

EDUCATION ATTAINMENT IMPROVEMENT BOARD

Day: Tuesday
Date: 16 March 2021
Time: 3.30 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 12 January 2021	1 - 12
4.	REMOTE LEARNING UPDATE To consider the attached report from the Assistant Director, Education	13 - 22
5.	CHILDCARE SUFFICIENCY ANNUAL REPORT 2020 To consider the attached report from the Assistant Director, Education	23 - 58
6.	TAMESIDE AND STOCKPORT PARTNERSHIP OPPORTUNITIES To consider the attached report from the Director of Children's Services	59 - 64
7.	EDUCATION ATTAINMENT IMPROVEMENT BOARD FORWARD PLAN 2021-22 To consider the attached report from the Assistant Director, Education	65 - 66

This page is intentionally left blank

Agenda Item 3

EDUCATION ATTAINMENT IMPROVEMENT BOARD

12 January 2021

Commenced: 2.30pm

Terminated: 4.10pm

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

In Attendance

Steven Pleasant	Chief Executive
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
Andrew Clarke	Quality and Learning Manager
David Berry	Head of Employment and Skills
Sarah Odor	Head of Adult and Community Education
Amanda Aylward	Headteacher – Virtual School and College

Apologies: Andrea Radcliffe

1 CHAIR'S OPENING REMARKS

The Chair welcomed everyone to the meeting and thanked Elizabeth Turner, Headteacher of Millbrook Primary and Nursery School for her attendance. Councillor Feeley recognised the enormous pressures that schools and their staff were under at this time and asked Elizabeth Turner to pass on thanks to all those involved in schools for their continued hard work and dedication during the ongoing Coronavirus pandemic. 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. This was particularly pertinent in light of the latest Government announcements regarding the current lockdown and associated impact on schools and colleges.

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 Education Attainment Improvement Board held on 20 October 2020.

RESOLVED

That that the minutes of the meeting of Education Attainment Improvement Board held on 20 October 2020 be approved as a correct record.

4 SCHOOLS UPDATE AND RECOVERY PLAN

Consideration was given to a report from Assistant Director of Education and Executive Member for Lifelong Learning, Equalities, Culture and Heritage. The report provided updates from schools since the last report, in October, and highlighted progress within the Autumn term.

Members of Education Attainment Improvement Board noted the changes to school opening as a result of the national lockdown, which had been announced since the reports had been written. Furthermore, Members noted that the Assistant Director of Education would prepare a further paper for Board to outline the Tameside response to these changes.

Members were made aware that schools had now been operating for a term under COVID-19 restrictions. It was explained that this had placed a huge strain on schools and communities, in particular senior leaders; many of whom had little or no break since February 2020. It was acknowledged that headteachers and school leaders in Tameside had continued to work tirelessly. The vast majority of schools had remained fully or partially open, with only a small number of total closures due to COVID-19 related staffing difficulties.

Members were informed that, throughout 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 had isolated in the past two weeks, with approximately 17,839 instances of isolation amongst students and 932 instances of isolation amongst staff in educational settings in Tameside
- 91% of primary schools had been affected (69 of 76)
- 100% of secondary schools had been affected (all 16)

It was stated that disruption to the education of children and young people within the borough had continued and impact assessment had identified that those most affected were disadvantaged children. This was highlighted as a particular concern and it was explained that disadvantage within our region, during the Autumn term, had been disproportionate. It was noted that, during the latter part of the term, the negative impact in the North West remained disproportionate at a staggering 4% differential, albeit down from 10%. It was highlighted that, at some points, the North West had been reporting a 10% differential to the South of England.

Members were made aware that, during the Autumn term, Government had provided additional laptops for use by disadvantaged children, who were isolating due to COVID-19. During the last week, it was stated that there had been a further announcement of an additional 300,000 digital devices. It was stated that schools and academies may apply for these devices directly from the DfE suppliers. This was activated by the DfE's daily attendance return, which was completed by schools. It was further explained that initial concern with regard to the lack of number of digital devices had been rectified, following the writing of this report.

An update was provided to Members with regard to the planning and communication in place via the School Liaison role. Members were made aware that effective two way communication had continued throughout the Autumn term and, following the recent tightening of restrictions, daily calls had been re-introduced to provide the opportunity for daily, direct dialogue with school leaders. In addition, fortnightly Governing Board COVID Committees had continued in order to support safe and sensible decision-making.

Members were informed that weekly scenario planning meetings had also continued, and that these included representatives from schools, colleges, trade union/professional associations and local authority teams. It was stated that these had provided valuable opportunities for review and opportunities to plan, based on issues that had arisen, within the rapidly changing climate. At least weekly emails from the Assistant director, Education had also continued, as had the schools and colleges intranet, which had been successfully introduced during the previous lockdown.

Whilst the information provided relating to free school meals within the report was focussed on the situation at the October half-term break, Members were further informed that, in December, the Government announced the Winter COVID Grant and a large part of this was used to provide each child entitled to free school meals with a £40 supermarket voucher.

It was explained that this scheme reached all children entitled to free school meals in schools (9,554), all children in receipt of Early Years Pupil Premium (436) and all vulnerable two-year-olds who were eligible for Two Year Old funding (1,085). Additional vouchers were also purchased for families in need, who did not meet the set criteria. These had been distributed by the Early Help team.

It was acknowledged that the support and hard work of schools in this programme meant that many more families received the vouchers than had been the case at half-term. Members were informed that the same approach would be taken over the February half-term, with each eligible child receiving a £15 voucher.

Members were informed that COVID Catch-up Premium had been allocated to schools in the Autumn term. It was explained that this funding was not ring fenced and roughly equated to £80 per pupil in mainstream schools, and £240 per pupil for special schools. However, it was acknowledged that COVID costs for schools had been significant.

Members were advised that schools had been able to sign up for the National Tutoring Programme in order to provide additional, targeted support for disadvantaged children. However, it was acknowledged that there had been some delays due to the recent national lockdown. In addition, it was also stated that 18 schools were eligible for Early Language Intervention Training.

It was highlighted that, during the COVID pandemic, considerable financial pressures had been placed on schools. Members were made aware that, during the Summer term, a claims process was launched by Government, which allowed schools to claim back funding for specific purposes, 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; and
- additional cleaning required during confirmed or suspected COVID 19 cases.

Members were advised that the second round of accessing this funding had been delayed and advice had been provided for schools in order to ensure that robust records of additional spending were maintained.

In addition, it was discussed that the DfE had recently announced a new short-term COVID Workforce fund, with full details on the claims process expected to be published shortly. Members were informed that the following criteria would 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

Members were informed that DfE had recently launched an exam support service, which schools and colleges were able to use to claim any additional costs. The deadlines for submitting a claim through this service would be 6 April 2021.

With regard to Early Language Development, it was noted that 8 schools had now completed a full cycle of the Making it REAL intervention, with a further 8 schools and 8 PVLs joining the programme in January 2021. Members were informed that feedback from parents and children on the project so far was overwhelmingly positive and showed that families were both engaging with the project and appreciative of the support. In addition, tracking data clearly demonstrated that children were making significant progress through the strands of literacy.

Following on from the success of the GMCA Year Recovery Curriculum research seminars, which had been outlined in the previous meeting, Members were informed that a new series of seminars, led by the GMCA Speech and Language Lead were now being offered. It was stated that this would further support schools and practitioners with easy to access CPD and help them to address the gaps in early language, as a result of missing much of the Reception year.

Schools were praised with regard to their efforts in increasing attendance and managing to sustain this as much as possible throughout the challenging Autumn term. Members were informed that attendance had typically ranged from 85% to 92%, depending on the number of pupils affected by COVID-19. This was consistently around or above the GM average

It was further explained that attendance of pupils with Education Health Care Plans had been consistently around 78% and this had only been significantly impacted when special schools had been forced to close due to COVID-19 related reasons. Attendance of those pupils with a social worker had also been consistently around 78%

It was stated that the number of permanent exclusions was below the number in 2019 for the same time period and that, to date, there had been 14 secondary pupils excluded this academic year, as compared with 28 during the same time period for 2019.

Members were informed that there had been a spike in the number of pupils in Elective Home Education (EHE), in September. At this time, there were 81 pupils in EHE, of which 74 still remain EHE. It was recognised that this had been the case in many local authorities, nationally, and that there were currently 183 pupils in Tameside registered as EHE.

It was acknowledged that this was an important issue and that these numbers would continue to be monitored. It was also anticipated that these numbers were likely to fall back to more usual levels later in the school year, as lockdown restrictions begin to ease. In the meantime, Members were advised that colleagues would continue to assist with, and monitor the education offer, ensuring that any welfare issues would be addressed.

Members were informed that, as the summer 2020 examination series had been cancelled, there was no school-level information available. Due to the way assessments had been carried out and reported, results were not comparable with previous years or, arguably, between regions. However, an outline of Centre Assessment Grades and Attainment 8 information was presented to Members of the Board.

It was stated that, following recent Government announcements, GCSE and A Level examinations for this year had also been cancelled and OFQUAL had been asked to consult with these sectors in order to devise suitable arrangements for assessment. It was discussed that this would likely be based on rigorous teacher assessment and Members were informed that more information would be shared as this becomes available.

Members were also informed that primary statutory assessments and tests had now been cancelled for 2020-21. However, to date, there had been no decision announced with regard to Early Years assessments, which provide data relating to GLD.

With regard to OFSTED, it was stated that full, graded inspections would not resume until the Summer term for maintained schools and academies. Members were made aware that, from January, OFSTED had announced that they would resume monitoring inspections of those schools

previously judged to be inadequate. However, in light of the latest national lockdown, it was likely that there would be further announcements and it was explained that updates would be provided for Members in due course.

It was stated that, during the Autumn term, 2 schools with inadequate judgements had received OFSTED monitoring visits, and 2 schools had received virtual interim inspections. Members were advised that Tameside remained at 89% pupils in good or outstanding primary schools, 67% pupils in good or outstanding secondary schools and 70% pupils in good or outstanding special schools.

In conclusion, it was explained that the impact of COVID-19 on schools and senior leaders had been immeasurable. Concerns remained around the impact on disadvantaged children and about the disproportionate disadvantage faced by students in the North West. Members of the Board were assured that the Council would continue to help schools in a variety of ways to ensure that the most vulnerable and disadvantaged children were supported.

RESOLVED

That the contents of the report be noted by the Board

4 VIRTUAL SCHOOL ANNUAL REPORT

Consideration was given to a report from Assistant Director of Education. The report provided updates in regard to the education provision of cared for children during the academic year 2019-20, with particular focus on the pandemic response.

It was explained that The Virtual School and College work within the Access Service area of Tameside's Educational Service. Members were informed that this team had been expanded during the year with the appointment of an additional Education Welfare Officer to track attendance, school admissions, Personal Education Plans (PEPs) and progress of cared for children and young people. The team's relentless focus to avoid delays in school admissions was highlighted, as was the effective collaboration with education and social management care teams, SEND and Education Psychology services.

The adaptation of practices was discussed, in light of the current climate. It was noted that, following the lockdown, meetings had begun to be held remotely and that the Virtual School Headteacher had continued to attend weekly legal getaway meetings. The Headteacher had also participated in all placement tracking meetings to ensure cared for children had education as an integral part of their care planning and that school admission and EHCP processes were continuing in a timely and appropriate manner.

Members were informed that, due to the unprecedented challenges throughout the lockdown, the following responses had also been made:

- Revised one page PEP document focussing on emotional well-being and current education provision and goals
- PEPs arranged by Virtual School and College team as opposed to designated teachers and social workers
- 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 Pupil Premium + payments could be carried over to the following term, if required
- A number of laptops were bought directly through Virtual School for young people immediately identified as not having IT equipment to work on
- 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. This was highlighted on the council website, sent to foster carers and placed on Virtual School website
- Regular emails were 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 workers, residential home or carers 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 the reading programme continued to be delivered
- Virtual School attendance fact sheet was 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 were attended via Skype

It was reported that changes were being embedded to ensure that cared for children were still receiving a prioritised and enhanced education offer throughout their school lives; through targeted monitoring, PEP analysis and interventions wherever necessary.

It was stated that there had been a relentless and successful drive on timely PEPs completed each school term. Members were informed that, as the country went into lockdown meetings inevitably started to be postponed and this was reflected in the Term 2 completion rate. However, as an immediate response to this, PEP processes were quickly adapted and there was a 100% completion rate in term 3, as a result.

In addition, it was detailed that a robust Quality Assurance (QA) system had now been out into place, with a view to this expanding to include Independent Reviewing Officer (IRO) service, ensuring that a professional, independent view was considered.

Discussion ensued in relation to Pupil Premium Grant funding and Members were made aware that all Pupil Premium grant payments for cared for children would be prioritised around any areas or developing gaps of need due to the COVID-19 pandemic. It was highlighted that this would be clearly identified in PEP documents and that schools would be encouraged to highlight any emerging needs.

With regard to attendance, it was noted that, due to the impact of COVID-19, there was not a full attendance data set for this academic year. However, the data until 20 March 2020 was presented to Members of the Board. This highlighted an average attendance of 91.24% for all cared for children. Members were also informed that there had been no permanent exclusions of cared for children this year.

It was further explained that working with the 'Looked After Call' data service had improved the communication with schools, particularly those out of the borough. Members were informed that this relationship would continue to be developed. Closer working with Tameside SEND team was also highlighted, which had improved the timeliness of school placements being named for cared for children with an Education Health Care Plan (EHCP).

It was reported that there had been a significant increase in cared for children with EHCPs for Social, Emotional or Mental Health needs (SEMH). It was explained that this could, in part, be due to better identification and quality of applications with evidence for young people with this need. It was also stated that work needed to continue within mainstream settings to identify and support young people with SEMH at the earliest opportunity. With this in mind, a Service Level Agreement (SLA) with the Education Service had been commissioned in order to increase Education Psychology time and support.

It was noted that there was no published attainment data for this academic year due to COVID-19. However, Members were made aware of some academic successes in Year 11 GCSE results, along with a range of superb personal achievements from this cohort of young people. It was acknowledged that many of these young people had complex stories and the grades they achieved were clearly attributable to their determination and hard work.

With regard to Post-16 provision, Members were made aware that there were currently 119 young people in Further Education (FE) and that Virtual School were working alongside Greater Manchester Higher to offer Success for Life programmes for Key Stage 4 students in order to introduce university conversations and ambitions to them.

Members were made aware that future priorities included the following:

- continuing to adapt and respond appropriately to changes in education and needs of young people due to the COVID-19 pandemic;
- ensuring that no gaps in education are further exacerbated by the pandemic within the cared for children cohort;
- working with Education Psychology service to ensure advice is being offered to support cared for children, regardless of SEND status;
- continuing work with schools around addressing needs of cared for young people and inclusion;
- continued development of post 16 partners working together including Virtual School and College, positive steps, leaving care team and Tameside College; and
- continuing to ensure young people participate and vocalise their experiences and wishes in PEP meetings.

RESOLVED

That the contents of the report be noted by the Board

5 ADULT AND COMMUNITY EDUCATION SELF ASSESSMENT REPORT

Consideration was given to a report from the Head of Employment and Skills. The report presented was a draft Adult Community Education (ACE), Self-Assessment report (SAR), which provided a comprehensive assessment of performance and areas for development for the academic year 2019-20.

Both Councillor Feeley and Councillor Smith stated that they had recently visited Adult and Community Education (ACE) and expressed their gratitude to staff. Councillor Feeley explained that it had been a valuable opportunity to witness the students learning and praised the dedication and commitment demonstrated from all involved.

Members were informed that ACE was part of an education and skills system that worked for everyone as part of the Greater Manchester Strategy and contributed directly to the priorities in the Tameside Corporate Plan.

It was noted that 74% of all learners were from the top 30% of the most deprived areas in Tameside. With this in mind, Members were made aware that a particular area of strength was the service's ability to engage and support the most hard to reach learners, building self-esteem and supporting them to reach their full potential.

An overview of the main service aims was provided for members, including:

- reducing the proportion of adults who have poor English, maths and ICT skills;
- providing learners with the skills required to support businesses growth;
- supporting residents in the borough in developing a range of skills for everyday life;
- improving the employment rate of the borough.; and
- providing parents and carers with the knowledge and skills to raise the attainment of children in their care and participate in the wider Tameside community.

It was explained that the key strategic objectives were to support a positive lifestyle change for learners; enabling them to lead productive and rewarding lives and to increase their self-sufficiency and resilience. In turn, this would help to reduce dependence upon reactive public services.

In relation to the impact of COVID-19, It was stated that 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-19. These 89 enrolments would have brought up the 7 month enrolment total for 2019/20 to 98% of the 2018/19 figure.

Members were informed that achievement had decreased from 82.8%% to 74.5%, -8.3% caused by 96 'early leavers' due to COVID-19 (and any related COVID-19 illness or isolation issues) leaving their course, withdrawing from their studies and not asking for a break for learning. A small number of learners initially chose a 'break in learning' and had returned in September 2020. However, they then realised they would be unable to complete their course in the 4 months provided so chose to leave resulting in a fail. This had negatively impacted the achievement data for 2019/20.

However, it was stated that, during this period, an excellent level of contact was provided by tutors and Student Support Officers as 100% of learners were contacted during the 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. All learners were also regularly contacted by the Student Support Officer to check on their mental wellbeing.

A range of improvements, since the last SAR were highlighted for Members, including:

- enhanced planning and monitoring of sustainable curriculum routes for learners returning to education;
- blended delivery available for all regulated courses; and
- introduction of a Virtual Learning Environment (VLE) platform to provide sustainable online learning.

Members were informed about the key strengths of the service with particular attention paid to the effective curriculum offer and use of collaboration; aimed at widening participation, addressing barriers and improving confidence, employability skills and life opportunities. Further strengths included the effective use of Continued Professional Development (CPD), the good information, advice and guidance offered to learners and the partnerships with a range of organisations to recruit harder to reach learners.

It was explained that the ACE team set high expectations for learners and that positive behaviour and attitude towards learning were encouraged and expected. In the learner survey, 91% of learners agreed that the teaching and support they received was excellent. Additionally, in the same survey, 96% of learners stated that they felt safe at ACE or in the community venues, whilst 98% stated that they felt more positive about their ability to learn new things.

It was noted that there had been 100% pass rate on all courses. In English, Members were informed that all learners had enrolled on the 'Reading Ahead' programme and one learner had been selected for the prestigious 'Festival of Learning - English Learner of the Year Award 2020'.

In addition, learners who had enrolled on the Life and Living courses also benefitted from work experience in Waterloo Park, where they had completed a range of horticultural units.

Areas for improvement were also discussed, with Members informed that further improvement needed to be made in relation to the retention of learners. However, it was again acknowledged that the impact of COVID-19 had been significant during the academic year 2019-20 and had negatively impacted on retention for this period. In addition, it was highlighted that there was a need to improve the achievement rate on the Certificate in Life and Living course in order for it to be at or above the national rate. It was outlined that further development work would also be continued in developing effective processes to establish destinations up to six months after leaving.

RESOLVED

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

6 HIGH NEEDS DEFICIT RECOVERY PLAN

Consideration was given to a report of the Assistant Director of Finance and the Assistant Director of Education. The report outlined the work streams proposed to address the Dedicated Schools Grant (DSG) High Needs deficit.

It was explained that, under the 2020/21 Dedicated Schools Grant (DSG) conditions, paragraph 5.2 required that any local authority with an overall deficit on the DSG account at the end of the financial year 2019/20 or whose DSG surplus had substantially reduced during the year, must present a plan to the DfE for managing their future spend.

Members were informed that Schools' Forum had agreed, in September 2020, that due to the available funding and the growth in pupils needing Education Health Care Plans (EHCP's), 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 and this application had been submitted to the Secretary of State.

The plan set out the proposed actions to address the deficit, which, as reported to Executive Cabinet in November 2020 and in the September 2020 meeting of Schools Forum, was forecast to be £3.638m. Details of the plan and an outline of the measures to mitigate this deficit were presented.

With regard to funding, it was proposed that, following the approval of Schools' Forum, a 0.5% transfer from the Schools Block be made to the High Needs Block, with a further transfer of 0.5% having been requested to the Secretary of State for approval, assuming that this could be achieved in adherence to the NFF funding bands. The final element of this funding proposal anticipated that future funding from the DfE would be provided, with the removal of the significant cap on funding (£3.1m for Tameside).

In addition, it was stated that a detailed review of services funded from the High Needs Block was underway, which was expected to realise financial savings. Areas under review included Sensory Support Services and Specialist SEND Services. Alongside this, it was also highlighted that there were currently 2 specialist posts, currently funded inappropriately from the High Needs Block. As both of these posts solely supported the Early Years agenda, it was explained that they would be funded from the Council's centrally retained element going forwards.

Members were made aware that a review of Element 3, top-up funding was underway. It was explained that the financial implications of this had not been fully considered at this stage as a banding model was being developed, which focused on the provision needed to support the pupils need rather than funding the type of need. With this in mind, a Matching Provision to Need

(MPTN) document had been developed by the SEND team and would be fully consulted upon moving forwards.

It was explained that a review of resource bases was also underway in order to increase provision in the borough; to meet the needs of young people locally and reduce the need for Out of Borough and Independent settings. It was envisaged that additional places in each of the four localities be established and, whilst it was acknowledged that these proposed changes would require additional funding to establish, it was stated that this would support the LA in avoiding more costly provision elsewhere. It was, therefore, anticipated that this would represent a net saving. Members were also made aware that the LA would look to further develop additional sites and carry out a review of the centrally managed bases. The outcome of this review would, again, be subject to the LA's normal governance and staffing related consultation and decision- making processes.

In relation to Building Contracts and Estates Review, it was explained that one of the special schools had a PFI style contract for which a review would be undertaken in order to assess value for money. It was envisaged that potential savings could be found from this contract. Furthermore, it was stated that a review of the special school estate use of PFI buildings would be considered over the longer term, including its use and whether better use of space could be identified. Members of the Forum were informed that both of these reviews would require appropriate decision making through the LA's normal governance routes and approval before any savings could be realised.

An explanation was provided in relation to Growth and Overcapacity Funding in special schools. This followed an initial discussion during Schools Funding Group in October 2020 and was with regard to the funding of additional special school places outside the annual place review process. It was explained that Schools Funding Group had supported a 5% range of placements and had asked that this be shared with special schools for consideration. This proposal had previously been shared in Summer 2019. However, at that time, the proposal was stalled due to significant increase in growth. It was stated that, as growth had now stabilised and additional provision was being commissioned within the borough, it was appropriate timing to revisit this proposal. This had been considered by Schools' Forum in November 2020 and the next step would be to consult with special school headteachers and report back to School's Forum for decision making

Members were informed that sixth form provision was being established at Cromwell school to provide increased parental choice and expand the provision in the borough, with appropriate LA governance and consultation underpinning this proposal.

In relation to Tameside Pupil Referral Service (TPRS) provision and Inclusive Schools, members were informed that, following the appointment of a new headteacher at TPRS, the post holder would be looking at the rate of exclusions in the borough and appropriate support to schools. It was expected that, with appropriate support over a longer term, exclusions would reduce and, therefore, the number of places needed at TPRS would decrease accordingly. It was also highlighted that funding for targeted interventions would be considered as part of this plan.

It was noted that, in line with current DSG regulations, the LA would be following the guidance that funding for excluded pupils follow the pupil. It was explained that the regulations state this should include all pupil-led funding and pupil premium, where appropriate. A report would be presented to Schools' Forum for approval in relation of the administration of this, which would, in turn, be implemented from April 2021.

In conclusion, it was stated that, without appropriate action, the High Needs DSG Block would continue to overspend and the deficit would be increased. This deficit was currently being cash flowed from LA general funding and reserves. It was highlighted that this was not sustainable. Without the Management Plan, members were informed that the LA would be in breach of the DSG conditions of grant and would be subject to further investigation by the DfE, on behalf of the Secretary of State.

RESOLVED

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

7 SCHOOL ADMISSION ARRANGEMENTS AND SCHOOL PLACE PLANNING

Consideration was given to a report of the Head of Access Services setting out the proposed admission arrangements for Tameside community, and voluntary controlled schools for admission in September 2022. There had been no change to these from September 2021. The report highlighted changes proposed by the Department for Education to the School Admissions Code.

Members were reminded that all admission authorities were required to consult on their coordinated admission scheme and on changes to admission arrangements. Where no changes had been proposed to the coordinated admissions scheme or admission arrangements, there was no requirement to consult. Admission authorities should ensure that their determined admission arrangements comply with the mandatory requirements of the School Admissions Code 2014.

It was reported that for entry to community or voluntary controlled primary, junior and secondary schools in September 2022, no changes were planned and, therefore, consultation was not necessary. The proposed admission arrangements for entry in September 2022 for community or voluntary controlled primary, junior and secondary schools were set out in Appendix 1 to the report.

School place planning in the borough was reviewed on an annual basis and formed part of the annual report on admission arrangements that was reported to Executive Cabinet in February. Appendix 2 to the report set out the latest information.

It was stated all local authorities had a statutory duty to ensure that there were sufficient school places to meet demand in the area. These could 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 needed to carry out school place planning and forecasting.

In relation to birth rates, it was noted that, nationally, the overall projected trend was down for primary age pupils over the next 5 years, with a 6% decrease in numbers but an increase of 6% for secondary age pupils. A similar pattern was projected in Tameside.

Members were made aware that, by being proactive, the Council had 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 had been done whilst also managing to maintain high levels of meeting parental preference and, usually, at a higher level than the national average.

It was explained that whilst there were 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 was predicted within the borough and the impact this would have on demand and travel to learn patterns.

RESOLVED

That the contents of the report be noted by the Board

8 DATE OF NEXT MEETING



RESOLVED

That the date of the next meeting of Education Attainment Improvement Board be held on Tuesday 16 March 2021 at 3.30pm.

CHAIR

This page is intentionally left blank

Agenda Item 4

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	16 March 2021
Reporting Officer:	Tim Bowman – Assistant Director, Education
Subject:	REMOTE LEARNING UPDATE
Report Summary:	The report provides an overview of remote learning across Tameside schools and how the Education team is supporting schools to ensure the offer is the best it can be.
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 be open for eligible pupils and provide a strong remote education for those not eligible for places, until lockdown is eased.
Policy Implications:	The report sets out the position in line with Council policies and the statutory framework.
Financial Implications: (Authorised by the Section 151 Officer & Chief Finance Officer)	<p>The remote offer in schools has been funded via the school individual delegated budgets based on individual school circumstances.</p> <p>Schools have been able to apply directly for support of a £1,500 DfE grant to help them develop their learning platforms for remote learning, which has been promoted across the borough, this is a direct award to the school from DfE not via the Council.</p>
Legal Implications: (Authorised by the Borough Solicitor)	The legal implications are contained in the main body of the report with the legislative requirements being set out in section 3 of the report.
Risk Management:	The risks are addressed in the main body of the report.
Access to Information:	<p style="text-align: center;">NON-CONFIDENTIAL</p> <p>This report does not contain information, which warrants its consideration in the absence of the Press or members of the public.</p>
Background Information:	<p>The background papers relating to this report can be inspected by contacting Tim Bowman Assistant Director, Education</p> <p> Telephone: 0161 342 2050</p> <p> e-mail: tim.bowman@tameside.gov.uk</p>

1. INTRODUCTION

Remote education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.

Ofsted, January 2021

- 1.1 This paper follows on from the papers presented to October and January Committees, which described the context, challenges and support for schools during the COVID-19 pandemic in detail. Since the last paper was written, and just before it was presented, schools entered the third national lockdown and the second period of restricted attendance in schools. At this point, we are still under restricted attendance in our schools but this is likely to change again from 8 March 2021 when lockdown easing is expected to begin with schools.
- 1.2 On 4 January 2021, the Government announced the third national lockdown and, overnight, restricted attendance in schools, making on-site education available only to vulnerable children (those with an EHCP and/or a social worker) and the children of critical workers. The majority of children being educated remotely and the expectations for learning both at home and in schools are significantly greater than during the first lockdown.
- 1.3 This paper also describes the support given to schools and how schools have responded to the challenge.
- 1.4 Headteachers and school leaders in Tameside have continued to work tirelessly. The challenges created by the much greater expectations of schools during this lockdown is having a significant impact on staff morale, workload, and professionalism.
- 1.5 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. CHRONOLOGY

Below is a chronology of dates relevant to remote learning throughout the pandemic:

- | | |
|-------------------------|---|
| 20 March 2020 | Schools closed to all but the children of critical workers and vulnerable children. The National Curriculum is suspended and schools are expected to provide childcare for those in school. The majority of schools provide some sort of remote education to varying degrees. |
| 23 March 2020 | The first national lockdown begins. |
| Easter 2020 | Schools remain open for the children of critical workers and vulnerable children. |
| 22 May 2020 | Government provides laptops for children with a social worker and for disadvantaged (FSM) Year 10 pupils |
| 22 June 2020 | Wider-opening of schools begins in Tameside for Reception, Year 1, and Year 6 and Year 10. All other children were educated remotely. |
| 1 September 2020 | Schools reopen for all children. |

- 30 September 2020** Schools expected to have a clear Remote Learning Plan published on the school website detailing the education for children isolating due to COVID-19.
- 22 October 2020** Legal duty requiring all schools to provide access to remote education should they be unable to attend due to COVID-19.
- Autumn 2020** Government releases digital devices for schools to order for disadvantaged children in Key Stages Two to Five who are self-isolating due to COVID-19.
- Autumn 2020** Schools in Tameside and the North West experience significant disruption to learning in school due to the high levels of the virus in the community, which are disproportionately greater than those seen in the south and the majority of the country.
- 4 January 2021** Pupils return to school.
- 5 January 2021** The third national lockdown and restricted attendance in schools begins.
- January 2021** Department for Education (DfE) releases more digital devices for disadvantaged children in Key Stages Two to Five who at home due to national restrictions on school attendance.
- 12 February 2021** All schools must publish their remote learning offer on their website by law.
- 8 March 2021** Lockdown easing to start with full opening of schools during this week.

3. GOVERNMENT REQUIREMENTS FOR REMOTE LEARNING

Remote Education Expectations

- 3.1 During the first lockdown, the majority of children were educated remotely between March and July 2020 across the country, with varying degrees of success and variable quality.
- 3.2 Government guidance for full opening of schools, September 2020, expected all schools to have a high quality remote learning strategy in place from the end of September 2020, which should fit seamlessly with learning provided on site.
- 3.3 In October 2020, the DfE published a temporary continuity direction under the Coronavirus Act 2020, which stated that all state-funded school aged children must be provided immediate access to remote education should they miss school due to coronavirus. This made it clear that schools had a legal duty to provide remote education until the end of the academic year, in the first instance. Up to this point, there had been very limited support for schools to put this in place but over the autumn, a range of guidance and support started to emerge nationally.
- 3.4 Since 12 February 2021, under The Education (Coronavirus, Remote Education Information) (England) (Amendment) Regulations 2021, schools have been required to publish information about their remote education offer on their websites by law. The Government recognises that younger children in Key Stage One or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. Therefore, schools are not expected that solely digital means will be used to teach these pupils remotely. Government also recognises that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expects schools to work with families.

- 3.5 Government guidance states that remote education should be equivalent in length to the teaching a child would normally get in school and that this should include a mixture of recorded or live, direct teaching time as well as time for pupils to complete activities independently, such as working through assignments, PE or reading in a comfortable space.
- 3.6 The Government has specified the amount of remote education that children should receive. This should be a minimum of:
- Key Stage 1 - 3 hours per day on average across the cohort, fewer for younger children
 - Key Stage 2 - 4 hours per day
 - Key Stages 3 and 4 - 5 hours per day.
- 3.7 Schools are also expected to have a system in place to check pupils' engagement with work on a daily basis. Schools can decide how this will take place. It could include monitoring pupils' attendance at live or recorded lessons; checking that pupils have understood and completed their work; and/or direct contact with pupils.

Remote Learning Experience to Date

- 3.8 Schools had to quickly develop digital and remote learning between March and July 2020 often starting from a very low base

The Council commissioned us to create parent resources to support reading at home including reading with your child, how to support phonics, and how to develop a love of reading. Reading with and to children and young people remains a stalwart of remote education and is something most families are able to give time to at some point in the day.

Hollingworth Primary School

- 3.9 Schools learned how to navigate the new landscape quickly and many secondary schools were able to move from low-level activity on school VLEs to delivering live lessons on a regular basis, through Microsoft Teams. The challenge was more significant in primary schools due to the requirement for greater parental involvement for primary-age children and less well-developed IT expertise and equipment in schools.

We offered support to all primary schools to develop a remote learning platform – G-Suite – and to raise awareness of a £1,500 DfE grant to help schools develop in readiness for the remote learning challenges ahead.

Russell Scott Primary School, Denton

- 3.10 During the autumn term, remote offers evolved and improved but it remained challenging to manage learning when partial cohorts were required to self-isolate due to COVID-19.

Core lessons are live virtual lessons online via Microsoft Teams which gives great functionality in terms of uploading work, assignments, and submitting work for feedback as well as the e-safety options provided. For other lessons we post work online to match what is being taught in school and students are able to engage with their teachers through Teams for feedback and to submit work. This is extra work for the teachers but they want the best for the children. We ask parents to support us by getting their children to engage. We have had some lessons with 100% online engagement now so we know the system is working well even though it is complex.

Great Academy Ashton

- 3.11 Since the beginning of January schools have evolved and developed their offers further and we now see sophisticated remote learning practice available for the majority of children. The majority of schools were able to use lessons learned in the autumn to secure improved remote learning.

Remote learning has been very successful with almost all families engaging. We have been using Google Classroom since September and all our staff do a mixture of live teaching, recorded lessons and setting tasks online. All staff have gained in confidence and are now proficient at using the platform.

Corrie Primary School, Denton

The Quality of the Remote Offer

- 3.12 During the autumn, schools struggled to make the remote offer 'seamless', especially when there was partial cohort isolation. Schools where children were already familiar with using online learning platforms, such as Google Classroom, where digital access was good, where children were older, and where staff had the capacity and expertise to engage with children directly (either during, after or before lessons), were better placed to deliver high quality learning. For schools where digital access was very low, remote learning had to be delivered by schools providing hard-copy learning packs, knowing their families well, and keeping in regular contact, especially with the most vulnerable.

OFSTED

- 3.13 Routine inspections have been postponed by Ofsted, since the beginning of first lockdown in March 2020. During the autumn, Ofsted undertook a series of interim visits of all schools. During this time, two secondary schools, with 'inadequate' judgements, received Ofsted monitoring visits, and two 'good' primary schools received virtual interim inspections. In January 2021, one secondary school with an 'Inadequate' judgement received a monitoring inspection.
- 3.14 Since January, OFSTED have resumed monitoring inspections of schools judged 'inadequate' at their previous inspection as well as some schools graded 'requires improvement'. These inspections do not result in a grade, are remote, and focus on things such as curriculum, remote education and pupil attendance, particularly of vulnerable children. OFSTED continues to reserve the right to inspect a school if it has serious concerns, including about safeguarding and remote education.
- 3.15 Full, graded OFSTED inspections will not resume until the summer term for maintained schools and academies.
- 3.16 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.

Whole-class bubbles and individual pupils that are self-isolating are provided with either online or paper-based resources to support their learning at home. The activities provided in these resources reflect the curriculum that pupils are being taught in school. Teachers check pupils' work and provide feedback. You told us that parents have received guidance explaining how they can support their children with remote education.

Ofsted Report from Stalyhill Infant School, December 2020

4 CHALLENGE FOR SCHOOLS AND PARENTS

Surveys and Data Collections

- 4.1 In the autumn, Oldham Sixth Form College conducted surveys with parents and schools in Tameside as part of a review of remote learning in Tameside and Oldham. 50 Tameside schools responded to the digital survey, 38 primary and 11 secondary including TPRS. The top two priorities identified by the majority of schools as being needed to support remote learning (aside from funding) were 1) improving staff digital skills; and 2) having the technology to improve collaboration.
- 4.2 The responses from the parent/carer survey indicate that 47% of pupils have to share a device with siblings or other family members, which is broadly in line with national figures. In terms of device ownership, whilst 92% of families owned at least one PC, laptop or tablet device, only 3.2% of those who responded lived in a 'mobile phone only' household.

5 GOVERNMENT SUPPORT WITH DIGITAL DEVICES AND REMOTE LEARNING

Digital Devices and Wifi Access

- 5.1 During the early part of the first lockdown in 2020, the Government recognized some of the issues around digital access and two schemes were introduced, aimed at providing laptops for children. In May and June, Tameside was provided with 941 laptops and 124 4g wifi routers for children with social workers, which were gifted to schools and loaned to named children (Executive Decision 3 June 2020). In addition, maintained schools were provided with 140 laptops and a number of 4g wifi routers for disadvantaged children in Year 10 without digital access while the DfE provided laptops directly to academies for the same key group.
- 5.2 In the autumn, the Government provided laptops to schools for children who were self-isolating and were therefore unable to attend school. Schools with more than 15 children isolating were contacted by the DfE to order devices for disadvantaged children in years 3 to 11 who did not have access to a device and whose face-to-face education was disrupted. Allocations were based on numbers of disadvantaged children in school and fixed by the DfE.
- 5.3 In January 2021, an additional allocation of devices was made by the DfE and schools have been accessing these devices since the middle of January 2021. Meaning the Government will have provided a total of 1.3 million devices nationally.
- 5.4 In total, Tameside schools have received 3,118 devices and academy trusts and colleges have received 3,280 devices (data is only available at trust-level and not at school level so this is a best estimate based on DfE data) and 506 4g wifi routers in all.

EdTech Demonstrator Programme

- 5.5 Demonstrator schools and colleges are a network of providers who have shown they can use technology effectively and have the capacity to help other schools and colleges to do the same. They have been commissioned by the Government to support a range of schools and colleges during the COVID-19 outbreak by helping those schools most in need of support,

those who have recently adopted an online learning platform, or who have high numbers of disadvantaged learners. The support package includes advice, training, online tutorials, webinars and recorded content

- 5.6 Oldham Sixth Form College is Tameside's local EdTech Demonstrator School specialising in Google Classroom, which a majority of our primary schools are using, and Manchester College is available for support around Microsoft Teams which most of our secondary schools are using.
- 5.7 Oldham Sixth Form College has delivered workshops, one-to-one training, support, advice, and guidance to Tameside schools and will continue to support schools as part of the twinning project with Oldham Opportunity Area.

6 TAMESIDE'S SUPPORT FOR REMOTE EDUCATION

- 6.1 During the first lockdown in the spring and summer 2020, a range of resources were shared with schools, this included sharing information from the Education Endowment Foundation (EEF) on the use of [remote learning](#) and the limited evidence base that existed. Additionally, the Education Team in partnership with Russell Scott Primary School, offered support to all primary schools to access a remote learning platform – G-Suite – and to raise awareness of a £1,500 DfE grant to help schools develop their learning platforms. Take up of the learning platform was initially limited but has improved significantly, as the term progressed.

We've been using Google Classroom, if used to its full capacity it means the children have more than their minimum time expectation of learning and we have had really positive feedback from parents. The teacher remote teaches direct into the home and classroom for 20 to 30 minutes and then supports the children in school during the independent sessions.

Discovery Academy, Hattersley

- 6.2 In order to understand accurately the remote offer in place in schools and the barriers to improvement, Oldham Sixth Form College was commissioned, as part of a shared DfE funded programme with Oldham Opportunity Area, to survey schools and parents in Tameside and Oldham. This partnership will continue into the summer and autumn terms 2021 by providing Digital Champions CPD for headteachers and Digital Leads in schools, as part of this programme, schools are required to develop and implement a three-year digital strategy. Work to deliver remote learning will lay the foundations for a long-term strategy to take advantage of the opportunities technology presents.
- 6.3 The Education Team has shared information with schools throughout the pandemic about best practice nationally and evidence-informed practice including Ofsted ['What's Working Well in Remote Education'](#) document.

Remote Learning School-to-School Working Group

- 6.4 The Education Team has used detailed research and analysis from the Oldham and Tameside Survey as well as a recent collection of data at the end of January, to inform the work of a school-led group to provide support for remote learning in Tameside and to share practice from school to school.
- 6.5 The recent data harvested from schools provides a rich source of information and evidences a range of different approaches being used. In summary, virtually all schools had published the details of their remote learning offer on their website (expected by 24 January). Primary schools were predominantly using a blended mix of remote learning offering a combination of live or recorded online lessons on Google Classrooms or Class Dojo as well as uploading

work assignments and providing hard copy work packs. Primary schools were also utilising MS Teams, Tapestry, Seesaw, Oak Academy, Purple Mash and White Rose. The majority of secondary schools were delivering live lessons using MS Teams.

- 6.6 Common barriers to remote learning during this period of lockdown are parental engagement, balancing working from home and home schooling; lack of access to the internet and devices; and teacher workload in part due to a lack of knowledge about the platforms and how best to deliver quality learning remotely.
- 6.7 There are a variety of concerns beginning to arise depending on the age sector and some are common across schools:
- Remote learning for younger children and children with SEND relies heavily on parental engagement and time to support children at home which many families don't have
 - It is very challenging for special schools and primary schools, especially one-form-entry schools, to create the capacity to teach children in school and at home given that most have significant numbers of children on-site. This translates into a stronger offer for those in school
 - For secondary schools the challenge is greater around the quality of the offer on-site
 - All schools are concerned about the impact of restricted attendance on children's wellbeing and mental health
 - Challenge for families is significant, relationships need to be strong, expectations need to be well communicated
 - All schools are concerned about teacher workload.

Working Group Principles

- 6.8 Expertise is being commissioned from schools for a time-limited period, starting after half-term and focused on practice sharing and development, and equality of access. The resource is organised by contexts and digital platforms so that schools can access support and ideas more easily and themes include younger children; Google Classroom; Zoom; Class Dojo, Tapestry and See-Saw; and secondary schools and MS Teams.
- 6.9 Although schools in the group are reporting good engagement and participation from most children (approximately between 80 and 97%) there is a significant minority who are not fully engaged in the learning. Additional themes therefore include disadvantaged and vulnerable learners; families where English is an additional language; parental engagement.
- 6.10 This approach is not about imposing a model or a preferred platform on schools. It is important, where possible, for schools to enhance their existing remote learning practice rather than adopt something entirely new. The programme needs to reflect the Council's approach of defining collective processes to enable local decision-making.
- 6.11 Understanding the impact on parents is an important part of this programme and parental engagement specifically, including supporting families who, for a wide range of reasons including work, are unable to keep pace with school and/or Government expectations, is a key theme
- 6.12 Programme success criteria:
- School awareness of the programme
 - Targeted participation
 - Support delivered addresses one or more of the themes
 - Successful practice sharing accessible for all
 - Positive feedback from schools, parents and children
 - Sample of case studies showcasing different successes.

7 CONCLUSION

- 7.1 The impact and toll on schools, continues to cause concern. Headteachers have supported their staff, children and families throughout and have demonstrated strong leadership in their communities.
- 7.2 Remote learning is likely to be with us for some time to come in one form or another. Digital learning is a long-term investment for schools and it is important that the Council encourages and support schools to develop a three-year digital strategy to reflect this.
- 7.3 The Education Teams will continue to help schools in a variety of ways to ensure that those that need the support most are able to receive it.

8 RECOMMENDATIONS

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

This page is intentionally left blank


Agenda Item 5

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	16 March 2021
Reporting Officer:	Tim Bowman – Assistant Director, Education
Subject:	CHILDCARE SUFFICIENCY ASSESSMENT ANNUAL REPORT 2020
Report Summary:	<p>The following report outlines the outcome of the childcare sufficiency annual report 2020. The report includes an analysis of the supply and demand for childcare within the borough collated during 2020 and any changes from the previous year e.g., whether any new provision has been established or childcare closures. These changes can indicate any change in the stability of the childcare market in the borough. The report sets out how the childcare market is assessed and where there is a need for additional places details any actions recommended or taken for this to be achieved.</p>
Recommendations:	<p>The Board is recommended to:</p> <ol style="list-style-type: none">1. endorse the recommendations set out in the conclusion section and2. approve the Childcare Sufficiency Assessment Annual Report 2020 for publication on the Council’s website as required by statute.
Corporate Plan:	The report supports two elements of the Community Strategy - Prosperous and Learning Tameside
Policy Implications:	There are none arising from this report.
Financial Implications: (Authorised by the Section 151 Officer & Chief Finance Officer)	There are no direct implications as a result of this report. Early years education is funded from ring-fenced Dedicated Schools Grant.
Legal Implications: (Authorised by the Borough Solicitor)	As the report explains, section 6 of the Childcare Act 2006 introduced statutory duty on local authorities to ensure sufficient childcare to meet demand. Members should be satisfied that the council is complying with this duty, and is sufficiently resourced to meet the identified recommendations as non-compliance of any statutory duty means the Council cannot robustly defend and legal/judicial review/ombudsman challenge.
Risk Management:	The risk of not complying with the statutory duty identified in the report is balanced by regular analysis and assessment, which does take place, as described in the report.
Access to Information:	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 Jacqueline Nurney, Early Education Funding and School Organisation Manager:

 Telephone: 0161 342 2384

 E-mail: jacqueline.nurney@tameside.gov.uk

1. INTRODUCTION

- 1.1 The Early Education and Childcare statutory guidance for local authorities sets out the outcome for securing sufficient childcare, which is to ensure that parents are able to work because childcare places are available, accessible and affordable and delivered flexibly in a range of high quality settings. In order to carry out this statutory duty the council needs to carry out an annual sufficiency audit that includes all types of early years providers located within the borough who provide childcare services to families.
- 1.2 The guidance is not prescriptive on the method of reporting but indicates that, as part of the process local authorities should collate an annual report to elected council members on how they are meeting their duty.
- 1.3 The report sets out how the childcare market is assessed and where there is a need for additional places details any actions recommended or taken for this to be achieved.

2. CHILDCARE SUFFICIENCY

Context

- 2.1 The report includes the supply and demand for childcare within the borough and any changes from the previous year e.g., whether any new provision has been established or childcare closures. These changes can indicate any change in the stability of the childcare market in the borough.
- 2.2 The childcare sufficiency report is compiled by the Early Years Funding Team using a range of information to assess supply and demand. The primary source of information is the assessment from previous years available on the Council's [website](#), which is updated annually. Information from parents and carers is obtained through enquiries to the Families Information Service and collated to give an assessment of where demand is greater than supply. Other primary information used includes annual birth rate information, national census data; information on the local economy and school readiness. Information on the supply of places and numbers and types of providers is generated through the Early Years Funding Team and the Families Information Service. All of this is considered within the Childcare Sufficiency Assessment, analysed and recommendations made.
- 2.3 It includes a more detailed analysis of places for free early education places for 2, 3 and 4 year olds and Out of School clubs, which includes places available at the time of the snapshot, the take up of places and the number of vacancies available within each ward within the borough.

3. CONCLUSION

- 3.1 The 'Childcare Sufficiency Annual Report 2019' was approved at the Education and Attainment Board, June 2020 and the attached report provides an updated position on the assessment of childcare sufficiency during 2020.
- 3.2 The data indicates that the childcare market in Tameside has remained stable and overall the number of childcare places available across the borough has increased since the previous assessment which impacts positively on parental choice.

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

Report Recommendations/Actions

- 3.4 The report does not highlight any major gaps in provision within the borough based on the data available during the snapshot period however; it does provide brief recommendations for action, which include:
1. To continue to work with all our childcare providers to improve the quality and content of the data provided, to inform on the annual assessment of childcare available for all age ranges. In addition, to use this data to monitor the longer term impact of the Covid 19 pandemic and how this affects childcare sufficiency. This will be implemented by circulating the approved report to all providers and by updating them prior to the next data collection to underline the importance of submitting timely and accurate information to improve the sufficiency assessment and to ensure gaps are not identified incorrectly.
 2. To continue to encourage providers to regularly report on their vacancies and ensure their information published online is current. To further promote the online childcare search function to enable parents to be able to make electronic enquiries for childcare using the information provided. Achieved by Families Information Service requesting providers to regularly update their information to ensure online information is up to date and relevant which will also ensure improved marketing of providers and to promote use of the Sufficiency Module to provide real time vacancy data.
 3. Continue to monitor the number of 2-year places across the borough to address any identified gaps. To follow up on the actions identified which will inform any future place creation required. This will be achieved by data analysis, collecting termly data on 2-year eligibility, take up and monitoring progress and any trends.
 4. Review place take up of 30 hours and analyse any trends or shifts in the market place and the sufficiency of the number of places available. Achieved by Data Analysis using termly headcount data, monitoring take up and any trends.

Covid 19

- 3.5 The attached childcare sufficiency report was collated using some data and information provided in 2019, and data provided during 2020 during the pandemic.
- The government planning guide provides information and support for all Schools and Early Years Providers, which is regularly updated as the situation changes. Tameside Council is working closely with the sector to support the wider opening of schools, colleges and childcare. During the collection of data to inform the 2020 childcare sufficiency it has taken account of the current situation where possible: collection of data during 2020 as the childcare market reopen, on attendance, supply and demand, any loss in places and increase to vacancy levels.
 - monitor the impact of Covid 19 on the long term landscape and sustainability of the childcare market.
 - to identify any gaps in provision brought about by changes to the childcare market
- Approval of the attached Childcare Sufficiency Annual Report 2020 is requested and for the board to approve this report for publication on the Councils website.
<https://www.tameside.gov.uk/childcare>

4. RECOMMENDATIONS

As set out at the front of the report.

Childcare Sufficiency Annual Report 2020



Coronavirus (Covid 19) Pandemic

This report was collated using some data and information collated from 2019, and using information collated from data provided in 2020. Where information was available, this report takes account of the impact to Childcare Sufficiency during the pandemic.

The government planning guide provides information and support for all Schools and Early Years Providers, which is regularly updated as the situation changes. Tameside Council continues to work closely with the sector to support the continued operation of schools, colleges and childcare settings.

Contents

	Page
1. Introduction	3
2. Legislation	3
3. The Borough of Tameside	3
4. Review of the Local Childcare Market	8
5. Highlighted Extracts of Previous Full Sufficiency Report	22
6. Conclusion	23
7. Recommendations	24
8. Appendices	26

1. Introduction

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

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

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

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

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

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

2. Legislation

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

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

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

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

3. The Borough of Tameside

3.1 Description

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

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

See Appendix 1 Income Deprivation affecting Children 2019 - for further information.

3.2 Population

In 2019, the total population of Tameside was estimated to be 226,493 (estimated via the Office for National Statistics). However, the Census 2011 recorded a population of 219,727, which shows a difference of 6,766 or approximately 3.1%.

3.3 Ethnicity

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

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

Source: Census 2011

3.4 Age

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

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

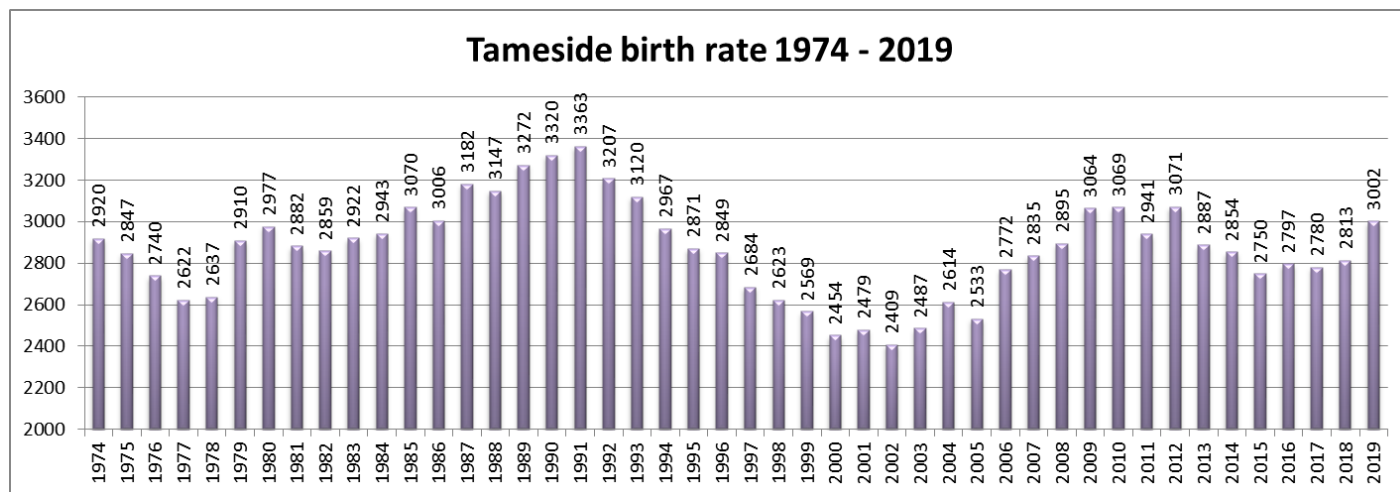
Notably from a childcare demand perspective, approximately 65% of the population is of working age: 16 to 64 years. This figure becomes significant when considered in conjunction with Birth Rate data.

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

Source: Census 2011

3.5 Birth Rate

The graph shows Tameside births from 1974 to 2019 and illustrates there has been an upward trend for births across the borough from 2005 onwards, which caused an increase in demand for childcare places for early years and school age children. The current trend shows that the birth rate, following a notable decrease has remained fairly static, however traditionally the birth rate tends to follow a fluctuating 25 year cycle. It is expected therefore that this trend will repeat again in future years. During 2019, the birth rate increased to 3002 from 2813 the previous year. Birth rates will continue to be monitored and remain one of the key factors in determining demand for childcare.



3.6 Economic Growth

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

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

The Covid 19 pandemic will impact economic growth within the borough however changes will not be evident until we can assess the number of claimants and any changes throughout 2020 and beyond. This data will form part of the 2021 and future Childcare Sufficiency reports.

Claimant Count Numbers (to nearest 5)

	East Total	North Total	South Total	West Total	Tameside Total*

January 2019	1,355	1,470	1,160	1,170	5,120
February 2019	1,395	1,560	1,195	1,210	5,345
March 2019	1,410	1,570	1,160	1,230	5,375
April 2019	1,450	1,580	1,180	1,225	5,465
May 2019	1,395	1,550	1,180	1,225	5,340
June 2019	1,445	1,610	1,145	1,220	5,455
July 2019	1,435	1,615	1,200	1,255	5,540
August 2019	1,480	1,620	1,170	1,280	5,560
September 2019	1,415	1,610	1,155	1,310	5,510
October 2019	1,445	1,615	1,170	1,335	5,575
November 2019	1,415	1,630	1,150	1,295	5,485
December 2019	1,450	1,600	1,130	1,305	5,480

(Source: NOMIS: Claimant Count 2019)

*The Tameside total is sometimes higher or lower than the sum of its constituent neighbourhood totals. This is because each neighbourhood figure is calculated by adding together the totals of its constituent lower-super output areas (about 35 LSOAs per neighbourhood) and the LSOA totals are pre-rounded by NOMIS to the nearest 5 whereas the total Tameside figure is extracted by NOMIS separately.

Count 2019

Claimant count represented as a percentage of 16-64 population

	East Total	North Total	South Total	West Total	Tameside Total
January 2019	3.6	4.7	3.9	2.7	3.6
February 2019	3.8	5.0	4.0	2.8	3.8
March 2019	3.8	5.1	3.9	2.9	3.8
April 2019	3.9	5.1	3.9	2.9	3.9
May 2019	3.8	5.0	3.9	2.9	3.8
June 2019	3.9	5.2	3.8	2.9	3.9
July 2019	3.9	5.2	4.0	2.9	3.9
August 2019	4.0	5.2	3.9	3.0	4.0
September 2019	3.8	5.2	3.9	3.1	3.9
October 2019	3.9	5.2	3.9	3.1	4.0
November 2019	3.8	5.3	3.8	3.0	3.9
December 2019	3.9	5.2	3.8	3.1	3.9

(Source: NOMIS: Claimant Count 2019; ONS: Mid-Year Population Estimates 2019)

3.7 Economic Activity

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

3.8 School Readiness

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure children learn and develop well and are kept healthy and safe. It promotes teaching and

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

learning to ensure children are school ready and gives them the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. (*Statutory Framework for the Early Years Foundation Stage, page 5*).

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

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

Due to the Covid 19 pandemic, there will not be a release of GLD data (Good Level of Development) during 2020. Therefore we are only able to refer to 2019 data in which 67% of children attending in the Early Years Foundation stage (using Early Years Foundation profile data completed at the end of the year) were identified in Tameside as having a good level of development.

4. Review of the Local Childcare Market

4.1 Childcare Supply

The amount of childcare provision that is currently available has seen some changes since the last annual sufficiency report completed in 2019, notably a further decrease in the number of registered

childminders within the borough. Out of School Clubs appears to have increased significantly however this year we have built further on the improvements to the data collection to include all clubs some of which we previously had no recorded data for. Overall based on the information collected during July 2020 the childcare market and the number of childcare places appears to have remained stable, however this position could change due to the pandemic and will continue to be monitored.

During the national lockdown in March, many providers remained closed but for those who were able to operate they were limited to accepting children from critical workers or vulnerable children. Whilst all providers have been fully funded for free early education during summer 2020, careful monitoring will be needed to understand any longer term impact to the childcare market.

With the introduction of 30 hours free childcare from September 2017 for eligible parents, the market has continued to evolve to meet parental demand with a high percentage of providers offering 30 hours free childcare. Further analysis of the sufficiency of current 2 year and 30 hour provision in the borough is detailed later in this report.

Type	2015	2016	2017	2018	2019	2020	Difference + / -
Childminders	308	285	280	271	254	223	-30
Pre-school playgroups	21	21	20	17	16	16	-
Private nurseries	48	49	51	55	54	54	-
Out of school clubs	54	53	57	54	84	92	+8
Maintained School Nursery Classes	65	66	66	66	66	65	-1
Independent School with Early Years	1	1	1	1	1	1	-

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

4.2 Breakdown of Current Childcare by Area

This year we have built on the hard work during 2019 to improve the collection of sufficiency audit data and analysis of all the responses received. The analysis provides more of an accurate reflection of available places based on the information available at the time, as not all providers contribute to the audit.

Ashton Area

Type	2017 No of Providers	2017 No of Places	2018 No of Providers	2018 No of Places	2019 No of Providers	2019 No of Places	2020 No of Providers	2020 No of Places
PDN	11	977	13	1052	13	1021	14	989
Childminder	51	153	48	144	46	138	36	117

Playgroup/ Pre-School	6	213	4	163	4	193	3	108
Out of School	10	275	7	191	16	192	20	576
School Nursery	16	598	16	598	16	598	15	607
Totals	94	2216	90	2148	94	2142	88	2397

In Ashton-under-Lyne, we have seen a further reduction in the number of childminders but we have seen a significant increase to places for Out of School Clubs, this represents an improvement to the data collection to include clubs who had not previously reported data. The place numbers for pre-school/playgroups shows a decrease due to the closure of a pre-school at the end of summer 2019. In addition, some provision has reduced places due to the pandemic and due to lower overall staffing levels. However despite the situation overall the number of places in this area has increased.

Denton/Droylsden/Audenshaw Area

Type	2017 No of Providers	2017 No of Places	2018 No of Providers	2018 No of Places	2019 No of Providers	2019 No of Places	2020 Number of Providers	2020 No of Places
PDN	12	931	13	990	13	1064	13	1013
Childminder	108	324	108	324	101	303	93	313
Playgroup/ Pre-School	7	275	7	280	7	286	7	345
Out of School	19	475	18	504	30	609	30	808
School Nursery	18	780	18	780	18	780	18	874
Totals	164	2785	164	2878	169	3042	161	3353

Again, we have seen a reduction in places at private day nurseries, which is due to a reduction in the overall number of places they could offer. The number of childminders operating within this area has also reduced. There has been an increase in Out of School Places and School Nursery places, these increases have been identified due to more accurate data availability on place numbers.

Overall, the total number of places available in this area has increased.

Dukinfield/Stalybridge/Mossley Area

Type	2017 No of Providers	2017 No of Places	2018 No of Providers	2018 No of Places	2019 No of Providers	2019 No of Places	2020 Number of Providers	2020 No of Places
PDN	17	1216	17	1240	17	1278	16	1084
Childminder	80	240	77	231	73	219	62	200
Playgroup/ Pre-School	4	97	3	67	2	47	2	45

Out of School	19	544	20	560	25	667	24	791
School Nursery	17	546	17	546	17	546	17	662
Independent School	1	20	1	20	1	20	1	14
Totals	137	2643	135	2664	135	2771	122	2796

In this area, it shows a further decrease in the number of childminders, and the loss of one private day nursery. School nursery places show an increase; this is due to more accurate data availability. Despite the decreases, the overall effect is a similar picture as the number of total places has increased slightly.

Hyde/Longdendale

Type	2017 No of Providers	2017 No of Places	2018 No of Providers	2018 No of Places	2019 No of Providers	2019 No of Places	2020 Number of Providers	2020 No of Places
PDN	11	804	12	1050	11	885	11	764
Childminder	41	123	38	114	34	102	32	106
Playgroup/ Pre-School	3	77	3	77	3	84	4	100
Out of School	9	208	9	218	13	313	18	587
School Nursery	15	494	15	494	15	494	15	525
Totals	79	1706	77	1953	76	1878	80	2082

In this area, the number of childminders has decreased slightly but we have seen a reduction in the number of places at private day nurseries, which is due to two nurseries reducing its available places. One new playgroup/preschool has opened and added additional places and improved reporting of out of school places has increased the number of available places within this sector. However, despite some reduction to provision the overall number of provision and places that are available across the area has increased.

Totals for Tameside

Type	2017 No of Providers	2017 No of Places	2018 No of Providers	2018 No of Places	2019 No of Providers	2019 No of Places	2020 No of Providers	2020 No of Places
PDN	51	3928	55	4332	54	4248	54	3850
Childminder	280	840	271	813	254	762	224	736
Playgroup/ Pre-School	20	662	17	587	16	610	16	598
Out of School	57	1502	54	1473	84	1781	92	2762

School Nursery	66	2418	66	2418	66	2418	65	2668
Independent School	-	-	1	20	1	14	1	14
Totals	474	9350	464	9643	475	9833	438	10628

Across the borough, the total number of childcare places available has increased due to more accurate and complete reporting. The childcare market is evolving continually but despite the number of childminders, pre-schools/playgroups and private day nursery places decreasing slightly, the overall number of places across the borough has increased, which will also impact positively for parental choice for childcare. The number of childminder places where no data is provided is an estimated number based on each childminder having the capacity to take three children under the age of 5 (as per Ofsted guidance) so this will depend on how many children childminders elect to take under the age of 5.

See appendix 2 – Maps highlighting Group Provision, Out of School Clubs and Childminders

4.3 Demand for Childcare

During 2019 the Families Information Service (FIS) received a total of 2785 enquiries of various types. Of these 915 were enquiries where full details were taken. A further breakdown confirmed that a large proportion of these full enquiries initiated, related to childcare, nursery education or 2 year funded places, totaling 91% of the enquiries, which highlights continued demand for formal childcare.

On analysis of the short enquiries where full details were not provided, 67% of this type of enquiry related to childcare, nursery education, 2 year funded places or from childcare providers.

Many parents search online and Tameside provides an ‘Online Childcare Finder’. Statistics inform that during the period between January to December 2019 there were 3,416 searches for childcare on the Families Information Service Online service, which is a 41.15% increase from the previous year in 2018.

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

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

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

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

4.4 Parental Questionnaires

During the period of January to June 2020, the Families Information Service routinely contacted parents who had made an enquiry for childcare to establish data about their search and ascertain any issues or barriers to finding the type of childcare they were seeking.

During this period, 50 parents were contacted and all (100%) provided feedback, which is very positive.

Of the 50 contacted 100% were successful in finding childcare:

46	Found their 1 st Choice
4	Found an alternative

Of the 50 contacted, the following responded to their preference for the type of childcare sourced:

44	Looking for a Private Day Nursery
2	Looking for a Childminder
4	Looking for 15 Hours Free Early Education

Of the 50 contacted, the following indicated their overall experience in finding childcare:

19	Found the experience positive
1	Found the experience frustrating
30	Did not provide a response

Of the 50 contacted, they were all asked what the main factor in choosing childcare was:

39	Indicated Location
6	Indicated provision they had used before
1	Indicated the Excellent reputation of the provision
1	Indicated their 1 st Choice was full
1	Indicated their nursery of choice had closed
2	Did not provide a response

The follow up calls for feedback to the initial enquiries for childcare provided a positive update as all enquiries had been able to source childcare, which also supports the data to indicate that there appears to be sufficient childcare within the borough.

Feedback on the Service provided by the Families information Service

Of the 50 contacted 30 provided feedback on the quality of the service they received:

29	Indicated the service as Excellent
1	Indicated the service as Good

When asked about the information provided and whether this met their needs:

30	Indicated the information was accurate and met their needs
----	--

All responders (100%) indicate the service was easy to access and they would recommend it:

The main referral routes to access the Families Information Service was as follows:

4	Indicated they had used the service previously
12	Indicated they had been recommended the service
9	Indicated they had been referred by staff within the Children Centre
4	Found the information by searching on the Tameside Website
1	Indicated they were referred by a Health Professional

4.4 Free Places for Three and Four Year Old Children

In Tameside according to Department for Education national statistical release data, (provided to all local authorities in 2020 from data sourced from the January census) and comparing to population data, 95% of 3 and 4 year olds are taking up some or all of their free early education funding.

Year	2013	2014	2015	2016	2017	2018	2019	2020
Percentage	97%	99%	98%	99%	99%	98%	98%	95%

Take up for 2-year funding shows a decrease from the previous year however this could be due to the focus of 30 hours free childcare as most North West local authorities have shown a decrease in take up during 2019. To ensure that this trend is reversed there has been increased activity to assist families to apply and seek a place for their child and participation for autumn 2019 shows a slight increase on the previous term, which is encouraging. There are no reported issues with families having difficulties accessing places and there appears to be plenty of choice and opportunity for parents to take up the offer.

Percentage of 2 year old children benefitting from funded early education places by local authority	
All providers - Percentage of population	
Year	2019
Percentage	77%

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

4.5 Free Places for Two Year Old Children

The complete eligibility criteria for 2 years olds who are entitled to a free 15-hour early education and childcare place can be found on the following page:

<https://www.tameside.gov.uk/surestart/childcare/2yearoldfunding>

Target numbers for potentially eligible 2 year olds from the DfE target lists have remained fairly static since summer term 2019 when the target number was 1,296, which has decreased slightly to 1,234 in summer 2020. A detailed assessment of the number of two-year places was collated during summer 2020 to inform on the number of two year places available within the borough and to identify any further gaps. In Tameside, we generally have a good take up of places, which are monitored term on term. The level of applications for 2 year funding was negatively impacted during the national

lockdown, however following the reopening of the early years sector we are now seeing an increase in applications and take up is starting to improve.

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

- Potentially eligible families identified by the DFE during June 2020 by ward
- Total number of vacancies – Supplied from all providers delivering free early education (summer 20)
- Total number of 2 year olds attending provision by ward area (summer 20)

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

- Denton South
- Droylsden West
- Hyde Newton
- Hyde Werneth
- Stalybridge North

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

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

Denton South – this area is showing 40% take up of places, which have increased by 10% on the previous year with a small deficit of places. Data is highlighting vacancies in both of its neighbouring wards. Denton North East, which has a high number of vacancies and is within half a mile walking distance from Denton South for families residing on the border of this ward. Data shows that 43% of those attending are attending outside of their home ward. Given the location of this ward which is on the outskirts of the borough and adjacent to green spaces, creating new provision for the small deficit of places would not be sustainable.

Droylsden West – New provision has opened since the previous report on the border of Droylsden East to provide sufficient part time additional places for 2 year olds within walking distance. The opening of this new provision should ensure sufficient 2-year places within the Droylsden area. Data also highlights that currently 40% of families are accessing provision in this area from another home ward.

Hyde Newton – this area is showing 53% take up and a small number of vacancies; however, the data is also highlighting a potential deficit of places within this area. A new provider has opened on the 1st September 2020 providing sufficient part time equivalent 2-year places. The data also shows places available within the wards of Hyde Godley and Dukinfield, which are both within walking distance for many families within this ward.

Hyde Werneth - this area is highlighting a decrease in take up this year with 40% take up of places, data also shows there are reported vacancies available in this area. Since the last report, additional

places have been added within this area providing 36 part time places for 2 year olds. Also a new provider has joined the directory to offer free hours within this area but has delayed opening following the national lockdown. Despite the addition of new places and the existing vacancies available, there is still a small deficit of overall places. Data indicated that places are available in the neighbouring ward of Hyde Godley, which is within walking distance for many families in this area. In light of this, Hyde Werneth will continue to be monitored.

Stalybridge North – this area is showing 42% take up of places, which is a decrease on the previous year. From the 2-year analysis, there were reported vacancies in this area, which indicates a lower take up. Despite the vacancy levels, the data also highlighted a deficit of available places. Analysis of the data also indicates that some provision within this area have reduced the overall number of places they will offer which could be due to a low demand for places in this area. This area borders Ashton St Michael's and Dukinfield/Stalybridge with both highlighting surplus places within walking distance for some families. In light of this, places in Stalybridge North will continue to be monitored. Further discussions will take place with existing provision in this area to understand the rationale for the reduction in places offered and whether this is temporary.

Further analysis was obtained to ascertain how families were taking up their places across Tameside and whether they chose provision located in their home ward or elsewhere in the borough. This data highlights that during the summer term, which is the busiest of the three, it indicates 70% take up of 2-year places at the time of the data collection. On average 57% of families took up a 2-year place within the ward in which they live, whereas 38% travelled to a neighbouring ward. The remainder, which is around 5%, is families who reside outside of Tameside but have chosen to take their 2-year place here.

See Appendix 4 – Analysis of 2 Year Free Places and Take up

Further Action – 2 Year Place Creation

Within the areas of Hyde Werneth and Stalybridge North, further discussion will take place to see if there is scope for existing provision to expand their numbers and to establish when the new provision in Hyde Werneth will open and accept funded children. As some of the reductions could be temporary and due to the Covid 19 pandemic no further action is planned for place creation in Denton South, Hyde Newton and Droylsden West.

At the point of the data collection, (July 2020) 143 childminders were registered to accept funded children, which have increased by approx. 7% on the previous year. As the number of childminders looking to deliver early education places continues to rise, this provides alternative childcare options in all areas of the borough.

4.6 30 Hours Free Childcare

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

<https://www.childcarechoices.gov.uk/>

Over the last year, the number of families taking up some or all of their additional entitlement via their private, voluntary or independent provider or via their school nursery has increased however, the increases are less dramatic, this may indicate we are reaching a plateau and places may remain more stable in the future. Continued monitoring of take up and available places will continue.

No's of Families taking all or part of their Extended Entitlement (30 Hours)					
Term	Take Up	Term	Take up	Term	Take Up
Autumn 2017	1123	Autumn 2018	1251	Autumn 2019	1307
Spring 2018	1465	Spring 2019	1651	Spring 2020	1760
Summer 2018	1742	Summer 2019	1938	Summer 2020	1996

The majority of all group providers and childminders on the directory are registered to deliver the offer, and 45 of the 65 primary schools with a nursery, are also delivering the offer or registered to deliver the offer.

30 Hours Free Childcare

After analysis of the data provided during summer 2020, approximately half of all families (50%) taking up their offer sourced provision within their home ward, 43% took up a place in another Tameside ward and approximately 6.5% of families taking up a place came from outside of Tameside.

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

The analysis during summer 2020 highlighted a total of 921 vacancies for universal 15-hour entitlement, with recorded vacancies in all wards of Tameside. For the 30 hours or the extended part of the entitlement there were a total of 422 vacancies, again with recorded vacancies in all wards, however there are three areas where the level of vacancies was minimal and this will continue to be monitored. (See Appendix 5)

Further Action

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

The number of recorded vacancies across the whole sector has increased from the previous year. However, this is largely due to the national lockdown and the restrictions placed on providers during the first three months of the pandemic, which has impacted on some, take up of places. The analysis also highlights an increase in take up of the extended entitlement (30 Hours) compared to summer 2019, which has increased from 1,938 to 1,996, which represents a 3% increase.

Based on vacancy data available during summer 2020, it appears that there are sufficient places available, and no action is needed at present other than continued monitoring of places, take up and vacancies. In addition, the situation is also being monitored to assess the impact of the Covid 19

pandemic and any long-term impact on the availability of childcare. At the time of writing, this report one closure had been confirmed within an area where vacancy levels reported for both 2 year olds and 3 and 4 year olds were high which alongside the Covid 19 pandemic could have been a determining factor for its closure.

Another factor that could have an effect is if levels of unemployment increase within the borough due to the economic impact of the pandemic. This will affect the number of families who require formal childcare or meet the eligibility criteria for 30 hours free childcare, which could result in a drop in, take up.

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

In Tameside at the time of analysis, there were 92 Out of School clubs, and an approximate increase of 900 places, which appears to have increased dramatically from the previous year. This is largely due to an improved data collection and where provision has reopened within a number of schools.

Full and Part Time places for 4-8 year olds

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

The data also highlighted vacancies available for this age range in all wards within the borough of both full and part time for children to attend during the school holidays. The exception to this is Hyde Newton where there were no vacancies however; both other wards in Hyde were showing availability. This could also be impacted by the pandemic with some provision electing not to reopen until later in the year.

Full Time and Part Time places for 8 year olds and over

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

The data highlighted both full and part time places were available for school holiday clubs for this age range however in some areas the vacancies were minimal e.g. Audenshaw and Droylsden West. This could also be attributed to the pandemic with many providers delaying their opening until later in the year or reducing their capacity due to the Covid restrictions. The exception to this is Hyde Newton where there were no vacancies but there was availability of places in both other Hyde wards and a new provider is due to open during the autumn term adding additional places in this area for both age ranges.

At the time of analysis, there were no major gaps in provision however places will continue to be monitored. (See Appendix 6)

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

The Early Years Quality Improvement Team provides training and support to childcare settings to enable them to offer inclusive childcare provision. All Early Years Childcare providers are able to access SENCO surgeries where they receive guidance to effectively deliver the SEN Code of Practice. Childcare providers are able to support children with Special Educational Needs and/or Disabilities (SEND) and there has been increased parental confidence that Early Years providers are able to meet the needs of children with SEND .

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

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

Source: Census 2011

Since July 2017, there has been a dedicated Special Educational Needs Caseworker available for early years. They work closely with the Early Years Quality Officers and support the implementation of the SEN Early Years Panel as part of a multi-agency team. The purpose of the SEN Early Years Panel is to support the identification of additional needs as early as possible and to ensure the right support is available in line with the Code of Practice. In addition the Early Years Panel where individual cases are referred, meet more frequently to meet demand. Where a need is identified, additional support e.g. for specialist equipment, specialist resourced support or additional funding is available, to enable children to access provision for early years. The SEN Early Years Panel meets monthly, throughout the academic year.

During the 2019-2020 academic year, 92 early years children were discussed at the SEN Early Years panel.

Out of the 92 cases discussed, it was agreed to address the Education Health and Care needs of 68 children. Advice and consultation is in place to support the other children (24) who are monitored through a graduated approach at SEN Support. These cases may be referred back into the SEN Early Years panel following further assessment, impact of interventions evidenced and/or additional resources to support the identification of needs.

Two ‘specialist’ Early Years Quality Officers (EYQO) have been appointed to concentrate on SEND in early years provision across the borough with an additional two staff from September 2020 focusing on SEND support specifically for childminders. The EYQO will ensure the highest quality of care and education is offered to meet children’s needs. They will support the Tameside SEND pathway making sure all early years practitioners are collecting relevant information in preparation for the Early Years SEN Panel, ensuring smooth transitions to the most appropriate educational setting for children with SEND.

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

- Disability Access Fund
- SEN Inclusion Fund

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

4.9 Quality of Childcare

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

Legislation was agreed and Ofsted is now the sole arbiter of quality for delivery of Early Education Funding, which has resulted in a changed role for Local Authorities. In response to this, the following table provides a breakdown of all the key types of providers according to their Ofsted rating (data collated as at summer 2020):

Group Settings and Independent Schools	Data Collated Autumn 2017		Data Collated Autumn 2018		Data Collated Autumn 2019		Data Collated Autumn 2020	
	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %
Inadequate	1	1.41	0	0	1	1.41	0	0
Requires Improvement	4	5.63	2	2.74	2	2.82	0	0
Good	40	56.34	52	71.23	51	71.83	54	76.1
Outstanding	12	16.90	14	19.18	12	16.90	9	12.7
Not Yet Graded	14	19.72	5	6.85	5	7.04	7	9.8
Meets Standards	-		-		-		1	1.4

There are 63 group providers in total with approximately 89% rated as good or outstanding, which is the same as the previous year. The number of providers who are awaiting their first inspection has increased to 9.8%, which does reduce the percentage of those good or outstanding. The number of settings rated inadequate or requires improvement has reduced to zero which highlights sustained improvements in quality within this sector.

Out of School Clubs	Data Collated Summer 2017	Data Collated Summer 2018	Data Collated Summer 2019	Data Collated Summer 2020

	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %
Inadequate	0	0	0	0	0	0	0	0
Requires Improvement	2	3.51	0	0	3	3.57	1	1.09
Good	29	50.88	36	66.67	58	69.05	61	66.30
Outstanding	8	14.04	10	18.52	12	14.29	10	10.87
Await 1 st Inspection	18	31.58	8	14.81	9	10.71	16	17.39
Met	0	0	0	0	2	2.38	4	4.35

There are 92 Out of School Clubs with 77.17% rated as good or outstanding, which is a decrease on the previous year, but this is due to the increase in the numbers of reported provision and more accurate data collection. In addition, 17.39% are awaiting their first inspection. Therefore, if those awaiting their first inspection were excluded, the total achieving good or outstanding is actually 93.42%.

Childminders	Data Collated Summer 2017		Data Collated Summer 2018		Data Collated Summer 2019		Data Collated Summer 2020	
	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %
Inadequate	9	3.21	4	1.48	6	2.36	7	3.14
Requires Improvement	13	4.64	7	2.58	7	2.76	6	2.7
Good	174	62.14	174	64.21	164	64.57	145	65.02
Outstanding	12	4.29	16	5.90	15	5.90	13	5.83
Awaiting Inspection			40	14.76	36	14.17	30	13.45
Met	72	25.71	30	11.07	26	10.24	22	9.86

(Included in Inadequate are 7 childminders classed as not met e.g. require actions)

In total, there are 223 childminders within the borough, which is a further decrease on the previous year. Of these, 158 or 70.85% of the childminders are rated as good or outstanding. 52 childminders have not yet been inspected, or are classed as 'Met'. Therefore, if those awaiting inspection are excluded, the total achieving a good or outstanding result is actually 92.39%, which is a slight decrease on the previous year.

Schools	Data Collated Summer 2020
----------------	----------------------------------

	Actual	Percentage %
Inadequate	1	1.54
Requires Improvement	4	6.15
Good	43	66.15
Outstanding	5	7.70
Yet to be Inspected	12	18.46

In total there are 65 primary schools within the borough that have a nursery class and provide early education, of these 73.85% are rated good or outstanding, however there are 12 schools awaiting inspection which if excluded, the total achieving a good or outstanding result is actually 92.30%.

Of the 65 schools, 45 or, 69.23% are currently offering the 30 hours free childcare for 3/4 year olds, which is an increase of schools offering 30 hours since September 2019.

4.10 Affordability of Childcare

Childcare costs vary from area to area within the borough and from type to type, however the tables below illustrate typical average childcare costs in Tameside collated during summer 2020 based on a full time attendance e.g. 50 hours of care per week and 25 hours:

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

Under twos per week attending 50 Hours	£194
Under twos per week attending 25 Hours	£146
Aged 2 plus per week attending 50 hours	£196
Aged 2 plus per week attending 25 Hours	£137

- The most expensive rate for under two's for 25 hours was £185
- The cheapest rate for under two's for 25 hours was £115
- The most expensive rate for aged 2 plus for 25 hours was £185
- The cheapest rate for aged 2 plus for 25 hours was £75
- The most expensive rate for under two's for 50 hours was £240
- The cheapest rate for under two's for 50 hours was £158
- The most expensive rate for aged 2 plus for 50 hours was £280
- The cheapest rate for aged 2 plus for 50 hours was £158

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

Under twos per week attending 50 Hours	£180
Under twos per week attending 25 Hours	£94
Aged 2 plus per week attending 50 hours	£180
Aged 2 plus per week attending 25 Hours	£94

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

Out of school club typical average weekly for a place for 15 hours per week	£54.00
---	--------

5. Highlighted Extracts from the Summary of the CSA 2011

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

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

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

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

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

6. Conclusion

During 2020 the initial indicators highlight the childcare market in Tameside has remained stable, there has been a small reduction in the number of places at Private Day Nurseries, Pre-Schools/Playgroups and childminders however, the number of places within School Nurseries and Out of School Clubs has increased. Overall, the number of childcare places available across the borough has increased which impacts positively on parental choice.

The number of families that were potentially eligible for a 2 year place at the time of the data collection (summer 2020) has remained static which impacts on demand. At the time of the data collection, the

data highlights a reduction in participation since autumn 2019, which is largely due to the pandemic and the closure of provision during the national lockdown.

Further analysis of two year provision highlighted a number of areas to monitor. Two areas with an identified gap have been flagged for continued monitoring however, no further action for capital projects is required at this time.

With the need to ensure sustainability, existing provision who have reduced their places in identified wards will be contacted to ascertain any scope for increasing their 2 year places. Hopefully as demand for places increases in these areas, this should influence provision, with providers increasing places to meet demand.

Analysis of the sufficiency of two year places and the take up of the free entitlement for three and four year olds will remain under review. The DfE statistical release 2020 indicates that take up of 3 and 4 year olds is 95% in comparison to the total 3 and 4 year population; this is considered a high take up and is evident across the borough at maintained, private, voluntary and independent providers.

Changes are noted within the childcare market but from the information available no identified gaps in provision have been highlighted other than two specific wards within the borough where there appears to be a small gap in provision for the two year age range which can be served by neighbouring wards with vacancies.

Not all sectors of childcare providers responded to the request to provide data, which prevents a full assessment of the sufficiency of childcare places in all areas. Without any other anecdotal information to highlight any specific gaps in provision for childminders, we have been unable to fully assess sufficiency of all places, but conclude from the vacancies available from those that did submit that there is still sufficient provision.

30 Hours Free childcare

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

Impact of Covid 19

Certain types of provision have been affected by the national pandemic due to the restrictions identified within the national guidance e.g. Out of School Provision. In addition, whilst guidance facilitated the wider reopening some providers had opted, in consultation with their families to remain closed for the duration of the summer term. From the start of the autumn term 2020, all group providers and school nurseries had reopened for children, which is positive. However, it is expected that there will continue to be an impact within the sector due to the pandemic e.g. further restrictions, temporary closures due to children and staff with symptoms or self-isolation, which will all have a temporary effect on capacity.

The impact of the pandemic may have a longer-term effect on the childcare market and will require continued monitoring.

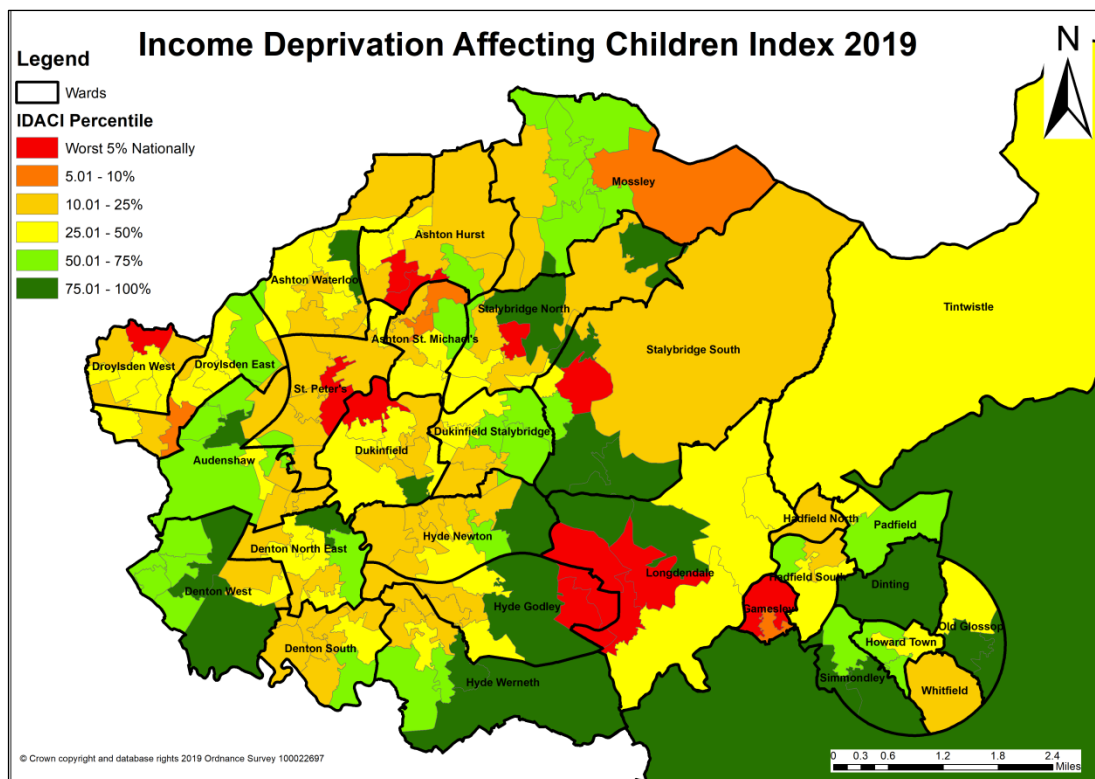
7. Recommendations

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

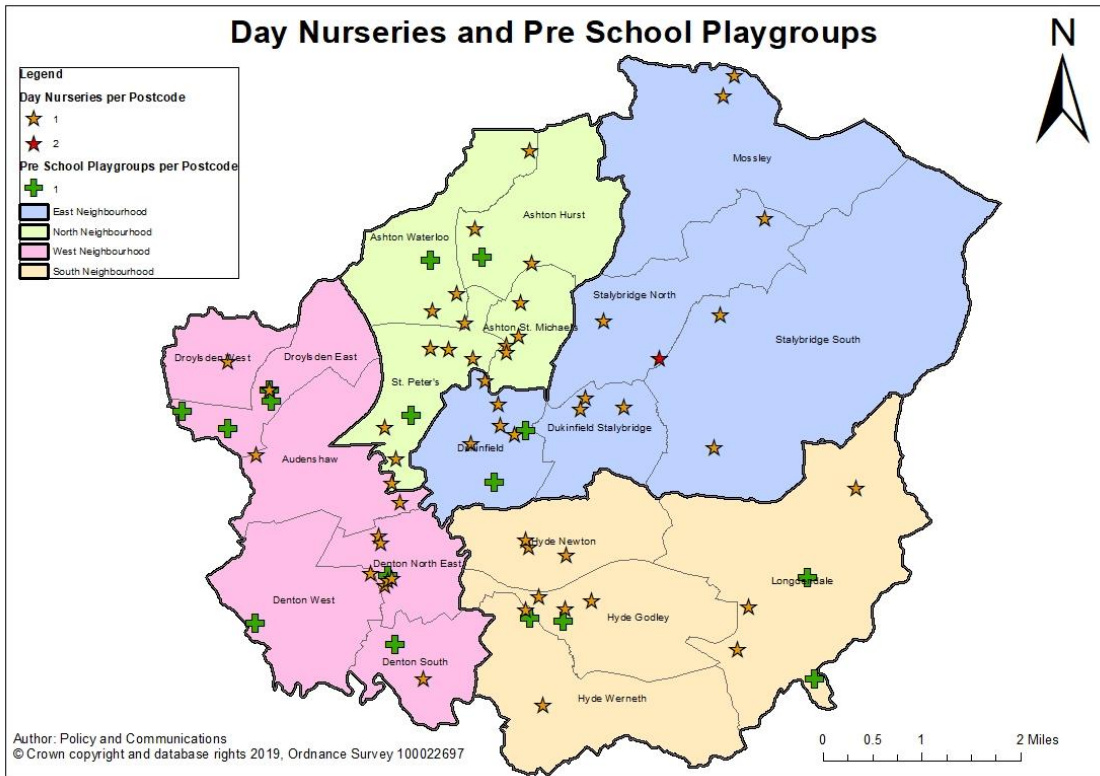
1. To continue to work with all our childcare providers to improve the quality and content of the data provided, to inform on the annual assessment of childcare available for all age ranges. In addition to use this data to monitor the longer term impact of the Covid 19 pandemic and how this impacts childcare sufficiency
2. To continue to encourage providers to regularly report on their vacancies and to ensure their information published online is current. To further promote the online childcare search function to enable parents to be able to make electronic enquiries for childcare using the information provided
3. Continue to monitor the number of 2 year places across the borough to address any identified gaps. To follow up on the actions identified which will inform any future place creation required
4. Review place take up of 30 hours and analyse any trends or shifts in the market place and the sufficiency of the number of places available

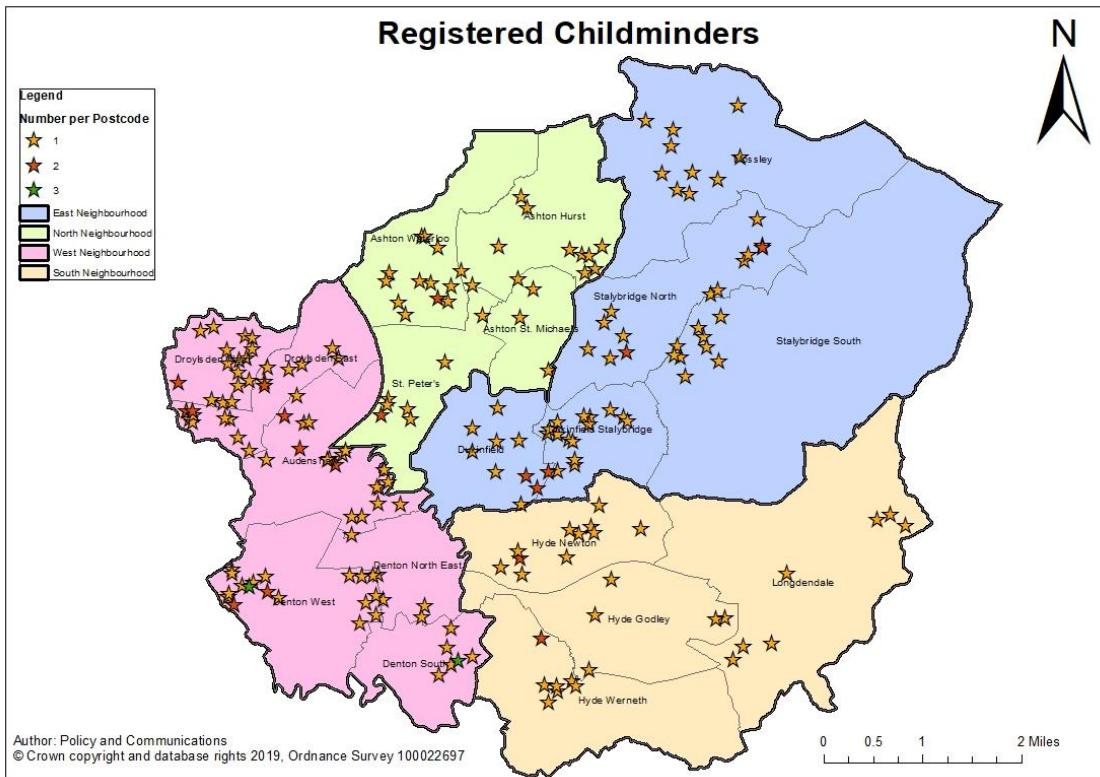
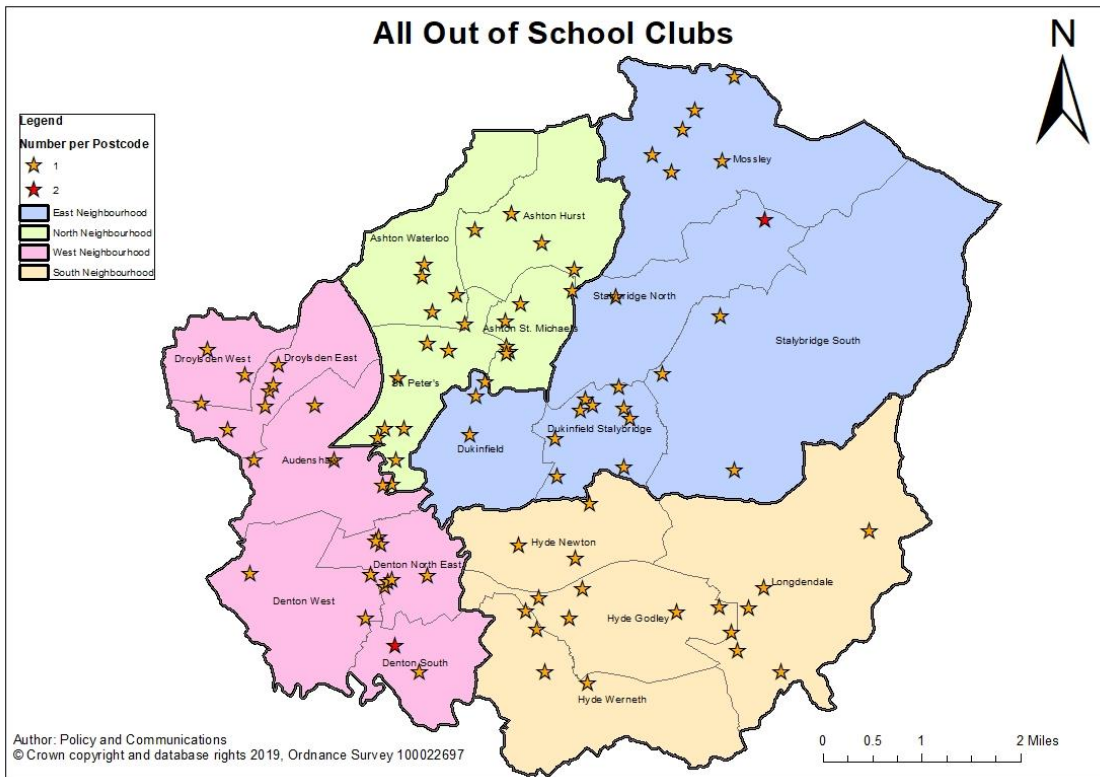
8. Appendices

Appendix 1 -

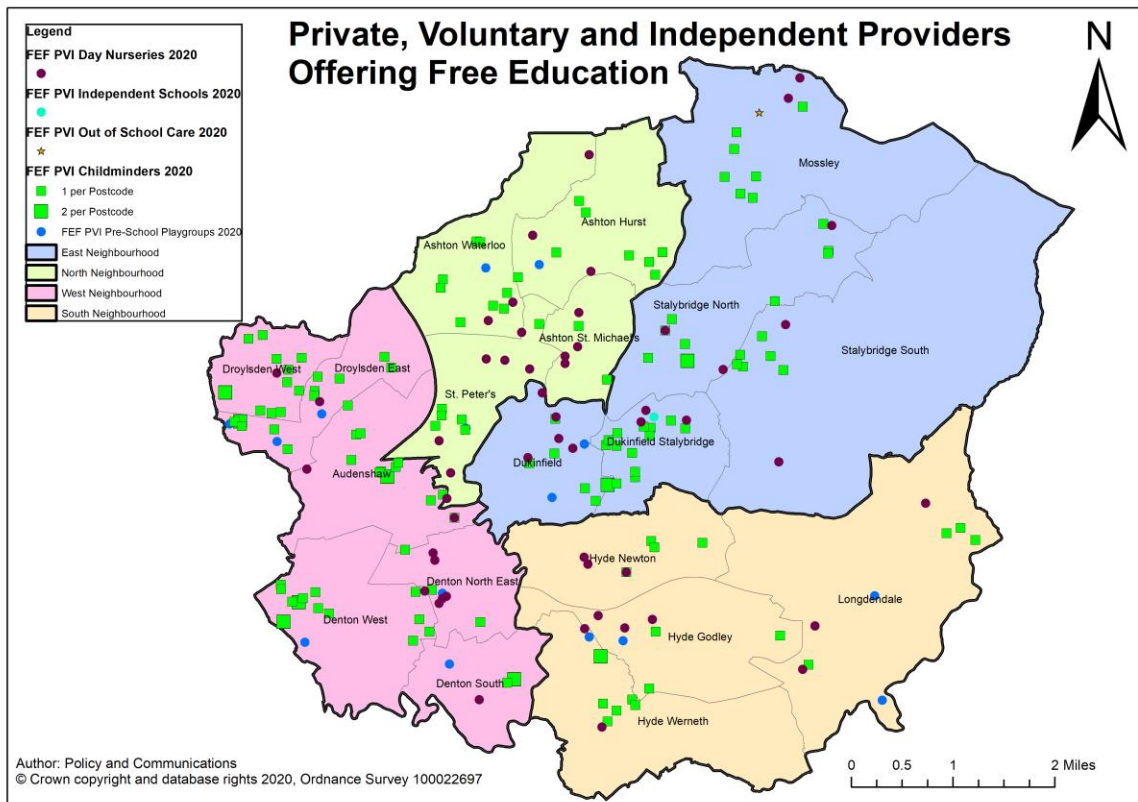


Appendix 2





Appendix 3 - (FEF – Free Entitlement Funding)

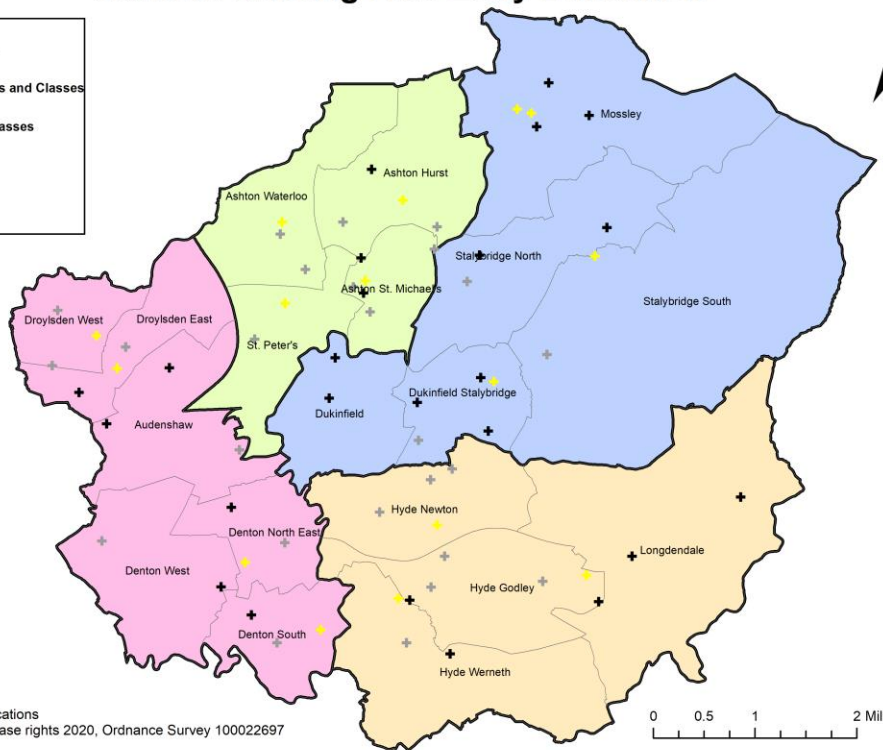


Schools Offering Free Early Education

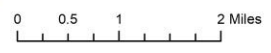
Legend

- Academy Nursery Classes
- ✦ Maintained Nursery Schools and Classes
- ✦ Voluntary Aided Nursery Classes

East Neighbourhood
 North Neighbourhood
 West Neighbourhood
 South Neighbourhood



Author: Policy and Communications
 © Crown copyright and database rights 2020, Ordnance Survey 100022697



Appendix 4

Analysis of 2 Year Free Places and Take up – Summer 20

Ward	April DfE target list for Summer 2020	2 Year Olds in a place during summer 2020	Percentage in a place %	Those who attend provision in their home ward	Those who attend a place from another ward in TMBC	Those who attend from outside of the borough	Maximum Number of FEF Vacancies for 2 Years	Total places	Families attending outside their home ward but within TMBC %	Inward Migration %
Ashton Hurst	71	40	56%	23	17	0	62	102	43%	0%
Ashton St Michaels	92	76	83%	46	28	2	33	109	37%	3%
Ashton St Peters	146	122	84%	61	55	6	81	203	45%	5%
Ashton Waterloo	61	40	66%	30	10	0	19	59	25%	0%
	370	278	75%	160	110	8	195	473	40%	3%
Audenshaw	48	43	90%	13	22	8	28	71	51%	19%
	48	43	90%	13	22	8	28	71	51%	19%
Denton North East	54	60	111%	30	26	4	74	134	43%	7%
Denton South	60	24	40%	19	4	1	21	45	17%	4%
Denton West	25	16	64%	6	8	2	18	34	50%	13%
	139	100	72%	55	38	7	113	213	38%	7%
Droylsden East	49	35	71%	11	14	10	69	104	40%	29%
Droylsden West	69	24	35%	19	5	0	7	31	21%	0%
	118	59	50%	30	19	10	76	135	32%	17%
Dukinfield	72	84	117%	43	37	4	74	158	44%	5%
Dukinfield / Stalybridge	37	26	70%	9	17	0	38	64	65%	0%
	109	110	101%	52	54	4	112	222	49%	4%
Hyde Godley	86	65	76%	35	30	0	41	106	46%	0%
Hyde Newton	79	42	53%	34	7	1	7	49	17%	2%
Hyde Werneth	57	23	40%	13	9	1	25	48	39%	4%
	222	130	59%	82	46	2	73	203	35%	2%
Longdendale	68	57	84%	40	16	1	29	86	28%	2%
	68	57	84%	40	16	1	29	86	28%	2%
Mossley	46	25	54%	19	4	2	43	68	16%	8%
	46	25	54%	19	4	2	43	68	16%	8%
Stalybridge North	77	38	49%	23	15	0	11	49	39%	0%
Stalybridge South	35	18	51%	12	6	0	30	48	33%	0%
	112	56	50%	35	21	0	41	97	38%	0%
Totals	1232	858	70%	486	330	42	710	1568	38%	5%

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

Appendix 5

Analysis of 3/4 Year Free Places and Take up of Universal and Extended Entitlement – Summer 2020

Universal Entitlement - 15 Hours									Extended Entitlement - 30 hours										
Ward	3/4 Year Olds in a Universal place during Summer 2020	Children Attending in home Ward	Children Attending from other TMBC Wards	Children Attending from Outside TMBC	Maximum Number of FEF Vacancies for 3/4 Years Universal	Total Universal Places (Children in place + Vacancies)	Families attending outside their home ward but within TMBC %	Inward Migration from other Authorities %	Ward	3/4 Year Olds in a Universal place during Summer 2020	3/4 Year Olds in a Uni + Ext place (with same provider) during Summer 2020	3/4 Year Olds in a Extended place during Summer 2020	Children Attending for Extended hours in home Ward	Children Attending from other TMBC Wards	Children Attending from Outside TMBC	Maximum Number of Extended Vacancies for 3/4 Years	Total Extended Places (Children in place + Vacancies)	Families attending outside their home ward but within TMBC %	Inward Migration from other Authorities %
Ashton Hurst	216	119	85	12	83	299	39.35%	5.56%	Ashton Hurst	216	68	82	33	41	8	11	93	50.00%	9.76%
Ashton St Michaels	340	162	171	7	59	399	50.29%	2.06%	Ashton St Michaels	340	142	148	57	85	6	23	171	57.43%	4.05%
Ashton St Peters	408	216	176	16	50	458	43.14%	3.92%	Ashton St Peters	408	136	140	36	96	8	24	164	68.57%	5.71%
Ashton Waterloo	154	125	25	4	50	204	16.23%	2.60%	Ashton Waterloo	154	43	49	38	9	2	15	64	18.37%	4.08%
	1118	622	457	39	242	1360	40.88%	3.49%		1118	389	419	164	231	24	73	492	55.13%	5.73%
Audenshaw	267	118	120	29	39	306	44.94%	10.86%	Audenshaw	267	140	146	57	71	18	32	178	48.63%	12.33%
	267	118	120	29	39	306	44.94%	10.86%		267	140	146	57	71	18	32	178	48.63%	12.33%
Denton North East	261	115	134	12	96	357	51.34%	4.60%	Denton North East	261	121	136	48	79	9	15	151	58.09%	6.62%
Denton South	127	103	23	1	29	156	18.11%	0.79%	Denton South	127	48	56	45	11	0	15	71	19.64%	0.00%
Denton West	180	87	53	40	39	219	29.44%	22.22%	Denton West	180	73	84	44	23	17	12	96	27.38%	20.24%
	568	305	210	53	164	732	36.97%	9.33%		568	242	276	137	113	26	42	318	40.94%	9.42%
Droylsden East	249	134	101	14	127	376	40.56%	5.62%	Droylsden East	249	92	113	59	51	3	47	160	45.13%	2.65%
Droylsden West	139	78	52	9	18	157	37.41%	6.47%	Droylsden West	139	53	61	33	26	2	6	67	42.62%	3.28%
	388	212	153	23	145	533	39.43%	5.93%		388	145	174	92	77	5	53	227	44.25%	2.87%
Dukinfield	272	142	128	2	39	311	47.06%	0.74%	Dukinfield	272	134	135	65	68	2	46	181	50.37%	1.48%
Dukinfield / Stalybridge	239	76	162	1	37	276	67.78%	0.42%	Dukinfield / Stalybridge	239	109	119	45	74	0	28	147	62.18%	0.00%
	511	218	290	3	76	587	56.75%	0.59%		511	243	254	110	142	2	74	328	55.91%	0.79%
Hyde Godley	275	139	134	2	70	345	48.73%	0.73%	Hyde Godley	275	94	99	48	49	2	30	129	49.49%	2.02%
Hyde Newton	269	190	79	0	21	290	29.37%	0.00%	Hyde Newton	269	142	155	105	50	0	1	156	32.26%	0.00%
Hyde Werneth	197	124	62	11	40	237	31.47%	5.58%	Hyde Werneth	197	111	114	68	37	9	20	134	32.46%	7.89%
	741	453	275	13	131	872	37.11%	1.75%		741	347	368	221	136	11	51	419	36.96%	2.99%
Longdendale	140	90	37	13	32	172	26.43%	9.29%	Longdendale	140	43	51	26	13	12	29	80	25.49%	23.53%
	140	90	37	13	32	172	26.43%	9.29%		140	43	51	26	13	12	29	80	25.49%	23.53%
Mossley	202	155	18	29	47	249	8.91%	14.36%	Mossley	202	120	135	100	12	23	37	172	8.89%	17.04%
	202	155	18	29	47	249	8.91%	14.36%		202	120	135	100	12	23	37	172	8.89%	17.04%
Stalybridge North	206	137	64	5	15	221	31.07%	2.43%	Stalybridge North	206	100	103	58	42	3	4	107	40.78%	2.91%
Stalybridge South	130	79	42	9	30	160	32.31%	6.92%	Stalybridge South	130	69	70	42	23	5	27	97	32.86%	7.14%
	336	216	106	14	45	381	31.55%	4.17%		336	169	173	100	65	8	31	204	37.57%	4.62%
	4271	2389	1666	216	921	5192	39.01%	5.06%		4271	1838	1996	1007	860	129	422	2418	43.09%	6.46%

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

Appendix 6

Analysis of Out of School Provision – Summer 2020

2020		Before and After School							Holiday Club						
		Places			Vacancies				Places			Vacancies			
Area	Ward	Number of Providers	Maximum Number of Places 4 - 8 Yrs	Maximum Number of Places 8 + Yrs	Maximum Number of Before School Vacancies 4 - 8 Yrs	Maximum Number of Before School Vacancies 8 + Yrs	Maximum Number of After School Vacancies 4 - 8 Yrs	Maximum Number of After School Vacancies 8 + Yrs	Number of Providers	Maximum Number of Places 4 - 8 Yrs	Maximum Number of Places 8 + Yrs	Maximum Number of Full Time Vacancies 4 - 8 Yrs	Maximum Number of Full Time Vacancies 8 + Yrs	Maximum Number of Part Time Vacancies 4 - 8 Yrs	Maximum Number of Part Time Vacancies 8 + Yrs
Ashton under Lyne	Ashton Hurst	10	86	73	13	12	12	11	7	37	29	18	19	0	0
	Ashton St Michaels	9	134	93	14	5	14	5	3	23	11	9	7	0	0
	Ashton St Peters	12	95	77	21	23	17	18	8	65	42	24	20	25	19
	Ashton Waterloo	9	20	22	7	8	9	12	4	18	18	13	16	4	6
Sub totals		40	335	265	55	48	52	46	22	143	100	64	62	29	25
Audenshaw	Audenshaw	17	104	81	30	6	32	8	9	40	26	9	2	4	2
Sub totals		17	104	81	30	6	32	8	9	40	26	9	2	4	2
Denton	Denton North East	8	88	65	15	17	15	10	6	39	32	39	26	14	4
	Denton South	6	89	67	26	24	20	16	5	34	32	20	18	20	18
	Denton West	16	105	88	14	16	14	16	11	45	43	6	14	10	9
Sub totals		30	282	220	55	57	49	42	22	118	107	65	58	44	31
Droylsden	Droylsden East	13	115	79	17	14	17	14	14	50	34	19	20	0	1
	Droylsden West	12	76	64	8	6	8	6	8	15	12	3	2	2	2
Sub totals		25	191	143	25	20	25	20	22	65	46	22	22	2	3
Dukinfield	Dukinfield	5	43	44	9	9	12	12	5	32	32	10	9	13	13
	Dukinfield / Stalybridge	16	112	113	45	43	44	44	11	58	47	39	28	39	27
Sub totals		21	155	157	54	52	56	56	16	90	79	49	37	52	40
Hyde	Hyde Godley	8	195	77	2	4	7	9	4	8	8	8	8	6	6
	Hyde Newton	5	39	56	20	20	5	5	3	18	56	0	0	0	0
	Hyde Werneth	6	13	8	2	2	3	3	5	51	37	39	39	1	1
Sub totals		19	247	141	24	26	15	17	12	77	101	47	47	7	7
Longdendale/Hattersley	Longdendale	7	79	73	13	12	15	14	5	36	30	16	8	12	10
Sub totals		7	79	73	13	12	15	14	5	36	30	16	8	12	10
Mossley	Mossley	12	180	170	41	41	29	27	10	35	37	23	22	11	12
Sub totals		12	180	170	41	41	29	27	10	35	37	23	22	11	12
Stalybridge	Stalybridge North	10	22	26	6	6	6	6	10	27	32	4	4	3	3
	Stalybridge South	9	119	101	38	38	30	30	6	31	27	40	40	7	7
Sub totals		19	141	127	44	44	36	36	16	58	59	44	44	10	10

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

Agenda Item 6

Report to:	EDUCATION AND ATTAINMENT IMPROVEMENT BOARD
Date:	16 March 2021
Executive Member:	Cllr Leanne Feeley - Executive Member for Lifelong Learning, Equalities, Culture and Heritage. Cllr Bill Fairfoull - Deputy Executive Leader, Children and Families
Reporting Officer:	Richard Hancock – Director of Children’s Services
Subject:	TAMESIDE AND STOCKPORT PARTNERSHIP OPPORTUNITIES
Report Summary:	<p>Tameside and Stockport are neighbouring authorities with a shared ambition of excellent outcomes for the children and young people of each borough. This is centred on a place-based approach that places individuals, families and communities at the heart. Our ultimate aim is to improve outcomes for children and families by delivering the best possible services through challenging times and within diminishing resources, supported through an emphasis on collaboration and partnership.</p> <p>We believe there are opportunities to do things differently with less and share best practice across traditional boundaries and this work is designed to explore this hypothesis.</p> <p>Tameside and Stockport have a track record of working successfully together in Childrens Services over the past three years, including through the DfEs Innovation Program and as Partners in Practice.</p> <p>We believe that now is the time to more fully explore the opportunities that exist to potentially extend and accelerate this partnership. A position given further impetus as a result of the impact of the current pandemic and the wider financial pressures that Local Authorities find themselves in, not only in 2020/21, but for the foreseeable future.</p> <p>This initial scoping exercise undertaken jointly across, in the first instance both Local Authorities Education and SEND departments, will underpin the development of more detailed options appraisal (where the evidence supports this), which will in turn then be available for consideration through the due governance processes of each Authority.</p> <p>This work will be underpinned by and seek to support, three of Tameside’s Corporate Themes namely Transformation, Continuous Improvement and Commercialisation.</p> <p>It will also be informed in its development by the GM Framework for Integrated Public Service Reform and the Greater Manchester Children’s and Young People’s plan 2019-22.</p>
Recommendations:	<ol style="list-style-type: none">(i) That EAIB note the content of this report and the potential opportunities that it presents(ii) That EAIB note the proposed arrangements (for an initial period of 2 years) for a single “Director of Education”

position working across both Local Authorities to lead this work.

- (iii) That EAIB note that these proposals will be presented to Executive Cabinet on 24 March for consideration.

Links to Corporate Plan:

This proposal supports three of Tameside’s Corporate Themes namely Transformation, Continuous Improvement and Commercialisation

Policy Implications:

It is likely that a number of Policies and associated Procedures will be impacted and those will be identified and appropriate governance completed to consider and agree any changes as may be necessary.

Financial Implications:

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

It is recommended that a joint financial baseline exercise is carried out for both Tameside and Stockport to enable the cost benefit analysis to evidence the benefit any joint working arrangement proposals.

	Gross Expenditure £000's	Gross Income £000's	Net Budget £000's
Children’s Social Care	64,286	(10,288)	53,998
Education	32,898	(26,500)	6,398
Total Children’s	97,183	(36,788)	60,395

The council funded budget is currently overspending by £3,840m.

Tameside’s DSG is £212.556m which expected to overspend by £2.838m due to pressures on the High Needs allocation. Shared services and joint approach to service delivery may result in savings to support a DSG deficit recovery plan, evidenced financial implications should be explored as part of the proposed partnership approach.

The secondment arrangements would mean some financial savings in relation to the Assistant Director of Education role, which is funded from DSG grant, these funds may be needed to support any backfill arrangements.

The legal responsibility for sound financial planning and sustainability will continue to be the responsibility of the separate Section 151 Officers of the respective organisations.

Legal Implications:

(Authorised by the Borough Solicitor)

This report sets out the ambition to explore possible models of partnership working with Stockport Council to deliver quality services and deliver efficiencies.

The first step will be to undertake an options appraisal both in terms of the scope of any partnership and the model for delivery. The models to be explored will range from an informal collaborative working arrangement to a formal shared services arrangement.

These options will include an assessment of the delivery of statutory duties, forms of governance, financial implications, HR especially TUPE and legal vehicles. It will be necessary for that report to set out the methodology for the options appraisal together with a detailed business case in relation to the preferred option.

Risk Management:

The program will be overseen by a Program Board from both LAs including Lead Members, DCSs, finance, legal, HR and school representation. An explicit objective of this programme board will be to initially identify and firm up the areas for collaboration and in doing so quantify the risks, impact and outcomes, including the tangible savings that can be achieved within an agreed timeframe. Then steer proposals through due diligence and appropriate governance including any necessary policy changes and oversee implementation.

Background Information:

The background papers relating to this report can be inspected by contacting - Richard Hancock



Telephone: 0161 342 3354



e-mail: richard.hancock@tameside.gov.uk

1. INTRODUCTION

- 1.1 Tameside and Stockport are neighbouring authorities with a shared ambition of excellent outcomes for the children and young people of each borough. This is centred on a place-based approach that places individuals, families and communities at the heart. Our ultimate aim is to improve outcomes for children and families by delivering the best possible services through challenging times and within diminishing resources, supported through an emphasis on collaboration and partnership.
- 1.2 Tameside and Stockport have different areas of strength and areas for improvement and recognise that there is a mutually beneficial opportunity for us to each learn from one another to deliver whole system improvements. We strongly believe that there are opportunities to accelerate ambitious plans for transformation across both localities sitting within the Greater Manchester (GM) area, which in turn could positively influence and support the delivery of shared services more widely across the combined authority.
- 1.3 We believe there are opportunities to do things differently with less and share best practice across traditional boundaries and this work is designed to explore this hypothesis.
- 1.4 Tameside and Stockport have a track record of working successfully together in Children's Services over the past three years, including through the DfEs Innovation Program and as Partners in Practice.
- 1.5 We believe that now is the time to more fully explore the opportunities that exist to potentially extend and accelerate this partnership. A position given further impetus as a result of the impact of the current pandemic and the wider financial pressures that Local Authorities find themselves in, not only in 2020/21, but for the foreseeable future. This collaboration therefore provides an opportunity to respond to the challenges of the pandemic and to help deliver on our shared 'build back better' ambitions.
- 1.6 This work will be underpinned by and seek to support, three of Tameside's Corporate Themes namely Transformation, Continuous Improvement and Commercialisation.

2. OUR PROPOSAL IS:

- 2.1 To explore and scope the options available to deliver enhanced and sustainable services to improve the life chances for individuals 0-25 years. This will draw on the experience and learning already gained to develop a model, which aligns with the GM Framework for Integrated Public Service Reform, and the Greater Manchester Children and Young People's plan 2019-22.
- 2.1 This initial scoping exercise undertaken jointly across both councils' education and SEND departments will enable the development of detailed options appraisals. Supported by a strong evidence base this will seek to identify ways to improve services and improve outcomes. This proposal will be subject to the due governance processes of each council.
- 2.2 The ambition is to explore options and present these over the next 12 months, with a view to establishing an agreed new joint operating model to encompass wider areas for collaboration
- 2.3 This work will:
 - **Build** upon the strong foundations of partnership between Stockport and Tameside
 - **Support** a proactive response to the porous borders between each local area and those children crossing the boundaries for settings/schools and care arrangements
 - **Secure** significantly better outcomes for children and young people through sharing and rolling out of best practice and innovation and co-creating solutions to system issues.
 - **Identify** potential economies of scale and savings.

- **Establish** the conditions for further innovation and reform.

- 2.4 That this work is supported and lead by a joint Director of Education working across both LAs. This joint post will lead the current Education/SEND services across both LAs and together with this joint senior Education/SEND team, reporting to and supported by the Program Board, also lead on this work to explore possible models of partnership working between the two LAs. Initially envisaged for a period of circa two years, which it is anticipated will cover the period of exploration, development and presentation of options, the establishment of any agreed model and its implementation.
- 2.5 Further to this proposal it is anticipated that in parallel to this initial scoping work in relation to Education and SEND services, that preliminary work will begin to scope out for Phase 2 exploring potential wider opportunities across Children's Services. Although it is early days this is likely to include areas such as placement commissioning and sufficiency, quality assurance and independent review. These are area areas that deliver challenge, support and services to the core delivery teams within both local authorities.
- 2.6 These proposals will be presented to Executive Cabinet on 24 March for consideration.

3. PROGRAMME PLANNING

- 3.1 The programme will be overseen by a Programme Board from both LAs including Lead Members, DCSs, finance, legal, HR and school representation. An explicit objective of this programme board will be to initially identify and firm up the areas for collaboration including an appropriate options appraisal and in doing so quantify the risks, impact and outcomes, including the tangible savings that can be achieved within an agreed timeframe. Then steer proposals through due diligence and appropriate governance including any necessary policy changes and then oversee implementation.
- 3.2 To support this and to ensure impact can be evaluated, this will be set up as a 2-3 year fixed term arrangement in the first instance, which will be subject to regular review to evidence success before committing beyond this timeframe. The programme will be phased and incremental in its development, with a strong project plan and key milestones.
- 3.3 The programme will have at its core improved outcomes across the lifespan for children and young people, pre-birth to 25, with a strong focus on learning, improvement, co-production and excellence. An outcomes framework will build, and will also be underpinned by a cost benefit analysis to support the evaluation of impact.
- 3.4 There is the potential, not yet confirmed, for Practice Improvement Partner/DfE seed funding to be available to support the set up costs e.g. Program Management and to support any agreed transition.
- 3.5 Should the above not be forthcoming though, it is anticipated that the temporary cost reduction across the two LAs of having one shared senior lead for the duration of the secondment, will be re purposed to ensure the provision of the necessary capacity to support the effective delivery of the project.

4. CONCLUSION

- 4.1 The aim of this project is to explore the opportunities that we believe exist to improve outcomes for children and families by delivering the best possible services within diminishing budgets, supported through an emphasis on collaboration and partnership, doing things differently with less and a desire to share best practice across traditional boundaries. This project will fully explore and test out this hypothesis and make proposals accordingly.

5. RECOMMENDATIONS

5.1 As set out at the front of the report.

Agenda Item 7

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	16 March 2021
Reporting Officer:	Tim Bowman – Assistant Director, Education
Subject:	EDUCATION ATTAINMENT IMPROVEMENT BOARD FORWARD PLAN 2021/22
Report Summary:	The Forward Plan sets out a proposal for a structured approach to the work of the EAIB, which addresses the strategic priorities for education and lifelong learning in Tameside.
Recommendations:	The Board is asked to consider the proposed Forward Plan and any amendments or additions it wishes to make – and then approve the Plan. There will remain the opportunity to make further amendments through the course of the year.
Corporate Plan:	The Corporate Plan outlines the priorities for improving the borough of Tameside including the quality of life for children and families.
Policy Implications:	There are none arising from this report.
Financial Implications:	There are no financial implications arising from this report.
Legal Implications:	Good governance is about a clear direction and forward planning.
Risk Management:	A failure to have appropriate challenge and oversight of the complex landscape of education provision creates a risk to the effectiveness and quality of education provision, which is of fundamental importance to the life chances of Tameside's children and residents.
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 the report writer  Telephone: 0161 342 2050  e-mail: tim.bowman@tameside.gov.uk

1. BACKGROUND

- 1.1 The work of the Board will benefit from the best possible preparation. This will be enhanced by service leads having a clear understanding of the point in the year when they will be expected to report on each key issue.

2. PROPOSED FORWARD PLAN

- 2.1 The proposed Forward Plan is set out below:

Meeting	Topic	Lead
22 June 2021	Schools Update	Jane Sowerby
	SEND Update	Charlotte Finch
19 October 2021	Schools Update	Jane Sowerby
	September 2021 Admissions Update	Catherine Moseley
	Schools Funding Update	Christine Mullins
18 January 2021	Virtual School Annual Report	Amanda Aylward
	School Admission Arrangements and School Place Planning	Catherine Moseley
	Schools Funding decisions	Christine Mullins
8 March 2022	Schools Update	Jane Sowerby
	Childcare Sufficiency	Catherine Moseley

- 2.2 It is likely that the forward plan will need to be developed and amended through the year in response to issues arising.

3. RECOMMENDATIONS

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