

# EDUCATION ATTAINMENT IMPROVEMENT BOARD

18 October 2022

Commenced: 3.30pm

Terminated: 5.10pm

**Present:** Councillors Feeley (Chair), Fairfoull, and Colbourne  
Paul Jacques, Elizabeth Turner, Andrea Radcliffe

**In Attendance:**

Catherine Moseley	Head of Access Services
Tim Bowman	Director, Education (Tameside and Stockport)
Jayne Sowerby	Lead Primary School Performance and Standards Officer
Charlotte Finch	Head of SEND
Sandra Stewart	Chief Executive
Caroline Barlow	Assistant Director, Finance
Maxine Caroll	Senior Education Welfare Officer
Julie Waterhouse	Access Manager
Kate Campbell-Green	Head of School Music and Library Services

**Apologies:** Councillor Cooper  
Councillor Boyle  
Ali Stathers-Tracey                      Director, Children's Services

## 46 CHAIR'S OPENING REMARKS

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

## 47 DECLARATIONS OF INTEREST

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

## 48 MINUTES

Consideration was given to the minutes of the meeting of Education Attainment Improvement Board, which was held on 21 June 2022.

### RESOLVED

**That the minutes of the meeting of Education Attainment Improvement Board held on 21 June 2022 be approved as a correct record.**

## 49 END OF KEY STAGE PERFORMANCE AND SCHOOLS UPDATE

Consideration was given to a report from the Director, Education (Tameside and Stockport), which set out the headline figures for Tameside (unvalidated) at each assessment point, the issues arising, and how these issues need to be addressed.

Members were informed that this summer was the first time, since 2019, where national tests had taken place and that results would, therefore, not be comparable with recent years.

With regard to Early Years outcomes. Members were advised that 60% of pupils in Tameside had achieved a good level of development (GLD) on the revised profile in 2022. It was highlighted that

the provisional North West average was 62% and the provisional national average was 65%, though it was noted that this would be subject to change.

It was explained that, in relation to Early Years outcomes, the gap between boys in Tameside and boys nationally had narrowed, whereas the gap between girls in Tameside and girls nationally had increased from 2% to 5%. It was noted that there had been a 6% decrease in the national average for boys, whilst Tameside had only seen a 2% decrease. In relation to the national average for girls, Members were advised that there had been a 6% decrease nationally between the previous EYFS profile and the 2022 profile, whereas in Tameside this decrease had been 9%. It was further suggested that Tameside boys were to be 1% above the provisional North West average. However, Tameside girls were 2% below the North West average.

With regard to the provisional data for Early Years, which had been shared by North West colleagues, it was suggested that Tameside had risen to 17<sup>th</sup> from 19<sup>th</sup> out of the 23 North West local authorities. This placed Tameside now 6<sup>th</sup> out of the 10 GM local authorities; moving up from 8<sup>th</sup> in 2019.

When looking at Key Stage 1 data, it was explained that 73% of pupils were working at the expected standard in phonics. This represented a decrease of 5% when compared to 2019 data. However, it was noted that the national average and provisional North West average had also seen a decrease of 6%.

The results for both boys and girls were discussed and Members were made aware that the percentage of girls reaching the expected standards in Year 1 phonics was 78%, compared to 79% nationally. It was highlighted that the gap between Tameside and national figures had narrowed and that girls in Tameside were now in line with North West averages, having previously been 2% below. In contrast, boys performance in relation to the Y1 phonics screening check suggested that outcomes were 7% below the national average. However, it was also noted that national and North West averages had decreased by 6-7% when compared to performance in 2019. It was noted that the gender gap in Tameside (11%) was wider than nationally (7%) and that the gap in Tameside had increased from 9% in 2019.

In relation to Year 1 Phonics Screening, it was stated that Tameside had risen to 19<sup>th</sup> (previously 22<sup>nd</sup> out of 23 local authorities) in the North West and to 8<sup>th</sup> (10<sup>th</sup> in 2019) across GM.

Provisional outcomes for Key Stage 1 were shared with Members, who were informed that 64% pupils were working at the expected standard in reading (a decrease of 8% compared to 2019), and 55% pupils were working at the expected standard in writing (a decrease of 13% compared to 2019). 66% were working at the expected standard in maths (a decrease of 8% compared to 2019). Girls and boys comparison data for key Stage 1 was also discussed, alongside national averages.

In relation to outcomes at Key Stage 2, Members were advised that 57% of pupils in Tameside achieved the expected standard in reading, writing and maths combined in 2022. This represented a decrease of 6% on 2019. It was noted that the national average was 59% (a decrease from 65% in 2019) and that the North West regional average was 57% (a decrease of 8%). This combined data placed Tameside 11<sup>th</sup> out of North West local authorities, having previously been 15<sup>th</sup> in 2019. With regard to statistical neighbours, Tameside was now placed 7<sup>th</sup> out of 11 (having previously been 9<sup>th</sup>) and 6<sup>th</sup> out of the 10 Greater Manchester authorities (7<sup>th</sup> in 2019).

Comparisons between boys and girls data at Key Stage 2 was also presented and discussed and breakdowns for reading, writing and maths data was provided for Members.

Members were made aware that, despite the significant impact of Covid-19 on students and schools throughout 2021/22, GCSE examinations had gone ahead for 2022. The following headline figures based on data collected from schools on results day was provided, although it was

noted that this was subject to change. It was also noted that Progress 8 data was not yet available and would be published later in the autumn term:

**Tameside headline figures:**

- 44% of pupils achieved a strong pass in English and maths and 65% of pupils achieved a standard pass in English and maths
- 60% of pupils achieved a strong pass in English and 75% of pupils achieved a standard pass in English
- 50% of pupils achieved a strong pass in maths and 71% of pupils achieved a standard pass in maths
- Attainment 8 was 44.9 and Ebacc APS was 3.9.

**Gender breakdown:**

- 39% of boys achieved a strong pass in English and maths compared to 48% of girls, and 61% of boys achieved a standard pass in English and maths compared to 69% of girls
- 53% of boys achieved a strong pass in English compared to 66% of girls, and 70% of boys achieved a standard pass in English compared to 81% of girls
- 48% of boys achieved a strong pass in maths compared to 52% of girls, and 71% of boys achieved a standard pass in maths compared to 71% of girls
- Attainment 8 was 42.4 for boys compared to 47.2 for girls, and Ebacc APS was 3.6 for boys compared to 4.1 for girls.

It was noted that these figures were encouraging when compared to 2018/19 outcomes. However, it was also suggested that comparison to previous years had been discouraged by DfE and that further analysis was required. More detailed and validated data would be provided for members in the Spring term.

Overall, it was suggested that performance was broadly very positive given the sustained disruption to learning that Tameside endured during the pandemic. It was noted that areas of strength had continued to grow, such as reading at KS2, and areas of entrenched challenge had maintained the gaps with national data, which represented an improvement in real terms. As a result, rankings across the North West had frequently improved even when results had retained the same gap with national data.

Members were informed that both nationally and locally, more primary age children were not reaching the expected standard from Reception to Year 6 due to the pandemic. It was noted that standards had dropped sometimes as much as 10 percentage points nationally. However, performance data in relation to other Councils was pleasing and it was expected that strong progress data would be confirmed in December.

It was highlighted that the very youngest children in Tameside were still starting school significantly below the national standards, especially in communication and language and early reading, and were often not catching up with reading until the end of KS2. As a result, it was noted that early intervention must ensure that these children's achievements could be maximised. If more children were reaching the national standards for EYFS and for Phonics in Year 1, then it was highly likely that more children would reach and surpass the expected standard at the end of KS2 and would achieve stronger passes at GCSE.

Given the data presented, Members were informed that priorities remain focused on early language and early reading and that work to improve early years and phonics outcomes must continue to be a key focus. Members were also advised that work was being undertaken alongside DfE as part of the priority Education Investment Areas to address the issues arising from this data, alongside attendance and SEND data.

Discussion ensued and Members expressed congratulations to teaching and support staff, who had worked exceptionally hard under very challenging circumstances. It was suggested that a

formal expression of gratitude and congratulations would be shared with all schools across the borough in recognition of the hard work and dedication of staff during this period.

Members enquired as to what additional support, advice and opportunities would be provided for schools to help address issues arising from the data and were informed that focus would continue to be very heavily based on recovery. Phonics, Early Years and Key Stage 1 would remain priority areas and much work was being undertaken alongside DfE to address these areas. It was also noted that an extended offer for NELI had been provided, which would help support schools to be able to ensure that the right provision was out in place for children post-pandemic.

## **RESOLVED**

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

## **50 SCHOOL ALLOCATIONS AND ADMISSIONS UPDATE**

Consideration was given to a report from the Head of Access Services, which informed the Board of the successful school allocations for Reception and Year 7 earlier in the Year as well as in-year transfers and children placed under the Fair Access Protocol. The annual report to the School Adjudicator was also shared.

Members were informed that there had been 2674 applications for places in Reception classes for September 2022. This was similar to last year's figure and was in line with predictions based on birth rates across the borough.

It was explained that 2673 places were allocated, which was 7 more places than last year reflecting the prevailing low birth rates in the borough over recent years. Members were advised that 93.3% (2495) of applicants received their first preference school, which was slightly less than last year. However, overall 99.1% of applicants were allocated one of their preferences compared with 98.5% last year and only 24 applicants did not receive any of their preferences. This was the highest percentage for 15 years.

With regard to secondary school places, members were made aware that 3231 applications to start Year 7 in September 2022 were received compared to 3396 last year. 3207 places had been offered which was less than last year (3323) and in line with predictions.

It was noted that a significant number of pupils had been offered their first preference this year with only a slight dip in the percentage from last year. 85% (2725 places) first preference offers were made, compared to 85.4% (2837) of first preferences last year. It was also noted that the England average receiving their first preference school in 2021 was 81.1%.

Detailed statistics were provided for members and it was noted that Tameside had consistently outperformed the England average over several years and was likely to be the case again this year.

The process for in-year transfers was outlined for Members and they were made aware that all but one school had opted into the local authority administered admissions scheme as outlined in the School Admission Code. It was explained that this process had been streamlined, which had speed up the process of being able to offer places, particularly for those children moving onto the borough without a school place.

The Fair access Protocol was outlined for Members, alongside the criteria for consideration under this scheme. Members were informed that, during the last school year, 75 children had been allocated school places under fair access (49 primary and 26 secondary).

The Annual Report for the Schools Adjudicator was presented for Members. This highlighted that the school admissions system in Tameside was effective at placing pupils, particularly the most vulnerable.

## **RESOLVED**

**(i) That the contents of the report be noted**

**(ii) That the contents of the 2022 annual report be agreed, submitted to the Office of the School Adjudicator and published on the Tameside Council website, as required by the School Admissions Code**

## **51 WORKING TOGETHER TO IMPROVE SCHOOL ATTENDANCE**

Consideration was given to a report from the Head of Access Services, which informed the Board of the work that was being done to implement the new guidance issued by Government of 'Working together to improve attendance'. Members were advised that, subject to legislation passing through parliament, this guidance would become statutory from September 2023 and would replace all previous guidance on school attendance except for statutory guidance for parental responsibility measures.

It was explained that the guidance made clear the values the DfE placed on school attendance. It also stated that:

- securing good attendance cannot be seen in isolation;
- effective practices for improvement must be closely linked with curriculum, behaviour, bullying, special education needs support, pastoral and mental health and wellbeing, and effective use of resources such as the pupil premium;
- attendance cannot be improved through a single member of staff or organisation and must be a concerted effort across all school staff, the trust or governing body, the local authority and other local partners.

Members were informed that the guidance set out 6 key priorities, which schools were expected to deliver on in order to manage and improve attendance effectively. These were summarised as follows:

- develop and maintain a whole school culture that promotes the benefits of high attendance and is an integral part of the school's ethos;
- have a clear school attendance policy that all staff, pupils and parents understand. This policy should be easily accessible to leaders, staff, pupils and parents;
- accurately complete admissions and attendance registers and have effective day-to day processes in place to follow up when absence occurs;
- regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance. Effective strategies then need to be put in place;
- build strong relationships with families, seek to understand the barriers to attendance and work with families to help remove these. Schools should treat all pupils and parents with dignity. This supports the recognition that poor attendance is habitual and prevention and early intervention is critical;
- share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

It was noted that schools may find it useful to review their current attendance policies or introduce one, if not currently in place. Key points which should be (as a minimum) included in school attendance policies were set out as:

- The attendance and punctuality expectations of pupils and parents, including start and close of the day, register closing times and the processes for requesting leaves of absence and informing the school of the reason for an unexpected absence.
- The name and contact details of the senior leader responsible for the strategic approach to attendance in school.

- Information and contact details of the school staff who pupils and parents should contact about attendance on a day-to-day basis, such as a form tutor, attendance officer, etc., and for more detailed support on attendance, such as a head of year, pastoral lead or family liaison officer, etc.
- The school's day-to-day processes for managing attendance, for example first day calling and processes to follow up on unexplained absence.
- How the school is promoting and incentivising good attendance.
- The school's strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most.
- The school's strategy for reducing persistent and severe absence, including how access to wider support services will be provided to remove the barriers to attendance and when support will be formalised in conjunction with the local authority.
- The point at which fixed penalty notices for absence and other sanctions will be sought if support is not appropriate (e.g. for an unauthorised holiday in term time), not successful or not engaged with

A summary of expectations on local authorities were outlined for Members, including:

- Carefully track local attendance data to devise a strategic approach to attendance that prioritises the pupils, pupil cohorts and schools that need the most focus on which to provide support and focus its efforts on to unblock area-wide barriers to attendance.
- Have a School Attendance Support Team that provides a number of core functions free of charge to all schools. As part of this, schools should be provided with a named point of contact in the School Attendance Support Team who can support with queries and advice.
- All schools including independent schools will have a termly targeting support meeting
- Monitor and improve the attendance of children with a social worker through their Virtual School.

With regard to the significant new expectations on schools and the local authority, members were made aware that work had already been done prior to September 2023. It was noted that the following actions had already been undertaken and further activity was planned for this academic year:

- Established an initial steering group has been formed which will be expanded in the coming school year to include headteachers.
- Formulated an action plan
- Developed a programme of webinars for schools on school attendance matters and the new school attendance support services. This is being communicated to schools in the Autumn Term
- Begun to work on respective roles and responsibilities for the new School Attendance Support Service within the Council including Early Help; Youth Justice; Virtual School; Educational Psychology
- Begun work to evaluate the impact on attendance traded services and the income generated through this work
- Continued to honour service level agreements with schools
- Continued to provide training for schools on good attendance practice
- Continued to provide support and networking opportunities for schools through termly Tameside Attendance Groups
- Continue strategic engagement from the Education Welfare Service at existing networks (MARAC, early help panels Tameside Attendance Groups, governor networks)
- Begun work on developing a pilot agenda for termly meetings with schools
- Begun to evaluate the additional capacity needed for the statutory School Attendance Support Service including the need for regular data analysis of each school
- Begun to evaluate the impact of the statutory School Attendance Support Service on other statutory work undertaken by the Education Welfare Service for example, supporting children who are electively home educated; supporting children who are asylum seekers or refugees; ensuring children in employment and entertainment are safeguarded; providing safeguarding

training to schools; ensuring single justice process is followed for all attendance prosecutions; supporting children with medical conditions unable to attend school

- Requested external legal advice on behalf of GM authorities on the responsibilities for education of children otherwise than at school

Members attention was drawn to the Ofsted report on Securing good attendance and tackling persistent absence, which was published in February 2022. This had focussed on different aspects of school attendance and how schools had tackled the challenges, particularly post Covid lockdowns. It was also suggested that the most recent attendance data from Tameside schools, demonstrated that they were following the national trend.

It was emphasised that ensuring good attendance was going to be a focus for schools, the Council, partners, Ofsted and Government over the coming years. Members were reassured that Tameside had already identified attendance a priority action and historically, and had good attendance that exceeded Greater Manchester and statistical neighbours. With this in mind, it was suggested that Tameside was in a good position to take this work forward in partnership with schools and partners. It was also noted that a further report on this important area of work would be presented later in the school year.

A discussion ensued in relation to the balance of responsibilities with regard to attendance and the additional resources, which may need to be provided to support this. It was emphasised that this would need to be a partnership based approach and that resources would need to be prioritised. However, with no additional funding to support these changes, it was acknowledged that the impact on traded services would need to be evaluated.

A question was raised in regard to the increased in persistent absenteeism. It was noted that there was still an element of anxiety with regard to Covid-19 but that strong links with Early Help was helping to address this. It was also suggested that this could be examined in greater detail in a future report.

## **RESOLVED**

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

## **52 TAMESIDE MUSIC AND LIBRARY SERVICE ANNUAL REPORT**

Consideration was given to a report from the Head of Access services, which outlined the role and output of the Music Service, including its statutory obligations and the School Library Service.

It was acknowledged that this service had faced a period of significant disruption. However, Members were informed that the service was now building back better and that there were many positives to report.

Members were made aware that, as part of the Access Service redesign, which came in to effect on 1<sup>st</sup> April 2021, the School Library Service had merged operations with the Music Service (TMS) and came under the management of the Head of School Music and Library Services. It was stated that direct and indirect support was offered to schools across the borough and that the service had worked with approximately 8000 children across all schools.

Priorities for 2021/22 were outlined as establishing Birch lane as a centre for music and re-establishing the ensemble provision for school-age children. In addition, new Infant and Junior choirs were formed. Provision for cared for children, those in receipt of free school meals and pupil premium funding was also prioritised and the Music Service had worked with 11 primary, secondary and specialist schools in order to develop this provision.

Members were informed that the School Library Service had undergone a period of reflection, review and transformation during the last 18 months, which had included extensive consultation

with schools. A more coherent offer had been established, which built on the existing offer of project boxes and library makeovers and had received much positive feedback. This now included:

- Accelerated Reader Training
- Health and wellbeing training using reading and creative writing as a way to support children's mental health and wellbeing
- Termly Cluster Group meetings for all Literacy/Library Leads following the TMS model for Primary and Secondary Music Lead networks
- Junior Librarian training
- Reading Champions (139 children in 19 schools who were active reading champions)
- Assisted Purchase Scheme for schools and parents (saving up to 30% on books, resources and instruments)
- Book and instrument rental service

It was explained that close working partnerships had been established with Virtual School and that the Birch Lane centre had been used to provide inclusive and authentic learning, such as a base for alternate provision for some students who were unable to access school or for nurture groups and events, which promoted a love of reading.

Members were informed that a pilot project, which involved collaboration from both services, had been introduced during the summer term. This had provided a range of opportunities for a group of disengaged year 5 boys in order for them to develop emotional literacy and social skills, alongside a love of reading. Feedback from this project had been very positive and would be shared in a future report.

In terms of training, it was noted that extensive consultation and feedback had been sought in order to develop this offer. As a result, professional development opportunities for school staff had been enhanced and opportunities to provide students with aspirational and relevant opportunities had been further developed.

In conclusion, it was stated that the service continued to set itself challenging and was extremely committed to engaging and encouraging all children and young people to participate in music and reading.

Members acknowledged the hard work and dedication of the service and strongly believed that the provision provided extremely valuable opportunities to bring together many young people in schools and across the wider community. They acknowledged the importance of having a dedicated centre in the form of Birch Lane and the valuable opportunities, which were also provided from being part of the GM Hub.

## **RESOLVED**

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

## **53 SEND WRITTEN STATEMENT OF ACTION UPDATE**

Consideration was given to a report from the Director, Education (Tameside and Stockport), and Executive Member for Education, Achievement and Equalities, which provided an update on the progress of the Written statement of Action. The report also provided a summary of the first DfE monitoring visit, which took place on the 28th September 2022.

Following on from the previous update, Members were informed that a further report had been submitted to Executive Cabinet on 28 September 2022 requesting additional resource commitment. This request was for a further £62,700, which was required as a one-off cost in the first year, with a remaining £30,950 recurring annually. A detailed breakdown of all resources required to deliver the WSOA had been included in the report and was outlined for Members.



A summary of the progress made to date was provided, as follows:

- An additional £1.5m of investment had been secured across both the LA and Health to deliver the Written Statement of Action and provide additional capacity across teams.
- A co-produced rebranding, remarketing and reorganisation of Local Offer had been completed. and was due to go live October 2022.
- A co-produced parent/carer survey with support from input from a range of services and parents/ carers had gone live on Friday 23<sup>rd</sup> September and would provide key baseline data, against which progress could be measured and service design informed.
- The SEND assessment team Business Process Review had been completed and the findings reported to Executive Cabinet, with recommendations for resourcing implementation underway.
- The Business Process Review had already led to improvements in the capture and use of data, supporting service improvement.
- The first parent/carer drop-in sessions had been scheduled – these would be question and answer sessions, where parents/ carers had the opportunity to speak directly with SEND officers and staff from across education, health and social care, raising questions and sharing their concerns.
- The SEND Improvement Group Terms of Reference (ToR) had been updated and project management structure and processes agreed along with tracking reporting on progress.
- Additional investment had been secured for CAMHS, the Neurodevelopmental Pathways and Health Therapy Services (OT, SALT, Physio, Dietetics and Paediatrics)
- New support services were in place for families in the process of neurodevelopment assessment/ and post assessment.
- The Health Navigator Service was in place and the feedback from parents had been extremely positive.
- The Health Preparation for Adulthood Strategic Lead had been appointed
- Health audits and a comprehensive CPD programme was underway
- Work had been undertaken with customer Service teams to understand how to capture long term trends on complaints and feedback as changes become embedded across all services.
- Recruitment was well underway for dedicated Project Management support and Designated Social Care Officer; both crucial roles in the successful and efficient delivery of the Written Statement of Action

Overall progress on the written Statement of action was provided for Members with 88% of actions now rated as green or amber and only 3% of actions red (behind schedule). Those actions which were highlighted as behind schedule were outlined as follows:

#### **New Designated Social Care Officer (DSCO) role implemented**

This action was currently rated red as the DSCO was scheduled to be implemented by September 2022. As this was a new role to the authority, it was necessary to write a new job description and person specification and complete a job evaluation. These processes created some delay in implementation, but the implementation is progressing. This is a vital role in terms of WSOA delivery, and it remains imperative to complete this appointment process as quickly and efficiently as possible.

#### **Offer training for all schools on Whole School SEND practice as part of a SEND ‘training passport’ programme.**

This action was currently marked red, as this training programme was offered to the LA by the Department for Education whilst the WSOA was being drafted, but has since become unavailable. A meeting with the Department for Education had been scheduled, where an alternative programme would be agreed. This action was, therefore, likely to turn amber or green following that meeting.

#### **Source training opportunities for young adults through liaison with Department for Education and National Development Team for Inclusion, with emphasis on Preparation for Adulthood.**

This action was currently marked red as it was behind schedule. A meeting with the Department for Education, scheduled for September had to be cancelled, as LA officers were participating in an ADASS peer challenge inspection on the day arranged. A further meeting with the Department for Education and the National Development Team for Inclusion to discuss support options and an implementation schedule had since been arranged. This action was, therefore, likely to turn amber or green following that meeting.

It was stated that a GANT chart was currently being developed, which would provide up to date and detailed oversight of all actions and would support monitoring progress and delivery. In addition, there were a number of crucial actions, which were due to be delivered over the coming weeks and months, these included:

- The Child and young person survey, which was due to go live in October
- The Parent / Carer consultation sessions, which would commence in October
- The refreshed Local Offer, which was due to go live in October
- The Complaints prioritisation exercise, which had been commenced, and would shortly provide a key baseline measure, against which to demonstrate improvement
- The recruitment of DSCO and PM also remained a high priority

Members were informed that the first formal monitoring visit from DfE had taken place on 28 September 2022 and that, whilst no post-visit letter had yet been received, verbal feedback had indicated that the meeting was positive and that the visiting team had been satisfied with the progress reported. Advice and guidance had been provided on how to prepare for the next visit, which was scheduled for 5 December 2022. This had included:

- Focus on how the actions are having an impact on children and young people. There was a clear, communicated expectation that by December, the team would be in a position to report positive impact on children, young people and families.
- Ensure to clearly identify all barriers, so that solutions can be explored and implemented
- Provide all appropriate data-sets and ensure data is up to date and accurate
- Ensure baselines are established for all priorities, so that future progress can be effectively measured
- Provide the Annual Review recovery plan
- Provide the Timeliness Recovery plan
- Ensure the DfE preparation template is maintained and kept up to date.

In light of this feedback, it was outlined that the following actions would be taken in preparation for the next visit:

- Amend the preparation process
- Revise the template used for priority leads to report to SENDIG in order to allow for more seamless visit preparation and data collection
- Expedite completion of all baseline data for each priority
- Report the outcome of the visit to all priority leads, providing them with the new SENDIG template for completion and advising them which data to include and the likely and known areas of focus.

Discussion ensued in response to the report. Members were particularly interested to explore the bridge between the local authority and families and ensuring that families were up to date and engaged in processes. It was acknowledged that capturing the voice of families had not been a previous strength. However, members were assured that this was a key priority, as was capturing the voice of young people. It was explained that an effective channel between service users and the improvement group had been established so that all parties have the opportunity to shape service design and strategy moving forwards. Virtual School, SEND Councils and Parent-Carer Forums had all been valuable tools in establishing these improvements. It was also noted that procedures in relation to learning from complaints would be a key focus.

## **RESOLVED**

**(i) That the request for further resources to Executive Cabinet be noted**

- (ii) That the summary of progress against the Written Statement of Action be noted.**
- (iii) That the summary of the first formal monitoring visit, which took place on the 28th September 2022 be noted.**

**54 DATE OF NEXT MEETING**

**RESOLVED**

**That the date of the next meeting of Education Attainment Improvement Board be held on 17 January 2023 at 3.30pm.**

**CHAIR**