

EDUCATION ATTAINMENT IMPROVEMENT BOARD

Day: Tuesday
Date: 12 January 2021
Time: 2.30 pm
Place: Zoom Meeting

Item No.	AGENDA	Page No
1.	APOLOGIES FOR ABSENCE To receive apologies for absence from members of the Board	
2.	DECLARATIONS OF INTEREST To receive any declarations of interest from Members of the Board	
3.	MINUTES To receive the Minutes of the previous meeting, held on 20 October 2020	1 - 6
4.	SCHOOLS' UPDATE AND RECOVERY PLAN To consider the attached report from the Executive Member (Lifelong Learning, Equalities, Culture and Heritage) and Assistant Director, Education	7 - 16
5.	VIRTUAL SCHOOL ANNUAL REPORT To consider the attached report from the Assistant Director, Education	17 - 26
6.	ADULT AND COMMUNITY EDUCATION SELF ASSESSMENT REPORT To consider the attached report from the Head of Employment and Skills	27 - 42
7.	HIGH NEEDS DEFICIT RECOVERY PLAN To consider the attached report from the Assistant Director, Education and Assistant Director, Finance	43 - 56
8.	SCHOOL ADMISSION ARRANGEMENTS AND SCHOOL PLACE PLANNING To consider the attached report from the Head of Access Services	57 - 84

From: Democratic Services Unit – any further information may be obtained from the reporting officer or from Natalie King, Democratic Services Officer, to whom any apologies for absence should be notified.

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Agenda Item 3

EDUCATION ATTAINMENT IMPROVEMENT BOARD

20 October 2020

Commenced:
3.30 pm

Terminated: 5.00pm

Present: Councillors Feeley (Chair), Boyle, Cooper, Fairfoull, Patrick and M Smith, Paul Jacques, Elizabeth Turner and Andrea Radcliffe.

In Attendance:

Richard Hancock	Director of Children's Services
Tim Bowman	Assistant Director, Education
Catherine Moseley	Head of Access Services
Jane Sowerby	Lead Primary School Performance and Standards Officer
Christine Mullins	Business Partner, Finance

1 CHAIR'S OPENING REMARKS

The Chair welcomed everyone to the meeting and thanked Andrea Radcliffe, Headteacher of Hyde High School and Elizabeth Turner, Headteacher of Millbrook Primary and Nursery School for their attendance. Councillor Feeley recognised the enormous pressures that schools and their staff were under at this time and asked both Headteachers to pass on thanks to all those involved in schools for their tremendous work during the current climate. These sentiments were echoed by the Members of the Board.

The hard work and flexibility of Education Service staff was also praised and Councillor Feeley expressed particular thanks for the hard work, support and guidance that had been provided to all stakeholders during, what continued to be, a very fast-moving situation.

2 DECLARATIONS OF INTEREST

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

3 MINUTES

Consideration was given to the minutes of the meeting of The Minutes of the Education Attainment Improvement Board held on 23 June 2020.

RESOLVED

That that the minutes of the meeting of Education Attainment Improvement Board held on 23 June 2020 be approved as a correct record.

4 EDUCATION RECOVERY PRIORITIES

The Assistant Director, Education, submitted a report outlining the work that had been undertaken by all in Tameside to ensure that schools remained open to their pupils in a safe and sensible way. The report also outlined the recovery priorities within Education Services, including the challenges associated with delivering these priorities and how these would be met.

The Assistant Director, Education explained that, since the start of the COVID-19 pandemic, headteachers and school leaders in Tameside had worked tirelessly supporting children and their

families. In addition, he stated that special school leaders had to go to significant additional lengths to ensure that students and staff were safe.

Members of the Board were made aware that the wider re-opening of schools had been carefully planned with a safe and sensible approach, involving all stakeholders, and it was stated that this was a credit to the hard work and commitment of Tameside headteachers. It was also highlighted that effective support had been available for schools and colleges in all sectors and that a borough wide approach to identifying collective processes and supporting local decisions had been adopted. This view was echoed by the attending headteachers, who praised Education Services for the invaluable support, encouragement and guidance, which had been provided.

Risk Assessment measures in schools were discussed and it was explained that these had been successful. Despite a number of positive cases of COVID affecting schools, instances of transmission within schools and settings had, thankfully been incredibly rare. However, a number of schools had been affected by more than one positive COVID case.

Concern was raised with regard to the impact of COVID-19 on disadvantaged and vulnerable groups and it was acknowledged that, although all children have had their education disrupted, it was likely that these groups would have been hardest hit. With this in mind, the Head of Education, Improvement and Partnerships went on to outline the measures that had already been put in place to support local schools and families.

It was explained that Tameside had been allocated a number of digital devices to support vulnerable children, including 964 laptops and 124 4G routers. These had been distributed to children with social workers and through schools and colleges, in accordance with the criteria determined by the DFE. In addition, the DFE had supplied a number of laptops directly to Tameside secondary schools, specifically for disadvantaged Year 10 students without digital access. Discussion ensued with regard to the effectiveness of this scheme and feedback was sought from the attending headteachers.

Andrea Radcliffe explained that the allocation of devices had been beneficial for students and had allowed many of them to access remote learning from home. She explained that, after some time back in school, it had now been possible to teach children how to access this remote learning more effectively and stated that students were now better able to continue with a parallel curriculum, should the need arise for them to work at home. Andrea also suggested that a number of additional issues had also been brought into focus, including access to wifi, suitable places to work in the home learning environment and parental support and engagement. These ongoing issues were also acknowledged by the Assistant Director, Education.

Elizabeth Turner shared some information with regard to how remote learning had been adopted within the primary setting and discussed the effective use of Class Dojo at Millbrook Primary and Nursery School. Elizabeth stated that this platform had been particularly effective in terms of parental engagement and explained that there had been much positive feedback received from parents with regard to this blended approach to learning.

It was stated that a significant part of recovery support for schools centred around a strong remote learning strategy and that Education Services were working with their research school and local EdTech Demonstrator School, as well as key school leaders, to support schools in developing their offers.

Following the feedback on digital devices and remote learning, discussion ensued with regard to the number of pupils in the North West who had needed to self-isolate. Concerns were raised that these students may, in the longer term, be disproportionately disadvantaged when compared with other areas of the country. It was stated that children in Year 11 would be likely to experience a significantly disrupted year of learning due to the impact of COVID-19. With a system calibrated to produce continuity and comparable outcomes, concern was expressed that this disadvantage

would be disproportionately greater for children in Tameside and the North West and could have a significant, detrimental impact on students in this key year group.

Members of the Board were made aware that detailed risk assessment guidance was developed to assist schools to plan for their September re-opening and both attending headteachers commented that these had been useful and very supportive. It was also highlighted that this had ensured consistency across the borough, whilst also retaining the flexibility for local decisions. In addition, Members of the Board were made aware that webinars on the latest guidance and local response were made available to all schools and education providers in the borough.

With specific regard to planning and communication, it was explained that, at the start of lockdown, daily telephone calls were made to all schools and early years providers from Link Officers. These had been invaluable in providing good quality and consistent, two-way communication, a view echoed by the attending headteachers. In addition, there had been regular Scenario Planning Group meetings, the launch of the schools and colleges intranet and at least weekly emails from the Assistant Director, Education to update schools and providers on the latest national and local guidance.

Members of the Board were informed that schools had continued to provide free school meals to eligible children during the COVID period and throughout the summer break. These had been provided in a variety of ways, including the provision of vouchers, daily lunch packs taken to homes and within schools themselves, with many schools also contributing to local foodbanks.

In terms of supporting transition for pupils, it was explained that a series of protocols and documents had been developed with PVI, schools and colleges to support transition from early years to primary school, from primary school to secondary school and from secondary school to post-16 provision. This had been particularly important as many of the usual events were unable to take place. These had been shared with all schools and early years' providers and had proved to be effective.

With regard to supporting schools and families moving forwards, the Head of Education, Improvement and Partnerships outlined the plans for COVID recovery. She explained that the Government had announced £1billion of funding to help support children and young people to catch up. This included a one-off universal £650m catch up premium for the 2020-21 academic year. It was stated that schools' allocations would be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception through to Year 11. Special Schools would be provided with £240 for each pupil.

It was explained that the National Tutoring Programme was one of the offers being provided by the Government and that this would start from November 2020. The aim of this would be to provide additional, targeted support for disadvantaged children. As part of this offer, it was also stated that schools had been encouraged to apply for funded training for NELI (Early Language Intervention) and that the Council would support schools taking advantage of this by establishing support networks to embed practice. In addition, other such offers, including the Education Endowment Foundation (EEF) focussing on catch up of early language development and early literacy for disadvantaged pupils and the Ogden Trust, focussed around a long-term partnership to increase the Physics take-up in Tameside, were discussed.

It was explained that, during the first half of the Autumn term, early years leaders from across Greater Manchester had developed a series of research-focussed seminars aimed at supporting primary headteachers and leaders to understand how the Year 1 curriculum may need to be adapted as a result of time lost due to COVID-19. This had proved to have significant reach and had established effective school-level collaborations across the authorities.

Members of the Board were also made aware that funding had been secured for two important research programmes to support secondary age students, their families and schools. The 'Social Workers in Schools' project was outlined, with the intention of improving relationships and

supporting early intervention for hard to reach students and families. It was explained that this was a one-year trial and would be used in 50% of randomised secondary schools.

The Head of Education, Improvement and Partnerships informed Members of the Board that Inclusion and School Improvement Task and Finish groups had been established in order to develop an enquiry-based approach to the challenges faced by school leaders, including support for the most vulnerable, Tameside Loves Reading, digital learning and attendance.

The Assistant Director, Education provided an update with regard to specialist pupil support services for children with additional educational needs and explained that all specialist outreach services were now back in full operation. He also made Board Members aware that there was a new intervention facility specifically targeted for Key Stage 1 children with SEMH, based at Discovery Academy. It was explained that this facility was providing temporary, bespoke and specialist intervention for Key stage 1 pupils who were struggling to cope in their mainstream school environment.

With regard to those pupils in Tameside who required regular Aerosol Generated Procedures (AGPs), an update was provided. It was explained that, in order for these procedures to be carried out safely in schools and settings, very particular and precise arrangements and protocols must be adhered to. Due to the current context of COVID-19, any AGP was considered a high-risk procedure and, as such, relevant training and preparation in schools and settings had been undertaken. Training in terms of transport was still ongoing in order to ensure that settings would be able to receive this small cohort of children safely back in school over the coming weeks. Members of the Board were made aware that, whilst preparations were made to welcome these learners back, regular outreach support and educational opportunities had continued to be provided to the children/ young people and their families.

An update was also provided in relation to the self-isolation of vulnerable students. It was explained that clear processes were in place in order to support these students and their families. In response to the rising rate of vulnerable students self-isolating, representatives from SEND, Children's Social Care, the CCG and Healthy Young Minds had come together to design and implement a multi-agency response process. Members of the board were informed that, to date, this process had been used to support 4 families, allowing young people to benefit from enhanced multi-agency support and intervention during the period of self-isolation and, consequently, mitigating the previously identified risks.

The Head of Education, Improvement and Partnerships drew Board members' attention to the Tameside Loves Reading, All Age Plan. She explained that this continued to be a project that was shared across all agencies. This was described as a commitment to bring together services, projects, initiatives and strategies being delivered to children, young people and adults across the borough, harnessing a love and enjoyment of reading and improving literacy skills. A snap shot of the projects taking place was provided for Members of the board. It was stated that these initiatives were predominantly focussed on those children who were most likely to have been and continued to be disadvantaged by the circumstances relating to COVID-19.

It was explained that, as part of The Ripple Project, work had been undertaken with GW Theatre Group based on what lockdown had been like for different groups of people and that this would culminate in a performance to share between and across schools in the near future.

In addition, Elizabeth Turner shared the experiences of Millbrook Primary and Nursery School in relation to WELL-COM, a language identification and intervention tool in the early years. She explained that this intervention had been implemented in Nursery and Reception and had also been successfully used to identify and plug gaps in children's speech and language within Key Stages 1 and 2, where appropriate. It was also stated that schools across the borough had been actively encouraged to apply for Nuffield early Language Intervention (NELI).

Tameside's Attendance campaign, 'Back to School – Tameside Loves School', was highlighted, including a variety of new initiatives to promote and encourage school attendance. Board

Members were also made aware that free school meals continued to be provided for eligible families who were unable to attend if they were:

- were self-isolating
- had symptoms or a positive test result themselves
- were a close contact of someone who had coronavirus (COVID-19)
- were not attending as a result of local lockdown arrangements.

With regard to wellbeing in schools, 'Wellbeing for Education Return' was outlined. It was explained that Tameside had been allocated £35,462m by DFE and DHSC. In addition to strengthening wellbeing and resilience, the aim of this initiative was to prevent the onset of mental health problems and to ensure those with pre-existing or emerging difficulties access the right support.

Staff wellbeing was also discussed, with some schools having set up their own 'Wellbeing Champions' and confidential one to one discussions having been held with senior leaders. Concern was raised with regard to headteacher wellbeing and it was explained that the Council had committed to a package of support, which would be made available to headteachers.

The Contain Framework was outlined for Members of the Board, in relation to how schools and settings would respond to various levels of the R rate within the local community. However, it was re-iterated that, in local areas where restrictions had been implemented (from national direction), the Government anticipated that education and childcare would usually remain fully open to all. Each of the 4 tiers of restrictions were outlined in detail and all schools, nationally and in Tameside, were currently within Tier 1.

The Head of Access Services led discussion with regard to the challenges this service was currently facing and drew Board Members' attention to the issues associated with cared for children. She stated that it was of the utmost importance that the attendance of cared for children was maintained in schools, wherever possible, and that digital learning opportunities and equipment would be provided in order to access the curriculum if they were required to self-isolate. In addition, she explained that it would be ensured that all cared for children had an up to date PEP for this term and that it was the aim for 100% of cared for children to have a PEP. Moving to online PEPs had ensured that this was the most effective way of meeting this target. The new Early Years funding model was also explained.

Members of the Board were made aware that there had been a significant increase in the numbers of parents who had elected to provide home education for their children, with 55 new notifications in September 2020. This was significantly higher than usual, with the previous highest month over the last three years having been 15 and an average of six per month. However, it was also highlighted that this was a national picture and that there had been a surge in demand experienced across England. It was acknowledged that this created a challenge in arranging home visits, as these would usually be carried out within a short period of time of being notified of the intention to home educate. It was explained that each visit would be carefully risk assessed and carried out virtually, where possible. However, decreased staffing levels within the School Admissions Service were highlighted and this, along with unprecedented levels of applications for in-year school transfers, had placed the service under significant strain, particularly when scheduling a large number of home visits (EHE) with a static staff team.

Music tuition was discussed and members were made aware that risk assessments had been carried out to ensure that music tuition had been maintained in a safe and sensible manner, whilst being responsive to schools and their changing needs. Indeed, various examples of innovative and creative practice in this area were shared with the Board, who echoed the view that a continued focus on the creative arts was extremely important. With this in mind, it was stated that, where teaching in schools was not possible, tuition would be provided digitally.

In conclusion, Board members were made aware that the range of measures and guidance in place had been significant and, whilst there would undoubtedly be additional challenges ahead, the

approach taken so far continued to stand the borough in good stead to meet ongoing challenges and disadvantage.

RESOLVED

That the contents of the report be noted by the Board.

5 DATE OF NEXT MEETING

RESOLVED

That the date of the next meeting of Education Attainment Improvement Board be held on Tuesday 12 January 2021 at 3.30pm.

CHAIR

Agenda Item 4

Report to: EDUCATION ATTAINMENT IMPROVEMENT BOARD

Date: 12 January 2021

Reporting Officer: Councillor Leanne Feeley – Executive Member for Lifelong Learning, Equalities, Culture and Heritage
Tim Bowman – Assistant Director, Education

Subject: **SCHOOLS UPDATE AND RECOVERY PLANNING**

Report Summary: The report provides updates from schools since the last report in October, covering progress in the autumn term. It includes information about attendance in schools and the summer's GCSE outcomes, which are not comparable with previous years or from region to region. The report also provides an update on the exam and assessment series in summer 2021.

Recommendations: It is recommended that the Board note the content of the report.

Corporate Plan: The proposals contained in this report support most aspects of the corporate plan by ensuring that schools are able to open to pupils in September 2020 and continue to provide for children throughout the academic year.

Policy Implications: The report sets out the position in line with Council policies and the statutory framework.

Financial Implications: Schools are reporting they are facing financial difficulties as a result of additional costs of operating during the pandemic. DfE have provided the additional funding for schools to address some of these funding available to date to fund these costs as follows;-
(Authorised by the statutory Section 151 Officer & Chief Finance Officer)

Grant	Value
Covid Catch-up Grant	£2,924,400
Exception Costs Claims <i>A 2nd claim window closes xx 2020</i>	£436,724
Winter Food Fund	£894,615

The funding provided is very prescriptive and the funds can only be applied for with for specific costs outlined in section 3. There are other costs that schools are incurring that cannot be claimed from any of the pots identified above. An information collection exercise is underway in Tameside alongside a collection exercise in other GM authorities for sharing with DfE.

Legal Implications: This report is intended to update Board with particular emphasis on the impact that the Covid pandemic has had on pupils and the education system. In particular, the Board will note the comments in relation to the funding position for schools and may wish to consider the risk management proposals, especially in light of the
(Authorised by the Borough Solicitor)

Covid-related challenges that schools are still likely to be facing in 2021.

Risk Management:

The whole school risk assessments completed by schools alongside all guidance from the Department for Education should have been used to enable each school to assess the level of risk and how it can be mitigated in order to ensure schools can open and operate safely

Access to Information:

NON-CONFIDENTIAL

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

Background Information:

The background papers relating to this report can be inspected by contacting Tim Bowman Assistant Director, Education



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

1 BACKGROUND

- 1.1 In the paper presented to October Committee, the context for schools was described in detail. At that point schools had only recently opened to all pupils after being closed to all but the most vulnerable and key worker children since March 2020.
- 1.2 Schools have now been open and operating for a term under COVID-19 restrictions, including a second lockdown, and within a region under strict Tier 3 restrictions for much of the term. Living with COVID-19 has been a huge strain on schools and communities, especially on senior leaders in schools who have had little proper break since February 2020
- 1.3 Disruption to education for all children has continued throughout the term with high numbers of children isolating across the Borough, some more than once. The impact assessments beginning to be seen nationally are indicating that those most affected are disadvantaged children.
- 1.4 There have been announcements from the government about the national exam and assessment programmes in the summer 2021 and whilst there have been some concessions, testing and assessments will go ahead which is broadly welcomed by the sector.
- 1.5 Headteachers and school leaders in Tameside have continued to work tirelessly. Staffing has, at times, been hugely challenging but the vast majority of schools remained fully or partially open with only a small number of total closures due to COVID-related staffing difficulties.
- 1.6 Support for schools and colleges continues to be available to all schools, whatever type they may be and whatever phase or sector they are in, and we continue to maintain a borough-wide approach to identifying collective processes which support safe and sensible local decision-making.

2 SUPPORT FOR SCHOOLS AND FAMILIES DURING THE AUTUMN

2.1 Impact of COVID-19 on Schools

The impact on schools has been enormous. Whilst the remainder of the country has caught up with the region during the latter part of the term, the negative impact in the North West remains disproportionate and remains at a staggering 4% differential, albeit down from 10%. The senior capacity in schools has been severely impacted as a result of pressures on staff attendance and exhaustion.

2.2 In the Autumn term, as of 2 December 2020:

- 579 students confirmed COVID since the start of the academic year
- 364 staff confirmed COVID since the start of the academic year
- Approximately 2,793 students and 131 staff have isolated in the past two weeks, with there being approximately 17,839 instances of isolation amongst students and 932 instances of isolation amongst staff in educational settings in Tameside.
- 91% of primary schools have been affected (69 of 76)
- 100% of secondary schools have been affected (all 16).

2.3 Digital Devices

During the autumn, the Government have provided additional laptops for schools for use by disadvantaged children who are isolating due to COVID-19. Schools and academies apply for these devices directly from the Department for Education (DfE) suppliers which is activated by the DfE's daily attendance return completed by schools.

2.4 **Planning and Communication**

The successful School Liaison role (daily calls to headteachers for two-way communication and support) has continued throughout the autumn with weekly calls. It continues to be a very valuable communication channel by providing the opportunity for direct dialogue with school leaders.

2.5 Headteachers have continued to meet fortnightly with their Governing Board COVID Committees to discuss COVID-safe decisions following the Council's advice during the first lock down to support safe and sensible decision-making.

2.6 The Scenario Planning Group has continued to meet weekly with representatives from schools, colleges, trade union/professional associations and local authority teams and the at least weekly email from the Assistant Director, Education continues but has moved from Fridays to Mondays to support headteacher wellbeing. All information for schools and colleges is uploaded onto the schools and colleges intranet which was launched during lockdown.

2.7 **Free School Meals**

To support the Leader's desire that no child should go hungry, the Council Teams worked hard over the October half-term to ensure that supermarket vouchers for children on Free School Meals reached those families that most needed the support. Over 5,000 vouchers were issued.

2.8 In December, the Government announced the Winter COVID Grant and a large part of this has been used to provide each child on free school meals with a £40 supermarket voucher. The scheme reached all children on free school meals in schools (9,554), all children in receipt of Early Years Pupil Premium (436) and all vulnerable two-year-olds eligible for two-year-old funding (1,085).

2.9 Additional vouchers were purchased for families in need who did not meet the criteria and these were distributed by Early Help. The support and hard work of schools in this programme meant that many more families received the vouchers than at half-term. The same approach will be taken over the February half-term with each eligible child receiving a £15 voucher.

3 **COVID RECOVERY UPDATE**

3.1 **COVID Catch-up Premium**

Government funding was calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in reception through to Year 11, and special schools were provided with £240 for each pupil. This funding was not ring-fenced. However the COVID costs for schools has been significant and includes additional supply costs, cleaning, staffing, and loss of income.

3.2 Schools have been able to sign up for the National Tutoring Programme to provide additional, targeted support for disadvantaged children which will start from January and as part of this offer, 18 schools are eligible for funding for early language intervention training.

3.3 There is considerable concern about the financial pressures on schools caused by the pandemic, there has been ongoing discussion at a GM level regarding these additional financial pressures on schools. Data is being gathered from all schools on the additional costs incurred so the financial impact can be demonstrated for Tameside and across GM.

3.4 **COVID Exceptional Costs Funding**

During the summer term the Government launched a claims process whereby schools could claim back specific costs in relation to

- Increased premise costs due to school opening during Easter and/summer half term holidays
- Support for FSM eligible children not attending schools and costs not covered by national voucher scheme
- Additional cleaning required during confirmed or suspected COVID 19 cases

3.5 A **second claims window** has now opened. The additional area that can now be claimed in this are summer holiday free school meals costs that were incurred outside of the Summer Food Fund are now claimable.

3.6 **COVID Workforce Fund**

The DfE recently announced schools facing pressures around staffing and funding will be able to claim via a new short term Covid Workforce Fund. Full details on the claims process is expected to be published shortly and the following criteria will apply:

- The claim will cover the costs of high levels of staff absences over a minimum threshold, to help ensure schools and colleges can remain open.
- The period of claim covers 1 November to Christmas holidays
- Schools will first need to use any existing financial reserves and surplus balances will need to be down to a level at 4% of the annual income.
- Mainstream schools must be experiencing a short-term teacher absence rate at or above 20%, and/or a lower long-term teacher absence rate at or above 10% - costs can only be claimed when incurred above this rate
- special schools and AP's must be experiencing a short-term teacher absence rate at or above 15%, and/or a lower long-term teacher absence rate at or above 10%, to be eligible - costs can only be claimed when incurred above this rate.

3.7 **Covid Exam Support Costs**

The DfE have recently launched an exam support service. Schools and colleges can use the service to make claims to cover costs, including:

- any net loss for exam fees charged by awarding organisations
- venues for alternative sites (externally booked)
- any net loss for invigilation (externally sourced)

The deadline for submitting a claim is 6 April 2021.

3.8 **Early Language Development Making it REAL**

Eight schools have completed a full cycle of the Making it REAL intervention with Nursery and Reception children. A further eight schools and eight PVIs will join the programme in January 2021.

3.9 Feedback from parents and children on the project so far shows that all families are engaging with the project and are very appreciative of the support from school. Tracking data shows that children are making progress through the strands of literacy:

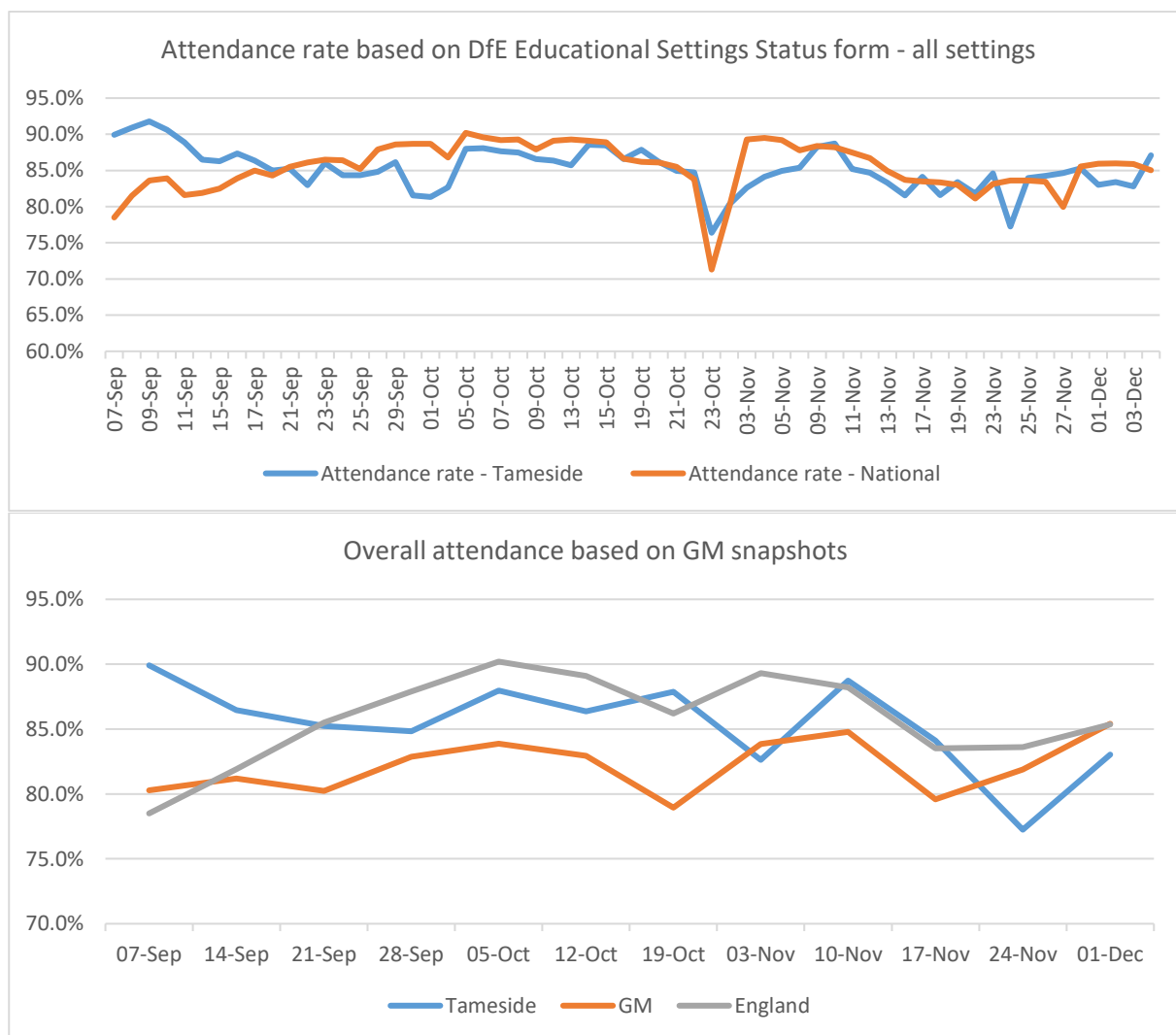
- Language – Most children started the projects using two or three words when talking. Teachers found there was a clear jump in the September data stating most children were now using simple sentences and linking ideas using 'and'
- Songs and Rhymes – Most children moved from showing very little interest in joining in songs to showing enjoyment and beginning to sing independently.
- Books - Most children moved from showing little interest in books to showing sustained interest and eagerly listening to stories.
- Environmental Print – This strand showed the biggest jump with children moving from showing no interest to print around them to actively engaging and commenting on environmental print.

3.10 GMCA Year 1 Recovery Curriculum

Building on the success of the GMCA Year 1 Recovery Curriculum research seminars detailed in the previous meeting, a new series of seminars is being offered led by the GMCA Speech and Language Lead, Michelle Morris. This is expected to further support schools and practitioners with easily accessible CPD to help them address the gaps in early language as a result of missing much of the Reception year.

4 ATTENDANCE

4.1 Attendance of pupils in Tameside has been consistently around the daily national average since the start of the academic year. Attendance typically has ranged from between 85% to 92% depending on the number of pupils affected by COVID-19 meaning they cannot attend school (not included as being present in school on DfE Educational Setting Status daily return). In addition, attendance has been consistently around or above the Greater Manchester average from the attendance snapshots that have been taken.



4.2 Attendance of pupils with an EHCP has consistently been around 78%+ and has only been significantly impacted when a special school is forced to close due to COVID-19 related reasons. Attendance of pupils with a social worker has been consistently around 78%.

4.3 Permanent Exclusions

Permanent exclusions are currently below the number in 2019 for the same time period. As of the 08 December 2020, 14 pupils had been permanently excluded so far this academic year (all secondary school pupils) compared to 28 in the same time period in 2019.

4.4 Elective Home Education (EHE)

In September 2020 in Tameside, like most LAs nationally, we saw a spike in the number of new EHE pupils – 81 (of which 74 still remain EHE). Whilst September is typically the month where we see the most new EHE pupils, the increase in numbers this September compared to September 2018 (16) and September 2019 (13) is significant.

4.5 This increase is partly offset by the number of new EHE between April and August. Since 2016/17, the numbers of new EHC have been between 20 and 27 from April – August. In 2019/20 due to the COVID-19 pandemic there were only two. In addition, the number of new EHE pupils in October was 13, and the number for November was also 13. A total of 183 pupils in Tameside are currently registered as EHE.

4.6 This is an important issue and we will continue to keep a keen eye on these numbers. It is likely that numbers will begin to fall back to more usual levels later in the school year as COVID restrictions begin to ease. In the meantime, colleagues will continue to offer an initial meeting with schools and parents to try and resolve any issues there may be in advance of taking the final decision to electively home educate. We will also offer two visits a year to parents who do EHE to assist with and monitor the education offer and ensure any welfare issues are addressed. This model is held up as national good practice.

5 GCSE RESULTS 2020 AND NATIONAL UPDATES

5.1 In March 2020, the Secretary of State announced that the summer 2020 exam series in England would be cancelled to help fight the spread of COVID-19. The announcement also stated, 'The Government will not publish any school or college level educational performance data based on tests, assessments or exams for 2020'. As a result, no school-level information is available.

5.2 For this summer's GCSE awards, schools and colleges were asked to provide centre assessment grades for their pupils. The centre assessment grades are those that schools and colleges believed their pupils would have been most likely to achieve if they had sat the exams. These grades then went through a standardisation process developed by OFQUAL to produce a calculated grade. In August 2020, the decision was made to award pupils the better of either the centre assessment grade or the calculated grade (known as the final grade). Due to this, these results are not comparable with previous years or, arguably, between regions.

Basics – English and Maths

201920	Group	% E&M 9-5	% E&M 9-4
England	All pupils	49.9	71.2
Tameside	All pupils	47.1	69.4
Difference		-2.8	-1.8
England	Boys	45.9	67.6
Tameside	Boys	42.1	65.1
Difference		-3.8	-2.5
England	Girls	54.1	75
Tameside	Girls	51.9	73.5
Difference		-2.2	-1.5

5.3 Nationally, there is a mixed picture. While the attainment gap between rich and poor based on grades 9-4 in English and maths has shrunk slightly, it's grown in terms of things like overall GCSE attainment. This data is unreliable for the purpose of comparison, either with outcomes in 2019, or with national. There is significant regional variation due to the last-

minute approach taken in the summer. In some local authorities, the gap has shrunk by over nine percentage points, in others it's grown by five percentage points.

5.4 **Attainment 8**

The average Attainment 8 (A8) score for all pupils in Tameside was 48 compared to 50.2 nationally. When broken down by gender, the average A8 score for boys in Tameside was 45.2 compared to 47.4 for boys nationally, and the average A8 for girls in Tameside was 50.7 compared to 53.1 for girls nationally.

201920	Group	Attainment 8
England	All pupils	50.2
Tameside	All pupils	48
Difference		-2.2
England	Boys	47.4
Tameside	Boys	45.2
Difference		-2.2
England	Girls	53.1
Tameside	Girls	50.7
Difference		-2.4

5.5 **Changes to Assessments in schools for 2020/21**

On 3 December 2020, the Government announced a package of exceptional measures for students sitting exams and other assessments in the 2020/21 academic year to make them as fair as possible and manage the disruption caused by COVID-19.

5.6 **Secondary School and college Assessments**

For secondary school and college pupils, the Government has said that, in recognition of the challenges faced by students this year, grades will be more generous, students will be given advance notice of some topic areas, and steps will be taken to ensure every student receives a grade, even if they miss a paper due to self-isolation or illness.

5.7 In addition to the previously announced three-week delay to exams, designed to give students extra teaching time, the new measures include:

- More generous grading than usual, in line with national outcomes from 2020, so students this year are not disadvantaged
- Students receiving advance notice of some topic areas covered in GCSE, AS and A levels to focus revision
- Exam aids - like formula sheets - provided in some exams giving students more confidence and reducing the amount of information they need to memorise
- Contingency exams to give students a second chance to sit a paper if the main exams or assessments are missed due to illness or self-isolation. In the extreme case where a student has a legitimate reason to miss all their papers, then a validated teacher informed assessment can be used, only once all chances to sit an exam have passed.

5.8 The Government also announced that it will set up a new expert group to look at differential learning and monitor the variation in the impact of the pandemic on students across the country. Students taking vocational and technical qualifications will also see adaptations to ensure parity between general and vocational qualifications. The Government will set out further detail on this process, and on adaptations to exams, in the New Year.

5.9 Test and exam results will not be included in performance tables this year, and instead will be replaced by attendance information, and student destinations and the subjects taken at key stage 4 and 5.

5.10 **Primary School Assessments**

For primary assessments, key stage 1 tests in English reading and mathematics, and the English grammar, punctuation and spelling tests at key stage 1 and 2 will be removed for one year. In addition, the requirement to make and report teacher assessment judgements for science at KS1 and KS2 has been removed.

- 5.11 For key stage 2 tests and for the phonics screening check, schools have been given more flexibility with the administration of these as the original timetable has been extended by a week, until 26 May and 25 June, respectively.
- 5.12 To further support schools, the statutory introduction of the multiplication tables check has been delayed, though schools may choose to take part on an optional basis.
- 5.13 The requirement for schools to submit applications for pupils who need additional time in KS2 tests or notifications that they used an aid (such as a scribe or word processor) has also been removed.
- 5.14 Taking all of the above into account means that the following assessments will go ahead in 2020/21:
- Early years foundation stage profile.
 - The phonics screening check for year 1 pupils (and year 2 pupils who have not met the expected standard previously)
 - KS2 English reading and mathematics tests
 - KS1 and KS2 teacher assessments (excluding science)

Primary performance data will not be published.

5.15 **OFSTED**

The Government has announced that full, graded OFSTED inspections will not resume until the summer term for maintained schools and academies. From January, OFSTED will resume monitoring inspections of schools judged 'inadequate' at their previous inspection and some schools graded as 'requires improvement'. These will not result in a grade. These inspections will focus on things such as curriculum, remote education and pupil attendance, particularly of vulnerable children.

- 5.16 OFSTED will also continue to have the power to inspect a school, further education or early years provider, if they have serious concerns, including about safeguarding and remote education.
- 5.17 During the autumn two schools, with 'Inadequate' judgements, received OFSTED monitoring visits, and two schools received virtual interim inspections.
- 5.18 Tameside remains at 89% pupils in good or outstanding primary schools, 67% of pupils in good or outstanding secondary schools and 70% of pupils in good or outstanding special schools.

6 **CONCLUSION**

- 6.1 The impact and toll on schools, especially senior leaders, has been immeasurable. Headteachers have supported their staff, children and families and demonstrated strong leadership in their communities right up to and including Christmas Eve as the Government required them to lead contact tracing for children or staff up to that date.
- 6.2 Concerns remain about the impact on disadvantaged children and about the disproportionate disadvantage faced by students in the North West entering national exams and assessments in the summer.
- 6.3 The Council will continue to help schools in a variety of ways to ensure the most vulnerable and disadvantaged children are supported.


7 RECOMMENDATIONS

7.1 As set out at the front of the report.

Agenda Item 5

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	12 January 2021
Reporting Officer:	Tim Bowman, Assistant Director Education
Subject:	VIRTUAL SCHOOL ANNUAL REPORT
Report Summary:	Report on the education provision of our cared for children during academic year 2019-202 with particular focus on pandemic response
Recommendations:	To note this report
Corporate Plan:	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
Policy Implications:	There are none arising from this report.
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	The virtual team receive pupil premium funding of £1.32M to support Education for Cared for Children in the borough, which funds interventions, staff time and provides funding in to schools. There is further smaller grants, that contribution to the virtual head posts and teachers pay and pensions of £0.05m.
Legal Implications: (Authorised by the Borough Solicitor)	<p>Promoting the education of looked after children and previously looked after children Statutory guidance for local authorities issued in February 2018 by the Department for Education outlines how social workers and other professionals should support children in care and care leavers supporting the education of children in care and previously looked-after children.</p> <p>For looked-after children in schools, the guidance says: "Social workers, [Virtual School Heads], [Independent Reviewing Officers], school admission officers, and Special Educational Needs and Disability (SEND) departments should work together to ensure that, except in an emergency, appropriate education provision for a child is arranged at the same time as a care placement."</p> <p>It also added that Virtual School Heads, who are in charge of promoting the educational achievement of looked-after children, should ensure that appropriate training needs for professionals responsible for promoting young people's education are met.</p> <p>It would be helpful to the Education Attainment Improvement Board if confirmation could be given that all statutory requirements set out in the guidance have been met.</p>
Risk Management:	There is a risk of our looked after children not achieving their potential if statutory functions are not carried out.
Access to Information:	NON-CONFIDENTIAL This report does not contain information, which warrants its consideration in the absence of the Press or members of the public.

Background Information: The background papers relating to this report can be inspected by contacting Amanda Aylward, Head of Virtual School.

 Telephone: 0161 342 4057

 e-mail: Amanda.aylward@tameside.gov.uk

1. INTRODUCTION

- 1.1 I am delighted to present my third annual report as Head of Virtual School and College. It has been an unprecedented and challenging academic year for everyone and whilst, undoubtedly, there has been anxiety, disappointment and distress for us all, as always, this was intermingled with optimism, creativity, diligence and determination from our amazing cohort of cared for children and young people.

This report will present data and analysis as best it can this year, notwithstanding some omissions due to the Covid-19 pandemic, and it will highlight our areas of priority and need to best support the cared for children of Tameside, whilst in and beyond this challenging period of time.

The Children in Care Council of Tameside have requested that they are referred to from now on as “Cared for children”. At this moment in time, this has to be presented to Corporate Parenting Board for ratifying. However, throughout this report I will refer to the young people as this in line with their wishes. The acronym “LAC” will stand in data reports until the new set of data next year.



Rainbow picture sent to the Children in Care Council during lockdown.

2 VIRTUAL SCHOOL AND COLLEGE TEAM

Headteacher	Amanda Aylward
Specialist Intervention Teacher	Sarah Hall
Finance and Information Officer	Phillip Allen
Education Welfare Officer	Rosie Spiers
Education Welfare Officer	Kath Hankinson
Post 16 learning Advisor	Sally Courtney

- 2.1 The Virtual School and College work within the Access Service area of Tameside’s Educational Service. We have expanded our team further this year introducing a second Education Welfare Officer to track attendance, school admissions, PEPs and progress of our cared for children and young people. The additional team member assists our relentless focus to avoid delays in school admissions, due to unavoidable placement moves, with our joined up work with children’s social work team and IROs to ensure that education is an integral part of care planning. We work collaboratively with both education and social care management teams alongside Tameside SEND and Educational Psychology services.

- 2.2 The expansion of our team and working remotely is relatively new to us and we are embedding new monitoring and communication practices. As the Covid-19 situation changes, we will continue to adapt our practices to ensure that our cared for children are still receiving a prioritised and enhanced education offer throughout their school lives; through targeted monitoring, PEP analysis and interventions wherever necessary.

'I like being at home, I am not bored. I am doing my work and using Dojo. I am happy and safe'. Year 9 Samuel Laycock School

3 SCHOOLS INFORMATION DATA SEPTEMBER 2019

OFSTED School Rating	Number of Pupils	Percentage of cohort
Outstanding	64	13%
Good	276	57%
Requires Improvement	81	17%
Inadequate	30	6%
Not OFSTED inspected	35	7%

Pupil numbers by type of school	Number of pupils	Percentage of cohort
Number of LAC pupils in mainstream	385	79%
Number of LAC pupils in alternative provision	15	3%
Number of LAC pupils in special school	50	10%
Number of LAC pupils in schools attached to residential placements	7	1%

Pupil Numbers by year group		
Primary Phase		
Reception	=	20
Year 1	=	28
Year 2	=	33
Year 3	=	33
Year 4	=	38
Year 5	=	32
Year 6	=	46
Total	=	230
Secondary Phase		
Year 7	=	37
Year 8	=	52
Year 9	=	51
Year 10	=	56
Year 11	=	60
Total	=	256
Total statutory school age	=	486
Post 16 Phase		
Year 12	=	77
Year 13	=	44
Total	=	121
Total all key stages	=	607

4 PERSONAL EDUCATION PLAN (PEP) COMPLETION

PEP COMPLETION RATES 2019/20	
Term 1	95.4%
Term 2	82.8%
Term 3	100%
PEP COMPLETION RATES 2018/19	
Term 1	97.2%
Term 2	98.2%
Term 3	95%
PEP COMPLETION RATES 2017/18	
Term 1	68.5%
Term 2	91.6%
Term 3	96.2%

- 4.1 As can be seen from this data, we have had a relentless and successful drive on timely PEPs completed each school term. As the country went into lockdown meetings inevitably started to be postponed and we can see this reflected in our Term 2 completion rate. As an immediate response to this, we adapted our PEP and PEP processes for one term only to ensure we had knowledge of all our young people's education experiences during this third term and we managed this successfully. Details around this are explained in Covid-19 response later in this document.
- 4.2 A robust QA system was put in place as part of our Virtual School processes and this year we are expanding this to include IRO service to ensure a professional independent view is considered.

'The situation is not ideal. I feel like I have coped well with the current situation. I find it difficult when I am struggling with something and I don't have the teachers help. I am looking forward to going back to school, I miss seeing my friends. I feel like I am supported well by my foster carers'.

Year 10 Bluecoat School

5. PUPIL PREMIUM GRANT FUNDING

- 5.1 Breakdown by term 2019-2020 (number of children receiving support via PEP request for funding for interventions set up through school)

	Spring 2020	Autumn 2019	Total
Alternative Provision Costs	2	5	7
Books (inc subscriptions)	3	22	32
Counselling	15	15	30
English/Literacy Intervention	67	87	155
EP Report	11	8	19
IT Resources	21	35	75
Learning Mentor Support	11	13	24

Maths Intervention	47	67	114
Mentoring (Inc behaviour mentor)	25	28	53

- 5.2 The chart above demonstrates the areas of intervention where some pupil premium grant funding was spent as requested by schools via their PEPs in Autumn 19 and Spring 2020. A separate analysis on the Covid 19 response is detailed further below in this report and demonstrates the use of this funding in our response.
- 5.3 Research shows that vulnerable groups may be more significantly impacted by the Covid 19 pandemic, therefore, all pupil premium grant payments for our cared for children will be prioritised around any areas or developing gaps of need due to this. These must be clearly identified in the PEP document and schools encouraged to highlight any emerging needs.

'D says she is fine. She says that she is spending the morning working on her school work alongside her brother and then finishes after lunch. She has got into a good routine. D explained how she knows what work to do and how she is expected to complete it. Her favourite work so far has been the Islamic patterns. D loves art and shows great skill and patience when completing any work in this area... D is enjoying speaking to her friends in the chat room on her iPad (DOJO, SEESAW). She has done some exercise with Joe Wicks and has been walking the dogs'.

6 ATTENDANCE DATA

- 6.1 The impact of Covid-19 has meant that there is not a full attendance data set this academic year but the data below illustrates attendance data up until schools closed on 20th March.

	2019 - March 2020	2018-2019	2017-2018
All LAC pupils average attendance	91.24%	91.9%	90.14%
LAC pupils with persistent absence (below 90%)	18.8% (81 LAC)	20.7% (90 LAC)	14% (62 LAC)
LAC pupils with 100% attendance		14% (61 LAC)	12% (56 LAC)
In borough LAC pupils average attendance	90.63%	91.2%	90%
Out of Borough LAC Average Attendance	92.48%	93.9%	90.52%
Mainstream LAC Average Attendance	94.02%	92.3%	92.35%

- 6.2 This data includes some young people who have been in care for brief periods and therefore only a snapshot of their attendance data for the period that they were in care was collected.
- 6.3 Working with "Looked After Call" data service has improved the communication between ourselves and schools, particularly in out of borough schools; we will continue to develop this relationship. Closer working with Tameside SEN team is improving the timeliness of school placements being named for cared for children with an EHCP avoiding delay. On three occasions this year we gave an intention to direct letter to out of area schools, these were all resolved and a more timely admission proceeded.

7 EXCLUSION DATA

- 7.1 There have been no permanent exclusions of cared for children this year.

	2019/20	2018/19	2017/18
Permanent Exclusions	0	0	0
Number of LAC with Fixed Term Exclusion	52 (11%)	57 (13%)	54 (12%)
Number of days of fixed term exclusion	238.5	168.5	204
Average number of days lost per excluded pupil	4.59	2.96	3.77

7.2 Any young person who receives a fixed term exclusion is highlighted to our team immediately via Looked After Call. A member of the team will contact the school and offer support to ensure processes are correct, a minimum exclusion term is pursued and appropriate interventions explored and commissioned.

7.3 The data indicates that a higher number of fixed term exclusions would have been projected if the academic year hadn't been cut short due to Covid 19 pandemic. It demonstrates that we are being alerted to every exclusion through registers which we weren't necessarily previously. Our focus is always around prevention which we try to do through information in the PEP and an open relationship with schools to approach us if help needed; we can also see later in the report the increase in EHCPs issued and this is a reflection of both reactive and proactive support to prevent exclusions.

8 SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND)

8.1 Identified needs of LAC cohort in Education Health and Care Plans (EHCPs)

	Social Emotional and Mental Health	Moderate Learning Difficulty	Severe Learning Difficulty	Autism Spectrum Condition	Profound and Multiple Learning Difficulties	Speech, Language or Communication Difficulties	Physical Disability	Specific Learning Disability	Behaviour Social and Emotional Difficulty
2019-2020	80	27	5	10	27	1	3	4	6

	Social Emotional and Mental Health	Moderate Learning Difficulty	Severe Learning Difficulty	Autism Spectrum Condition	Profound and Multiple Learning Difficulties	Speech, Language or Communication Difficulties	Physical Disability	Specific Learning Disability	Behaviour Social and Emotional Difficulty
2018-2019	40	20	1	6	4	2	4	3	3

	Social Emotional and Mental Health	Moderate Learning Difficulty	Severe Learning Difficulty	Autism Spectrum Condition	Profound and Multiple Learning Difficulties	Cognition and Learning	Physical Disability	Specific Learning Disability
2017-2018	32	17	5	3	2	2	1	1

8.2 We have seen a significant increase in cared for children with an EHCP for SEMH. This is in part due to better identification and quality of applications with evidence for young people with this need.

8.3 More work needs to be done within mainstream settings to identify and support young people with SEMH at the earliest opportunity. An SLA with Educational Service has been commissioned and commencing September 2020 to increase Educational Psychology time and support. The intention of this is to work on preventative advice in addition to EHCP submissions.

9 ATTAINMENT DATA

9.1 There is no published data as yet this academic year due to Covid 19 pandemic. Some academic successes in our Year 11 GCSE results from our own collected and invalidated data are as follows:

Year 11 Cohort 2020	
Total cohort Aug 2020	67
Number of young people with an EHCP	28 (42%)
Number with 1 GCSE grade or more	41
Number with a good pass (Grade 4 or higher) English or Maths	20
Number Good Pass Maths and English	8

9.2 Within this cohort, we have a high number of young people with an EHCP alongside two recent unaccompanied asylum seekers. There were some superb personal achievements including:

- 1 young person who had attended 3 different secondary schools plus two alternative provisions during her five years secondary school education experience managed to secure 4 4's including English and Maths and a 6 and a 3 through Denton Community College
- A cared for young person with a serious progressive illness gained 2 4's, 3 3's and 1 2 despite his personal struggles
- A young person who has been at a residential placement for 6 years gained 6 GCSE high grades and has progressed to A levels
- One young person gained this impressive portfolio of results: science trilogy 5, 6; Geography 5; Religious Studies 4; Sociology 5; Drama 6; Mathematics 6; French 6; English Language 6; English Literature 5
- Young person with an EHCP gaining a grade 8 in Maths

9.3 Our young people have such complex stories and all their grades are attributable to their determination, hard work and a credit to them.

10 POST 16

10.1 We currently have 119 young people in FE

Provision level	Number
Entry and below	37
Level 1	17
Level 2	22
Level 3	21
Awaiting confirmation of level	8
HE	10

10.2 We are working with Greater Manchester Higher to offer Success for Life programmes for KS4 students to introduce University conversations and ambitions to them.

11 VIRTUAL SCHOOL AND COLLEGE RESPONSE TO COVID 19 PANDEMIC

11.1 In some respects, it was business as usual. When the country went into lockdown the team packed up their equipment and ably supported by our IT colleagues set up work at home and continued what they always do in their relentless support of education for our cared for children in Tameside.

11.2 Meetings transferred to Skype and consequently due to lack of travelling this has enabled better participation in meetings. Conversely, the Covid situation led to more meetings needing to be convened.

11.3 Virtual School Head teacher continued to attend weekly legal gateway meetings and participate in all placement tracking meetings to ensure our cared for children have education as an integral part of their care planning and that school admission and EHCP processes were continuing in a timely and appropriate manner.

11.4 Due to the unprecedented challenges through lockdown, the following response were also made:

- Revised one page PEP document focussing on emotional well being of the young person as well as current education provision and goals
- PEPs arranged by Virtual School and College team as opposed to designated teachers and social workers
- Pupil Premium + funding. Where schools had already committed to commissioned services or staff the Virtual School honoured all payments despite not necessarily being able to reflect progress in the PEP document
- Schools were advised that PP+ payments could be carried over to the following term if required
- At the start of lockdown a number of laptops were bought directly through Virtual School for young people immediately identified as not having IT equipment to work on
- Following the government announcement of the laptop scheme, Virtual School worked with our education colleagues to identify and allocate government laptops for cared for young people
- Two members of Virtual School team were deployed into the school liaison team to make daily School Link Officer calls and deliver messages to six schools each as part of the council response to schools
- Reading resource packs were created in conjunction with school improvement partners and made available to all schools, highlighted on the council website, sent to foster carers and placed on Virtual School website
- Regular emails sent to Tameside foster carers giving links to different educational resources and opportunities as well as mindfulness activities
- Nisai learning was commissioned and offered to all Tameside secondary schools who wanted to offer to their cared for children or young people at Child Protection
- One to One online tuition was commissioned for young people where requested via social worker, residential home or carer due to young person or carers struggling with home schooling
- Power Two, an organisation who work with vulnerable young people, commissioned for young people to engage in a mentoring programme
- Magazine subscriptions and books that had been part of our reading programme continued to be delivered
- Virtual School attendance fact sheet created and published with other school notifications to give guidance around expectations for cared for children attending school during lockdown

- Weekly attendance at NAVSH webinars which included a briefing from a representative from DFE to ensure all government recommendations and legislation was being adhered to
- Children In Care meetings attended via Skype

11.5 There were many more conversations offering support to carers and advice to social workers to ensure placements remained as stable as possible. Lots of bespoke packages of support were designed and one fabulous example of this was where a young person was really struggling with home education due to his SEMH. Their carer was really anxious about how they were spending time and the difficulties arising with sibling. As a response, instead of buying them a laptop, we bought parts for a computer for them to build with their sibling! They successfully managed this, keeping in touch with us along the way and this demonstrates the kind of creative and practical response we like to champion in Tameside.





12 CONCLUSION AND PRIORITIES 2020-2021

- 12.1 Continue to adapt and respond appropriately to changes in education and needs of our young people due to Covid 19 pandemic.
- 12.2 Ensure no gap in education is further exacerbated by pandemic for cared for children cohort.
- 12.3 Work with Education Psychology service to ensure advice is being offered to support cared for children regardless of SEN status.
- 12.4 Continue work with schools around addressing needs of cared for young people and inclusion.
- 12.5 Continued development of post 16 partners working together including Virtual school and college, positive steps, leaving care team and Tameside College.
- 12.6 Continue to ensure young people participate and vocalise their experiences and wishes in PEP meetings.

13 RECOMMENDATIONS

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

Agenda Item 6

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	12 January 2021
Reporting Officer:	David Berry - Head of Employment and Skills
Subject:	ADULT AND COMMUNITY EDUCATION SELF-ASSESSMENT REPORT
Report Summary:	This report provides the draft Tameside Adult Community Education (ACE) Self-Assessment Report (SAR). The SAR is due to be submitted before February 2021 in final form to Ofsted and covers the academic year 2019/20. ACE has faced challenges raised by Covid-19 and the resulting national lockdown, which led to closure of face-to-face services. The SAR provides a comprehensive assessment of performance and areas for development.
Recommendations:	That the board note the content of the report
Corporate Plan:	ACE supports across several priorities of the Corporate Plan, most notably with regards to work and skills.
Policy Implications:	Providing an effective Adult Community Education service supporting residents to gain skills to improve life chances
Financial Implications:	There are no financial implications arising directly from this report
(Authorised by the statutory Section 151 Officer & Chief Finance Officer)	
Legal Implications:	The Self-Assessment Report (SAR) is a mandatory requirement for Ofsted and the GMCA. The SAR is an important performance and curriculum-planning tool. It is important the assessment reflects our position but equally set out our ambitions and plan to achieve them
(Authorised by the Borough Solicitor)	
Risk Management:	Failure to submit the self-assessment will the Council open to criticism and further action from Ofsted which will not be in the interests of the service or public.
Access to Information:	NON-CONFIDENTIAL This report does not contain information, which warrants its consideration in the absence of the Press or members of the public.
Background Information:	The background papers relating to this report can be inspected by contacting David Berry, Head of Employment and Skills
	 Telephone: 0161 242 4063
	 e-mail: david.berry@tameside.gov.uk

1 LOCAL CONTEXT

- 1.1 The Borough of Tameside was created in 1974 as one of the ten Metropolitan Boroughs of Manchester and takes its name from the River Tame. The borough is comprised of nine towns: Ashton-under-Lyne, Audenshaw, Denton, Droylsden, Dukinfield, Hyde, Longdendale, Mossley and Stalybridge. It combines a mix of urban and rural landscapes and the area includes historic market towns, stretching from the edge of Manchester City Centre through to the Peak District.
- 1.2 Tameside has a strong manufacturing tradition, particularly in the areas of textiles and engineering, food industries and manufacturing of high technology chemical, electronic and computer products.
- 1.3 Tameside has good railway, tram and motorway links making it ideally situated for easy access to anywhere in the region and beyond. Of the 141 areas in Tameside, 8 of these fall within the worst 5% nationally and a further 16 fall within the worst 10% nationally. In total, 13.4% of Tameside residents live in income-deprived households.

2 SERVICE OVERVIEW AND CONTEXT

- 2.1 Tameside ACE is a key service in the Council, responsible for delivering Adult and Community Education. Following devolution of the Adult Education Budget (AEB) from August 2019 the service receives the same annual funding grant from Greater Manchester Combined Authority (GMCA) and a small amount from the Educational Skills Funding Agency (ESFA) to support a small number of none GM residents.
- 2.2 ACE is proud to be part of an education and skills system that works for everyone as part of the Greater Manchester Strategy Priorities including:
 - Young people equipped for life and work
 - Good jobs with opportunities for people to progress and develop
 - A thriving and productive economy in all parts of the city-region.
- 2.3 Tameside ACE contributes directly to the following priorities in the Tameside Corporate Plan (adopted across the multi-agency Public Service Reform Board)
 - Aspiration and hope through learning and moving with confidence from childhood to adulthood
 - Resilient families and supportive networks to protect and grow our young people
 - Opportunities for people to fulfil their potential through work, skills and enterprise
- 2.4 It is important to acknowledge that 74% of all learners were from the top 30% of the most deprived areas in Tameside. Therefore, an area of strength is our ability to engage and support the hardest to reach learners, building their self-esteem and confidence to help them reach their potential.
- 2.5 As a service, our aims are to:
 - Reduce the proportion of adults who have poor English, maths and ICT skills.
 - Provide learners with the skills required to support businesses growth.
 - Support residents in the borough in developing a range of skills for everyday life.
 - Improve the employment rate of the borough.
 - Provide parents and carers with the knowledge and skills to raise the attainment of children in their care and participate in the wider Tameside community.

Summary of Self-Assessment Grades:	ACE Grade 19/20	ACE Grade 18/19	ACE Grade 17/18
Quality of Education	2	2	2
Behaviours and Attitudes	2	2	2
Personal Development	2	2	
Effectiveness of Leadership & Management	2	2	2
Overall Effectiveness	2	2	2

3 INTRODUCTION

- 3.1 Tameside Adult and Community Education (ACE) had 784 enrolments in 2019/20, a decline of 26% compared to 18/19. The March 2020 recruitment window had just been completed with 89 interviews and initial assessment completed for new courses when Stamford Chambers was closed due to Covid and these 89 enrolments would have brought up the 7 month enrolment total for 2019/20 to 98% of the 2018/19 figure.
- 3.2 Achievement has decreased from 82.8%% to 74.5%, -8.3% caused by 96 'early leavers' due to Covid (and any related Covid illness or isolation issues) leaving their course and withdrawing from their studies and not asking for a break for learning. A small number of learners (6) initially chose a 'break in learning', returned in September 2020 to complete by December 2020, then realised they would be unable to complete their course in the 4 months provided so chose to leave resulting in a fail, affecting the achievement data for 2019/20.
- 3.3 Even without a Virtual Learning Environment (VLE), all tutors engaged well on a weekly basis with their learners through a choice of mediums; Social Media, Google classroom, various online assessment tools and by posting out work packs and pens that were returned by learners. All learners were regularly contacted by the Student Support Officer to check on their mental wellbeing.
- 3.4 For three months during early Covid (June to August 2020), all ACE staff were redeployed into other Tameside Council roles supporting residents in the borough, resulting in them being unable to retrain on new EdTech resources and reducing the period they were available to effectively plan for the academic year starting in September 2020.

4 MAIN IMPROVEMENTS SINCE LAST YEAR'S SELF-ASSESSMENT REPORT (SAR)

- 4.1 Improvements since last year's report include:
- Enhanced planning and monitoring of sustainable curriculum routes for learners returning to education
 - Blended delivery available for all regulated courses
 - Introduction of a Virtual Learning Environment (VLE) platform to provide sustainable online learning
- 4.2 The key strategic objectives for ACE is to support a positive lifestyle change for learners, enabling them to lead productive and rewarding lives and to increase their self-sufficiency and resilience, reducing dependence upon reactive public services.

5 ENROLMENT

Number of enrolments:	2019/20	Success 2019/20	Success 2018/19	Success 2017/18
Number of enrolments on PCDL	372	80.1%	89%	92%
Number of enrolments at Entry level (accredited)	123	66.5%	75%	82%
Number of enrolments at Level 1 (accredited)	97			
Number of enrolments at Level 2 (accredited)	46			
	638	74.5%	82.8%	88.8%

- 5.1 The impact of early leavers for Covid is felt much harder with accredited courses than PCDL (80.1% v 66.5% achievement). The majority of PCDL courses were completed at the March 2020 Covid closure and therefore not recorded as withdrawal and non-achiever.
- 5.2 56% of the ACE provision is non-accredited PCDL (64% in 2018/19), whilst 44% is accredited leading to a formal qualification (36% in 2018/19). The decline in success is slightly higher in accredited courses than PCDL courses, 8.5% v 8.1%.

ACE Learners	Learner numbers 19/20		Learner numbers 19/20	
Gender	Female	71.3% (77.2% achieved)	Male	28.7% (66.7% achieved)
Ethnicity	'Other'	62.4% (70.1% achieved)	White British	37.6% (70.8% achieved)
Disadvantaged postcode (Priority 1 & 2 areas)	Yes	72.9% (73.2% achieved)	No	27.1% (73.8% achieved)

- 5.3 **Gender**
Male learner achievement (-10.7% compared to females). Males were 25% more likely to have withdrawn due to Covid.

	Enrolments	Covid WD	
Female	559	51	9.1%
Male	255	32	12.5%
	784	83	10.6%

- 5.4 **Ethnicity**
Almost two thirds of ACE learners are BAME (49.2% in 2018/19, +13.2%) and there is no achievement variation by ethnicity, demonstrating effective teaching and learning to all learners.
- 5.5 **Disadvantaged postcodes**
Nearly three quarters of ACE learners are from a disadvantaged postcode (+6.8% on last year) and there is no achievement variation between them and those living in non-disadvantaged postcode demonstrating effective teaching and learning to all learners.

96 Covid withdrawals course by course in 2019/20

English E1 WD	9
English E2 WD	12
English E3 WD	14
English L1 WD	6
English L2 WD	3
	44

Step into IT WD	2
IT E1/E2 WD	2
IT E3 WD	4
IT L1 WD	3
IT L1 WD	1
	12

Maths E1 WD	1
Maths E2 WD	11
Maths E3 WD	8
Maths L1 WD	4
Maths L2 WD	3
	27

ESOL chatter WD	4
ESOL leisure WD	3
ESOL work WD	5
WOW WD	1
	13

Reason for WD in 2019/20	Learners with a Disability (38%)	Non-disabled learners (62%)
Covid	48%	50%
4 wk absence	5%	1%
Not paying fees	2%	
Volunteering	6%	4%
Medical / ill health	17%	8%
Employment	6%	3%
Carer / personal	6%	3%
Returning abroad	0%	6%

ACE Overall (PCDL & accredited enrolments)	16/17	17/18	18/19	19/20	Variance
Starts (enrolments) <u>without</u> a break in learning	1342	1192	1064	784 *	-280 (-26%)
Starts (enrolments) <u>with</u> a break in learning				638	
Retention	1214 (90.5%)	1099 (92.2%)	923 (86.7%)	476 (74.6%)	
Pass	1160 (95.6%)	1058 (96.3%)	881 (95.4%)	475 (99.8%)	
Achievement (Success)	86.4%	88.8%	82.8%	74.5%	-8.3%

*There were 784 enrolments at ACE up to March 2020 before Covid. Of these, 146 (18.6%) chose to have a break in learning and return to ACE in September 2020 to complete their course by December 2020 and their 'retention / pass / achievement' will appear in next year's SAR.

ACE Overall (7 months)	Up to March 18 th 2019 (7 months) Learners / Enrolments	Up to March 23 rd 2020 (7 months) Learners / Enrolments	Variance 2019 / 2020 (7 months delivery) Learners / Enrolments
PCDL	245 / 310	225 / 339	-20 / +29
Family	60 / 65	29 / 33	-41 / -32
Adult skills (ASB)	224 / 323	149 / 222	-75 / -101
Total	529 / 698	403 / 594	-126 / -104 (-23.8%)

- 5.7 The above table shows a 7 month enrolment comparison for 2019 v 2020. ACE closed quickly due to Covid in mid-March 2020 with only 7 months of completed enrolments having just finished a recruitment drive for March / April courses reducing enrolments by -23.8%.

6 HOW WELL IS THE CURRICULUM PLANNED AND DELIVERED TO MEET THE NEEDS OF LEARNERS, EMPLOYERS AND THE LOCAL/REGIONAL SECTOR CONTEXT?

- 6.1 Managers are very effective at working with partners e.g. Job Centre Plus and employers in Governor meetings and community organisations to ensure that provision is highly relevant to local employment opportunities and support local and national priorities.
- 6.2 Collaboration with partners is good and ensures provision is relevant to local training and the basic skills required by employers as we aim to improve learners' chances of securing work or progressing in their current employment. The recording of this to measure the partner impact will be key action for improvement in 2020/21.
- 6.3 There are a significant number of course referrals from partners who include JCP work coaches (Ashton & Hyde), Holy Trinity, Ingeus, Positive Steps, Children's Centres, Refugee action, Groundwork, Housing associations, The National Careers Service, Diversity Matters and the NHS.
- 6.4 The ACE managers attend community group meetings to hear first-hand local issues and to share advice on how to reach these groups with PCDL community courses.
- 6.5 The ACE curriculum offer covers three broad areas: 1) Skills for employability (English, maths and ICT), 2) ESOL and 3) Wellbeing. Introduction PCDL courses can lead to a Next Steps course or Accredited courses and 92% of ESOL learners progressed onto these.

7 HOW WELL DOES TEACHING AND ASSESSMENT ENABLE LEARNERS TO MAXIMISE THEIR KNOWLEDGE, SKILLS AND BEHAVIOURS TO ENSURE THEY REACH THEIR POTENTIAL?

- 7.1 Limited learning walks took place during the year (67% of staff had one walk through) due to management transition and COVID.
- 7.2 Half of the teaching staff had a lesson observation up to March 2020, where **75%** of teaching staff being observed at 'good or better' at the first observation and 100% after intervention. A greater use of walk throughs before a series of lesson observations will be a planned improvement action for 2020/21.
- 7.3 A thorough Scheme of Work audit was completed at the start of the academic year ensuring all staff work to the same paperwork standards and lesson delivery targets. A limited use of ILP audits was undertaken in 2019/20 due to management transition and COVID and this will be a key improvement action for 2020/21.

8 CONTINUED PROFESSIONAL DEVELOPMENT

- 8.1 Full service CPD sessions that took place in 2019/20 include, 'Setting High Expectations of Learners', 'Using Learning Theory in the Classroom' and an Introduction to Mental Health services in Tameside.
- 8.2 Although plans for further CPD sessions were halted due to Covid, tutors and support staff were encouraged and supported to use periods of time working from home to explore their individual CPD needs and develop areas of interest.

- 8.3 As well as continuing to develop subject specific skills and knowledge, tutors and support staff upskilled themselves in a range of subject areas including health and safety related issues, safeguarding adults, honour based violence, and supporting learners with mental health issues and specific learning needs.
- 8.4 All staff were well supported through a range of CPD opportunities and took advantage of courses as indicated below:

Accredited courses completed	6
E-learning modules / online non-accredited courses completed	47
Webinars attended	23
Other (including research, reading and online training sessions)	19

- 8.5 The CPD of teaching staff during this period had supported the development of Teaching, Learning and Assessment (TLA) moving forward into the 2020/21 academic year. Tutors and support staff have used CPD opportunities to develop their practice in a number of ways:

Personal wellbeing

Staff are now skilfully equipped to manage change and anxiety and able to adapt to meet the needs of learners through the completion of various webinars and e-learning modules.

Health and Safety

Teaching and support staff have comprehensive knowledge on health and safety issues including the completion of fire awareness and counter terrorism e-modules. As a result of this, there is a strong commitment to safety within the centre. Staff are highly engaged in ongoing processes to develop robust fire safety and Covid-19 safety procedures.

Subject / curriculum specific development

All teaching staff have engaged in CPD activities to ensure they are highly competent with subject specific and curriculum knowledge. Staff have attended and contributed to webinars and online learning opportunities including subject specific qualifications, responding effectively to curriculum reforms and developing pedagogical approaches to meet the changing needs of learners and the landscape of adult learning.

Teaching staff are committed to the development of their teaching practice and have developed skills to take forward into the planning and delivery of the 2020/21 curriculum.

Learner Voice

25% of learners completed a Learner Voice survey in 2019/20. From the survey, 91% of learners (98% in 18/19) agreed with the statement 'the teaching and support I received was excellent'. Additionally in the same survey, 96% of learners (100% in 18/19) 'felt safe at ACE or in community venues'. 89% of learners (96% in 18/19) stated that they now "feel more confident to find work in the future/make progress in your current job" and 91% (98% in 18/19) stated that they now "feel more positive about my ability to learn new things".

9 HOW WELL DO LEARNERS ACHIEVE THEIR QUALIFICATIONS?

- 9.1 Whilst the pass rate is very high at 99.8%, there has been a fall in the percentage of learners achieving their qualification.
- 9.2 Achievement has decreased from 82.8% to 74.5%, -8.3% caused by 'early leavers' leaving their course due to Covid having chosen to continue with their studies and not ask for a break for learning. A small number of learners (6 learners) initially chose a 'break in learning', returned in September 2020 to complete by December 2020, then realised they would be

unable to complete their course in the 4 months provided so chose to leave resulting in a fail, affecting the achievement data for 2019/20.

English	2017/18 Retention	2017/18 Achieve	2018/19 Retention	2018/19 Achieve	2019/20 Retention	2019/20 Achieve	National Achieve Rates	Variance
Entry 1					33%	33%		
Entry 2	100%	100%	87%	87%	17%	17%	87%	-70%
Entry 3	90%	86%	84%	68%	50%	50%	87%	-27%
Level 1	96%	75%	83%	75%	78%	78%	71%	+8%
Level 2	100%	85%	94%	81%	78%	78%	71%	+8%

Key strengths

- 100% pass rate on all courses, +8% achievement on L1 and L2 English
- All learners enrolled on 'Reading Ahead' programme
- All staff engaged with learners during Covid lockdown

Areas for improvement

- Need to improve retention on Entry 2 / Entry 3 English. (Learners left due to: (38% 4 wk. absence, 15% returned home (abroad), 15% Covid, 15% illness, 8% had a baby, 8% volunteering)

Of those who completed their course, 100% passed. A number of learners who were not confident of passing their course by continuing with remote learning during Covid were offered a break in learning and could continue their studies in September 2020 to complete in December 2020.

Withdrawals from English courses in 2019/20

English E1 WD	9
English E2 WD	12
English E3 WD	14
English L1 WD	6
English L2 WD	3
	44

Maths	2017/18 Retention	2017/18 Achieve	2018/19 Retention	2018/19 Achieve	2019/20 Retention	2019/20 Achieve	National Rates	Variance
Entry 2	80%	80%	100%	100%	66.7%	66.7%	89%	-22.3%
Entry 3	93%	93%	96%	96%	64.3%	64.3%	89%	-24.7%
Level 1	94%	83%	84%	78%	78%	78%	71%	+7%
Level 2	85%	60%	67%	41%	78%	78%	71%	+7%

Key strengths

- 100% pass rate on all courses
- +7% achievement on L1 and L2 Maths
- All staff engaged with learners during Covid lockdown

Areas for improvement

- Need to improve retention on Entry 2 / Entry 3 maths. (Learners left due to: 33% Covid, 33% illness, 22% volunteering, 11% returned home (abroad))

Even with the effect of Covid, the 2019/20 maths retention levels are up for L2, only slightly lower for L1 and down for E2 & E3 and only half as much compared to the English Courses. Of those who completed their course, 100% achieved. A number of learners who were not confident of passing their course by continuing with remote learning during Covid were offered a break in learning and could continue their studies in September 2020 to complete in December 2020.

Withdrawals from maths courses in 2019/20

Maths E1 WD	1
Maths E2 WD	11
Maths E3 WD	8
Maths L1 WD	4
Maths L2 WD	3
	27

ICT	2017/18 Retention	2017/18 Achieve	2018/19 Retention	2018/19 Achieve	2019/20 Retention	2019/20 Achieve	National Rates	Variance
ICT Func Skills E3	88%	88%	82%	82%	64%	64%	87%	-13%
Cert in ICT User Skills L1	90%	86%	84%	68%	75%	75%	86%	-11%
ECDL Cert in ICT User Skills L2	96%	75%	83%	75%	100%	100%	80%	+20%
Individual units in ICT User Skills L2	100%	85%	94%	81%	80.1%	80.1%	n/a	

Key strengths

- 100% pass rate on all courses
- +20% achievement on L2 ECDL
- All staff engaged with learners during Covid lockdown

Areas for improvement

- Need to improve retention on left Entry 3 ICT during the course. (Of the 4 learners who left during the year: 2 left for work / increased voluntary hours, 1 for caring responsibilities and 1 for poor attendance)

There was a 34% reduction in retention in Entry 3, 9% reduction in L1, and a 17% increase in the L2 ECDL. Of those who completed their course, 100% achieved. A number of learners who were not confident of passing their course by continuing with remote learning during Covid were offered a break in learning and could continue their studies in September 2020 to complete in December 2020.

Withdrawals from ICT courses in 2019/20

Step into IT WD	2
IT E1/E2 WD	2
IT E3 WD	4
IT L1 WD	3
IT L2 WD	1
	12

Caring for Children	2017/18 Retention	2017/18 Achieve	2018/19 Retention	2018/19 Achieve	2019/20 Retention	2019/20 Achieve	National Rates	Variance
BTEC Diploma in Caring for Children L1	78%	78%	90%	90%	100%	100%	97.7%	+2.3%

Key strengths

- 100% pass rate and achievement on course
- +2.3% achievement on L1
- Staff engaged with learners during Covid lockdown

A successful cohort of 8 learners with 100% achievement (+2.3% on National Rate) completed their course used Google classroom.

Life and Living/Retail	2017/18 Retention	2017/18 Achieve	2018/19 Retention	2018/19 Achieve	2019/20 Retention	2019/20 Achieve	National Rates	Variance
Certificate in Life & Living E3			100%	100%	87.5%	87.5%	98.4%	-10.9%
Certificate in Retail E3			88.9%	88.9%	100%	100%	n/a	

Key strengths

- 100% pass rate on all courses / 100% achievement E3 Certificate in Retail
- Staff engaged with learners during Covid lockdown
- Learners on the Life & Living courses benefitted from work experience in Waterloo Park completing a range of horticultural units.

Areas for improvement

- Need to improve achievement rate on Certificate in Life & Living course to be at or above National Rate.

Community Learning Courses (PCDL)

	2017/18 Retention	2017/18 Achieve	2018/19 Retention	2018/19 Achieve	2019/20 Retention	2019/20 Achieve	National Rates	Variance
PCDL overall	92%	92%	89%	89%	81%	81%	n/a	n/a
Z0002129: Pre-entry level ESOL	n/a	n/a	88.9%	100%	75%	75%	n/a	n/a
Z0002130: Entry level ESOL	n/a	n/a	95.9%	100%	76.9%	76.9%	n/a	n/a
Z0007846: IT for beginners	n/a	n/a	97.7%	97.6%	89.2%	89.2%	n/a	n/a

Key strengths

- 100% pass rate on all courses
- Staff engaged with learners during Covid lockdown

Areas for improvement

- Need to improve retention on ESOL PCDL courses. (Learners left due to: 28% can't commit to course, 23% Covid, 18% 4 wk. absence, 10% illness, 10% returned home (abroad), 10% employment, 5% had a baby)

There was a 7% reduction overall in retention in for PCDL courses and for those who completed their course, 100% passed.

10 HOW EFFECTIVE IS THE SUPPORT PROVIDED AND MONITORING OF PROGRESS OF GROUPS OF LEARNERS?

- 10.1 Learning support for learners is appropriate, including support for disabled learners or those with special educational needs.

Achievement % of learners who declared a disability /learning difficulty supported by Learning Support Assistants (54 learners)	41%
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- 10.2 High-need support is provided Learning Support Assistants (LSA) to 54 learners across the curriculum to ensure learners with specific needs are supported to make good progress and is effectively recorded in a learning support log. 41% of high needs learners achieved their course. Of those who were unsuccessful with their course; 61% withdrew due to Covid, 8% with medical reasons, 7% secured a new job / more volunteering hours and 8% had a 4 week absence.

- 10.3 Learners who declared LLDD were more likely to have disengaged from their course earlier than expected during Covid possibly caused by the lack of IT equipment or IT technical skill.

11 HOW EFFECTIVE IS THE PREPARATION FOR NEXT STEPS?

- 11.1 Learner destination is extensively recorded in the ILP and the MIS system on a learner's last day of learning.

- 11.2 Further development work will be continued on this as a QIP action for 2020/21 to develop effective processes to establishing destinations up to six months after leaving.

- 11.3 A similar amount of learners moved into employment and volunteering, with a significant changes in 'unemployed & looking for work' (-21%) and 'moving into education (+23%)'.

Overall destination outcome	2019/20	2018/19	Variance
Employed	14%	18%	-4%
Unemployed & looking for work	19%	40%	-21%
Unemployed & not looking for work	27%	25%	2%
Volunteering	4%	4%	0%
Education	36%	13%	23%
	100%	100%	

- 11.4 From the learner survey, 89% of learners (96% in 18/19) stated that they now 'feel more confident to find work in the future/make progress in your current job', confirming that tutors and support staff are preparing learners for their future.

- 11.5 92% of ESOL learners progressed in year onto the next PCDL course or an accredited course.
- 11.6 A large proportion of potential new learners for September 2020 are completing their studies having taken a break for learning due to Covid. It is likely that these learners will progress onto further courses in January 2021.

Learner progression from 2019/20 to 2020/21	%		
Break in learning (studying now in 2020/21)	54%		
Progressed to next level	18%		
Chose not to progress	28%		

- 11.7 Those learners who chose to take a break in learning and return to complete their course in 20/21 are not included in the data table below. Additionally the closure of Stamford Chambers in March 2020 resulted in the suspension of all new courses, preventing any further progression for those learners who had already completed their programme of learning. These events provide some context for the lower percentage of progressions between courses in 19/20.

Learner progression from 2019/20 to 2020/21	2019/20
Progression to higher Entry level courses	32.7%
Progression to L1 courses	19.3%
Progression to L2 courses	33.8%

11.8 **Success story - English Learner of the Year Award 2020**

ACE was incredibly proud that one of our learners was selected for the Festival of Learning's English Learner of the Year Award 2020 in the biggest celebration on lifelong learning in England. The learner was selected from hundreds of applicants for her inspiring story of how adult education at ACE changed her life.

"Learning at ACE has changed my life. It's made me more confident, more independent, more able to look after my son and happier"

ACE winner, Festival of Learning English Learner of the Year 2020 Winner

12 **HOW WELL DO LEARNERS PRESENT POSITIVE BEHAVIOURS AND ATTITUDES AS A RESULT OF THE SAFE, DISCIPLINED AND POSITIVE LEARNING ENVIRONMENT?**

12.1 Learners' positive behaviours and attitudes is good.

12.2 The ACE team set high expectations for the learners and positive behaviour and attitude towards learning is encouraged and expected in lessons that is clearly set out during in-depth induction sessions. In the learner survey, 91% of learners (98% in 18/19) agreed with the statement 'the teaching and support I received was excellent'.

"Right from the start the staff were so helpful and welcoming and really put me at ease. I thoroughly recommend ACE - it's a fantastic place to come and learn and I'm so grateful that ACE helped me accomplish the English qualification I needed to gain a place on the university course."

Learner N.

12.3 Learners are self-motivated, with many learners taking their first steps back into education either in the UK or from overseas. This helps develop a calming and respectful culture which is fostered by tutors as they are introduced to British Values and the Prevent Agenda.

Additionally, in the same survey, 96% of learners (100% in 18/19) 'felt safe at ACE or in community venues' and 91% (98% in 18/19) stated that they now 'feel more positive about my ability to learn new things'.

"My Son loves being part of the lesson. He has really improved his reading/ confidence. Story time is much more fun and exciting for us at home."

Anonymous, Family learning student.

- 12.4 Attendance for Term 1 & 2 2019/20 (before Covid) was 82.9%, -1.1% compared to 84% for 2018/19. When Term 3 attendance of 91% is included when accredited courses were online with weekly learner engagement, the overall 2019/20 attendance increases to 84%, similar to the attendance achieved in 2018/19. ACE understands it serves a large number of learners where learning is not their main priority, as many juggle with caring responsibilities or struggle with illness and health conditions. Improving the attendance figures will be a key action for 2020/21.

Attendance / Punctuality 2019/20 v 2018/19	Attendance % 2019/20 (Target 95%)	Attendance % 2018/19	Variance	Punctuality % 2019/20 (Target 95%)	Punctuality % 2018/19	Variance
Term 1 2019/20	86.1%	87.2%	-1.1%	95.2%	96.7%	-1.5%
Term 2 2019/20	79.4% *	81.9%	-2.5%	96.3%	96.5%	-0.2%
Term 3 2019/20	91%**	84.3%	+6.7%	100%**	96.01	+15%
Average for 19/20 Term 1 & 2 only	82.9%			95.7%		
Average for 19/20 Term 1, 2 & 3	84%			96.4%		
Average for 18/19	84%			96%		
Average for 17/18	86%			94%		

*Covid ** online course

* online course

13 HOW EFFECTIVE IS THE CAREERS GUIDANCE IN PREPARING LEARNERS FOR THEIR NEXT STEPS?

- 13.1 ACE tutors provide effective progression / employability references in their classes to promote key terms and phrases to improve a learner's confidence in taking a next step.
- 13.2 All ACE tutors provide Information Advice and Guidance (IAG) on relevant progression courses for learners to progress before the end of the course to ensure learners have a path to progress onto. 50% of all Student Officer interventions is for IAG in particular additional signposting to the National Careers Service.
- 13.3 92% of ESOL learners progressed onto the next PCDL course or an accredited course. Further IAG is offered by the Student Support Officer to support learner's potential progression.

14 HOW WELL DEVELOPED IS LEARNERS' UNDERSTANDING OF BRITISH VALUES AND EQUALITY AND DIVERSITY?

- 14.1 ACE learners have a good understanding from a detailed course induction that covers British Values, Prevent and the role of the Student Support Officer and 100% of learners agreed that their induction helped them settle into their studies at ACE. British Values are embedded as part of the induction programme, through classroom displays and noticeboards and developed in class as part of the curriculum.

- 14.2 All learners have a comprehensive knowledge of how to keep themselves safe by the inclusion of the 'Acceptable User IT Policy' into the ILP process.
- 14.3 A thorough Scheme of Work audit was completed at the start of the academic year allowing all staff to work to the same paperwork standards and lesson delivery targets that included British Values and Equality & Diversity. From the learner survey 2019/20, 96% of learners (100% in 18/19) 'felt safe at ACE or in community venues'.
- 14.4 An excellent level of contact was provided by the tutors / Student Support Officer as 100% of learners were contacted during the Covid lockdown with a minority (5%) needing ongoing support with social isolation. Contact consisted of tutors engaging on a weekly basis with their learners through a choice of mediums; Social Media, Google classroom, various online assessment tools and by posting out work packs that were returned by learners.

Student Support interventions in 2019/20:	
Careers Information Advice & Guidance	49.5%
Mental Health	13.4%
Welfare / Housing / Energy / Legal Advice	12.4%
Coronavirus lockdown support	9.7%
Migrant Support Housing / Visas	9.3%
General Health and Wellbeing incl. social isolation	5.2%

15 HOW WELL DO MANAGERS AND SUBJECT LEADERS ENSURE THAT EDUCATION AND TRAINING HAS A POSITIVE IMPACT ON ALL LEARNERS?

- 15.1 Managers manage the ACE delivery so that it has a positive impact on learners.
- 15.2 Managers set ambitious targets for the ACE team through termly Governor meetings where QIP actions are regularly monitored which ensures rigour and quality adherence and provide challenge and hold managers to account for improving the quality of learning and the effectiveness of performance management systems.
- 15.3 IAG is effectively recorded on the ILP form, where stretching and individualised targets are added.
- 15.4 74% (68% in 2018/19) of ACE learners are in full fee remission, demonstrating that the curriculum is reaching the intended learners.
- 15.6 The ACE management staff attend community group meetings, the Local Provider Networks and the Working Well Integration Board to hear first-hand local issues and to share advice on how to reach these groups with community courses. Additionally, managers are very effective at working with Job Centre Plus and local employers in Governor meetings to ensure the curriculum provision is highly relevant to local employment opportunities and supports local and national priorities.
- 15.7 The ACE team have continued to develop an excellent working relationship with JCP by offering a suite of courses for unemployed learners who want to develop their employability skills. Courses offer clear progressions, for example 92% of ESOL learners have gone into further training or employment.
- 15.8 Annual Development Review (ADR) forms were completed at the start and end of the year where staff were assigned responsibilities and CPD targets.

16 TAMESIDE DISTRICT DATA

Tameside districts and percentage of ACE enrolments 2019/20 (number and percentage)									
Ashton-under-Lyne		Audenshaw:		Denton:		Droylsden:		Dukinfield:	
2019/20 254, 44%	2018/19 438, 44%	2019/20 21, 4%	2018/19 29, 3%	2019/20 27, 5%	2018/19 56, 6%	2019/20 34, 6%	2018/19 52, 5%	2019/20 48, 8%	2018/19 86, 9%
Hyde:		Longdendale:		Mossley:		Stalybridge:		2019/20 Total:	2018/19 Total:
2019/20 129, 23%	2018/19 193, 19%	2019/20 7, 1%	2018/19 20, 2%	2019/20 8, 1%	2018/19 39, 4%	2019/20 43, 8%	2018/19 84, 8%	571	997

- 16.1 The two largest districts that ACE draw enrolments from are Ashton (44%) and Hyde (23%) with stable percentages across the majority of districts, with a slight increase in Hyde and a decrease in Mossley.

17 SAFEGUARDING

- 17.1 Arrangements for safeguarding is effective

- 17.2 We ensure that community learning venues are assessed for being fit for purpose. All ACE staff complete safeguarding training and staff follow referral venue procedures to ensure learners are safe, evidenced in the learner survey results where **96%** of learners (99% in 18/19) 'felt safe at ACE or in community venues'. Annual Prevent training for staff will a key action for 2020/21.

"ACE is an excellent centre for learning. The staff are lovely and helpful and I feel comfortable and safe."

Learner K.

"During these difficult times due to Covid extra care was taken by the teachers to explain special safety protocol that was instigated to aid in the future health and welfare issues that had been developed during the closure which I can say was done in a smooth and efficient way."

Learner D.

- 17.3 We educate learners in online safety at induction and learners are issued with online safety details in the learner handbook and ILP. Additionally, **100%** of learners stated *'the course induction helped me settle into my course'*.
- 17.4 The designated safeguarding lead (DSL) has received updated training in the last year. Managers follow a safe recruitment practice and ensure that staff who work with adult learners are safe to do and all statutory requirements are fully in place.
- 17.5 A sample of newly recruited staff files is audited to ensure safe recruitment processes are followed.

18 RECOMMENDATIONS

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

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Agenda Item 7

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	12 January 2021
Reporting Officer:	Tim Bowman – Assistant Director Education Tom Wilkinson – Assistant Director Finance
Subject:	HIGH NEEDS DEFICIT RECOVERY 2021/22
Report Summary:	This report is to outline proposals and work streams proposed to address the DSG high needs deficit. These proposals will be included in the DSG Management Plan to the DfE outlining our recovery proposals.
Recommendations:	Board members are asked to note the proposals Schools' Forum have given their support to, which will underpin the actions to needed to reduce and contain spending from the High Needs Block. To note Schools' Forum support of the local authority's application to the Secretary of State to dis-apply the regulations and request a 1% top-up, if this is affordable, once the revised NFF rates are applied.
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 supports aspiration and hope, through learning and moving with confidence from childhood to adulthood.
Policy Implications:	In line with financial and policy framework
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	The High Needs funding is part of the Dedicated Schools Grant and is a ring fenced grant solely for the purposes of schools and pupil related expenditure. This is significantly overspending and a management plan to recover the deficit is needed. The detailed proposals are outlined in this report, some of which will require approval by elected members. It is not the DfE's expectation that the deficit can be fully recovered over a short period, therefore this should be a medium to long term recovery plan. The deficit is expected to be £3.6m by the end of 2020/21. It is estimated that the proposals would recover this, It should be noted that this does assume the DfE will remove the cap on funding.
Legal Implications: (Authorised by the Borough Solicitor)	As set out in the main body of the report, the Dedicated Schools' Grant in a ring fenced grant. Therefore, it is critical that it is managed and spent in accordance with the terms of the grant in order to avoid any claw back provisions being triggered. The grant also requires Local Authorities with a deficit to prepare a Management Plan for consideration by the DfE. This report sets out the steps for completing this Management Plan. In due course, that plan and a number of the current proposals set out in this report will have to be considered by Cabinet.

Risk Management:

The correct accounting treatment of the Dedicated Schools Grant is a condition of the grant and procedures exist in budget monitoring and the closure of accounts to ensure that this is achieved. These will be subject to regular review.

There is the risk that the number of EHCP's will continue to grow, despite the management action being taken outlined in the report, which could impact on the Local Authority's (LA) ability to reduce the deficit.

There is a risk to future funding levels from the DfE being cut due to Government spending reviews as a result of the Covid pandemic, or that the cap on funding will not be removed.

There is a risk the Secretary of State will not approve the request to the 1% transfer from Schools Block to the High Needs Block.

Access to Information:**NON-CONFIDENTIAL**

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

Background Information:

The background papers relating to this report can be inspected by contacting Christine Mullins – Finance Business Partner, Financial Management, Governance, Resources and Pensions



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

1. INTRODUCTION

- 1.1 This report is to outline proposals and work streams proposed to address the Dedicated Schools Grant (DSG) High Needs deficit. This report outlines the proposals presented to Schools' Forum, who have supported these support these proposals, which will underpin the actions to reduce and contain spending from the High Needs Block. These strands of work have been discussed at previous meetings and this report looks to bring these discussions into one report for consideration.
- 1.2 These proposals have been included in the DSG Management Plan to the Department for Education (DfE), outlining our recovery proposals. The Management template was submitted alongside the disapplication request 20 November 2020.

2. DSG DEFICIT MANAGEMENT PLAN

- 2.1 Under the 2020/21 DSG conditions of grant, paragraph 5.2 requires that any Local Authority (LA) with an overall deficit on its DSG account at the end financial year 2019/20, or whose DSG surplus has substantially reduced during the year must, must be able to present a plan to the DfE for managing their future DSG spend.
- 2.2 The DfE created a management template, which it expects Local Authorities (LAs) to use in order to outline how they intend to manage any DSG deficit. The template was first published 16 September 2020 and updated by the DfE 13 October 2020 to correct errors in formula and data population. The Education Skills Funding Agency (ESFA) held a workshop showing how to use the document 16 October 2020. In this session, they stated it was expected that this DfE template would be completed and provided to DfE as part of any disapplication request.
- 2.3 The template is an excel spreadsheet that is very large and contains lots of data and financial comparisons. There is an expectation that, once this has been approved, this will be saved to the Council's website to ensure full transparency. It is also expected that, prior to this being published, Schools' Forum, and Elected Members will be consulted.
- 2.4 The template has to be approved by the Section 151 Officer of the LA, Kathy Roe, and the Director of Children's Services, Richard Hancock. Elected members had to be sighted on the action plan and Schools' Forum engagement evidenced.

3. DISAPPLICATION REQUEST

- 3.1 As discussed at Schools' Forum in September 2020, Schools' Forum agreed, due to the available funding and the growth in pupils needing Education Health Care Plans (EHCP's), that they would be minded to support a 1% transfer from the Schools Block to the High Needs Block. This was formally agreed 24 November 2020.
- 3.2 Local authorities must submit disapplication requests to the Secretary of State, using the proforma provided by the ESFA, in cases where the local authority wishes to move more than 0.5% of the schools block, regardless of any previously agreed transfer amounts. The deadline for submission of this pro-forma was 20 November 2020.
- 3.3 As the deadline for the disapplication request was in advance of the Schools' Forum meeting on 24 November 2020 and the requirement to submit the plan was released after the September Schools' Forum, the ESFA advised the application should be submitted, noting that approval by Schools' Forum would be sought retrospectively on 24 November, which has been done.

4. MANGEMENT ACTIONS AND PROPOSALS

4.1 The plan sets out the LA's proposed actions to address the deficit. As reported to Executive Cabinet 25 November 2020 and Schools Forum in September 2020, it is forecast that the DSG deficit will be £3.638m. The plan looks at measures to mitigate this and a summary of the actions are outlined below, which will be discussed in more detail at the meeting:

- Funding – Transfer between blocks, disapplication requests and funding cap assumptions
- Review of services funded from the High Needs Block
- Element 3 – Funding Review
- Resource Bases
- Building Contracts and Estates Review
- Growth and Overcapacity Funding
- Post 16 SEND Provision
- Tameside Pupil Referral Services (TPRS) and inclusive schools.

4.2 Funding

It is proposed, with the approval of the Schools Forum, that 0.5% transfer from the Schools block will be made without the need for the Secretary of State approval. A further transfer of 0.5% has been requested to the Secretary of State. However, this will only be made assuming that this can be achieved in adherence to the NFF funding bands. The final element of the funding proposal is that we anticipate that future funding from the DfE will remove the significant cap on our funding (£3.1m for Tameside).

4.3 Review of Services Funded from High Needs

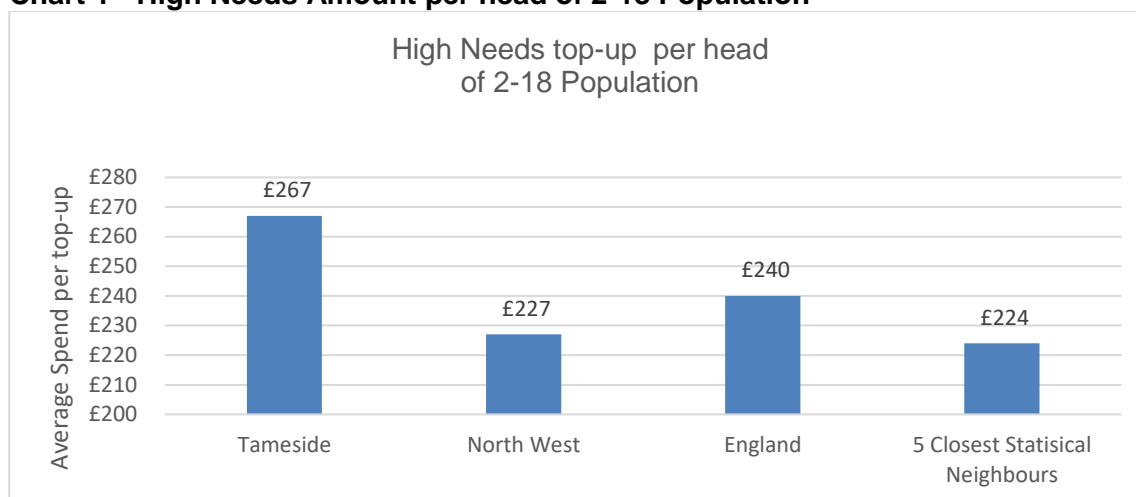
A detailed review of the services that are funded from the High Needs Block is underway, which is expected will realise financial savings. Any changes to staffing as a result of any of these reviews will be consulted upon under the usual processes. Separate approval of these proposals will be subject to the LA's governance and decision making processes. The areas under review include Sensory Support Services and Specialist SEND Support Services. Alongside this there are currently 2 specialist posts that are funded inappropriately from the High Needs Block. These posts solely support the Early Years Agenda. Therefore, these will be funded from the local authorities centrally retained element going forward.

4.4 Element 3 Funding

A review of the Element 3 top-up funding is underway. No financial implications of this have been considered at this stage as a banding model is being developed, which focuses on the provision needed to support the pupils need rather than funding the type of need. A Matching Provision to Need (MPTN) document has been developed by the SEND team and will be fully consulted upon.

The reason the financial impact has not as yet been determined is because part of the work plan will be to work through realistic costing of the provision in school once the MPTN model has been approved. Benchmarking information shown in **Chart 1** below shows the spend in Tameside. On average, top-up is between £43 and £40 higher than the rest of North West and statistical neighbours. The estimated savings are based on assuming this model makes us broadly comparable and are approximately £0.047m, which is minimal over the whole sector.

Chart 1 - High Needs Amount per head of 2-18 Population



4.5 **Resources Bases**

A review of our resource bases is underway to increase provision in the borough to meet the needs of our young people locally and reduce the need for out of borough and independent settings. It is envisaged that additional places in each of the four localities be established. This proposed change will cost additional funding to establish. However, this will support the LA to avoid more costly provision elsewhere and it is anticipated to represent a net saving.

Further to the establishment of these additional bases, the LA will look to further develop additional sites and carry out a review of the centrally managed bases. This will establish if they are fit for purpose and provide value for money. The outcome of this review will, again, be subject to the LA's normal governance and staffing related consultation and decision-making processes.

4.6 **Building Contracts and Estates Review**

One of our special schools has a PFI style contract. A review of this contract will be undertaken to see if it presents value for money. It is envisaged savings could be found from this contract.

Furthermore, a review of the Special School estate use of PFI buildings will be considered over the longer term, including its use and if better use of space can be identified. Both of these reviews will require appropriate decision-making through the LA's normal governance routes and approval before any savings can be realised.

4.7 **Growth and Overcapacity Funding in Special Schools**

A paper was presented to Schools' Funding Group in October 2020 for initial discussion regarding funding of additional special school places outside of the annual place review process.

The paper has been presented to the Schools Funding Group, who supported a 5% range of placements option in the paper and asked that this be shared with Special Schools for consideration. Special schools have previously seen this proposal in summer of 2019. At this time, the proposal was stalled due to the significant increase in growth. Now that growth appears to have stabilised and additional, more appropriate provision is being commissioned in the borough, it is believed to be appropriate timing to revisit the proposal. The paper is attached at **Appendix 1**, which was considered by Schools' Forum in November 2020. The next steps will be to report back to Schools' Forum the consultation from Special School Heads and present back to Forum for decision-making.

4.8 **Post 16 SEND Provision**

A sixth form provision is being established at Cromwell school to provide increased parental choice and expand the provision in the borough. Appropriate LA governance and consultation will underpin this proposal.

4.9 **TPRS provision and Inclusive schools.**

With the appointment of the new Head at Tameside Pupil Referral Service, the post holder will be looking at the rate of exclusions in the borough and appropriate support to schools. It is expected, with appropriate support over a longer term, that exclusions will reduce and the number of places needed at TPRS will reduce accordingly. Funding for targeted interventions will be considered as part of this plan.

In line with current DSG regulations, the LA will be following the guidance that funding for excluded pupils follow the pupil. The regulations now state that this should include all pupil-led funding and pupil premium where appropriate. A report to Schools' Forum will be presented for approval in relation to the administration of this, which will, in turn, be implemented from April 2021. Please see **Appendix 2** outlining this approach.

5. **CONCLUSION**

5.1 The Section 151 Officer for the LA has a statutory duty to ensure value for money for the Public Purse. This review of spending supports this objective

5.2 As outlined in the report, the LA's plans to review spending and proposals for change have been outlined for inclusion in the DfE Management template. Without appropriate action, the High Needs DSG block will continue to overspend and increase the deficit. This deficit is currently being cash-flowed from LA general funding and reserves, which is not sustainable.

5.3 Without the Management Plan, the LA will be in breach of the DSG conditions of grant and will be subject to further investigation by the DfE, on behalf of the Secretary of State.

6. **RECOMMENDATIONS**

6.1 As set out at the front of the report.

APPENDIX 1

HIGH NEEDS REVIEW – UPDATE TO SCHOOL FUNDING GROUP

1. INTRODUCTION

- 1.1. The High Needs budget continues to face significant pressures, both in financial terms and growth in demand for places. An update provided to Schools Forum in September showed the in-year deficit by the end of 2020-21 on the High Needs Block could be circa. £3.6m. In addition, and despite provisional allocations for 2021-22 showing an increase in High Needs funding of £2.9m, we are still facing an in-year deficit of £2.6m before any Schools Block transfer (reducing to £1.8m if a Schools Block transfer of 0.5% is actioned).
- 1.2. Work has started on the High Needs review and the sections below give an update on some of these, as well as outlining some priorities over the next couple of terms.

2. COMMISSIONED PLACES

- 2.1. There is a significant pressure on the number of places currently commissioned and a number of Providers have raised concerns on the numbers of funded places they will receive for the remaining seven months of this academic year and into 2021-22 academic year.
- 2.2. Commissioning of places generally takes place September/October each year and the LA then has to submit a formal 'Change Place Request' by the 13 November to the EFSA detailing any changes to commissioned places in academies and Post 16 Providers.
- 2.3. LAs have local flexibility to change funded place numbers at maintained schools and PRUs, and these numbers should be included on each authority's section 251 budget return for 2020 to 2021.
- 2.4. Place-funding allocations for non-maintained special schools and SPIs will be based on their latest R06 ILR return and allocated direct from the EFSA.
- 2.5. The High Needs guidance states *'Place funding is allocated as an annual amount of core funding. Once place funding is allocated, it is not associated with or reserved for a specific local authority or individual pupil or student. It is for the institution to decide how best to apportion their total allocated core funding across the actual number of places commissioned by local authorities, taking into account the provision and support that may be specified in the individual pupils' or students' EHC plans'*.
- 2.6. Annually commissioned place funding aims to give the provider a degree of financial stability and an LA must not seek to recover any funding it perceives as being unused. Similarly LA's should not automatically be charged an extra £6,000 or £10,000 per head if an provider has filled all funded places and this should be irrespective of which LA has filled them.
- 2.7. There is an expectation on LAs that where a provider exceeds the number of places funded and the additional costs can't be met from top up funding that the LA engage and agree how the additional costs of the specialist provision can be met.

- 2.8. The LA should not automatically be charged an additional £6,000 or £10,000 per pupil and any additional funding agreed should reflect the actual costs of making additional special provision available, which may only be marginal.
- 2.9. Any place commissioning should be carried out by the home LA.
- 2.10. The import/export adjustment compensates the LA for actual pupils living in other LAs areas although this will be in the following financial year. This will avoid the position where the commissioning LA effectively funds twice – both through increased top-up funding direct to the provider and through the £6,000 import/export adjustment in the national funding formula. These arrangements apply in particular to FE institutions and special schools that are experiencing year-on-year growth in the number of pupils and students with high needs that they admit.

3. SPECIAL SCHOOLS – COMMISSIONING PLACES

- 3.1. Demand for special school places has increased significantly in some schools over the last 2-3 years. Work is currently on-going with special schools to agree the places for September 2021 and current places are shown below.
- 3.2. In December 2018, we did start to have discussions with special schools around how over capacity would be funded going forward. A number of options were discussed which included:
 - (1) Not funding the first 5 places over commissioned numbers
 - (2) Applying a % threshold before additional place funding kicked in
 - (3) Funding some over-capacity place numbers at £5k rather than £10k.
- 3.3. None of the above scenarios were implemented, mainly because at the time special schools were seeing significant increases in demand for places and, to an extent, this is still the case currently. However, the data is also showing now there is some slowing of growth along with many special schools are now operating at capacity and will not be able to increase numbers much further.
- 3.4. Schools have been advised the current arrangements in 2020-21 i.e., funding any places over commissioned numbers will be continue to be fully funded at £10k (as part of the real time movement exercise at the end of each term). However, taking into account the points above regarding capacity and stabilising numbers now is the time to review again the policy around over capacity funding arrangements for the academic year 2021-22.
- 3.5. Data collated from other North West authorities on current arrangements is included below and we are aware a number of LAs are currently reviewing how over capacity will be managed going forward.

	No of LAs	%
Fund Over Capacity at £10k pro rata	8	62%

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Apply a threshold before additional Place Funding kicks in	2	15%
Only fund in Exceptional Cases	3	23%
Do not Fund Over Commissioned Places	0	0%
	13	100%

3.6. The examples below demonstrate how the options at paragraph 5.2 would impact:

Option (1): Do not fund for first 5 places over capacity in line with the mainstream growth criteria and acknowledgement that Growth does not **always** represent additional cost. In Example below, school is 7 places over commissioned numbers:

School Over Capacity 7 places:	Places	Amount	Additional Funding
0 - 5	0	£0	£0
6 and above	2	£10,000	£20,000
Total			£20,000

Option (2): Apply a % threshold to funding additional growth. This could better reflect different pressures small and larger size schools may experience.

Places funded over 5%	5%	NOR	Over Cap Places	Additional Funding
School with 100 places	5	110	5	£50,000
School with 150 places	8	159	1	£10,000

Option (3): Apply a sliding scale to funding over capacity. See example below where school is 9 places over commissioned numbers. The first 6 places attract places funding of £5,000 and over 7 attracts the £10,000 per place:

School Over Capacity 9 Places:	Places	Amount	Additional Funding
0 - 6	6	£5,000	£30,000
7 and above	3	£10,000	£30,000
Total			£60,000

3.7. A final option may be to include a clause in the overcapacity policy that any additional funding is assessed on an individual basis and will reflect additional costs incurred by the school until lagged funding catches up.

3.8. The High Needs Guidance referenced in paragraph 4.5 does include some further guidance on how over capacity should be managed.

- 3.9. The guidance also confirms in the same way that additional place funding may not automatically be allocated when places exceed the commissioned number it should not be withdrawn where a provider has unfilled places. However, when agreeing top up rates the LA and provider may wish to reflect economies and diseconomies of scale. For example, a provider is funded for 30 places (£300,000) and only fills 25 places it may agree with the LA to charge a lower rate top-funding to reflect the 'surplus' funding arising from its five unfilled places, which the LA has already funded.
- 3.10. The Group are asked for their views and discussion on:
- Should the overcapacity policy be reviewed in light of the High Needs guidance?
 - Is now the right time to review the policy and when, if a change were agreed, what would be the best in implementation date?
 - Views on the options presented.
 - Does the group agree the policy should apply to resourced units in the same way?

APPENDIX 2

FUNDING FOR EXCLUDED PUPILS

1. INTRODUCTION AND BACKGROUND

- 1.1 The process for adjusting schools budgets for excluded pupils has been questioned over the past couple of years. The current process removes budget based on Basic Entitlement (AWPU), pro-rata to the relevant date of exclusion for the financial year. This budget is then allocated to the Pupil Referral Service (PRS) as in most cases this is the provision where the excluded pupil will be placed.
- 1.2 The Schools Revenue Funding Operational guidance 2020-21 clearly states where pupils are excluded, funding should flow in-year from the school that has excluded the pupil to the provision that takes responsibility for the pupil. If a school subsequently admits a pupil who has been permanently excluded during that financial year, it should then receive additional funding.
- 1.3 This paper provides the planned process for funding adjustments for exclusions, for both removal of budget from the excluding school and allocation of budget to a school admitting an excluded pupil. It should be noted that all calculations will be based on the Local Authorities (LAs) financial year, April to March.

2. PLANNED PROCESS FOR DEDUCTIONS FROM THE EXCLUDING SCHOOL'S BUDGET

- 2.1 The Schools Revenue Funding Operational guidance 2020-21 states that the LA must deduct from the school's budget in-year the amount within the formula relating to the age and personal circumstances of that pupil, pro-rata to the number of complete weeks remaining in the financial year from the 'relevant date'. This means the deduction should cover not just the basic entitlement but also the relevant amounts for pupil-led factors, such as free schools meals or English as an additional language (EAL), where the pupil would attract funding through those criteria. The budget share must also be adjusted for the pupil premium on the same basis as the school formula adjustments.
- 2.2 On this basis, the LA intends to implement the below deductions on the pro-rata basis from the 'relevant date'. The 'relevant date' is the sixth school day following the date of the permanent exclusion.
 - Basic Entitlement
 - Free School Meals
 - Free School Meals Ever 6
 - EAL
 - Pupil Premium Ever 6
 - Pupil Premium Service Child
 - Pupil Premium Former LAC
- 2.3 An example of what this would mean for a Primary and a Secondary School is included at **Appendix A**, based on 2020-21 rates.

3. PLANNED PROCESS FOR ADDITIONS TO THE ADMITTING SCHOOL'S BUDGET

- 3.1 The Schools Revenue Funding Operational guidance 2020-21 states where a school admits a pupil who has previously been permanently excluded, then the LA must increase the schools budget in-year.
- 3.2 The LA intends to implement additional budget to admitting schools on the same basis that is used to calculate the exclusion deduction. Therefore, the admitting school would receive the pro-rata (to the number of complete weeks) amount of funding, as per the categories included in 2.2, from the 'relevant date' of admission. The 'relevant date' of admission being the date the pupil becomes a single registered pupil at the admitting school. The Admissions service will advise Finance of this 'relevant date' to allow the adjustment to take place. Therefore, it is important the school inform the Admissions service as soon as the pupil becomes single registered.
- 3.3 An example of what this would mean for a Primary and a Secondary School is included at **Appendix B**, based on 2020-21 rates.

4. THE FINANCE REGULATIONS

- 4.1 The finance regulations apply specifically to mainstream maintained schools. However, as the operation guidance states, academies have provisions in their funding agreement that require the same adjustment to their budgets if requested to do so by the LA. As stated in 1.3, the adjustments relate to the LA financial year.
- 4.2 It is the intention that academies will be treated in the same way as mainstream, maintained schools when completing these funding adjustments.

5. SUMMARY

- 5.1 The LA intends to update the funding adjustment process for excluded pupils and admission of excluded pupils to ensure the funding is in line with the operational guidance.

Example budget deduction for a Primary Exclusion on 1st January 2021

		Relevant Date of Exclusion
		01/01/2021
Pro-rata weeks to end of financial year		13
Sector:		
<input checked="" type="radio"/> Primary Pupil <input type="radio"/> KS3 Pupil <input type="radio"/> KS4 Pupil		
Basic Entitlement Deduction		£710
Free School Meals Deduction		£0
Free School Meals Ever 6 Deduction		£140
EAL Deduction		£130
Pupil Premium; Ever 6 Deduction		£0
Pupil Premium; Service Deduction		£0
Pupil Premium; Former LAC Deduction		£590
Total Deduction from Excluding Schools Budget		£1,570

Example budget deduction for a Secondary Exclusion on 1st January 2021

		Relevant Date of Exclusion
		01/01/2021
Pro-rata weeks to end of financial year		13
Sector:		
<input type="radio"/> Primary Pupil <input checked="" type="radio"/> KS3 Pupil <input type="radio"/> KS4 Pupil		
Basic Entitlement Deduction		£1,000
Free School Meals Deduction		£0
Free School Meals Ever 6 Deduction		£200
EAL Deduction		£360
Pupil Premium; Ever 6 Deduction		£0
Pupil Premium; Service Deduction		£0
Pupil Premium; Former LAC Deduction		£590
Total Deduction from Excluding Schools Budget		£2,150

Example budget allocation for a Primary Admission on 31st January 2021

		Relevant Date of Exclusion
		31/01/2021
Pro-rata weeks to end of financial year		8
Sector:		
<input checked="" type="radio"/> Primary Pupil <input type="radio"/> KS3 Pupil <input type="radio"/> KS4 Pupil		
		£440
Basic Entitlement Deduction		
		£0
Free School Meals Deduction		
		£90
Free School Meals Ever 6 Deduction		
		£80
EAL Deduction		
		£0
Pupil Premium; Ever 6 Deduction		
		£0
Pupil Premium; Service Deduction		
		£360
Pupil Premium; Former LAC Deduction		
Total Deduction from Excluding Schools Budget		£970

Example budget allocation for a Secondary Admission on 31st January 2021

		Relevant Date of Exclusion
		31/01/2021
Pro-rata weeks to end of financial year		8
Sector:		
<input type="radio"/> Primary Pupil <input checked="" type="radio"/> KS3 Pupil <input type="radio"/> KS4 Pupil		
		£620
Basic Entitlement Deduction		
		£0
Free School Meals Deduction		
		£130
Free School Meals Ever 6 Deduction		
		£220
EAL Deduction		
		£0
Pupil Premium; Ever 6 Deduction		
		£0
Pupil Premium; Service Deduction		
		£360
Pupil Premium; Former LAC Deduction		
Total Deduction from Excluding Schools Budget		£1,330

Agenda Item 8

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	12 January 2021
Reporting Officer:	Catherine Moseley - Head of Access Services
Subject:	SCHOOL ADMISSION ARRANGEMENTS AND SCHOOL PLACE PLANNING
Report Summary:	<p>The report sets out the proposed admission arrangements for Tameside community, and voluntary controlled schools for admission in September 2022. There has been no change to these from September 2021. The report highlights changes proposed by the Department for Education to the School Admissions Code. Information is provided on the impact of Coronavirus on admission arrangements in some voluntary aided schools for September 2021. The latest information on school place planning is presented, which concludes that, whilst there are currently sufficient places to meet expected demand, the school place planning process must continue to be dynamic, particularly in view of significant housing development predicted within the borough and the impact this may have on demand and travel to learn patterns.</p>
Recommendations:	It is recommended that the Board note the contents of the report
Corporate Plan:	The proposals contained within this report will support the delivery of the Community Strategy, through the delivery of sufficient and suitable places to meet anticipated increased demand in 2022/23.
Policy Implications:	The admission arrangements for 2022/23 academic year for all voluntary controlled and community schools are the same as for 2021/22 as determined in February 2020 by Executive Cabinet.
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	<p>The place planning within the borough will present financial challenge for schools as the pupil population starts to drop as the authority and schools are funded on a per-pupil basis.</p> <p>Schools should consider the impact as part of a 3 year budget plan. Place planning is kept under review and close working between the admission team and finance will be necessary to ensure schools are supported effectively, where they are likely to see a drop in future funding.</p> <p>Where additional capacity is needed in a school, specific arrangements are made. Schools will receive DSG funding to support the costs incurred in the first year. This is to address the lagged funding arrangements in the National Funding Formula.</p>
Legal Implications: (Authorised by the Borough Solicitor)	<p>The statutory requirements for school admissions are set out in the School Admission Code 2014. This sets out the mandatory requirements, with which the council as an admission authority must comply.</p> <p>These requirements include compliance with:</p> <ul style="list-style-type: none">• The Equality Act 2010• Human Rights Act 1998• School Standards and Framework Act 1998

- Education Act 1996
- The Schools Admissions Regulations (various) 2014
- The school Information(England) Regulations 2008

Compliance with the requirements should ensure clarity for those accessing the arrangements and ensure that the Council has a compliant process and retains the control of the admissions scheme, so as to avoid intervention of the Secretary of State.

Risk Management:

Failure to determine admission arrangements and a coordinated admissions scheme by 15 March 2021 could result in the Secretary of State imposing admissions arrangements on the Council and lead to the displacement of children from community high schools.

Access to Information:

NON-CONFIDENTIAL

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

Background Information:

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



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1. BACKGROUND

- 1.1 All admission authorities are required to consult on their coordinated admission scheme and on changes to admission arrangements. Where no changes are proposed to the coordinated admissions scheme or admission arrangements, there is no requirement to consult. Admission authorities must ensure that their determined admission arrangements comply with the mandatory requirements of the School Admissions Code 2014.
- 1.2 Admission authorities must consult once every seven years, as a minimum.
- 1.3 The Department for Education has recently consulted on proposed changes to the School Admissions Code. The consultation introduced a dedicated section in the Code, setting out a clear process for managing in-year admissions, including:
- Introducing timescales for different stages of the application and decision making process.
 - Requiring local authorities and admission authorities to provide information on their websites as to how in-year applications can be made and how they will be dealt with, including providing a suitable application form for parents to complete when applying for a place.
 - Requiring admission authorities to provide the local authority with details of the number of places available, when requested, to enable the local authority to assist parents to identify schools with available places.
 - Clarifying that parents must not be refused the opportunity to make an application, must be informed of the outcome of their application in writing, including if applicable, the reason for refusal, and must be given information about the right to appeal.
- 1.4 The section in the Code describing Fair Access Protocols has also been clarified, in order to improve their effectiveness by:
- Making clear the purpose of Fair Access Protocols, what they should be used for and setting out a clear process as to how they should operate.
 - Introducing timescales as to when placement decisions need to be made by.
 - Extending the specific categories of children who may be admitted via the Fair Access Protocol to include children on a Child in Need/Child Protection Plan and children in refuge and those in safe accommodation.
 - Clarifying the provisions relating to the use of Fair Access Protocols for children with challenging behaviour, including setting out what is meant by challenging behaviour in that context.
- 1.5 It was also proposed to make the following changes to support children who have been adopted from care outside of England, service children and children of crown servants:
- Amend all references to previously looked after children in the Code to include children who appear (to the admission authority) to have been in state care outside of England and have ceased to be in care as a result of being adopted, as well as children who were adopted (or subject to child arrangement orders or special guardianship orders) immediately following having been looked after in England.
 - Require admission authorities to use the address at which a service child or child of a crown servant will reside, when the parents have provided evidence of the intended address or a Unit or quartering address when considering applications, in advance of the family moving into the area.
- 1.6 A new School Admissions Code is expected early in 2020.

2. **ADMISSION ARRANGEMENTS IN COMMUNITY AND VOLUNTARY CONTROLLED SCHOOLS**

- 2.1 For entry to community or voluntary controlled primary, junior and secondary schools in September 2022, no changes were planned. Therefore, consultation was not necessary. The last time that the admission arrangements were consulted upon was in Autumn term 2019 for entry in September 2021.
- 2.2 Admission arrangements must be determined by 28 February and must be published by 15 March. Following determination of the admission arrangements, objections to those arrangements must be made to the Schools Adjudicator by 15 May.
- 2.3 The proposed admission arrangements for entry in September 2022 for community or voluntary controlled primary, junior and secondary schools are set out in **Appendix 1**.

3. **IMPACT OF CORONAVIRUS ON ADMISSION ARRANGEMENTS FOR SEPTEMBER 2021**

- 3.1 Admission arrangements are consulted upon two years in advance. Admission arrangements for 2021 were determined in the spring term of 2020.
- 3.2 Following determination, the Coronavirus pandemic occurred and there has been an impact for some of our schools on their admission arrangements for September 2021 as a direct result.
- 3.3 During the first lockdown, places of worship were closed but many voluntary aided church schools include oversubscription criteria relating to the number of times a family attended church within a specified timescale.
- 3.4 In order to be fair to parents making an application for a school place in September 2021, all voluntary aided schools in Tameside with oversubscription criteria relating to church attendance had applied to the Office of the School Adjudicator to amend their criteria to reflect the situation. The amended admission arrangements are published on the school and Council's websites.

4. **SCHOOL PLACE PLANNING**

- 4.1 School place planning in the borough is reviewed on an annual basis and forms part of the annual report on admission arrangements that is reported to Executive Cabinet in February. **Appendix 2** sets out the latest information.
- 4.2 All local authorities have a statutory duty to ensure that there are sufficient school places to meet demand in the area. These may be school places available at provision maintained by the local authority, academies, or other non-maintained schools. In order to carry out this statutory duty, Councils need to carry out school place planning and forecasting.
- 4.3 Planning for fluctuations in demand for school places is an important function, which needs to be carried out at a local level, and will differ depending on the phase of learning, for example, pupils will travel further to secondary schools than primary schools. The compact geography of the borough and the mix of types of school eg single sex means that place planning happens at a level higher than wards or towns.
- 4.4 School place planning is a complex process, which takes into account a range of factors, including the number of births in the borough, in year movement and cohort survival rates, as well as parental preference and planned housing development. With rapid shifts in economic conditions for families and changing patterns of migration, planning for basic need for school

places requires a proactive approach to best respond to both short and medium-term demand for places.

- 4.5 By being proactive and working in partnership with all our schools over a number of years, the Council has been able to meet the demand for places in spite of significant variations in pupil numbers.
- 4.6 Whilst there are currently sufficient places to meet expected demand, the school place planning process must continue to be dynamic, particularly in view of significant housing development that is predicted within the borough, and the impact this will have on demand and travel to learn patterns.

5 RECOMMENDATION

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

ADMISSION ARRANGEMENTS FOR TAMESIDE COMMUNITY AND VOLUNTARY CONTROLLED PRIMARY SCHOOLS 2022/23 ACADEMIC YEAR

1 INTRODUCTION

- 1.1 These arrangements apply to the admission of children to Tameside community and voluntary controlled primary schools in the normal admissions round for the academic year 2022/23. Tameside will operate an equal preference scheme. These arrangements do not apply to those being admitted for nursery provision, including nursery provision delivered in a co-located children's centre;
- 1.2 Children in Tameside are eligible for a Reception place from the beginning of the school year in which they become 5 years old. However, they do not become of compulsory school until the start of the term after their fifth birthday. Parents may, therefore, request that their school place be deferred until later in the school year and, if they do this, the place will be held for the child. However, they cannot defer entry beyond the beginning of the term after the child's fifth birthday. Parents of summer born children can request that their child is placed outside their age range, if they feel that their child will not be ready for school. Parents can also request that their child attends on a part time basis, until the child reaches compulsory school age.
- 1.3 Parents of children who are admitted for nursery provision must apply for a place at the school, if they want their child to transfer to the reception class; attendance at a nursery or co-located children's centre does not guarantee admission to the school.

2 APPLYING FOR A PLACE IN A TAMESIDE COMMUNITY AND VOLUNTARY CONTROLLED PRIMARY SCHOOL SEPTEMBER 2022

- 2.1 If you are a Tameside resident, you must make your application online to Tameside Local Authority, even if you wish your child to attend a school in another Local Authority area. You should put your child's name down at any Tameside primary school by the beginning of **October 2021**.
- 2.2 Tameside primary schools will forward details of all the children who have been registered with them to the Local Authority Admissions Team, who will send out details of how to apply online in November 2021. Details will include where to view Starting Out, and a letter explaining how to make your application. You should use your application to apply for any primary school, whether this is in Tameside or in another Local Authority area. Application details may also be obtained from the School Admissions Section at Tameside MBC. Starting Out will be available on Tameside's website. NB: Each school application should be discussed with all parents and carers of the child, and only one application may be submitted for each child.
- 2.3 The local authority may verify information you provide on your application, which could involve contacting other departments of the local authority. In instances where the information provided is different from that held by them, they may use the information on the application to investigate further. If false or misleading information is given, Tameside local authority has the right to withdraw the offer of a school place.
- 2.4 If you are not a Tameside resident, you must make your application to the Local Authority where you live, even if you wish your child to attend a Tameside school. Applications must be returned in accordance with your own local authority's specific instructions and not to Tameside.

3 THE PROCESS

- 3.1 The application will invite parents to indicate a preference for up to 6 schools, and then to rank the schools in order of preference. Parents will also be able to give reasons for each preference.
- 3.2 Online applications must be submitted by the closing date of **15 January 2022**, with any supporting information/evidence, if appropriate.
- 3.3 The Council will follow the timetable set out in the coordinated admissions scheme. Late applications will be dealt with as late and ranked after all applications received by the deadline.
- 3.4 Changes to preferences, ranking order, or pupil details, will not be allowed after the closing date of **15 January 2022**, except in exceptional circumstances, for example, if the family has recently moved address. Evidence must be provided to support the request. An intention to change address cannot be considered by the local authority until the move has actually taken place and proof is available, or parents may provide a solicitor's letter confirming an exchange of contracts on a property, or a tenancy agreement and proof of disposal of current property. No changes can be considered even where there are exceptional circumstances, once information has been exchanged with other admission bodies because the allocations process has commenced. In the case of primary schools, this cut-off date is the **4 February 2022**.
- 3.5 Notification of offers of a single school place will be sent out to parents on **18 April 2022**. These notifications will also inform parents of their right of appeal, and who to contact, if an application has not been successful.
- 3.6 Parents will not receive multiple offers.

4 PUBLISHED ADMISSION NUMBERS FOR TAMESIDE COMMUNITY AND VOLUNTARY CONTROLLED PRIMARY SCHOOLS

- 4.1 A list of all Tameside community and voluntary controlled primary schools, with their respective Published Admission Numbers, can be found here:
<http://www.tameside.gov.uk/schools/admissions/2022>
- 4.2 Where applications for admission to any school exceed the number of places available, the following criteria will be applied, in the order set out below, to decide which children to admit.

5 CRITERIA FOR ALLOCATING PLACES TO OVERSUBSCRIBED SCHOOLS

- 5.1 Children with an Education Health and Care Plan, where the school is named, will be allocated places before the oversubscription criteria are applied. The criteria for oversubscription for community and voluntary controlled primary schools are:

1. Looked after Children or children who have previously been looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order.

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989)

2. Children and families with exceptional medical or social needs

Written evidence must be provided by a suitably qualified professional – e.g. a GP or consultant for medical needs, or a social worker for social needs. The information must confirm the exceptional medical or social need and demonstrate how the specified school is the only school that can meet the defined needs of the child. A panel of officers from Tameside MBC will make a decision as to whether to admit a child under this criterion, using the evidence provided. Parents/carers are responsible for providing all information in support of an application by the closing date. Officers of the Council will not ask for additional information. All information provided will be treated in the strictest confidence.

3. Sibling

This will apply where there are brothers or sisters attending the school or the linked junior school as at the closing date for applications, who will still be attending at the time of admission, i.e. in the September when a pupil is admitted to Reception. Preference will be given to pupils living nearest to the school.

The sibling criterion includes; natural sisters/brothers; half sisters/brothers; step sisters/brothers; adopted sisters/brothers; sisters/brothers of fostered children; children of the parent/carer's partner, and in each case living at the same address. This allows for the admittance of children whose siblings will still be attending the preferred school.

4. All other applications on distance

Preference will be given to pupils living nearest to the school taking into account ease of access to and distance from alternative schools.

Ease of access will be considered when parents provide details of particular reasons that mean their child could reach their nearest school but will have a disproportionately long journey to another school if denied admission to their nearest school. Details must be provided in with the application.

Distance will be measured as a straight line from the child's home address, using the address point assigned by the National Land and Property Gazetteer, to the main gate to the school property. Measurements will be made using the Local Authority's school admissions data mapping software, which uses a Geographical Information System based on Ordnance Survey.

- 5.2 Where oversubscription occurs in applying either criteria 1, 2 or 3, priority will be given to those pupils living nearest the school, measured as a straight line (as above).
- 5.3 The address from which distance will be measured will be the permanent residential address, as at the closing date for applications, of the parent with whom the child is normally resident. Where a child lives with parents with shared responsibility, each for part of a week, the home address is the address from which the child travels to school for the majority of school days per week.
- 5.4 In the event of distances being the same for 2 or more applications where this distance would be the last place/s to be allocated, the place will be allocated to the pupil that is nearer using walking distance as measured using the local authority's school admissions data mapping software.
- 5.5 An adoption order is an order under section 46 of the Adoption and Children Act 2002. A 'residence order' is as an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

- 5.6 In cases where twins, triplets, or other multiple birth siblings are split when allocations take place, they will be allocated a place over the Published Admission Number and will remain excepted pupils for the time they are in an infant class or until the class numbers fall back to the current infant class size limit.

6 SUMMER BORN CHILDREN

- 6.1 In September 2020, the Government updated the non-statutory guidance to help admission authorities deal with parental requests for summer born children to be admitted out of their normal age group.
- 6.2 School admission authorities are required to provide for the admission of all children in the September following their fourth birthday, but flexibilities exist for children whose parents do not feel they are ready to begin school before they reach compulsory school age.
- 6.3 Where a parent requests their child is admitted out of their normal age group, the school admission authority is responsible for making the decision on which year group a child should be admitted to. They are required to make a decision on the basis of the circumstances of the case and in the best interests of the child concerned.
- 6.4 There is no statutory barrier to children being admitted outside their normal age group, but parents do not have the right to insist that their child is admitted to a particular age group.
- 6.5 A parent who chooses not to send their summer born child to school until they have reached compulsory school age may request that their child is admitted outside their normal age group - to Reception rather than Year 1.
- 6.6 Parents should submit reasons for requesting admission for their child outside of the normal age range together with their application. The online application provides space to do this and you should also submit views of medical professionals as necessary. A decision will be made taking account of parents' wishes, information about the child's academic, social and emotional development; and whether they have previously been educated outside their normal age group. Each request will be treated on an individual basis having regard to the views of an educational professional who will be involved in educating the child.
- 6.7 Each request, and the evidence provided, will be considered by a panel of officers from Tameside MBC, who will make a decision on the parental request, using the evidence provided. Parents/carers are responsible for providing all information in support of an application by the closing date. Officers of the Council will not ask for additional information. All information provided will be treated in the strictest confidence.

7. ADMISSION OF CHILDREN OF UK SERVICE PERSONNEL

- 7.1 The Council acknowledges that service families are subject to movement within the UK and from abroad. Although the Council is not able to reserve places for blocks of pupils we will consider requests, if accompanied by an official MOD letter declaring a relocation date and a Unit postal address or quartering area address. For in year admissions, places will be allocated, subject to a place being available in the relevant year group, prior to moving. If we are unable to allocate a place at that time, parents will be offered the right to appeal.

8 IN YEAR TRANSFERS

- 8.1 Parents wishing to apply for an in year transfer to a school in Tameside should apply using the School Transfer Request Form. The School Transfer Request Form can be obtained

from the Headteacher of the school the child currently attends, if in Tameside, or it can be downloaded from the Tameside Council website: www.tameside.gov.uk/admissions.

- 8.2 Forms should be fully completed and submitted with any additional/supplementary documentation/evidence to the School Admissions Team to enable their application to be considered as quickly as possible.
- 8.3 If you want to transfer your child to a school in Tameside, you must apply through Tameside Council even if you live in another area. If you want to apply for a school in another area, you will need to contact that area for further details of what you need to do.
- 8.4 If a place is available in the requested year group, parents will normally be offered that place but there are some exceptions (see Fair Access Protocol section).
- 8.5 Parents will receive an offer of a school place through Tameside Council and this can take up to 20 school days.

9 IN YEAR FAIR ACCESS PROTOCOL

- 9.1 All local authorities have a Fair Access Protocol for in year transfers that ensures the speedy admission of pupils who may experience difficulty in being allocated a school place, for example, if they have been out of school for a long period of time. With specific short-term exceptions, all schools in Tameside are participants in the protocol, which may result in schools admitting pupils over their published admission number. Full details of the In Year Fair Access Protocol can be found on the Council's website <http://www.tameside.gov.uk/schools/primarytransfers>

10 WAITING LISTS

- 10.1 If any school is oversubscribed the Council will maintain a waiting list. The waiting list will operate until the end of the relevant school year. Parents who have expressed the school as a preference and have not been offered a place at the school, or at a higher preference school, will automatically be placed on the waiting list. All pupils on the waiting list will be ranked according to the oversubscription criteria. When a place becomes available, children who have been referred under the local authority's Fair Access protocol, or who are the subject of a direction by the Local Authority to admit, will be given precedence over any other children on the waiting list. Then any places will be offered to the highest ranked application received by the date the place becomes available. If new or late applications have a higher priority under the oversubscription criteria, they will be ranked higher than those who have been on the list for some time. If the circumstances of children on the waiting list change (eg they move house), they should inform the Council immediately and provide appropriate supporting evidence.
- 10.2 A place from the waiting list will only be held for two school days. Tameside Council will use the information provided on the original application to contact parents. It is the responsibility of parents to change their details with the School Admissions Team if they move house or change their phone number. If no response is received from a parent who has been offered a place from the waiting list within the 2 school day limit, it will be offered to the next child on the ranked list and so on until the place is filled.
- 10.3 If a parent is offered a place from the waiting list and rejects it, or does not respond to requests by email or answerphone message to contact the School Admissions Team, they will be removed from that waiting list.

11 APPEALS

- 11.1 Any parent who is refused admission to a preferred school has the right of appeal to an Independent Appeals Panel. For pupils with an Education Health and Care Plan, an appeal can be made to the SEN and Disability Tribunal (details are included in the plan).
- 11.2 Parents, who wish to appeal against the decision of the Local Authority to refuse admission to a preferred school, should do so in writing, setting out clearly why your child should go to that particular school. Information about appeals will be sent out with the allocation letter and can also be found on the School Admissions webpage <http://www.tameside.gov.uk/schools/admissions..>
- 11.3 The Appeals Panel will:
- be independent of the school and the LA;
 - give the appellant, who may be accompanied by a friend or be represented, the opportunity to make oral representation;
- 11.4 The Local Authority will:
- give the appellant at least ten school days notice of the time and place of the hearing;
- 11.5 The clerk will:
- send the appeal papers to the appellant at least five working days before the hearing.
- 11.6 The appeal shall be decided by a simple majority of the votes cast, the chair of the Panel having a casting vote.
- 11.7 The decision of the Appeals Panel and the grounds on which it was made shall be communicated by the Clerk in writing to the appellant. That decision shall be binding on all parties. Subject to the above conditions, all matters of procedure shall be determined by the Local Authority.

ADMISSION ARRANGEMENTS FOR TAMESIDE COMMUNITY HIGH SCHOOLS 2022/23 ACADEMIC YEAR

1 INTRODUCTION

- 1.1 These arrangements apply to the admission of children to Tameside community high schools in the normal admissions round for the academic year 2022/23. Tameside will operate an equal preference scheme.

2 APPLYING FOR A PLACE IN A TAMESIDE COMMUNITY HIGH SCHOOL SEPTEMBER 2022

- 2.1 If you are a Tameside resident you must make your application to Tameside Local Authority, even if you wish your child to attend a school in another Local Authority area.
- 2.2 Tameside primary schools will forward details of children eligible to transfer to secondary school in September 2022 to the Local Authority Admissions Team, who will send out details of how to apply in September 2021. The pack will contain details of where to view Moving On and a letter explaining how to make your application. You should use your application to apply for any secondary school, whether this is in Tameside or in another Local Authority area. Application details may also be obtained from the Admissions Section at Tameside MBC. Moving On will be available on Tameside's website. NB: Each school application should be discussed with all parents and carers of the child, and only one application may be submitted for each child.
- 2.3 The Local Authority may verify information you provide on your application, which could involve contacting other departments of the local authority. In instances where the information provided is different from that held by them, they may use the information on this form to investigate further. If false or misleading information is given, Tameside local authority has the right to withdraw the offer of a school place.
- 2.4 If you are not a Tameside resident you must make your application to the Local Authority where you live, even if you wish your child to attend a Tameside school. Application forms must be returned in accordance with your own local authority's specific instructions and not to Tameside.

3 THE PROCESS

- 3.1 The application will invite all parents to indicate a preference for 6 schools, and to rank the schools in order of preference, giving reasons for each preference. In allocating places, Tameside will operate an equal preference scheme.
- 3.2 Your application must be submitted by the closing date of 31 October 2021, with any supporting information / evidence if appropriate.
- 3.3 The council will follow the timetable set out in the coordinated admissions scheme. Late applications will be dealt with as late and ranked after all applications submitted after the deadline.
- 3.4 Changes to preferences, ranking order or pupil details, will not be allowed after the closing date of 31 October 2021 except in exceptional circumstances, for example, if the family has recently moved address. Evidence must be provided to support the request. An intention to change address cannot be considered by the local authority until the move has actually taken place and proof is available, or parents may provide a solicitor's letter confirming an exchange of contracts on a property, or a tenancy agreement and proof of disposal of current

property. No changes can be considered even where there are exceptional circumstances once information has been exchanged with the other admission bodies by the Council, because the allocations process has commenced. In the case of secondary schools this date is the 12 November 2021.

3.5 Notification of offers of a single school place will be sent out to parents on 1st March 2022. These notifications will also inform parents of their right of appeal, and who to contact, if an application has not been successful.

3.6 Parents will not receive multiple offers.

4 PUBLISHED ADMISSION NUMBERS FOR TAMESIDE COMMUNITY HIGH SCHOOLS

4.1 A list of all Tameside community high schools, with their respective Published Admission Numbers, can be found here: <http://www.tameside.gov.uk/schools/admissions/2022>

4.2 Where applications for admission to any school exceed the number of places available, the following criteria will be applied, in the order set out below, to decide which children to admit.

5 CRITERIA FOR ALLOCATING PLACES TO OVERSUBSCRIBED SCHOOLS

5.1 Children with an Education Health and Care Plans where the school is named in the plan will be allocated places before the oversubscription criteria are applied. The criteria for oversubscription for community secondary schools are:

1. Looked after Children or children who have previously been looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order.

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989)

2. Children and families with exceptional medical or social needs

Written evidence must be provided by a suitably qualified professional – e.g. a GP or consultant for medical needs, or a social worker for social needs – the information must confirm the exceptional medical or social need and demonstrate how the specified school is the only school that can meet the defined needs of the child. A panel of officers from Tameside MBC will make a decision as to whether to admit a child under this criterion, using the evidence provided. Parents/carers are responsible for providing all information in support of an application by the closing date, officers of the Council will not ask for additional information. All information provided will be treated in the strictest confidence.

3. Sibling:

This will apply where there are brothers or sisters attending the school as at the closing date for applications, who will still be attending at the time of admission, i.e. in the September when the pupil is admitted to Year 7. Preference will be given to pupils living nearest to the school.

The sibling criterion includes; natural sisters/brothers; half-sisters/brothers; step sisters/brothers; adopted sisters/brothers; sisters/brothers of fostered children; children of the parent/carer's partner, and in each case living at the same address. This allows for the admittance of children whose siblings will still be attending the preferred school. In cases where twins, triplets, other multiple birth siblings, or other siblings whose date of birth falls within the same academic year, are split when allocations take place, siblings will be offered a place at the same school which may not be a preference school named on the common

application form.

4. Children attending the named partner primary school on the closing date for applications. Preference will be given to pupils living nearest to the school.

5. All other applications on distance

Preference will be given to pupils living nearest to the school.

- 5.2 Distance will also be used as a tie-breaker where oversubscription occurs within any of criteria 1 to 4. Preference will be given to pupils living nearest to the school.
- 5.3 Distance will be measured as a straight line from the child's home address, using the address point assigned by the National Land and Property Gazetteer, to the main gate to the school property. Measurements will be made using the local authority's school admissions data mapping software, which uses a Geographical Information System based on Ordnance Survey.
- 5.4 The address from which distance will be measured will be the permanent residential address, as at the closing date for applications, of the parent with whom the child is normally resident. Where a child lives with parents with shared responsibility, each for part of a week, the home address is the address from which the child travels to school for the majority of school days per week.
- 5.5 An adoption order is an order under section 46 of the Adoption and Children Act 2002. A 'residence order' is as an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).
- 5.6 In the event of distances being the same for 2 or more applications where this distance would be the last place/s to be allocated, the place will be allocated to the pupil that is nearer using walking distance as measured using the local authority's school admissions data mapping software.

6. ADMISSION OF CHILDREN OF UK SERVICE PERSONNEL

- 6.1 The council acknowledges that service families are subject to movement within the UK and from abroad. Although the council is not able to reserve places for blocks of pupils we will consider requests, if accompanied by an official MOD letter declaring a relocation date and a Unit postal address or quartering area address. For in year admissions places will be allocated, subject to a place being available in the relevant year group, prior to moving. If we are unable to allocate a place at that time, parents will be offered the right to appeal.

7 IN YEAR TRANSFERS

- 7.1 Parents wishing to apply for an in year transfer to a school in Tameside should apply using the School Transfer Request Form. The School Transfer Request Form can be obtained from the Headteacher of the school the child currently attends, if in Tameside or it can be downloaded from the Tameside Council website: www.tameside.gov.uk/admissions.
- 7.2 Forms should be fully completed and submitted with any additional/supplementary documentation/evidence to the School Admissions Team to enable their application to be considered as quickly as possible.
- 7.3 If you want to transfer your child to a school in Tameside, you must apply through Tameside

Council even if you live in another area. If you want to apply for a school in another area, you will need to contact that area for further details of what you need to do.

- 7.4 If a place is available in the requested year group, parents will normally be offered that place but there are some exceptions (see Fair Access Protocol section).
- 7.5 Parents will receive an offer of a school place through Tameside Council and this can take up to 20 school days.

8 IN YEAR FAIR ACCESS PROTOCOL

- 8.1 All Local Authorities have a Fair Access Protocol for in year transfers that ensures the speedy admission of pupils who may experience difficulty in being allocated a school place, for example, if they have been out of school for a long period of time. With specific short term exceptions, all schools in Tameside are participants in the protocol, which may result in schools admitting pupils over their published admission number. Full details of the In Year Fair Access Protocol can be found on the Council's website <http://www.tameside.gov.uk/schools/primarytransfers>

9 WAITING LISTS

- 9.1 If any school is oversubscribed the Council will maintain a waiting list. The waiting list will operate until the end of the relevant school year. Parents who have expressed the school as a preference and have not been offered a place at the school, or at a higher preference school, will automatically be placed on the waiting list. All pupils on the waiting list will be ranked according to the oversubscription criteria. When a place becomes available children who have been referred under the local authority's Fair Access protocol or who is the subject of a direction by the Local Authority to admit will be given precedence over any other children on the waiting list. Then any places will be offered to the highest ranked application received by the date the place becomes available. If new or late applications have a higher priority under the oversubscription criteria, they will be ranked higher than those who have been on the list for some time. If the circumstances of children on the waiting list change (eg they move house) they should inform the Council immediately and provide appropriate supporting evidence.
- 9.2 A place from the waiting list will only be held for two school days. Tameside Council will use the information provided on the original application to contact parents, it is the responsibility of parents to change their details with the School Admissions Team if they move house or change their phone number. If no response is received from a parent who has been offered a place from the waiting list within the 2 school day limit, it will be offered to the next child on the ranked list and so on until the place is filled.
- 9.3 If a parent is offered a place from the waiting list and rejects it or does not respond to requests by email or answerphone message to contact the School Admissions Team, they will be removed from that waiting list.

10 APPEALS

- 10.1 Any parent who is refused admission to a preferred school has the right of appeal to an Independent Appeals Panel. For pupils with an Education Health and Care plan, an appeal can be made to the SEN and Disability Tribunal (details are included in the plan).
- 10.2 Parents, who wish to appeal against the decision of the local authority to refuse admission to a preferred school, should do so in writing, setting out clearly why your child should go to that

particular school. Information about appeals will be sent out with the allocation letter and can also be found on the School Admissions webpage <http://www.tameside.gov.uk/schools/admissions>.

- 10.3 The Appeals Panel will:
- be independent of the school and the LA;
 - give the appellant, who may be accompanied by a friend or be represented, the opportunity to make oral representation;
- 10.4 The Local Authority will:
- give the appellant at least ten school days notice of the time and place of the hearing;
- 10.5 The clerk will:
- send the appeal papers to the appellant at least five working days before the hearing.
- 10.6 The appeal shall be decided by a simple majority of the votes cast, the chair of the Panel having a casting vote.
- 10.7 The decision of the Appeals Panel and the grounds on which it was made shall be communicated by the Clerk in writing to the appellant. That decision shall be binding on all parties. Subject to the above conditions, all matters of procedure shall be determined by the Local Authority.

APPENDIX 2

TAMESIDE SCHOOL PLACE PLANNING ANNUAL REPORT FEBRUARY 2021

1. FUTURE SCHOOL PLACES REQUIREMENTS IN TAMESIDE

Context

- 1.1 All local authorities have a statutory duty to ensure that there are sufficient school places to meet demand in the area. These may be school places available at provision maintained by the Local Authority, academies, or other non-maintained schools. In order to carry out this statutory duty, Councils need to carry out school place planning and forecasting.
- 1.2 Planning for fluctuations in demand for school places is an important function which needs to be carried out at a local level and will differ depending on the phase of learning, for example, pupils will travel further to secondary schools than primary schools. The compact geography of the borough and the mix of types of school eg single sex means that place planning happens at a level higher than wards or towns.
- 1.3 School place planning is a complex process, that takes account a range of factors including the number of births in the borough, in year movement and cohort survival rates as well as parental preference and planned housing development. With rapid shifts in economic conditions for families and changing patterns of migration, planning for basic need for school places requires a proactive approach to best respond to both short and medium-term demand for places.
- 1.4 In 2006, the Council reviewed its secondary school provision under the Building Schools for the Future programme. The review led to some fundamental changes to the secondary school landscape in the borough including closing six schools and opening three including the creation of two new academies and the building of five new mainstream secondary schools.

Strategic Planning

- 1.5 Planning school places is a dynamic process. Tameside Council has taken the view that, in the current situation of rising demand for places, our strategy needs to be refreshed on a regular basis to be responsive to fluid and contemporaneous data. In order to do this, the Council's Executive Cabinet receives recommendations on an annual basis through the annual determination of admission arrangements process. The annual report highlights current issues and potential solutions in advance of the annual consultation on admission arrangements that includes consultation on changes to published admission numbers. By taking this approach, the Council has managed to ensure sufficient places to meet increasing demand over the last 18 years which has seen a 27% rise in birth rates in the borough and a 24% increase in pupils coming into primary schools. The birth rate is now beginning to decrease.

Factors affecting demand

- 1.6 The main factors affecting demand for school places are birth rates, in year movements within and without the borough, travel to learn patterns of pupils into schools in other local authorities, and equally pupils travelling to schools in Tameside from other boroughs, housing developments and availability of social housing and parental preference. Many of these are subject to quite short-term uncertainty and are difficult to plan for on a long-term basis.
- 1.7 In July 2020, the Department for Education published its latest national projections for the number of pupils in schools. The table below gives the headline figures for primary and secondary age children. Similar to the pattern in Tameside, the overall trend is down for

primary age pupils with a 6% decrease in numbers but an increase of 6% for secondary age pupils.

	Actual population in 2020	Projection for 2026
Primary age children	4,647,225	4,341,815
Secondary age children	3,003,233	3,210,078
	Source	DfE national pupil projections 2020

Factors affecting supply

- 1.8 The main factors affecting the supply of school places are the availability of capital funding, land and premises. Expansion of existing schools is affected by the capacity of premises, the size of sites as well as wider considerations of their location. Establishing any new schools requires a longer lead in time through the competition framework. Equally, additional places can be introduced into the system through expansion proposals by governing bodies or admission authorities that increase admission numbers into a school and the establishment of Free Schools that receive approval by central government.

Challenges affecting planning to meet demand

- 1.9 The main issues that can affect the Council's strategic plans are late applications and in-year admissions that complicate planning both at school and at local authority level. Previously well-understood trends are changing and are proving difficult to predict, including short-term tenancies, mobile populations and other changes in the housing market. Patterns of parental preference are also difficult to predict.
- 1.10 As demand increases, there are new challenges. An increase in demand for primary school places mean lower levels of surplus places, which could have helped to meet demand for in year transfers and any surplus places are often not in the right geographical area. At secondary level, the right levels of existing unfilled places need to be protected so that they will be available when they are needed, as primary growth feeds through.

Tameside track record

- 1.11 The Council has been proactive in tackling the issue of rising births over recent years. The Published Admission Number (PAN) has been increased at many primary and secondary schools and overall by almost 18% in primary and 14% in secondary schools as illustrated in the tables below.

Tameside primary school places – total places for reception entry												
09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22
2734	2802	2907	2917	3085	3125	3190	3220	3195	3195	3180	3180	3175

Tameside secondary school places - total places for Year 7 entry												
09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22
2826	2796	2826	2832	2837	2842	2806	2806	2818	3035	3080	3172	3239

- 1.12 By being proactive, the Council has been able to meet its statutory duty to provide sufficient school places in the face of a 27% increase in birth rate and 24% increase in pupils starting primary schools over the last few years. This has been done whilst also managing to maintain high levels of meeting parental preference and usually, at a higher level than the national average.

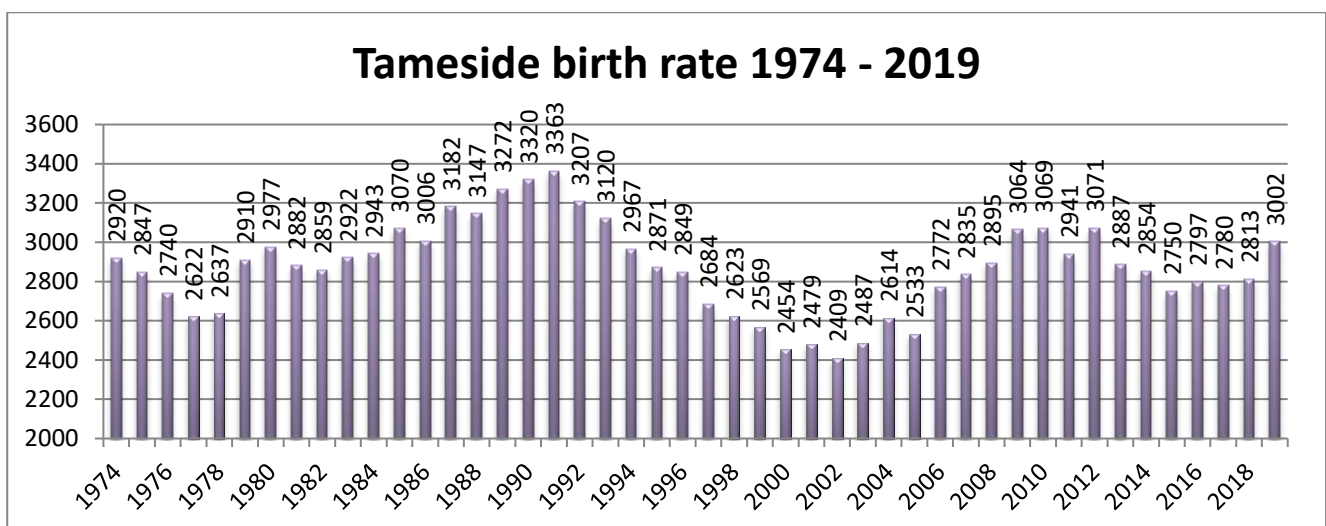
Preference allocations on national offer day	2016		2017		2018		2019		2020	
	SECONDARY SCHOOLS									
	T'side	Eng	T'side	Eng	T'side	Eng	T'side	Eng	T'side	Eng
% 1 st preference	87.6%	84.1%	82.2%	83.5%	84.6%	82.1%	83.9%	80.9%	85.6%	82.2%
% any preference	96.9%	96.5%	94.9%	96.1%	96.6%	95.5%	95.8%	94.9%	96.9%	95.6%

	PRIMARY SCHOOLS									
% 1 st preference	88.7%	88.4%	90.9%	90.0%	93.5%	91.0%	91.5%	90.6%	91.5%	90.2%
% any preference	96.8%	96.9%	97.5%	97.7%	98.6%	98.1%	97.8%	98.0%	97.9%	97.8%

2 Current demand

2.1 In common with many areas of the country, Tameside experienced a surge in births between 2002 and 2012. The birth rate rose from a low of 2,409 in 2002 to a recent high of 3,071 in 2010, a 27% increase. The birth rate fell by 9% from 2010 to 2018 but there was a significant increase in 2019.

2.2 As can be seen from the graph below, over the last 46 years, the birth rate in the borough has followed a distinct cycle which appears to repeat over a 25 year period. The peak of births in the borough was reached in 1991 when 3,363 babies were born. The most recent peak was in 2012 with 3,071 babies born. There followed a relatively stable seven year period. Birth rates form the basis for any school place planning model. Therefore, any new proposals to increase the number of school places need to be a mix of permanent and temporary as these will become surplus in years to come.



2.3 A number of factors are used to predict how many year 7 places will be needed in the borough and, to some extent, planning to meet secondary needs is easier as pupils are in primary schools already. These include birth rates, the number of pupils in primary schools, in year pupil movement and planned housing developments. These factors give a range within which demand for school places need to be assessed. For many years, the Council has used an average of Year 6 numbers plus 5% to give an indication of demand; however, this increased to 6% for several years but has now fallen back to 5%.

In year transfers

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

January census numbers								
	R	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
2004/05	2460	2562	2593	2618	2712	2712	2745	18402
2005/06	2397	2472	2550	2591	2615	2706	2718	18049
2006/07	2406	2396	2463	2553	2598	2611	2695	17722
2007/08	2453	2384	2429	2457	2535	2619	2617	17494
2008/09	2586	2463	2400	2427	2470	2536	2617	17499
2009/10	2549	2589	2499	2411	2404	2461	2531	17444
2010/11	2681	2549	2600	2453	2414	2397	2473	17567
2011/12	2760	2690	2574	2581	2467	2420	2369	17861
2012/13	2908	2770	2701	2544	2544	2430	2394	18291
2013/14	2926	2953	2773	2699	2567	2581	2465	18964
2014/15	3104	2929	2931	2761	2692	2597	2580	19594
2015/16	3002	3128	2929	2942	2790	2725	2606	20122
2016/17	3066	3029	3127	2936	2951	2789	2727	20625
2017/18	2998	3089	3009	3118	2917	2926	2779	20836
2018/19	2873	3012	3094	3027	3110	2923	2938	20977
2019/20	2878	2894	2993	3088	3024	3127	2918	20922
					% CHANGE			114%

2.5 The table below shows the percentage change in numbers due to in year transfers from one year to the next in Tameside. This shows that the numbers in each year group remain relatively stable as they progress through the school.

Change in numbers year to year									
	R	Y1	Y2	Y3	Y4	Y5	Y6	Overall R to Y6	Overall % change
2004/05									
2005/06		12	-12	-2	-3	-6	6		
2006/07		-1	-9	3	7	-4	-11		
2007/08		-22	33	-6	-18	21	6		
2008/09		10	16	-2	13	1	-2		
2009/10		3	36	11	-23	-9	-5		
2010/11		0	11	-46	3	-7	12	13	0.53%
2011/12		9	25	-19	14	6	-28	-28	-1.18%
2012/13		10	11	-30	-37	-37	-26	-12	-0.50%
2013/14		45	3	-2	23	37	35	12	0.49%
2014/15		3	-22	-12	-7	30	-1	-6	-0.23%
2015/16		24	0	11	29	33	9	57	2.19%
2016/17		27	-1	7	9	-1	2	46	1.69%
2017/18		23	-20	-9	-19	-25	-10	19	0.68%
2018/19		14	5	18	-8	6	12	30	1.02%
2019/20		21	-19	-6	-3	17	-5	-8	-0.27%

2.6 For secondary schools, the same data is as follows:

January census numbers							
	Y6	Y7	Y8	Y9	Y10	Y11	TOTAL
2004/05	2746	2991	3213	3213	3123	2996	15536
2005/06	2720	2918	2984	3202	3185	3061	15350
2006/07	2695	2858	2915	2983	3177	3159	15092
2007/08	2617	2874	2851	2895	2956	3150	14726
2008/09	2617	2712	2861	2851	2901	2942	14267
2009/10	2531	2714	2705	2829	2830	2876	13954
2010/11	2473	2582	2712	2713	2813	2819	13639
2011/12	2369	2519	2582	2710	2721	2809	13341
2012/13	2394	2438	2504	2581	2697	2683	12903
2013/14	2465	2538	2445	2528	2580	2686	12777
2014/15	2580	2538	2553	2431	2513	2551	12586
2015/16	2606	2677	2552	2548	2429	2475	12681
2016/17	2727	2694	2701	2549	2517	2411	12872
2017/18	2779	2791	2680	2674	2506	2496	13147
2018/19	2938	2870	2778	2648	2646	2474	13416
2019/20	2918	2957	2888	2747	2620	2640	13852
						% CHANGE	85%

Change in numbers year to year							
	Y7	Y8	Y9	Y10	Y11	Overall Year 7-11	Overall % change
2004/05							
2005/06	172	-7	-11	-28	-62		
2006/07	138	-3	-1	-25	-26		
2007/08	179	-7	-20	-27	-27		
2008/09	95	-13	0	6	-14	-49	-1.7%
2009/10	97	-7	-32	-21	-25	-42	-1.5%
2010/11	51	-2	8	-16	-11	-39	-1.4%
2011/12	46	0	-2	8	-4	-65	-2.3%
2012/13	69	-15	-1	-13	-38	-29	-1.1%
2013/14	144	7	24	-1	-11	-28	-1.0%
2014/15	73	15	-14	-15	-29	-31	-1.2%
2015/16	97	14	-5	-2	-38	-44	-1.8%
2016/17	88	24	-3	-31	-18	-27	-1.1%
2017/18	64	-14	-27	-43	-21	-42	-1.7%
2018/19	91	-13	-32	-28	-32	-64	-2.6%
2019/20	19	18	-31	-28	-6	-37	-1.4%

2.7 The data in the tables shows that whilst there might be a large number of transfers in any given year, the overall change in pupil numbers is relatively small. In effect, for primary schools, the number of pupils that start in Reception are then relatively steady whereas in secondary schools, there is a steady decline in numbers as pupils move through the year groups.

Cohort survival rate

2.8 When taken together, all of the above factors give a cohort survival rate. This is the ratio of the relationship of number of pupils from one point in time to another, for example, the birth rate number compared to the number of pupils allocated a place in Reception or the number of pupils in Year 6 in a Tameside school compared to the number of pupils allocated a place in Year 7. In order to effectively plan for changes to school places in secondary schools, which starts two years in advance of entry into Year 7, a cohort survival rate based on year 4 numbers is also calculated. A five year rolling average of this ratio is the method used in Tameside to predict the number of places needed in any particular intake year.

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

YEAR 7 ACTUALS						
	2015	2016	2017	2018	2019	2020
Total on time applications	2797	2821	2949	3008	3148	3173
Tameside schools 1st preferences inc SEN	2618	2605	2739	2613	2948	2982
Tameside resident out of borough 1st prefs	179	216	244	203	200	191
Out of borough 1st prefs for Tameside schools	334	374	327	340	304	318
Total allocated - Sept	2976	2953	3069	3125	3247	3260
Total allocated for Tameside schools - Sept	2758	2761	2824	2906	3001	3004
Total allocated to out of borough and independent	218	192	201	174	237	170
Primary school Year 6	2581	2606	2727	2779	2938	2918
Cohort survival rate (Y6 - Y7)	106.9%	105.9%	103.6%	104.6%	102.1%	102.9%
Primary school Year 4	2544	2567	2692	2790	2951	2917
Cohort survival rate (Y4 - Y7)	108.4%	107.6%	104.9%	104.2%	101.7%	103.0%
Birthrate	2,614	2,533	2772	2835	2895	3064
Cohort survival rate (birth - Y7)	105.5%	109.0%	101.9%	102.5%	103.7%	98.0%

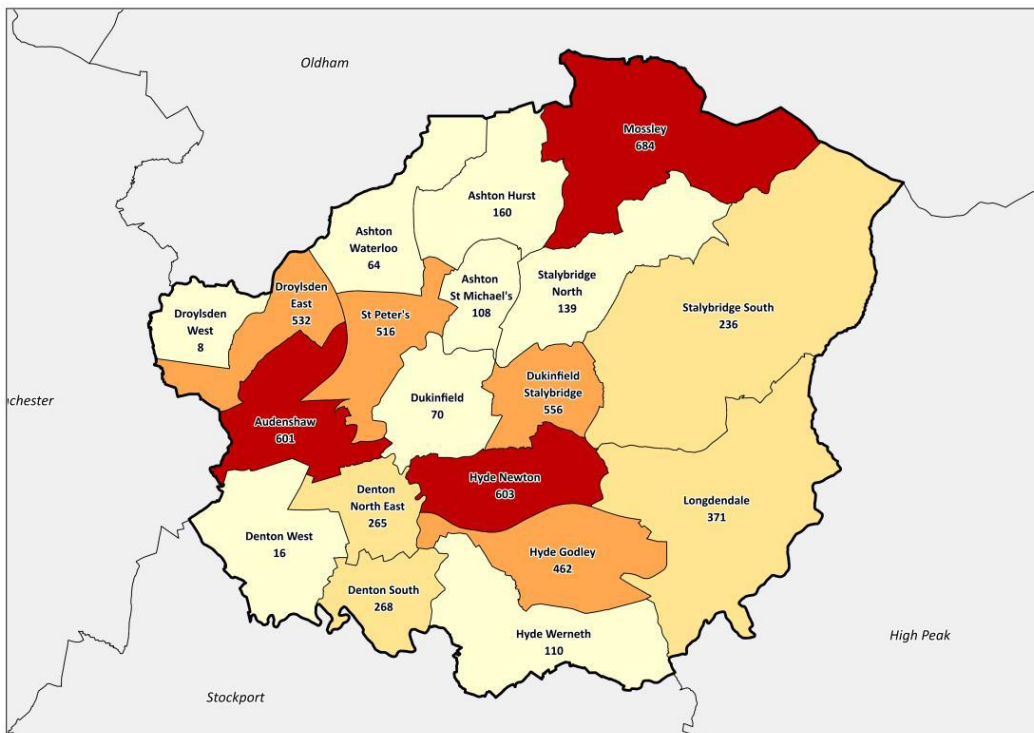
2.10 The five-year rolling cohort survival rate for entry into secondary schools over the last six years can be seen to have declined to its present level of 104%. The decrease in the birth – Y7 cohort survival rate mirrors the in-year changes to primary numbers.

Five years rolling average to	2015	2016	2017	2018	2019	2020
Average cohort survival rate (Y6 - Y7)	105.8%	106.2%	105.3%	105.1%	104.6%	103.9%
Average cohort survival rate (Y4 - Y7)	105.7%	106.5%	106.0%	105.7%	105.4%	104.3%
Average cohort survival rate (birth - Y7)	104.5%	105.5%	104.9%	104.3%	104.5%	103.1%

2.11 Taking a five-year rolling average of the cohort survival rate from Year 6 to Year 7; from Year 4 to Year 7 and from birth to Year 7 is very similar and so current secondary school place predictions are based on 105% of Year 4 pupils. The additional 1% gives some surplus capacity for in year transfers. This may need to be revised given the downward trend for the last three years.

Housing development

- 2.12 Another core factor in planning school places, is the amount of new housing development being planned in the borough. Tameside's Core Strategy is the key compulsory Local Development document. Every Local Development document is built on the principles set out in the Core Strategy, regarding the development and use of land in Tameside's planning area. The Core Strategy is currently being reviewed and it is predicted that an additional 8,000 houses, will be built in the borough, over the next 15 years.
- 2.13 The Council undertakes a housing yield analysis on an annual basis. The analysis looks at ten new development sites and matches new housing development postcodes to new pupil data from the January 2019 school census together with housing information from the Land Registry and Royal Mail to give intelligence on house move statistics and geographical distribution of the population movement into new development postcodes.
- 2.14 The ten development sites have been categorised based upon the type of housing present at each location, with pupil yield statistics generated for each category. The categorisation is as follows:
- Category A: Market housing, mostly semi-detached and terraced properties
 - Category B: Market housing, larger proportion of detached properties
 - Category C: Social housing
- 2.15 The estimation of the number of pupils resulting from new housing developments is a key element of the school place planning process for Tameside Council. The latest evidence for Tameside from the Greater Manchester Strategic Framework (GMSF) suggests that the number of new developments in the borough could be as high as 692 units per year. Since 2011/12, completions have averaged 452 units per year but the GMSF is estimating an uplift in average annual housing growth to 531 units per year between 2018/19–2030/31.
- 2.16 Over the next ten years, housing growth is anticipated in each of Tameside's nineteen wards, with the highest levels of growth expected in the wards of Mossley (+684 units), Hyde Newton (+603 units) and Audenshaw (+601 units).



2.17 Planning for school places will also need to take account of significant areas of proposed new development including sites in Hyde South and Godley Green and work is underway to determine the level of need for additional school places in these areas.

2.18 Using all of the above, pupil yield is anticipated to be:

- **Category A: Market housing, mostly semi-detached and terraced properties**
The school census data suggests a primary pupil yield of 0.15–0.36 per new home and a secondary pupil yield of 0.04–0.10 per new home. An estimated 44% of moves to these developments originate from outside Tameside.
- **Category B: Market housing, larger proportion of detached properties**
The primary pupil yield averages 0.29 per new home. The secondary pupil yield averages 0.08 per new home. An estimated 45% of moves to these developments originate from outside Tameside.
- **Category C: Social housing**
The school census data suggests a primary pupil yield of 0.36–0.55 per new home and a secondary pupil yield of 0.31–0.34 per new home. However, it is estimated that only 20% of moves to these new developments originate from outside Tameside.

2.19 As an overall model for calculating pupil yield and developer contributions, the Council uses a pupil yield per new home of 0.23 for primary aged pupils and 0.10 for secondary aged pupils. This is predicted to lead to the following number of additional pupils:

	Housing numbers	Primary places	Secondary places
2020/21	425	98	43
2021/22	415	95	42
2022/23	409	94	41
2023/24	406	93	41
2024/25	239	55	24
2025/26	330	76	33
2026/27	461	106	46
2027/28	720	166	72
2028/29	723	166	72
2029/30	668	154	67
2030/31	394	91	39
TOTAL	5190	1194	519
Source 2020 SHELAA			

2.20 Taking all the above into consideration, projected demand for places is shown in the tables below:

Primary school places

Primary school planning area	2020/21	2021/22	2022/23	2023/24	2024/25
357001 (Ashton, Droylsden, Mossley)					
Predicted intake	962	1029	1076	1070	1070
Places available	1160	1160	1160	1160	1160
357002 (Audenshaw/ Dukinfield / Stalybridge)					
Predicted intake	839	814	865	891	891
Places available	900	900	885	885	885
357003 (Denton / Hyde/ Longdendale)					
Predicted intake	1006	964	935	1111	1111
Places available	1120	1115	1115	1115	1115
Total					
Predicted intake	2807	2807	2876	3072	3072
Places available	3180	3175	3160	3160	3160

Secondary school places

SECONDARY SCHOOL PREDICTIONS 5% COHORT SURVIVAL 2021 - 2030 (JAN 20 PUPIL CENSUS)										
	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25	Sep-26	Sep-27	Sep-28	Sep-29	Sep-30
Primary numbers	3127	3024	3088	2993	2894	2878	2807	2806	2876	3072
Predicted intake	3283	3175	3242	3143	3039	3022	2947	2946	3020	3226
Places available	3239	3224	3239	3214	3184	3154	3154	3154	3154	3154
Balance of places	-44	49	-3	71	145	132	207	208	134	-72

3 SUPPLY

Primary places supply

- 3.1 The Council plans primary places using three geographical planning areas. The planning areas are based on linked towns, specific geography and travel to learn patterns. The number of primary school places increased substantially through a mixture of permanent and temporary places to take account of increasing pupil numbers. However, as numbers coming into Reception have decreased over recent years, the number of places has reduced to avoid large levels of surplus capacity in some schools and to reduce the number of schools with mixed age classes.
- 3.2 As shown in 2.20 above, taking into account the demand for primary school places combined with a predicted declining birth rate should ensure that Tameside has sufficient school places for another 10 to 15 years. This will be kept under review annually through the report to Executive Cabinet.

Secondary places supply

- 3.3 The Council plans secondary school places in a single borough wide planning area. The demographics of the borough are complicated with 16 high schools, of which:
- 12 out of 16 are voluntary aided or academies
 - 11 out of the 16 being on the outskirts of the borough leading to high levels of cross Local Authority area travel to learn patterns
 - 3 Roman Catholic high schools
 - 2 single sex boys schools

- 1 single sex girls school
- 1 free school

3.4 All of these factors mean that ensuring sufficient places for secondary schools is challenging.

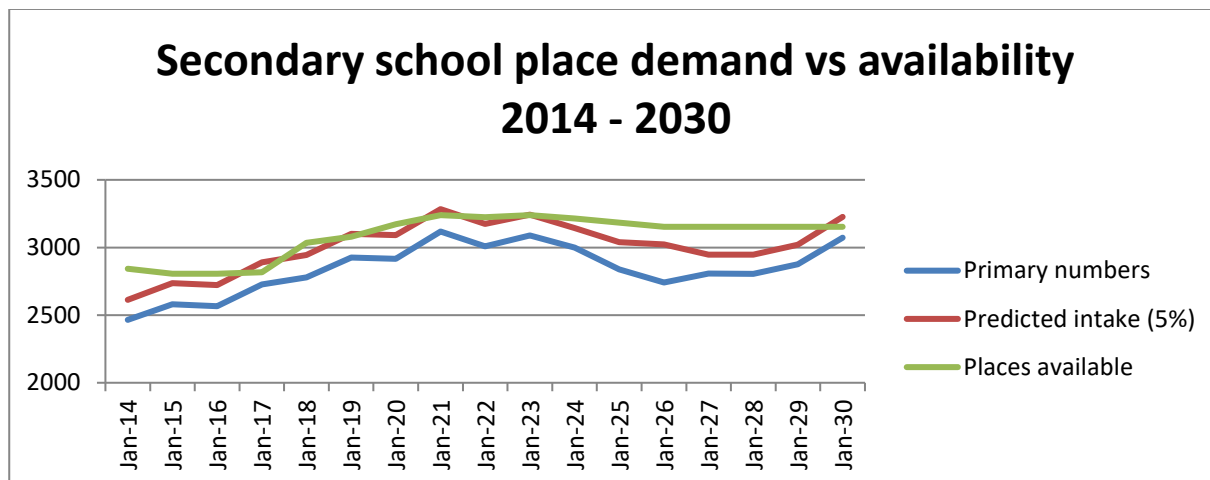
3.5 Due to the rising numbers of pupils in primary schools, the focus of increasing places has been on the secondary phase. Tameside has used a mixture of permanent and temporary places in primary schools to accommodate the increase in population. A bulge group in secondary schools is somewhat different to a bulge class in a primary school due to the different nature of how learning takes place. Primary provision is largely based in one classroom so a bulge class can be accommodated with the addition of one classroom which were often accommodated in either surplus accommodation such as a room that was used as a community room or IT suite within a school or in a demountable classroom. Secondary schools pupils move around school for different lessons and also learn in specialist resources such as science labs and so a bulge group requires a more detailed look at the accommodation required. However, secondary schools usually have much smaller average class sizes than primary schools.

3.6 Tameside Council has a statutory duty to secure sufficient places for all pupils resident in the borough but the ability to directly procure these places is limited to its community schools. Officers from the Council have been talking to Headteachers at all schools in Tameside but particularly from voluntary aided schools and academies for a number of years to encourage them to put forward proposals to increase their admission numbers in view of the increase in numbers coming through from primary schools. Tameside Council is the admission authority for four community schools in the borough and therefore can propose increases in published admission numbers at its own schools.

3.7 By being proactive in discussions with secondary headteachers has resulted in an increased number of secondary places being agreed and the number of places available has increased by 16% from its lowest point of 2796 in 2010 to 3239 in September 2021.

TAMESIDE YEAR 7 PUBLISHED ADMISSION NUMBERS (CURRENT)						
School	Type	Ward	2019	2020	2021	2022
St Damian's	Vol Aided	Ashton Hurst	165	165	165	165
Great Academy Ashton	Academy	Ashton Hurst	270	270	270	270
Denton Community College	Community	Denton North East	330	330	330	330
St Thomas More	Vol Aided	Denton North East	150	150	160	160
Audenshaw (boys)	Academy	A'shaw	210	240	240	240
Fairfield (girls)	Academy	Droy East	195	197	199	199
Droylsden Academy	Academy	Droy West	180	180	195	180
Laurus Ryecroft	Free School	Droy East	150	210	220	220
Rayner Stephens	Academy	Duk/Staly	180	180	180	180
Copley	Academy	Staly South	150	150	150	150
All Saints	Academy	Dukinfield	150	150	180	180
West Hill	Academy	Staly North	170	170	170	170
Alder	Community	Hyde Godley	180	180	180	180
Hyde High School	Community	Hyde Newton	240	240	240	240
Longdendale	Academy	Longdendale	180	180	180	180
Mossley Hollins	Community	Mossley	180	180	180	180
		Total	3080	3172	3239	3224

- 3.8 The increased places that have been determined and /or agreed with our secondary schools means that supply is now able to meet demand for all but three years between now and 2030 based on the assumption that the cohort survival rate does not exceed 105%.



4 PLANS TO MEET FORECAST DEMAND FOR SECONDARY SCHOOL PLACES

- 4.1 The Council's strategy and plans to meet future forecasted demand are approved by Executive Cabinet at least annually when the school admission arrangements are also determined.
- 4.2 The table in **section 2.20** demonstrates that currently, some additional places are needed for September 2021, September 2023. After that point, predicted demand begins to fall and there is sufficient surplus capacity to begin to reduce published admission numbers again. There is an increase in demand for September 2030 and plans will need to be made to address the shortfall nearer the time.
- 4.3 The predicted number of additional places needed are very small and will almost certainly be available due to the number of parents winning appeals to schools and opting for schools in other areas or private education. The additional places that schools have agreed to take for September 2021 and September 2023 will be accommodated on a temporary basis and will not necessitate permanent increases in published admission numbers as this will generate significant levels of surplus capacity in future years.
- 4.4 In partnership with our secondary schools, we have been able to close the gap for places for the predicted demand in the system for the next ten years. The Council is very grateful to all our schools that are taking additional pupils in the true spirit of partnership.

5 CONCLUSION

- 5.1 School place planning is a complex process that requires almost constant review to ensure that the Council is able to meet its statutory duty to provide sufficient places.
- 5.2 By being proactive and working in partnership with all our schools over a number of years, the Council has been able to meet the demand for places in spite of significant variations in pupil numbers.
- 5.3 Whilst there are currently sufficient places to meet expected demand, the school place planning process must continue to be dynamic particularly in view of significant housing

development that is predicted within the borough and the impact that will have on demand and travel to learn patterns.