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## EDUCATION ATTAINMENT IMPROVEMENT BOARD

**Day:** Tuesday  
**Date:** 31 January 2017  
**Time:** 3.30 pm  
**Place:** Lesser Hall 2 - Dukinfield Town Hall

Item No.	AGENDA	Page No
1.	<b>APOLOGIES FOR ABSENCE</b> To receive any apologies for the meeting from Members of the Board.	
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 held on 25 October 2016.	1 - 6
4.	<b>EXECUTIVE SUMMARY OF EDUCATION IN TAMESIDE 2016</b> Report of the Interim Assistant Executive Director, Learning, attached.	7 - 10
5.	<b>UPDATE ON SCHOOLS' FINANCES</b> Report of the Executive Member (Lifelong Learning) / Executive Director (People) / Assistant Executive Director (Finance).	11 - 40
6.	<b>SEND IN TAMESIDE</b> Report of the Commissioning Business Manager for Children, Young People and Families and the Head of Access and Inclusion attached.	41 - 46
7.	<b>THE PUPIL SUPPORT SERVICE IN TAMESIDE</b> Presentation and report of the Head of Pupil Support Services attached.	47 - 102
8.	<b>SCHOOL ADMISSION ARRANGEMENTS</b> Report of the Head of Access and Inclusion attached.	103 - 134
9.	<b>URGENT ITEMS</b> To consider any additional items the Chair is of the opinion shall be dealt with as a matter of urgency.	
10.	<b>DATE OF NEXT MEETING</b> To note that the next meeting of the Education Attainment Improvement Board will take place on Tuesday 28 March 2017 commencing at 3.30 pm.	

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From: Democratic Services Unit – any further information may be obtained from the reporting officer or from Linda Walker on 0161 342 2798 or by emailing [linda.walker@tameside.gov.uk](mailto:linda.walker@tameside.gov.uk), to whom any apologies for absence should be notified.

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## EDUCATION ATTAINMENT IMPROVEMENT BOARD

25 October 2016

Commenced: 3.30 pm

Terminated: 4.45 pm

**Present:** Councillor L Travis (Chair)  
Councillors JM Fitzpatrick, K Quinn, Robinson, M Smith and Paul Jacques, ASCL

**In Attendance:** Sandra Stewart, Executive Director (Governance, Resources and Pensions), and Bob Berry, Interim Assistant Executive Director (Learning)

**Apologies for Absence:** Councillors Peet and R Welsh, Steven Pleasant, Chief Executive and Jon Murray, Head Teacher, St Mary's Catholic Primary School

### 47. DECLARATIONS OF INTEREST

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

### 48. MINUTES

The Minutes of the Education Attainment Improvement Board held on 25 October 2016 were approved as a correct record.

### 49. KEY STAGE 2 RESULTS – PROVISIONAL PROGRESS

The Interim Assistant Executive Director (Learning) presented a report documenting the provisional progress results of Tameside primary schools and identifying, which schools were going to fall below the floor standards set by the Department of Education.

It was explained that there had been significant changes to education assessment in 2016 and marked the first year of the new key stage 2 test in maths and reading. The new performance measures provided an indication of a school's performance than was previously the case and put the emphasis on progress rather than attainment. An explanation of the pupils' results, progress scores and floor standards was provided.

Tameside had provisional progress scores of 0 in reading, 0.2 in maths and -0.1 in writing. This meant that pupils in Tameside:

- Made the same progress as their peers nationally in reading;
- Made slightly more progress in maths than their peers nationally;
- Made marginally less progress in writing than their peers nationally (upon data becoming validated, it was expected that the progress score in writing would rise to 0).

In reading, pupils at St Peter's CE Primary School made the most progress in the borough with pupils at the school making on average 5.7 scaled score points more than their peers nationally and provisionally placing the school in the top 5% of the country. Other schools in the top 5% of the country for progress in reading were Stalyhill Junior School, Livingstone Primary School, Milton St John CE Primary School and Gorse Hall Primary and Nursery School.

In writing, pupils at Holy Trinity CE Primary School made the most progress in the borough with the pupils at the school making on average 5.3 scaled score points more than their peers nationally and provisionally placing the school in the top 5% of the country. Other schools in the top 5% of the country for progress in writing were St Georges CE Primary School, Hyde, and St Mary's Catholic Primary School.

In maths, pupils at St Peter's CE Primary School made the most progress in the borough with pupils at the school making on average 7.5 scales score points more than their peers nationally provisionally placing the school in the top 5% of the country. Other schools in the top 5% of the country for progress in maths were Fairfield Road Primary, St Christopher's RC Primary, St John's CE Primary, St Peter's Catholic Primary and St Raphael's Catholic Primary.

Thirty seven schools in the borough achieved a positive progress score in reading and 43 schools achieved a positive progress score in writing and 45 schools achieved a positive score in maths.

Five schools in the borough did not achieve a sufficient progress score in one subject and these schools also had a combined reading, writing and maths attainment figure of below 65%. As a result these schools would be below floor once data was validated in December 2016.

The Interim Assistant Executive Director (Learning) responded to questions from members of the Board regarding results of individual schools and how those identified as falling below the floor standards set by the Department of Education would be supported. He also agreed to advise all Elected Members of the provisional Key Stage 2 results with additional narrative explaining the national framework and its changes.

#### **RESOLVED**

- (i) That Board notes the change, and understands the new parameters for assessing the performance of schools in the borough.**
- (ii) The progress scores of the schools in the borough be noted and informed of any implications that could arise regarding schools that were going to fall below the floor standards.**
- (iii) That all Elected Members be advised of the provisional Key Stage 2 results with additional narrative explaining the national framework and its changes and the support being provided to schools who were going to fall below the floor standards set by the Department of Education.**

#### **50. GCSE RESULTS 2016 – PROVISIONAL**

Consideration was given to a report of the Interim Assistant Executive Director (Learning) detailing the GCSE results of Tameside's secondary schools and academies under the new performance measures for 2016 following the release of data to the Local Authority from the Department of Education. All data referred to in the report was unvalidated and subject to change.

He explained that Attainment 8 would measure the achievement of a pupil across 8 qualifications. Tameside's average Attainment 8 score was 49.1. The school with the highest Attainment 8 score in the borough was Fairfield High School for Girls, followed by West Hill School and St Thomas More RC College.

The schools with the lowest Attainment 8 scores were New Charter Academy and Astley Sports College and the full Attainment 8 results along with each school's position in the local authority were detailed.

In terms of A\*-C in English and maths the borough posted improved results. 63.1% of Tameside's pupils achieved an A\*-C in both English and maths which was an improvement of 3% on 2015. Several schools posted improved figures on their 2015 results and the most improved schools in this measure were Copley Academy and Hyde Community College.

The Assistant Executive Director continued by advising that the aim of Progress 8 was to capture the progress a pupil made from the end of Key Stage 2 to the end of Key Stage 4. It was a type of value added measure meaning that pupils' results were compared to the actual achievements of all other pupils nationally with the same prior attainment. The new performance measures had been designed to encourage schools to offer a broad and balanced curriculum with a focus on an academic core at Key Stage 4, and reward schools for the teaching of all their pupils, measuring performance across 8 qualifications.

Tameside had a Progress 8 figure of -0.13 meaning that on average pupils in Tameside achieved -0.13 of a grade less than their peers nationally. A progress score of zero meant that pupils were performing in line with their peers nationally. The highest performing school in Tameside for Progress 8 was Alder Community High School. Pupils at Alder Community High School on average achieved 0.17 of a grade more in each subject than their peers nationally. Four other schools in the borough posted a positive Progress 8 score – West Hill School, Fairfield High School for Girls, St Damian's RC College and Audenshaw School.

The 2 schools with the lowest scores in the borough were All Saints Catholic College and New Charter Academy. As both schools had posted scores of less than -0.15 these schools were likely to be below the floor standard once the performance data became validated. The Progress 8 scores of all schools were detailed.

In summary, the Assistant Executive Director stated that in light of the changes to the performance measures for secondary schools, Tameside schools had performed strongly. The borough had seen an improvement of 3% in the number of pupils achieving A\*-C in English and maths. Five schools had posted positive Progress 8 scores in a time of much change.

The Interim Assistant Executive Director (Learning) responded to questions from members of the Board regarding results of individual schools and agreed to advise all Elected Members of the provisional GCSE results 2016 with additional narrative explaining the new performance measures.

#### **RESOLVED**

- (i) That Board notes the change, and understands the new parameters for assessing the performance of schools in the borough.**
- (ii) The progress scores of the schools in the borough be noted and informed of any implications that could arise regarding schools that were going to fall below the floor standards.**
- (iii) That all Elected Members be advised of the provisional Key Stage 2 results with additional narrative explaining the national framework and its changes and the support being provided to schools who were going to fall below the floor standards set by the Department of Education.**

#### **51. TAMESIDE VIRTUAL SCHOOL**

Consideration was given to a report of the Interim Assistant Executive Director (Learning) detailing the work of the Virtual School for the school year 2015/16.

In terms of monitoring, analysis of Personal Education Plan (PEP) completion had been conducted on a termly basis with a report being written annually. Following the introduction of new PEP documents for 3-16 year olds, it was now possible to identify the spending of Pupil Premium funding and there had been incidents when schools had been challenged regarding this. The development of a separate post-16 PEP was currently underway following consultation last year with children in care representatives.

Regular meetings to discuss the progress and attainment of all looked after children in order to prioritise future planning and provision. A further development had been the separation of

monitoring meetings so that post-16 was separated from the 5-16 year olds and there had been greater sharing of information across different departments. Post 16 was now hosted by Tameside College, attended by the post 16 social care team.

The moderation of the new PEPs had proved very beneficial and in the autumn term school designated teachers were invited to take part. This was found to be a useful training exercise and saw a consequent improvement for those schools that had taken part.

The latest data showed the percentage of looked after children attending 'good and better' schools had risen to 76%. The virtual school worked closely with school performance and standards and had placed an embargo on children transferring to schools graded 'good' when they had clear evidence of concerns / declining standards. Student attendance was also monitored and highlighted in the report.

No children who were currently looked after in the borough had been permanently excluded since September 2014 due to working with schools and head teachers so that potential problems were flagged up early and dealt with proactively. In particular, 2015/16 had seen the redistribution of Pupil Premium Funding to enable support to be put in place in schools where individual children demonstrated signs of more extreme trauma and clearly needed statutory assessment for an Education, Health and Care Plan.

Reference was made to data that had been compiled on progress and attainment at Key Stages 1, 2 and 4 which was detailed in the report. In summary, of the 41 looked after children in Year 11, 22% achieved 5+ A\*-C grades including maths and English, 51% achieved 5+ A\*-G grades. Looked after children in special schools continued to make at least good progress as evidenced by PEPs and annual reviews, but attainment at level 1 remained an issue for young people where there were multiple changes in placement or extended periods of emotional disturbance. At Key Stage 2, 8 out of 25 children achieved the expected standard in reading, writing and maths. However, it was interesting to note that although 12-13 children achieved expected standards in each of these, 19 out of 25 achieved the expected standard in at least one area giving a clear indication that children needed to have targeted support to address this.

In conclusion the key developments required going forward were outlined as follows:

- Introduction of new post 16 PEP documents;
- Improved online presence to share information relating to looked after children;
- Development of better access to therapeutic support through the training of play therapists across the Borough;
- Embedding of post 16 monitoring and extension of training to personal advisers;
- Increased capacity to support through the review of Pupil Premium; and
- Creation of a designated case worker for looked after children with special educational needs and additional educational psychologist time.

Members of the Board welcomed the report and the update on performance and the positive impact of Tameside Virtual School in the 2015/16 school year.

## **RESOLVED**

**That the content of the report be noted.**

## **52. FREE SCHOOL APPLICATION IN TAMESIDE**

Consideration was given to a report of the Interim Assistant Executive Director (Learning) providing an update on the Free School application by Laurus Trust / Cheadle Hulme High School in Tameside.

Since the last Education Attainment Improvement Board meeting, the local authority had continued to engage with the Regional Schools Commissioner, the Education Funding Agency and the senior leadership team of Cheadle Hulme High School. The aim of the meetings that had taken place had been to ensure that all strategic planning in relation to the new school were in the best interests of Tameside and initial discussion about the viability of certain sites in the Ashton area of Tameside. An emerging challenge for the group was the fact that, given the size of the new school, it was highly unlikely to be completed by September 2018, so a temporary site for Year 7 students would also need to be provided.

The Board also noted that the Laurus Trust was happy to work with Tameside MBC in the naming of the school.

Paul Jacques, ASCL, advised on discussions at a recent meeting with the local MPs regarding the free school application. In acknowledging that there was a need for additional school places in the borough, particularly in the Ashton area, he welcomed the opportunity for representatives of the Association of Teacher Trade Unions to meet with the Chair, on a date to be arranged, regarding their concerns.

#### **RESOLVED**

**That the update report be noted and Board members be kept up to date with developments.**

### **53. TAMESIDE EDUCATION VISION**

The Interim Assistant Executive Director (Learning) presented a report and draft education vision for Tameside. He explained that education in England was at a critical point in its development with the national picture one of constant change and initiatives. There was an important local Tameside agenda, as well as the emergence of both the AGMA and the key regional agendas which incorporated the Northern Powerhouse.

The vision sought to combine the usual challenges in terms of standards along with the development of schools within communities. There was an increasing need for schools to be more outward-looking and 'joined up' in the way they worked with other local agencies. Many of the schools in Tameside were the largest local employers and place where significant numbers of people came together because of a shared interest, their children. Schools had enormous potential to be the focal point for signposting to other services for advice and supporting adults with issues such as employment and health, both physical and mental.

There was also a need for a wider AGMA agenda to be shared with school leaders, and the two key features of this were early years provision and employability. It was important that school leaders in Tameside engaged with these macro challenges and moved beyond the traditional Ofsted agenda.

Board Members welcomed the vision which complemented the wider work of the Council, was sufficiently ambitious and well positioned with regional commitments.

#### **RESOLVED**

**That the Vision be shared with relevant teams in the Council as well as head teachers and governors.**

### **54. URGENT ITEMS**

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



**55. DATE OF NEXT MEETING**

It was noted that the next meeting of the Education Attainment Improvement Board will take place on Tuesday 31 January 2017 commencing at 3.30 pm.

**CHAIR**



# Agenda Item 4

<b>Report to :</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date :</b>	31 January 2017
<b>Reporting Officer:</b>	Bob Berry, Interim Assistant Executive Director, Learning
<b>Subject :</b>	<b>EXECUTIVE SUMMARY OF THE EDUCATION SERVICE IN TAMESIDE IN 2016</b>
<b>Report Summary :</b>	The following report notes the successes of the Education service in Tameside in 2016 and the priorities of the service for 2017.
<b>Recommendations :</b>	That members note the contents of the report and receive further updates on progress towards the 2017 priorities.
<b>Links to Sustainable Community Strategy :</b>	The report supports three elements of the Community; Strategy - Prosperous, Learning and Supportive Tameside.
<b>Policy Implications :</b>	There are none arising from this report.
<b>Financial Implications : (Authorised by the Section 151 Officer)</b>	There are no direct financial implications arising from this report.
<b>Legal Implications : (Authorised by the Borough Solicitor)</b>	It is a statutory duty for the Council to raise standards of community schools and intervene where not efficient and /or effective.
<b>Risk Management :</b>	There are significant reputational risks to the Council if it does not monitor and challenge schools' performance and standards effectively, and intervene where appropriate.
<b>Access to Information :</b>	The background papers relating to this report can be inspected by contacting Bob Berry, Interim Assistant Executive Director - Education  Telephone:0161 342 2050  e-mail: bob.berry@tameside.gov.uk

## **1. INTRODUCTION**

- 1.1 This report provides an executive summary of the successes of the Education service in Tameside in 2016.

## **2. KEY PERFORMANCE INDICATOR [1] – OFSTED.**

- 2.1 By the end of the year, 93% of primary-age pupils were attending a 'Good or better' primary school. This represents an increase of 12% from the start of the 15/16 academic year and continues our improving trend. In August 2013 the percentage of pupils in good or outstanding schools was 72%. There are now only five primary schools 'requiring improvement' – down from 18 in August 2013. This places Tameside 10th in the North West and 5th in Greater Manchester. 59% of pupils in Tameside secondary schools now attend a good or outstanding secondary school – up 6% from the start of the academic year. This places Tameside 20th in the North West and 10th in Greater Manchester. This is in nearly every instance due to the performance of secondary academies in Tameside.

## **3. KEY PERFORMANCE INDICATOR [2] – STANDARDS.**

- 3.1 At the end of Key Stage 2, 55% of pupils reached the expected standard in Reading, Writing and Maths (RWM) combined in Tameside – 2% above the national average. Tameside is joint 8th (with Bury) in the North West and joint 6th in Greater Manchester. 4% of pupils in Tameside achieved a higher standard in Reading, Writing and Maths combined – in line with national of 5%. At the end of Key Stage 4, there is a new regime of measuring performance - Attainment 8: 49.1 - 9th in NW and 5th in GM (below Trafford, Stockport, Bury and Wigan), Progress 8 : -0.13 - Tameside is ranked 11th out of 23 local authorities in the North West and 7th out of 10 authorities in Greater Manchester on Progress 8. A\*-C in English and maths: 63% - 7th in the North West and 3rd in Greater Manchester (behind Trafford and Stockport)

## **4. SUMMARY OF KPIS.**

- 4.1 Both in terms of Ofsted and standards, the primary sector, in partnership with the Local Authority, has seen significant improvements over the past three years. In the secondary sector the LA achievement/attainment figures are hugely distorted by the under-performance of two schools, and the Ofsted picture may improve only slightly over the next twelve months. To improve our borough P8 figures, our secondary schools need to focus on the teaching of MFL and the Humanities subjects in particular.

## **5. EDUCATION – CLARITY AND PURPOSE.**

- 5.1 The senior leaders in Education have worked together to produce two key documents [1] 'Our Core Business', and [2]'Education in 2020 – A Vision'. These documents will be used to [a] ensure that all who work within the service retain a sharp focus on the four key priorities, and [b] to define the role of Education within Tameside, and its work with schools as partners, regardless of designation. It is ambitious, and stresses the need for greater collaboration and cross-service and cross-sector thinking.

## **6. EDUCATION – A REFLECTIVE AND SELF-CRITICAL SERVICE.**

- 6.1 On Friday November 29 all leaders from the service came together for a morning to begin the process of writing a self-evaluation form. Although under no obligation to do so, we felt

it was essential to take stock of our own practice, how we work and crucially the impact of our work. This will by the end of January result in a comprehensive document and will in turn generate a development plan and a training programme.

## **7. COMMUNICATION**

- 7.1 In January 2016 the decision was made to better coordinate our communication with schools, as we were becoming frustrated by what we perceived as a lack of action on things we thought we had made clear. In short, we had not made things clear enough. The headteacher/principal email, which appears roughly every half-term, has proved popular both with schools and officers in Education, as it *ensures* that key messages have been reproduced and reiterated on number of occasions. Similarly, large-scale gatherings and briefings have been used more smartly to ensure consistency.

## **8. DATA/INFORMATION – KNOWING OUR SCHOOLS.**

- 8.1 We are now a very ‘information rich’ service. In terms of school performance, the data for all schools has been looked at for all key stages and, through the combination of data analysis and qualitative information from School Performance and Standards Officers (through visits to schools), our primary schools are categorised in terms of the level of support they require from the LA or external partners. As an authority we are also aware of the performance of primary pupils in geographical clusters within Tameside. This is significant as the majority of collaborative work between schools in the borough takes place within these geographical clusters - producing analyses of school performance by cluster enables these clusters to target intervention collaboratively. [This initiative has been very much ‘school led’]. The performance of vulnerable groups of pupils such as disadvantaged pupils, pupils with Special Educational Needs (SEN), Looked after children (LAC) and pupils with English as an additional language (EAL) has also been scrutinised rigorously. Whilst school performance is very information rich in terms of the attainment and achievement of Tameside’s pupils, gaps still remain. Not enough is known about both the attendance of pupils in Tameside and the number of Fixed Term Exclusions [FTE] schools are issuing to pupils, and we need to address this as a matter of urgency.

## **9. AN OUTWARD-LOOKING SERVICE.**

- 9.1 Over the past twelve months Education has made useful contributions to the important Domestic Violence agenda, and we are starting to be more ‘joined up’ in our work with ‘Stronger Neighbourhoods’. We have an ongoing and productive working relationship with Policy and Communications, and we strive to keep our good news stories at the top of the agenda locally. Our work with the Directorate of Place has begun to bear fruit in the domain of careers guidance in schools, and supporting the secondary headteachers to have a better understanding of the world of industry.

## **10. PRIORITIES FOR 2017.**

- 10.1 The results of the self-evaluation exercise will be important in determining the work for the year, but the following will all figure largely:
- **Inclusion.** Increasing numbers of young people are being permanently excluded from our school and, more recently, opting to be educated at home in the form of ‘Elective Home Education’ [EHE]. We are clear that this is *inappropriate* for many of those young people and a strategy to both support schools and families to seek a more measured solution is urgently needed. With respect to Permanent Exclusions the work

is ongoing, but the recent changes to the KS4 assessment criteria have led to a situation where schools are more likely to want to not have certain students on roll.

- **The new school.** The urgent need for additional school places is well documented, especially for 2018, and a significant amount of leadership time needs to be devoted to this. We need to get it right.
- **SEND.** There is a huge amount of work to be done to ensure that effective systems of governance and strategic planning underpin our SEND work, so that we can discharge our responsibilities under the 0-25 agenda properly, as well as prepare for an inspection. There has been progress over the past few months but the momentum must not be lost.
- **Financial stability.** A number of our schools will find themselves in challenging financial situations over the next few years, and we must support them in this. Equally, as a service the 'Full Cost Recovery' model may result in challenges for us.

## 11. RECOMMENDATIONS

- 11.1 That Members note the executive summary of Education in 2016 and are kept up to date with the progress of the priorities of the Education service in 2017.

# Agenda Item 5

<b>Report To:</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date:</b>	31 January 2017
<b>Executive Member/ Reporting Officer:</b>	Councillor Lynn Travis – Executive Member – Lifelong Learning From 0 to Adult  Stephanie Butterworth– Executive Director, People  Ian Duncan – Assistant Executive Director, Finance
<b>Subject:</b>	<b>SCHOOL FINANCES UPDATE</b>
<b>Report Summary:</b>	The report provides an update on the current and projected levels of school balances together with the associated risk implications for the Council.
<b>Recommendations:</b>	<p>Education Attainment Improvement Board Members are recommended to approve that :</p> <ol style="list-style-type: none"><li>1. Deficit budget recovery plans are agreed with relevant schools prior to 31 March 2017 and on an ongoing basis thereafter in compliance with the scheme for financing schools. The recovery plan is to be formally agreed and monitored by the Section 151 officer of the Council and the relevant school governing body.</li><li>2. That the Council make an urgent request to the DfE to provide loans to schools with extended repayment periods beyond the three years stated in the scheme for financing schools guidance where it is evident that this repayment period would not be financially viable for relevant schools. The associated extended repayment period term is to be agreed between the Section 151 officer of the Council and the School Governing Body once a response to the request is received from the DfE. It is also essential that any repayable loan arrangements are included within any subsequent legal agreements should the school transfer to Academy status.</li><li>3. As an alternative to recommendation two, that the Council also make an urgent request to the DfE to permit a licensed deficit budget recovery plan to be agreed beyond the three years stated in the scheme for financing schools guidance where it is evident that a three year period would not be financially viable for relevant schools. The associated extended recovery plan term is to be agreed between the Section 151 officer of the Council and the School Governing Body once a response to the request is received from the DfE. It is also essential that any licensed recovery plans are included within any subsequent legal agreements should the school transfer to Academy status.</li><li>4. A binding agreement is entered into with associated PFI schools to recover the sum delegated within their section 251 budget allocation for PFI related expenditure from 1 April 2017 to finance the continuing cost of PFI for the duration of the contracts.</li></ol>

A further update report is presented at the Education Attainment Improvement Board meeting of 28 March 2017.

**Links to Community Strategy:**

School Funding is managed and monitored in accordance with the Community Strategy

**Policy Implications:**

School Funding is managed and monitored in accordance with the scheme of financing for schools.

**Financial Implications:  
(Authorised by the Section 151 Officer)**

**Appendix C** provides details of the projected levels of deficit balances of relevant schools over the current three year planning period. Whilst deficit recovery plans are currently being agreed with associated schools by 31 March 2017, it is evident that there are some schools where this would not be viable due to the level of the deficit balance projected.

It is therefore essential that the Council make an urgent request to the DfE to provide loans to schools with extended repayment periods beyond the three years stated in the scheme for financing schools guidance where it is evident that this repayment period would not be financially viable. The associated extended repayment period term is to be agreed between the Section 151 officer of the Council and the School Governing Body once a response to the request is received from the DfE. It is also essential that any repayable loan arrangements are included within any subsequent legal agreements should the school transfer to Academy status.

It is also essential that a robust agreement is implemented with associated PFI schools to ensure the sum delegated within their section 251 budget allocation for PFI related expenditure from 1 April 2017 is wholly recovered to finance the continuing cost of PFI for the duration of the contracts.

**Legal Implications:  
(Authorised by the Borough Solicitor)**

Often poor management of finances are indicative of other management failings in the school. This is relevant given that where conversion is directed by the Secretary of State or the school is eligible for intervention, the deficits of closing schools can be charged to the Council's General Fund. The debt is therefore left to be picked up by the authority as it happened on its watch although it's not something that the LEA has the power to avoid. It is therefore important that we review the current situation and find ways to bring greater accountability and understanding to schools finances. Additionally, any reports for capital capital should take into account the available balances.


**Risk Management:**


The report provides details of the increasing numbers of schools within the borough projecting deficit balances over the current three year planning period. Whilst deficit budget recovery plans will be agreed (over a three year period) with the majority of associated schools by the 31 March 2017, there are some schools where it is evident that it is not financially viable to implement a recovery plan due to the scale of the deficit balances projected. Section 7 of the report details the proposed mitigation of this.

**Access to Information:**

Background papers and information can be obtained by contacting Stephen Wilde, Head of Resource Management,

Directorate of Governance, Resources and Pensions

 0161 342 3726

 E-mail: [stephen.wilde@tameside.gov.uk](mailto:stephen.wilde@tameside.gov.uk)

## 1. BACKGROUND

- 1.1 This report provides Executive Board Members with details of the existing and projected levels of school balances (non-Academy schools) within the borough.
- 1.2 The report explains the compliance requirements of schools relating to the Scheme for Financing Schools (adopted by all non-Academy school governing bodies), the role and responsibilities of the Schools Forum relating to schools balances, the impending risk to the Council of schools with either existing or projected deficit balances and options for the Council to mitigate this risk.
- 1.3 Executive Board Members should note that a further update on School Finances will be presented at 15 March 2017 Executive Board meeting.

## 2 SCHOOL BALANCES ACADEMY TRUST 31 MARCH 2016

- 2.1 Total reconciled school balances (inclusive of revenue and capital) at 31 March 2015 were £8.789 million. This was a decrease of £2.792 million on the balance reported at 31 March 2014.
- 2.2 The reconciled level of school balances at 31 March 2016 were £7.187m, a decrease of £1.602m on the balance reported at 31 March 2015. It is important to note that two Tameside schools became Academies prior to 31 March 2016, which accounts for £0.250m of the reduction in balances (Manor Green Primary School £0.101m, Moorside Primary School £0.149m). The reduction in balances during 2015/16 for those schools, which were Maintained Schools at 31 March 2016 was £1.352m.
- 2.3 There are currently 8 Academy Conversions, which have been confirmed to take place during 2016/17. This is a comparatively large number of conversions in one financial year and consequently they will have an effect on the level of school balances at the end of 2016/2017. Table 1 below provides the level of these respective school balances at 31 March 2016 for information.

**Table 1**

<b>Schools converting to Academy in 2016/17</b>	<b>Revenue Balance 31/3/16 £'000</b>	<b>Capital Balance 31/3/16 £'000</b>	<b>Total Balance 31/3/16 £'000</b>
Oakfield (from 1/4/16)	123	0	123
Godley (from 1/4/16)	38	0	38
Flowery Field (from 1/6/16)	105	0	105
Dowson (from 1/9/16)	(41)	2	(39)
Bradley Green (from 1/9/16)	112	0	112
Leigh (tbc)	136	16	152
St Paul's Stalybridge (tbc)	43	0	43
Astley (tbc)	(20)	14	(6)
<b>Total</b>	<b>496</b>	<b>32</b>	<b>528</b>

**Note: ( ) is a Deficit Balance**

- 2.4 Table 2 (below) provides summary details of the cumulative level of Tameside school balances for the previous three financial years.



**Table 2**

Financial Year	Revenue Balance £'000	Capital Balance £'000	Total Balance £'000	Change in Year £'000
2013/2014	11,142	438	11,581	- 338
2014/2015	8,363	425	8,789	-2,792
2015/2016	6,710	477	7,187	-1,602

2.5 There are two appendices to this report which give further information on schools balances over the last three years as detailed below.

**Appendix A** shows a detailed breakdown of each school's balance as at 31 March 2016 and highlights those schools with balances in excess of the Tameside recommended thresholds (8% for primary and special schools and 5% for secondary schools). It also contains details of the proposed use of those balances provided by associated schools.

2.6 A revised Scheme for the Financing of Schools was implemented on 1 April 2011. The scheme states that Local Authorities should consider relaxing their excess surplus claw back mechanism. Any mechanism should have regard to the principle that schools should be moving towards greater autonomy. Local Authorities should focus their attention on those schools which have accumulated significant excessive uncommitted balances and/or where some level of redistribution would support improved provision across a local area.

2.7 The surplus balance claw back mechanism in operation in Tameside is facilitated by the Schools Forum and any decision to enforce a claw back has to be made by voting members. As mentioned, the thresholds used in Tameside to define excess surplus balances are 8% of the respective delegated revenue budget for Primary and Special Schools and 5% for Secondary Schools. It should be noted that to date no excess surplus balances have been recovered from relevant schools. However, Schools Forum representatives have discussed excess surplus expenditure plan details with associated schools. **Appendix B** provides details of the powers and responsibilities of Schools Forums. There is no reference within this appendix to the monitoring of school balances. It should therefore be noted that the existing surplus balance monitoring process has been implemented in consultation with the Tameside Schools Forum.

### 3 SCHOOLS WITH DEFICIT BALANCES

3.1 At 31 March 2016 there were 7 schools with deficit balances. The total of these deficit balances was £1.345m (Primary Schools £0.056m, Secondary Schools £1.289m). Table 3 provides details on the level of projected school deficits up to 31 March 2019.

3.2 Whilst the number and level of schools in deficit in the Secondary sector is already a concern, the data in table 3 below highlights that the trend is also likely to be replicated in the Primary and Special school sectors in future years. The analysis of associated schools is provided within Appendix C.

**Table 3**

Financial Year Ending 31 March	Number of schools projecting deficit balances				Value of projected deficit balances £ '000			
	Prim.	Second.	Spec.	Total	Prim.	Second.	Spec.	Total
2017	3	6	4	13	42	3,240	499	3,781
2018	15	6	4	25	489	5,408	1,389	7,286
2019	25	6	4	35	2,005	7,234	2,388	11,627

**NB: Table 3 is based on budget plan data from maintained schools as at 31 March 2016.**

### **Scheme of Financing Requirements on School Balances**

- 3.3 The associated rules on school balances provided within the Scheme of Financing which is adopted by all non-Academy school Governing Bodies within the borough are as follows:

#### **The Right to Carry Forward Balances**

- 3.4 Schools shall carry forward from one year to the next, all accumulated balances arising from the budget share. Thus, the accumulated balance as at 31 March will become the school's brought forward balance at 1 April. This process will continue for each successive year. An adjustment will be made to budget share instalments after the year end reconciliation has taken place and the level of any cash owed to or from the school has been determined.

#### **Controls on Surplus Balances**

- 3.5 Surplus balances held by schools as permitted under this scheme are subject to the following restrictions:

*Both the Council and Schools Forum are entitled to request information on the proposed use of surplus balances from any school where the revenue surplus balances exceed 8% of the current year's budget share for primary and special schools, and by 5% for secondary schools, or in other circumstances where, in the view of the Council, the level of surplus balances may be cause for concern.*

- 3.6 The information requested from schools on the proposed use of revenue surplus balances will be reported to Schools Forum on at least an annual basis. Any school which has a revenue surplus balance which is more than twice the permitted threshold, will be subject to a more detailed review of the plans for the surplus. This information will then be reported to Schools Forum, who will make a decision as to whether any of the surplus will be clawed back. If this were to happen, the Schools Forum will decide how any clawed back surplus will be redistributed to the Borough's schools.
- 3.7 The Council is entitled to request information on the proposed use of surplus balances from any school where the capital balance exceeds the equivalent of 2 years of the Devolved Formula Capital grant allocation for that School in the preceding year. The use of capital funding in a timely manner is particularly important as the DfE claw back unspent Devolved Formula Capital after 3 years.
- 3.8 During the completion of the annual Consistent Financial Report (CFR), schools will have an opportunity to commit a proportion of their surplus balance. Monies should only be classed as committed if the school can provide evidence to show that they:
- are for a specific purpose;
  - will be spent within a defined timescale as detailed in this Scheme for Financing Schools;
  - are included in the School Development Plan and/or have been properly approved by Governors.

#### **Interest on Surplus Balances**

- 3.9 The Authority shall not pay interest on any surplus balances that it holds on behalf of schools.

#### **Obligation to Carry Forward Deficit Balances**

- 3.10 Schools shall carry forward from one year to the next their accumulated deficit balances as at year end. The deficit balance at 31 March shall be brought forward as the opening balance at 1 April.

#### **Planning for Deficit Budgets**

- 3.11 Schools shall be allowed to plan for a deficit budget in accordance with section 3.15 below.

Schools should however not operate in a deficit prior to obtaining the approval of the Council. All schools with a deficit balance at 31 March will be required work with the Council to produce a deficit recovery plan which must be approved by the Governing Body and the S151 Officer. Schools with an authorised deficit prior to 31 March shall continue to reduce the deficit in accordance with their deficit recovery plan. The Council will work with the school to monitor the authorised plan. Where the approved plan is not being adhered to, the Council has the power to take action to bring the situation back in line with the approved plan, including the withdrawal of delegation.

#### **Charging Interest on Deficit Balances**

- 3.12 The Council does not propose to introduce a provision for charging interest to deficit schools. However, the Council reserves the right to charge interest, at current Bank of England base rate, on deficit balances for those schools that fail to reduce their deficit position in line with the agreed deficit recovery plan.

#### **Writing Off Deficits**

- 3.13 The Authority cannot write off the deficit balance at any school. Governors are reminded that any deficit must be repaid in future years in line with an approved deficit recovery plan, as detailed in section 3.11.

#### **Balances of Closing and Replacement Schools**

- 3.14 When a school closes, any balance (whether surplus or deficit) will revert to the Authority, it cannot be transferred as a balance to any other school, even where the school is a successor to the closing school except that a surplus transfers to an academy where a school converts to academy status under Section 4 (1) (a) of the Academies Act 2010. If approval for conversion is given to a school in deficit under the Academies Act 2010, the DfE will pay the Authority an equivalent amount and recoup this through a reduction in the recurrent funding paid to the academy. ***However, where conversion is directed by the Secretary of State or the school is eligible for intervention, the deficits of closing schools can be charged to the Council's General Fund.***

#### **Licensed Deficits**

- 3.15 Due to unforeseen expenditure or pupil volatility, schools may find themselves in a deficit budget position from which it would be extremely difficult to bring the budget back in balance the following year. In these circumstances schools may apply under the scheme for a licensed deficit. The licensed deficit shall operate within the following parameters:

Deficit budgets will be approved in exceptional circumstances where a school has been subject to a temporary reduction in pupil numbers or has had to meet a significant item of unforeseen revenue expenditure. Where this happens and a school cannot bring the budget back out of deficit within the following year without staffing reductions that will damage its ability to deliver the national curriculum, then a deficit budget may be granted. Deficit budgets will not be approved except as a mechanism for managing staff reductions for schools that are suffering a long-term reduction in pupil numbers.

- 3.16 Deficit budgets shall be approved for a maximum of 3 years (this is not expected to be the norm). At the end of the agreed deficit period the school's accumulated balances shall be zero or greater. An approved deficit budget shall be accompanied by an approved deficit recovery plan as detailed in section 4.9.
- 3.17 The maximum size of any deficit shall be 5% of the school's annual budget share. There is no minimum level of deficit.
- 3.18 As schools in the scheme will be operating their own bank accounts, it is proposed that the collective gross balance held by schools, whether in their own accounts or held by the Authority in its role as Payroll Administrator, shall be utilised in calculating the upper level of deficit budgets that may be approved. The total of all licensed deficits shall not exceed more than 20% of the gross surpluses held by schools. The gross surpluses shall be

calculated by reference to the latest available Section 251 outturn report i.e. the total deficits for an financial year shall not exceed more than 20% of the surpluses in that financial year.

- 3.19 All licensed deficits must be approved by the S151 Officer and Assistant Executive Director of Education.
- 3.20 Along with all other Local Authorities, Tameside introduced a new funding model in April 2013. Whilst the new model has meant changes for many schools in the levels of their funding, the Minimum Funding Guarantee has protected those schools which would have seen a large decrease in funding, but the nature of the nationally imposed Minimum Funding Guarantee means that this protection reduces in future years and therefore it is now starting to have an impact on school balances.
- 3.21 It should be noted that historically school budget plans can be overly pessimistic. Budget plans from schools in 2015/2016 indicated balances would reduce by just over £6m compared to the actual reduction in balances of £1.6m. Therefore officers are naturally cautious in accepting that the budget plans submitted to the Council represent that likely outturn position at the end of the financial year. School budget plans are used by the Council for a variety of purposes, including the calculation of cash deposits to schools. Submission of inaccurate data can lead to schools not receiving their correct cash allocation during the financial year, with adjustments required in the following year.
- 3.22 Whilst the figures in table 3 above most likely represent a worst case scenario position, the trend in the decline of school balances cannot be ignored. The Tameside Scheme of Financing for Schools stipulates that licensed deficits will be no more than 20% of gross surpluses held by schools. As at 31 March 2016 cumulative school deficits represented 16% of gross school surpluses. Based on the projections above at the end of March 2017 this figure will rise to 79% which would equate to a reduction in balances during the current financial year of approximately £6.2m.
- 3.23 Any school which is projecting a deficit budget position, either during or by the end of the existing three year budget period is required to submit a deficit budget recovery plan to ensure a balanced budget is delivered. The Head of Resource Management Service wrote to those schools where this applies at the beginning of October 2016 to explain the recovery plan procedure utilising the latest approved three year budget plan submitted to the Council. Recovery plans will require approval prior to the end of the current financial year.
- 3.24 It is worth noting that to date only a small number (less than ten) deficit recovery plans have been received from associated schools, which are subject to scrutiny and validation by the Financial Management service. There is therefore an urgency during this current term and prior to 31 March 2017 to ensure that all schools which are projecting a deficit budget position either during or by the end of the existing three year budget planning period have a recovery plan approved by both the Governing Body of the respective school and the Section 151 officer of the Council.

#### **4 DEFICITS IN EXCESS OF PERMITTED LIMIT**

- 4.1 At 31 March 2016 one school (Denton Community College) had breached the maximum permitted deficit of 5% of the school's annual budget, at 17.6% of its budget. At the end of the current financial year the school is forecasting a cumulative deficit balance equivalent to 30% of the annual budget, which would be six times the permitted maximum.
- 4.2 At 31 March 2017, another five schools are forecasting to breach the maximum permitted deficit. One of those schools, Hyde Community College is forecasting a deficit more than

double the permitted maximum (at a figure of 12.8%). The two schools with the highest forecast deficits have both benefited from new school buildings financed by arrangements under the Private Finance Initiative (PFI), in return for which the Schools' Governing Bodies agreed to make annual payments from their annual school budget. An explanation of the PFI arrangements is given below.

#### **Private Finance Initiative**

- 4.3 Private Finance Initiative (PFI) contracts are an example of Public Private Partnerships (PPP) and they were a significant element of the Building Schools for the Future (BSF) construction programme that took place in Tameside. The Department for Education (DFE) was very supportive of PFI contracts when the BSF funding initiative was in place particularly as there was no other mechanism for replacing or rebuilding schools. Seven secondary and special schools were constructed on a PFI basis in Tameside as part of the BSF initiative over two separate phases with the contracts being for 25 years. Two separate primary schools and one secondary school had previously been constructed as part of an older 30 year PFI contract in Hattersley which commenced in 2002.

**Table 4 - Hattersley PFI Schools**

<b>School</b>	<b>Arrangement</b>	<b>Contract Period</b>
Arundale Primary	Hattersley PFI	30 years from 2002
Pinfold Primary	Hattersley PFI	30 years from 2002
Alder Secondary	Hattersley PFI	30 years from 2002
Mossley Hollins	BSF PFI Phase 1	25 years from 2010
St Damians	BSF PFI Phase 1	25 years from 2010
Denton Community College	BSF PFI Phase 2	25 years from 2011
Hyde Community College	BSF PFI Phase 2	25 years from 2011
White Bridge (part of Pupil Referral Service)	BSF PFI Phase 2	25 years from 2011
Elm Bridge (part of Pupil Referral Service)	BSF PFI Phase 2	25 years from 2011
Thomas Ashton Special	BSF PFI Phase 2	25 years from 2011

- 4.4 Buildings constructed on a PFI basis are not paid for in advance as construction takes place. Instead the construction costs and the construction company's debt incurred in funding the costs spread out over a longer period of time, with the contracts in Tameside being 25 and 30 years respectively as shown in tables 4 above.
- 4.5 The PFI contracts in Tameside include full facilities management services along with utility costs, insurance costs, routine maintenance costs and capital maintenance costs. The DFE allocate grant funding to the Council for the life of the PFI contracts in the form of PFI credits which are intended to support the capital costs of a building. These credits are not related directly to the actual cost of the schools within the PFI contract, as they are based on the DFE estimate of the funding needed to support the scheme, which has been lower than the actual scheme costs in Tameside.
- 4.6 The DFE also reduce the Council's capital maintenance grant for every PFI contract school in operation, as they do with any other new building projects. The general expectation is that schools contribute funding from their annual capital and revenue funding allocations to combine with the PFI Credits the Council receives to support the costs over the life of the contract.
- 4.7 When the Hattersley PFI contract was originally agreed in 1999, at that time in accordance with standard agreements, the school annual contributions only included revenue funding and effectively equates to approximately £624 per pupil for Pinfold Primary, £831 for Arundale Primary and £650 for Alder High in 2016/2017 terms. However, it should be

noted that the schools in this contract contribute their funding based on a lump sum inflated by the Retail Price Index Excluding Housing (RPIX), so it takes no account of fluctuations in pupil numbers at those schools.

4.8 In addition to this, the original funding package for the Hattersley PFI contract assumed that £400,000 of Dedicated Schools Grant (DSG) funding would be top sliced from the funding allocated to all Tameside schools to combine with the school contributions and the PFI credits to fund the costs over the contract life of 30 years. This funding was delegated to the three Schools over 5 years ago and that delegation cannot be reversed. However the values involved are automatically recovered from those schools each financial year.

4.9 When the BSF PFI contracts were originally agreed in 2008, the school annual contributions included both capital and revenue funding. The revenue element of this equates to approximately £733 per pupil for both Phase 1 and Phase 2 mainstream (Non-Special) Schools in 2016/17 terms. These contributions are based on the greater of the Published Admission Number of the school or the number of children attending the school that year. Table 5 below shows a comparison of the PAN of the school and the number of pupils used to calculate school budget shares:

**Table 5 – comparison of Published Admission Numbers (PAN) and funded pupils (2016)**

School	Capacity (PAN)	Funded Pupils	Difference
Mossley Hollins	768	788	+3%
St. Damians	750	784	+5%
Denton Community College	1,350	1,104	-17%
Hyde Community College	1,050	873	-21%

4.10 When the BSF PFI contracts were being agreed it was also confirmed that a 25 year FM contract would be entered into in relation to Samuel Laycock School, which is co-located with the New Charter Academy building in Ashton. These buildings were constructed on a Design & Build basis so the FM contract does not include construction and associated debt costs in the same way the PFI contracts do. It only includes facilities management services along with utility costs, insurance costs, routine maintenance costs and capital maintenance costs.

4.11 When the Samuel Laycock FM contract was originally agreed in 2008 the school annual contributions included both capital and revenue funding and the revenue element of this effectively equates to approximately £1,801 per pupil in 2016/17 terms. However, it should be noted that the school in this contract contribute their funding based on a lump sum inflated by the Retail Price Index Excluding Housing (RPIX), so it takes no account of fluctuations in pupil numbers.

4.12 Schools contribute towards the respective contracts on the basis of either annually inflated amounts per pupil or annually inflated lump sum amounts per school. The annually inflated lump sum contributions are made by Special Schools and are based on their historic premises related costs. The annually inflated contributions per pupil relate to mainstream (non-Special) schools that make their contributions based on the greater of their actual number of children on roll or their capacity. It is difficult to compare the school contribution on a per pupil basis for special school to mainstream schools due to the nature of the needs of the children as they have much smaller school populations than mainstream schools. Special schools receive more funding per pupil than a mainstream School and require more average space per pupil due to the specific needs of the pupils attending.

4.13 In addition to the PFI credits grant and school contributions the original funding package for the BSF PFI and FM projects assumed that an initial £900,000 of Dedicated Schools Grant

(DSG) funding would be top sliced from the funding allocated to all Tameside schools. This would be used in combination with the school contributions and the PFI credits to fund the costs over the contract life of 25 years. At the same time it was agreed that a further £250,000 of DSG funding would be top sliced once all the BSF Schools were constructed meaning a total annual top slice of DSG of £1.15m at this stage for the BSF projects. This top sliced DSG funding was intended to support both the BSF PFI contracts and the BSF FM contract described above.

- 4.14 Early in 2013, a review of the long term affordability of the PFI and FM contracts took place and the conclusion of that review was that the central DSG contribution needed to be increased by £769,000 from £1.15m to £1.919m in total. There were a number of factors behind this required increase in annual funding, which included the charges being passed on by the providers for utility costs across all three contracts and fluctuations in the RPIX inflation index over the life of the contracts to that point, compared to the estimates used in the original affordability calculations.
- 4.15 Executive Members should note that there is a **new requirement** for PFI budgets, which are currently centrally retained (funded by the Dedicated Schools Grant) to be devolved to individual PFI schools from 2017/18 onwards. It is therefore essential that binding agreements are implemented with these schools to recover the associated sum delegated to finance the continuing cost of PFI for the duration of the contracts previously explained in this section of the report.
- 4.16 Executive Members should also note that there is currently a review underway of the school PFI contract arrangements by an external organisation, Local Partnerships. The review is covering the following:
- Assurance that the Local Education Partnership in Tameside is providing value for money
  - Provision of bespoke contract management support and training for key officers employed by the Council and Schools to clarify each party's expectations should be based on the contracts in place and to also ensure savings opportunities are not relinquished.
  - A review of the refinancing options available in order to reduce contract costs through the current availability of beneficial interest rates when compared to those available when the contracts were original set up
  - A review of the contracts in place and identification of savings due to changes in law or changes in the responsibility for areas of cost and/or risk
- 4.17 The review is due to be concluded within the next 6 months.

## 5 SCHOOL LOANS

- 5.1 Financial support to schools is also permitted in the form of a loan. The relevant school loan extracts from the Scheme of Financing for Schools, adopted by all non-Academy school Governing Bodies are as follows:

### Loan Scheme

- 5.2 School governing bodies have no powers to borrow funds on the open market. This does not preclude the Council from making loans to schools **should they so wish**. School Governing Bodies wishing to apply to the Council for a loan must comply with the following requirements:
- 5.3 **The Purpose of the Loan:** Irrespective of purpose, the maximum loan that the Council will be prepared to consider will be limited to 5% of the total budget share for the school.

**The period over which the loan is to be repaid:** This will be for a maximum of 3 years although the Council might only offer loan facilities over a shorter period.

**How the loan is to be repaid:** The school must demonstrate an ability to be able to repay the loan out of the normal school budget resources and if approved, the loan repayments must feature in the school budget plan.

- 5.4 The maximum proportion of the collective school balances which will be used to back any loan arrangement is to be set at 20%
- 5.5 If approved, the loan schedule will be submitted to the School for signature by the Headteacher and the Chair of Governors. The schedule will detail the principal, amount of interest (at rates determined by the S151 Officer), the period of the loan and the repayment schedule. Upon receipt of the signed loan schedule, the S151 Officer will release the payment to the school.
- 5.6 The school must make repayment of the loan from the independent bank account by 2 instalments each financial year on the following dates – 1 January and 1 July. Schools may elect if they so wish, to have any loan repayment deducted from cash advances due to the school.

#### **Credit union approach**

- 5.7 Schools may wish to group together to utilise externally held balances for a credit union approach to loans as an alternative to the loan scheme detailed earlier in this section of the report.
- 5.8 Any schools wishing to use this approach must arrange for audit certification of the scheme to be provided to the Council upon request.

#### **DfE Guidance on School Loans**

- 5.9 The latest scheme for financing schools guidance issued by the DfE in December 2015 (sections 4.9 and 4.10) stipulate that three years is the maximum period for a loan repayment provided to the school by the local authority (please refer to the DfE web link below)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/486440/Scheme\\_for\\_Financing\\_Schools\\_Dec\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/486440/Scheme_for_Financing_Schools_Dec_2015.pdf)
- 5.10 It is therefore proposed that the Council make an urgent request to the DfE to provide loans to associated schools with extended repayment periods to the three years as stated in the above guidance where it is evident that this would not be financially viable for the associated school.
- 5.11 It is also essential that any repayable loan arrangements are included within any subsequent legal agreements should the school transfer to Academy status.

## **6 SCHOOL BALANCES AND CONVERSION TO ACADEMY STATUS**

- 6.1 The following relevant extracts are provided from the Education Funding Agency Academy conversion document.

#### **Definition of converter academies and sponsored academies**

- 6.2 Converter academies are those that convert (whether as a standalone academy or as part of a multi academy trust) by means of an academy order made after an application by the governing body of the school. Schools which are eligible for intervention, within the meaning of Part 4 of the Education and Inspections Act 2006, and underperforming schools which the Secretary of State judges are not strong enough to become an academy without



a strong sponsor are treated as sponsored academies, even where their route to becoming an academy is through an application for an Academy Order by the governing body.

#### **Converter academies with a deficit balance on conversion**

- 6.3 Deficit balances unlike surplus balances are not covered in the same way by primary legislation and regulations. The DfE's policy, however, is to treat deficits in a similar way, so the DfE reimburses Local Authorities and recovers the money back from the academy through abatement of General Annual Grant. The DfE has to ensure the amount due is a true reflection of what is owed and will only pay once the amount is agreed by both parties. In the event of a disputed deficit balance, the Academy Trust (Academy Trust) may apply to the Secretary of State for a review. The Secretary of State will base her decision on the evidence provided by both parties.
- 6.4 If a school is concerned that the size of its deficit could prevent it from converting, but the school is not eligible for intervention or otherwise eligible to be treated as a sponsored academy, it is open to the Local Authority to agree to absorb part or all of the deficit rather than insist on it being repaid by the school. This is most likely to apply where the school is joining the Academy Trust of an external sponsor, but as a converter academy.

#### **Sponsored academies with a surplus balance on conversion**

- 6.5 Where a school is to join the Academy Trust of an external sponsor and open as a sponsored academy, there are two possible routes to closure of the maintained school: the route where the governing body or Interim Executive Board applies for an Academy Order; and the route where either the school is closed through statutory processes or the Secretary of State issues an Academy Order in respect of a school eligible for intervention, though this last instance is unusual. There will be a difference in the treatment of surplus balances on conversion, depending on the route taken.
- 6.6 Where the Secretary of State issues an Academy Order following an application from the maintained school's governing body or Interim Executive Board, the law requires that the surplus will transfer to the Academy Trust;
- 6.7 Under the other route, the surplus remains with the Local Authority (though the surplus can be transferred to the Academy Trust and, in practice, some LAs have agreed to this).

#### **Sponsored academies with a deficit on conversion**

- 6.8 Where a school with a deficit is to join the Academy Trust of an external sponsor and open as a sponsored academy, the deficit remains with the Local Authority, to be funded from its core budget. School deficits are not an allowable charge on the Local Authority's schools budget (funded by its allocation of Dedicated Schools Grant); however, if the schools forum has agreed to de-delegate a contingency provision, then the deficit may be funded from that contingency, depending on the criteria agreed for its use.
- 6.9 LAs should work closely with schools becoming an academy to ensure that they manage the risk of an increasing deficit, and if a school is not managing its expenditure in a satisfactory manner, the Local Authority may withdraw delegation of the school's budget share in order to limit the potential cost to the Local Authority's budget. Some LAs may have an approach which sees their finance officers working closely with school improvement officers, so they can identify at an early stage schools which are underperforming and may require a sponsored academy solution, and can provide additional financial monitoring prior to them becoming an academy.

## **7 CONCLUSIONS**

- 7.1 Most schools have operated their within approved budget, however there are an increasing number forecasting deficits.

- 7.2 The Council is complying with the scheme for financing schools to ensure formal agreed deficit recovery plans are in place prior to 31 March 2017.
- 7.3 There are however some schools (details within **Appendix C**) with projected deficit balances causing major concern. It is extremely unlikely that a limited number of schools be able to comply with the current requirement to correct their deficit position within a maximum period of three years.
- 7.4 It is proposed that the Council make an urgent request to the DfE to permit loan agreements to be entered into with schools with extended repayment periods beyond the three years stated in the scheme for financing schools guidance where it is evident that this repayment period would not be financially viable for relevant schools.
- 7.5 The associated extended repayment period term is to be agreed between the Section 151 officer of the Council and the School Governing Body once a response to the request is received from the DfE.
- 7.6 It is also essential that any repayable loan arrangements are included within any subsequent legal agreements should the school transfer to Academy status.
- 7.7 Following a new requirement to delegate PFI costs to individual schools, binding agreements need to be entered into with School Governing Bodies to ensure payment is made from the school budget for such PFI costs.

## **8 RECOMMENDATIONS**

- 8.1 As stated on the report cover

SCHOOL NO	SCHOOL NAME	REVENUE OUTTURN AT 31/03/16	CAPITAL OUTTURN AT 31/03/16	TOTAL OUTTURN BALANCE AT 31/03/16	REVENUE FUNDING 2015/16	CAPITAL FUNDING 2015/16	TOTAL FUNDING 2015/16	EXCESS REVENUE SURPLUS GREATER THAN PERMITTED THRESHOLD	PERMITTED REVENUE BALANCE	EXCESS SURPLUS BALANCE	PLANNED COMMITMENTS
		£	£	£	£	£	£		£	£	
<b>Primary Schools</b>											
2001	Greenfield Primary School	3,000	0	3,000	1,560,854	7,080	1,567,934	No			
2004	Hollingworth Primary School										Our current Budget Plan (and this was also predicted last year) shows that our predicted funding less our predicted expenditure means we are working with an in-year deficit of approx. £46,000. This deficit carries on into the next two years. The excess surplus balance will mostly be used to "cushion" this effect as governors are keen to not have to look at reducing staffing at this time. We currently have staffing issues with a member of the teaching staff who is absent due to sickness, which has meant that we have had to allocate a considerable sum to pay for a teacher to cover in her absence. This has been an ongoing issue and so this situation was anticipated by Governors. The actual school building (over 100 years old) continues to be a worry regarding repairs and maintenance. We have classroom floors which have lifted in several places due to underground dampness issues and part of the surplus will be used as a "contingency" to carry out these major repairs on a rolling programme.
		80,866	794	81,660	942,069	6,257	948,326	Yes	75,365	5,500	
2005	Oakfield Primary School	122,548	0	122,548	1,241,681	6,471	1,248,152	Yes	99,334	23,214	Became an Academy on 1st April 2016
2006	Pinfold Primary School										£1,000 is committed to the continuing development of the external Forest School area. £1,000  £20,000 has been allocated to this year's IT budget. Over the next 12 months we would like to undertake a complete overhaul of all classroom laptops and iPads and replace where necessary. £20,000  £5,000 estimated for expected variances to the PFI contract. £5,000  We are aware that there is a possibility of cuts to school budgets, with this in mind we have factored in a 1% reduction in funding from 2017/18 onwards – this equates to approximately £20,000 each year. £20,000
		189,373	0	189,373	2,202,604	8,187	2,210,791	Yes	176,208	13,165	
2008	Flowery Field Primary School	107,498	0	107,498	2,388,451	9,132	2,397,583	No			
2011	Arundale Primary and Nursery School	98,365	7	98,372	1,285,476	5,998	1,291,474	No			
2018	Gorse Hall Primary School										As of the end of March 2016 our outturn balance was in excess of permitted thresholds, however due to additional costings levied on schools beyond our control, we anticipate a deficit budget in two years. The carry forward will therefore be used to minimise the impact of the predicted deficit budget on outcomes for children.
		176,605	0	176,605	1,764,995	8,952	1,773,947	Yes	141,200	35,405	
2019	Stalyhill Junior School										£25,000 to be brought forward to be spent on playground shade and entrance canopy £4,891 PE and Sports Grant Cost to be confirmed - Heating system works Cost to be confirmed - Replacement Double Glazing, upgrade of locks and key fob system Cost to be confirmed - Upgrade of the fire alarm system Additional funding for Science in relation to the Science Award
		111,362	0	111,362	944,892	6,644	951,536	Yes	75,591	35,771	
2020	Arlies Primary School										Water Tank/Removal asbestos £20,000 Water to Mains fed £10,000 New Playground £30,000 ICT upgrades £15,000 Shanghai Maths £6,500 Support SEN TA L2 part time £8,000 Midday SEN support £1,500 Support for Management during transition between head teachers £8,000
		225,147	0	225,147	1,129,690	6,691	1,136,381	Yes	90,375	134,771	
2021	Buckton Vale Primary School	(23,729)	6,651	(17,078)	1,146,041	6,903	1,152,944	No			
2024	Lyndhurst Community Primary School	59,463	44,284	103,747	1,254,335	6,538	1,260,873	No			
2025	Broadbent Fold Primary School	81,663	645	82,308	937,254	6,482	943,736	Yes	74,980	6,682	The surplus balance was to cover the cost of the extensive refurbishment work in EYFS which took place during the summer holidays.
2026	Wildbank Primary School										The excess surplus is because the schools pupil numbers have increased substantially over the last few years and we have gone from having mixed year groups to one form entry. The school will need alterations to the central area and possibly an extension, as well as additional staffing. The excess will go towards funding this.
		125,219	2,932	128,151	1,028,843	5,492	1,034,335	Yes	82,307	42,911	
2027	Millbrook Primary School	58,611	0	58,612	1,164,466	6,576	1,171,042	No			
2032	Bradley Green Primary School	111,860	1	111,860	1,009,682	6,261	1,015,943	Yes	80,775	31,085	Became an Academy on 1st September 2016.
2033	Dowson Primary School	(40,719)	1,803	(38,915)	1,879,107	9,101	1,888,208	No			
2034	Godley Primary School	37,691	0	37,691	1,100,197	6,846	1,107,043	No			
2037	The Heys Primary School										£10,000 for planned upgrade of office and head PC's and laptop in classes £8,000 Professional Services (maths focus) £3,000 SIP Support £8,000 in entry and exit doors in classrooms £10,000 additional staffing of RI environment
		149,922	6,729	156,651	1,360,576	6,729	1,367,305	Yes	108,846	41,076	
2039	Audenshaw Primary School										Scheme for the Early years outdoor area £16k – now complete. Refurbishment of main administrative office and redesign of Head teacher's office £12k – now complete. Upgrade the telephone system in school. Awaiting quotes. Health and safety checks/maintenance on trees surrounding school grounds – awaiting quotes. Repairs to drains in school grounds £2.5k – Now Complete. 3 x part time additional TA's to support children with additional needs. £8.5 School fund income. £2k H&S repairs to concrete steps – Scheduled October. IT maintenance programme. Ongoing maintenance repairs to building.
		113,423	0	113,423	894,211	6,385	900,596	Yes	71,537	41,886	
2040	Poplar Street Primary School	37,056	60	37,116	1,723,720	8,311	1,732,031	No			
2042	Russell Scott Primary School										Since year end we have spent £111,000 on the remodel of our EYFS area. We are holding £120k for work completed by Carillion that is still in dispute, when the problems have been resolved the funds will be released.
		266,154	25,400	291,554	1,891,113	8,590	1,899,703	Yes	151,289	114,865	

2045	Fairfield Road Primary School	493,607	0	493,607	1,730,000	7,830	1,737,830	Yes	138,400	355,206	Due to the timing of the confirmation of a new canteen build, the other projects outlined in last year's surplus action plan were necessarily put on hold and are carried forward as projects for this financial year. New entrance area - £125,000 New car park - £25,000 Contribution to new canteen build to include PE space - £60,000 Resurfacing of the existing car park - £25,000 Extension of 2 KS1 classrooms out into the existing staff car park area - £150,000 Initial costs of linking Sure Start Centre to the school - £30,000
2051	Livingstone Primary School	150,293	11,857	162,150	807,139	5,681	812,820	Yes	64,571	85,722	Expenditure on IT - Various items - £27,550 Expenditure anticipated in relation to extension - £77,600 Other miscellaneous expenditure - £38,050
2053	Waterloo Primary School	246,313	0	246,313	1,946,502	8,534	1,955,036	Yes	155,720	90,593	Boiler Works - £27,049 Fencing - £8,626 Cladding - £8,200 Library Refurb - £12,367 Y5 Lockers - £1,788 Painting of large hall - £1,684 Grounds Maintenance - £1,100 Moving intercom to new gate entrance - £330
2055	Aldwyn Primary School	92,266	7,389	99,655	1,443,425	7,773	1,451,198	No			
2056	St. Anne's Primary School	111,373	57,409	168,782	917,642	6,295	923,937	Yes	73,411	37,961	Revenue contribution to capital project (office/reception) £11,500 - Investment in managed wireless system £6,500 - Installation of cooking facilities for curriculum use £7,000 - Investment in Maths intervention projects £2,000 - Fixed term teaching contract for workload peak £28,150
2058	Corrie Primary School	128,559	7,244	135,803	1,555,837	7,773	1,563,610	Yes	124,467	4,092	Excess Surplus less than £5,000
2063	Holden Clough Community Primary School	55,654	1,726	57,380	1,175,157	6,572	1,181,729	No			
2064	Dane Bank Primary School	127,471	13,903	141,375	1,031,797	6,540	1,038,337	Yes	82,544	44,928	In 2016/17 the School plan to spend £38,000 on building works are now almost complete but no accruals/commitments have yet been made. The School are also planning other non-recurrent expenditure (mainly IT upgrades) which will reduce our year end surplus to approximately £90,000.
2066	Greenside Primary School	60,266	0	60,266	1,896,902	9,020	1,905,922	No			
2068	Greswell Primary School	36,410	0	36,410	1,933,351	8,921	1,942,272	No			We have also outlined plans to invest further in IT in early 2017/18 which may be brought forward if we can negotiate the appropriate economies of scale on our 2016/17 expenditure.
2073	Stalyhill Infant School	137,106	38,786	175,892	851,303	6,025	857,328	Yes	68,104	69,002	Repairs and renewals projects (as 5 year premises plan) £37,000 Management support/staff release teacher/TA £40,000 Earmarked balances to carry forward PP/LAC/PE Grant £7,100  Sub total revenue £84,100  Capital Projects (as per 5 year premises plan) £26,000  Grand total surplus plan £110,100
2077	Yew Tree Community Primary School	(3,040)	3,313	273	2,160,672	9,398	2,170,070	No			
2078	Broadoak Primary School	162,709	0	162,709	1,771,320	7,488	1,778,808	Yes	141,706	21,003	Our surplus balance is to be spent on the landscaping of the new site. Work has commenced and completion will be before the new financial year, bringing the balance below the threshold for 17-18.
2079	Leigh Primary School	135,683	15,888	151,571	1,464,138	7,438	1,471,576	Yes	117,131	18,552	Due to convert to Academy status - was expect to convert by 1st Nov 2016 therefore the information was not requested. Expected conversion date is now 1st February 2017.
2080	Rosehill Methodist	146,760	54,021	200,781	2,265,903	8,921	2,274,824	No			
2081	Ravensfield	94,568	6,141	100,708	1,968,923	8,925	1,977,848	No			
3000	Gee Cross Holy Trinity C of E Primary School	71,081	6,531	77,612	941,366	6,531	947,897	No			
3001	Broadbottom Primary C of E School	28,962	7,379	36,341	572,506	5,159	577,665	No			
3003	St. John's C of E Primary School	155,155	0	155,155	1,138,395	6,673	1,145,068	Yes	91,072	64,083	Withdrawal space in school is extremely limited and discussions for a mobile unit to possibly house 'non classroom' activities are taking place. School is having the Phase 2 extension next year as part of the increase in planned pupil numbers to take us to 1.5 form entry. Once the building work has taken place and the 1.5 form classes have progressed to KS2 we will be in a position to know what withdrawal space is needed.  Additionally, the toilets serving Years 5 & 6 need remodelling, but as with the withdrawal space, until the final plans are known for the extension this cannot be progressed.
3019	Hurst Knoll St James' C of E Primary School	105,038	2,510	107,548	1,130,905	6,441	1,137,346	Yes	90,472	14,565	The B/F figure includes £34,978 Pupil Premium Funding and £1,365 P.E grant, totalling £36,343
3020	Parochial C of E Primary School	202,867	52,029	254,896	1,003,849	6,531	1,010,380	Yes	80,308	122,559	Employed an additional Teacher for 1 year to raise standards (Main Scale 6) - £31.2k School is currently looking at extending working areas for pupil learning by increasing the upstairs floor space over the Year 2 classroom. We have had a visit from an architect (Steve Mellor) who came into school (Monday 17th October) with Steven Hall from Tameside Structural Engineers to draw up plans ready to source costings and if viable using whole of Devolved Capital fund with any additional funding made from Revenue fund. We haven't got any costings yet - we expect that this project will take at least 2 years as we are in the early stages. As soon as costings are available we will forward these to our resource management adviser. Leak to hall roof needs repairing - this will involve scaffolding for access to repair to fire damaged boards and seal brickwork on the outside and reline the valley. (£3k) There has also been an increase in general repairs and maintenance compared with previous years.
3022	St. James C of E Primary School	94,320	0	94,320	1,160,531	6,369	1,166,900	Yes	92,843	1,477	Excess Surplus less than £5,000
3025	St. Paul's C of E Primary School	42,810	0	42,810	1,331,621	7,218	1,338,839	No			
3026	Milton St. John's C of E Primary School	102,788	0	102,788	944,159	6,572	950,731	Yes	75,533	27,256	Replacement Security Fencing to Perimeter = £27,265 Bulge Year Teaching Materials/Equipment ICT/Equipment Non-ICT = Estimated £15,000
3027	Micklehurst All Saints C of E Primary School	140,926	0	140,926	1,022,368	5,996	1,028,364	Yes	81,789	59,136	EYFS additional Teacher - £9,000 EAL Teacher - £9,000 Age appropriate reading books - £6,000 Raising standards in phonics - £10,000 Raising standards in maths - £5,000 IT upgrades - £5,000 School bell system - £10,000
3301	St. George's C of E Primary School	51,445	0	51,445	1,047,568	0	1,047,568	No			

3303	Mottram C of E Primary School	15,071	0	15,071	642,592	0	642,592	No			
3304	St. Paul's Catholic Primary School	104,116	0	104,116	1,036,574	0	1,036,574	Yes	82,926	21,190	The Excess Surplus Balance 15/16 will be committed to the staffing structure which is currently still taking place.
3305	St. James' Catholic Primary School	209,067	0	209,067	1,052,176	0	1,052,176	Yes	84,174	124,892	<ul style="list-style-type: none"> <li>• Extension New Classroom/Staff Room 10% - £27,000</li> <li>• Refurbishment Classroom/Staff Room - £25,000</li> <li>• Contribution towards new Kitchen - £10,000</li> <li>• Wi-Fi whole school - £10,000</li> <li>• Outdoor Storage (Kitchen Entrance) refurbishment - £5,000</li> <li>• Paths &amp; Steps around school - £20,000</li> <li>• CCTV – Security Whole School - £20,000</li> <li>•Rabbit Hutch (Store room outside kitchen) - £5,000</li> </ul>
3308	St. Mary's Catholic Primary School	60,805	0	60,805	943,444	0	943,444	No			
3309	St. Peter's Catholic Primary School	122,134	0	122,134	939,536	0	939,536	Yes	75,163	46,971	<p>Fundraising in 2015-16 for Charity donations £1,228</p> <p>Window / Door project Atkins £19,410</p> <p>Blinds for new Skylights fitted through LCVAP project £2,194</p> <p>Sports Grant £2,417</p> <p>Pupil Premium £2,502</p> <p>Library refurbishment £4,198</p> <p>ICT Wireless Network School £4,821</p> <p>ICT Wireless Network Nursery £2,586</p> <p>Periodic Inspection - nursery electrics £8,500</p> <p>Total £47,858</p>
3310	St. Raphael's Catholic Primary School	12,939	0	12,939	905,610	0	905,610	No			
3311	Canon Johnson C of E Primary School	66,140	0	66,140	1,136,276	0	1,136,276	No			
3312	Holy Trinity C of E Primary School	164,790	0	164,790	1,337,068	0	1,337,068	Yes	106,965	57,825	<p>Additional staffing to raise standards in reading and development, support for children with challenging behaviour and maternity cover - £51,424</p> <p>Contribution to hard wire testing - £6,000</p> <p>Mobile classroom replacement windows - £3,220</p> <p>Remembrance garden fencing - £1,985</p> <p>New security system - £4,000</p> <p>Repairs to flat roof - £1,370</p> <p>Contribution to school trips to enhance life experiences - £8,000</p>
3313	St. Peter's C of E Primary School	75,759	334	76,092	1,203,718	0	1,203,718	No			
3314	St. Stephen's C of E Primary School	60,746	0	60,746	985,400	0	985,400	No			
3315	St. Mary's C of E Primary School	49,103	0	49,103	1,012,247	0	1,012,247	No			
3316	St. George's C of E Primary School	56,598	0	56,598	772,646	0	772,646	No			
3319	Canon Burrows C of E Primary School	244,147	0	244,147	1,803,168	0	1,803,168	Yes	144,253	99,893	<p>£25,000 – Contingency grant for Academy conversion</p> <p>£11,000 – Early Years Partnership – Funds held by Canon Burrows.</p> <p>£54,000 approx. – Building Improvements/Works done 15/16 but not invoiced – now paid</p> <p>£10,000 approx. – Additional staffing- Now in place</p>
3322	St. Mary's Catholic Primary School	89,651	0	89,651	951,533	0	951,533	Yes	76,123	13,528	<p>EYFS £86</p> <p>After Schools Clubs £1,258</p> <p>School Fund £695</p> <p>School Visits £5,412</p> <p>NSS Income £6,106</p> <p>Additional Payments 15/16 (paid April 16) £4,178</p> <p>Pupil Premium – Salaries School Year 15/16 £18,360</p> <p>Remainder £12,351</p> <p>School Sports Grant £3,673</p> <p>Total committed carry forward £52,119</p>
3323	St. Stephen's Catholic Primary School	57,440	0	57,440	1,772,613	0	1,772,613	No			
3324	St. Joseph's Catholic Primary School	119,579	0	119,579	770,264	0	770,264	Yes	61,621	57,957	<p>The roof has now been replaced but the leaking and damp have left some classrooms in disrepair.</p> <p>The estimate for each classroom is £10,000. Now that the roof has been replaced we can begin the work starting with the refurbishment of the Nursery.</p> <p>The estimated breakdown (based on last year's prices) is:</p> <p>Removal of lead piping £500</p> <p>Remove plaster and re-plaster £3,000</p> <p>Replace ceiling tiles £750 per classroom</p> <p>Decorate room £1,000+</p> <p>Replace carpets in the classrooms £1,000</p> <p>Renew or renovate the parquet floor in each room £1,000</p> <p>Replace window panels - if possible £3,000</p>

3325	St. John Fisher Catholic Primary School										Playground trim trails Correction to playground resurface Diocesan contribution to phase in heating panels to classrooms Structural repair to outside perished stanchion posts	£18,500 £5,000 £20,000 £20,000 (TBC)
		129,008	0	129,008	944,697	0	944,697	Yes	75,576	53,432		
3326	St. Christopher's Catholic Primary School	30,295	0	30,295	967,836	0	967,836	No				
3327	St. Anne's Catholic Primary School	84,209	0	84,209	1,029,404	0	1,029,404	Yes	82,352	1,857	Excess Surplus less than £5,000	
3331	Our Lady of Mount Carmel Catholic Primary School	68,346	0	68,346	1,035,261	0	1,035,261	No				
	<b>Secondary Schools</b>											
4006	Alder Community High	(30,239)	19,180	(11,059)	4,568,120	16,521	4,584,641	No				
4018	Mossley Hollins High School	(62,437)	0	(62,437)	4,243,149	16,943	4,260,092	No				
4023	Longdendale High School	(197,165)	35,191	(161,974)	4,030,072	17,179	4,047,251	No				
4025	Hyde Technology School	6,476	0	6,476	5,761,238	20,026	5,781,264	No				
4026	Astley Sports College and Community High School	(20,074)	13,602	(6,472)	3,567,596	13,602	3,581,198	No				
4028	Denton Community College	(1,047,497)	0	(1,047,497)	5,939,434	20,909	5,960,343	No				
4602	St. Damian's Catholic High School										Committed Revenue:  Following a staff review the following is proposed and the committed surplus balance is required to cover 15/16:  o Appointment of two additional mathematics teachers w.e.f 01.09.16  o Development of 3 x open space teaching areas into 6 x separate classrooms  o Maintaining the existing provision of teaching and support staff in order to deliver the curriculum with agreed increase in PAN to 165  o Maintaining existing provision of goods and services to school including PFI FM & IT Managed Services  o IT development Project  £55k  £100k  £145K  £28k  £100k	
		428,555	0	428,555	4,210,018	0	4,210,018	Yes	210,501	218,054		
4603	St. Thomas More Catholic High School										£13,500 Year 7 catch up premium (Received period 13) £38,387 SEN top up funding £5,666 Pupil Premium LAC £1,820 NQT funding	
		223,439	0	223,439	4,004,922	0	4,004,922	Yes	200,246	23,193		
	<b>Special Schools</b>											
7002	Thomas Ashton School	154,722	19,564	174,286	1,130,727	5,553	1,136,280	Yes	90,458	64,264	Our surplus of £174,283 will be used to offset our current in year deficit of £233,988.	
7005	Cromwell High School	89,301	3,900	93,201	1,615,913	6,025	1,621,938	No				
7006	Samuel Laycock School	17,413	0	17,413	2,000,397	7,409	2,007,806	No				
7009	Oakdale School	64,735	10,014	74,749	2,625,628	7,267	2,632,895	No				
	<b>Total</b>	<b>6,709,936</b>	<b>477,220</b>	<b>7,187,156</b>	<b>129,002,811</b>	<b>461,684</b>	<b>129,464,495</b>					



## Schools forum powers and responsibilities

A summary of the powers and responsibilities of schools forums.

Function	Local authority	Schools forum	DfE role
Formula change (including redistributions)	Proposes and decides	Must be consulted [voting restrictions apply - see schools forum structure document] and informs the governing bodies of all consultations	Checks for compliance with regulations
Contracts (where the LA is entering a contract to be funded from the schools budget)	Proposes at least one month prior to invitation to tender, the terms of any proposed contract	Gives a view and informs the governing bodies of all consultations	None
Financial issues relating to: <ul style="list-style-type: none"> <li>arrangements for pupils with special educational needs, in particular the places to</li> </ul>	Consults annually	Gives a view and informs the governing bodies of all consultations	None

Function	Local authority	Schools forum	DfE role
<p>be commissioned by the LA and schools and the arrangements for paying top-up funding;</p> <ul style="list-style-type: none"> <li>• arrangements for use of pupil referral units and the education of children otherwise than at school, in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding;</li> <li>• arrangements for early years provision;</li> <li>• administration arrangements for the allocation of central government grants</li> </ul>			
Minimum funding guarantee (MFG)	Proposes any exclusions from MFG for application to DfE	Gives a view	Approval
<p>De-delegation for mainstream schools for:</p> <ul style="list-style-type: none"> <li>• contingencies</li> <li>• administration of free school meals</li> <li>• insurance</li> <li>• licences/subscriptions</li> <li>• staff costs – supply cover</li> <li>• support for minority ethnic</li> <li>• pupils/underachieving groups</li> <li>• behaviour support services</li> <li>• library and museum services</li> </ul>	Proposes	Primary and secondary school member representatives will decide for their phase. Middle schools are treated according to their deemed status	Will adjudicate where schools forum does not agree LA proposal



Function	Local authority	Schools forum	DfE role
<ul style="list-style-type: none"> <li>School improvement</li> </ul>			
<p>General Duties for maintained schools</p> <ul style="list-style-type: none"> <li>services previously funded by the ESG general duties rate. Read the updated <a href="#">‘Schools revenue funding 2017 to 2018: operational guide’</a> for more information.</li> </ul>	Proposes	Would be decided by the relevant maintained school members (primary, secondary, special and PRU).	Adjudicates where schools forum does not agree LA proposal
<p>Central spend on and the criteria for allocating funding from:</p> <ul style="list-style-type: none"> <li>funding for significant pre-16 <a href="#">pupil growth</a>, including new schools set up to meet basic need, whether maintained or academy</li> <li>funding for good or outstanding schools with <a href="#">falling rolls</a> where growth in pupil numbers is expected within three years</li> </ul>	Proposes	Decides	Adjudicates where schools forum does not agree LA proposal
<p>Central spend on:</p> <ul style="list-style-type: none"> <li>early years block provision</li> <li>funding to enable all schools to meet the infant class size requirement</li> <li>back-pay for equal pay claims</li> <li>remission of boarding fees at maintained schools and academies</li> </ul>	Proposes	Decides for each line	Adjudicates where schools forum does not agree LA proposal

Function	Local authority	Schools forum	DfE role
<ul style="list-style-type: none"> <li>places in independent schools for non-SEN pupils</li> <li>services previously funded by the retained rate of the ESG</li> <li>admissions</li> <li>servicing of schools forum</li> </ul>			
<p>Central spend on:</p> <ul style="list-style-type: none"> <li>capital expenditure funded from revenue – projects must have been planned and decided on prior to April 2013 so no new projects can be charged</li> <li>contribution to combined budgets – this is where the schools forum agreed prior to April 2013 a contribution from the schools budget to services which would otherwise be funded from other sources</li> <li>existing termination of employment costs (costs for specific individuals must have been approved prior to April 2013 so no new redundancy costs can be charged)</li> <li>prudential borrowing costs – the commitment must have been approved prior to April 2013</li> </ul>	<p>Proposes up to the value committed in 2016-17 and where expenditure has already been committed.</p> <p>See para 71 for Information on historic commitments. Read <a href="#">establishing local authority DSG baselines</a> for more information.</p>	<p>Decides for each line</p>	<p>Adjudicates where schools forum does not agree LA proposal</p>
<p>Central spend on:</p> <ul style="list-style-type: none"> <li>high needs block provision</li> </ul>	<p>Decides</p>	<p>None, but good practice to inform forum</p>	<p>None</p>

Function	Local authority	Schools forum	DfE role
<ul style="list-style-type: none"> <li>central licences negotiated by the Secretary of State</li> </ul>			
Carry forward a deficit on central expenditure to the next year to be funded from the schools budget	Proposes	Decides	Adjudicates where schools forum does not agree LA proposal
Scheme of financial management changes	Proposes and consults the governing body and Head of every school	Approves (schools members only)	Adjudicates where schools forum does not agree LA proposal
Membership: length of office of members	Decides	None (but good practice would suggest that they gave a view)	None
Voting procedures	None	Determine voting procedures	None
Chair of schools forum	Facilitates	Elects ( <i>may not be an elected member of the Council or officer</i> )	None

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## APPENDIX C

School Number	School Name	15/16 Outturn	16/17 In Year Surplus/ (Deficit)	Cumulative Surplus/ (Deficit) 16/17	17/18 In Year Surplus/ (Deficit)	Cumulative Surplus/ (Deficit) 17/18	18/19 In Year Surplus/ (Deficit)	Cumulative Surplus/ (Deficit) 18/19	Budget Plan Date
2004	Hollingworth Primary School	80,866	(46,233)	34,633	(48,341)	(13,708)	(67,839)	(81,547)	Nov-16
2021	Buckton Vale Primary School	(23,729)	7,898	(15,831)	2,227	(13,604)	(21,488)	(35,092)	Nov-16
2024	Lyndhurst Community Primary School	59,463	(57,125)	2,338	(41,625)	(39,287)	(73,921)	(113,208)	May-16
2025	Broadbent Fold Primary School	81,663	(68,442)	13,221	(57,854)	(44,633)	(60,986)	(105,619)	Oct-16
2027	Millbrook Primary School	58,611	15,992	74,603	(51,449)	23,154	(73,181)	(50,027)	Jul-16
2037	The Heys Primary School	149,922	(106,599)	43,323	(84,611)	(41,288)	(107,648)	(148,936)	May-16
2039	Audenshaw Primary School	113,423	(79,535)	33,888	(47,138)	(13,250)	(36,934)	(50,184)	Oct-16
2051	Livingstone Primary School	150,293	(72,423)	77,870	(76,146)	1,724	(61,314)	(59,590)	May-16
2053	Waterloo Primary School	246,313	(113,615)	132,698	(126,740)	5,958	(175,682)	(169,724)	May-16
2064	Dane Bank Primary School	127,471	(36,306)	91,165	(59,839)	31,326	(72,252)	(40,926)	May-16
3000	Gee Cross Holy Trinity	71,081	(45,813)	25,268	(48,326)	(23,058)	(72,309)	(95,367)	May-16
3301	St. George's Church of England	51,448	(57,430)	(5,982)	(57,222)	(63,204)	(81,863)	(145,067)	May-16
3304	St. Paul's Catholic Primary School	104,115	(52,757)	51,358	(74,178)	(22,820)	(79,790)	(102,610)	Nov-16
3308	St. Mary's Catholic Primary School	60,804	(38,518)	22,286	(41,308)	(19,022)	(64,057)	(83,079)	Sep-16
3309	St. Peter's Catholic Primary School	122,133	(94,264)	27,869	(21,196)	6,673	(34,277)	(27,604)	Oct-16
3310	St. Raphael's Catholic Primary School	12,940	(1,921)	11,019	(61,785)	(50,766)	(46,446)	(97,212)	Jun-16
3316	St. Mary's Church of England	49,107	(13,088)	36,019	(41,712)	(5,693)	(58,460)	(64,153)	May-16
3323	St Stephen's Roman Catholic	57,440	3,157	60,597	(9,658)	50,939	(68,869)	(17,930)	Oct-16
3324	St. Joseph's Roman Catholic	119,579	(37,837)	81,742	(63,353)	18,389	(82,444)	(64,055)	Jun-16
4006	Alder Community High Specialist	(30,239)	(298,054)	(328,293)	(340,733)	(669,026)	(281,431)	(950,457)	Jun-16
4018	Mossley Hollins High School	(62,435)	(31,862)	(94,297)	(120,071)	(214,368)	(170,601)	(384,969)	Sep-16
4023	Longdendale Community Language College	(197,165)	(132,587)	(329,752)	1,617	(328,135)	80,919	(247,216)	Jun-16
4025	Hyde Community College	6,475	(745,575)	(739,100)	(693,265)	(1,432,365)	(558,522)	(1,990,887)	May-16
4026	Astley Sports College and Community High School	(20,074)	(177,592)	(197,666)	64,746	(132,920)	7,054	(125,866)	Nov-16
4028	Denton Community College	(1,047,498)	(734,464)	(1,781,962)	(619,224)	(2,401,186)	(316,626)	(2,717,812)	Jun-16
4602	St. Damian's RC Science College	428,558	(381,874)	46,684	(459,615)	(412,931)	(574,888)	(987,819)	Mar-16
1103	Tameside Pupil Referral Service	0	(204,954)	(204,954)	(268,766)	(473,720)	(334,304)	(808,024)	May-16
7002	Thomas Ashton School	154,722	(233,988)	(79,266)	(261,804)	(341,070)	(268,112)	(609,182)	Sep-16
7006	Samuel Laycock School	17,412	(158,769)	(141,357)	(197,383)	(338,740)	(235,041)	(573,781)	Jun-16
7009	Oakdale School and Acorn Nursery	64,735	(160,957)	(96,222)	(174,569)	(270,791)	(174,569)	(445,360)	Sep-16
		<b>1,007,433</b>	<b>(4,155,535)</b>	<b>(3,148,102)</b>	<b>(4,079,321)</b>	<b>(7,227,423)</b>	<b>(4,165,881)</b>	<b>(11,393,304)</b>	

NB: The table includes revenue balances only

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**Mossley Hollins (PFI Contract)****Managed Service Costs / Unitary Charge - Facilities Management**

Price Base	Financial Year	RPIX % Increase	Base Pupil Rate	Inflated Pupil Rate	Whole Year Cost	School Capacity *	Funded Pupils	% Difference Between Funded Pupils & Capacity
			£	£	£			
Apr-09	09/10	3.61	580.00	600.94				
Apr-10	10/11	4.17	600.94	626.00	469,498	750		-100%
Apr-11	11/12	3.50	626.00	647.91	485,930	750	760	1%
Apr-12	12/13	3.84	647.91	672.79	504,590	750	761	1%
Apr-13	13/14	3.18	672.79	694.15	520,616	750	754	1%
Apr-14	14/15	2.71	694.15	712.99	539,023	756	763	1%
Apr-15	15/16	1.30	712.99	722.26	550,364	762	773	1%
Apr-16	16/17	3.00	722.26	743.93	571,339	768	788	3%

**St Damians (PFI Contract)****Managed Service Costs / Unitary Charge - Facilities Management**

Price Base	Financial Year	RPIX % Increase	Base Pupil Rate	Inflated Pupil Rate	Whole Year Cost	School Capacity	Funded Pupils	% Difference Between Funded Pupils & Capacity
			£	£	£			
Apr-09	09/10	3.61	580.00	600.94				
Apr-10	10/11	4.17	600.94	626.00		750		
Apr-11	11/12	3.50	626.00	647.91	485,930	750	787	5%
Apr-12	12/13	3.84	647.91	672.79	504,590	750	771	3%
Apr-13	13/14	3.18	672.79	694.15	520,616	750	774	3%
Apr-14	14/15	2.71	694.15	712.99	534,745	750	772	3%
Apr-15	15/16	1.30	712.99	722.26	541,697	750	781	4%
Apr-16	16/17	3.00	722.26	743.93	557,948	750	784	5%

**Denton Community College (PFI Contract)**

**Managed Service Costs / Unitary Charge - Facilities Management**

Price Base	Financial Year	RPIX % Increase	Base Pupil Rate	Inflated Pupil Rate	Dispersed Dining Base Rate	Dispersed Dining Inflated Rate	Whole Year Cost	School Capacity	Funded Pupils	% Difference Between Funded Pupils & Capacity
			£	£	£	£	£			
Apr-09	09/10	3.61	592.00	613.37	40,000	41,444				
Apr-10	10/11	4.17	613.37	638.95	41,444	43,172				
Apr-11	11/12	3.50	638.95	661.31	43,172	44,683	937,454	1,350	1,143	-15%
Apr-12	12/13	3.84	661.31	686.71	44,683	46,399	973,453	1,350	1,046	-23%
Apr-13	13/14	3.18	686.71	708.52	46,399	47,873	1,004,370	1,350	943	-30%
Apr-14	14/15	2.71	708.52	727.75	47,873	49,172	1,031,628	1,350	1,000	-26%
Apr-15	15/16	1.30	727.75	737.21	49,172	49,811	1,045,039	1,350	1,008	-25%
Apr-16	16/17	3.00	737.21	759.32	49,811	51,306	1,076,390	1,350	1,104	-18%

**Hyde Community College (PFI Contract)**

**Managed Service Costs / Unitary Charge - Facilities Management**

Price Base	Financial Year	RPIX % Increase	Base Pupil Rate	Inflated Pupil Rate	Post 16 Base Rate	Post 16 Inflated Rate	Whole Year Cost	School Capacity	Funded Pupils	% Difference Between Funded Pupils & Capacity
			£	£	£	£	£			
Apr-09	09/10	3.61	580.00	600.94	150,000	155,415				
Apr-10	10/11	4.17	600.94	626.00	155,415	161,896				
Apr-11	11/12	3.50	626.00	647.91	161,896	167,562	847,865	1,050	874	-17%
Apr-12	12/13	3.84	647.91	672.79	167,562	173,997	880,423	1,050	863	-18%
Apr-13	13/14	3.18	672.79	694.15	173,997	179,523	908,385	1,050	845	-20%
Apr-14	14/15	2.71	694.15	712.99	179,523	184,395	933,038	1,050	852	-19%
Apr-15	15/16	1.30	712.99	722.26	184,395	186,792	945,168	1,050	850	-19%
Apr-16	16/17	3.00	722.26	743.93	186,792	192,396	973,523	1,050	873	-17%

**Thomas Ashton Special School (PFI Contract)**



**Managed Service Costs / Unitary Charge - Facilities Management**

Price Base	Financial Year	RPIX % Increase	Base Pupil Rate	Inflated Pupil Rate	Base Rate	Inflated Rate	Whole Year Cost	School Capacity	Funded Pupils	% Difference Between Funded Pupils & Capacity
			£	£	£	£	£			
Apr-09	09/10	3.61	0.00	0.00	153,059	158,584				
Apr-10	10/11	4.17	0.00	0.00	158,584	165,197				
Apr-11	11/12	3.50	0.00	0.00	165,197	170,979	170,979	56	76	36%
Apr-12	12/13	3.84	0.00	0.00	170,979	177,545	177,545	56	64	14%
Apr-13	13/14	3.18	0.00	0.00	177,545	183,184	183,184	56	37	-34%
Apr-14	14/15	2.71	0.00	0.00	183,184	188,155	188,155	56	51	-9%
Apr-15	15/16	1.30	0.00	0.00	188,155	190,601	190,601	56	49	-13%
Apr-16	16/17	3.00	0.00	0.00	190,601	196,319	196,319	56	44	-21%

**Samuel Laycock Special School (FM Contract)**

**Managed Service Costs / Unitary Charge - Facilities Management**

Price Base	Financial Year	RPIX % Increase	Base Pupil Rate	Inflated Pupil Rate	Base Rate	Inflated Rate	Base Rate for New Extension (£25k Full year, 7/12ths in 15/16)	Inflated Rate	Whole Year Cost	School Capacity #	Funded Pupils	% Difference Between Funded Pupils & Capacity
			£	£	£	£			£			
Apr-09	09/10	3.61	0.00	0.00	144,487	149,703						
Apr-10	10/11	4.17	0.00	0.00	149,703	155,946						
Apr-11	11/12	3.50	0.00	0.00	155,946	161,404			161,404	110	110	0%
Apr-12	12/13	3.84	0.00	0.00	161,404	167,602			167,602	110	110	0%
Apr-13	13/14	3.18	0.00	0.00	167,602	172,925			172,925	110	98	-11%
Apr-14	14/15	2.71	0.00	0.00	172,925	177,618			177,618	110	103	-6%
Apr-15	15/16	1.30	0.00	0.00	177,618	179,927	14,583	14,583	194,510	110	106	-4%
Apr-16	16/17	3.00	0.00	0.00	179,927	185,325	25,000	25,750	211,075	110	104	-5%

Current estimate of RPIx at March 2017

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# Agenda Item 6

<b>Report to:</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date:</b>	31 January 2017
<b>Reporting Officer:</b>	Alan Ford – Commissioning Business Manager for Children, Young People & Families Catherine Moseley – Head of Access and Inclusion
<b>Subject:</b>	<b>SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) REFORMS IMPLEMENTATION UPDATE</b>
<b>Report Summary:</b>	<p>The report provides an update on the implementation of the Special Education Needs and Disability (SEND) reforms enshrined in Part 3 of the Children and Families Act 2014 in identifying and meeting the needs of Children and Young People with SEND in the local area. It asks members of the Board to consider their roles in contributing to Tameside's responsibility to these young people and how they can contribute to filling the gaps identified in the gap analysis. This area of work will be inspected by Ofsted and CQC at some point and will include the Local Authority, Clinical Commissioning Group and Public Health.</p> <p>This report is also being presented to the Health and Wellbeing Board in January 2017.</p>
<b>Recommendations:</b>	<p>Members of the Education Attainment and Improvement Board are asked to note the contents of this paper, and to consider their role in ensuring relevant steps are taken to progress arrangements to further the implementation of the SEND reforms:-</p> <ul style="list-style-type: none"><li>• Ensure the coproduction, development and delivery of a shared vision and strategy across the Local Area for children and young people with SEND;</li><li>• Ensure that families, children and young people with SEND are at the centre of the development of the strategy and services;</li><li>• Support the creation of a governance framework for the SEND Agenda, which ensures Executive oversight and reflects on performance report implications;</li><li>• Ensure the establishment of a clear line of sight and accountability to the Health and Well Being Board;</li><li>• Ensure the development of a performance matrix for SEND that includes prevalence and outcome information.</li></ul>
<b>Links to Sustainable Community Strategy:</b>	The report supports three elements of the Community Strategy – Prosperous, Learning and Supportive Tameside.
<b>Policy Implications:</b>	A need has been identified to develop and deliver a shared vision and strategy across the Local Area for children and young people with SEND. In addition the Tameside JSNA needs to reflect SEND to ensure a shared process that brings challenge and innovation to commissioning and the decision making process for health and well-being.

**Financial Implications:**  
**(Authorised by the Section 151 Officer)**

There are no direct financial implications arising from this report. However, it should be noted that any associated expenditure which may subsequently arise would need to be funded from existing resources.

**Legal Implications:**  
**(Authorised by the Borough Solicitor)**

Special educational needs legislation has been reformed by the Government with effect from the 1 September 2014. The changes form Part 3 of the Children and Families Act 2014 which received Royal Assent on 13 March 2014. This is to improve outcomes for children and young people with complex needs and the experience of parents and carers.

The three key changes are as follows:

- *Production of a 'Tameside Local Offer'*: Placing a duty to set out clear and searchable information on services available to parents and carers, children and young people
- *Education, Health and Care Plans (EHCP)* for children and young people with special educational needs from birth to age 25: Replacing Statements of Special Educational Needs, and Section 139a Learning Difficulty Assessments for post 16 education
- *Personal Budgets*: For some families and young people with an EHCP to give greater independence, choice and control over their support.

The Act also includes:

- The need to involve children and young people and parents and carers at the heart of the process in a more person centred way
- Places a requirement on local authorities and health services to jointly commission services for young people and families
- Provides statutory protection for young people who are in education or training up to the age of 25
- That SEND duties will apply equally to all schools including Academies and Free Schools.

It is therefore necessary that there is a clear strategy for delivery within the Borough cutting across organisational boundaries.

It will also be important to ensure we learn from those organisations who have already been inspected and/or are regarded as being outstanding at delivery in this area.

**Risk Management :**

The assessment outlined this paper highlights areas of SEND potential weakness/risk. The proposed recommendations and implementation of comprehensive self-evaluation framework (SEF) will mitigate the risks of poor outcomes and experiences for children and young people with SEND and a potential poor inspection outcome.

**Access to Information :**

The background papers relating to this report can be inspected by contacting Alan Ford or Catherine Moseley



Telephone: Alan Ford Mobile: 07500 980612  
Catherine Moseley 0161 342 3302



e-mail: [alan.ford4@nhs.net](mailto:alan.ford4@nhs.net)  
[catherine.moseley@tameside.gov.uk](mailto:catherine.moseley@tameside.gov.uk)

## 1. INTRODUCTION

1.1 The Special Educational Needs and Disability (SEND) Reforms, enshrined in Part 3 of the Children and Families Act 2014 came into force on 1 September 2014 and outlined the biggest transformation to special educational needs and disabilities support for 30 years. Local Areas now have responsibility for all children and young people with SEND aged 0 – 25. Through the Children and Families Act and the Code of Practice, responsibility for the development of SEND services lies with the Local Area rather than individual agencies or services. Local Area responsibilities under the Children and Families Act include:

- Ensuring appropriate services are in place which meet needs across the 0 - 25 age range;
- Embedding co-production with children, young people and their families / carers at both the strategic and individual level;
- Integration and joint commissioning of services across partners for example, the local authority and Clinical Commissioning Groups (CCG);
- The offer of a personal budget across education, health and / or social care;
- Clear improvements to the child/young person's life and education achieved through clearly articulated outcomes which match the child/young person's aspirations;
- Replacement of Statements of SEN and Learning Difficulty Assessments with Education, Health and Care (EHC) plans;
- Supporting young people over the age of 16 to exercise their right to make decisions about their lives/support (unless they lack the capacity to do so);
- The publishing of a 'local offer' (a one stop shop where information about all services and groups across the local area which support children and young people with SEND and their families can be found.);
- Supporting schools and colleges to embed the new SEN Support classification (replacement for School Action and School Action Plus) within their day to day practice to ensure improved outcomes for all children and young people with SEND.

1.2 A new framework for the inspection of local areas' effectiveness in meeting the needs of children and young people with (SEND) has been implemented. The new inspection programme began in May 2016, with potentially a Tameside assessment likely in 2017. It is important to note that this is a local area inspection, not a local authority inspection. The local area includes the Local Authority, CCGs and Public Health. The new joint inspection framework for SEND will seek to hold the local area to account and ensure that our plans are appropriate to meet local demand, and to ensure they have an effective relationship with the key providers to ensure effective arrangements for delivering completed and implemented EHC plans (*for further information on the inspection framework see **Appendix 1***)

1.3 All areas in England will be inspected over the next 5 years. Two inspections have already taken place in Greater Manchester - Bolton and Rochdale. Derbyshire has also been inspected. Following inspection, the outcome letters are published by Ofsted and CQC and these can be accessed via <https://www.gov.uk/government/publications/local-area-send-inspection-outcome-letters>.

## 2. IMPLEMENTATION OF THE SEND REFORMS IN TAMESIDE – A GAP ANALYSIS

2.1 The local area has recognised that it needs to complete a comprehensive self-evaluation (SEF). The SEF will clearly document the local area's strengths and areas for improvement and lead to an area wide action plan in addition to individual organisation plans.

2.2 In order to complete the SEF, the local authority has used some of the SEND Implementation Grant to engage the services of an external consultant to give an objective assessment of where the local area currently stands. The CCG has undertaken a SEND

diagnostic audit and together with the robust external evaluation of the Local Area will assist the development of an accurate self-evaluation by the Local Area and ensure strategic ownership of the SEF and its outcomes. This work will assist the Local Area in developing a shared vision and strategy to answer three key questions:

- How effectively does the local area identify children and young people who have special educational needs and/or disabilities?
- How effectively does the local area assess and meet the needs of children and young people who have special educational needs and/or Disabilities?
- How does the local area improve the outcomes of children and young people who have special educational needs and/or disabilities?

2.3 The assessment has identified the following themes for improvement:

#### 2.4 Strategic Leadership

- Greater oversight by strategic leaders of the SEND Agenda
- The development of a shared vision and strategy across the Local Area for children and young people with SEND
- Creation of a governance framework for the SEND Agenda;
- Establish a strategic steering group for SEND, to be tasked with setting the direction for all work relating to the SEND agenda across the Local Area and ensure accountability for delivery;
- Establish a clear line of sight and accountability to the Health and Well Being Board.

#### 2.5 Data and Intelligence

- Develop a shared data suite/SEND Joint Strategic Needs Assessment across the Local Area to determine the prevalence of need across Tameside, identify gaps in services, inform improvements and drive commissioning decisions
- Use existing data sets more effectively so that the needs of children and young people at SEN support both in schools and colleges are better understood.
- Ensure that appropriate support is available to schools and colleges from all services to enable the identified needs to be met and to ensure that poor practice is challenged.

#### 2.6 Assessing Impact and Outcomes

- Develop mechanisms by which the Local Area can measure the impact of services on improving the lives of children and young people with SEND and their families.
- Develop methods of tracking outcomes for individual children and young people with SEND across services so that the Local Area can be confident outcomes for children and young people with SEND in Tameside are improving.

#### 2.7 Local offer

- Raise awareness of the Local Offer amongst parents, young people and settings.
- Review the Local Offer with parents and young people to ensure it contains the information which is most useful to them
- Ensure information contained on the Local Offer is timely, comprehensive, accurate and up to date.
- Develop a mechanism to ensure that usage can be monitored to help drive improvements
- Develop capacity to ensure the local offer is effectively managed and maintained.

#### 2.8 SEND Reforms

- Through the formation of the SEND Steering group give direction to the ongoing implementation of the SEND reforms to ensure the focus is on the areas where less progress has been made for example, joint commissioning; preparation for adulthood; SEN support in schools.

### **3. NEXT STEPS**

3.1 It is clear that there is much still to do in the Local Area to ensure that the reforms are fully embedded across all services to meet the needs of children and young people with SEND. In order to drive this agenda forward quickly, the following actions have been identified:

- Ensure the coproduction, development and delivery of a shared vision and strategy across the Local Area for children and young people with SEND;
- Ensure that families, children and young people with SEND are at the centre of the development of the strategy and services;
- Support the creation of a governance framework for the SEND Agenda, which ensures Executive oversight and reflects on performance report implications;
- Ensure the establishment of a clear line of sight and accountability to the Health and Well Being Board;
- Ensure the development of a performance matrix for SEND that includes prevalence and outcome information.

3.2 It is intended that SEND should periodically feature on the Health and Wellbeing Board Agenda.

### **4. RECOMMENDATIONS**

4.1 As set out on the front of the report.

## **APPENDIX 1**

Hyperlink Guidance: [Guidance: Local area SEND inspection: framework](#)



# Agenda Item 7

<b>Report to :</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date :</b>	31 January 2017
<b>Reporting Officer:</b>	Bob Berry, Interim Assistant Executive Director, Learning
<b>Subject :</b>	<b>PUPIL SUPPORT SERVICES</b>
<b>Report Summary :</b>	This report outlines the work of the Pupil Support Service within the Education service.
<b>Recommendations :</b>	That members note the contents of the report.
<b>Links to Sustainable Community Strategy :</b>	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
<b>Policy Implications :</b>	There are none arising from this report.
<b>Financial Implications :</b> <b>(Authorised by the Borough Treasurer)</b>	There are no direct financial implications arising from this report.
<b>Legal Implications :</b> <b>(Authorised by the Borough Solicitor)</b>	The Education Act 1996 (various) places a duty to make arrangements for the provision of suitable education for those who would not receive it unless appropriate arrangements made for illness or other reasons including educational special needs. These services seek to achieve compliance of the Authority with statutory obligations and to achieve better outcomes for children and young people of the Borough.
<b>Risk Management :</b>	There are significant reputational risks to the Council if it does not monitor and challenge performance and standards effectively, and intervene where appropriate.
<b>Access to Information :</b>	The background papers relating to this report can be inspected by contacting Helen Mellor – Head of Pupil Support Services by:



Telephone:0161 342 2050



e-mail: [helen.mellor@tameside.gov.uk](mailto:helen.mellor@tameside.gov.uk)

## **1. BACKGROUND**

1.1 This report outlines the work of the Pupil Support Service within the Education service.

## **2. INTRODUCTION**

2.1 The Pupil Support Service was created in September 2013 following a service redesign. The intention was to bring the teams supporting pupils with additional needs in school settings under one service area and as a result having a single point of access. (**Appendix 1**).

2.2 The Pupil Support Service consists of a number of teams offering advice/consultation, support, training and assessment. In addition, some specialist personnel work on universal and strategic issues. Many of the teams work across phases potentially from 0-19 whilst the remainder will direct time to specific age groups.

2.3 All activities undertaken have regard to and are underpinned by the guidance in relevant legislation. The emphasis is upon effecting positive outcomes for children and young people through their direct involvement as well as engagement with key adults including parents/carers, teachers and specialist support staff.

2.4 In view of the current climate and increasing level of need Pupil Support has strived to create a seamless service with a single point entry which offers advice, consultation, support and training. It has been imperative that we deliver an efficient and effective service which is flexible, adaptable and designed for purpose which at all levels supports schools in designing systems and support mechanisms to enable all young people to have access to learning and achieve. (A booklet "The enabling classroom" written by members of each team within the Pupil Support Service is available on Tameside's Local Offer (**Appendix 2**).

2.5 A multi – disciplinary panel meet once every three weeks involving each of the services above and in addition a member of the Early Help Team, Tameside's Lead Educational Psychologist, a member of Healthy Young Minds, formally CAMHS and a Speech and Language Therapist.

2.6 Support is allocated based on needs.

## **3. THE PUPIL SUPPORT SERVICE:**

3.1 The Pupil Support Service is made up of the following:

- Sensory Service – supporting pupils with Hearing Impairments (HI) and Visual Impairments (VI)
- Communication Language and Autistic Spectrum Support (CLASS)
- Specific Learning Difficulty Support (SPLD)
- Behaviour for Learning and Inclusion Service (BLIS)
- Equality and Multicultural Access Team (EMAT)

## **4. THE SENSORY IMPAIRMENT SERVICE (HEARING IMPAIRMENT (HI) / VISION IMPAIRMENT (VI))**

4.1 This service ensures that deaf and visually impaired children and young people (0 -19 years), receive an appropriate inclusive education which enables them to fulfil their potential and develop into independent adults. The team liaises with other agencies across

Children's services, Health and voluntary agencies. The team advises on appropriate technology which can improve access to the curriculum or the environment, and deliver training for its use, e.g. magnification software, radio and systems. The team is able to develop visually impaired pupils' mobility and rehabilitation skills to ensure safe access to the school and outside environment. The team provides advice, support and information to parents and carers which promote principles of good practice. The team promotes a positive image of deafness and visual impairment and encourages self-advocacy.

4.2 The service provides training, advice and support for school staff:

- To enable students to develop specialist skills, e.g. Braille, to help them access the curriculum independently;
- To monitor the progress of pupils to ensure that student's individual needs are met, in accordance with the Disability Discrimination Act;
- To undertake specialist assessments (hearing and functional vision);
- To maintain records and provide reports as necessary;
- To undertake specialist assessments of language and literacy development which monitor progress, inform planning and IEPs, and facilitate successful transition;
- To provide advice regarding alternative methods of communication;
- To provide advice on the differentiation and adaptation of teaching materials;
- To liaise with Paediatric and Orthoptic departments to ensure an effective exchange of pupil information.

4.3 There are currently 219 HI pupils and 103 VI pupils.

## **5. THE COMMUNICATION LANGUAGE AND AUTISTIC SPECTRUM SUPPORT SERVICE (CLASS)**

5.1 This service enables pupils with Social Communication Difficulties including Autistic Spectrum Disorders (ASD) or with Specific Language Impairments (SLI) to reach their maximum academic and social potential in an inclusive educational environment.

5.2 This service offers:

- Support for pupils with an Education Health Care Plan where ASC is a priority need;
- Advice and support for school staff on specific and appropriate targets and strategies for pupils with diagnosis of Autistic Spectrum Disorder (ASD), Asperger Syndrome or with Social and Communication Difficulties;
- Liaison with professionals, parents and carers;
- Monitoring and review of progress;
- Support for transitions, especially KS2 to KS3 and KS4 to KS5;
- Provision of recommendations regarding future placements and support;
- Training is provided on particular skill development:
  - General ASD awareness
  - Delivery of Social Skills Programmes (KS1, KS2 KS3 and KS4)
  - Pupil focused sessions for all staff.

5.3 The team also offers input to early years pupils not in an educational setting which may include a home visit to do an Initial Evaluation of Need, one to one input, advice and resources to Parents/Carers and liaison with other professionals.

5.4 There are currently 380 pupils on the CLASS database.

## **6. THE SPECIALIST TEACHING BY SPECIFIC LEARNING DIFFICULTY ADVISORY TEACHERS (SPLD)**

- 6.1 The Team promotes high standards of education for children and young people with SEN, focusing on preventative work to ensure that needs are identified as quickly as possible and that early action is taken to meet those needs. They develop approaches that embed co-operative multi-disciplinary working between all agencies. Specialist teachers provide guidance, training and support.
- 6.2 Support is offered for pupils in primary schools who would otherwise be likely to meet the criteria for a statement of Special Educational Needs (at or below 1st percentile). When a school has been providing support to a pupil at school action plus and little or no progress has been made the Advisory Teacher will advise on a structured learning programme for a six month period. If the child continues to be at or below the first percentile after this period of intervention, then the Advisory Teacher will provide a period of direct teaching. This will involve 1 hour teaching per week with the expectation that a further 3 sessions will be delivered by the school. Following this intervention the pupil will continue to be supported within the schools resources and the Advisory Teacher will monitor progress.
- 6.3 To team also provides support and guidance for schools with learners requiring SEN Support providing expert knowledge on SEN provision. They also are able to provide training, coaching and mentoring for teaching and learning support staff. Through consultation, staff in schools have an opportunity to discuss a child's strengths and difficulties, the interventions they have already put in place, the impact they have had and an exploration on possible next steps before moving forward with a full statutory assessment.

## **7. THE BEHAVIOUR FOR LEARNING AND INCLUSION SERVICE (BLIS)**

- 7.1 The Behaviour for Learning and Inclusion Service is able to work in partnership with schools within a framework of inclusion, to help them promote positive behaviour, and to provide effective support to pupils where behaviour is preventing learning.
- 7.2 The Behaviour for Learning and Inclusion Service can play an important role, providing schools with support which is preventative. The Behaviour for Learning Service can also support individual and groups of children with a variety of resource packages to develop and enhance social and emotional resilience and wellbeing.
- 7.3 The Team offers advice and support to schools to promote and enable positive behavioural strategies, to support the social and emotional wellbeing of the community and to support the development of effective behaviour for learning strategies across the school.
- 7.4 The team support the early identification of pupils with Social Emotional and Mental Health Difficulties (SEMH) through training, advice, sharing of good practice, the promotion of an ethos which encourages and facilitates positive behavioural strategies including the recognition of the link between good teaching and learning and an emotionally healthy school where pupils are able to achieve.
- 7.5 Where appropriate the team can act as a critical friend in terms of identifying and supporting the needs of children and young people and monitoring and evaluating school interventions. Following support and intervention the team are able to facilitate, where referral for further assessment/involvement of other professionals and access to support through a multi-agency approach.

7.6 The team also support the identification of pupils at risk of exclusion and support for reintegration of those who have been excluded and provide six day cover for Primary excluded pupils.

7.7 In addition BLIS carry out the statutory duty of academic visits for Elected Home Educated children and young people, provision for Permanently Excluded Key Stage 1 pupils and pupils with significant mental health needs unable to access mainstream. (**Appendix 3**)

## **8. THE EQUALITY MULTICULTURAL ACCESS TEAM (EMAT)**

8.1 The team offers development initiatives, support packages, training and resources focused on all aspects of English as an Additional Language and Equalities. Practitioners in Tameside Equality, Multiculturalism and Access Team (EMAT) are members of the Northern Association of Support Services for Equality and Achievement (NASSEA).

8.2 This team aims to ensure entitlement, access and equality for minority ethnic pupils. The team does this by working with schools to provide support and challenge to improve the achievement of minority ethnic pupils.

8.3 The team provides consultancy, advice and guidance in relation to the academic, emotional, social and cultural needs of minority ethnic pupils. This means supporting all minority ethnic pupils, particularly those with English as an Additional Language (EAL), asylum seekers and refugees, and those who may be at risk of underachievement. This includes staff training, advice on resources and access to interpreting and translation services. The team works in different schools and across phases to provide a range of school-based support.

8.4 The EMAT Team are able to:

- Support language learning through a well-designed curriculum and emphasises learning which is relevant discovery-based and contextual.
- Promotes understanding and respect for cultural and individual differences.
- Enables a progressive integration of EAL students in to the mainstream.
- Uses up to date technology.
- Shares the responsibility for student's language development with parents, teachers and students.

## **9. THE NEURO DEVELOPMENTAL PATHWAY**

9.1 The CLASS team and the BLIS team are the first point of contact for schools referring into the neurological pathway for Autism and ADHD. Both teams sit on the Multi Agency Autism Assessment Team and work closely with our colleagues in health.

9.2 The CLASS Outreach team are ADOS (Autism Diagnostic) trained and support the Multi Agency Autism Assessment Team (MAAT) working closely with Health colleagues in clinics and at the MAAT triage meeting. The BLIS team are also involved in this process and support these pathways completing observations and writing Development Histories.

## **10. RECOMMENDATIONS**

10.1 That members note the work of Pupil Support Services.

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## Pupil Support Service Referral Form

### Child/Young Person's Details

First Name		Date of Birth	
Surname		School	
Name of Class		Gender	M / F
Teacher /Form Tutor		Year Group	
Name of SENCo	Ethnicity		
SEN Code	Home Language		LAC Y / N
Please specify any relevant medication/medical information			
* Head Teacher 's Signature in <span style="color: blue;">Primary School</span>			
* Inclusion Manager's Signature in <span style="color: red;">Secondary School</span>			

### Parent/Carer

Title:	
Relationship	
First Name	
Surname	
Signed:	

**\* Please prioritise area(s) of concern 1 – 4 (1 being the most significant area of concern)**

Communication & Interaction <span style="color: blue;">CLASS</span>	Cognition & Learning <span style="color: blue;">SPLD</span>	Social, Mental & Emotional Health <span style="color: blue;">BLIS</span>	Sensory and/or Physical

Please tick if required

ASD Pathway	ADHD Pathway
-------------	--------------

Other Agencies Involved	Named Person	Telephone No.	Report Attached
PCP			
CAF			

<b>* Strategies already in place:</b> What are you currently doing to help the child/young person?	
Universal	Additional and different
<b>What resources have you found useful:</b>	



**Particular Strengths:** What are the positive things you notice about this child/young person?

\*What do you perceive to be the child's/young person's main needs?

**\* Views of the child/young person**

**\* Views of the parent/carer**

**Any additional comments for the panel to consider**

**Arrangements**

**Name of key person with whom the intervention worker should liaise:**

..... Email:.....

Please state the nature of in-school arrangements to facilitate the weekly release of this named person to discuss the progress of the intervention.

.....  
 .....  
 .....

I wish to apply for an intervention. The school will undertake to implement and develop strategies and intervention programmes, both during and after the period of intervention, and will also be expected to arrange a review meeting to be held during the consolidation phase of the intervention. It is important that a space be made available for any 1:1/group sessions

Signed..... Position.....

Date.....

**Checklist**

<b>Item - essential</b>	<b>Tick</b>
Fully completed form	
Parent / carer signature (For Looked After Children Social Worker signature)	
Copy of IEP/ Provision Map	
Attendance Certificate	
Any other relevant reports/documentation	
N.C. Level/PIVATS	

**Please return to by post: (Please ensure correct postage)**

**Mrs Helen Mellor  
 Head of Pupil Support Services**

**Birch Lane Family Centre**  
**Birch Lane**  
**Dukinfield**  
**SK16 5AU**

**\* Mandatory fields**

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Pupil Support Services (PSS)

# The Enabling Classroom



## **Part A: Everybody**

*These are recommendations useful in all classrooms, for Quality First inclusive teaching in a supportive environment. Using these ideas should give every pupil the best chance. If these ideas are adopted, any adjustments practitioners might need to make for pupils with less common or more challenging needs will be smaller and easier to undertake. The classroom will therefore be an empowering place for learners. Further support and advice for putting these suggestions into practice is available from Pupil Support services.*

1. Routines and Systems.
2. Effective Classroom Skills.
3. Inclusive Lesson Design and Language for Learning.

## **Part B: Some Learners**

*This section provides more specific advice about including pupils who have additional needs. Further advice from specialist teams within Pupil Support Services is available on request.*

1. Enabling Hearing Impaired learners.
2. Enabling Visually Impaired learners.
3. Enabling Bilingual learners.
4. Enabling learners with Autistic Spectrum Conditions.
5. Enabling learners with Specific learning Difficulties.
6. Enabling Learners with Emotional, Social and Mental Health Issues.

## **Part C: Beyond the Classroom**

*Advice in this section covers wider aspects of the school, where systems, communication and relationships may impact on emotional health, learning and behaviour. Further advice relating to these issues is available from the BLIS and CLASS teams within Pupil Support Services.*

1. Enabling learners during unstructured time.
2. Enabling communication with families: 20 tips.
3. Enabling learners during assembly.

## **Glossary.**

Find information about local services available to schools  
on [tameside.school-services.net](http://tameside.school-services.net)

## The Enabling Classroom

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.’ **(P71, Special Educational Needs and Disability Code of Practice 2014)**

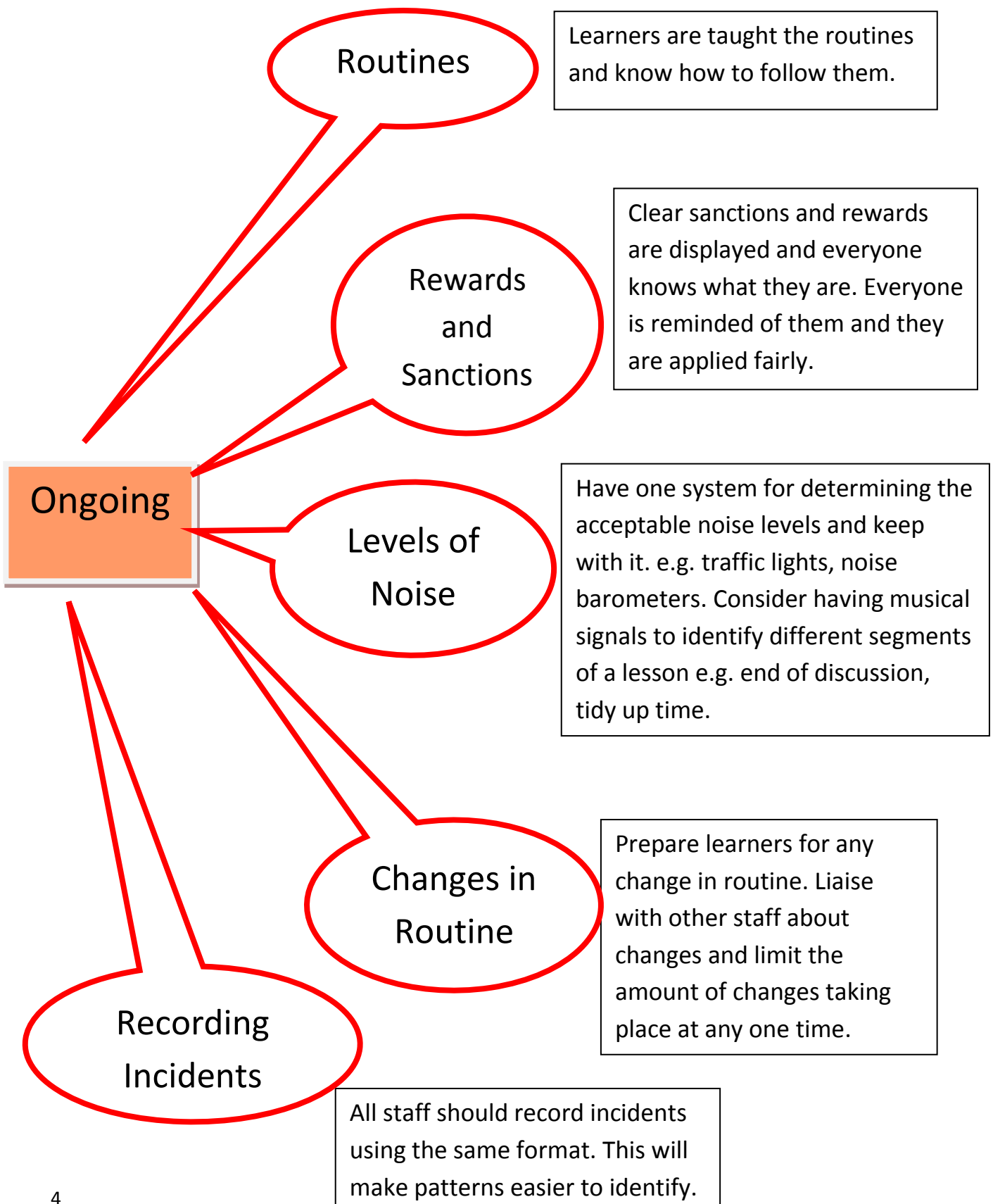
‘When evaluating the quality of teaching and learning in the school, inspectors consider the extent to which well judged teaching strategies, including setting challenging tasks matched to pupils’ learning needs, successfully engage all pupils in their learning.’ **(OFSTED Framework for school Inspection 2012)**

‘Instruction does much, but encouragement everything.’  
**Goethe**

‘Teachers have three loves: love of learning, love of learners and the love of bringing the first two loves together.’ **Scott Hayden**

## Routines and systems for the Enabling Classroom

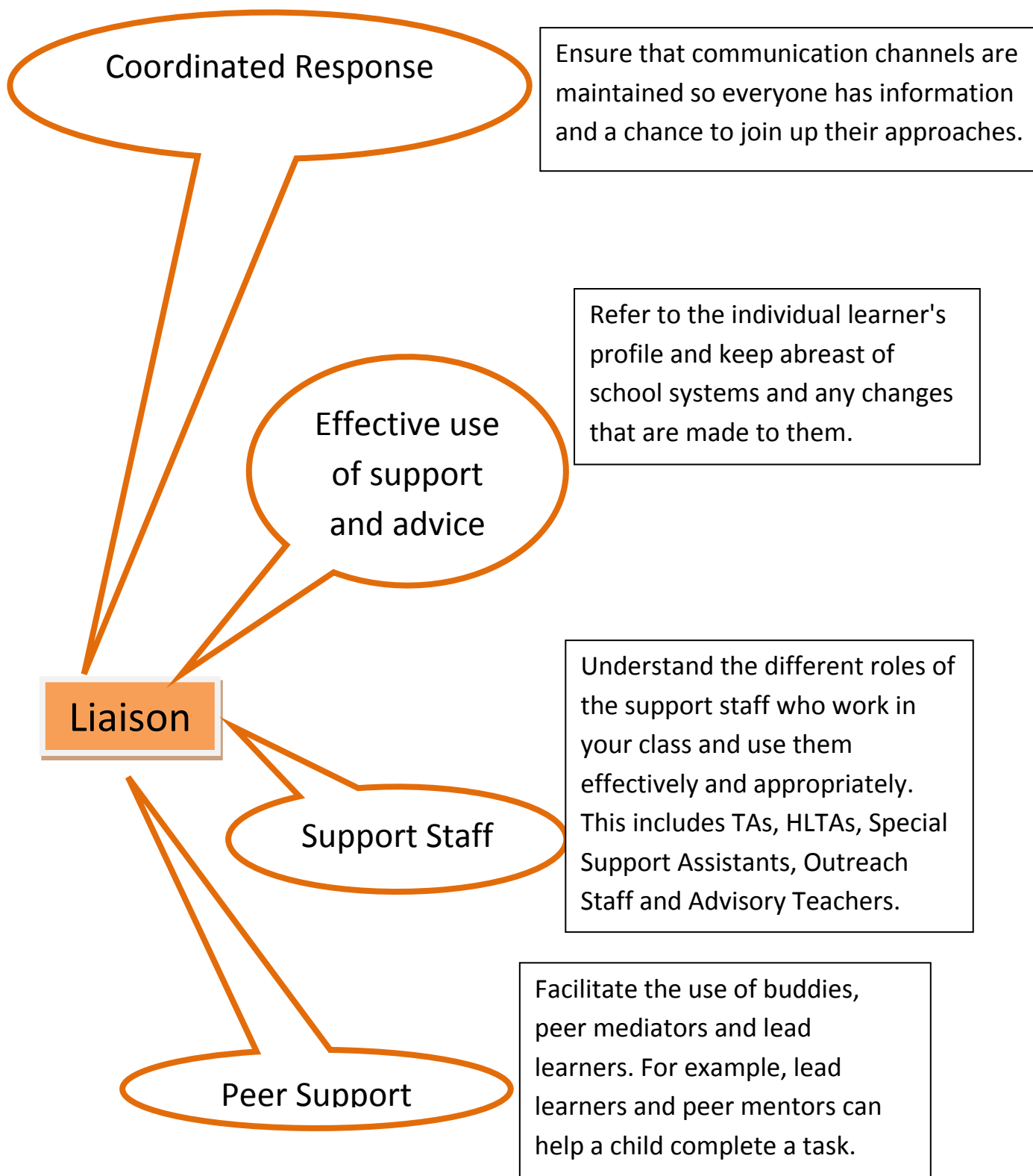
Be Prepared to be Flexible and Adaptable





## Routines and systems for the Enabling Classroom

### Be Prepared to be Flexible and Adaptable



# Routines and systems for the Enabling Classroom

## Be Prepared to be Flexible and Adaptable

Seating Arrangements

Ensure there is enough carpet space. Consider the individual learner's working area and group learners accordingly.

Space for Movement

As far as possible, try to manage the available space to allow for safe movement.

Layout

A clear view of the IWB and Teacher

This applies for all learners. Please consider seating them somewhere else if they are unable to see.

**Effective practitioners continuously:**

- remain aware of the language and communication needs of the learners.
- adjust the pace of the lesson, so the learners remain focussed and engaged.

**Attention and focus are supported when practitioners..**

- face whoever they are talking to and gain their attention first.
- address learners by name.
- make sure glare and shadows do not affect view for learners.
- avoid standing in front of a window, or anywhere else which turns them into a silhouette.

**Understanding and engagement are enhanced when practitioners...**

- give learners time to think, process and prepare, understanding that time needed varies between different learners.
- regularly check understanding, even if the learner has a support worker.

**Effective Classroom Skills**

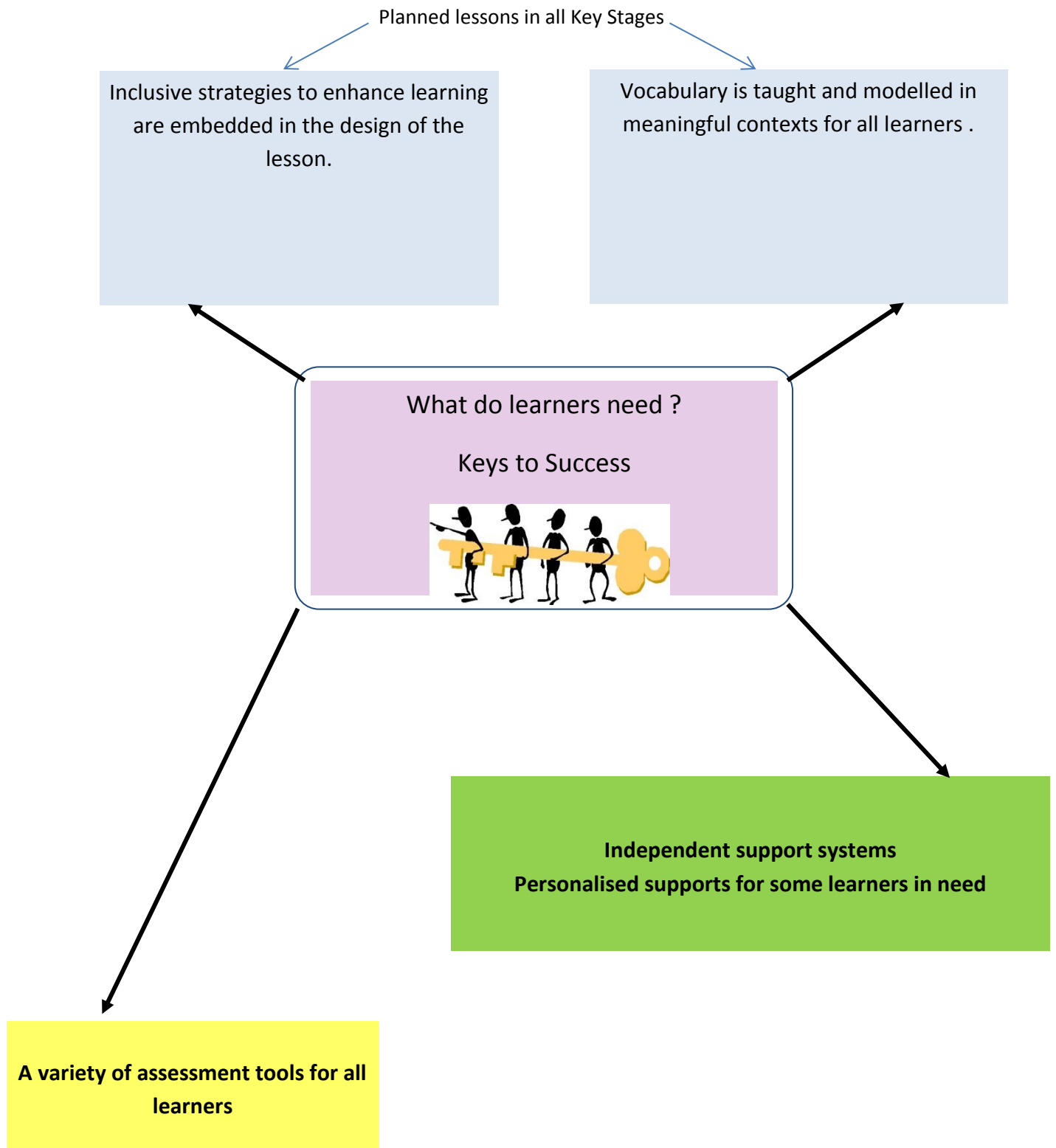
**The spoken word is more effective when practitioners..**

- allow repetition, including learners repeating others' contributions.
- verbalise what is being written on the board.
- use a cueing in phrase or a learner's name before talking or issuing instructions.
- give gentle prompts and encouragement so more learners verbalise lesson content.
- modulate their own tone of voice to sound calm and interesting.
- give advance notice of some key questions they will be asking.
- use a variety of questioning techniques and other prompts.

**Good behaviour can be maintained if practitioners..**

- maintain a calm atmosphere.
- make pupils aware of their expectations – this makes good choices more likely.
- develop an awareness of the emotional climate of class and individuals.
- foster good relationships with learners and other practitioners, because it is part of the job.
- consider carefully how to discuss behaviour issues with learners, because this needs differentiation, just like lesson content needs it.

# Inclusive Lesson Design and Language for Learning



## Experiences of curriculum content are enhanced for all learners when...

- **Multimodal and multisensory experiences** are embedded into lesson design. These maximise understanding by giving learners physical and visual opportunities to engage with content in more than one way. Provision of additional materials e.g. a script of a film clip, or extra opportunities, such as time to stop and review clips, will increase the level of support.
- **Hands-on interaction** with artefacts and high quality images is part of the lesson. High quality photographic images are projected onto the board to illustrate new ideas and content during teacher talk. Some learners will benefit from early opportunities to interact with the artefacts and images before the lesson.
- **Key questions are raised early** in the lesson and displayed prominently to enable learners to consider the questions and to begin to prepare and rehearse their responses as they are learning.
- **Collaborative approaches to learning** are used within group work, to enable pupils to discuss, and to share ideas informally, using their prior knowledge to support the learning. Collaborative task design has a tightly structured language focus with opportunities for repetition and overlearning. Collaborative approaches sit well with 'Kagan' techniques.
- There are **planned opportunities to retell ideas and to consolidate understanding**. **Repeating and clarifying ideas with others** helps learners to embed lesson content and their understanding of key concepts.
- **Age appropriate ICT programs and Apps** are used, chosen with the learner's language skills in mind (e.g. 'Clicker'). ICT is a powerful tool in enabling a learner to transform his/her learning by interacting with multimodal platforms. Using text to speech programmes can support many pupils.
- **The quantity and size of print reflects the needs of the learner**. Many learners are supported to digest content when smaller chunks are used, both on printed matter and when displayed on the board. Size of print on the board needs to be visible from all seating positions.
- **Graphic organisers** – these are tables and diagrams such as cause and effect grids, timelines and flowcharts. There are many different kinds. They reflect logical connections in a diagram form. They support pupils on many levels. The choice of an organiser format can become a powerful tool which enables the learner to adopt and use subject specific expressions, text forms and language associated with particular genres.

## Use and understanding of subject vocabulary expands when...

- Learners have access to **age appropriate illustrated Word banks** and categorised lists of specific curriculum or topic language and terminology . These enable the learner to engage with and to acquire the vocabulary within the context of the learning. We all learn new words through repeated encounters in meaningful contexts.
- **Displays feature clearly labelled words relevant to the curriculum topic, with visuals where appropriate.** Some displays may also have captions or short chunks of text showing the words used in meaningful context.
- **Specific key vocabulary** items are **targeted, taught and modelled** for the learner, and revisited in a meaningful context.
- **Colour coding and highlighting or text-marking** helps learners to access and understand vocabulary in context and this has a significant impact on written outcomes.
- **Talk opportunities are built into tasks** to enable learners to **retell content informally** and to **rehearse and model vocabulary and grammatical structures** before expressing ideas in formal talk. Formal talk is an essential precursor to writing. **“If they can’t think it and say it, they can’t write it down.”** This applies to all areas of the curriculum.

## Developing independence -

support all learners to stay on task by giving:

- Checklists of the elements within the task to enable the learner to track his/her progress ( including visual symbol trackers where appropriate.)
- Access to clear systems of peer/adult support; buddies, lead learners, or mentors who can model talk, help to clarify ideas and signpost to next steps.
- Ready access to images, dictionaries and reference materials.
- Lots of praise for using support systems

Having systems in place will enable learners to move towards increased independence and confidence. When taught to use the systems, learners will gain self-management and organisational skills. Vulnerable learners will feel supported if the systems are clear to them.

### **Some learners will require more built in support. Pave the way to success by...**

- **Breaking down the demands of the task and the number of processes required.** Multi-process working can cause overload. Some learners may struggle to listen whilst writing. Reading and simultaneously formulating an answer to a question about the content is also challenging. Identify manageable steps for each learner.
- **Allowing extra time to think and to share ideas. The '3 second gap' does not take account of the needs of all the learners in the classroom.**
- **Setting realistic task times and appropriate expectations** to match the skill set of the individual learner.
- **Grouping flexibly** to give all learners exposure to working within higher ability groupings. This will enable pupils who usually work in higher dependency supported groups to demonstrate particular strengths and skills (e.g. problem solving or practical skills) and provide opportunities to work with peers who offer good role models of study skills.

## Assessments are inclusive when....

- **Varied approaches** are embedded within the class assessment systems. Practitioners who regularly use a variety of approaches will find ways of making simple adjustments to assessments for individual learners.
- **Oral testing** can sometimes be used in place of written assessments. Consider when pupils might be able to demonstrate knowledge and skills without the need for well-developed literacy skills.
- **Any pre-set language and learning targets** are included. If individual pupils have **specific language and learning targets**, discuss how to work towards them with the pupil and with staff who are in regular contact with them.
- **A variety of methods are used to express ideas, knowledge and understanding.** These might include the use of grids, including KWL (I know, I want to find out, I learned...), diagrams both rough and neat, fast sketches on a whiteboard, and non-verbal communication methods. Graphic organisers can be linked to the language features of a subject.
- Learners use practical demonstration to show their understanding of concepts and content. They harness a range of images, media, recording devices and physical objects to demonstrate their ideas.



## The Learner with Hearing Impairment

If you have a child in your school/class who you think may not be accessing the curriculum because of their hearing, contact the Sensory Support Service at [michele.eaton@tameside.gov.uk](mailto:michele.eaton@tameside.gov.uk)

or call 0161 342 4268

### General tips on managing the classroom environment and teaching the learner with hearing impairment

- Always face the student when talking to them.
- Make sure you have the students visual attention and use a cueing in phrase.
- Don't cover your face with hands or objects.
- Use clear natural speech patterns and rhythms.
- Keep language clear and simple.
- Don't make a pupil concentrate on lip reading for too long without a break.
- Do not walk about while addressing the class.
- Do not stand with your back to the window or the interactive whiteboard.
- When addressing the class stand away from interactive whiteboards, TVs, etc.
- Provide handouts to supplement spoken information.
- Provide supporting handouts or transcripts to go with audio, video or TV.
- Allow pupils time to look at visual aids/instructions before talking. HI pupils may miss spoken information if they are not looking at you when you give instructions.

- The pupil may not be able to attend to a worksheet and listen to a voiceover at the same time.
- The pupil will need to sit near the front of the class but slightly to one side as it can be hard looking up all the time.
- The pupil may not be able to cope with dictation as they may not be able to lip-read and write at the same time.
- The pupil will need a clear view of the teacher's face.
- The pupil may use visual clues from lip-reading, gesture or visual aids.
- The pupil will need the classroom well lit for lip-reading.
- The pupil may not be able to follow the voiceover on the TV or interactive whiteboard.
- Be aware of other noises in the classroom which can make it more difficult for the pupil to hear what is going on.
- A teacher's voice can be drowned out by classroom noises, e.g. chairs scraping, pencils tapping, other pupils talking.
- Where possible repeat other pupils' contributions as the pupil may not have heard them.

## The Learner with Visual Impairment

If you have a child in your school/class who you think may not be accessing the curriculum because of their vision, contact the Sensory Support Service at [sensory.supportservice@tameside.gov.uk](mailto:sensory.supportservice@tameside.gov.uk) or call 0161 342 4029

### General tips on managing the classroom environment and teaching the learner with visual impairment

- Lighting may need to be kept switched on all the time for some learners, whilst other learners may be photophobic and prefer lower lighting levels.
- Window blinds help reduce glare.
- Reflective surfaces can be covered to reduce glare.
- Avoid standing in front of the window when teaching or speaking to the learners, as the learner may only be able to see a silhouette of you.
- Position the learner in the most suitable place to access the whiteboard, interactive white board, demonstration, carpet activity. The learner needs to remain part of the group, and may need to sit in different places for different activities.
- A partially sighted learner sometimes copes well with materials on one occasion and then on another day, claims he or she cannot manage. For some learners lighting conditions, or contrast are critical, or they may have a variable eye condition. 'Seeing' for some learners requires a great deal of effort and concentration, which in turn may affect their motivation, due to the visual fatigue they experience after prolonged periods of close work.
- Include the learner in the class in the best way that enables full interaction with the other learners.

- Avoid sharing worksheets or textbooks. (If the learner is accessing from them.)
- Speak to the learner by name, particularly when they have their hand up to answer a question.
- Allow for additional space at the learner's desk for specialist equipment etc.
- Allow storage space in the classroom for folders and equipment to be kept in an organised and easily retrievable way.
- Consistency is crucial; always keep things in the same place and avoid changing the layout of the classroom, as the learner will have to learn a new mental map of the route to their desk and to other key places in the room.

If you have queries about English as an Additional Language, contact the Equality, Multiculturalism and Access Team (EMAT) on 0161 343 8381

## **Enabling Classrooms for Bilingual Learners**

*Consider working in partnership with an English as an Additional Language teacher from Pupil Support Services and/or attending EAL training with PSS, the Northern Association of Support Services for Equality and Achievement (NASSEA), the North-West Ethnic Minority Achievement Hub or the National Association for Language Development in the Curriculum (NALDIC). Be aware of Equalities issues in the school, including, for example, displays reflective of diversity and diversity training for ancillary staff.*

### **International New Arrivals (INA)**

- Contact PSS well before the pupil starts – [rita.mistry@tameside.gov.uk](mailto:rita.mistry@tameside.gov.uk)
- The International New Arrivals Form completed by the Education Welfare Officer will be your starting point for the hugely important and sometimes complex task of understanding the pupil's background, educational history and language use. Continue finding out as much as you can from the pupil and the family. Never make assumptions: patterns of language use can be surprising, and education systems differ a lot.
- Buddy up the pupil with a few friendly, able pupils who will take turns at being responsible for showing the new arrival around during the early days. If they share the task, nobody feels a strain and the new pupil will meet more friends.
- New arrivals need time to observe, tune in and find out how the school works. Provide opportunities for the pupil to join in all practical lessons straight away. Keep the pupil in the main classroom most of the time, so s/he can watch and listen. Provide respite activities.
- Do not try to assess anything during the first few weeks; the result will be a misleading picture of the pupil's skills.

### **Early Stage Bilingual Learners**

- Encourage pupils to use their strongest language to support learning, with dictionaries, phrase books, bilingual resources and a little, careful, use of Google translate (beware of errors, but also of using it too much, because it can prevent English skills from developing).
- Tap into prior knowledge via images, discovery tasks and practical experiences.
- As much as possible, seat early stage learners with friendly, articulate classmates who offer good role models of study skills and use of English. Many early stage learners are very able, so expect fast progress. Flexible grouping is the best solution.

- Discuss tactics with any support staff – the best way to accelerate progress for these learners is to build vocabulary and give extra speaking and listening practice connected to daily routines in school and current units of study.
- Provide structured language activities using content from your lessons, e.g. tops and tails, blank filling, sequencing and labelling.
- Use an appropriate form of assessment, e.g. the NASSEA EAL Assessment Framework.
- Whole words, especially nouns and verbs met in lessons, are the priority for very early stage pupils. Phonics tuition becomes helpful when the pupil has a repertoire of spoken English vocabulary and is familiar with the way spoken English sounds.
- Early stage reading resources should have content and vocabulary already familiar to the pupil.

### Later Stage Bilingual learners

- Inclusive lesson designs will meet many needs of this group. However, practitioners need to be aware that these learners will have unexpected gaps in their academic language and their knowledge, and be prepared to recognise, then deal with difficulties of this nature as they occur.
- Comprehension and inference skills are likely to need scaffolding with supporting talk about the context and explanations about how inference is drawn.
- Extra examples and practice time support these learners.
- Vocabulary development remains a challenge for later stage bilingual learners, even for high achievers. Having a vocabulary focus in context, revisiting, discussing and revising word meanings is very supportive. Encourage older pupils to be pro-active in collecting words and building glossaries.
- Because every subject area has its own language style, teaching how sentences tend to be structured within each subject will raise attainment.
- Give feedback to the pupils about their use of English.
- Be aware that these learners find figurative language and idiomatic expressions difficult so they may need support to understand.

**Using Interpreters:** if you have never worked with an interpreter before, please remember to address the client and not the interpreter. Leave gaps after each point you are making so the interpreter does not have to remember a lot of things at once. At the end of the meeting, ask the client to review the main points from her perspective, so you can be sure no information was lost.

## The Learner with an Autistic Spectrum Disorder.

**Terminology:** *Autistic Spectrum Disorder (A.S.D.) is also referred to as Autistic Spectrum Condition (A.S.C.) and both terms are in regular use.*

**If you have a child in your school/class whom you think may not be accessing the curriculum because of A.S.D. contact:** Admin Manager, C.L.A.S.S. ASD Resource Base, St. John Fisher R.C. Primary School, Manor Road, DENTON, M34 7SW

Tel: 0161 320 5232 Fax: 0161 320 7633e.mail: [class.outreach@st-johnfisher.tameside.sch.uk](mailto:class.outreach@st-johnfisher.tameside.sch.uk)  
web: <https://tamesideschool-service.net>

### General tips on managing the classroom environment and teaching the learner with A.S.D.

- Seat the learner with A.S.D. diagonally to the interactive whiteboard and within the teacher's line of vision – diagonal rather than direct eye contact is more comfortable.
- Seat him/her near the wall or at end of the row – the pupil will be physically more comfortable with only one person next to him/her and you can subtly monitor his/her progress in passing his/her desk.
- Aim to provide a calm environment to avoid sensory overload and consider the child's individual sensory issues when doing your seating plan e.g. away from the doorway or window.
- Use his name to cue him/her in before you start teaching and before you switch to a new activity.
- Try to structure tasks and lessons as much as possible, to help the student remain on task.
- Write the Objective and Key Words on the board to aid recall and have them already in the child's book if necessary.
- Provide re-cap of previous lesson to help the student focus.
- Give instructions one at a time and information in chunks to aid his weak processing skills.
- Give him/her extra time to respond when answering questions as he/she struggles to process information.
- Avoid sarcasm or jokes as he/she has literal interpretation and remember that his language level is lower than that of his peers.
- Aim to keep your voice low and offer help when he is in distress- s/he is unlikely to be able to interpret your facial expression.

- Provide a noticeboard of each day's plans and times to encourage independence and so reduce his/her tendency to ask repetitive questions.
- Warn in advance if there is to be a change of teacher/ classroom/activity/fire drill practice/cancelled assembly etc.
- Insist on a clutter-free desk to reduce distraction – only allow equipment needed for the session.
- Seat away from a colourful notice-board or window, particularly during writing tasks. Consider the use of a workstation for independent work.
- Provide some or all of these - demonstration/pictures/examples/framework/written instructions as s/he finds it easier to process visually and work to a checklist.
- Check s/he has understood the instructions before he/she starts the task - ask him/her 1:1 to verbally summarise the instructions- he/she is unlikely to ask for help or admit to being unsure of instructions.
- Pre-warn - cue by name first- of your intention to ask him/her a question - keep it short and expect a short answer. Limit choices of activity for the pupil (e.g. for Golden Time offer the choice of A or B rather than “What do you want to do next?”).
- For group work/sport select good role models, rather than letting him/her choose. Limit the numbers and give each learner a number so that s/he is aware of expectations e.g. all the Number 1s to write down the measurements.
- In group work, limit the numbers to reduce his/her tendency to become either passive or domineering and avoid sharing of books and resources where possible.
- Consider the use of a ‘Peer Buddy System’ but be specific about its duration as there is a tendency for the learner with A.S.D. to become overly reliant on the Buddy which is not only stressful for the Buddy but also unfairly reduces the Buddy's opportunities to interact with others.
- Limit the amount of written work e.g. accept highlighting of key phrases in print-off and work done on computer as he/she tires easily when recording information due to weak motor skills associated with the condition.
- Encourage computer use for longer pieces of work as it enables editing (he/she is usually reluctant to re-draft), is more legible for revision and also improves organisational skills.
- Reduce detail on worksheets by covering sections of it with “post it” notes or provide information in sections so that he does not become overwhelmed.



- Give clear expectations of the amount of work expected and timescale with regular time checks including electronic countdown to end of lesson/task. Provide a visual checklist of instructions for longer pieces of work.
- Be specific about the amount of homework you require and its deadline.
- Check homework is recorded/handed in/equipment organised for each lesson e.g. D.&T. apron/P.E. kit as s/he is likely to have poor organisational skills.
- Check homework instructions are accurately recorded especially if given near the end of the lesson- T.A. support may be needed here as s/he cannot multi-task.
- Provide 'brain breaks' during the lesson and allow time in the day for younger children to engage in their special interest as a reward for completed work.
- Place him/her at the beginning or end of queue as it is less threatening than being in the middle.
- Allow "Time Out" to designated person or safe haven if particularly agitated.
- Arrange a weekly meeting with designated person (A.S.D. knowledgeable) to discuss any difficulties and so reduce anxiety.
- Use the C.L.A.S.S. Telephone Consultation Service ([Tel:0161/320/5232](tel:0161/320/5232) Mon- Fri. 8.30-12.30) for initial/ additional support or further explanation.

#### **Strategies recommended specifically for Early Years.**

- Use a mat or cushion for the pupil to sit on at Carpet Time
- Consider the use of a fidget toy for selected children
- Provide a calm space for the pupil to use, to avoid stress or sensory overload
- Do not use "The Look" - it may not work as s/he struggles to interpret facial expression
- Use animated gestures and expressions when talking about emotions
- Encourage pupil to access all areas of the classroom rather than his/her preferred activities by using a choice board (First ... and then... )
- Keep language simple when issuing instructions in chunks
- Use a visual and auditory signal such as a countdown to pre-warn of transition to another task (e.g. home time)
- Provide the pupil with a visual timetable – start with objects of reference, moving onto photographs and then on to black and white Boardmaker symbols
- New activities should be modelled visually rather than relying upon verbal instructions
- Consider the child's sensory issues when asking him/her to put on an apron or use hands for messy activities.

## The Learner with Emotional, Social and Mental Health Issues.

If you have a child in your school/class who you think may not be accessing the curriculum because of EBSD, contact BLIS at [julie.chorlton@tameside.gov.uk](mailto:julie.chorlton@tameside.gov.uk)

or call 0161 343 8381

### General tips on managing the classroom environment and teaching the child with EBSD

- Seat the pupil next to a good role model.
- Divide work up into sections the pupil finds manageable, or make tasks short, with frequent breaks and opportunities to move around.
- If a pupil needs time to calm down or remove themselves from the classroom have an agreed system to allow them to do this and agree on a safe place.
- Focus on *Primary Behaviours* - Primary Behaviours occur first and are generally what will trigger a reaction from an adult (e.g. being in the wrong place, being off task). To divert attention from the mistake they have made or the behaviour they have got wrong, children use secondary behaviours. Secondary behaviours include non-verbal actions such as sighs, tuts, rolling of the eyes etc. They are best ignored at the time and picked up later if necessary, at a time when there is no audience. This prevents escalation.
- Model the behaviour you want to see: The most damaging riposte a child can utter when talking about inappropriate behaviour is: 'well you do it!' E.g. if a child shouts at you don't shout back.
- Allow take up time for requests – this reduces pressure.
- Give instructions one at a time: they need to be clear and simple.
- Teach and use clear classroom rules and routines; display the rules for everyone to refer to. Rules need to be phrased positively i.e. state what you want to see happening, not what you don't, e.g. 'Put your hand up to answer a question' is a better rule than 'No shouting out'.
- Label the behaviour not the child- It is the behaviour that is unacceptable not the child. E.g. 'Tom, calling people names is rude.' Rather than, 'You are so rude.'

- Routines need to be planned to provide a predictable and reliable structure where children feel safe and cared for. They also need to be taught. For example if you want pupils to line up in a particular place in a certain way, it needs to be taught.
- Give clear expectations of the amount of work expected, and appropriate timescales with regular checks including countdown to the end of task/lesson.
- Rule reminder- If a pupil is behaving inappropriately then ask them what the rule is about that behaviour, or point to the rule on the wall.
- Use visual prompts- point to a visual reminder like a picture, to refocus the child's attention.
- Catch them being good- Be proactive and deliberate in noticing what pupils do that is acceptable and appropriate. This can significantly increase the likelihood that they will repeat the behaviour.
- Adults working with children/young people will need to have a common approach and need to give the same messages with regard to boundaries. Boundaries need to be clear and well defined but flexible enough to accommodate individual circumstances.
- Consequences should be fair and appropriate and need to be carried through.
- Planned ignoring- Decide what behaviours can be ignored, for how long and importantly what you will do next. Somethings should NEVER be ignored such as racist or sexist comments and unsafe or violent behaviour.
- The broken record approach- calmly repeating the direction two or three times without entering into any discussion can assertively reinforce your instructions.
- Use 'When and Then'- E.g. 'When you are in your seat then I will check your work.'
- 'Thank you'- Finishing the instruction with 'thank you' rather than 'please' conveys a strong sense of expectation. E.g. 'Jane put the skipping rope in the box, thank you.'
- Build positive relationships with pupils- Greet pupils each day and speak to them individually, take an interest not only in what they do in school but also outside of school.

## The Learner with Specific Learning Difficulties.

If you have a child in your school/class who you think may not be accessing the curriculum because of SPLD/Dyslexia, contact [helen.heard-white@tameside.gov.uk](mailto:helen.heard-white@tameside.gov.uk) or [amanda.edwards@tameside.gov.uk](mailto:amanda.edwards@tameside.gov.uk).

or call 0161 343 8381

### General tips on managing the classroom environment and teaching the child with SPLD

- Children report that effective teachers are enthusiastic, patient, helpful and don't shout if you get things wrong. Create an emotionally secure learning environment in which differences are accepted and planned for and where strengths are recognised and valued despite other difficulties.
- The least effective were those who gave too many instructions too fast and didn't allow enough time to complete work, embarrassed you in front of the class, assumed you were lazy or deliberately slow and shouted all the time.
- Utilise multisensory approaches to learning and learning styles. Chunk tasks into smaller sections.
- Make use of ICT where appropriate. For example speech to text and text to speech software. iPads, tablets and word processors.
- Plan for differentiation of tasks and outcome, including alternative ways of recording – e.g. matching, sequencing, sorting, highlighting, pictures, diagrams, flow charts.
- Arrange for children to see/discuss text or tasks prior to lesson if possible.
- Provide practical aids to encourage independent learning – e.g. number lines, calculators, place value cards, writing frames, word lists (key words and topic words), pictorial task cards, 'bed' card. Children could have their own equipment pack/s.
- Writing frames can also be useful for helping children to structure their writing, offering additional support to those who find sequencing difficult. Avoid bright sunshine and fluorescent lighting if possible.
- Use a variety of ways to explain and inform – e.g. illustrations, diagrams, pictures, teacher modelling, practical examples and demonstrations.

- Use colour to distinguish between ideas. Encourage all children to use colour in their work to do this. Use a variety of colours on the board to separate lines, sections or columns.
- Give a choice of pastel coloured paper for children to use rather than white. Coloured overlays could be useful for reading.
- Keep worksheets clear and not too 'busy' (use Comic Sans).
- Keep copying to a minimum.
- Use visual timetables.
- Give transcripts or photocopies rather than ask the child to read or write from the board.
- Build in opportunities for over-learning and repetition.
- Draw the child's attention before giving instructions. Limit verbal instructions to 2 at a time.
- Give instructions carefully and clearly. Ask the child to repeat the task to you. Be prepared to repeat the instructions, in a different way if necessary.
- Group according to the requirements of the task, not by literacy level, unless specifically teaching literacy skills.
- Seat dyslexic children away from distractions and next to children who are good at focusing on learning.
- Seat dyslexic children where the teacher can make eye contact easily.
- Pupil may require additional time to respond to questions. If possible, provide advanced warning of a question for them to answer, especially within a whole class setting.
- Pupils will require additional time to complete tasks due to their processing speed difficulties.
- Aim to keep the noise level down and encourage a calm working atmosphere.

## Beyond the Classroom – Enabling Learners During Unstructured Time

### Providing some structure

- Have age appropriate activities and lunchtime clubs, so there is less unstructured time outside.
- Introduce and teach games and pastimes pupils can adopt, or arrange for supervised games.

### Deploy staff and volunteers effectively

- Develop playground roles for some buddies or peer mediators.
- Update staff training and empower supervisory staff.
- Ensure senior staff, including members of the Leadership Team are visibly engaged in supervising and mixing with the pupils during these times.
- Consider use of sports coaches during lunchtimes.

### Resources

- Get a variety of resources to cater for different needs, ages and interests.
- For wet play, provide appropriate travelling boxes, replenished when needed.
- Provide supervisory staff with rewards and stickers, timers, visual prompts.

### Management

- Stagger lunchtimes so that there is less crowding.
- Improve the layout of the playground, introduce zones for (e.g.) active play, quiet conversation, green space ...
- Have good behaviour management plans in place, link to charts in school, use of rewards and sanctions as in the classroom so that the same systems are in operation.

## Enabling Communication with Families: 20 Tips

### ✓ **Smile when you see parents and carers**

Greet them. Most parents only occasionally interact with teachers so make sure that at least 90 percent of your encounters with them are positive, warm, and friendly. The impressions left from fleeting encounters last a long time.

### ✓ **Learn their names**

Learn how parents/carers prefer to be addressed (e.g. Mr. \_\_\_\_? By first name? ) and how to pronounce names correctly.

### ✓ **Declare your intention**

Tell them that you want to work in partnership with them; that you appreciate their support and look forward to working together.

### ✓ **Communicate often and in various forms (e.g. text, newsletter, email)**

Provide information about what's going on in your class (weekly would be ideal): what students are learning, what they've accomplished, what you're excited about, what they're excited about, and the learning and growth you're seeing. Suggest things that they might ask their child about.

### ✓ **Make positive phone calls home**

Phone calls are powerful tools, and receiving a positive message is a tremendous boost. Some families may benefit from more frequent calls.

### ✓ **Lead with the good news**

Give positive praise first when calling parents/carers or meeting with them to discuss a concern. Everyone has something good about him/her. Find it and share it. Then share your concern. Adhere strictly to this rule.

### ✓ **Find an interpreter**

If you can't speak the language, seek an interpreter for at least one meeting and/or phone call. (For obscure languages, you can sometimes find a refugee center or other public agency that can help). Reach out to those parents/carers as well; do whatever you can to connect.

### ✓ **Your language is powerful**

The words you use may infer value judgments about what is seen as 'normal'. Show that you are aware that there are many different kinds of families and that you do not to assume a mother is,

or isn't married, or even if she is married, that she's married to a man. Learn to ask open-ended questions and understand that sometimes parents/guardians might not want to share some information.

✓ **Ask questions about the learner**

"What kinds of things does he enjoy doing outside of school? Who are the special people in her life -- family or family friends? What do you think are her best characteristics? What was he like as a little boy?" Demonstrate an interest in finding out more about your student.

✓ **Listen to parents**

Listen well to parents/carers; they know their child best.

✓ **Smile at the learner**

When talking to an adult in front of a child, smile and make eye contact with the student to demonstrate that you care about him/her. Recognise what he/she has done well in your class in front of the adults. *Then* share a concern, if you have one.

✓ **Invite parents to share**

Distribute a survey at the beginning of the year (if parents don't read/write in English, students can interview them and relay their answers). Find out what hobbies, interests or skills for sharing parents/carers may have. Invite them in especially if it connects the curriculum and content. Let them share with you their cultural traditions, interests, passions, skills and knowledge.

✓ **Let parents know how they can help**

Many parents/carers want to help but especially as children get older, they aren't asked for help as often and don't know what to do. There's always some way they can help in the classroom.

✓ **Be very specific**

Provide ways adults can support their child at home: e.g. an agreed number of minutes reading together.

✓ **Be a broker of resources**

If adults share a concern, be prepared to direct them to a source of help.

✓ **Explain your instructional decisions**

Take the time to do this and help them learn about the education system if they're not familiar with it. Help them understand what you're doing and why.



✓ **Invite adults to participate in making some decisions**

Invite their input, give them information that will help them form an opinion, and listen to their conclusions.

✓ **Thank parents/carers**

Both individually and publicly for their support, perhaps in a newsletter. Recognise what they do to help your class and how their support benefits students.

✓ **Share Every Success**

Let adults know what their child is doing well, what academic skills, social skills or knowledge s/he's demonstrated.

✓ **Invite parents/carers to celebrate and get together**

Communities are strengthened when people come together in celebration.

## Enabling Learners During Assembly: What Creates the Best Conditions?

Every assembly is relevant.

The needs of learners with particular issues are taken into account, so that staff can adjust the experience for individuals where needed.

Good behaviour is fostered:

- Adults model the behaviour they wish the learners to adopt.
- Adults encourage learners to be interested in assembly, by designing the experience well, and by talking about assembly in class.
- Adults attend assembly with the class.
- Learners are noticed when they conform, and they are praised when 'caught being good'.
- Provision of something extra to look at, even projecting simple pictures to illustrate some of the content, adds interest and will encourage learners to stay focussed.

Everyone can hear and see everything:

- There is no shame in using a microphone – it enables speakers to be more expressive.
- Standing in front of a bright light or bright window reduces the speaker to a silhouette, but standing on even a slightly raised surface enables presenters to use gesture and eye contact more effectively.
- Blinds or curtains are adjusted as needed before assembly starts.

Considering the length of time learners are being asked to sit still:

- Will they need to sit still and listen quietly again immediately after assembly?
- How comfortable are they going to be? Are there any ways of making the experience more comfortable?
- Can some messages be given at other times, or in other ways, so that assembly design remains as interactive and as pacy as possible?

## Glossary.

*Provided with the understanding that some colleagues may be newly appointed and unfamiliar with all the terminology used.*

**Pupil Support services (PSS):** Tameside's support service, which includes the Sensory Support Team, the Communication, Language and Autistic Spectrum Support Work group (CLASS), the Behaviour for learning and Inclusion Service (BLIS) the Specific learning Difficulties Team (SPLD) and the Equality, multiculturalism and Access Team (EMAT). It is headed by Helen Mellor, who has an office at Birch Lane Family centre in Dukinfield.

**Quality First Teaching:** The expression used to describe the ways in which a teacher can meet the needs of many pupils in mainstream classes via well-crafted lessons, appropriate resources, skilful conversation and good classroom organisation.

**Hearing impaired learners:** 'Hearing Impairment' is a generic term used to describe all hearing loss. Hearing loss, or deafness, is the partial or total inability to hear sound in one or both ears. The two terms most used by trained teachers of the deaf to describe hearing impairment are the **type** and **degree** of loss e.g. Profound Sensori-Neural Loss. There is an important difference between people who are pre-lingually deaf, that is becoming deaf before learning to speak, and those who become deaf later in life. Some learners may also have difficulty acquiring language depending on the nature of their loss.

**Visually impaired learners:** Many people have some type of visual problem at some point in their lives. Some can no longer see objects far away. Others have problems reading small print. These types of conditions are often easily treated with eyeglasses or contact lenses. But when one or more parts of the eye or brain that are needed to process images become diseased or damaged, severe or total loss of vision can occur. In these cases, vision can't be fully restored with medical treatment, surgery, or corrective lenses like glasses or contacts.

**Bilingual learners:** Describes pupils who, because of their situation, need to use more than one language. They may or may not be fluent in all the languages they need to use. Some bilingual pupils will need special consideration; some are well-accommodated within Quality First Teaching. The needs of bilingual learners

who have social fluency are sometimes less apparent, which can lead to underachievement.

**Autistic Spectrum Disorder (also called 'Autistic Spectrum Condition')** Autism is a lifelong developmental disability that affects how a person communicates with, and relates to, other people. It also affects how they make sense of the world around them.

**Specific Learning Difficulties (dyslexia):** Dyslexia is a severe and persistent learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.

**Emotional, Social and Mental Health Issues:** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**The Special Educational Needs and Disability (SEND) code of Practice:** a legal framework which details how learners with Special Needs should be assessed and how provision should be managed.

**The OFSTED Framework for School Inspection:** A set of criteria which OFSTED use to form judgements during inspections.

**High Level Teaching Assistant:** A teaching assistant qualified to a high level, who will therefore be expected to take on more responsibilities and work more independently than other Teaching Assistants.

**Special Support Assistant:** Someone who works closely with pupils who have special needs.

**Outreach Staff and Advisory Teachers:** Practitioners from support teams who will visit schools to work with teachers or pupils under particular circumstances for a specified length of time. Some staff may also be involved in sharing advice or providing training.

**Buddy:** A pupil who has agreed to help one or more other pupils in a defined way (eg to help a new pupil to settle in, to help a classmate access ICT). This kind of arrangement works best when expectations are clearly established and the care a pupil gives is formally recognised.

**Peer Mediator:** A pupil who is able to help others in making decisions, acting as a go-between.

**Lead learner or Peer Mentor:** A pupil who is able to offer support, modelling learning skills.

**Multimodal Learning:** A term with several meanings, all connected to having multiple ways of accessing, sharing and storing information. It is related to notions about learning styles, and also to educating learners about media. In some contexts, it is about understanding how the ways in which information is displayed can impact upon meaning (eg how a picture can add to a text). Multimodal learning is particularly connected to use of ICT to find and present information.

**Multisensory Learning:** Activities which involve more than one sense. Most classrooms are very visual places, but including activities in which pupils see, hear, touch and even taste or smell can raise attainment.

**Collaborative Learning:** A style of group work which involves moving information from one medium to another and passing information from one person to another. It supports language for learning in many subject areas.

**Kagan:** A style of group work in which pupils have clear roles and work in an established structure. It is designed to raise achievement and to promote social skills.

**Graphic organisers:** Visual ways of storing, organising or displaying information, such as time lines, Venn diagrams, cause and effect chains, flow charts and results tables. As well as being handy as a memory aid, if they are used well,

graphic organisers support comprehension and production of language in different subject areas.

**Tell me and I forget.**

**Teach me and I remember.**

**Involve me and I learn.**

*Benjamin Franklin*

## Referrals for Pupil Support Panel

**January 10<sup>th</sup> 2017**

<b>CLASS</b>	<b>33</b>	
<b>SPLD</b>	<b>40</b>	
<b>BLIS</b>	<b>19</b>	
<b>ADHD pathway</b>	<b>21</b>	

### Current BLIS Outreach Casework

<b>BLIS</b>	<b>PUPILS</b>	<b>45</b>
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### OFF Site Intervention Autumn Term 2016

<b>Pupils</b>	<b>9</b>	<b>In the CLASSROOM</b>
<b>Fixed Term Exclusions</b>	<b>Yr4</b>	<b>10 Days 15 Days</b>
	<b>Yr4</b>	<b>7 Days</b>
	<b>Yr4</b>	<b>18 ½ Days</b>
	<b>Yr4</b>	<b>10 Days 12 ½ Days</b>
	<b>Yr3</b>	<b>15 Days</b>
	<b>Yr5</b>	<b>10 Days</b>
	<b>Yr5</b>	<b>15 Days</b>
	<b>Yr5</b>	<b>10 ½ Days</b>
	<b>Yr6</b>	<b>20 Days</b>
	<b>Yr6</b>	<b>7 Days</b>

	<b>Yr6</b>	<b>15 Days</b>
	<b>Yr5</b>	<b>8 Days</b>
	<b>Yr1</b>	<b>10 Days</b>
	<b>Yr2</b>	<b>10 Days</b>
	<b>Yr1</b>	<b>8 ½ Days</b>

<b>Permanently Excluded</b>	<b>Yr2</b>	<b>July 16 – Dec 16</b>
	<b>Yr2</b>	<b>April 16 – Oct 16</b>



# Pupil Support Services

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# Priorities and Process

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- Creating a seamless service with a single point entry which offers advice, consultation, support and training.
- Creating an efficient and effective service which is flexible, adaptable and designed for purpose.
- Consultation
- Referral

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# Recent Developments

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- Neuro Developmental Pathways  
ASD/ADHD
- Communication Strategy

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# Feedback from Pupil

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“Throughout year 10 and 11 I still had contact with BLIS. I am now in my first year of college studying level 3 Dance. I only managed 2 years of high school but for me to finally settle down in to a school and be happy there and try my best with the work is all that mattered. I left school with 6 GCSES and I am now a lot more confident!”

# Feedback from Parent

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“We now have a happy, confident and enthusiastic daughter who lives life to the full. I firmly believe that BLIS provides an excellent service and it not only changes the lives of individuals but affects the day to day quality of life for the whole families involved.”



# Feedback from Head teacher

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“Your support has helped numerous children and teachers this year and I would go as far as to say helped the entire ethos of two schools by helping to support/deal with children whose effect on those schools was demoralising them. Thankyou to you and your team for doing a difficult job very well! ”

“I know that you can be called upon for help/ advice and that no matter what problems you or your service have had, you/ your staff have always been able to put children first whilst trying to help schools in dealing with some very challenging situations.”



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# Agenda Item 8

<b>Report to:</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date:</b>	31 January 2017
<b>Reporting Officer:</b>	Catherine Moseley – Head of Access and Inclusion
<b>Subject:</b>	<b>OUTCOME OF THE CONSULTATION ON SECONDARY SCHOOL PLACES FOR SEPTEMBER 2018</b>
<b>Report Summary:</b>	The report states the outcomes of the consultation on the proposals to increase published admission numbers for Tameside community secondary schools for admission in September 2018 and the recommendations that will be considered by the Executive Cabinet of the council on 9 February 2017.
<b>Recommendations:</b>	The Education Attainment and Improvement Board is asked to note the contents of this paper and to support further discussions with secondary schools in the area to increase places to ensure that there are sufficient for all pupils requiring a place in future years.
<b>Links to Sustainable Community Strategy:</b>	The report supports three elements of the Community Strategy – Prosperous, Learning and Supportive Tameside.
<b>Policy Implications:</b>	There are implications for the published admission numbers at four of the six community secondary schools in the borough for entry in September 2018.
<b>Financial Implications:</b> <b>(Authorised by the Section 151 Officer)</b>	<p>The revenue expenditure associated with the education of children is funded by the Dedicated Schools Grant and Pupil Premium Grant. Both of these grants are ring fenced for the purposes of schools and pupil related expenditure.</p> <p>The report contains estimated increased revenue costs in relation to the increased classroom space being created in Hyde Community College via the Private Finance Initiative (PFI) contract.</p> <p>There will also be increased costs relating to the additional classroom space being created in Alder School via the PFI contract.</p> <p>The report contains a reference to potential increased catering costs at Mossley Hollins via the PFI contract but does not contain an estimate of these costs.</p> <p>Both elements of PFI related increased revenue costs need to be clarified by the PFI providers urgently. These additional costs will need including in updated versions of the School Governing Body agreements which are the basis of obtaining annual school contributions towards the cost of the PFI contracts.</p> <p>The increased revenue costs associated with the additional classroom space at Astley Sports College will be met directly by the School, who will need to include the additional costs in their medium term budget plans.</p>

The capital cost of creating additional places is ordinarily funded through Basic Need grant received by the Council from the Department For Education. There is £2.025m of the 2016/17 Basic Need grant and £6.543m of the 2017/18 Basic Need grant (a total of £8.568m) unallocated on the current capital programme

There are some commitments that have already been made from this funding which will be added to the existing capital programme. However, it should be noted that there will still be sufficient capital funding available to support the estimated capital costs contained in this report of £2.969m.

These estimated costs need to be confirmed and assessed from a value for money perspective as a matter of urgency.

**Legal Implications:  
(Authorised by the Borough  
Solicitor)**

The Council as admission authority for community and voluntary controlled schools in its area, must before the beginning of each school year determine the admission arrangements which are to apply for that year (section 88C of the School Standards and Framework Act 1998 ("SSFA")).

The Council has a duty to act in accordance with the School Admissions Code (the Code); issued under section 84 of SSFA 1998, and must ensure that its determined admission arrangements comply with the mandatory provisions of the Code.

While it is for the Council to decide the admission arrangements that best suits its residents and its schools, it must ensure the arrangements:

- Comply with law and regulations; and
- Do not disadvantage applications to their schools from families resident in other local authorities (which would be contrary to rule established in R v Greenwich London Borough Council, ex parte John Ball Primary School (1989) (see paragraph 1.14, page 11 of the Code).

Under section 86(1) of the SSFA 1998, parents have a right to express a preference for the school in which their child is to be educated. However, some schools may have more applicants than places and will therefore be oversubscribed. Section 1 of the Code provides guidelines and imposes mandatory requirements on setting fair oversubscription criteria, as part of admission arrangements, to be used to allocate places when a school is oversubscribed.

The Council must if changing the admission arrangements conclude a statutory consultation over a 6 week period between 1 October and 31 January. The Council must then determine its admission arrangements, including its oversubscription criteria by the 28 February in the determination year (see section 88C of the SSFA 1998 and regulation 17 of the School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012.

For a community or voluntary controlled school, the local authority (as admission authority) must consult at least the governing body of the school where it proposes either to increase or keep the same PAN.

Under the Code each admission authority must maintain a clear, fair and objective waiting list until at least 31 December of each school year of admission, stating in their arrangements that each added child will require the list to be ranked again in line with the published oversubscription criteria.

If the Council does not notify the Secretary of State that it has adopted a co-ordinated scheme by the 28 February the Secretary of State may impose one (see paragraph 2.20, page 26 of the Code).

The Council must then follow the determined published admission arrangements. Failure to do so would amount to a breach of the Council's statutory duty (see paragraph 2.7, page 19 of the Code).

Section 13A of the Education Act 1996 requires Local Authorities to ensure that their education functions are exercised with a view to promoting high standards, ensuring fair access to educational opportunity, and promoting the fulfilment by every child concerned of his educational potential. The Council has a statutory duty under section 14(3A) of the Education Act 1996 to secure diversity and increase opportunities for parental choice when planning the provision of school places.

Members will note that the sums quoted for works are estimates and that further work is required to confirm the figures as a matter of urgency as these will inform the report to Executive Cabinet and the recommendations required to confirm those works.

**Risk Management :**

One of the Council's remaining statutory responsibilities is to deliver sufficient and suitable places to meet projected demand for both primary and secondary pupils. The proposals contained within this report will enable the Council to fulfil its statutory responsibilities in 2018/2019. However, careful planning will be required to ensure the provision of both primary and secondary places in future years.

**Access to Information :**

<b>Appendix 1</b>	<b>Consultation response from Mr R O'Regan, Headteacher of Alder Community High School</b>
<b>Appendix 2</b>	<b>Consultation response from Mrs A Radcliffe, Headteacher of Hyde Community College and response from governors of the school.</b>
<b>Appendix 3</b>	<b>Consultation response from Mr D Duncan, Executive Headteacher of</b>

	<b>Mossley Hollins High School and response from governors of the school</b>
<b>Appendix 4</b>	<b>Revised net capacity assessment for Mossley Hollins High School</b>
<b>Appendix 5</b>	<b>Amendments to Community Schools Published Admission Numbers - 2018 Entry</b>

The background papers relating to this report can be inspected by contacting Catherine Moseley



Telephone: Catherine Moseley 0161 342 3302



e-mail: [catherine.moseley@tameside.gov.uk](mailto:catherine.moseley@tameside.gov.uk)

## 1. BACKGROUND

- 1.1 All admission authorities are required to consult on their coordinated admission scheme and on changes to admission arrangements. Where no changes are proposed to the coordinated admissions scheme or admission arrangements, there is no requirement to consult. Admission authorities must ensure that their determined admission arrangements comply with the mandatory requirements of The School Admissions Code 2014. The consultation process follows a timetable determined by the Department for Education (DfE).
- 1.2 For entry to school in September 2018, the Council consulted on making changes to the published admission number at four community secondary schools to accommodate the increasing secondary population.
- 1.3 The responses to the consultation and the proposals will be considered by the Executive Cabinet of the Council at its meeting on 8 February 2017.

## 2. CONSULTATION ON THE PUBLISHED ADMISSION NUMBERS FOR COMMUNITY SECONDARY SCHOOLS FOR 2018/19

- 2.1 In October 2016, the Local Authority circulated the proposed published admission numbers and admission arrangements for community and voluntary controlled schools for consultation. The closing date for the consultation was 11 November 2016.
- 2.2 The Council consulted on increasing the published admission number at four secondary schools to accommodate the forecast demand for secondary school places based on the number of pupils currently in primary schools in the borough. Their proposals were:

School	Current Published Admission Number	Proposed Published Admission Number
Alder Community High School	155	180
Astley Sports College and Community High School	150	180
Hyde Technology School & Hearing Impaired Resource Base	210	240
Mossley Hollins High School	156	180

- 2.3 There were six responses to the consultation. Of these, three were from Headteachers, two from the governing body of a school and one from a parent.

### **Alder Community High School**

- 2.4 Of the six written responses received by the Directorate of People, one was associated with Alder Community High School from the Headteacher of the school (**Appendix 1**).

Concerns	Directorate of People Response
Governors will only agree to the proposed increase in student numbers from 155 to 180 once we have written confirmation from the LA in terms of agreed plans for building works. We will not reduce the quality of existing provision by admitting large numbers of students without appropriate works being done.	If approved, the minutes of the Executive Cabinet meeting from 8 February 2017 will provide the written agreement to make the described changes to the building to accommodate additional pupils into the school.

**Astley Sports College and Community High School**

2.5 Of the six written responses received by the Directorate of People, none were associated with Astley Sports College and Community High School.

**Hyde Technology School & Hearing Impaired Resource Base**

2.6 Of the six written responses received by the Directorate of People, two were associated with Hyde Technology School & Hearing Impaired Resource Base. One was associated with the Headteacher of the school and one with the governors of the school (**Appendix 2**).

<b>Concerns</b>	<b>Directorate of People Response</b>
<p>Impact on standards</p> <p>Spare capacity means that the school takes a number of in year transfers</p> <p>The best performing schools in Tameside are the smaller schools</p> <p>We will lose good staff if working conditions deteriorate and pressures mount</p>	<p>Hyde Community College is currently in a strong position with respect to standards. Many of the key performance measures at the end of Key Stage 4 indicated strength in depth across the key curriculum areas and there is no reason to suppose that these would automatically be reduced as a consequence of increased numbers. Leadership in the school is strong and the school's processes and routines have become embedded over the past few years. The Directorate's view is that the school has the leadership capacity to respond to the new demands of increased numbers, whilst at the same time using the additional resources that this will bring to the benefit of all of the students. The size of a school is only one of the factors that will dictate the quality of a school.</p>
<p><b>Funding</b></p> <p>Impact on PFI legacy costs if this is to be a bulge not permanent. PFI costs are based on capacity of the school not numbers on roll. How will the affordability gap be addressed?</p> <p>There will not be enough funding to support growth as we will need to recruit staffing from September but funding does not come into school until following April</p>	<p>The number of pupils predicted to come into secondary schools over the next few years means that there will be very little spare capacity, if any and therefore budgets will increase for the schools contained in these proposals.</p> <p>Growth funding via the DSG grant is available to support schools to increase numbers so that there is effectively no lag in pupil funding and this will happen for each year that a new bulge class is admitted.</p> <p>Negotiations will be undertaken with the Pfl provider to minimise any increase in life cycle costs.</p>
<p><b>Accommodation</b></p> <p>Not enough catering facilities</p> <p>Not enough staff to supervise at lunchtime</p> <p>Sixth form accommodation not fit for purpose</p> <p>School not involved in remodelling discussions</p>	<p>The lunch hour is currently half an hour but it would be a school decision to increase the length of time enable all pupils to get through the facilities</p> <p>Additional pupils would bring additional funds into the school which could be used to have additional staffing at lunchtimes</p> <p>The remodelling proposals will address this issue by making the sixth form classrooms larger to accommodate bigger classes</p> <p>Colleagues from the Education Capital Team and the architects included staff from the school in walk</p>

<p>Class sizes will need to rise</p> <p>Hearing Impaired learners will be affected</p> <p>Need additional space for exams and assembly</p> <p>Changing rooms are designed for 210</p> <p>Additional furniture needed</p> <p>Traffic will worsen</p> <p>ICT needs replacing</p>	<p>rounds the school with the architects and are fully aware of the plans.</p> <p>How classes are organised would be a matter for the school but an additional number of classrooms being made available would not necessarily mean that class sizes would need to increase</p> <p>The number of hearing impaired learners are unlikely to rise as a result of the proposed increase in numbers at the school and so current arrangements would continue to meet the needs of learners.</p> <p>Assemblies and exams could be conducted in the sports hall which would be large enough to accommodate the additional pupils.</p> <p>We agree that changing rooms in the school are designed for 210 but presumably timetabling can be used to alleviate this as an issue within the school.</p> <p>Bulge classes in primary schools have been assisted with a one off capital grant to purchase furniture and equipment, Hyde Community College could use a grant to do the same which would then not be included in the life costs in the Pfl contract and any damages could be replaced by themselves.</p> <p>There is likely to be some additional traffic with additional pupils but it will be a small percentage increase as a total of the school population. There will not be 150 additional pupils immediately as there will be an additional 30 per year group from September 2018 onwards. The large increase in pupils coming into secondary schools generally will mean an increase in traffic at whichever school they attend.</p> <p>Additional pupils coming into the school will generate additional funds which can be used towards the cost of ICT equipment. Additionally, the school may wish to use some of the one off grant to support this.</p>
<p><b>Lack of strategic planning</b> Arrangements are being made at a late stage</p>	<p>The Council has been in discussion with all Tameside secondary schools for at least five years and had hoped to address the issue with the cooperation of all schools. However, only three schools have volunteered to take additional pupils and so the Council is now left with no alternative but to make these proposals to ensure it can meet its statutory duty to secure sufficient places in the borough. If the Council does not progress the proposals in this report then it will have no alternative other than to put forward proposals for a second free school in the borough.</p>

<p>One school has reduced its Published Admission Number from 180 to 240 and we are being forced to increase our number</p>	<p>The Council is aware of this and strongly objected to the proposal to reduce the Published Admission Number at the school but as the school is an academy and therefore its own admission authority, the decision to accept the proposal was made by the Regional Schools Commissioners Office, not the Council.</p>
<p><b>Specific questions:</b></p> <p>When the Government devolves funding directly to schools (from 2019?) how will the LA support our recovery from the deficit they have been instrumental in creating?</p> <p>When the Government devolve funding directly to schools, what will happen in relation to the PFI contract to which ALL schools in the LA currently contribute through 'top-slicing' and further, what will happen to the PFI charges for individual schools to address the affordability gap?</p> <p>How will the national funding formula affect the school's budget – will we be able to employ enough staff to educate 1200 students from what is left after PFI charges?</p> <p>Will (what little) remodelling (there is) lead to greater FM costs and if so how will the school sustain increased costs when pupil numbers begin to drop?</p> <p>Inflation costs are forecast to rise significantly; how will this impact on future PFI charges? –</p>	<p>An associated recovery plan will require agreement between the Council and the Governing Body prior to 31 March 2017 for the current three year budget planning period. The agreed recovery plan will be monitored to ensure a balanced budget is subsequently delivered.</p> <p>Based on the guidance received to date specifically in relation to the top slice of DSG for PFI central affordability, the Council may have to delegate it directly to the Schools within the contracts from April 2017 onwards.</p> <p>The Council will need to update the governing body agreements relating to each School to confirm the repayment to the Council of these shares of the top sliced DSG.</p> <p>The Schools Finance Support Team can provide an estimate of the funding for a full School and of the associated annual PFI costs. Individual Schools can then use this information to update budget plans and enable prudent financial planning.</p> <p>The remodelling proposals will address this issue by making the sixth form classrooms larger to accommodate bigger classes. The Council is awaiting information on the revenue impact to School of the proposals in future financial years.</p> <p>The funding proposals from 2018/19 onwards that are being consulted on include adding annual Retail Prices Index (RPIX) inflation to the specific PFI funding factor which would mean that the top slice increases at the same rate as the PFI contracts which are also based on RPIX. However, this would not affect each School's standard annual contribution.</p>

### **Mossley Hollins High School**

- 2.7 Of the six written responses received by the Directorate of People, three were associated with Mossley Hollins High School. One was associated with the Headteacher of the school and one with the governors of the school (**Appendix 3**).

<b>Concerns</b>	<b>Directorate of People Response</b>
At the time of the 2006 Building Schools for	In 2006, the Office for National Statistics did not

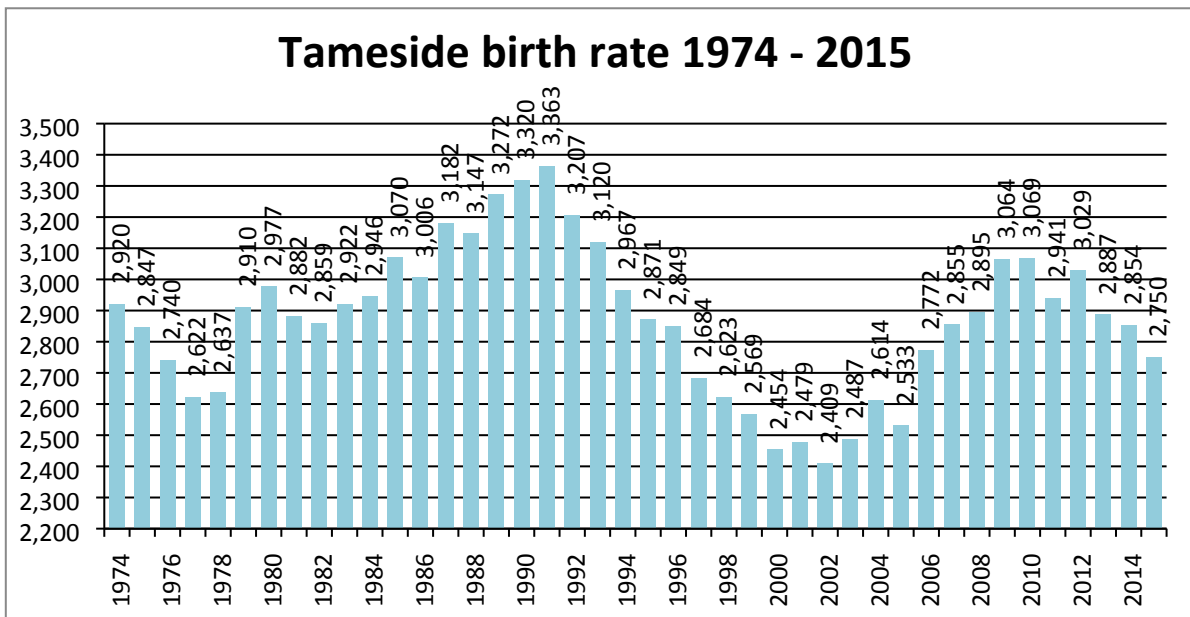


<p>the Future (BSF) bid, the school requested to increase to an admission number of 180 but this was rejected by the DfE</p>	<p>predict any population growth for Tameside or within England. Indeed the Council was requested to decrease the number of secondary places for the Department for Children, Schools and Families (DCSF) because of this as it was at a time of high surplus places. All of this was considered within the governance process at the time. In 2006, there were 3190 secondary school places and this was reduced to 2796 through the rationalisation of six schools into three through the BSF process.</p> <p>The proposal for Mossley Hollins High School is that the increase in pupil numbers would be on a temporary basis to accommodate the high level of secondary pupils for a period of approximately seven years. The school can then revert back to a lower admission number if it wanted to at that point.</p>
<p>The school was designed to accommodate five forms of entry not six</p>	<p>The school was built to accommodate 6 forms of entry with 25 students per class as a school management request which dictated the number of spaces within the new build. However, the actual spaces were equipped for 30 students per class because the build was funded as a 5 form entry intake (30 per class). We had to make sure that if the management of the school changed, that children(30) could be accommodated in each of the class spaces, the classrooms are approx. 55m2.</p> <p>School has already asked for some changes to take place which involves reducing the size of the LRC to create an additional office space and redesigning the current staff room to make the kitchen area into its own room.</p>
<p>We have already increased our Published Admissions Number from 150 to 156 to help reduce the deficit that the new school and PFI costs have created.</p>	<p>The additional pupils going into Mossley Hollins are welcome now that the number of pupils going into secondary schools is beginning to increase.</p>
<p>If the Local Authority needs our school to be formally 6 forms of entry with an intake of 900 students, further accommodation would need to be built onto the school as a matter of urgent necessity.</p>	<p>The Published Admission Number (PAN) for each school is determined annually and is broadly based on the Net Capacity Assessment (NCA) for the school. The NCA is derived from a formula devised by the Department for Education which measures the capacity of the school, taking into account the total space available and the amount of both general and specialist teaching areas. The formula calculates the total number of pupils that the school can accommodate. This is then divided by the number of year groups in the school to give the Indicated Admission Number (IAN) for each year group.</p> <p>With the accommodation available, the net capacity assessment for Mossley Hollins shows that the school can have an indicated admission number of 800 (<b>Appendix 4</b>)</p>
<p>There will be an impact on standards if the school has to increase numbers as this will mean that lower ability groups will need to increase in size</p>	<p>Mossley Hollins High School is currently in a strong position with respect to standards. Although results in 2016 were not as positive as had been hoped there is a strong tradition of academic excellence at the school and there is no reason to suppose that these would automatically be reduced as a</p>

	<p>consequence of increased numbers. Moreover, the additional numbers that would be coming into the school would in the main be coming from primary partner schools where there is a proven track record in terms of transition and shared intelligence. Leadership in the school is strong, and the school's processes and routines have become embedded over the past few years. The Directorate's view is that the school has the leadership capacity to respond to the new demands of increased numbers, whilst at the same time using the additional resources that this will bring to the benefit of all of the students. The size of a school is only one of the factors that will dictate the quality of a school.</p>
<p>There are other schools in the borough who could absorb the surplus</p>	<p>The Council has been in discussion with all Tameside secondary schools for at least five years and had hoped to address the issue with the cooperation of all schools. However, only three schools have volunteered to take additional pupils and so the Council is now left with no alternative but to make these proposals to ensure it can meet its statutory duty to secure sufficient places in the borough.</p> <p>If the Council does not progress the proposals in this report then it will have no alternative other than to put forward proposals for a second free school in the borough.</p>

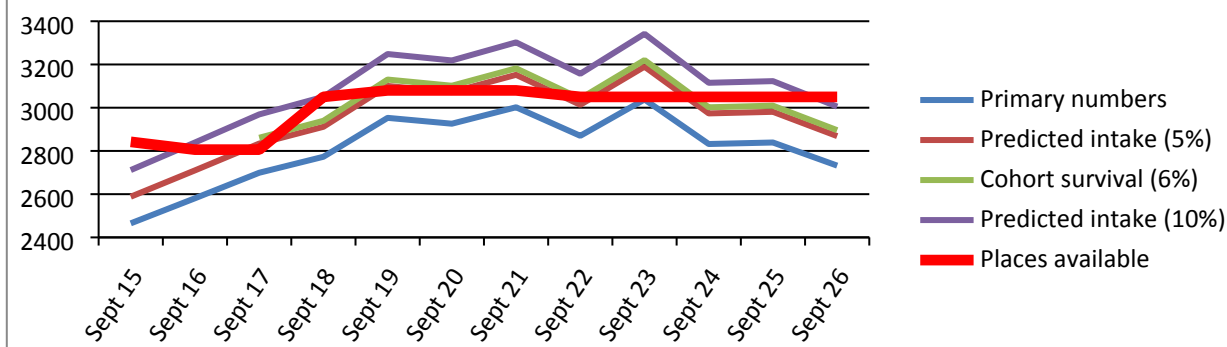
### **3 INCREASES TO PUBLISHED ADMISSION NUMBERS AND CONSIDERATION OF FACTORS AND RECOMMENDATIONS**

- 3.1 The Council has been proactive in tackling the issue of rising births over recent years. The Published Admission Number (PAN) has been increased at many primary schools but these primary pupils are now beginning to move through to secondary schools and more needs to be done to accommodate all pupils. From the graph below, it can be seen that the surge in births is not expected to be a permanent issue as it has begun to fall. Therefore, proposals need to be a mix of permanent and temporary as these will become surplus in years to come.



- 3.2 Tameside Council is the admission authority for six community schools in the borough and therefore can propose increases in published admission numbers at its own schools. Those schools in the borough that are voluntary aided or academies are in control of the own published admission numbers and the Council cannot dictate increases in these schools.
- 3.3 Tameside Council has a statutory duty to secure sufficient places for all pupils resident in the borough but the ability to directly procure these places is limited to its community schools. Officers from the Council have been talking to Headteachers at all schools in Tameside but particularly from voluntary aided schools and academies for a number of years to encourage them to put forward proposals to increase their admission numbers in view of the increase in numbers coming through from primary schools. Only two schools have agreed to an increase, St Damian's RC Science College (an additional 15 places per year group from September 2017) and Copley High School (an additional 30 places per year group from September 2019 as a bulge for three to four years depending on demand). West Hill School's governing body is considering a small increase (an additional 5 places per year group from September 2018).
- 3.4 Members will be aware that there is a successful free school application for Tameside that has been proposed by the Laurus Trust, a multi-academy trust with Cheadle Hulme High School as its founder member school. This will bring an additional 180 places per year group from September 2018.
- 3.5 Tameside has used a mixture of permanent and temporary places in primary schools to accommodate the increase in population. A bulge group in secondary schools is somewhat different to a bulge class in a primary school due to the different nature of how learning takes place. Primary provision is largely based in one classroom so a bulge class can be accommodated with the addition of one classroom which were often accommodated in either surplus accommodation such as a room that was used as a community room or IT suite within a school or in a demountable classroom. Secondary schools pupils move around school for different lessons and also learn in specialist resources such as science labs and so a bulge group requires a more detailed look at the accommodation required.
- 3.6 Given the predicted number of pupils for September 2018 and for the following six years, the Council now has little choice but to put forward proposals to increase numbers in its community schools even though three out of the four schools are objecting to the increase. The following graph illustrates the issues.

## Tameside secondary school places availability and predicted intake



3.7 A number of factors are used to predict how many year 7 places will be needed in the borough. These include birth rates, the number of pupils in primary schools, in year pupil movement and planned housing developments. These factors give a range within which demand for school places need to be assessed. For many years, the Council has used an average of Year 6 numbers plus 5% to give an indication of demand. However, in recent years that has increased to 6% and the amount of planned housing development and inward migration gives the Council cause to look at even higher numbers than in previous years hence the range of values in the chart above and table below.

	Sept 17	Sept 18	Sept 19	Sept 20	Sept 21	Sept 22	Sept 23	Sept 24	Sept 25	Sept 26
Primary numbers	2699	2773	2953	2926	3002	2870	3038	2832	2839	2732
Predicted intake (5%)	2834	2912	3101	3072	3152	3014	3190	2974	2981	2869
Cohort survival (6%)	2861	2939	3130	3102	3182	3042	3220	3002	3009	2896
Predicted intake (10%)	2969	3050	3248	3219	3302	3157	3342	3115	3123	3005
Places available	2806	3050	3080	3080	3080	3050	3050	3050	3050	3050

3.8 It can be seen that even with the proposed increase in places from this consultation and the new free school opening, **there is still a need for additional places in future years.**

3.9 The following tables outline the nature of the proposals needed to accommodate the increases in the four secondary schools.

Proposal	Increase the published admission number at Alder Community High School from 155 to 180 from September 2018
Bulge or permanent increase	Permanent
Building work / remodelling required to accommodate additional pupils	This involves the construction of a four-classroom extension, and the remodelling of existing P.E. changing and toilet areas. In addition, two classrooms to be created from existing internal areas and the adaptation of a general classroom into a “dry” science laboratory in area G of the school.
Indicative initial cost of building work / remodelling	Further work is required to refine the costs however Interserve has estimated a total build cost of £1,155,824 plus VAT. Additional costs for contract management, SPV fees and Interserve overheads and profit will need to be added. It would be prudent to make allowance for a capital budget of <b>£1.5 million</b> at this stage.
Additional considerations (e.g. increased FM costs; increased PFI costs)	There will be increased FM costs for the four- classroom extension. There may be some additional costs for increased catering provision. Some other life-time costings may be avoided as a result of the conversion of spaces. Firm figures have been requested from

<b>Proposal</b>	<b>Increase the published admission number at Alder Community High School from 155 to 180 from September 2018</b>
	Interserve and are expected at the end of January or early February.  Additional costs will also include loose furniture and equipment – currently estimated at £10,000.

<b>Proposal</b>	<b>Increase the published admission number at Astley Community High School from 150 to 180 from September 2018</b>
Bulge or permanent increase	Permanent
Building work / remodelling required to accommodate additional pupils	The project is an internal remodelling of some existing classrooms to create or re-locate specialist teaching areas. Three Science Labs and a Science Prep room are required in the main building (remodelled from general classrooms) and some rooms in the modular building need to be converted into general classrooms. A specialist Music Room, a Drama Room and a Food Technology Room are also required and can be created by remodelling existing accommodation. The school's dining hall is also in need of new flooring.
Indicative initial cost of building work / Remodelling	An indicative budget cost of <b>£450,000.00</b> subject to further work to refine detail, procurement and tendering.
Additional considerations (eg increased FM costs; increased PFI costs)	In addition to the remodelling costs there is likely to be further expenditure on some specialist equipment and furniture.

<b>Proposal</b>	<b>Increase the published admission number at Hyde Community College from 210 to 240 from September 2018</b>
Bulge or permanent increase	Bulge
Building work / remodelling required to accommodate additional pupils	Conversion of the construction shed to provide four standard size and a further smaller classroom; conversion of the 6 <sup>th</sup> form area to provide four classrooms and conversion of the 6 <sup>th</sup> form lecture theatre to provide a further classroom  The above describes a range of projects that could be carried out depending on the finances available and are listed in priority order.
Indicative initial cost of building work / remodelling	The costs below are indicative and shown for each area  Construction Shed (4.5 classes) - <b>£590,150</b> 6 <sup>th</sup> Form Area (4 classes) – <b>£210,460</b> 6 <sup>th</sup> Form Lecture Theatre (1 class) - <b>£218,400</b>
Additional considerations (eg increased FM costs; increased PFI costs)	FM costs will increase to take account of the additional floor area. There will be an increase in catering costs. Additional furniture will be required – allow <b>£20,000</b> for new classroom furniture. Lifecycle costs will also need to be added.  A deed of Variation will be required and there will also be Legal costs

<b>Proposal</b>	<b>Increase the published admission number at Hyde Community College from 210 to 240 from September 2018</b>
	<p>incurred in addition to the works above.</p> <p>The detailed mechanical and electrical aspects are still being developed and once this specification is agreed costs will be able to be firmed up. At this stage based on similar schemes elsewhere it is estimated that the <b><u>ANNUAL maintenance costs (including cleaning) will amount to £16,500.</u></b></p> <p><b>The Lifecycle costs</b> (across the remaining contract life) are also dependent on the final M&amp;E specification but are likely to be of the order of <b><u>£51,500.</u></b></p>

<b>Proposal</b>	<b>Increase the published admission number at Mossley Hollins High School from 156 to 180 from September 2018</b>
Bulge or permanent increase	Bulge
Building work / remodelling required to accommodate additional pupils	Additional pupils expected to admitted without additional building works or remodelling
Indicative initial cost of building work / remodelling	<b><u>Nil</u></b>
Additional considerations (eg increased FM costs; increased PFI costs)	There may be additional costs for catering provision.

3.10 Without progressing the above proposals, the Council will need to consider how it can meet its statutory responsibility to provide sufficient places in the borough. The only way that the Council could reasonably do this would be to bring forward proposals for a second free school.

#### **4 FINANCIAL RESOURCES**

4.1 Basic need funding has been allocated to local authorities by the DfE. This is because local authorities are responsible for ensuring that there are sufficient schools locally to meet demand. Local authorities can use this money to fund projects at any publicly-funded schools, including voluntary-aided schools, academies and existing or new Free Schools where they address basic need pressures. The DfE request annual updates about how Basic Need funding has been used each year and how many new places it has created.

4.2 The Council was allocated £12,488,962 Basic Need capital funding for the two financial years 2016/17 to 2017/18, to support the delivery of capital projects necessary to increase the capacity of schools and meet increased demand for places. Unfortunately, the Council has not been allocated any basic need funding for 2018/19. Only £3,921,698 of these allocations have already been formally earmarked for existing schemes on the capital programme. This means that there is still £8,567,264 of unallocated Basic Need funding available on the capital programme to support the capital costs of the proposed works.

4.3 The estimated capital cost of providing the increase to the published admission number at the four secondary schools referenced in Section 5.9 of this report totals £2.969m. These costs need to be both confirmed and assessed from a value for money perspective, as a matter of urgency. The revenue implications of the additional accommodation also need to

be confirmed as soon as possible by the PFI providers to enable the Council to draft updated governing body agreements that reflect the increased contributions required from each School as a result of the proposals.

- 4.4 It is important to note that significant numbers of additional pupil places will still be required beyond the proposals relating to the four community schools in this report. The establishment of new free schools may also require a financial contribution from Basic Need resources.

## **5 FUTURE DEMAND FOR SCHOOL PLACES**

- 5.1 The birth rate in Tameside has fallen slightly overall in the last four years and this is following the same pattern of the birth rate curve in the borough over the last 40 years. The current prediction is that the birth rate will continue to fall but as with the last high in births which was not as high as the peak in 1991; the low may not be as low as it was in 2002. In effect, the curve appears to be flattening out.
- 5.2 Should this pattern continue, the need to increase primary school places diminishes but it increases in secondary schools as the rise in the population moves through primary schools as discussed in Section 3.7 – 3.8 of this report.

## **6 RECOMMENDATIONS**

- 6.1 As set out on the front page of this report.

# APPENDIX 1

**From:** [R O'Regan](#)  
**To:** [Jacqueline Nurney](#)  
**Cc:** [Catherine Moseley](#); [Susan Keymer](#)  
**Subject:** Consultation on admissions arrangements for September 2018  
**Date:** 09 November 2016 13:16:30

---

Dear Jacqueline

Regarding the consultation on proposed admission numbers for community schools I would like to make the following comments:

### **Admission numbers**

Governors will only agree to the proposed increase in students numbers from 155 to 180 once we have written confirmation from the LA in terms of agreed plans for building works. We will not reduce the quality of existing provision by admitting large numbers of students without appropriate works being done.

Having completed a detailed analysis of the proposed curriculum for 2021 and beyond with a view to there being 900 students in the school, I have submitted some suggestions to Susan Keymer. Susan and myself have met briefly to look at existing space and how to make the best use of it alongside the need for some extra accommodation in order to minimise the costs. I am keen to work with the LA for the benefit of the students who are currently at Alder and may be coming to Alder, but if we are to scale up, the provision needs to also scale up otherwise we will compromise on quality of provision.

### **Partner primary schools**

I would also like to point out that Greave Primary is the second closest primary school (after Gee Cross Holy Trinity) and Tameside residents are being denied the opportunity to send their children to Alder because their child does not attend a 'Tameside Primary School'. I would like Greave to be added to our list of partner primaries.

Thank you

Richard O'Regan  
Head teacher  
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## APPENDIX 2

**From:** M Howarth [mailto:m.howarth@mossleyhollins.com]  
**Sent:** 01 November 2016 10:15  
**To:** Jacqueline Nurney  
**Cc:** Catherine Moseley; Bob Berry  
**Subject:** Consultation on Admission Arrangements for 2018-2019  
**Importance:** High  
Sent on behalf of Drew Duncan, Executive Headteacher, Mossley Hollins High School

**Admission arrangements: MOSSLEY HOLLINS HIGH SCHOOL IS OFFICIALLY DESIGNED AS A 5-FORM ENTRY PAN OF 750 SCHOOL FOR ITS MARCH 18TH OPENING  
RESPONSE TO CONSULATION 31ST OCTOBER 2016**

Dear Jacqueline,

I have already spoken to Bob at length about this as part of the consultation and know that it is vital that we rectify a significant error on the consultation documentation re-admissions. Catherine will know, as she has been with me throughout the process, that Mossley Hollins High School was and remains a 5-form entry school. The new building – please check the facts for yourselves – was built for a PAN of 750 students.

In the Bredbury Agreement I did push for a PAN of 180 per year group at the time we were re-shaping the number of new schools and buildings we would have in Tameside and I got general agreement for an optimum size of c900 for Tameside's new suite of secondary schools under BSF. This never came to pass, as Catherine will remember, because the DfE asked us to build 2 academies as a significant illustration of our willingness to compromise in relation to our BSF bid. As a result two large Academies were built in that round.

Consequently, Mossley Hollins High School was not given permission to take 900 students and was built for a PAN of 750 (namely, a 5-Form Entry School). The permission was granted only to build a like-for-like replacement of the old building for the new with the continuation of a PAN of 750.

In the design-process as a sample school (where I worked with 12 then 6, then 3 and finally one set of architects) a school was built for us on the basis of a 5-form entry despite my best efforts to make it bigger.

This explains why each Faculty area has a maximum of 5 classrooms for the 5 forms and 5 sets. English has 5 rooms, Mathematics 5 rooms, Science 4 rooms (we wished to build one 'super-lab', thus reducing capacity further). Humanities has 5 rooms as has Arts' and Sport. Technology has 4 rooms (this was again to ensure that the Technology rooms were of ample size for 4 larger groups on at once from the 5 forms) and MFL has two rooms.

You must study the school and its rooming for yourself and its floor plan to see just how precisely it is designed for 5 forms of entry.

As a result of significant under-funding projections as a PFI contributor over 25 years which we have been fighting unsuccessfully over ever since, the Governing Body of MHHS realised that it would move quickly and permanently into deficit unless it requested a slight increase in the PAN. With heavy heart, given the severe limitations of the building to take more than 750 students, I did this in consultation with Catherine and with our neighbours, Copley High School (now Copley Academy).

We had no other choice for funding reasons. The PAN moved to 156 per year and has remained at this since = a total of 780 pupils.

With appeals and the hard-to-place protocols we are now approaching an cohort of 800 pupils. With this in mind, the timetabler was set the task of creating 6 forms of around 27 students in each. At the time, when I made my plans clear to the LA and the BSF team I was urged not to allow 6 Forms with a PAN of 750 as they would not be able to provide the classrooms or floor-space to accommodate the groups. I was determined, however, to ensure that children in lower sets and our most disadvantaged children had the opportunity to be taught well in the correct size groups. I acknowledge that this has made real demands on the existing building. Despite my best efforts this has proved enormously difficult to manage and we have had to make use of the library, open spaces and small meeting rooms to timetable existing classes.

In turn we have had to use designated cupboards as offices for staff and cut already small rooms in half with very expensive subsequent building work. This already is far from satisfactory. In addition the pressures on stairwells and corridors in a new building are already unacceptable. The alternative solution, which would have been possible from a rooming point of view, was to have class sizes of c32 (x5) which would be totally unacceptable for all groups other than top sets, especially middle to lower sets from an educational standards' point of view.

It was our decision to make a 5 form-entry school take 6 forms, wherever possible, though you will know it was not designed as such. For the Local Authority now to pretend that it is actually, in terms of numbers or design, a 6 Form Entry school is disingenuous and takes no account of our written and oral communications to the contrary since its inception in 2011 on the new site. As you will know a 6-Form Entry school has the capacity to hold 900 students (and a PAN of 180 per year group) whereas our building's footprint, design and classroom space are equipped for only 750 students and are struggling under the density of almost 800 students. We requested at the time a 6 Form Entry School with 900 students and this plan was declined by the Local Authority and BSF Board.

I would wish this formal response to the consultation to be noted. Please feel free to check all facts from the time of the BSF bid and application. For the school to create 6 groups wherever possible and have 6 forms of 27 children was a decision it made on the basis of sound educational practice, trying to get the best for its learners. If the Local Authority needs our school to be formally 6 forms of entry with an intake of 900 students, further accommodation would need to be built onto the school as a matter of urgent necessity. It simply would not be possible for us to cater for such growth in any other way.

Yours sincerely,  
Drew Duncan  
Executive Headteacher  
Mossley Hollins High School  
Droylsden Academy

**To whom it may concern**

As Chair of Governors, Headteacher and Executive Headteacher at Mossley Hollins High School we write to raise our significant objections to the proposed change to admission numbers for our school. Whilst we understand the change in demographic in the local authority, we cannot support a further increase in numbers at Mossley Hollins High School. This letter accompanies the formal response to the consultation by our Executive Headteacher.

The documentation is based on an error that we are formally a 6-Form Entry School. Prior to 2011 in the old building the school had an annual PAN of 150 and a capacity number of 750. In the BSF re-design process leading to the opening of the new building in 2011 we did push for a PAN of 180 and a capacity number of 900. This proposal was rejected at the time. As you will see from the contract and legal documentation of the time, the new building was based on an annual PAN of 150 and a capacity number of 750.

The designated floor area of the school and the number of classrooms per subject were designated for a 5-Form Entry (please refer to the plans showing 5 classrooms for each of the main faculties, 4 classrooms for science, 4 classrooms for Technology, 4 classrooms for the Performing Arts and 2 classrooms for Modern Foreign Languages). As a team of governors and senior leaders, we were determined to keep middle and lower sets below 30. The only way to achieve this was to create 6 classes where possible, on at once. In doing so we had no choice but to make teaching use of the library, small open spaces, our nurture base and small meeting rooms as classrooms for the lower sets (as they host only 17 children). To compensate we made many of the designated store-rooms into staff offices.

In June 2012 we had an emergency budget meeting with the Headteacher, the Governors' Finance Committee and the Business Manager. In that meeting the Business Manager alerted us to her projected budget figures as part of a 3 year and 5 year plan. It was clear that, despite being oversubscribed (due to the debit accrued from the Gains' Cap), as a result of the PFI and ICT maintenance costs, the school would move into significant deficit in Year 3. The school has always operated a balanced budget and the governors did not approve this projection.

The only solution was to increase slightly pupil numbers, putting further strain on the library, small open spaces, our nurture base and small meeting rooms (all of which are currently used as classrooms). At this time the Headteacher approached the Local Authority to request an increase to the Year 7 PAN from 150 to 156, stating that we had to do this for financial reasons but could not deal with increased numbers beyond this point. This was accepted. In 5 years' time from the date of this change the governors were aware that the school's capacity, on a 750 footprint, would necessarily rise to 780 maximum.

As a consequence of appeals and hard to place decisions the school, despite being built for 750 students, houses 785. This has caused considerable difficulties with rooming, changing areas, assemblies, dining, corridors and stairwells. We are already failing to meet the needs of our students in a purpose-built building that was meant to be future-proof by design. You will see, therefore, that we have already exploited every available space in the existing building to accommodate our current numbers. It would be reckless to do more.

Your consultation is now asking us to receive a PAN of 180 students where capacity would result in 900 students in the building, over time. This cannot be done, and as leaders of the school we reject the proposal unanimously and in the most serious terms. This school, our students and staff and this town must not be treated in this way where there are other schools in Tameside under-subscribed.

The main error is that the Local Authority, despite knowing otherwise, appears to be claiming that the building was designed for a 6-Form Entry, and therefore 180 students per year group. This is not the case and is untrue. In fact, the Headteacher worked to try to reach agreement on such a situation at the time but his plans were rejected. The school building and contract is based on a PAN of 750. We already house 35 students above capacity.

The school could work with the Local Authority, if detailed plans and agreement were reached on extending the building and the costs of that work being provided. Without such an extension we cannot support any further rise in pupil admissions.

We note from the consultation that two other schools are also included in the proposal. Both schools are Community Schools. In the case of Hyde we understand that this may be possible. After all, the BSF building was designed to house a Sixth Form that did not materialise so its footprint may be capable of housing rising admissions. In the case of Alder, just as ourselves, without significant building extension the school could not take any rise in admissions.

There are of course academies in the authority that are heavily undersubscribed and whose buildings could easily accommodate the extra places required by the rising admissions but they do not appear in the proposal, which leads us to the only conclusion that, should the Local Authority not listen to our objection we would have no alternative but to seek Academy status.

As partners in education we ask you to listen to our objection, take our concerns seriously and not proceed with the proposal to raise the PAN at Mossley Hollins High School.

Yours sincerely,

**Stuart Marshall,  
Headteacher**

**Drew Duncan,  
Executive Headteacher**

**John Denton, Chair of Governors  
Mossley Hollins High School**

Copy to: Catherine Mosley, ....Jacqueline Nurney and Stephen Pleasant

## APPENDIX 3

### Response to consultation regarding increasing Pupil Admission Number for Hyde Community College to 240 from September 2018

To whom it may concern

This response is written in the full knowledge that the term 'consultation' is being used in its broadest sense and I believe that the decision to increase the PAN at Hyde Community College has already been made by LA representatives. For example, recently approved planning applications already reference a levy to contribute towards the increase in places:

*10.2 In accordance with the Community Infrastructure Levy Regulations 2015, which is intended to provide infrastructure to support development, rather than to make individual planning applications acceptable in planning terms, it is agreed additionally with the applicant, so as to compensate for the impact of the development on the demand for school places, other terms of the agreement would be that a financial contribution of £886 per 2 -bedroom dwelling, £1,234 per 3-bedroom dwelling and £1,353 per 4 bedroom dwelling be made towards education made toward increasing the number of places available at Hyde Community College to accommodate increases in secondary school pupils in the area.  
(Ref: Planning Application Number 16/00054/OUT)*

However, it would be extremely remiss of me to fail to outline issues around this decision which have the potential to result in a hugely negative impact on students, staff and general standards at the school.

#### Finance

Hyde Community College is currently in a precarious financial position of which the LA finance team are well aware.

Please bear in mind that Hyde has historically been a 180 PAN school. When the new build was proposed, *LA representatives* requested that the school be designed for a 210 PAN as they were aware that a 'bulge' in numbers was coming. Unfortunately, since opening, whilst the school would have been at capacity year on year with a PAN of 180, we are still (up to and including September 2016) under capacity with a PAN of 210. Throughout this time, we have had to pay FM and ICT costs *based on full capacity*. This has resulted in *a significant and worsening in-year deficit* situation each year which, despite the foresight and skill of our Business Manager, means that the school will, for the first time, have a negative outturn in 2017.

In response to this worsening financial position, we have cut spending and reduced staffing. This means that we have larger classes and, in particular, more students in lower sets which is detrimental to their progress; we also have split classes (different teachers timetabled to the same group) which is far from ideal. In allocating 30 extra students to the September 2018 intake, we will have no alternative but to increase staffing as room sizes in this building are restrictive. Funding for these additional students will not only fail to cover these additional staffing costs but will not come into school until April 2019.

Based on current staffing levels and cohorts of 210 from September 2017, our current budget plan indicates that by 2020 we could accumulate a *deficit in excess of £1.6 million*. If we had been full to capacity in a 180 PAN school or charged on admissions rather than on the building's capacity since January 2012, we would be in a healthy financial position. Taking on more staff for September 2018, 7 months before we are funded for it will clearly exacerbate this situation.

	2016-17	2017-18	2018-19	2019-20
Income	£5,578,182	£5,745,165	£6,028,983	£6,183,459
Expenditure	£6,190,471	£6,186,797	£6,333,469	£6,487,627

In year surplus/deficit	-£612,288	-£441,632	-£304,486	-£304,168
Surp/Deficit b/fwd	£6,476	-£605,812	-£1,047,445	-£1,351,930
Cumulative carry forward	-£605,812	-£1,047,445	-£1,351,930	-£1,656,098
				Forecasts for 2018 onwards will clearly worsen significantly as staffing increases before pupil-related funding.

Questions:

- When the Government devolves funding directly to schools (from 2019?) how will the LA support our recovery from the deficit they have been instrumental in creating?
- When the Government devolve funding directly to schools, what will happen in relation to the PFI contract to which ALL schools in the LA currently contribute through 'top-slicing' and further, what will happen to the PFI charges for individual schools to address the affordability gap?
- How will the national funding formula affect the school's budget – will we be able to employ enough staff to educate 1200 students from what is left after PFI charges?
- Will (what little) remodelling (there is) lead to greater FM costs and if so how will the school sustain increased costs when pupil numbers begin to drop?
- Inflation costs are forecast to rise significantly; how will this impact on future PFI charges?

**Accommodation**

In the very brief discussion that LA representatives had with the school in October 2015 I clearly stated that the school, fully supported by Governors, much preferred NOT to increase the PAN to 240. It was made clear by the LA representatives that the closure of the school's Sixth Form would be used as a lever to make the case that the school could accommodate an extra 150 students with minimal structural change. This is far from accurate. As was pointed out at the time, 180 Sixth Form students who are in the building for a part of the week and are taught in small groups or in a vocational setting (Construction) do not equate to 150 full time KS3 and KS4 students who are in full time and require classroom space all at once and in larger groups, social space all at once and appropriate catering facilities and dining space. It was made clear at this meeting that in moving Hyde to a 240 PAN, the LA would invest in adapting the building to make it fit for purpose – this is clearly not going to happen and so the following issues arise:

- ***The current catering facilities will not cope with the extra pupils.*** Despite our PFI contribution being based on full capacity of a 210 PAN school, lunch queues are excessive and service is slow due to understaffing. This will only worsen if Carillion FM choose to move away from cashless catering.
- We will be unable to provide adequate supervision at lunchtimes within the current funding situation.
- We will be unable to ensure pupil safety with 150 more bodies in circulation spaces at any one time – especially on stairs and fire exits.
- A large portion of our Sixth Form provision was accommodated within the Construction Shed – this is not fit for purpose as designated teaching space due to the constant noise from plant within the space and a lack of adequate fenestration and heating. Apparently this is 'too expensive' to remodel and yet could provide a number of good classrooms.
- The LA representative sent into school to plan remodelling saw no reason to involve any school staff in that process. This person is not an educationalist and does not have as in-

depth an understanding of the school's needs as a member of school staff. This is likely to result in what little funding there is having little or no impact on the situation in real terms.

- The school has not been at the forefront of discussions about re-modelling.
- The school is currently 117 students below capacity with a 210 PAN. A further 150 students will be an **increase of 28.6%** on the school's current numbers with no real investment in extending the learning environment in a manner that is conducive to good learning at KS3 and KS4. This will not benefit our current or future students.
- Class sizes will need to rise; we will be unable to accommodate this when there are insufficient classrooms that are large enough.
- Are good quality mobile classrooms and/or a **mobile catering/dining area** worth considering as they could be sold on when numbers begin to fall and would take some traffic from inside the building?
- Open learning spaces which are not appropriate for whole class teaching due to high background and intrusive noise levels need to be adapted to create high quality teaching spaces to enable us to meet our obligations to the Hearing Impaired students based at the school.
- We are already struggling to accommodate the number of students we have needing special access arrangements for external exams – how will we be supported to ensure adequate provision for the extra students?
- The school's assembly and exam venues are based on 210 students per year group.
- Practical classrooms are limited to the number of students able to use them safely so class sizes are limited in Design Technology, Food and Science and so the number of classes will have to be increased which will necessitate employing more teachers.
- Changing rooms were designed based on a PAN of 210.
- In a time of financial crisis, the school will need more furniture to accommodate more pupils.
- Traffic from parents collecting/dropping off students means that Old Road is already congested and dangerous at the start and end of school every day – this will worsen with 150 more students.
- The funds carefully put aside by the school over the last five years to fund refresh of ICT facilities have been swallowed up by PFI charges and the school is now in a position where basic ICT equipment (PCs, projectors, laptops) are beginning to fail and there is no money to replace them. ***There will not be enough equipment to resource 150 more students.*** The hugely expensive and unsuccessful ICT contract negotiated for us by the LA has failed our students and staff and has further drained precious resources.

## Standards

Hyde Community College is a **good** school with high aspirations and a talented team of staff.

The impact of LA actions on the school over time is having a negative impact:

- The school ***has already raised its PAN*** to contribute to accommodating the increase in pupil numbers but is now being asked to do so again. How many other Tameside schools have had to do this?
- Raising the PAN from 2012, at the LA's request, has resulted in a significant financial deficit which will impact on the recruitment and retention of quality teachers and TAs.

- The shortfall in numbers after raising the PAN to 210 has meant that we have had to take far more than our fair share of in-year admissions – for example 29 students have been admitted to our current Year 9 cohort; how many at Alder or Mossley Hollins? It is accepted that many students moving in-year have issues either with behaviour or attendance and the majority have low prior attainment. Our intake is now even further skewed towards the lower ability range and contains a relatively high proportion of students with behavioural issues. This leads to additional workload and stress for teaching and pastoral staff. If this continues, standards will fall despite our best efforts.
- The best performing schools within the LA have a PAN of 180 or less; this is not a coincidence. Hyde's PAN has already been raised once to 210 with devastating financial consequences.
- Against a backdrop of educational unrest and the impending 'perfect storm' of a teacher recruitment crisis at the same time as increasing numbers, we will lose good staff if working conditions deteriorate and pressure mounts even further.

The most recent letter received from the Access and Inclusion team to inform us of the consultation process states: "We have previously discussed increasing the admission number at Hyde Community School to 240 per year group and we have liaised with the school for some time to ensure that any necessary changes are planned to be able to accommodate the increase." The 'discussion' comprised one brief meeting in October 2015 and the 'liaison' has been two visits to consider amendments to accommodation, one of which involved no school staff and the second of which I joined in with despite not having been invited.

I **fully** understand the urgent need for more secondary school places in Tameside, although I do not understand why this is only being addressed at this very late stage and with such little discussion/planning with the schools concerned. These students have already been in primary schools for six years and this lack of timely strategic planning at LA level for secondary provision will lead to significant negative impact on the life chances of our youngsters.

As stated, I am aware that this increase will be enforced but without any of the assurances made in the initial brief discussion actually coming to fruition as of yet. One thousand two hundred students will be squeezed into a building which will struggle to cope with its current limit of one thousand and fifty. This will certainly alleviate a proportion of the LA's problem of the shortfall in places, but will not ensure the best possible learning experience for those students nor the best possible working environment for staff.

In short, whilst one Tameside secondary built for a PAN of 240 is reducing its PAN to 180 to improve standards, our school is being forced to go above and beyond any other in Tameside to resolve an issue that is not of its making and **without adequate support or investment from the LA** to protect current standards of provision. When these standards fall as a result however, it will be the school that is directly answerable to Ofsted.

*ARadcliffe*

Andrea Radcliffe  
Headteacher

21\* October 2016



## GOVERNORS RESPONSE FOR CONSULATION INTO INCREASING PUPIL NIMBERS AT HYDE COMMUNITY COLLEGE

When we were designing and building Hyde Community College (HCC) the word that was used throughout was 'legacy'. What would be the outcomes of our endeavors for generations of pupils and families in years to come?

Our brief was to build a school that held 180 pupils per year group. Based on a five year cycle that meant 900 in the building. That figure was increased during the planning to 210/1050. And finally to 210/1050 + 120 (sixth form). The additional cost of the sixth form to be borne by a 'presumption grant' awarded by DfE because of the progress the school had made during previous years.

As the school was part of the Building Schools for the Future (BSF) programme and a Private Funding Initiative (PFI) the project was automatically overseen by a Local Education Partnership (LEP) which included the Local Authority (LA). The design of the sixth form was always based on a fluid population because of the nature, time and rooming involved in respect of the differing subjects. That is to say that not every enrolled student needed to be in college all day every day. On that basis the sixth form area was designed and developed.

We were not made aware until it was too late that our financial contribution to our 'landlord' was to be based on capacity and not students on role. A significant difference that is without doubt detrimental to our budget and our ability to spend money where it matters, on the students. Not only did this draconian measure apply to our landlords fees it was also applied to the ICT contract. We have no say in who delivers the service nor the content or cost of the contract.

We are now for the first time in over twenty years in a parlous situation with our budget which has been brilliantly managed. We have made cutbacks and therefore savings, but we still have to provide an education for our students.

Currently we are proud to be able to say that we have a first class building, super talented staff and students who are, in the main, happy to learn in an outstanding environment. We have just had our best GCSE results ever. There are many reasons why this has occurred. Such achievements can be wiped out in a moment and would be if we had to spend money we have not got and increase numbers in a school that is not designed for it. We know our students and families well, because our numbers are manageable, it goes without saying that it would be infinitely more difficult with greater numbers, particularly if they are reluctant students.

We have now been asked to increase our numbers to 240 per year group. To facilitate this increase we would need to address space management, staffing, not only teaching but support staff and the ancillary services of cleaning, caretaking and catering. All of which require MONEY, which as I have already stated we have not got. To pretend for one moment that an increase in numbers will raise a per capita amount is nebulous, when you consider how we are drained by our PFI commitments. Additionally we understand that the 'bulge' in numbers is only temporary. What will happen as it subsides and the per capita amount decreases. Will our landlord accept a reduction in our contribution for a building that is now deemed to have a capacity of 1200? Unlikely. We will be stuck with a building that has excess furniture, too many staff, a deteriorating fabric and most likely many of our loyal and talented staff will have fled the mayhem that will ensue from an increase in numbers that appears to have been ill-considered and for which there is no funding available.

The students of Hyde deserve better. The increase in numbers appears to be from other areas of Tameside, so address it in situ where at all possible, Pupils being directed to a school not of their choosing are not the best students.

Every pound taken from our budget to fund this project is a pound taken from the students it was meant for.

You have assisted us in becoming a GOOD school, don't be the catalyst destroying it.

Chris Daly  
Chair  
9.11.16

# APPENDIX 4

## Net Capacity Assessment Method for Secondary Schools

DfES/0749/2001

Please read the Net Capacity guidance (DfES/0739/2001REV) before filling in this form for the first time. This form can be used to assess any secondary, middle deemed secondary or upper school. It is easiest to use the computer spreadsheet, available at [www.dfes.gov.uk](http://www.dfes.gov.uk) (search for 'netcapacity'). Use this page to identify the basic information required. List all spaces in the Net Area Schedule on page 2 (following the notes on the facing page). All boxes shaded in grey will be worked out automatically in the computer spreadsheet. The 'Declaration of Accuracy' should be signed by the Head Teacher and a representative of the Local Education Authority.

### School Details

LEA

DfES LEA/school number  date

school name

age range  to

	9 - 13	0.83	11 - 18	0.71
	10 - 13	0.81	12 - 18	0.70
	11 - 13	0.79	13 - 18	0.69
	11 - 16	0.75	14 - 18	0.67
	12 - 16	0.73	16 - 18	0.63
	13 - 16	0.72		
	14 - 16	0.69		

utilisation factor  u

no. of sites  l

total site area (m<sup>2</sup>)  m

first admission year (if below 16)  (second admission year, if applicable) (Y12 admission, if applicable)

normal year of admission  for instance 'Y7'

number of years up to age 16  a number of years, up to age 16, that those in the admission year will be at this school (e.g. '5')

planned admission number  b If known; if in Y12, further agreed admission number beyond those 'staying on'

c  f

d  g

e  h

$e = (c \times d) / b$   $h = (f \times g) / b$

sixth form data

	FTE NoR in Year 11	FTE pupils staying on post-16	'stay-on rate'
this year	<input type="text"/>	<input type="text"/>	<input type="text" value=""/> i
last year	<input type="text"/>	<input type="text"/>	<input type="text" value=""/> j
year before last	<input type="text"/>		

average sixth form 'stay-on rate'  k  $(i + j) / 2$

number of age groups  n  $(a + e + h + k)$

If applicable: complete these boxes if the school has a sixth form. Post-16 numbers should only include pupils remaining at the school in Years 12 to 14. Calculate the 'stay-on rate' to nearest two decimal places by dividing the post-16 numbers by the PREVIOUS Year 11 (e.g. 1.33). In new sixth forms use proposed numbers.

If applicable: Description of LEA designated Early Years and Childcare provision, if any

non-school and support provision, not normally available to the school during the school day

including the age range and the number of places involved. Enter area in 'net area' column and note with an 'E' at step 4

LEA designated specially resourced facilities, if any

non-school facilities (such as a community library, multi-agency facilities, or youth centre) or support facilities (such as an SEN support centre or a Learning Support Unit). Include the number of any additional specially resourced places, if applicable. Enter area in 'net area' column and note with an 'R' at step 4

LEA designated adult learning facilities, if any

(such as City Learning Centres, teacher training, or other Lifelong Learning facilities). Enter area in 'net area' column and note with an 'A' at step 4

**Net Area Schedule (and allocation of workplaces)**

DfES no. **357-4018** school name **Mossley Hollins**

STEP 1				STEP 2				STEP 3	STEP 4	
Room Reference	Room Name (based on the activities the room is designed or equipped to accommodate)	'Non-Net' Area, if known (m <sup>2</sup> )	Net Area (m <sup>2</sup> )	general	light practical	heavy practical	large & perform.	Basic Workplaces	Resource Workplaces	Status
<b>Totals</b>			<b>4614</b>	<b>87</b>	<b>8</b>	<b>9</b>	<b>1</b>	<b>1308</b>	<b>772</b>	
MH12	Music Practical		70	1				30	14	T
MH13	Music Theory		59	1				30	7	T
MH16.1	Pract 1		11	1				0	5	T
MH16.2	Pract 2		10	1				0	4	T
MH17.1	Drama Theory		60	1				30	7	T
MH17.2	Drama Practical		71	1				30	15	T
MH18	Sports Hall		600	0			1	60	8	T
MH19	Movement & Dance Hall		93	1				30	29	T
MH21	Fitness Hall		62	0		1		0	13	T
MH26.1	Interview		9	1				0	3	U
MH30.6	Music Homebase		78	0		1		17	0	T
MH35.1	Deputy head		9	1				0	3	U
MH44	Admin		24	1				0	13	U
MH46.6	Workroom		19	1				0	10	U
MH47	Repro		14	1				0	7	U
MH48.2	PDO		9	1				0	3	U
MH54	Music Store		17	1				0	9	U
MH55	Drama Store		17	1				0	9	U
MH57.1	Store		37	1				0	22	U
MH57.2	Store		19	1				0	10	U
MH57.3	Store		6	1				0	1	U
MH66	Consumables + Maint St		27	1				0	15	U
MH14	Control/edit		9	1				0	3	U
MH22	PDC		29	1				17	0	T
MH23	Office		9	1				0	3	U
MH24	On Board		54	1				30	3	T
MH25	Nurture		52	1				30	2	T
MH26.2	Interview		9	1				0	3	U
MH29	LRC + Community		134	1				60	27	T
MH31	Head		15	1				0	7	U
MH32	PA		10	1				0	4	U
MH33	Conference		37	1				0	22	U
MH36	Business Man.		11	1				0	5	U
MH41	Exam store		12	1				0	5	U
MH49.1	ICT Server Office		12	1				0	5	U
MH49.2	ICT Server Rm		19	1				0	10	U
MH89	Staff area		52	1				0	32	U
MH1.1	English/MFL 1		55	1				30	4	T
MH1.2	English/MFL 2		58	1				30	5	T
MH1.3	English/MFL 3		55	1				30	4	T
MH1.4	English/MFL Lab 4		55	1				30	4	T
MH1.5	English/MFL 5		58	1				30	5	T
MH1.6	English/MFL 6		58	1				30	5	T
MH1.7	English/MFL 7		58	1				30	5	T
MH3.1	Humanities 1	excluded	Included	1				30	4	T
MH3.2	Humanities 2		55	1				30	4	T
MH3.3	Humanities 3		55	1				30	4	T
MH3.4	Humanities 4		58	1				30	5	T
MH3.5	Humanities 5		58	1				30	5	T
MH16.3	Pract		15	0	1			0	2	T
MH34	Assist. Head		8	1				0	3	U

Net Capacity Assessment Method for Secondary Schools

DfES/0749/2001

DfES no. **357-4018** school name **Mossley Hollins**

STEP 1				STEP 2				STEP 3	STEP 4	
Room Reference	Room Name (based on the activities the room is designed or equipped to accommodate)	'Non-Net' Area, if known (m <sup>2</sup> )	Net Area (m <sup>2</sup> )	general	light practical	heavy practical	large & perform.	Basic Workplaces	Resource Workplaces	Status
MH35.2	Deputy Head		9	1				0	3	U
MH46.1	Workroom, admin, store		30	1				0	17	U
MH46.3/52	Workroom, admin, store		27	1				0	15	U
MH48.1	PDO		9	1				0	3	U
MH48.3	PDO		9	1				0	3	U
MH52	Store		7	1				0	2	U
MH2.1	Maths		55	1				30	4	T
MH2.2	Maths		55	1				30	4	T
MH2.3	Maths		55	1				30	4	T
MH2.4	Maths		58	1				30	5	T
MH2.5	Maths		55	1				30	4	T
MH4.1	Lab 1		89	0	1			30	2	T
MH4.2	Lab 4		81	0	1			29	0	T
MH4.3	Lab 3		91	0	1			30	3	T
MH4.4	Lab 2		99	0	1			30	6	T
MH38	Office		8	1				0	3	U
MH40	PDO		9	1				0	3	U
MH46.2 / 51	Workroom, admin, store		27	1				0	15	U
MH46.4	Staff Work		33	1				0	19	U
MH57.7	Tech Store		11	1				0	5	U
MH59	Technician Lab		52	1				0	32	U
MH64	Site man. Office		9	1				0	3	U
MH2.8	Store		12	1				0	5	U
MH6.4	ICT		55	0	1			18	0	T
MH10	Art Classroom		108	0	1			30	10	T
MH11	Art Classroom		64	0	1			22	0	T
MH28	Kiln		7	1				0	2	U
MH39	Upper school		9	1				0	3	U
MH46.5	Work, admin, store		28	1				0	16	U
MH48.4	PDO		8	1				0	3	U
MH49.75	HUB		9	1				0	3	U
MH56 / 61	Prep + Store		52	1				0	32	U
MH70.8	Store		7	1				0	2	U
MH70.10	Store		5	1				0	1	U
MH30.3	Humanities Homebase		44	1				27	0	T
MH49.34	Humanities breakout		69	1				30	13	T
MH30.1	English Homebase		42	1				25	0	T
MH49.37	English breakout		90	1				30	27	T
MH30.2	Maths Homebase	excluded	included	1				27	0	T
MH49.52	Maths breakout		69	1				30	13	T
MH30.4	Science Homebase		52	1				30	2	T
MH4.6	Science breakout		55	1				30	4	T
MH49.117	Science breakout		9	1				0	3	T
MH49.66	Demo Area		19	0	1			0	1	T
MH6.1	Theory + Design		55	0	1			0	11	T
MH49.70	Multi materials breakout		13	1				0	6	T
MH9	Multi Materials (hard)		65	0	1			0	14	T
MH6.2	Theory + Design		57	0	1			0	12	T
MH49.71	Multi materials breakout		11	1				0	5	T
MH7	Multi Materials (soft)		65	0	1			0	14	T
MH6.3	Theory + Design		51	0	1			0	10	T
MH8	Food Tech		73	0	1			16	0	T
MH49.72	Food Tech breakout		11	1				0	5	T
MH64.10	Food Tech breakout		8	1				0	3	T

Net Capacity Assessment Method for Secondary Schools

DfES/0749/2001

DfES no. **357-4018** school name **Mossley Hollins**

STEP 1				STEP 2				STEP 3	STEP 4	
Room Reference	Room Name (based on the activities the room is designed or equipped to accommodate)	'Non-Net' Area, if known (m <sup>2</sup> )	Net Area (m <sup>2</sup> )	general	light practical	heavy practical	large & perform.	Basic Workplaces	Resource Workplaces	Status
<b>TOTALS</b>										
			<b>4614</b>	<b>87</b>	<b>8</b>	<b>9</b>	<b>1</b>	<b>1308</b>	<b>772</b>	

**Capacity Calculation**

Basic Workplaces      Resource Workplaces

Workplaces Not Included in Capacity Calculation (if measured)			
early years and childcare facilities	<input type="text" value="0"/>	<input type="text" value="0"/>	workplaces in spaces marked 'E' at step 4, as described under School Details
specialised resourced facilities	<input type="text" value="0"/>	<input type="text" value="0"/>	workplaces in spaces marked 'R' at step 4, as described under School Details
adult learning facilities	<input type="text" value="0"/>	<input type="text" value="0"/>	workplaces in spaces marked 'A' at step 4, as described under School Details

All calculations below should be rounded down to the nearest whole number.

Workplaces Included in Capacity Calculation       p       q      totals of all workplaces except those shown above as excluded or marked 'W' at step 4

workplaces available in teaching spaces	<input type="text" value="1308"/> t	basic workplaces in spaces marked 'T' at step 4, or $(p + q) \times 70\%$ , if lower
capacity based on teaching spaces	<input type="text" value="936"/> r	$((t - 60) \times u)$ (u from School Details)
basic workplace allowance	<input type="text" value="75"/> s	$(75 \times l)$ , plus 50 if (m) is less than $(10,000 + (30 \times r))$
maximum workplaces available	<input type="text" value="936"/> v	(r), or $((p - s) \times 70\% \times u)$ , if higher
minimum workplaces available	<input type="text" value="842"/> w	$(v \times 90\%)$
capacity based on planned admission no.	<input type="text" value="900"/> x	$(b \times n)$

Net Capacity       y      if x is more than v, then  $y = v$   
if x is between v and w, then  $y = x$   
if x is less than w, then  $y = w$

indicated admission number	<input type="text" value="180"/> z	first admission year	<input type="text" value=""/>	(second admission year, if applicable)	<input type="text" value=""/>	(Yr12 admission, if applicable)	<input type="text" value=""/>
			$(y / n)$ rounded down (n, c, e, f and h as calculated under School Details)		$(z \times e) / c$		$(z \times h) / f$

**Declaration of Accuracy**

We confirm that we are satisfied with the accuracy of the information given under School Details and the status of spaces (step 4 of the Net Area Schedule) on this form.

Signature of Head Teacher	<input type="text"/>	Date	<input type="text" value="/ /"/>	Signature on behalf of Local Education Authority	<input type="text"/>	Date	<input type="text" value="/ /"/>
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## APPENDIX 5

### TAMESIDE MBC: COMMUNITY HIGH SCHOOLS PUBLISHED ADMISSION NUMBERS - 2018 ENTRY

<b>School</b>	<b>Published Admission Number</b>
Alder Community High School	180
Astley Sports College and Community High School	180
Denton Community College	270
Hyde Technology School & Hearing Impaired Resource Base	240
Longdendale Community Language College	180
Mossley Hollins High School	180