

**EDUCATION ATTAINMENT IMPROVEMENT BOARD**

**Day:** Tuesday  
**Date:** 8 March 2022  
**Time:** 3.30 pm  
**Place:** Zoom Meeting

Item No.	AGENDA	Page No
1.	<b>APOLOGIES FOR ABSENCE</b>	
2.	<b>DECLARATIONS OF INTEREST</b> To receive any declarations of interest from Members of the Board	
3.	<b>MINUTES</b> To receive the minutes of the previous meeting, which was held on 18 January 2022	1 - 10
4.	<b>SCHOOLS UPDATE</b> To consider the attached report from the Director, Education (Tameside and Stockport)	11 - 16
5.	<b>CHILDCARE SUFFICIENCY ASSESSMENT ANNUAL REPORT 2021</b> To consider the attached report from the Director, Education (Tameside and Stockport)	17 - 48
6.	<b>UPDATE ON SCHOOL ATTENDANCE</b> To consider the attached report from the Head of Access Services	49 - 64
7.	<b>SEND WRITTEN STATEMENT OF ACTION (WSOA) UPDATE</b> To consider the attached report from the Director, Education (Tameside and Stockport)	65 - 70
8.	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD FORWARD PLAN 2022-23</b> To consider the attached report from the Director, Education (Tameside and Stockport)	71 - 72
9.	<b>DATE OF NEXT MEETING</b> To note that the next meeting of Education Attainment Improvement Board will be held in June 2022 (date yet to be approved)	

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# Agenda Item 3

## EDUCATION ATTAINMENT IMPROVEMENT BOARD

18 January 2022

Commenced: 3.30pm

Terminated: 4.50pm

**Present:** Councillors Feeley (Chair), Fairfoull, Boyle and Welsh  
Paul Jacques, Elizabeth Turner

**In Attendance:**

Catherine Moseley	Head of Access Services
Caroline Barlow	Assistant Director, Finance
Amanda Aylward	Head, Virtual School
Tim Bowman	Director, Education (Tameside and Stockport)
Sandra Stewart	Director, Governance and Pensions

**Apologies:**

Steven Pleasant	Chief Executive
Jayne Sowerby	Lead Primary School Performance and Standards Officer
Councillor Cooper	
Councillor Smith	
Andrea Radcliffe	

### 24 CHAIR'S OPENING REMARKS

The chair welcomed everyone to the meeting and introduced all parties.

### 25 DECLARATIONS OF INTEREST

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

### 26 MINUTES

Consideration was given to the minutes of the meeting of Education Attainment Improvement Board, which was held on 19 October 2021.

#### RESOLVED

**That the minutes of the meeting of Education Attainment Improvement Board held on 19 October 2021 be approved as a correct record.**

### 27 VIRTUAL SCHOOL ANNUAL REPORT

Consideration was given to a report from the Director of Education (Tameside and Stockport), which provided updates in regard to the education provision of cared for children during the academic year 2020-21. It also provided reflections in relation to some of the incredible personal achievements of cared for children and care leavers

Members were informed that there had been a redesign of this service, with the Virtual Headteacher now reporting to the Director of Education and sitting on the Education Management Board and Children's Leadership Team.

Capacity had been increased to be able to support not only cared for children, previously cared for children and care leavers but also now included vulnerable children with a social worker and young

people within the Youth Justice Service. This had increased the cohort of 700 cared for children to around 2500 children and young people. It was noted that restructuring of the team to further increase capacity was a priority and that this was currently being developed in partnership with Stockport Virtual School, in order to increase training and expertise.

The Impact of Virtual School and College 2020-21 was highlighted for Members, including:

- The vast majority of Tameside's cared for children attend schools rated at least good by Ofsted
- Improved Maths and English GCSE results
- Greater numbers of care leavers attending Further and Higher Education
- Immediate and proactive responses to needs of cared for children in schools
- Extension of duties to include children with a social worker and youth justice service prior to extended duties commencing in September 2021
- Fluid and responsive interventions to pandemic

Key priorities were also outlined, including:

- Reducing fixed term exclusions
- Continued focus on attendance
- Ensuring cared for children have appropriate SEN support at SEND support level or EHCP
- Stability of school placements
- Collaborative work with Employment and Skills directorate and Tameside College to improve post 16 EET
- Quality Assurance (QA) of residential school placements
- Development of website
- Improved processes and support for young people in custody or involved with Youth Justice Service

Members were informed that the Virtual School and College's website, which aimed to provide quality resources, useful links, news stories and opportunities for children, parents carers and professionals, had been developed and had now gone live. It was intended that there would be a period of time to navigate around the new features and that there would be an official launch scheduled for later this month.

Members were made aware that the completion and return of Personal Education Plans (PEPs) was consistently high. It was explained that this high level of return and quality assurance provided a clear picture of how schools were supporting cared for children and ensured that further support could be offered, if necessary. However, it was acknowledged that improvements needed to be made with regard to the voice of the child and greater representation in PEP meetings from social workers and parents, where appropriate.

With regard to Pupil Premium spending, an outline of this was provided. It was explained that the largest proportion of this spend was currently being used to provide tuition. This was due to the significant impact of the pandemic in terms of lost learning

It was noted that, whilst attendance had been significantly impacted by the effect of the pandemic, it was encouraging to see that overall attendance figures for cared for children and young people was not significantly below previous years. However, it was explained that there had been a slight increase in the number of fixed term exclusions and that Virtual School recognised the damaging effect multiple fixed term exclusions could have. With this in mind, it was stated that Virtual School continued to work in partnership with schools in order to address issues leading to exclusions before they occur.

Increases in the number of cared for children with Education Health Care Plans (EHCP) were discussed. It was explained that there had been a change in the most common category of need, with social, emotional and mental health needs (SEMH) now being better identified, with much

intervention provided across this area of need. A full distribution of need across the current cohort of cared for children was also provided for members of the Board.

With regard to GCSE attainment and Post 16 information 2020-21, a summary of un-validated data was provided, which highlighted the following:

- There were 60 young people in this cohort, with 21 holding an EHCP.
- 18/60 (30%) gained both Maths and English at Grade 4 or above. This was an increase of 18% from last year.
- 30/60 (50%) gained Grade 4 or above English or Maths. This was an increase of 20 % from last year.
- 38/60 (63%) achieved at least 1 GCSE grade. This was broadly similar to last year.
- 10/60 (17%) achieved at least 1 Grade at 6, 7 or 8.
- 19 young people were attending Higher Education and 1 was completing a Master's Degree from September 2021. 8 of these young people attended Russel Group Universities.
- 5 young people transitioned to Higher Education from Year 13 provision this academic year
- The number of young people entering both FE and HE had been increasing over the last three years.
- Alongside college advisory roles, care leavers receive comprehensive support from Virtual School and College worker who was part of GM Higher group and provided additional visiting opportunities, connecting with care leaver champions within the Universities. This ensured there was a smooth transition with a key worker at the chosen University, who would ensure appropriate finance, housing and pastoral support was in place.
- More young people were entering FE year on year and were completing courses at different levels. There was also an increased number of young people entering FE at level 3
- **Year 13** - 5 young people had confirmed places on FE courses or training. A further 5 were in employment.
- **Year 12** - 64 young people had confirmed places on FE course, apprenticeships or training.
- Virtual School and College worker based in Tameside College was supporting all students in Further Education at all institutions. They attended PEPs and tracked attendance. It was felt that the key to better completion of FE courses had been due to their advice and guidance around course suitability and intervening early when any concerns from either student or staff were raised.

It was emphasised that the number of care leavers in education, training or employment continued to be a priority for Tameside. Members were also informed that the Virtual School Head, Head of Leaving Care and Head of Employment and Skills were working collaboratively to co-ordinate opportunities to provide intense additional support which would raise the profile of care leavers in further education (FE), improve the attendance of care leavers in FE and better support the delivery of PEPs. The wrap around care model, which it was hoped would ensure this, was outlined for Members.

In line with the Corporate Parenting focus of improving life story work for cared for children, it was explained that the PEP document had been adapted to reflect new life story guidance. Members were informed that schools had been requested to attach children's successes, such as certificates, alongside school reports to ensure there was a chronology of positive memories and achievements.

The strengths of collaborative working were highlighted and a summary of partnership working across agencies with Tameside and national organisations was provided.

Members were made aware that all primary school aged children were sent books or comic packs through the post to encourage a love of reading as an opportunity to read with parents/carers. In addition, it was explained that all Year 6 children had been sent a copy of 'You are a Champion', by Marcus Rashford as they made the transition to secondary school. The aim of this was to inspire young people to recognise that, even when faced with adversity, they had the ability to achieve their dreams and goals.

Members noted that it was encouraging to hear of the positive increase in the number of cared for young people in further education and that this had been a particular focus of the Corporate Parenting agenda.

A question was raised in relation to rates of exclusion and the strategies, which had been implemented in order to address this. Members were advised that there had been increased collaboration in the development of the Inclusion and SEND agendas and that strong links had been established with Tameside Pupil Referral Service. In addition, it was emphasised that headteachers were working very closely with Virtual School and TPRS to identify possible ways forward and prevent both fixed term and permanent exclusions. Members were also advised that much work was being undertaken with regard to securing positive destinations for those pupils, who had been previously excluded.

Members suggested that it would be valuable to further explore exclusion rates in later meetings and hear more about this, along with the collaborative work that had been undertaken with the employment and skills team. The Headteacher of Virtual School and College responded and explained that another detailed report, in relation to this, would be presented to Education Attainment Improvement Board in the near future.

Members enquired as to what things had changed in terms of this service area and what learning had taken place as a result. They were advised that the service had adapted quickly to the changes brought about by the pandemic, whilst maintaining a strong oversight of the young people. It was emphasised that provision had been available to a greater number of young people and that there had been a much clearer understanding of the cohort and the different challenges of the young people. It was also noted that the Personal Education Plan (PEP) process had changed significantly as a result of the pandemic and was now much more efficient. It was emphasised that this process had been simplified but still managed to achieve the same outcomes

## **RESOLVED**

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

## **28 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 2023. These arrangements included proposed changes to the Published Admissions Number (PAN) for two community primary schools and consideration of a proposal to commence consultation on adding a resource base for children with additional needs at Corrie Primary and Nursery School.

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. It was noted that admission authorities should ensure that their determined admission arrangements comply with the mandatory requirements of the School Admissions Code 2021 and that consultation must take place once every seven years, as a minimum..

It was reported that for entry to community or voluntary controlled primary, junior and secondary schools in September 2023, no changes were planned and, therefore, consultation was not necessary. The proposed admission arrangements for entry in September 2023 for community or voluntary controlled primary, junior and secondary schools were set out in Appendix 1 to the report.

Members were advised that the Council had consulted on changes to the Published Admission Number (PAN) at Buckton Vale Primary School in Stalybridge and Holden Clough Primary School in Ashton. This consultation process had followed a timetable determined by the Department for

Education (DfE) and details of the consultation were provided within the report. It was stated that no responses to this consultation were received and it had, therefore, been proposed that the Published Admissions Number (PAN) of both schools be reduced to 30.

Members were informed that school place planning in the borough was reviewed on an annual basis and formed part of the annual report on admission arrangements, which would be reported to Executive Cabinet in February.

Appendix 2 to the report set out the latest information for Members and it was noted that the primary population was decreasing, whilst the secondary population was continuing to rise. 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.

Members were made aware that, by being proactive and working in partnership with schools over a number of years, the Council had been able to meet its statutory duty to provide sufficient school places in spite of significant variations in pupil numbers.

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.

Members' attention was drawn to the information provided in relation to Specialist Provision. It was explained that the recent growth in Education Health and Care Plans (EHCP) had placed significant, additional strain on specialist providers and resource bases across the borough and that work to establish additional SEND capacity was underway.

It was noted that there was an urgent need to develop additional specialist places within the borough for pupils with Education, Health and Care Plans (EHCP) and, therefore, a proposal to formally establish a 10 place resource base for children with cognition and learning and/or communication and interaction and/or social, emotional and mental health needs was outlined.

It was proposed that that this provision would be located at Corrie Primary and Nursery School., following the opening of this on a pilot basis from September 2021. Members were informed that this consultation was proposed to commence on 27 January 2022 and run until 3 March 2022. A copy of the proposed consultation document was provided for Members at Appendix 3 and it was stated that a key decision report would be presented to Executive Cabinet on 27 April 2022.

Members acknowledged that this was a very comprehensive report and a question was raised in relation to the increased demand for specialist provision and the high needs funding gap. It was noted that the High Needs deficit budget position presented significant challenges. However, the efficiencies in securing local provision, for example, the establishment of resource bases and extensions to Tameside special schools, rather than sourcing specialist provision out of borough, were highlighted.

Discussion ensued in relation to the historical funding and cap on the High Needs budget. However, it was explained that the SEND Review would be published in April, which would aim to address some these funding issues, whilst also focussing on greater consistency in offers for more effective inclusion within mainstream settings.

## **RESOLVED**

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

## 29 SCHOOL FUNDING DECISIONS

Consideration was given to a report from the Assistant Director of Finance and Director of Education (Tameside and Stockport), which provided an update for Members on the latest school funding announcements. The report set out information on the allocation of the Dedicated Schools Grant (DSG) for 2022-23 and details of the supplementary grant provided to address increased costs to schools, and proposed changes to the Schools Improvement Grant by the DfE.

Members were informed that the provisional DSG settlement for 2022-23, of £240,507m was received on 16 December 2021, with accompanying data released on 20 December 2021. In addition to this, supplementary funding for mainstream schools had been allocated, which totalled £5,605m.

It was explained that supplementary funding for the primary and secondary sector had been provided to cover the Health and Social Care Levy and other cost pressures. This would be provided as a separate grant for 2022-23 and it was explained that the DfE's intention was for this to be included in the DSG allocation for 2023-24. £1,300m supplementary funding had also been received to support the High Needs Block and a detailed breakdown of the provisional settlements for the four blocks was provided for Members of the Board.

It was noted that the allocation of spending would be based on the October 2021 census, with the exception of the early years element as this would be based on January 2022 census. Members were informed that figures would be provided in spring 2022 and the allocation funding basis in the Schools Block was outlined as follows;

- basic per pupil rate for pupils 5 to 16, with different rates for primary and key stages 3 and 4
- a lump sum of £3,680 per school
- A rate for FSM ever6 different rates for primary and secondary.

A detailed explanation of Schools Block funding; the largest element of the Dedicated Schools Grant (DSG), was provided for Members. It was stated that the settlement from DfE comprised the following funding:

- A primary unit of funding (PUF) of £4,734.84
- A secondary unit of funding (SUF) of £6,097.80

Members were advised that this core school funding covers funding for all pupil and school led factors in the funding formula, including:

- Premises – this included PFI and business rates, which were based on historical spend. Whilst rates are included in the calculation of the DSG grant, this would not be allocated to Schools or Academies in 2022-23. This would be top sliced from the DSG allocation and retained by the ESFA who would make payments to all LA's directly on behalf of Schools.
- Mobility – to support schools in which a high proportion of pupils first join on a non-standard date.
- Growth – this was calculated using the difference between the primary and secondary numbers on roll on the October 2020 and October 2021 school censuses.

The rates used for each sector to allocate funding for individual schools was also explained and was provided for Members at Appendix A.

With regard to growth, the estimated Growth fund for 2022-23 was £1.3m, details of which, were provided within the report. Members were informed that a policy for the Growth Fund had previously been agreed by Schools' Forum, which took into account both implicit and explicit growth.

- Explicit growth related to the specific growth fund and was allocated based on the growth criteria agreed by Schools Forum.
- Implicit growth related to adjustments to pupil numbers when calculating the funding; in this case, for new and growing schools.



It was noted that there were currently two new and growing schools within Tameside (Discovery Academy and Laurus Ryecroft), where Implicit Growth was required as the intake increases each year.

It was noted that, as in previous, financial years, schools were asked to support Tameside Safeguarding Children Partnership through agreeing a contribution of £2.99 per pupil. All schools would be asked to support the continuation of this arrangement in 2022-23, equating to approximately £0.105m.

The outcome of the Schools' Funding consultation was provided and Members were reminded that Schools' Forum had agreed to support a 0.5% transfer from Schools Block funding to the High Needs Block, which equated to £0.954m.

Members were made aware that consultation on Schools' Funding had taken place between 19 October and 19 November 2021 and that proposals in relation to applying the National Funding Formula (NFF) rates continued to be in line with DfE allocations, as far as possible. Outcomes of the consultation were shared with Members of the Board as follows:

- (a) Support was given for a 0.5% transfer from the Schools Block to the High Needs block. 67% (20 respondents) supported the transfer, 33% (10 respondents) did not.
- (b) Support was not given for a 1% transfer. 74% (23 respondents) do not support this proposal, 26% (8 respondents) did support the transfer

In relation to not supporting the 1% transfer, it was noted that a number of schools cited increasing cost pressures in schools arising from term time only costs and increased national insurance contributions. It was also reported that some schools did not believe even if schools supported the 1% that the Secretary of State would not allow it.

With regard to the to the High Needs Block, it was stated that the provisional 2022-23 High Needs Block allocation of £31.617m (before academy recoupment) had been released and explained that this represented an increase in funding (12%) from the previous year. It was also stated that this included an additional £0.350m to cover the growth in pupil numbers.

In addition, Members were made aware that the Local Authority had also received supplementary funding of £1.300m. It was explained that this extra funding recognised the additional costs, which local authorities and schools would face during the coming year, including the Health and Social Care Levy.

Changes in the settlement compared to 2021-22 were outlined for Members and it was noted that the allocation was subject to further adjustments, including:

- The outcome of the Place change request in November 2021 which adjusts recoupment of academy places in September 2022, an expected adjustment to funding of £0.298m is included.
- Import and Export adjustments to reflect cross border movement of pupils living in one borough and accessing provision in another

A detailed breakdown of the number of current and commissioned places for special schools and resourced units was presented and Members were advised that there would be ongoing conversations with Tameside Pupil Referral Service (TPRS) with regard to the commissioned numbers for September 2022.

With regard to the projected position for the High Needs Deficit, a detailed forecast was provided, which outlined the budget forecast, after the 0.50% transfer from schools for 2022-23 and highlighted the potential impact of the expected growth up to 2025-26.

Members were provided with information in relation to the current funding settlement for Early Years 2021-22 and 2022-23. It was noted that confirmation of the basis of the settlement for the provisional 2022-23 information was being sought and that this would be updated based on

January 2022 and January 2023 census data.

The reductions in funding for 3 and 4 Year Olds and 2 Year Olds was explained, along with the increases in funding for Early Years Pupil Premium (EYPP) and Disabled Access Fund (DAF). It was noted that consultation would need to be held with Early Years providers in relation to increased rates and Members were made aware that an additional Schools Forum meeting had been arranged for 15 March 2022 in order to agree the rates of allocation for this element of funding.

Members were advised that, following this report, approval would be sought to centrally retain 5% (in line with national guidance) of 3 and 4 Year Old funding (£0.701m based on the current settlement) and £0.13 per hour (as a minimum) of 2 Year Old funding (£0.061m based on the current settlement). It was noted that this centrally retained funding would continue to support the following:

- Early Education Funding Team
- Family Information Services
- Early Years Quality Improvement Team
- SEN Team
- Social Emotional and Mental Health service
- Sensory Support
- Making it REAL (Raising Early Achievement in Literacy)

In relation to the Central School Services Block (CSSB), Members were informed that the total allocation for 2022-23 was £1.182m, which was based on a per pupil element of £33.83 for ongoing duties. It was noted that National Copyright School Licenses were also funded from this block and would equate to £0.189m.

In line with DSG operational guidance, the support of schools' Forum was sought for the central retention of funding in relation to: School Admissions; servicing of Schools Forum and; contribution to responsibilities that local authorities hold for all schools (formally the retained duties element of the DSG). It was noted that, whilst budgets for these areas were still being worked on, the costs were estimated to be in excess of £1.102m, with £0.993m currently available to support these costs, with the approval of Schools' Forum.

Members were informed that a number of services were to be subject to a de-delegation vote at the next meeting of Schools' Forum and these decisions were taken annually by Maintained Primary and Maintained Secondary Members of Schools' Forum. It was noted that the services subject to de-delegation for 2022-23 would be:

- Local Trade Union Support
- Contingency
- School Improvement

Members were informed that the DfE had proposed to remove the School Improvement and Brokeridge Grant, which the Local Authority currently receives from DfE of £231,000 to support statutory school improvement functions. It was stated that, in 2022-23, the Council would receive transitional funding of 50%. Therefore, it was advised that de-delegation of schools funding to support the remaining 50% of ongoing statutory functions activity cost was sought.

It was confirmed that DfE consultation had been undertaken and a link to this was provided. A formal response had been submitted to the DfE in response to this proposal, which highlighted the following concerns:

- Although formal powers of intervention had not been used a great deal, the grant was used to meet needs before schools reach this critical point of failure and therefore monies are used to support schools to prevent them from failing children before being eligible for intervention.

- School improvement activity in Tameside was not limited to maintained schools only, support was provided to academy schools too. Removal of this grant and funding would remove the ability to support the whole sector and be detrimental to the whole Education offer in Tameside.
- De-delegation would present an uneven playing field between MAT's and maintained schools, MATs did not need to seek permission of schools to top slice school budgets to provide improvement support.
- Removal of this central government grant to fund school improvement functions was transferring the cost and applying more pressure to the Schools Block funding of the DSG.
- The timeline for the change made decision making and informed consultation very difficult.

Members were informed that the outcome of this consultation had been released on 11 January and it had now been confirmed that the grant would be cut. It was noted that DfE would provide a supplementary grant to schools, alongside the Dedicated Schools Grant (DSG), in order to support the new Health and Social Care Levy and wider costs. However, concerns were raised in relation to the Schools Improvement Service's ability to deliver its statutory functions without the grant and, therefore, the importance of these de-delegation contributions for 2022-23 was emphasised.

Members were made aware that the cost of Schools Improvement for 2022-23 would be £6.12 per pupil and it was explained that this would at least double in 2023-24, as the LA would receive 50% transitional grant in 2022-23. However, it was noted that the cost of the service would need to be de-delegated in full from schools in 2023-24.

Following the presentation of the report, Members expressed particular concern in relation to the removal of the Schools Improvement and Brokeridge Grant and the need to meet the demands of the required improvements. This was of particular concern as it was confirmed that this grant would now be withdrawn and only 50% of this funding would be received for 2022-23. Members were informed that conversations had already begun in relation to how the Local Authority and schools could respond to this but it was acknowledged that this would present significant challenges in terms of maintaining and supporting school improvement.

## **RESOLVED**

**That the contents of the report, including the changes to funding for schools and the Local Authority, arising from the grant allocations announcements for 2022-23, be noted by the Board**

## **30 SEND UPDATE**

The Director, Education, Tameside and Stockport provided a verbal update in relation to the recent SEND inspection, which had taken place. He explained that between 18 and 22 October 2021, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Tameside to judge the effectiveness of the area in implementing the special educational needs and/or disabilities (SEND) reforms as set out in the Children and Families Act 2014.

The findings of the report had been received and the outcome of the inspection was that a Written Statement of Action (WSOA) was required because of significant areas of weakness in the area's practice. HMCI had also determined that the local authority and the area's clinical commissioning group(s) (CCG) were jointly responsible for submitting the written statement to Ofsted. Members were advised that the Written Statement of Action (WSOA) must be submitted for approval no later than 12 April 2022.

Members were made aware that regular updates in relation to the Written Statement of Action (WSOA) would be provided for Members of Education Attainment Improvement Board and this would become a standing item on the agenda for future meetings.

## **RESOLVED**

**That an update in relation to the Written Statement of Action (WSOA) be included as a standing agenda item for future meetings of Education Attainment Improvement Board.**

**31 DATE OF NEXT MEETING**

**RESOLVED**

**That the date of the next meeting of Education Attainment Improvement Board be held on Tuesday 8 March 2022 at 3.30pm.**

**CHAIR**

# Agenda Item 4

<b>Report to:</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date:</b>	8 March 2022
<b>Reporting Officer:</b>	Tim Bowman, Director, Education (Tameside and Stockport)
<b>Subject:</b>	<b>SCHOOLS UPDATE</b>
<b>Report Summary:</b>	The report provides updates from schools since the last report in October. It includes information about the likely future direction of the schools landscape with insight into what the new Schools White Paper will contain. It also provides updates on Ofsted, Phonics outcomes, exclusions, and changes to the support for Early Years providers.
<b>Recommendations:</b>	It is recommended that the Board note the content of the report.
<b>Corporate Plan:</b>	The proposals information in this report support most aspects of the corporate plan by covering outcomes, updates and future policy changes at a national level which will impact on the provision of good school places.
<b>Policy Implications:</b>	The report sets out the position in line with Council policies and the statutory framework.
<b>Financial Implications:</b> <b>(Authorised by the statutory Section 151 Officer &amp; Chief Finance Officer)</b>	<p>In this update report there are two areas where finances for the council or schools have been affected by recent government policy change.</p> <p>Education Investment Area policy has been announced. However at this stage the details of the funding have not yet been released updates will be provided when allocations are released.</p> <p>The schools improvement grant removal has placed the council in a difficult position, whilst we are the statutory body responsible for Schools Improvement activity, we must request the funding from our maintained schools sector. Tameside schools have agreed to fund this activity, this will be subject to annual decision making at Schools Forum.</p>
<b>Legal Implications:</b> <b>(Authorised by the Borough Solicitor)</b>	The Board is asked to note the challenges as set out in the financial implications. The impact of the Education Investment Area Policy and the removal of the school improvement grant will no doubt require careful scrutiny and close monitoring by the Board.
<b>Risk Management:</b>	There are potential budget pressures and sector influence risks for several education services relating to the new Schools White Paper and removal of the School Improvement Monitoring and Brokering Grant which will be closely monitored.
<b>Access to Information:</b>	<b>NON-CONFIDENTIAL</b>
	<b>This report does not contain information, which warrants its consideration in the absence of the Press or members of the public.</b>
<b>Background Information:</b>	<p>The background papers relating to this report can be inspected by contacting Jane Sowerby</p> <p> Telephone: 0161 342 3247</p> <p> e-mail: Jane.<a href="mailto:Sowerby@tameside.gov.uk">Sowerby@tameside.gov.uk</a></p>

## **1. INTRODUCTION AND BACKGROUND**

- 1.1 This report follows on from the October report presented to the Board. Since the last Education Attainment Improvement Board (EAIB), the Omicron variant has spread across the country and Tameside is still very much in the middle of this maelstrom, despite national restrictions being stepped down (26 January 2022).
- 1.2 Headteachers, School Leaders, Early Years Leaders and their staff in Tameside are still dealing with significant challenges. COVID-19 rates are very high in the Borough and business continuity in education settings continues to be a cause for concern, despite reduced isolation requirements for those testing positive for COVID-19 and the high levels of vaccination.
- 1.3 Pupil attendance nationally is still being negatively impacted by the pandemic and a separate report detailing Tameside's attendance patterns and activity is being presented to this Board. This is also expected to be a key focus in the new Schools White Paper due out in March.
- 1.4 Support for settings, 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. CURRENT COVID-19 UPDATES AND REQUIREMENTS IN SCHOOLS**

- 2.1 Education settings are still expected to maintain an effective system of controls, and to have effective contingency framework arrangements which can be stepped up in the case of an outbreak or should national conditions require it. Use of face coverings, stepped up before Christmas nationally, are no longer required nationally but local Public Health advice is that schools and settings should consider continuing to use face coverings in communal and crowded areas for all adults and children of secondary age.
- 2.2 All settings, schools and colleges continue to work very effectively with our Public Health and Health and Safety Teams and are required to work with Public Health more closely where there is an identified outbreak. During an outbreak, Public Health and the school work together to identify further measures from the outbreak control toolkit which includes use of the warn and inform letter, wearing face coverings, improving ventilation, returning to bubbles, and, as a last resort, moving to remote learning. Remote learning has been required only rarely and in almost all cases it is due to safe levels of staffing not being able to be maintained.
- 2.3 January 2022 again saw a requirement for schools to test onsite all secondary-age pupils using Lateral Flow Devices on return to school with a follow up test at home three to five days later. A slight staggered start to the term was permitted by the Department for Education (DfE) to accommodate this requirement.
- 2.4 The vaccination programme has successfully been implemented by the SAIS team who are currently undertaking a programme of second doses of the COVID-19 vaccination in secondary schools. 12-15 year olds are also able to access vaccinations in the community. 16 and 17 year olds can access second doses of the vaccination in the community.
- 2.5 Business continuity in schools in January has been creating difficulties for school leaders to maintain the full face to face offer for all classes at times. Partial closures in January and early February have affected five primary mainstream and special schools in KS1 and Early Years classes and in a Year 4/5 class. Closures have been for a short amount of time, mostly one day. Many other schools have been on the brink of partial closures due to staffing shortages. At the time of writing, at the end of January 2022, there are 62 educational

outbreaks – 53 primary schools, 2 special schools and 7 PVIs (0 confirmed outbreaks in secondary schools) – with two Ofsted inspections needing to be deferred.

- 2.6 There is a severe shortage of supply staff created by COVID-19 absences and conditions. Some school leaders report that the current situation is the most challenging they have experienced during the whole pandemic.
- 2.7 Schools and settings have continued to implement the Council's decision to continue to provide supermarket vouchers for children eligible for free school meals and Early Years Pupil Premium for each school holiday period which has proved a very effective way of reaching families. The Council is grateful to schools for supporting this important initiative.
- 2.8 The DfE is continuing to provide laptops, tablets and connectivity support to local authorities, schools, academy trusts and further education colleges to support disadvantaged children and young people to access remote education during the coronavirus (COVID-19) pandemic. The number of devices available in AY2021/22 for schools, colleges and other FE institutions to order is based on estimates of need made by the DfE. These estimates are based on free school meals data and the number of devices each setting may have received in AY2019/20 and AY2020/21. The numbers received by has been reported in detail in previous reports to this Board during the pandemic.
- 2.9 Tameside maintained schools have received 1,253 devices (laptops and tablets) since the start of the winter scheme (29 October 2021). Manchester has received 3,373; Rochdale 1,964; Salford 1,520; Oldham 1,324; Stockport 1,301; Bury 981; Trafford 779. In addition Tameside's academy trusts have received c959 devices.

### **3. EDUCATION OUTCOMES AND UPDATES**

#### **3.1 Ofsted**

This academic year we have had two Good secondary school inspections, three Good primary school inspections, one primary school which Ofsted judged to Require Improvement that was previously Good and one secondary school that has moved out of Inadequate into Requires Improvement. In January, two primary school inspections were deferred due to the schools being in active outbreak.

#### **3.2 Reading**

In the second half of the autumn term, schools again undertook the Year One Phonics Screening Check with children in Year 2 due to the check being cancelled in the summer, when it would usually be undertaken. The check has not been standardized for the last two years but is statutory. The percentage of children in Tameside achieving the Phonics Check remained the same as in 2021 at 77.4% with 79.7% of children achieving this nationally. 67.4% of children eligible for Free School Meals achieved the standard, which is 1% above FSM children nationally but falls well below more advantaged children. Further analysis is needed to understand why improvement is not gaining ground against the national comparison. The pandemic has had a sustained impact in Greater Manchester and in particular in Tameside and this is likely to be a significant factor.

#### **3.3 End of Key Stage Assessments**

End of Key Stage national assessments at KS1 and KS2 will go ahead this summer along with the new Year 4 Multiplication Check and the Year 1 Phonics Screen. Early Years Foundation Stage is required to submit data in line with the new framework implemented this year but formal local authority moderation is no longer required. The Education Team will however provide support and training for schools to make accurate assessments and submit their data.

- 3.4 GCSEs will go ahead this summer almost as normal. The DfE will soon be publishing

guidance to schools on the focus of questions in the summer exams to support student revision and reduce the burden on students who have had so much of their education disrupted over the last two years.

#### 4. REDUCING EXCLUSIONS

4.1 Tameside has grappled with high levels of exclusions over time. In the last report to the Committee, the latest published data (2019/20) was shared showing continued high levels of permanent exclusion but an improving picture around the reduction in fixed term exclusions comparing especially favourably with statistical neighbours (4th out of 11).

4.2 In summer 2020, Education Improvement and Partnerships worked with the Tameside PRU Management Committee to redesign the role of the leadership of the TPRS (Tameside Pupil Referral Service) and recruited to this post in November 2020. The new role required an Executive Headteacher, sourced from a mainstream background, who also had responsibility for transforming the wider system around more inclusive practice. This additional responsibility is funded through School Improvement monies. A key priority for the new Executive Headteacher was to engage mainstream secondary headteachers in co-producing a strategy for achieving better outcomes for this vulnerable group of children. One of the central initiatives to achieve this has been a new TPRS Outreach Offer.

4.3 The unpublished data for the autumn 2021 suggests an improved picture on 2019 but there remains a significant distance still to travel. We do not have comparable national data for this period. During autumn 2020 exclusions were significantly reduced due to the impact of the first lockdown during which secondary pupils had not been in school between the end of March and September.

Autumn term	Primary PEx	Secondary PEx	Total
2019/20	4	29	33
2020/21	1	16	17
2021/22	2	28	30

4.4 The number of pupils in the PRU reduced during the 2020/21 academic year and further reduced in autumn term 2021 to 103. This data would indicate that the PRU outreach programme is having a positive impact

	Jan-17	Jan-18	Jan-19	Jan-20	Jan-21
Pupils on roll at PRU	119	121	144	155	125
Pupils on roll in Tameside	36189	36447	36879	37090	37313
Rate of pupils in PRU	0.33	0.33	0.39	0.41	0.33
Rate of pupils in PRU in Tameside per 1,000	3.3	3.3	3.9	4.1	3.3

4.5 To work towards reducing permanent exclusions across the borough, significant forward thinking and investment has been required. To be successful, there must be: a change in mind-set at all levels; an increase in supporting provision; an innovative use of outreach; a shared development and approach towards early intervention strategies; and a continued commitment to a collaborative approach from Tameside Secondary Schools and TPRS.

4.6 The ambition is to prevent exclusions through a proactive rather than a reactive approach. TPRS Outreach aims to work closely with each secondary school to identify students (KS3) who may be at risk of possible permanent exclusion and intervene at the earliest possible opportunity, providing a supportive and bespoke set of interventions to enable our students



to remain in mainstream education, on track to succeed. To achieve this, TPRS has secured 'buy in' from Tameside secondary schools to a supportive offer which will adapt and adjust according to need.

- 4.7 Tameside's Educational Psychology Service has been providing supervision and support for the Outreach Team. This is an opportunity for the team to discuss cases, ask advice and receive training. To date the team have received attachment training and a suite of training is planned for the remainder of the school year. Some of the allocated Educational Psychology time has also been utilised to support schools directly. To date three schools have received staff training through and two have had the benefit of the Educational Psychologist supporting students directly.
- 4.8 From September to December 2021, the Outreach Team received 122 referrals across 10 schools. 26 students have made improvements so that they no longer need support and their cases have been closed. No student that has worked one-to-one with the team has been excluded.
- 4.9 The work of the Schools Outreach Support Service in increasing inclusion will be covered in the SEND Update.

## **5. EDUCATION INVESTMENT AREAS AND THE NEW SCHOOLS WHITE PAPER**

- 5.1 Education Investment Areas (EIAs) have been announced this week (31 January 2022) as part of the Government's levelling up agenda. EIAs have been identified as those areas being consistently below national attainment levels at the end of KS2 and KS4 and as needing further work to tackle this entrenched pattern of performance. The intention is to bring together the various place based initiative such as Opportunity Areas and EIAs in the White Paper. DfE has stated that it is committed to working with local authorities, multi-academy trusts and diocese to plan how to implement plans and announcements will be made in April to detail how strategy is tied to funding.
- 5.2 Tameside is an Education Investment Area. There are 55 EIAs and they will focus on two main government missions: for 90% of children to achieve the expected standard at the end of KS2 in Reading, Writing and Maths; and there will be a measure to judge the progress made in secondary schools relating to accessing successfully high quality post-16 placements.
- 5.3 Additionally, in these EIAs schools which Ofsted has judged to be Requires Improvement or worse in their last two inspections could be moved into strong academy trusts.
- 5.4 There is much expectation in the education world for the Government's Schools White Paper which is expected to be published in March 2022. We don't yet know what the paper will contain but there are some clear trailers about what it is being considered currently.
- 5.5 The White Paper is likely to focus on four main strategies:
- The quality of teacher training and CPD as a tool for recruiting and retaining teachers and this will focus on literacy and numeracy
  - Curriculum, behaviour and attendance
  - Targeted support for those that need it most
  - A strengthened school system: stronger MATs; clarity about the roles of LAs, Ofsted, the DfE, and funding.
- 5.6 EAIB will receive a detailed report on the implications for the Council and for schools on the White Paper once it is published. This is likely to be summer 2022.
- 5.7 **School Improvement Monitoring & Brokering Grant**

As part of the DfE's schools strategy, to be laid out in the White Paper, the Department has already changed the way it funds local authorities for school improvement activity. The Government will reduce the School Improvement Monitoring & Brokering grant, which is currently allocated to local authorities to support school improvement activities and make provisions within the School and Early Years Finance (England) Regulations for the financial year 2022-23. This allows local authorities to fund all of their school improvement activity via de-delegation from schools' budget shares by 50% for the FY 2022-23 and bring it to an end in FY 2023-24. The value of this grant in total in FY 2022-23 is £213,000.

- 5.8 Schools Forum agreed to de-delegate this money to cover the 50% shortfall in the next Financial Year and the Head of Service for Education Improvement and Partnerships will work with sector representatives to develop a strong, future proof model which will continue to support all schools and academies to continue to work together effectively across Tameside.
- 5.9 The biggest change to the school system in the last decade has been the rise of academies and multi academy trusts. This is a permanent change to our school system. In order to affect outcomes for all children it is important to embrace the academies agenda and continue with the Council's Schools Strategy. Strong partnership needs to be both a partnership between all schools and the local authority and, critically, needs to include strong partnerships between schools. Partnerships between schools are vital to their success and must always be central to our strategy. Partnerships between schools improve financial sustainability, especially for small schools; provide a vehicle for sharing high quality practice; maximise the impact of outstanding leaders; and are vital to continuing success over time.

## **6. CONCLUSION**

- 6.1 COVID-19 continues to provide challenge in schools in terms of business continuity but school exams and tests will go ahead this summer so planning must be made for business as usual. Tameside is likely to be adversely affected in terms of national tests and assessments due to the sustained impact of COVID-19 over time in the Borough.
- 6.2 There are some significant national changes ahead in the new Schools White Paper and the way school improvement activity is funded. The Council and all schools will need to work together to understand the changes for the school landscape that will happen and be ready for a future that builds on our existing strengths and good relationships.
- 6.3 The strategy the TPRS is implementing to reduce permanent exclusions is having an impact and needs to embed across the system. The scene has been set for schools to in partnership with the PRU and the local authority to make a real difference to inclusion across the Borough.

## **7. RECOMMENDATIONS**

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

# Agenda Item 5

- Report to:** EDUCATION ATTAINMENT IMPROVEMENT BOARD
- Date:** 8 March 2022
- Reporting Officer:** Tim Bowman, Director, Education (Tameside and Stockport)
- Subject:** **CHILDCARE SUFFICIENCY ASSESSMENT ANNUAL REPORT 2021**
- Report Summary:** The following report outlines the outcome of the Childcare Sufficiency Annual Report 2021. The report includes an analysis of the supply and demand for childcare within the borough collated during 2021 and any changes from the previous year e.g., whether any new provision has been established or childcare closures. These changes can indicate any change in the stability of the childcare market in the borough. The report sets out how the childcare market is assessed and where there is a need for additional places details any actions recommended or taken for this to be achieved.
- Recommendations:** The Board is recommended to:
1. note the content of the report including the recommended actions set out in section 3.4 of this report;
  2. approve the Childcare Sufficiency Assessment Annual Report 2021 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:** Early Year's education is funded from ring-fenced Dedicated Schools Grant. The funding is based on update of provision in the borough, the reduction in numbers has been reflected in the DSG allocations for 2022/23 as outlined below.
- (Authorised by the Section 151 Officer & Chief Finance Officer)**
- | DSG Block   | 2021-22  | 2022-23  | Decrease | % dec  |
|-------------|----------|----------|----------|--------|
| Early Years | £17.494m | £16.965m | £-0.529m | -3.02% |
- Legal Implications:** The Council has a number of statutory duties in relation to the provision of early years education provisions which are set out in section 2 of the Childcare Act 2016 and sections 6, 7, 7A, 9A, 12 and 13 of the Childcare Act 2006.
- (Authorised by the Borough Solicitor)**
- The purpose of this annual report is to provide the council with the necessary data to ensure that those duties are being met and to provide Members with the opportunity to review the provisions and ensure that they are delivering best value and good outcomes.
- 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](mailto: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**

### **2.1 Context**

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.
- 2.4 The Board received a report at its January meeting on school place planning for the borough. This report concluded that birth rates in the borough have fallen significantly in the last two years and this will inevitably impact early provision before impacting schools. The Childcare Sufficiency Assessment for 2022 will need to reflect the potential for the need to reduce places and potential impact on viability for some providers as the falling population numbers move through the year groups.

## **3. CONCLUSION**

- 3.1 The 'Childcare Sufficiency Annual Report 2020' was approved at the Education and Attainment Board, March 2021 and the attached report provides an updated position on the assessment of childcare sufficiency during 2021.

- 3.2 The data indicates that the childcare market in Tameside has remained stable and despite a small reduction of places in certain sectors, 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.
- 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:
- To continue to work with all our childcare providers to improve the quality of the annual data provided, to inform on the 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 achieved by supporting providers to provide accurate and timely information as this forms the basis of the assessment and the ability to analyse the market place.
  - 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. In addition to work collaboratively with Families Information Service to capture information to assist with the collation of the report.
  - 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.

### 3.5 **Covid 19**

The attached childcare sufficiency report was collated using data and information provided in 2021 and in 2020, during the second year of the pandemic.

- The government planning guide provides information and support for all Schools and Early Years Providers, which is regularly updated. Tameside Council is working closely with the sector to support schools, colleges and childcare. During the collection of data to inform the 2021 childcare sufficiency it has taken account of the current situation where possible and whilst childcare was able to remain open throughout 2021: the effects of the pandemic were still felt, with staff shortages due to self-isolation and lower levels of take during the lockdown in spring 2021.
- 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

- 3.6 Approval of the attached Childcare Sufficiency Annual Report 2021 is requested and for the board to approve this report for publication on the Council's website. <https://www.tameside.gov.uk/childcare>

## 4. **RECOMMENDATIONS**

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

## CHILDCARE SUFFICIENCY ANNUAL REPORT 2021



### **CORONAVIRUS (COVID 19) PANDEMIC**

This report was collated in the usual way using data and information from 2020, and using provider information collated during 2021. 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	7
5. Highlighted Extracts of Previous Full Sufficiency Report	19
6. Conclusion	20
7. Recommendations	21
8. Appendices	22



## 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 last full Childcare Sufficiency Assessment required by legislation at that time was published in March 2011, it 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 42<sup>nd</sup> 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 2020, the total population of Tameside was estimated to be 227,117 (estimated via the Office for National Statistics). However, the Census 2011 recorded a population of 219,727, which shows a difference of 7,390 or approximately 3.25%.

### 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.	%
<b>Tameside</b>	199,429	90.9	19,895	9.1
<b>East</b>	55,386	95.5	2,604	4.5
<b>North</b>	36,360	79.8	9,196	20.2
<b>South</b>	41,678	90.1	4,555	9.9
<b>West</b>	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.	%
<b>Tameside</b>	14,439	6.6	42,708	19.5	142,415	64.9	34,201	15.6
<b>East</b>	3,797	6.5	11,230	19.4	38,343	66.1	8,417	14.5
<b>North</b>	3,263	7.2	9,288	20.4	29,767	65.3	6,501	14.3
<b>South</b>	3,305	7.1	9,545	20.6	29,636	64.1	7,052	15.3
<b>West</b>	4,074	5.9	12,645	18.2	44,669	64.2	12,231	17.6

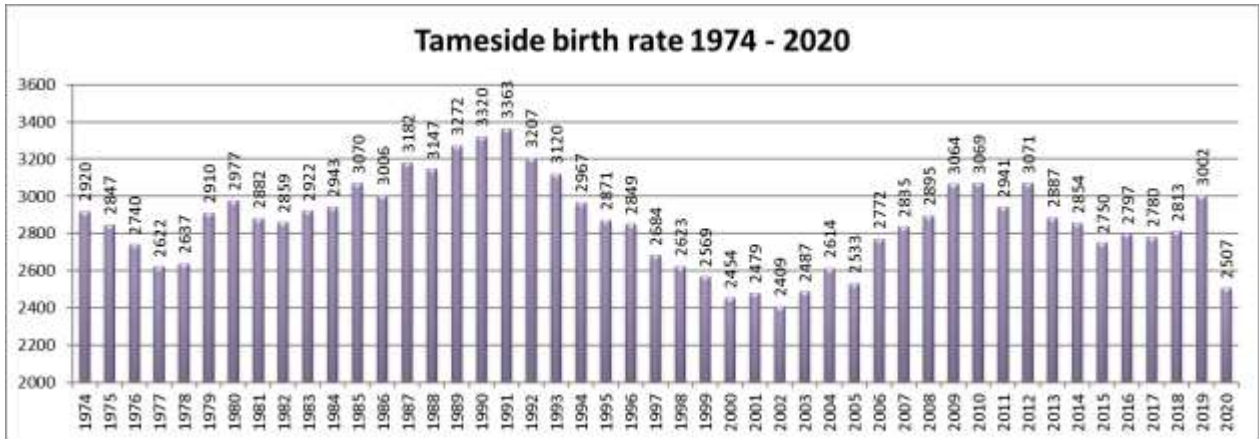
Source: Census 2011

### 3.5 Birth Rate

The graph shows Tameside births from 1974 to 2020 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 graph shows that the birth rate, following a notable decrease has remained static, until 2020 when it has dropped to similar levels to that in 2005. 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 2020, the birth rate decreased considerably to 2507 from 3002 the previous year. Birth rates will continue to be monitored and remain one of the key factors in determining demand for

childcare, especially given the decrease during 2020, and with predicted birth rate for 2021 to be at a similar level to 2020. A sustained lower birth rate can affect demand for childcare and primary school places, which may start, to impact provision from 2023 onwards. This could negatively affect the supply of early years provision where providers are struggling with low numbers. This could affect their sustainability, potentially resulting in a reduction of early years places, which will in turn affect early years roles and in a worst-case scenario potential closures.



### 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 replacing Jobseeker’s Allowance (JSA) and other benefits for many 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 has affected economic growth within the borough and may potentially impact in the future. The Claimant count during 2020 has doubled compared to the previous year, which is a rise of approx. 100.3% from January to December 2020. The claimant count represented as a percentage of the population using 16 to 64 has increased from 3.9% in January 2020 to 7.8% in December.

#### Claimant Count Numbers (to nearest 5)

	North Total	West Total	South Total	East Total	Tameside Total*
<b>January 2020</b>	1,620	1,320	1,120	1,465	5,515
<b>February 2020</b>	1,685	1,415	1,180	1,570	5,845
<b>March 2020</b>	1,745	1,410	1,175	1,570	5,895
<b>April 2020</b>	2,530	2,535	2,090	2,460	9,615
<b>May 2020</b>	3,055	2,935	2,345	2,910	11,250
<b>June 2020</b>	3,040	2,900	2,360	2,785	11,095

<b>July 2020</b>	3,070		2,910	2,325	2,885	11,195
<b>August 2020</b>	3,095		3,000	2,335	2,910	11,340
<b>September 2020</b>	3,040		2,940	2,290	2,835	11,105
<b>October 2020</b>	2,960		2,885	2,245	2,765	10,855
<b>November 2020</b>	2,985		2,945	2,285	2,835	11,055
<b>December 2020</b>	2,965		2,990	2,245	2,850	11,045

(Source: NOMIS: Claimant Count Jan – Dec 2020)

\*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 2020

Claimant count represented as a percentage of 16-64 population

	<b>North Total</b>	<b>West Total</b>	<b>South Total</b>	<b>East Total</b>	<b>Tameside Total*</b>
<b>January 2020</b>	5.1	3.1	3.8	3.9	3.9
<b>February 2020</b>	5.3	3.3	3.9	4.2	4.2
<b>March 2020</b>	5.5	3.3	3.9	4.2	4.2
<b>April 2020</b>	8.1	5.9	7.0	6.6	6.8
<b>May 2020</b>	9.8	6.9	7.8	7.8	8.0
<b>June 2020</b>	9.7	6.8	7.9	7.5	7.9
<b>July 2020</b>	9.8	6.9	7.8	7.7	8.0
<b>August 2020</b>	9.9	7.0	7.8	7.8	8.1
<b>September 2020</b>	9.7	6.9	7.7	7.6	7.9
<b>October 2020</b>	9.4	6.8	7.5	7.4	7.7
<b>November 2020</b>	9.5	6.9	7.6	7.6	7.9
<b>December 2020</b>	9.5	7.0	7.5	7.6	7.8

(Source: NOMIS: Claimant Count Jan – Dec 2020)

### 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.

	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.	%
<b>Tameside</b>	111,016	68.8	86,923	78.3	12,022	10.8	8,052	7.3	4,019	3.6	50,443	31.2
<b>East</b>	30,616	71.0	24,083	78.7	3,442	11.2	2,085	6.8	1,006	3.3	12,505	29.0
<b>North</b>	21,967	65.8	16,918	77.0	2,261	10.3	1,929	8.8	859	3.9	11,429	34.2
<b>South</b>	22,656	67.4	17,476	77.1	2,677	11.8	1,709	7.5	794	3.5	10,943	32.6
<b>West</b>	35,777	69.7	28,446	79.5	3,642	10.2	2,329	6.5	1,360	3.8	15,566	30.3

### 3.8 School Readiness

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

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

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

Due to the Covid 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.

From September 2021, the Early Years Foundation Stage (EYFS) reforms and new framework will become statutory, which are designed to improve outcomes for the most disadvantaged children to narrow development gaps at school entry. The reforms are also designed to reduce bureaucracy in the early years assessments and planning, which will enable practitioners to have more time to spend developing a rich curriculum focusing on the needs of the children in their care.

## 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 2020, 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. Overall based on the information collected during summer 2021 the childcare market and the number of childcare places appears to have remained stable and will continue to be monitored.

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	2021	Difference + / -
Childminders	308	285	280	271	254	223	211	-12
Pre-school playgroups	21	21	20	17	16	16	17	+1
Private nurseries	48	49	51	55	54	54	56	+2
Out of school clubs	54	53	57	54	84	92	94	+2
Maintained School Nursery Classes	65	66	66	66	66	65	64	-1
Independent School with Early Years	1	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 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	2018 No of Providers	2018 No of Places	2019 No of Providers	2019 No of Places	2020 No of Providers	2020 No of Places	2021 No of Providers	2021 No of Places
PDN	13	1052	13	1021	14	989	14	946
Childminder	48	144	46	138	36	117	31	103
Playgroup/ Pre-School	4	163	4	193	3	108	3	112
Out of School	7	191	16	192	20	576	22	689
School Nursery	16	598	16	598	15	607	15	599
<b>Totals</b>	90	2148	94	2142	88	2397	85	2449

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. The place numbers for pre-school/playgroups remains unchanged apart from a slight increase in places. In addition, some provision has reduced places due to the pandemic and due to lower overall staffing levels. However overall the number of places for each sector in this area is largely unchanged.

#### Denton/Droylsden/Audenshaw Area

Type	2018 No of Providers	2018 No of Places	2019 No of Providers	2019 No of Places	2020 No of Providers	2020 No of Places	2021 No of Providers	2021 No of Places
PDN	13	990	13	1064	13	1013	13	1015
Childminder	108	324	101	303	93	313	93	303
Playgroup/ Pre-School	7	280	7	286	7	345	7	345
Out of School	18	504	30	609	30	808	28	695
School Nursery	18	780	18	780	18	874	18	908
<b>Totals</b>	164	2878	169	3042	161	3353	159	3266

In the main, this area is unchanged from the previous year, which is very positive. There is a decrease in the overall number of places for Out of School Clubs but for all other provider types, the number of places are the same or slightly increased.

#### Dukinfield/Stalybridge/Mossley Area

Type	2018 No of Providers	2018 No of Places	2019 No of Providers	2019 No of Places	2020 No of Providers	2020 No of Places	2021 No of Providers	2021 No of Places
PDN	17	1240	17	1278	16	1084	16	1093
Childminder	77	231	73	219	62	200	53	174
Playgroup/ Pre-School	3	67	2	47	2	45	3	65
Out of School	20	560	25	667	24	791	24	859
School Nursery	17	546	17	546	17	662	16	584
Independent School	1	20	1	20	1	14	1	14
<b>Totals</b>	135	2664	135	2771	122	2796	113	2789

In this area, it shows a further decrease in the number of childminders, and the closure of one school nursery, which has reduced the places in this sector. Despite the decreases, the effect is a similar picture to the previous year for the overall number of places.

## Hyde/Longdendale

Type	2018 No of Providers	2018 No of Places	2019 No of Providers	2019 No of Places	2020 No of Providers	2020 No of Places	2021 No of Providers	2021 No of Places
<b>PDN</b>	12	1050	11	885	11	764	13	867
<b>Childminder</b>	38	114	34	102	32	106	34	116
<b>Playgroup/ Pre-School</b>	3	77	3	84	4	100	4	100
<b>Out of School</b>	9	218	13	313	18	587	20	716
<b>School Nursery</b>	15	494	15	494	15	525	15	506
<b>Totals</b>	77	1953	76	1878	80	2082	86	2305

In this area, the number of childminders has increased slightly which is positive and two new private day nurseries have opened increasing the availability of day care places. Overall, the total number of places available in this area has increased compared to the previous year.

## Totals for Tameside

Type	2018 No of Providers	2018 No of Places	2019 No of Providers	2019 No of Places	2020 No of Providers	2020 No of Places	2021 No of Providers	2021 No of Places
<b>PDN</b>	55	4332	54	4248	54	3850	56	3921
<b>Childminder</b>	271	813	254	762	224	736	211	696
<b>Playgroup/ Pre-School</b>	17	587	16	610	16	598	17	622
<b>Out of School</b>	54	1473	84	1781	92	2762	94	2959
<b>School Nursery</b>	66	2418	66	2418	65	2668	64	2597
<b>Independent School</b>	1	20	1	14	1	14	1	14
<b>Totals</b>	464	9643	475	9833	438	10628	443	10809

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 with increases to places at pre-schools/playgroups and private day nurseries. The impact of this is that overall number of places across the borough remains similar to the previous year, which will 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 children under the age of 5.

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



#### 4.3 Demand for Childcare

During 2020, the Families Information Service (FIS) received a total of 5700 enquiries of various types. Of these 879 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 85.55% of the enquiries, which highlights continued demand for formal childcare.

On analysis of the short enquiries where full details were not provided, 23% of this type of enquiry related to childcare, nursery education and 2 year funded places or from childcare providers. In total, the number of this type of enquiry increased substantially during 2020 with 50% of the calls relating to Early Help, which follows the amalgamation of Early Help access point together with Families Information Service.

Many parents search online and Tameside provides an 'Online Childcare Finder'. Statistics inform that during the period between January to December 2020 there were 3,614 searches for childcare on the Families Information Service Online service, which is a 5.79% increase from the previous year in 2019.

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 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 2021 from data sourced from the January census) and comparing to population data, 93% of 3 and 4 year olds are taking up some or all of their free early education funding.

Year	2014	2015	2016	2017	2018	2019	2020	2021
Percentage	99%	98%	99%	99%	98%	98%	95%	93%

Take up for 2-year funding shows a decrease during 2020 and 2021 which is due to the impact of the pandemic as most North West local authorities have shown a decrease in take up during 2021. 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 summer 2021 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	2015	2016	2017	2018	2019	2020	2021
Percentage	59%	73%	85%	85%	77%	77%	71%

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 static since summer term 2020 when the target number was 1,234, which has decreased slightly to 1,212 in summer 2021. A detailed assessment of the number of two-year places was collated during summer 2021 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. Take up during summer 2021 increased to 80% compared to summer 2020 which was 70%.

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

- Potentially eligible families identified by the DfE during June 2021 by ward
- Total number of vacancies – Supplied from all providers delivering free early education (summer 21)
- Total number of 2 year olds attending provision by ward area (summer 21)

Approximately 60% of ward areas were showing vacancies but a number of areas indicated a lack of places available at the time of the audit, which include:

- Ashton Waterloo
- Droylsden West
- Hyde Newton
- Mossley
- Stalybridge North
- Stalybridge South
- 

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

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

**Ashton Waterloo** – this area is showing 64% take up of places, which is a decrease of 2% on the previous year with a small deficit of places. Data is highlighting that there were available places within a half-mile radius in both Ashton Hurst and St Peters.

**Droylsden West** – this area is showing a 25% take up on places, which is a decrease on the previous year of 35%. This is despite new provision opening during 2020 on the border of Droylsden East to provide additional part time places for 2 year olds within walking distance. Data also highlights that currently 50% of families accessing provision in this area are from another home ward or from outside Tameside. It also highlighted that there were some places available in Droylsden East.

All providers in both of the Droylsden wards were contacted to ascertain any issues with parent requests for 2-year places during the summer term. Most reported that all requests for places were accommodated and they had not turned families away. However, it highlighted that one particular setting was full at the time of data collection and had placed families requesting a place onto a waiting list at their request, rather than seeking alternative provision.

Two group providers reported issues with staff recruitment, which was affecting capacity however; they had not refused any families during that period. This area will continue to be monitored.

**Hyde Newton** – this area is showing 71% take up which is an increase of 18% on the previous year, however, the data is also highlighting a small deficit of places within this area. 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.

**Mossley** – this area is showing a 54% take up on places, which is the same percentage take up as the previous year, however there is a small deficit of places. Since the last data collection, one group provider in this area has closed but given the very small deficit of places, this would not sustain a new provider and therefore this area will be monitored.

**Stalybridge North** – this area is showing 44% take up of places, which is a decrease on the previous year at 49%. From the 2-year analysis, there were no reported vacancies in this area. The data also highlighted within this area that two group providers have reduced the overall number of places they will offer due to low demand. This area borders Dukinfield/Stalybridge, which had surplus places within walking distance for some families.

**Stalybridge South** – this area is showing a 52% take up of places, which is an increase of 1% on the previous year. From the 2-year analysis at the time of collection, there were no reported vacancies in this area however, the data also highlights that 50% of the families taking up their offer within this ward were travelling from other wards within the borough. This makes it more problematic to assess the existing provision

All providers in both of the Stalybridge Wards were contacted to ascertain any issues with parent requests for 2-year places during the summer term. Most reported that all requests for places were accommodated and none was reporting long waiting lists. At the time of the data collection, there were places available in the Dukinfield/Stalybridge ward, which were within half a mile distance for some of the families who lived in Stalybridge North and South. In light of this, places in Stalybridge North and South will continue to be monitored.

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 77% take up of 2-year places at the time of the data collection.

On average 60% of families took up a 2-year place within the ward in which they live, whereas 36% travelled to a neighbouring ward. The remainder, which is around 4%, is families who reside outside of Tameside but have chosen to take their 2-year place here.

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

#### **Further Action – 2 Year Place Creation**

As described above a more detailed review of Droylsden and Stalybridge areas was conducted to try to understand the situation with demand and places. Based on this review at this time no further action for the above areas will be required, but all areas will continue to be monitored. The pandemic and the declining birth rate has affected some providers and the overall demand for early years places.

At the point of the data collection, (July 2021) 133 childminders were registered to accept funded children, which has decreased by approx. 6.3% on the previous year. This could be because of uncertainties in the market due to the pandemic; however, childminders continue to provide alternative childcare options in all areas of the borough.

#### **4.6 30 Hours Free Childcare**

From 1 September 2017, parents/carers that qualify are entitled to a further 15 hours of free early education per week or a maximum of 570 hours per year, giving them up to 30 hours free early education per week over a maximum of 38 weeks. To apply parents/carers must apply directly to Her Majesty’s Revenues and Customs (HMRC) and 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 decreased slightly. This may be attributed to the impact of the pandemic, however take up of places during summer 2021 increased to more or less the same levels as in summer 2020. Continued monitoring of take up and available places will continue.

<b>No’s of Families taking all or part of their Extended Entitlement (30 Hours)</b>							
<b>2017-2018</b>		<b>2018-2019</b>		<b>2019-2020</b>		<b>2020-2021</b>	
<b>Term</b>	<b>Take Up</b>	<b>Term</b>	<b>Take up</b>	<b>Term</b>	<b>Take Up</b>	<b>Term</b>	<b>Take Up</b>
Autumn 2017	1123	Autumn 2018	1251	Autumn 2019	1307	Autumn 2020	1242
Spring 2018	1465	Spring 2019	1651	Spring 2020	1760	Spring 2021	1649
Summer 2018	1742	Summer 2019	1938	Summer 2020	1996	Summer 2021	1971

The majority of all group providers and childminders on the directory are registered to deliver the offer, and 47 of the 64 primary schools with a nursery, are also delivering the offer or registered to deliver the offer.

### **30 Hours Free Childcare**

Since Autumn 2020 we have noted a slight downward trend in take up of 30 Hours which, again could be the impact of the pandemic and a reduction of parental eligibility, this will be monitored over the next 12 months to assess any changes to this trend. After analysis of the data provided during summer 2021, approximately half of all families (48.96%) taking up their offer sourced provision within their home ward, 44.13% took up a place in another Tameside ward and approximately 6.91% 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 2021 highlighted a total of 648 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 282 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 affected 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, representing a 3% increase.

Based on vacancy data available during summer 2021, 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, whilst the mid and latter parts of the year have not felt the effects of national lockdown it will be necessary to monitor the effect of the pandemic and any long-term impact on the availability of childcare.

Another factor that could have an effect is if levels of unemployment decrease 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 94 Out of School clubs, and an approximate increase of 197 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 Newton, however Hyde Godley 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 Droylsden West, where there were no vacancies however; there were both full and part time places in Droylsden East.

### 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, Longdendale and all wards in the Hyde area. The exception to this is Droylsden West where there were no vacancies but there was availability of places in Droylsden East.

Out of School clubs were adversely affected by the pandemic however overall the total number of places reported had increased.

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.	%
<b>Tameside</b>	1,655	3.9	41,053	96.1
<b>East</b>	406	3.6	10,824	96.4
<b>North</b>	387	4.2	8,901	95.8
<b>South</b>	326	3.4	9,219	96.6
<b>West</b>	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 Early Years Settings, including those in the maintained, non-maintained and Private Voluntary and Independent Sector.

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 process, making sure all early years practitioners are collecting relevant information to ensure smooth transitions to the most appropriate educational setting for children with SEND.

All Early Years Childcare providers are able to access additional support for children with identified disabilities and special education needs, by means of the:

- Disability Access Fund
- SEN Inclusion Fund

Both measures are intended to enable Early Years providers to promote equal access to opportunities and resources for children in early years whom have an identified SEND.

#### 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 2021):

Group Settings and Independent Schools	Data Collated Autumn 2018		Data Collated Autumn 2019		Data Collated Autumn 2020		Data Collated Autumn 2021	
	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %
Inadequate	0	0	1	1.41	0	0	0	0
Requires Improvement	2	2.74	2	2.82	0	0	0	0
Good	52	71.23	51	71.83	54	76.1	52	70.27
Outstanding	14	19.18	12	16.90	9	12.7	9	12.16
Not Yet Graded	5	6.85	5	7.04	7	9.8	13	17.56
Meets Standards	-		-		1	1.4	0	0

There are 61 group providers in total with approximately 82.4%% 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 17.56%, 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 2018		Data Collated Summer 2019		Data Collated Summer 2020		Data Collated Summer 2021	
	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %
Inadequate	0	0	0	0	0	0	0	0
Requires Improvement	0	0	3	3.57	1	1.09	1	1.10
Good	36	66.67	58	69.05	61	66.30	66	72.53
Outstanding	10	18.52	12	14.29	10	10.87	8	8.79
Await 1 <sup>st</sup> Inspection	8	14.81	9	10.71	16	17.39	13	12.09
Met	0	0	2	2.38	4	4.35	5	4.39
Other							1	1.10

There are 94 Out of School Clubs with 78.72% 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, 13.83% are awaiting their first inspection. Therefore, if those awaiting their first inspection were excluded, the total achieving good or outstanding is actually 92.55%.

Childminders	Data Collated Summer 2018		Data Collated Summer 2019		Data Collated Summer 2020		Data Collated Summer 2021	
	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %
Inadequate	4	1.48	6	2.36	7	3.14	5	2.37
Requires Improvement	7	2.58	7	2.76	6	2.7	6	2.84
Good	174	64.21	164	64.57	145	65.02	132	62.56
Outstanding	16	5.90	15	5.90	13	5.83	12	5.69
Awaiting Inspection	40	14.76	36	14.17	30	13.45	37	17.54
Met	30	11.07	26	10.24	22	9.86	19	9.00

(Included in Inadequate are 5 childminders classed as not met e.g. require actions)

In total, there are 211 childminders within the borough, which is a further decrease on the previous year. Of these, 144 or 68.24% of the childminders are rated as good or outstanding. 56 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 92.90%, which is a slight increase on the previous year.

Schools	Data Collated Summer 2021	
	Actual	Percentage %
Inadequate	1	1.56
Requires Improvement	5	7.82
Good	52	81.25
Outstanding	5	7.81
Yet to be Inspected	1	1.56



In total there are 64 primary schools within the borough that have a nursery class and provide early education, of these 87.50% are rated good or outstanding, with only 1 school awaiting inspection which if excluded, the total achieving a good or outstanding result is actually 89.06%.

Of the 64 schools, 49 or, 76.56% are currently offering the 30 hours free childcare for 3/4 year olds or are planning to offer it from September 2021, which is a further increase of schools offering 30 hours since September 2020.

#### 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 2021 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	£202
Under twos per week attending 25 Hours	£120
Aged 2 plus per week attending 50 hours	£195
Aged 2 plus per week attending 25 Hours	£112

- The most expensive rate for under two's for 25 hours was £148
- The cheapest rate for under two's for 25 hours was £89
- The most expensive rate for aged 2 plus for 25 hours was £148
- The cheapest rate for aged 2 plus for 25 hours was £60
- The most expensive rate for under two's for 50 hours was £250
- The cheapest rate for under two's for 50 hours was £165
- The most expensive rate for aged 2 plus for 50 hours was £250
- The cheapest rate for aged 2 plus for 50 hours was £165

##### 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	£181
Aged 2 plus per week attending 25 Hours	£95

##### 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
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#### 5. HIGHLIGHTED EXTRACTS FROM THE SUMMARY OF THE CHILDCARE SUFFICIENCY ASSESSMENT (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 2021 the initial indicators highlight the childcare market in Tameside has remained stable, there has been a small reduction in the number of places at Pre-Schools/Playgroups, School Nurseries and childminders however, the number of places within Private Day 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 2021) has remained static which impacts on demand. At the time of the data collection, the data highlights a reduction in participation since the previous year, which is largely due to the pandemic and the closure of provision during the national lockdown earlier in the year.

Further analysis of two-year provision highlighted a number of areas to monitor. Two areas with an identified gap have been investigated further and 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 in line with demand. As demand for places increases in these areas, this should influence the market, 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 2021 indicates that take up of 3 and 4 year olds is 93% 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 other than the specific wards identified for 2-year places no major identified gaps in provision have been highlighted. On further investigation, most families in these areas can be served by neighbouring wards with vacancies. Where this was not the case e.g. Droylsden West and Stalybridge North and South, a further investigation was conducted directly with providers who highlighted that during the summer term which is the busiest, no families were turned away for places, and 2 providers indicated they were struggling with staff recruitment which was temporarily limiting their availability for 2 year places. All areas will continue to be monitored.

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 fifth year and at this point, there are no reported issues with parents experiencing insufficient provision. Approximately three quarters 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. 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.

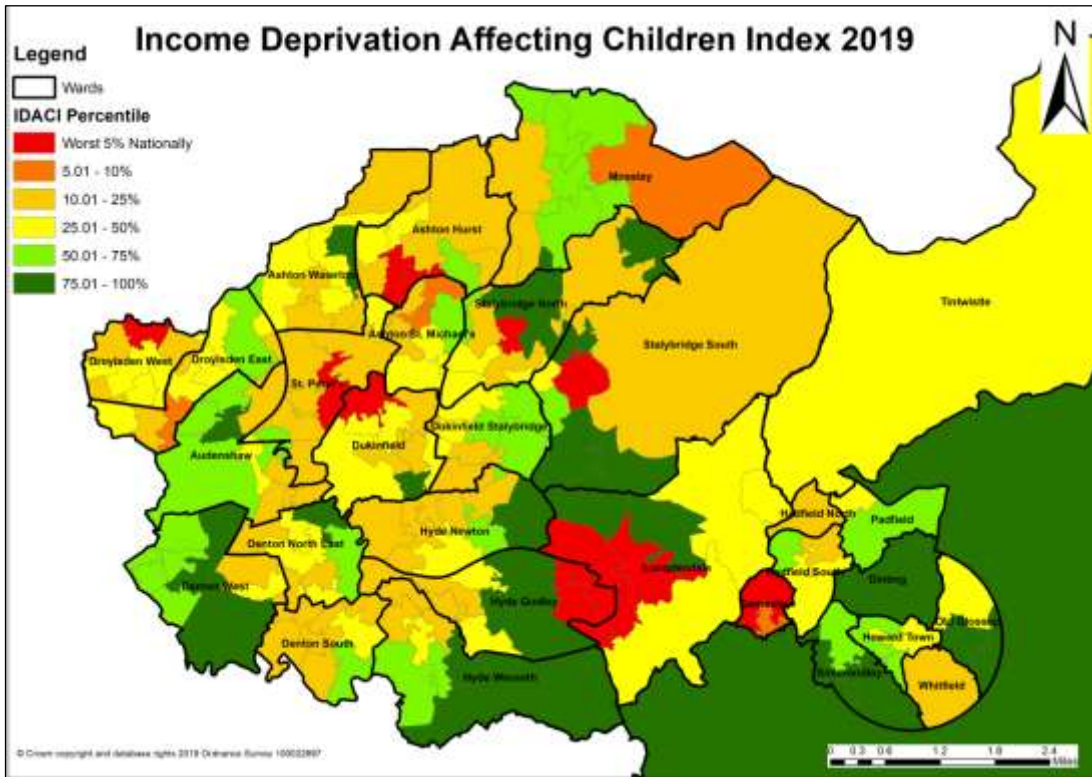
The impact of the pandemic may have a longer-term effect on the childcare market and will require continued monitoring.

## **7. RECOMMENDATIONS**

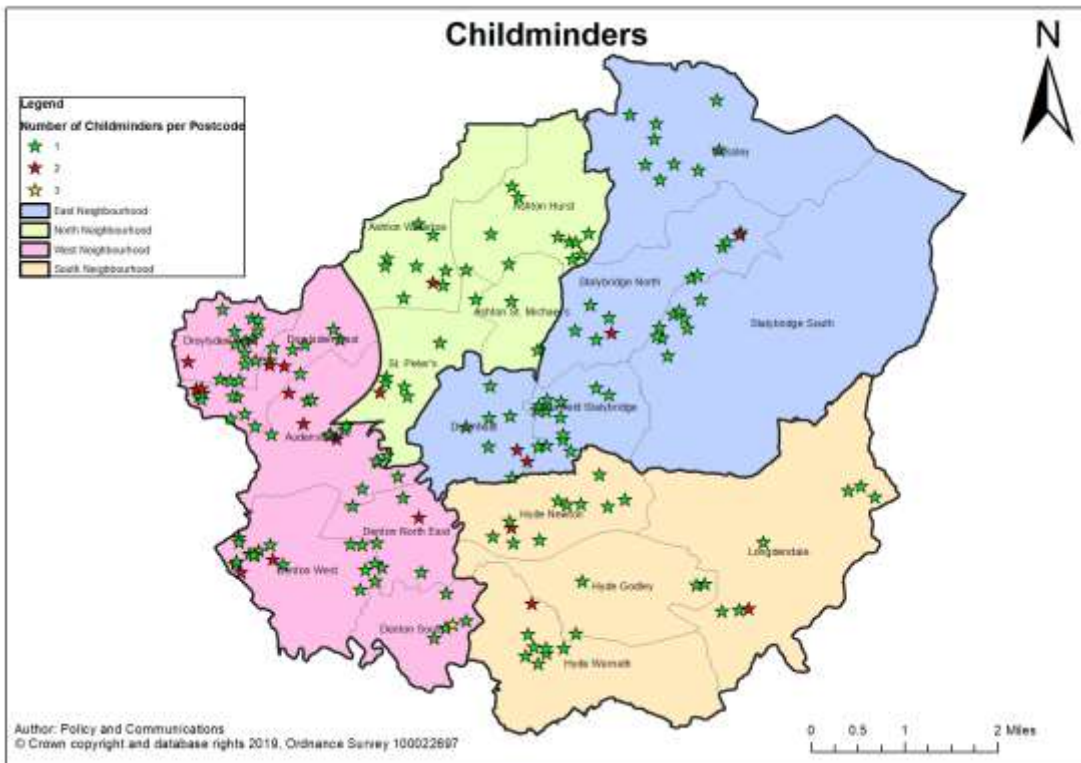
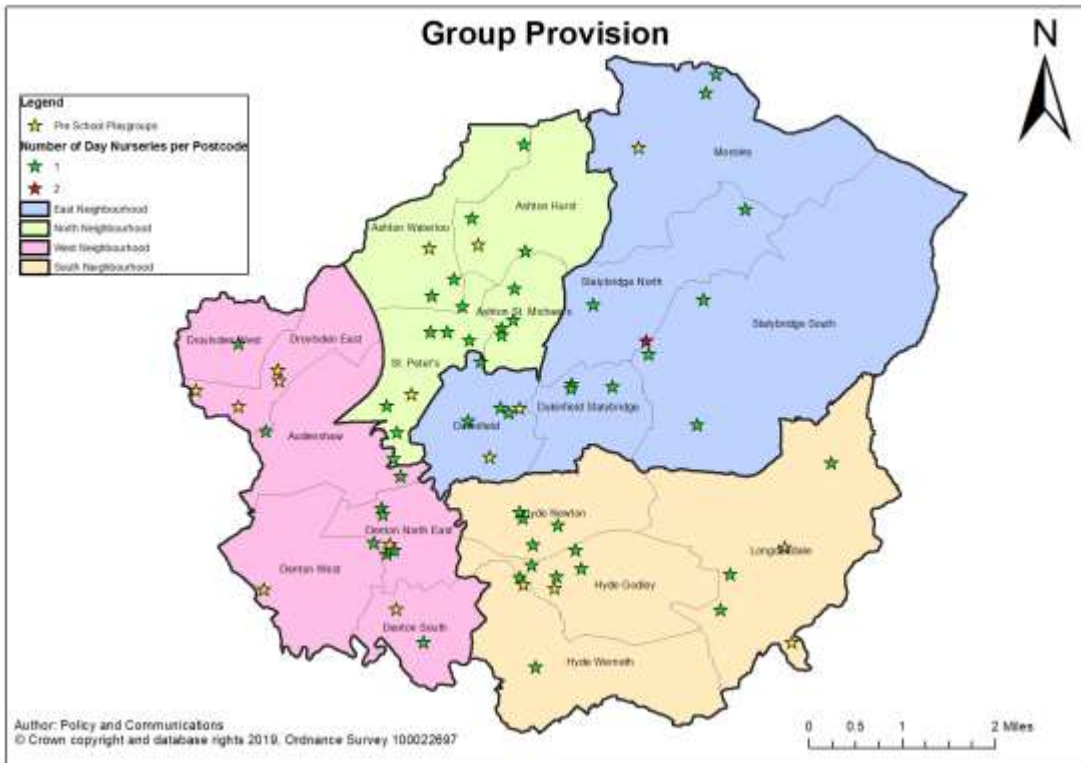
The report of 2011 and the annual report of 2013 did not highlight any major gaps in the borough. The data compiled for this report shows that the position is broadly similar, however to ensure sufficiency the following recommendations are suggested:

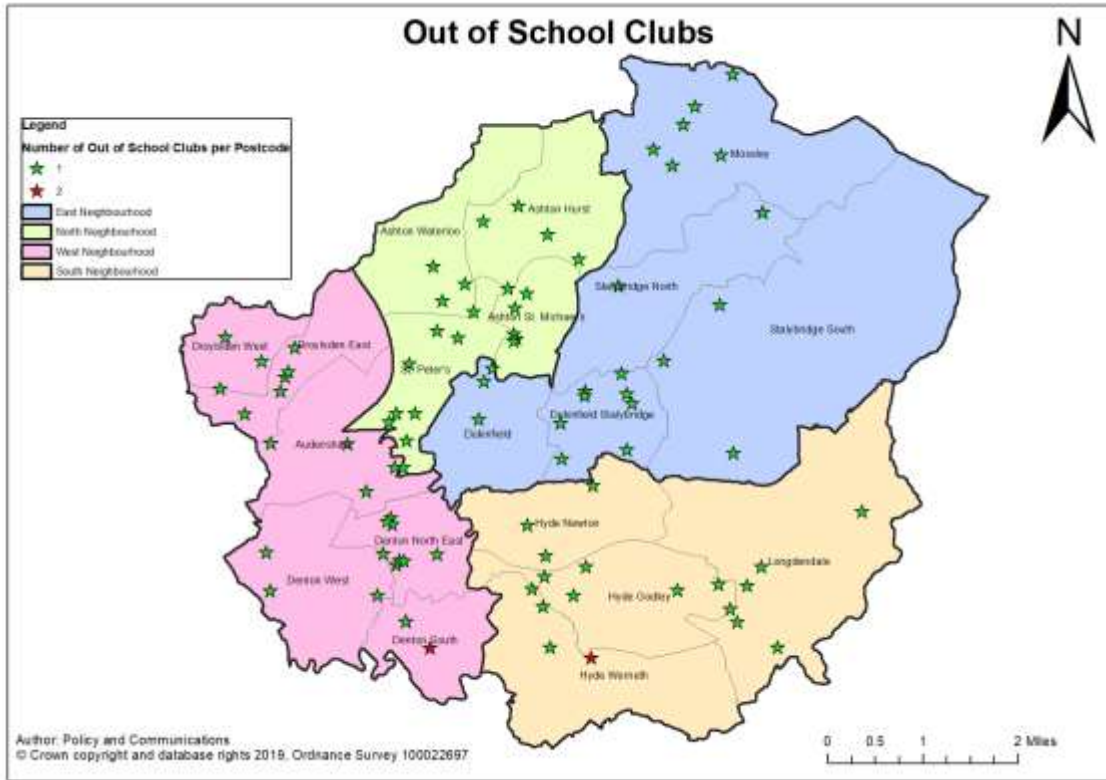
1. To continue to work with all our childcare providers to improve the quality of the annual data provided, to inform on the assessment of childcare available for all age ranges
2. Continue to monitor the number of 2-year places across the borough to address any identified gaps. To follow up on the actions identified which will inform any future place creation required
3. 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

APPENDIX 1

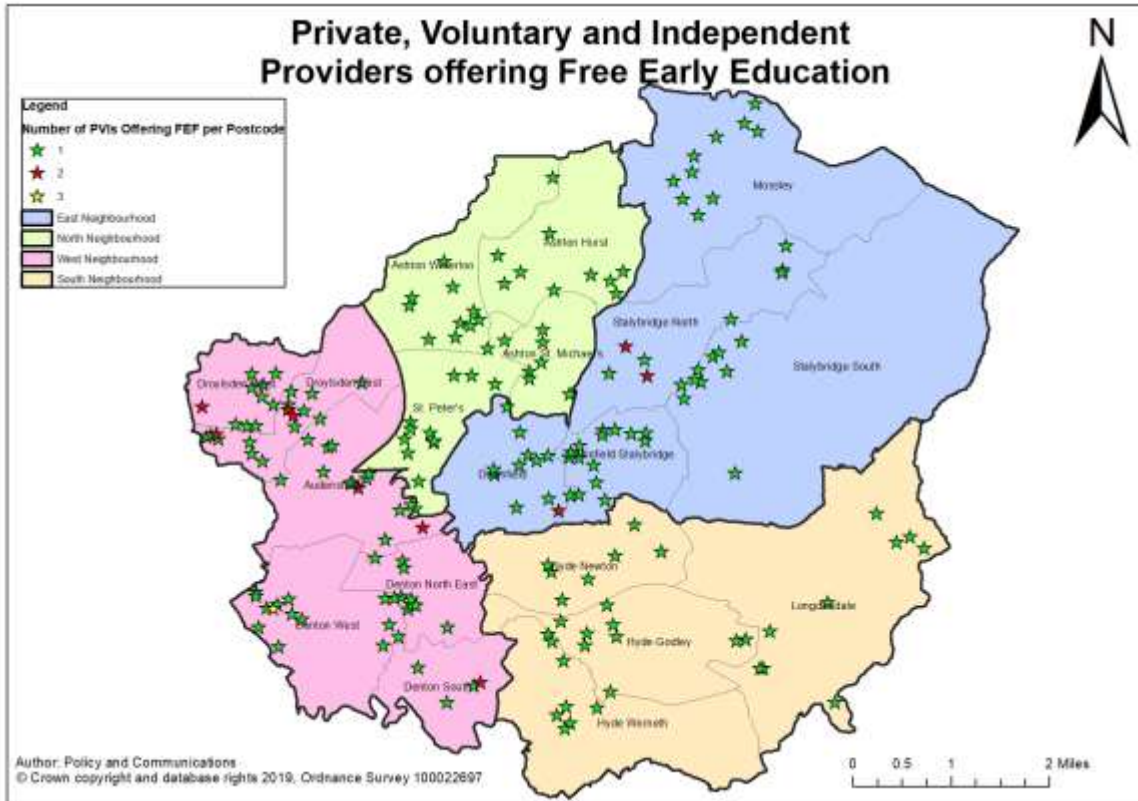


APPENDIX 2





APPENDIX 3 - (FEF – Free Entitlement Funding)



APPENDIX 4

ANALYSIS OF 2 YEAR FREE PLACES AND TAKE UP – SUMMER 21

Ward	April DfE target list for Summer 2021	2 Year Olds in a place during Summer 2021	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	67	56	84%	36	18	2	18	74	32%	4%
Ashton St Michaels	88	73	83%	40	31	2	47	120	42%	3%
Ashton St Peters	139	126	91%	77	43	6	22	148	34%	5%
Ashton Waterloo	61	39	64%	28	11	0	13	52	28%	0%
	<b>355</b>	<b>294</b>	<b>83%</b>	<b>181</b>	<b>103</b>	<b>10</b>	<b>100</b>	<b>394</b>	<b>35%</b>	<b>3%</b>
Audenshaw	45	40	89%	17	18	5	17	57	45%	13%
	<b>45</b>	<b>40</b>	<b>89%</b>	<b>17</b>	<b>18</b>	<b>5</b>	<b>17</b>	<b>57</b>	<b>45%</b>	<b>13%</b>
Denton North East	57	56	98%	25	28	3	28	84	50%	5%
Denton South	45	21	47%	16	5	0	22	43	24%	0%
Denton West	29	15	52%	6	7	2	22	37	47%	13%
	<b>131</b>	<b>92</b>	<b>70%</b>	<b>47</b>	<b>40</b>	<b>5</b>	<b>72</b>	<b>164</b>	<b>43%</b>	<b>5%</b>
Boylsden East	68	73	107%	38	28	7	8	81	38%	10%
Boylsden West	64	16	25%	8	5	3	0	16	31%	19%
	<b>132</b>	<b>89</b>	<b>67%</b>	<b>46</b>	<b>33</b>	<b>10</b>	<b>8</b>	<b>97</b>	<b>37%</b>	<b>11%</b>
Dukinfield	88	89	101%	60	28	1	63	152	31%	1%
Dukinfield / Stalybridge	33	35	106%	15	19	1	38	73	54%	3%
	<b>121</b>	<b>124</b>	<b>102%</b>	<b>75</b>	<b>47</b>	<b>2</b>	<b>101</b>	<b>225</b>	<b>38%</b>	<b>2%</b>
Hyde Godley	92	53	58%	28	25	0	58	111	47%	0%
Hyde Newton	69	49	71%	39	10	0	9	58	20%	0%
Hyde Werneth	46	37	80%	21	15	1	8	45	41%	3%
	<b>207</b>	<b>139</b>	<b>67%</b>	<b>88</b>	<b>50</b>	<b>1</b>	<b>75</b>	<b>214</b>	<b>36%</b>	<b>1%</b>
Longdendale	59	68	115%	44	23	1	52	120	34%	1%
	<b>59</b>	<b>68</b>	<b>115%</b>	<b>44</b>	<b>23</b>	<b>1</b>	<b>52</b>	<b>120</b>	<b>34%</b>	<b>1%</b>
Mossley	41	22	54%	18	2	2	14	36	9%	9%
	<b>41</b>	<b>22</b>	<b>54%</b>	<b>18</b>	<b>2</b>	<b>2</b>	<b>14</b>	<b>36</b>	<b>9%</b>	<b>9%</b>
Stalybridge North	73	32	44%	27	5	0	4	36	16%	0%
Stalybridge South	31	16	52%	8	8	0	7	23	50%	0%
	<b>104</b>	<b>48</b>	<b>46%</b>	<b>35</b>	<b>13</b>	<b>0</b>	<b>11</b>	<b>59</b>	<b>27%</b>	<b>0%</b>
<b>Totals</b>	<b>1195</b>	<b>916</b>	<b>77%</b>	<b>551</b>	<b>329</b>	<b>36</b>	<b>450</b>	<b>1366</b>	<b>36%</b>	<b>4%</b>

(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 2021

#### Universal Entitlement - 15 Hours

Ward	3/4 Year Olds in a Universal place during Summer 2021	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 %
Ashton Hurst	210	125	68	17	16	226	32.38%	8.10%
Ashton St Michaels	321	158	153	10	31	352	47.66%	3.12%
Ashton St Peters	407	221	171	15	35	442	42.01%	3.69%
Ashton Waterloo	146	114	29	3	28	174	19.86%	2.05%
	<b>1084</b>	<b>618</b>	<b>421</b>	<b>45</b>	<b>110</b>	<b>1194</b>	<b>38.84%</b>	<b>4.15%</b>
Audenshaw	266	130	117	19	43	309	43.98%	7.14%
	<b>266</b>	<b>130</b>	<b>117</b>	<b>19</b>	<b>43</b>	<b>309</b>	<b>43.98%</b>	<b>7.14%</b>
Denton North East	250	113	119	18	37	287	47.60%	7.20%
Denton South	120	97	23	0	26	146	19.17%	0.00%
Denton West	162	85	50	27	27	189	30.86%	16.67%
	<b>532</b>	<b>295</b>	<b>192</b>	<b>45</b>	<b>90</b>	<b>622</b>	<b>36.09%</b>	<b>8.46%</b>
Droylsden East	239	111	109	19	44	283	45.61%	7.95%
Droylsden West	129	78	47	4	17	146	36.43%	3.10%
	<b>368</b>	<b>189</b>	<b>156</b>	<b>23</b>	<b>61</b>	<b>429</b>	<b>42.39%</b>	<b>6.25%</b>
Dukinfield	305	176	123	6	66	371	40.33%	1.97%
Dukinfield / Stalybridge	196	67	128	1	29	225	65.31%	0.51%
	<b>501</b>	<b>243</b>	<b>251</b>	<b>7</b>	<b>95</b>	<b>596</b>	<b>50.10%</b>	<b>1.40%</b>
Hyde Godley	283	149	129	5	98	381	45.58%	1.77%
Hyde Newton	245	168	74	3	27	272	30.20%	1.22%
Hyde Werneth	170	103	55	12	19	189	32.35%	7.06%
	<b>698</b>	<b>420</b>	<b>258</b>	<b>20</b>	<b>144</b>	<b>842</b>	<b>36.96%</b>	<b>2.87%</b>
Longdendale	147	102	32	13	40	187	21.77%	8.84%
	<b>147</b>	<b>102</b>	<b>32</b>	<b>13</b>	<b>40</b>	<b>187</b>	<b>21.77%</b>	<b>8.84%</b>
Mossley	218	162	25	31	25	243	11.47%	14.22%
	<b>218</b>	<b>162</b>	<b>25</b>	<b>31</b>	<b>25</b>	<b>243</b>	<b>11.47%</b>	<b>14.22%</b>
Stalybridge North	190	123	64	3	13	203	33.68%	1.58%
Stalybridge South	141	84	51	6	27	168	36.17%	4.26%
	<b>331</b>	<b>207</b>	<b>115</b>	<b>9</b>	<b>40</b>	<b>371</b>	<b>34.74%</b>	<b>2.72%</b>
	<b>4145</b>	<b>2366</b>	<b>1567</b>	<b>212</b>	<b>648</b>	<b>4793</b>	<b>37.80%</b>	<b>5.11%</b>

#### Extended Entitlement - 30 hours

Ward	3/4 Year Olds in a Universal place during Summer 2021	3/4 Year Olds in a Uni + Ext place (with same provider) during Summer 2021	3/4 Year Olds in a Extended place during Summer 2021	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	210	71	75	29	36	10	13	88	48.00%	13.33%
Ashton St Michaels	321	125	128	48	73	7	3	131	57.03%	5.47%
Ashton St Peters	407	164	165	44	107	14	8	173	64.85%	8.48%
Ashton Waterloo	146	45	50	37	11	2	17	67	22.00%	4.00%
	<b>1084</b>	<b>405</b>	<b>418</b>	<b>158</b>	<b>227</b>	<b>33</b>	<b>41</b>	<b>459</b>	<b>54.31%</b>	<b>7.89%</b>
Audenshaw	266	143	153	70	76	7	29	182	49.67%	4.58%
	<b>266</b>	<b>143</b>	<b>153</b>	<b>70</b>	<b>76</b>	<b>7</b>	<b>29</b>	<b>182</b>	<b>49.67%</b>	<b>4.58%</b>
Denton North East	250	110	122	41	66	15	14	136	54.10%	12.30%
Denton South	120	49	52	38	14	0	15	67	26.92%	0.00%
Denton West	162	68	78	47	23	8	15	93	29.49%	10.26%
	<b>532</b>	<b>227</b>	<b>252</b>	<b>126</b>	<b>103</b>	<b>23</b>	<b>44</b>	<b>296</b>	<b>40.87%</b>	<b>9.13%</b>
Droylsden East	239	106	114	42	61	11	6	120	53.51%	9.65%
Droylsden West	129	47	56	29	26	1	0	56	46.43%	1.79%
	<b>368</b>	<b>153</b>	<b>170</b>	<b>71</b>	<b>87</b>	<b>12</b>	<b>6</b>	<b>176</b>	<b>51.18%</b>	<b>7.06%</b>
Dukinfield	305	163	166	79	81	6	24	190	48.80%	3.61%
Dukinfield / Stalybridge	196	96	105	33	72	0	39	144	68.57%	0.00%
	<b>501</b>	<b>259</b>	<b>271</b>	<b>112</b>	<b>153</b>	<b>6</b>	<b>63</b>	<b>334</b>	<b>56.46%</b>	<b>2.21%</b>
Hyde Godley	283	100	107	51	51	5	22	129	47.66%	4.67%
Hyde Newton	245	127	133	87	44	2	5	138	33.08%	1.50%
Hyde Werneth	170	97	97	61	27	9	10	107	27.84%	9.28%
	<b>698</b>	<b>324</b>	<b>337</b>	<b>199</b>	<b>122</b>	<b>16</b>	<b>37</b>	<b>374</b>	<b>36.20%</b>	<b>4.75%</b>
Longdendale	147	46	48	27	14	7	8	56	29.17%	14.58%
	<b>147</b>	<b>46</b>	<b>48</b>	<b>27</b>	<b>14</b>	<b>7</b>	<b>8</b>	<b>56</b>	<b>29.17%</b>	<b>14.58%</b>
Mossley	218	149	153	108	17	28	33	186	11.11%	18.30%
	<b>218</b>	<b>149</b>	<b>153</b>	<b>108</b>	<b>17</b>	<b>28</b>	<b>33</b>	<b>186</b>	<b>11.11%</b>	<b>18.30%</b>
Stalybridge North	190	90	91	46	42	3	2	93	46.15%	3.30%
Stalybridge South	141	76	76	47	28	1	19	95	36.84%	1.32%
	<b>331</b>	<b>166</b>	<b>167</b>	<b>93</b>	<b>70</b>	<b>4</b>	<b>21</b>	<b>188</b>	<b>41.92%</b>	<b>2.40%</b>
	<b>4145</b>	<b>1872</b>	<b>1969</b>	<b>964</b>	<b>869</b>	<b>136</b>	<b>282</b>	<b>2251</b>	<b>44.13%</b>	<b>6.91%</b>



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

APPENDIX 6

ANALYSIS OF OUT OF SCHOOL PROVISION – SUMMER 2021  
(Includes data provided by Schools and Private, Voluntary and Independent Early Years Provider)

2021		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	155	75	92	35	83	27	7	50	35	22	12	17	5
	Ashton St Michaels	8	155	92	51	28	28	13	3	36	12	36	6	0	0
	Ashton St Peters	13	101	96	28	19	26	17	8	46	40	22	19	18	8
	Ashton Waterloo	10	70	81	30	42	14	11	7	36	26	19	8	9	8
Sub totals		41	481	344	201	124	151	68	25	168	113	99	45	44	21
Audenshaw	Audenshaw	19	128	109	36	16	31	15	11	50	25	29	3	4	3
Sub totals		19	128	109	36	16	31	15	11	50	25	29	3	4	3
Denton	Denton North East	8	91	59	21	12	23	19	6	61	29	22	14	6	4
	Denton South	7	77	92	32	26	18	14	4	24	29	12	9	1	1
	Denton West	19	124	99	26	22	28	26	12	51	42	5	12	4	4
Sub totals		34	292	250	79	60	69	59	22	136	100	39	35	11	9
Droylsden	Droylsden East	16	131	101	26	35	26	35	14	59	40	3	5	3	3
	Droylsden West	11	111	52	17	19	17	19	6	19	14	0	0	0	0
Sub totals		27	242	153	43	54	43	54	20	78	54	3	5	3	3
Dukinfield	Dukinfield	8	88	72	27	23	21	21	6	85	12	19	14	4	4
	Dukinfield / Stalybridge	17	134	122	43	31	31	26	13	76	61	45	22	23	10
Sub totals		25	222	194	70	54	52	47	19	161	73	64	36	27	14
Hyde	Hyde Godley	10	210	134	121	67	37	23	6	38	44	19	2	8	2
	Hyde Newton	5	50	56	4	9	2	5	2	6	4	1	1	2	0
	Hyde Werneth	8	86	47	9	1	4	2	6	58	43	1	0	3	2
Sub totals		23	346	237	134	77	43	30	14	102	91	21	3	13	4
Longdendale/Hattersley	Longdendale	9	118	81	70	35	50	15	5	53	30	36	3	5	0
Sub totals		9	118	81	70	35	50	15	5	53	30	36	3	5	0
Mossley	Mossley	12	133	121	49	51	44	46	9	37	54	11	13	1	2
Sub totals		12	133	121	49	51	44	46	9	37	54	11	13	1	2
Stalybridge	Stalybridge North	11	70	73	22	24	24	24	10	45	48	14	15	0	0
	Stalybridge South	10	131	101	52	57	41	46	5	29	26	1	3	0	5
Sub totals		21	201	174	74	81	65	70	15	74	74	15	18	0	5
Grand Totals 2021		211	2163	1663	756	552	548	404	140	859	614	317	161	108	61
Grand Total 2020		190	1714	1377	341	306	309	266	134	662	585	339	302	171	140
% change from previous year		11%	26%	21%	122%	80%	77%	52%	4%	30%	5%	-6%	-47%	-37%	-56%

# Agenda Item 6

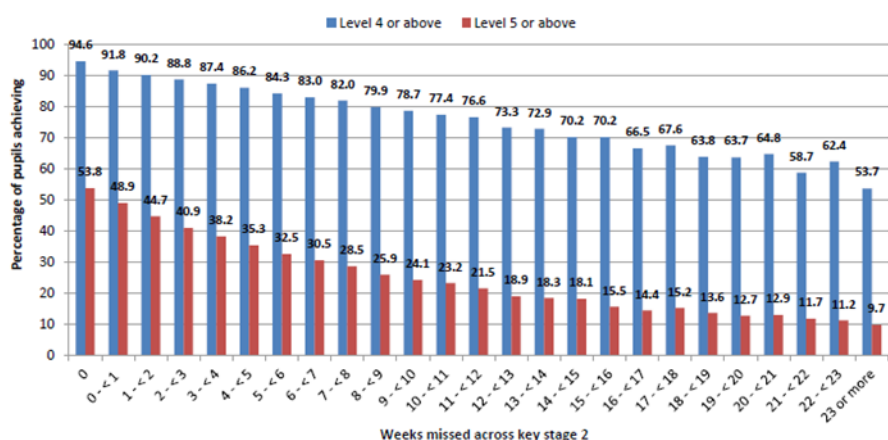
<b>Report to:</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date:</b>	8 March 2022
<b>Reporting Officer:</b>	Catherine Moseley – Head of Access Services
<b>Subject:</b>	<b>UPDATE ON SCHOOL ATTENDANCE</b>
<b>Report Summary:</b>	School attendance is essential to ensure our children and young people are able to recover their lost learning due to the pandemic. This report informs the Board of the work being done to support families, children and schools and sets out the priorities going forward. It also highlights the national school attendance initiatives.
<b>Recommendations:</b>	That the board notes the content of the report.
<b>Corporate Plan:</b>	The proposals contained within this report will support the theme of starting well, aspirations and hopes.
<b>Policy Implications:</b>	None currently but the reported DfE consultations may necessitate policy change in future.
<b>Financial Implications: (Authorised by the statutory Section 151 Officer)</b>	This report provides an update on attendance and related behaviour matters, there are no direct implications arising from a financial perspective.
<b>Legal Implications: (Authorised by the Borough Solicitor)</b>	The information set out in this report provides valuable information for education and the council generally to support the delivery of education and improved outcomes.
<b>Risk Management:</b>	Without a priority around attendance, there is a risk that our children and young people will not catch up on lost learning due to the pandemic.
<b>Access to Information:</b>	<b>NON-CONFIDENTIAL</b> <b>This report does not contain information, which warrants its consideration in the absence of the Press or members of the public.</b>
<b>Background Information:</b>	The background papers relating to this report can be inspected by contacting Catherine Moseley, Head of Access Services  Telephone: 0161 342 3302  e-mail: <a href="mailto:catherine.moseley@tameside.gov.uk">catherine.moseley@tameside.gov.uk</a>

# 1 BACKGROUND

- 1.1 The Education Secretary of State has committed to make school attendance his top priority; he has appointed expert attendance advisers to engage with stakeholders to make sure they are following best practice in improving attendance within their day-to-day work.
- 1.2 The link between attendance and attainment means more than ever. In February 2015, the DfE published a report '[The link between absence and attainment at KS2 and KS4](#)'. The report showed clearly that as students miss more lessons in secondary schools, their attainment across a range of measure declines with a similar effect at KS2. This is even more important in our recovery phase.

## 4.2.2 Number of weeks missed due to overall absence

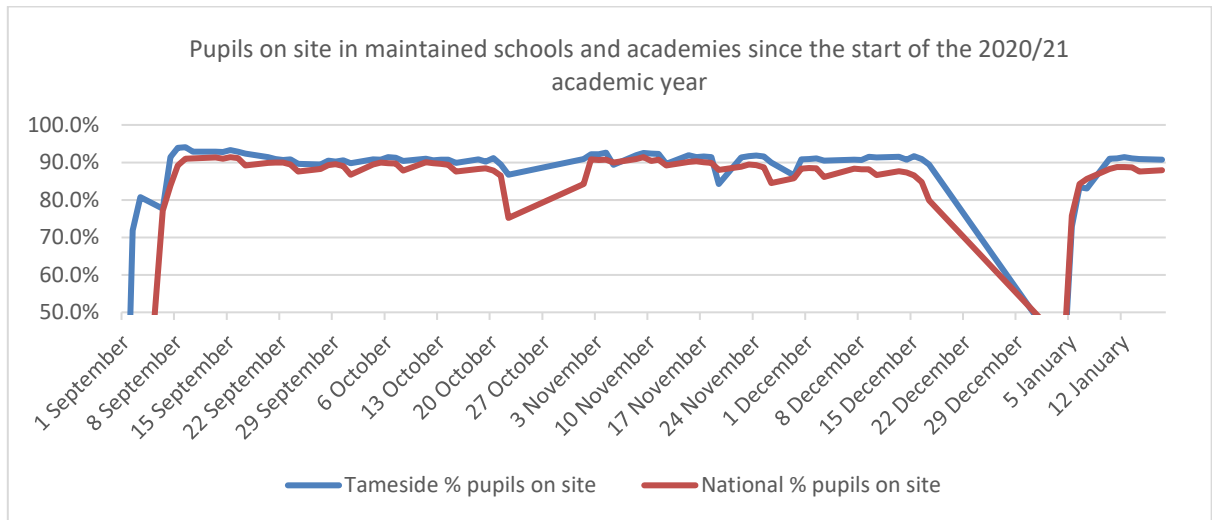
Figure 2: Percentage of pupils in state-funded mainstream schools achieving stated levels at the end of KS2 in 2013/14 academic year by the number of weeks missed due to overall absence across KS2



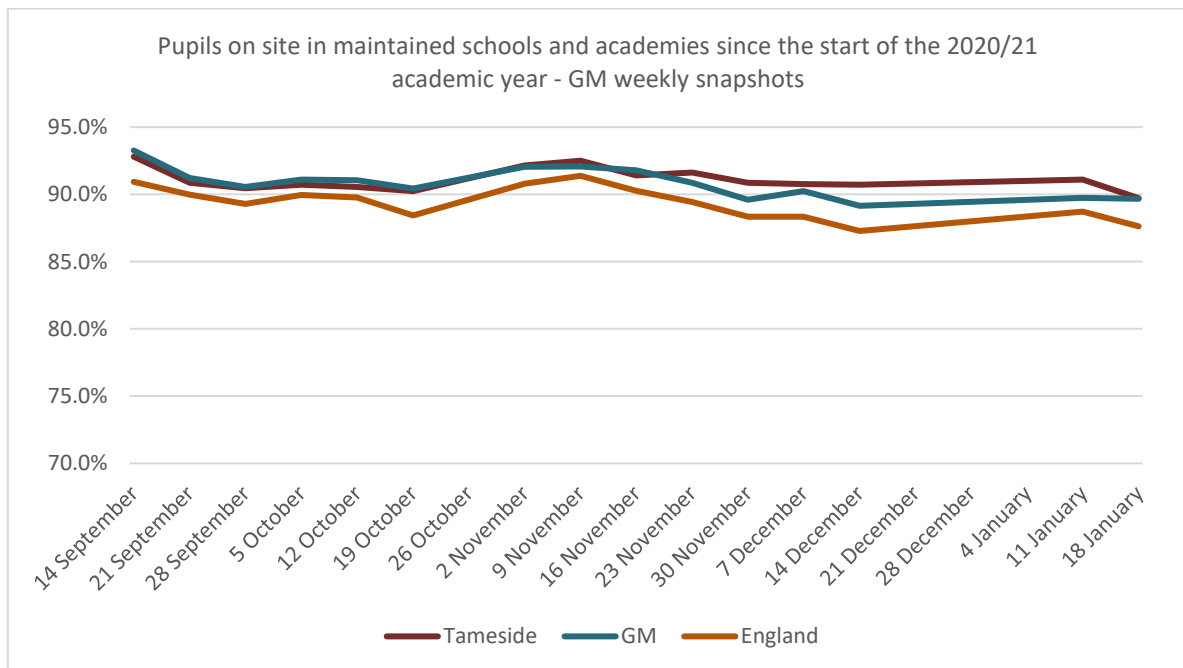
- 1.3 Attendance at school is critical to education recovery that is necessary due to the amount of in-school learning that pupils have missed during the pandemic. Put simply, children aren't able to recover their lost learning if they aren't in school. Attendance was a priority for Children's Services before the pandemic so it is even more of a priority as we come out of it.
- 1.4 Children in Tameside have always attended well and levels of absence in Tameside schools have been below national for several years. Although recent trends in attendance levels have been largely driven by COVID-19, persistent absence levels have increased to 13.14% nationally in autumn 2020 compared to 10.94% in 2019 (not including non – attendance in COVID-19 circumstances). In Tameside, those figures were 9.97% in autumn 2019 and 12.10% in autumn 2020.
- 1.5 Pupils are persistent absence if they miss 10% of sessions or more and 90% attendance equates to attending school four and a half days a week.
- 1.6 Initiatives to improve school attendance are made up of a number of factors, not just getting children into school but also ensuring the exclusions are kept to a minimum, that children missing education are tracked effectively and parents choosing to home educate their children are supported to offer suitable education.
- 1.7 Although Tameside has been doing better than the national averages for persistent absence, we have continued to work with our partner agencies ensuring best practice over the pandemic period and into the recovery phase.

## 2 ATTENDANCE IN TAMESIDE SCHOOLS

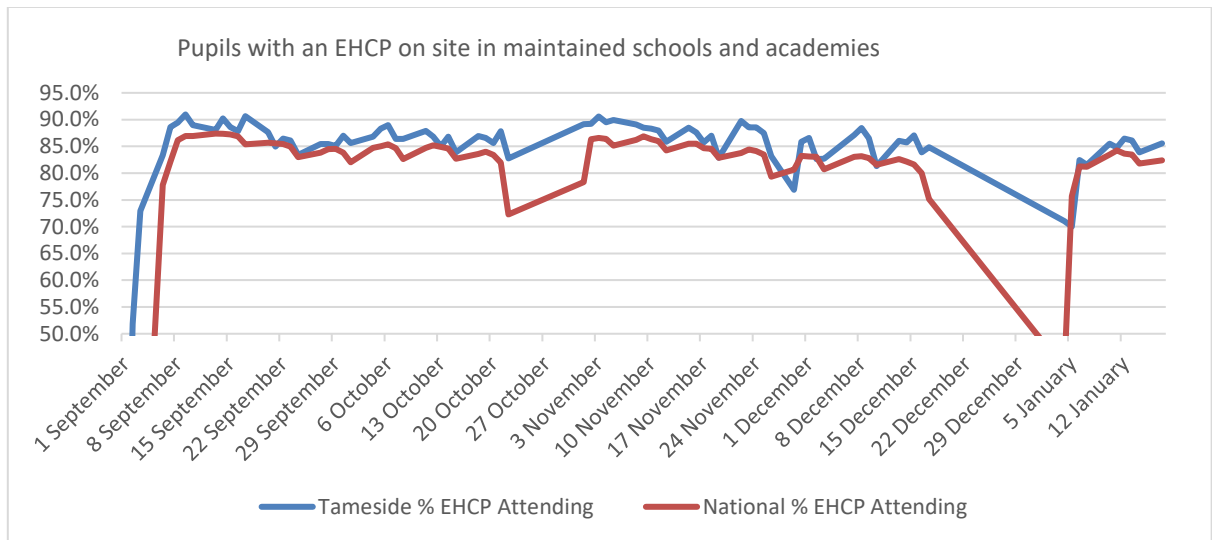
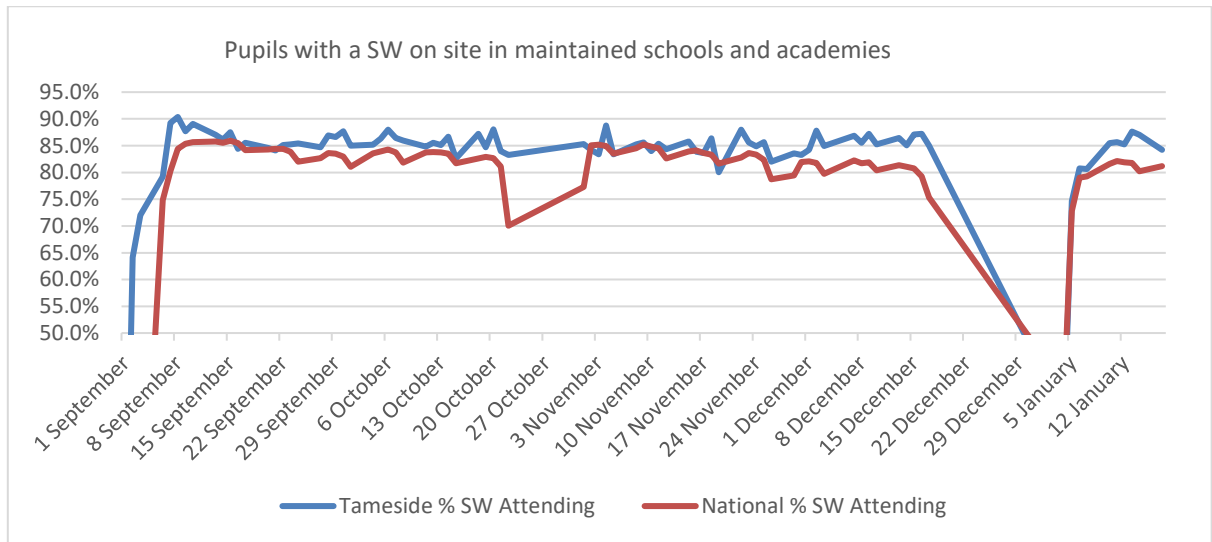
2.1 Attendance in Tameside has consistently been above the national average since the start of the 2021/22 academic year. The percentage of pupils on site in schools has consistently been around 91% despite significant numbers of pupils missing school due to COVID-19.



2.2 When compared to Greater Manchester, Tameside has been in line with or above the Greater Manchester average since the start of the academic year.



2.3 In terms of vulnerable pupils, the attendance of pupils with an Education, Health and Care Plan (EHCP) and pupils with a social worker so far this academic year have consistently been above their corresponding national averages.



2.4 The data source for this is the DfE’s Educational Setting Status daily collection from schools. This data reflects the proportion of pupils ‘on site’ as opposed to in attendance. This data should be treated with caution due to varying daily response rates from schools. It is however, a valuable source of data.

2.5 School census data for 2020/21 academic year is now available which shows an increase in overall attendance of 0.34% (from 95.48% to 95.82%) compared to the 2018/19 academic year (the last full year data available). However, levels of persistent absence have increased particularly in special schools. This occurred due to high amounts of authorised absence amongst children with an EHCP during the 2021 lockdown in the spring term in line with DfE requirements.

Group/DfE	Phase	Number of enrolments				Overall absence				Persistent absence				Sessions missed due to COVID
		201617	201718	201819	202021	201617	201718	201819	202021	201617	201718	201819	202021	202021
England	Total	6899769	7015051	7105958	-	4.70	4.80	4.70	-	10.80	11.20	10.90	-	
Tameside	Total	32051	32331	32908	33576	4.59	4.76	4.52	4.18	10.44	10.72	9.92	10.23	22.9
England	State-funded primary	3909500	3968042	3985705	-	4.00	4.20	4.00	-	8.30	8.70	8.20	-	
Tameside	State-funded primary	18370	18400	18623	18534	4.02	4.11	3.82	3.14	8.68	8.60	7.69	6.51	20.1
England	State-funded secondary	2895975	2947462	3014063	-	5.40	5.50	5.50	-	13.50	13.90	13.70	-	
Tameside	State-funded secondary	13284	13505	13800	14448	5.29	5.55	5.32	5.15	12.36	13.13	12.26	13.48	27.4
England	Special	94294	99547	106190	-	9.70	10.20	10.10	-	28.50	29.60	28.80	-	
Tameside	Special	397	426	485	594	8.45	8.77	9.53	14.91	27.71	25.82	28.66	47.47	9.8

2.6 Despite attendance continuing to be a strength, nearly 30% of learning has been lost by pupils in Tameside due to COVID throughout the autumn and spring terms of 2020/21, with

primary school pupils missing more than a quarter of school and secondary schools missing more than a third of school.

Autumn & Spring 2020/21	% all sessions missed due to COVID
Tameside	29.8%
Tameside Primaries	25.7%
Tameside Secondary schools	36.2%
Tameside Special	10.4%

2.7 During the 2020/21 academic year there were approximately 2,749 cases of COVID-19 across the education sector with more than 47,300 instances of isolation amongst pupils, and 3,300 instances of isolation amongst staff.

	No. of settings	No. of cases of Covid-19	No. of instances of students isolating	No. of instances of staff isolating
<b>Tameside total</b>	<b>152</b>	<b>2749</b>	<b>47361</b>	<b>3340</b>
Primary	75	1229	24959	2155
Secondary	16	989	18437	201
Special	5	78	487	254
16 plus	2	172	737	92
Nursery - PVI	49	258	2654	595
Independent	2	9	21	7
PRU	1	12	27	23
N/A	2	2	39	13

### 3 ATTENDANCE SUPPORT FOR FAMILIES, CHILDREN AND SCHOOLS IN SCHOOL YEAR 2021/22

3.1 Attendance has been a priority throughout the pandemic and continues to be so. The following is a snapshot of support for families, children and schools since September 2021:

- Planning and Communication – all Education Welfare Officers have acted as link officers talking to schools. This has allowed for deeper understanding of individual school issues.
- Ensuring immediate referrals to Early Help Service where schools have identified concerns about vulnerable pupils not attending.
- Back to School – Tameside Loves School campaign. Two campaigns ran over pandemic period and a digital campaign is scheduled for Spring term 2022. Reassurance posters were shared in public spaces; banners were placed in each town in the borough; local media campaign; compendium of age appropriate resources sent to schools.
- Guidance on good attendance practice for schools has been refreshed and reissued to all schools. Advice on supporting the education of pupils with medical conditions; children missing education; elective home education; the use of penalty notices and register codes have all been refreshed.
- Networking events to promote good attendance practice ran for all schools and partner agencies with around half of schools attending. Webinars, in person training and

prosecution drop ins have been made available to all schools. Attendance networking events established for all cluster areas.

- Annual register audits continued to take place to support good attendance practice and identify children who are potentially missing education; for example identifying those on part time timetables, absent through illness that haven't been referred through the medical policy; subject of unofficial exclusions and register coding compliance with coding legislation.
- Analysis of attendance data to better target support for schools and geographical clusters.
- Support for Youth Justice Service to support young people with school attendance issues by attending at education surgeries and the out of court panels.
- Children with medical conditions protocol updated and enhanced to better support schools and families. Four new case notifications received and supported.
- Focused work with Headteachers on identifying and tracking children stuck abroad in second lockdown.
- Frequent advice to all schools on attendance codes through the weekly email.
- Wellbeing for education return project established and linked to emotionally based school avoidance project.
- Tameside implemented Emotionally Based School Avoidance strategy with several partner agencies including early help teams; educational psychology services and CAMHS. There has been training for identified schools and school staff as part of the programme to help address issues for pupils and reintegrate them back into learning.
- Multi agency risk assessment conference (MARAC) attended to discuss high level domestic abuse cases to put safety plans in place for the victim. The education rep liaises with schools to ensure the conference has up to date information regarding the children. 67 pupils have been discussed since September 2021.
- Attendance at twice weekly early help panels sharing education information on pupils being supported. This enables good multi agency information sharing and ensures all agencies involved with the young person are aware of the plan.
- Attendance at monthly education surgery to support Youth Justice Service officers with cases where there are issues with education.
- Attendance at Out of Court Panels sharing education information on young people.
- Three families have arrived in Tameside from the Afghanistan re-settlement program and are being supported to secure school places. Once the pupils are allocated schools an Education Welfare Officer will work in school with the children and provide some family support. The support will continue for 12 months. Further families are expected to arrive in Spring term.

3.2 Work to support good attendance practices has been extensive over the pandemic period and continues to be a priority. There is, however, sometimes a need to follow statutory processes to their full extent.

3.3 In line with advice from the Department for Education, Tameside Council have reinstated issuing penalty notices following the suspension of these measures during the height of the pandemic. The uptake of using penalty notices has been slow as schools get more used to using enforcement, however we have seen a significant increase during the second half of the Autumn term:

3.4 Penalty Notice Warnings (a step in advance of issuing a penalty notice to which tells parents the extent of a child's absences and gives 15 school days to effect an improvement):

- 168 Issued
- 10 - No Further Action
- 14 - Taken to Penalty Notice
- 41 - Registration Requested, Monitoring period ended
- 103 – Still in monitoring period

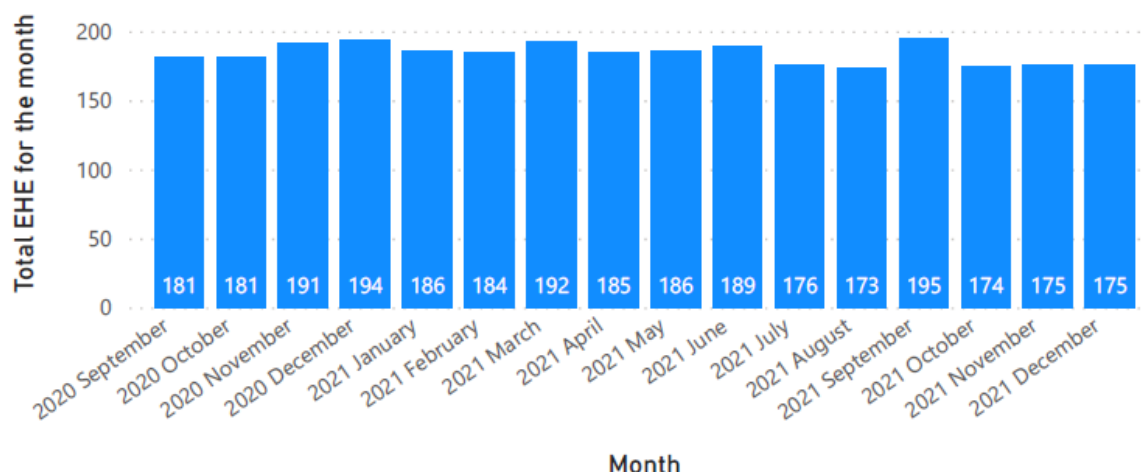


- 3.5 Penalty Notices (a penalty notice is an alternative to prosecution, which does not require an appearance in court, whilst still securing an improvement in the pupil's attendance):
- 197 Penalty Notices issued: 173 – for holidays and 24 from warnings
  - 152 were paid at £60
  - 7 were withdrawn
  - 31 have progressed to court as a result of non payment
- 3.6 The final step after a penalty notice is a prosecution. In the second half of the Autumn term;
- 4 Court hearings – All defendants convicted
  - 16 Single Justice Process (SJP) cases heard in court as a result on non -payment of penalty notices
  - 24 prosecutions being prepared for hearing
  - 5 trials being prepared following not guilty pleas being submitted by defendants.

#### **4 ELECTIVE HOME EDUCATION**

- 4.1 Throughout COVID-19, we maintained communication with our Elective Home Educated families. Virtual visits or phone calls have taken place with pupils and parents and we are now increasing our face-to-face visits where it is safe to do so. To maintain links with families we have been sending out newsletters to home educator parents with information around admission dates, contact details for Education Welfare Officers, the Pupil Support Team and Special Educational Needs Team. We have included links to services or courses run by health to support with issues around mental health and additional needs; information on the vaccination programme and contact details for the school nursing team.
- 4.2 We have continued to attend core groups, child protection conferences or Children in Need meetings for families open to Children's Social Care. We continue to encourage schools to hold intervention meetings with parents if they are informed that they want to home educate their child. An intervention meeting involves school staff, parents, and pupils to ensure home education is the most appropriate course of action for the pupil.
- 4.3 The numbers of Electively Home Educated pupils have increased significantly since 2015/16 when there were 99 pupils. As of end of 2021 there were 175 home educated pupils. A peak of numbers was reached in September 2021 with a total of 195 pupils being home educated in the borough.
- 4.4 In September 2020, Tameside had the highest number of new home educated pupils in at least 5 years, 81 during the month. This significant increase was due to Coronavirus, with a mix of parents worrying about their children being in school but also concerns around their child's mental health. Some parents had enjoyed schooling their children through lockdown and decided to continue and withdrew them to electively home educate. Most local authorities have seen an upward and steady increase in elective home education numbers since the start of the pandemic.
- 4.5 Although the increase in numbers in Tameside has been significant, Tameside numbers remain amongst the lowest in the North West with a low rate of elective home educated pupils in Tameside is between 4.4 and 5.0 per 1,000

Total EHE for the month by Year and Month



- 4.6 Tameside's practice remains strong with intervention meetings encouraged with all new families to ascertain if EHE is the right choice for the pupil and family. There is timely contact with parents choosing to electively home educate to ensure support and welfare checks happen at the earliest opportunity. There are strong links with the MASH to ensure appropriate information is shared.
- 4.7 Primary elective home educated numbers are currently around 48% with 52% being of secondary age. The current gender balance is 48% boys & 52% girls. The total number of electively home educated pupils with an Education, Health and Care Plan is currently 6 (down from 7 at the end of 2020/21) and represents around 3% of the total cohort.
- 4.8 The number of children with historic involvement of Early Help or Children's Social Care increased significantly from 32% at the end of 2020/21 to 56% as of October 2021. As of end of December 2021, there were no children who were a Child In Need or at Child Protection status being home educated.
- 4.9 The elective home education process has been updated during the pandemic with joint training delivered by Children's Social Care and elective home education Officer to other professionals and we now have a named Officer in Children's Social Care so concerns can be escalated quickly and appropriately. Where a pupil has a social worker or is known to Children's Social Care, social workers are notified that a parental request for elective home education has been received. Pupils with an Education, Health and Care Plan who are home educated are appropriately supported through the SEND and Pupil Support Teams.

## 5 CHILDREN MISSING EDUCATION

- 5.1 Every local authority has a legal duty to identify children missing education and get these children back into education. Children missing education (CME) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk.
- 5.2 In the second half of the autumn term, the CME tracking officer opened 55 new cases and closed 17 cases. As of the end of December 2021, there were 156 open cases where children are actively being sought.
- 5.3 A programme of school audits are planned to review children missing education practices in schools. Two high schools and one primary school will be visited in the Spring term.

5.4 Robust procedures are in place to ensure that the whereabouts of all children are known. Where pupils are not attending regularly, schools are expected to follow their attendance procedures, including having regular contact with parents and carry out home visits where appropriate. Where families have moved house and no forwarding address is provided a children missing education referral should be submitted without delay to ensure that the pupil can be located. Schools are asked not to remove pupils from roll until advised to do so by CME tracking officer.

## 6 CHILDREN WITH MEDICAL CONDITIONS THAT PREVENT THEM ATTENDING SCHOOL

6.1 Where a pupil is unable to attend school for medical reasons, colleagues in the Education Welfare Service work alongside schools, health professionals and parents to provide an alternative provision which will meet a pupil's individual needs, including social and emotional needs and enable them to thrive and prosper in the education system.

6.2 Wherever possible the local authority would look at education provision being provided by school to ensure continuity for pupils. However, it is recognised that in some circumstances that is not possible and provision for such cases will be considered by a case management panel on an individual basis. The authority has a protocol on supporting pupils at school with medical conditions and all schools should have their own medical protocol for supporting pupils with medical needs.

6.3 In the second half of the Autumn term, new referrals have been received for 4 pupils. These have been assessed using the Children with Medical Conditions Protocol and Education Welfare Officers have supported schools to ensure appropriate provision is in place.

6.4 in line with the Protocol, two new cases were heard at medical panel. Panel members decided that there was no requirement for additional provision. One pupil returned to school and the provision at school was deemed adequate for the other pupil.

6.5 Two case were reviewed by the medical panel. Provision will continue to be offered by school, supported by colleagues in the Pupil Support Service and these cases will be reviewed again during the Spring term. There are a total of five open cases.

## 7 EXCLUSIONS

7.1 Children who are excluded from school on either a fixed term or permanent basis will not be attending learning for a period of time, which will inhibit their learning recovery progress. For a number of years, Tameside had high levels of permanent exclusions but these are now beginning to reduce.

Permanent Exclusions						
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
headcount	35563	36070	36326	36735	37090	37313
perm excl	79	78	97	64	51	43
perm excl rate	0.22	0.22	0.27	0.17	0.14	0.12

	Jan-17	Jan-18	Jan-19	Jan-20	Jan-21
Pupils on roll at PRU	119	121	144	155	125
Pupils on roll in Tameside	36189	36447	36879	37090	37313
Rate of pupils in PRU	0.33	0.33	0.39	0.41	0.33
Rate of pupils in PRU in Tameside per 1,000	3.3	3.3	3.9	4.1	3.3

7.2 Though the number and rate of permanent exclusions continues to reduce, Tameside was:

- ranked 146th nationally in 2019/20 having been 131st in 2018/19,
- 22nd out of 23 North West local authorities having been 18th in 2018/19,
- 9th out of 10 Greater Manchester local authorities having been 8th in 2018/19, and
- 9th out of 11 statistical neighbours having been 5th in 2018/19.

7.3 The number of pupils in the Pupil Referral Service reduced during the 2020/21 academic year and further reduced in autumn term 2021 to 103.

7.4 The Pupil Referral Service has recently transformed its provision following a review undertaken with support of the secondary headteachers' group (TASH) which led to a clear strategy for centre and system improvement.

7.5 A new executive headteacher was appointed with secondary mainstream experience and a specific role around developing a more inclusive school system. A system transformation task group was established with key secondary headteacher membership led by Executive Head of Pupil Referral Service.

7.6 Standard operating procedures for exclusions was agreed with a high threshold for permanent exclusion, support was developed and a focus on planning for culture transformation leading to changes in practice. The funding structure has been updated making permanent exclusion much less attractive.

7.7 Tameside Pupil Referral Service's Secondary Outreach offer has been established in 14 of our 16 high schools. Since September 2021, there have been 89 referrals and none of these pupils have been permanently excluded.

7.8 The new service seems to be having a positive impact on the level of permanent exclusions in the borough with fewer exclusions in the Autumn term of 2021/22.

Autumn term	Primary PEx	Secondary PEx	Total
2019/20	4	29	33
2020/21	1	16	17
2021/22	2	28	30

## 8 FUTURE PLANS FOR ATTENDANCE

8.1 There is still much to do to support children, families and schools with good attendance practice. The following priorities have been identified:

- Further develop Tameside school attendance pathway and relaunch to ensure all schools are aware when developing individual school attendance policies
- Develop guidance on school attendance policies to be included in headteacher guidance with particular focus on attendance of vulnerable pupils

- Ensuring all schools have robust and current attendance policies and ensure schools receive feedback through register audits
- Ensure all schools have an active relationship with their attendance link officer and are aware of their area attendance network
- Develop a robust attendance data dashboard for all schools. Use live attendance data to inform the setting of attendance targets and to include targets for vulnerable pupils and reducing persistent absence
- Continuing to maintain a focus on improving attendance for vulnerable children and young people across Children's Services and partners
- Ensure on going social media campaign to promote school attendance to children and parents
- Responding to current national initiatives.

## **9 NATIONAL INITIATIVES - CHILDREN NOT IN SCHOOL**

- 9.1 The government has recently published its response to the outcome of a consultation entitled 'Children Not in School' which ran from 2 April 2019 until 24 June 2019.
- 9.2 The proposals in the consultation have broadly been agreed by Government and Government intends to bring forward legislation to ensure that:
- Local authorities have a register of children who are being home educated (which will be subject of inspection)
  - Parents have to register with a local authority if they intend to home educate
  - Providers of support for home educators (illegal schools) have a duty to provide info on relevant children to local authorities
  - Local authorities to have a duty to provide support to home educators if requested
- 9.3 This will be the subject of legislation and the identification of additional resources for local authorities as this will create some new duties on Councils. These changes are welcomed by home education colleagues across England and have been called for over a number of years. Tameside currently has robust processes for supporting home educating families and will continue to do so alongside any new duties that the legislation creates.

## **10 SCHOOL ATTENDANCE: IMPROVING THE CONSISTENCY OF APPROACH**

- 10.1 The Department for Education has launched a consultation on school attendance and improving the consistency of support. It launched on 25 January and closes on 28 February.
- 10.2 The consultation seeks views on four proposals to build on existing work on attendance and improve consistency of attendance support for families through better, more targeted multiagency action for the pupils who need it most:
- Requiring schools to have an attendance policy, and have regard to statutory guidance on the expectations of schools, academy trusts and governing bodies of maintained schools on attendance management and improvement.
  - Introducing guidance on the expectations of local authority attendance services.
  - A clearer more consistent national framework for the use of attendance legal intervention, including a new regulatory framework for issuing fixed penalty notices for absence.
  - Bringing the rules for granting leaves of absence in academies in line with other state funded schools.
- 10.3 **School attendance policies**  
The proposals are intended to address high levels of persistent absence in schools and close the attendance gaps between vulnerable and disadvantaged pupils and their peers. In order

to do this, the proposal is for a new duty for schools to publish attendance improvement plans.

- 10.4 The plans include mandating all schools to draft, publicise and regularly review policies on attendance management and improvement. Guidance will say documents have to include clear expectations of parents and pupils, have staff with responsibility for attendance, identify strategies for persistent absence reduction and have a clear escalation route for pupils not attending regularly including support and sanctions.
- 10.5 Trusts and maintained school governors will similarly face new duties on their role promoting good attendance, such as checking and offering strategies to do so, and providing training. Expectations will also include CEOs, trust boards and maintained governors alike holding school leaders to account, supporting and challenging them on attendance.
- 10.6 **Local authority services**  
Whilst both schools and trusts have a crucial role in raising attendance for all pupils and have an additional protective role as the best placed 'service' to spot early patterns of poor attendance for persistent absentees, individual children's barriers to attendance often go far beyond the school gates.
- 10.7 Persistent absenteeism is almost always a symptom of wider problems in a child's life, and therefore the local authority and other local partners have a crucial role to play in ensuring all children can access the full-time education to which they are entitled.
- 10.8 As well as providing access to support services, local authorities have a range of legal powers at their disposal to utilise if support fails or is not engaged with.
- 10.9 The role of the local authority in school attendance has not always kept pace with changes in the school system in recent years, and different delivery models exist across local authorities in England. Approximately 13% of local authorities provide only statutory services without support, 44% provided a wider service on a traded basis if schools bought it in, and only 14% provide support and statutory work to all schools in their area without trading. Tameside currently provides statutory support as well as offering a traded service to our schools. The new proposal is intended to outline minimum standards for council oversight.
- 10.10 Such expectations are likely to include using the full range of legal powers, providing advice to all schools, taking a strategic view to prioritise areas most in need of support, regularly assembling schools, retaining attendance experts, and early support staff working intensively with families.
- 10.11 **The legal framework**  
The Department for Education propose there to be more consistency and fairness on absence fines as there is inconsistent application of the current framework across local authorities. The Proposals set out plans for a new regulatory framework for the most commonly used sanction, fixed penalty notices, to improve consistency and fairness nationwide.
- 10.12 Individual local thresholds for sanctions will be replaced with national ones for when notices must be considered. These will include any spell of unauthorised leave of absence in term, a number of occurrences of lateness, and incidents of pupils being in public during school hours while excluded, with reasonable exceptions.
- 10.13 The rules will see councils required to coordinate with neighbouring councils and the police, and maximum numbers of penalties capped before prosecution has to be considered. Councils will still remain independent prosecutors and continue to decide which measures to take.

#### 10.14 **Authorised absence in academies and other state funded schools**

The consultation states that current regulations detailing how leave can only be authorised in exceptional circumstances only apply to maintained schools.

10.15 Whilst many academies follow this regulation, it does not currently apply to schools that are not maintained by the local authority and are not special schools. Therefore, to further increase consistency for pupils and parents and ensure fairness across school types, the Department for Education proposes extending the current regulatory making power so that it also covers academies.

### 11 **REVISED BEHAVIOUR IN SCHOOLS GUIDANCE**

11.1 The Department for Education is holding a consultation on proposed changes to the behaviour in schools guidance and the suspension and permanent exclusion guidance. The consultation will run from 3 February 2022 until 31 March 2022.

#### 11.2 **Exclusion**

The proposed changes are:

- Headteachers being unable to end a suspension or permanent exclusion that has already begun (that is, where the pupil is no longer attending school).
- When headteachers suspend or permanently exclude a pupil they must, without delay, and no later than three days after their decision, notify parents. If a pupil has a social worker, or if a pupil is looked-after, the head teacher must, also without delay, and no later than three days after their decision, notify the social worker and/or Virtual School Head (VSH), as applicable.
- Revised guidance on the role of a social worker and Virtual School Head (VSH), during governing board meetings and independent review panel meetings.
- To amend the law to permit virtual remote meetings for governing boards and Independent Review Panels in any circumstance
- Revised guidance on managed moves as an initial intervention measure, what they are and how they should be used.
- Clarified guidance on the use of off-site direction as a short-term measure that can be used as part of a school's behaviour management strategy.
- Further clarification on the practice of involving pupils so that any excluded pupil is enabled and encouraged to participate at all stages of the suspension or permanent exclusion process, considering their age and ability to understand.
- Guidance that governing boards should carefully consider the level of pupil moves and the characteristics of pupils who have been permanently excluded to ensure the sanction is only used when necessary as a last resort.

#### 11.3 **Behaviour in schools guidance**

The proposal is to adopt the rewritten Behaviour in Schools Guidance which aims to more effectively support schools to maintain high standards of behaviour and provide more practical advice for all school staff. The revised guidance is organised into four themes to support schools to address behaviour at all stages

#### 11.4 **Creating and maintaining high standards of behaviour**

Section one looks at how to create and maintain high standards of behaviour, with a focus on developing a clear vision of what expected behaviour looks like and the strong leadership needed to implement this vision. It also addresses how all staff should explicitly teach and exemplify positive behaviour, to ensure pupils know what is expected of them and how to achieve it.

11.5 There is guidance on developing and communicating the behaviour policy and the role and expectations of school leaders, staff, pupils and parents to help create and maintain behaviour standards in schools. This includes a specific section on how pupils with special

educational needs and disabilities (SEND) should be supported to meet behavioural standards and the related duties of schools in the Children and Families Act 2014 and the Equality Act 2010.

- 11.6 The concept of a national minimum expectation of behaviour benchmarks behaviour expectations across schools in alignment with Ofsted's good grade description for behaviour and attitudes.
- 11.7 The guidance indicates how rewards and positive recognition should be applied consistently and clearly to reinforce the expectations and routines of the school's behaviour culture.
- 11.8 **After incidents of misbehaviour**  
Section two sets out how schools should respond robustly to incidents of misbehaviour in order to deter further incidents, restore order and protect pupils from further disruption or harm. It provides guidance on how schools can use sanctions lawfully. It also outlines how sanctions should be applied in a fair and consistent manner and the relationship between sanctions and pupils with SEND. A small section signals how schools should support pupils following behavioural incidents and the pastoral support that may be required.
- 11.9 There is comprehensive advice on removal rooms, how they should be used where necessary and the difference between a removal room and separation spaces. There is also information on the governance of removal rooms and what schools should consider when removing pupils with SEND or who are otherwise vulnerable.
- 11.10 **Preventing recurrence of misbehaviour**  
Section three looks at how schools can prevent the recurrence of misbehaviour and reduce the likelihood of suspension and permanent exclusion. Along with guidance on early intervention strategies that can help pupils better manage their behaviour, there is information on how schools can monitor and evaluate their behaviour policy. The section on in-school units (ISU) includes a definition, the aims of an ISU and what good governance of these units looks like.
- 11.11 **Responding to specific behavioural incidents**  
Section four focuses on how schools should respond to specific behaviour incidents. It provides guidance to schools on their authority to respond to misbehaviour and their duties relating to safeguarding and protecting the welfare of all pupils with clear reference to KCSIE guidance. It also includes advice on criminal behaviour and behaviour outside the school premises, building on the 2016 guidance.
- 11.12 The guidance covers how schools should respond to incidents of sexual violence and sexual harassment, including the importance of addressing inappropriate behaviour to prevent it leading to a culture of unacceptable behaviours and an unsafe environment for children, in line with current safeguarding guidance. It also supports schools in addressing behaviour incidents which occur online. The guidance recognises headteachers' autonomy in setting a policy on mobile phones within their school. It outlines that any policy on mobile phones should take into account the need for phones to be used for reasons such as medical grounds or to enable children with SEND to access the curriculum.
- 11.13 These national initiatives and consultations signal clear intent by the government to focus on ensuring children are attending school regularly.

## **12 CONCLUSION**

- 12.1 Children's Services have a clear priority to focus on school attendance. The pandemic has made the need for that focus even more acute. Tameside has an excellent record in promoting good attendance and the impact of services and schools is clear with the top



quartile attendance data when compared to national data. However, despite this too many vulnerable children are absent from school too often. It is clear that there is still work to do to improve overall attendance and we will continue to work in a multi agency way to reduce persistent absence levels which have increased over the pandemic and close the gaps between vulnerable and disadvantaged children and young people and their peers.

- 12.2 The Education Welfare Service has worked hard throughout the pandemic. The team has been an integral part of a multi-agency team that has provided support to schools via School liaison calls supporting individual families and pupils to access education during the COVID -19 pandemic.

### **13 RECOMMENDATION**

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

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# Agenda Item 7

<b>Report to:</b>	<b>EDUCATION IMPROVEMENT AND ATTAINMENT BOARD</b>
<b>Date:</b>	8 March 2022
<b>Reporting Officer:</b>	Tim Bowman, Director of Education (Tameside and Stockport)
<b>Subject:</b>	<b>SEND WRITTEN STATEMENT OF ACTION (WSOA) UPDATE</b>
<b>Report Summary:</b>	<p>Between 18 and 22 October 2021, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Tameside to judge the effectiveness of the area in implementing the special educational needs and/or disabilities (SEND) reforms as set out in the Children and Families Act 2014.</p> <p>We have now received the findings report (published 11 January 2022) which is published and available publically. A link to the report is available <a href="#">here</a> and from our <a href="#">Local Offer webpage</a>.</p> <p>The outcome of the inspection was that a Written Statement of Action (WSOA) is required because of significant areas of weakness in the area's practice. HMCI has also determined that the local authority and the area's clinical commissioning group(s) (CCG) are jointly responsible for submitting the written statement to Ofsted. The Written Statement of Action must be submitted for approval no later than April 12.</p>
<b>Recommendations:</b>	<p>That Education Attainment Improvement Board be recommended:</p> <ul style="list-style-type: none"><li>(i) To note and comment on the content of the report and the requirement for the local authority and the clinical commissioning group(s) (CCG) to submit a written statement of action to Ofsted by 12 April.</li><li>(ii) To note that an additional investment of £98.2k will be made in staffing in the SEND team.</li></ul>
<b>Corporate Plan:</b>	Early identification of high quality support for children and young people with special education needs and / or disabilities is a vital part of our living well and starting well objectives.
<b>Policy Implications:</b>	None identified
<b>Financial Implications:</b> <b>(Authorised by the statutory Section 151 Officer &amp; Chief Finance Officer)</b>	This report regarding the SEND inspection recommends to increase capacity with the SEND assessment team. The posts proposed for implementation can be funded by reprofiling budgets from non-staffing spend to staffing. There is a budget of £98,200 that can be utilised for this purpose the costs are estimated to be £87,200.
<b>Legal Implications:</b> <b>(Authorised by the Borough Solicitor)</b>	It is important that any inspection reports are considered and an improvement action plan produced expediently where required putting in place clear timescales and accountability for delivery.

Remedying these areas are critical for the delivery of the SEND service for the Tameside and for the reputation of the council.

In considering this report Members need to be content that the actions will address those weaknesses and that the additional investment represents the best use of that funding to improve the service and the outcomes.

Members may wish to consider asking for a further report to be presented to Education Attainment Improvement Board in 6 months to provide an update on the progress being made.

**Risk Management:**

No risks identified

**Background Information:**

The background papers relating to this report can be inspected by

contacting Charlotte Finch.



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## 1. INTRODUCTION

- 1.1 Between 18 and 22 October 2021, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Tameside to judge the effectiveness of the area in implementing the special educational needs and/or disabilities (SEND) reforms as set out in the Children and Families Act 2014.
- 1.2 We have now received the findings report (published 11 January 2022) which is published and available publically. A link to the report is available [here](#) and is also available on our [Local Offer webpage](#).
- 1.3 The outcome of the inspection was that a Written Statement of Action (WSOA) is required because of significant areas of weakness in the area's practice. HMCI has also determined that the local authority and the area's clinical commissioning group(s) (CCG) are jointly responsible for submitting the written statement to Ofsted. The Written Statement of Action must be submitted for approval no later than April 12.

## 2. FOCUS OF THE INSPECTION

- 2.1 The inspection had three key areas of enquiry:
  - a) The effectiveness of the local area in identifying children and young people's special educational needs and/or disabilities
  - b) The effectiveness of the local area in meeting the needs of children and young people with special educational needs and/or disabilities
  - c) The effectiveness of the local area in improving outcomes for children and young people with special educational needs and/or disabilities
- 2.2 In each of the focus areas set out above, the inspection team identified strengths and areas for development. In total, 23 areas for development were identified and 16 areas of strength.

## 3. THE MAIN FINDINGS OF THE REPORT

- 3.1 A number of SEND updates have been provided in recent years to both Executive Cabinet and the Education Attainment and Improvement Board (EAIB). This includes updates to the March 2019, October 2019 and June 2021 EAIB. In the last update to EAIB the report concludes that *"whilst we continue to make significant improvements across all areas of the SEND Service, we anticipate that because of the significant work still needed to be done we expect that the outcome of an inspection will be that we are asked to prepare a written statement of action."*
- 3.2 The outcome of the inspection therefore whilst extremely disappointing was not a surprise to leaders. Inspectors in their summary of the main findings rightly concluded that, "implementation of the 2014 code of practice started very late in Tameside" as we note in our self-evaluation, which was submitted to inspectors, "the impact of this continues to be felt and that there is **more to do** to improve the SEND offer".
- 3.3 The key area of inspectors feedback that we must address with the greatest priority is the feedback inspectors gave on their conversations with parents. Inspectors stated that "the high levels of parental dissatisfaction are unacceptable." And furthermore that "parents do not feel that they are treated as the experts on their own children". Again this is reflected in our self-evaluation, which notes, "despite improvement families experiences of assessment aren't yet positive enough". There is much more to do to improve families' experiences.
- 3.4 Inspectors found areas for improvement across the full range of council and health services. Responding to the inspection challenges all services to improve.

#### 4. AREAS OF SIGNIFICANT WEAKNESS

4.1 Inspectors identified 10 areas that the WSOA must address. As noted above HMCI has also determined that the local authority and the area's clinical commissioning group(s) (CCG) are jointly responsible for submitting the written statement to Ofsted. The areas of significant weakness are:

- The endemic weaknesses in the quality and, due to the pandemic, timeliness of EHC plans, which lead to poor outcomes for children and young people with SEND across education, health and care
- The high level of dissatisfaction among parents and carers with the area's provision
- The local offer not being well publicised and not providing parents with the information that they need
- The placement of some children and young people in unsuitable education provision
- The unreasonable waiting times, which lead to increased needs for children and young people and their families
- The lack of contribution from social care professionals to the EHC plan process
- The limited oversight of the quality of SEND provision for children and young people's education
- The inconsistent application of a graduated approach across different settings, leading to weaknesses in meeting needs across the area
- The poor transition arrangements across all stages of education
- The lack of strategic direction in the support for children and young people to prepare them effectively for adulthood.

#### 5. AREAS OF STRENGTH

5.1 Despite the weaknesses identified by inspectors we were pleased that inspectors noted the following areas of strength.

- Since 2018, the new leadership team has started to make the changes needed to address historical weaknesses. However, these have been affected by the pandemic.
- Since 2018, leaders have established a clear and accurate view of the area's strengths and weaknesses. They have drawn up suitable plans to resolve endemic issues. It is early days. Parents and carers and professionals recognise some improvements, but believe there is still a long way to go.
- Leaders have set a clear vision for the future. Leaders have developed SEND strategies to prioritise planned improvements and joint commissioning. This is starting to bring services together to work more collaboratively. However, these strategies have been hampered by the pandemic and so they have not been fully implemented.
- Parents are quick to cite the positive difference made by the excellent front-line staff who work with them and their children.

5.2 When we met with inspectors we concluded our initial presentation with the following bullet points:

- We are *ambitious* about what we want to achieve for children and families with SEND and *impatient* to achieve it.
- We are *honest* about those things that need to improve. We know that the *implementation of the SEND Reforms* in Tameside was inconsistent the impact of this continues to be felt and that there is more to do to improve the SEND offer.
- We have already *committed* to action plans to make sure this improvement is delivered.
- We are *proud* of the improvements we have already delivered and believe we have the *leadership commitment* to deliver further improvements.

- 5.3 On Monday 17 January senior officers, including the Chief Executive / Accountable Officer and the Director of Children Services, met with Department for Education and NHSIE Officials to discuss the inspection findings and to seek reassurances from us about the actions we are taking to bring about the necessary improvements. At this meeting we gave a short presentation. The key messages we gave, in addition to the actions outlined in section 7 to this report, were:
- We absolutely recognise the challenges ahead of us and accept the areas of development that have been outlined.
  - Inspectors were clear that we “have established a clear and accurate view of the area’s strengths and weaknesses”.
  - We are unwaveringly committing to improving at pace so that our children and young people are fulfilling their potential and families are guided and supported through a clear process that best meets the needs of their children in a timely and efficient way.
  - We believe that we have strong foundations which enable us to address *at pace* the improvement needed.

## **6. TIMESCALES TO RESPOND TO THE INSPECTION**

- 6.1 As noted in section 1.3 above we have 70 days to produce a written statement of action (WSOA), this means a WSOA must be submitted no later than 12 April.
- 6.2 In order to achieve this deadline we are proposing that the final WSOA is presented to Cabinet / Single Commission on March 30 for approval. We will work with colleagues from across the council and CCG as well with our parent carer forum to produce this WSOA.
- 6.3 Following approval at Cabinet / Single Commission we are proposing that the Education Attainment and Improvement Board provides ongoing oversight of the implementation of the WSOA.

## **7. WHAT ACTION HAVE WE TAKEN SINCE THE INSPECTION?**

- 7.1 Since the inspection we have taken forward a number of actions:
- We have shared the content with all interested parties. The report has been added to our Local Offer.
  - We have arranged and conducted, in partnership with our parent carer forum, two parent engagement sessions.
  - Presented to Children and Families Scrutiny Committee on Thursday 13 January.
  - We have refreshed the membership our SEND Improvement Group (SENDIG) to ensure it is inclusive of all necessary partners. SENDIG has been established since our SEND Strategy was agreed. The group brings together senior leaders in education, health and care and includes parent representative.
  - SENDIG have been identified to be the key forum which will drive the drafting and implementation of WSOA. To do this the SENDIG are now meeting every two weeks.
  - Via our SEND Improvement Group, we have agreed a process and strategy to design our Written Statement of Action.
  - We have increased Designated Medical Officer (DMO) oversight by agreeing to appoint a new Designated Clinical Officer in addition to the DMO.
  - We have established a working relationship with the Transformation Team who are offering support with the production of the WSoA.
  - Reviewed a number of WSoA plans completed by other LAs. Agreed an initial draft template for our WSoA.

- Health Colleagues have completed two task and finish meetings to agree actions in response to their areas of the WSOA. Their conclusions will be shared with LA colleagues to be incorporated into the final WSOA.
- A focus meeting has taken place with school leaders from Tameside Specialist Schools and School Resource Bases. Contributions were recorded and where appropriate added to the WSOA.
- A task and finish meetings with school leaders from all sectors in Tameside was convened on 17<sup>th</sup> February. Contributions were recorded and where appropriate added to the WSOA.
- A SEND Conference has been scheduled for 3<sup>rd</sup> march. This will allow parents and representatives from multiple agencies to feed into the drafting of the WSOA and ensure this is a genuinely co-constructed piece of work.

## **8. WHAT INVESTMENT IS REQUIRED TO DELIVER THE PLAN**

- 8.1 We are currently exploring options to further expand capacity within the SEND Service, so that we can secure sufficient capacity for the Head of SEND and Local Authority Nominated Officer to coordinate the drafting and delivery of the WSOA.
- 8.2 We have been working with our Finance Business Partner to identify the initial investment required to achieve this. We have identified £98.2k of permanent budget, these are re-profiled budget savings, this has already been accounted for in our budget assumptions. We are proposing to recruit three additional posts, one Grade C admin post, one admin apprentice and one SEND caseworker. We will work with HR colleagues to bring these proposals forward.
- 8.3 These additional posts will also provide additional capacity to help address ongoing issues relating to the timeliness of initial plans and annual reviews.
- 8.4 In advance of permanent recruitment we are also proposing to work with HR colleagues to explore options to use agency to identify a suitable candidate this would ensure we could very quickly secure immediate capacity.
- 8.5 We will also ensure that the report submitted to Cabinet on 30 March includes a costed implementation plan for delivering the WSOA. It is likely that further investment in SEND services will be required.

## **9. CONCLUSION**

- 9.1 As outlined in section 5.2 above we are *ambitious* about what we want to achieve for children and families with SEND and *impatient* to achieve it. We have recognised for a past few years that there was a great deal to do to improve the offer to children and families with SEND.
- 9.2 We absolutely recognise the challenges ahead of us and accept the areas of development that have been outlined. We are committed to responding swiftly and positively to the inspection findings. The production of a WSOA is an important opportunity to redefine our improvement plans and to ensure that are sufficient to meet the challenges we face.

## **10. RECOMMENDATIONS**

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



# Agenda Item 8

<b>Report to:</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date:</b>	8 March 2022
<b>Reporting Officer:</b>	Tim Bowman –Director, Education (Tameside and Stockport)
<b>Subject:</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD FORWARD PLAN 2022/23</b>
<b>Report Summary:</b>	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.
<b>Recommendations:</b>	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.
<b>Corporate Plan:</b>	The Corporate Plan outlines the priorities for improving the borough of Tameside including the quality of life for children and families.
<b>Policy Implications:</b>	There are none arising from this report.
<b>Financial Implications:</b>	There are no financial implications arising from this report.
<b>Legal Implications:</b>	Good governance is about a clear direction and forward planning.
<b>Risk Management:</b>	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.
<b>Access to Information :</b>	<b>NON-CONFIDENTIAL</b> <b>This report does not contain information, which warrants its consideration in the absence of the Press or members of the public.</b>
<b>Background Information:</b>	The background papers relating to this report can be inspected by contacting the report writer  Telephone: 0161 342 2050  e-mail: <a href="mailto:tim.bowman@tameside.gov.uk">tim.bowman@tameside.gov.uk</a>

## 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:

Date	Item	Lead
8 <sup>th</sup> March 2022	Written Statement of Action (WSOA) Update Schools Update Childcare Sufficiency Forward Plan 2022-23	Charlotte Finch Jane Sowerby Catherine Moseley Tim Bowman
June 2022	Written Statement of Action (WSOA) Update Early Years Update School Adjudicator Annual Report	Charlotte Finch Jane Sowerby Catherine Moseley
October 2022	Written Statement of Action (WSOA) Update End of Key Stage Performance and Schools Update School Allocations and Admissions Update Tameside Music and Library Service Annual Report	Charlotte Finch Jane Sowerby Catherine Moseley Catherine Moseley
January 2023	Written Statement of Action (WSOA) Update Admission Arrangements 2024 Virtual School and College Annual Report	Charlotte Finch Catherine Moseley Amanda Aylward
March 2023	Written Statement of Action (WSOA) Update Schools Update Childcare sufficiency	Charlotte Finch Jane Sowerby 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.