	7	56	32.56%	4.65%
	1103	654	380	34	178	1281	34.45%	3.08%		1103	315	346	118	210	18	94	440	60.69%	5.20%
Audenshaw	303	129	173	36	7	310	57.10%	11.88%	Audenshaw	303	163	172	67	87	18	35	207	50.58%	10.47%
	303	129	173	36	7	310	57.10%	11.88%		303	163	172	67	87	18	35	207	50.58%	10.47%
Denton North East	261	117	129	15	100	361	49.43%	5.75%	Denton North East	261	103	122	43	70	9	53	175	57.38%	7.38%
Denton South	116	100	16	0	49	165	13.79%	0.00%	Denton South	116	10	25	22	3	0	16	41	12.00%	0.00%
Denton West	177	98	54	25	18	195	30.51%	14.12%	Denton West	177	41	50	35	11	4	4	54	22.00%	8.00%
	554	315	199	40	167	721	35.92%	7.22%		554	154	197	100	84	13	73	270	42.64%	6.60%
Droylsden East	219	112	76	21	26	245	34.70%	9.59%	Droylsden East	219	63	92	45	36	11	13	105	39.13%	11.96%
Droylsden West	157	97	64	6	24	181	40.76%	3.82%	Droylsden West	157	26	46	31	14	1	2	48	30.43%	2.17%
	376	209	140	27	50	426	37.23%	7.18%		376	89	138	76	50	12	15	153	36.23%	8.70%
Dukinfield	265	184	77	4	37	302	29.06%	1.51%	Dukinfield	265	112	116	68	45	3	34	150	38.79%	2.59%
Dukinfield / Stalybridge	225	86	138	1	57	282	61.33%	0.44%	Dukinfield / Stalybridge	225	95	105	45	60	0	36	141	57.14%	0.00%
	490	270	215	5	94	584	43.88%	1.02%		490	207	221	113	105	3	70	291	47.51%	1.36%
Hyde Godley	320	167	148	5	34	354	46.25%	1.56%	Hyde Godley	320	80	83	40	40	3	1	84	48.19%	3.61%
Hyde Newton	255	204	48	3	41	296	18.82%	1.18%	Hyde Newton	255	96	109	79	27	3	12	121	24.77%	2.75%
Hyde Werneth	194	117	70	7	23	217	36.08%	3.61%	Hyde Werneth	194	74	94	53	37	4	6	100	39.36%	4.26%
	769	488	266	15	98	867	34.59%	1.95%		769	250	286	172	104	10	19	305	36.36%	3.50%
Longdendale	147	93	33	22	21	168	22.45%	14.97%	Longdendale	147	42	52	25	13	14	30	82	25.00%	26.92%
	147	93	33	22	21	168	22.45%	14.97%		147	42	52	25	13	14	30	82	25.00%	26.92%
Mossley	234	160	24	50	33	267	10.26%	21.37%	Mossley	234	133	151	93	17	41	21	172	11.26%	27.15%
	234	160	24	50	33	267	10.26%	21.37%		234	133	151	93	17	41	21	172	11.26%	27.15%
Stalybridge North	259	156	94	8	22	281	36.29%	3.09%	Stalybridge North	259	90	101	47	50	4	7	108	49.50%	3.96%
Stalybridge South	144	86	56	2	25	169	38.89%	1.39%	Stalybridge South	144	71	72	35	36	1	24	96	50.00%	1.39%
	403	242	150	10	47	450	37.22%	2.48%		403	161	173	82	86	5	31	204	49.71%	2.89%
	4379	2560	1580	239	695	5074	36.08%	5.46%		4379	1514	1736	846	756	134	388	2124	43.55%	7.72%

(Both tables include data provided by Schools and Private, Voluntary and Independent Early Years Providers)

This page is intentionally left blank

Agenda Item 6

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	25 June 2019
Reporting Officer:	Tom Wilkinson; Assistant Director of Finance Tim Bowman; Assistant Director of Education
Subject:	SCHOOLS FINANCE UPDATE
Report Summary:	This report provides an overview of the various elements of Education Finance, which is funded by the Department for Education (DfE) through the Dedicated Schools Grant (DSG).
Recommendations:	Members are requested to note the contents of the report.
Corporate Plan:	Education finances significantly support the Starting Well agenda to provide the very best start in life where children are ready to learn and encouraged to thrive and develop, and supporting aspiration and hope through learning and moving with confidence from childhood to adulthood.
Policy Implications:	In line with financial policies and financial regulations
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	As outlined in the body of the report
Legal Implications: (Authorised by the Borough Solicitor)	Monitoring of the various funding streams is very important to ensure they are spent correctly and on time to ensure the Council meets its statutory obligations and required outcomes.
Risk Management:	<p>The correct accounting treatment of the Dedicated Schools Grant (DSG) is a condition of the grant and procedures exist in budget monitoring and closure of accounts to ensure that this is achieved.</p> <p>Section 106 funding is time limited and can only be spent as outlined in the specific section 106 agreement. There is a risk of the council needing to repay the funds to the developer if the funds and schemes are not closely monitored.</p> <p>Some Capital Grants are time limited and will need to be repaid to DFE if they are not spent in the correct time allocation.</p> <p>If the council overspends its DSG funding they will be required to put together a deficit recovery plan to the DFE outlining the action we are taking to recover the deficit and manage spending.</p>
Access to Information:	This report does not contain information which warrants its consideration in the absence of the Press or members of the public

Background Information: The background papers relating to this report can be inspected by contacting Christine Mullins



Telephone: 0161 342 3216



e-mail: christine.mullins@tameside.gov.uk

1. INTRODUCTION

1.1 This report provides an overview of funding across the Education Service to support delivering the Educational priorities in Tameside.

2. DEDICATED SCHOOLS GRANT 2018/19 and 2019/20

2.1 The dedicated schools grant is allocated through a nationally determined formula to local authorities in 4 blocks;

- Central Services Schools Block - provided to provide funding to Local Authorities to support carrying out statutory duties on behalf of schools.
- Schools Block - This is intended to fund mainstream (non-special) Schools
- High Needs Block - This is to fund Special Schools, additional support in mainstream schools for Special Educational Needs (SEND) and other SEND placements / support.
- Early Years Block - This funds the free/extended entitlement & funding of places for 2, 3 and 4 year olds in school nurseries and Private, Voluntary and Independent (PVI) Sector settings.

2.2 In 2018/19 the total DSG allocation of £196.024m is allocated to the Tameside Borough for all Schools and Academies. £70.226m is then top sliced and allocated to Tameside Academies for which they then must report to the Education Schools Funding Agency (ESFA) on performance and spending.

2.3 The remaining £125.798m is allocated by the council for its maintained schools. This is allocated to individual schools who have delegated spending decisions but are responsible for reporting to the council in relation to their financial performance.

2.4 TABLE 1 - Schools Funding allocated in Tameside Borough 2018/19

DSG Funding Blocks	Allocation to Tameside Maintained Schools £000	Allocation to Tameside Academies by ESFA £000	Total DSG Allocated to Tameside Schools and Academies £000
Schools Block	90,162	68,856	159,018
Central School Services Block	897		897
High Needs Block (Pre/Post 16)	18,471	1,370	19,841
Early Years Block	16,267		16,267
Total	125,798	70,226	196,024

2.5 The outturn position against the 2018/19 DSG settlement is included in table 2.

TABLE 2 - 2018/19 DSG allocation and spend

DSG Funding Blocks	DSG Settlement 2018/19 at March 2019 £000	Distribution / Spend 2018/19 £000	Variation Surplus / (Deficit) £000
Schools Block	159,018	159,078	(60)
Central School Services Block	897	890	7

High Needs Block (Pre/Post 16)	19,841	21,295	(1,453)
Early Years Block	16,267	15,698	570
Total	196,024	196,961	(937)

- 2.6 The deficit of £0.060m on the schools block relates to diseconomies funding of £0.153m, this will be funded from the DSG reserve as agreed by schools forum and £0.056m of business rates adjustments due to the actual charges being higher than estimated. This is partly offset by a small surplus on growth funding of £0.013m and business rate relief from academy conversions and prior year adjustments of £0.135m.
- 2.7 The surplus on the central school services block (CSSB) relates to the School Forum and support for SACRE (Standing Advisory Council on Religious Education), which is a statutory duty, allocations not being fully utilised.
- 2.8 The deficit on the high needs block is £1.453m and further information relating to this can be found at Section 3.
- 2.9 The surplus on the early years block is currently £0.570m. Final allocations for the early year's settlement will be provided by the DfE in June/July 2019. The final allocation is affected by early year's census data from January 2019. This is estimated to result in an additional increase in the surplus of £0.109m.
- 2.10 The surplus relates to an increase in the 3 and 4 year olds universal and extended entitlement take-up. This is offset by deficits in 2 year old funding and early years. The surplus will be transferred to the DSG reserve and earmarked to support the High Needs Spending.
- 2.11 DSG for 2019/20 allocated to Tameside Borough is outlined in Table 3 below

2.12 **TABLE 3 Schools Funding allocated in Tameside Borough 2019/20**

DSG Funding Blocks	Allocation to Tameside Maintained Schools £000	Allocation to Tameside Academies by ESFA £000	Total DSG Allocated to Tameside Schools and Academies £000
Schools Block	86,567	75,802	162,369
Central School Services Block	925		925
High Needs Block (Pre/Post 16)	19,392	1,462	20,854
Early Years Block	16,270		16,270
Total	123,154	77,264	200,418

The funding to the borough has increased from £196m to £200m. The increase in the funding for Academies is partly through their share of the increase, but also because 5 schools converted to academy during 2018/19.

- 2.13 Updates to DSG funding will be made by the DfE throughout the year to reflect any academy conversions and early year's allocations.

2.14 **Table 4 Projected Outturn for 2019/20**

DSG Funding Blocks	DSG Settlement 2019/20 at March 2019 £000	Projected Distribution / Spend 2018/19 £000	Variation Surplus / (Deficit) £000
Schools Block	162,369	162,355	14
Central School Services Block	925	925	0
High Needs Block (Pre/Post 16)	20,854	26,360	(5,507)
Early Years Block	16,270	16,270	0
Total	200,418	205,910	(5,492)

2.15 The surplus on the schools block relates to a small surplus on growth funding of £0.014m it is anticipated this will contribute to the DSG reserve and be utilised to offset anticipated pressures in the High Needs Block it should be noted these are estimates at this stage.

2.16 The CSSB is expected to be spent in full.

2.17 The projected deficit on the high needs block is expected to be £5.507m and further information relating to this can be found at Section 3

2.18 The Early years block is expected to be on target however there are expected to be minor overspends that can be offset with savings in other areas.

2.19 The DSG will be monitored and regular updates will be reported to members and forum.

3. HIGH NEEDS DEDICATED SCHOOLS GRANT

3.1 High Needs funding is provided to the Tameside MBC to fund Special Schools, additional support in mainstream schools for Special Educational Needs (SEND) and other SEND placements / support. This is for both the Maintained and Academy Schools

3.2 Table 5 outlines the areas of spending in the high needs sector for 2018/19 and provides forecast 2019/20 expected spend.

Table 5 – High Needs 2018/19 Outturn and 2019/20 Forecast

High Needs Budget Position	2018/19 Final Position £000's	2019/20 Forecast £000's	Difference £'000's	Difference %
Expenditure				
Mainstream	1,492	1,877	385	26%
Special	9,155	9,440	284	3%
Tameside Pupil Referral Service	2,517	2,538	21	1%
Resourced Units	260	127	(133)	(51)%
Independent Schools	1,824	2,105	281	15%
Non Maintained Special Schools	425	391	(34)	(8)%
Out of Borough (Pre 16)	445	721	276	62%
Post 16	2,378	2,448	70	3%
Hospital Education	66	76	10	16%
SEN Support Services	1,772	1,841	69	4%

Income Out of Borough	(408)	(250)	158	(39)%
Totals	19,925	21,313	1,388	(7)%
Funding Allocation				
Original Funding Allocation	19,324	20,337	1,012	5%
Academy Recoupment	(1,370)	(1,462)	(92)	5%
Additional Pressures Funding	517	517	0	0%
Total Funding	18,471	19,392	921	5%
Overspend before Balance bfw	(1,453)	(1,921)		
Projected in Year Growth		3,586		
Projected Overspend at Year End (Before Reserves)		(5,507)		
DSG Reserves		3,228		
Projected Overspend at Year End (after Reserves)		(2,279)		

- 3.3 The reason for overspending in the borough is due to
- The increasing high needs population such as special school places and resourced provision
 - Increase Education Health Care Plans being issued there has been an increase from 945 to 1267 increase of 322 plans in 2018/19. Each of these plans requires specific funding to support the child.
 - Increases in the number of Post 16 placements requiring top up funding
 - Increased spending in supporting Tameside children in the Independent Sector or Out of Borough placements
- 3.4 There has continued to be a significant numbers of referrals over the last 4 months, averaging at 45 per month. If growth continues throughout the financial year at current levels this would create a potential further pressure on the High Needs budget of which could exceed £3.5m. It is estimated that the number of plans maintained will increase will by between 300 and 650, bringing the total number of EHCPs Tameside maintains to more than 1,800 by the end of the year.
- 3.5 The financial pressures in the High Needs Block are therefore serious and represent a high risk to the Council. There is an on-going review of SEND services and the SEND Strategy looking at our local offer and ways to address the financial pressures, and to stabilise the position over the following three years. If as predicted the HNB enters into deficit by the end of 2019/20, the Council will be expected to produce a 3 year deficit recovery plan and submit this to the DfE.

4. DEDICATED SCHOOLS GRANT RESERVE POSITION

- 4.1 Prior year's unutilised dedicated schools grant is set aside in a earmarked reserve details of which are outlined in Table 6 for both the final year end position in 2018/19 and the projection for 2019/20.

4.2 Table 6 Dedicated Schools Grant

	2018/19 Surplus/ (Deficit) £000	2019/20 Surplus/ (Deficit) £000
DSG Reserve Brought Forward	3,881	3,228
Reserve Commitments from Schools Block 2018/19		
Diseconomies Funding 2018/19	(153)	
In year surplus/deficit on business rates	79	(5)
In year surplus on growth fund	13	19
Schools Block 2018/19 Subtotal	(60)	14
In year surplus on Central Services Schools Block	7	
In year deficit on High Needs Block	(1,453)	(5,507)
Current in year surplus on Early Years	570	109
Early Years Block 2017/18 Adjustment	357	0
Refunds for De-delegated items from 2017/18	(96)	
Interest Received	24	
DSG Reserve after Commitments	3,228	(2,156)

4.3 In 2018/19 there has been a reduction in the reserve, in the main this due to funding the overspend on the High Needs Block. There have been contributions to the reserve in year too, the most significant of these relating to surplus funds in the Early Years Block.

4.4 If the 2019/20 projections materialise, there would be a deficit of £2.156m on the DSG. This would mean a deficit recovery plan would have to be submitted to the DfE outlining how we expect to recover this deficit and manage spending over the next 3 years and will require discussions and agreement of the Schools Forum. The position will be closely monitored throughout the year and updates will be reported to Members.

5. MAINTAINED SCHOOLS BALANCES

5.1 At the end of each financial year schools balances are reported to Schools Forum. The balance is the amount of unspent schools funding that each schools hold at the end of the financial year.

5.2 The funding held can come from a number of sources, underspent dedicated schools grant, pupil premium grant, capital grants and other funding the school has raised. Table 7 outlines the balances held by schools at the end of 2018/19.

5.3 Table 7 Schools Balances 2018/19 compared to balances 2017/18.

Sector	2017/18	2018/19	Movement	% Change
Primary	£7,353,202	£7,003,697	(£349,505)	(4.75%)
Secondary	(£3,364,149)	(£22,797)	£3,341,352	(99.32%)
Special	£215,718	£408,373	£192,655	89.31%
Total Schools	£4,204,770	£7,389,273	£3,184,503	75.74%

- Overall school balances have increased by £3.185m or 75.74% since 2017/18.

- In the primary sector the overall surplus balance reduced by -£0.350m, however some of this reduction relates to 3 academy conversions £0.461m meaning the actual movement in year in the maintained sector is an increase £0.111m.
- In the secondary sector the deficit balances reduced by £3.341m or -99.32%
- There was an increase in surplus balances in the special sector of £0.193m or 89.31%.

5.4 Table 8 Schools balances 2018/19 surplus and deficits analysed separately.

Sector	No	Surplus	No	Deficit	Total
Primary	57	£7,012,753	1	(£9,056)	£7,003,697
Secondary	4	£1,544,295	2	(£1,567,092)	(£22,797)
Special	4	£425,718	1	(£17,344)	£408,373
Total Schools	65	£8,982,765	4	(£1,593,492)	£7,389,273

Within these balances above are 6 schools where balances need to transfer to the Academy trust they have converted to. These amounts are shown below for reference.

Academy Convertors	No	Surplus	No	Deficit	Total
Primary	5	£501,817	1	(£9,056)	£492,761

5.5 The schools are permitted to hold reasonable balances. Permitted balances at Tameside are defined as balances up to 5% in Secondary Schools and up to 8% in the primary and special sector. Schools governing bodies holding balances above this limited must submit a plan approved by Governors to the Local Authority outlining the reasons for holding these balances and the plan should demonstrate of how they intend to utilise these funds.

5.6 **Table 9 shows the number of schools with surplus balances and the percentage balances held.**

Actual School Balances 2018/19	Under 5%	5.01% - 8%	8.01% - 10%	10.01% to 15%	15.01% - 20%	Over 20%
Primary Schools	15	10	7	12	10	4
Secondary Schools	3	1	1		1	
Special Schools	3				1	
Total	21	11	8	12	12	4

Italics - Represent surplus schools exceeding permitted balances 36 in total.

5.7 In 2018/19 a review of the PFI contract related to the 6 schools in the Building Schools for the Future (BSF) Project resulted in a rebate to 4 secondary schools and 2 special schools totaling £3.252m. £2.818m related to previous financial years and £0.434 related to a 2018-19 in-year rebate. This has in some part accounted for the increase in balances in those sectors.

5.8 At the start of the financial year 2018-19 approved budget plans submitted to the LA projected school balances would be £1.741m at the end of the financial year. Actual school balances at £7.389m meaning budget plans were overstated by £5.648m. A significant part of this would relate to the PFI rebate but this still leaves in the region of £2.396m additional surplus balance.

5.9 During this term the Schools finance team will be working with schools to obtain approved plans and review the detail within the plans to try and ensure there is better budget planning in schools. A report will be taken to schools forum in June to consider different options when reviewing schools with excessive surplus funds.

6. SECTION 106 UPDATE

6.1 This section summarised the financial position with regard to receipts for Section 106 (s106) Agreements (Table 10) and Developer Contributions (Table 11). Section 106 payments and Developer Contributions are received from developers when developments are likely to result in an increased demand for school places in a local area. They are usually time limited, and are for specific projects.

6.2 Table 10 – Education Section 106 Funds

Section 106		Education £000
S106 - Applied	Balance Transferred Prior Years (2006/07 - 2017/18)	1,250
	Total	1,250
S106 - Not yet earmarked	Brought Forward from 2017/18	(621)
	Received Periods 1 – 3 2018/19	(54)
	Received Periods 4 – 6	(37)
	Total	(712)
S106 - Not yet reached trigger point. (Agreements in place but not met criteria that triggers developers payments)		(595)

6.3 Table 11 – Education Developer Contributions

Developer Contributions	Education £000
Brought Forward from 2017/18	(69)
Received Periods 4 - 6	(4)
Total	(73)

6.4 The current position for Section 106 is £712k and £73k of Developer Contributions. The Section 106 funds are time limited and the deadline for these funds to be utilised is shown in table 12.

6.5 Table 13 – Remaining Section 106 Funds by the deadline for utilisation

Year Funding must be utilised	Education £000
2019/20	(69)
2020/21	(54)
2021/22	(141)
2022/23	(256)
2023/24	(191)
Total	(712)

6.6 The 2019/20 draw down has been retrospectively approved as Executive Decision. It is expected this will be reported to the next Capital Panel meeting.

7. EDUCATION CAPITAL

7.1 Appendix A outlines the 2018/19 outturn investment for Education. A detailed breakdown of all schemes within Education, including future budgets and re-profiling is provided.

7.2 Table 14 – Capital Schemes

Education Capital Programme	2018/19 Budget £000	2018/19 Outturn £000	2018/19 Outturn Variation £000
Expenditure			
Other Schemes individually below £1m And unallocated funding	4,768	4,170	598
Total	4,768	4,170	598
Funded By			
Grants	4,599	4,001	598
Revenue Contribution from Capital	169	169	
Total	4,768	4,170	598

7.3 Regular detailed reports on progress with the Education Capital Programme are considered on the Strategic Planning and Capital Monitoring Panel agenda. The Education Capital Programme is £0.598m less than budgeted resources. This is due to a combination of delay on a number of schemes and some unallocated funding. Re-profiling of £0.598m of budget into 2019/20 has been requested.

7.4 Education Services Re-profiling Requested:

Reasons for the re-profiling of the £0.598m of budget into 2019/20 are outlined below for specific schemes:-

Aldwyn Primary School- (£0.416m)

The classroom extension scheme has been delayed because of procurement and indemnity issues which are being addressed. It is expected that the works will be completed imminently.

Alder High School- (£0.271m)

The 4-classroom extension scheme has been delayed because of procurement problems, the ability of tenderers to meet our financial tests and protracted legal and contractual issues between the Council and the SPV who own the building.

Russell Scott- (£0.320m)

Expenditure in year is lower than originally forecast due to delays in the completion of this scheme. Works are anticipated to be concluded in 2019/20.

Stock Condition Survey- (£0.100m)

This has been delayed awaiting price and change order from the LEP. It is anticipated that the surveys will be carried out over summer 2019.

Holden Clough Primary- (£0.073m)

Operational reasons meant the scheme needed to be carried out when the school was closed for a two week period. The Easter holidays was the first opportunity to carry out these works and will take place then.

7.5 The budgets for 2019/20 can also be found in **Appendix 1**.

8. RECOMMENDATIONS


8.1 As set out at the front of the report.

APPENDIX 1

Education Capital Programme							Re-profiled Budgets		
Capital Scheme	2018/19 Budget £000	2019/20 Budget £000	2020/21 Budget £000	2018/19 Outturn £000	2018/19 Outturn Variation £000	Re-profiling to be approved £000	2018/19 £000	2019/20 £000	2020/21 £000
Unallocated Funding Streams	0	2,082	211	0	0	0	0	2,082	211
Mossley Hollins High	750	331	0	720	30	(30)	720	361	0
Aldwyn Primary School	558	2,228	0	142	416	(416)	142	2,644	0
Hyde Community College	500	1,246	0	546	(46)	46	546	1,200	0
St Anne's Denton Primary	500	60	0	520	(20)	20	520	40	0
Alder Community High School	450	1,959	0	721	(271)	271	721	1,688	0
Russell Scott Primary	385	0	0	65	320	(320)	65	320	0
Devolved Schools Capital	373	686	0	466	(93)	93	466	593	0
St Thomas Moore RC College	200	0	0	200	0	0	200	0	0
Stock Condition Survey	100	0	0	0	100	(100)	0	100	0
Minor Schemes (Under £100K)	952	2,720	0	790	162	(162)	790	2,882	0
Total	4,768	10,626	211	4,170	598	(598)	4,170	11,910	211

Agenda Item 7

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	25 June 2019
Reporting Officer:	Tim Bowman, Assistant Director of Education
Subject:	FORWARD PLAN 2018/19
Report Summary:	The Forward Plan provides an update to the proposal, discussed and agreed at the June meeting of this Board, for a structured approach to the work of the EAIB which addresses the strategic priorities for education and lifelong learning in Tameside.
Recommendations:	The Board is asked to approve this updated Forward Plan. There will remain the opportunity to make further amendments through the course of the year.
Corporate Plan:	The Corporate Plan outlines the priorities for improving the borough of Tameside including the quality of life for children and families.
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	There are no financial implications arising from this report.
Legal Implications: (Authorised by the Borough Solicitor)	Good governance is about a clear direction and forward planning. It is helpful to have an annual planner particularly as the law requires us to plan 4 months ahead.
Risk Management:	A failure to have appropriate challenge and oversight of the complex landscape of education provision creates a risk to the effectiveness and quality of education provision, which is of fundamental importance to the life chances of Tameside's children and residents.
Background Information:	The background papers relating to this report can be inspected by contacting Tim Bowman

 Telephone: 0161 342 2050

 e-mail: [tim.bowman @tameside.gov.uk](mailto:tim.bowman@tameside.gov.uk)

1. BACKGROUND

- 1.1 This short report updates the Forward Planner discussed and agreed in June.
- 1.2 The work of the Board will benefit from the best possible preparation and this will be enhanced by service leads having a clear understanding of the point in the year when they will be expected to report on each key issue.

2. PROPOSED FORWARD PLAN

- 2.1 The updated Forward Plan is set out below:

Meeting Date	Item	Lead
Autumn	End of Key Stage Data (invalidated) Priorities for 2019/20 Elective home education policy review Virtual school annual report SEND Forward Plan	Jane Sowerby / Tony Shepherd Tim Bowman Julie Waterhouse Amanda Aylward Head of SEND 0-25
Spring	Pupil place planning annual review School Improvement and Partnerships – Policy Update Validated end of Key Stage Data (for info)	Catherine Moseley Tony Shepherd Dean McDonagh
Summer	School admissions annual report	Catherine Moseley

3. RECOMMENDATIONS

- 3.1 It is recommended that the Board discuss and agree the Forward Plan with any required amendments.