AGENDA FOR

OVERVIEW AND SCRUTINY COMMITTEE

Contact: Andrea Tomlinson
Direct Line: 0161 253 5133
E-mail: a.j.tomlinson@bury.gov.uk
Web Site: www.bury.gov.uk

To: All Members of Overview and Scrutiny Committee

Councillors : N Bayley, R Caserta, T Cummings,
M D'Albert (Chair), M Hankey, J Harris, M James,
N Jones, K Leach, R Skillen, L Smith and S Smith

Dear Member/Colleague

Overview and Scrutiny Committee

You are invited to attend a meeting of the Overview and Scrutiny
Committee which will be held as follows:-

Date:	Monday, 21 January 2019
Place:	Meeting Rooms A & B - Town Hall
Time:	7.00 pm
Briefing Facilities:	If Opposition Members and Co-opted Members require briefing on any particular item on the Agenda, the appropriate Director/Senior Officer originating the related report should be contacted.
Notes:	

AGENDA

1   **APOLOGIES**

2   **DECLARATIONS OF INTEREST**

Members of the Overview and Scrutiny Committee are asked to consider whether they have an interest in any matters on the agenda and, if so, to formally declare that interest.

3   **PUBLIC QUESTION TIME**

A period of 30 minutes has been set aside for members of the public to ask questions on matters considered at the last meeting and set out in the minutes or on the agenda for tonight's meeting.

4   **MINUTES OF LAST MEETING** *(Pages 1 - 12)*

The Minutes of the Meeting held on 22 November 2018 are attached.

5   **PERMANENT EXCLUSIONS FROM SCHOOLS** *(Pages 13 - 52)*

A report from Councillor Sharon Briggs Cabinet Member for Children and Young People is attached.

Appendix attached

6   **SEN UPDATE** *(Pages 53 - 56)*

A report from Councillor Sharon Briggs Cabinet Member for Children and Young People is attached

7   **THE CHANGING EDUCATION LANDSCAPE - LIFELONG LEARNING/EDUCATION PERFORMANCE** *(Pages 57 - 126)*

Reports and appendices attached:-

A report from Cabinet Member Children & Young People is attached
 -   Appendix attached
A report from Cabinet Member – Communities is attached
 -   Appendices attached

8   **CHILDREN'S SOCIAL CARE ANNUAL COMPLAINTS REPORT 2017/2018 **FOR INFORMATION** *(Pages 127 - 138)*

Report from Team Manager (Information) is attached

9   **URGENT BUSINESS**

Any other business which by reason of special circumstances the Chair agrees may be considered as a matter of urgency.

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Agenda Item 4

Minutes of:	**OVERVIEW AND SCRUTINY COMMITTEE**
Date of Meeting:	22 November 2018
Present:	Councillor M D'Albert (in the Chair) Councillors N Bayley, R Caserta, M Hankey, J Harris, M James, N Jones, K Leach and Smith

Also in attendance:

Public Attendance: No members of the public were present at the meeting.

Apologies for Absence: Councillor T Cummings and Councillor S Smith

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OSC.247   DECLARATIONS OF INTEREST

Councillor Hankey declared a personal interest in item 12, Bury Council/Forestry Commission as he is a Board Member of Burrs Country Park.

Councillor Harris declared a personal interest in any item relating to Six Town Housing as she a Member of the Board.

OSC.248   PUBLIC QUESTION TIME

There were no members of the public present to ask questions under this item.

OSC.249   MINUTES OF THE LAST MEETING

It was agreed:

That subject to the inclusion of Councillor Lucy Smith being in attendance the Minutes of the last meeting held on 11 September 2018 be approved as a correct record and signed by the Chair.

OSC.250   MATTERS ARISING

Attached to the agenda was a report updating Members on issues raised at the last meeting in relation to car parking.

Members asked that an officer attend a future meeting of the Overview and Scrutiny Committee to report.

OSC.251   RADCLIFFE HALL PRIMARY SCHOOL - UPDATE

Paul Delbridge-Smith, Assistant Director, Children and Young People attended the meeting to provide an update on the performance issues in relation to Radcliffe Hall Primary School which had been placed in special measures following an inadequate rating from Ofsted.

It was explained that the local authority had issued a warning to the school in March 2018 in relation to permanent exclusions. The head teacher had resigned from the school at this point. Two interim head teachers have been in position and

an interim Executive Board has been established to work with the school and parents.

A new head teacher, Emma Ford has been appointed and will be taking up her new position in January 2019. The school was on track to convert to an academy in April 2019.

Members were given the opportunity to ask questions and make comments and the following points were raised:

- Councillor Caserta stated that an Ofsted report had been undertaken in February 2017 which had stated that the school required improvement. The next Ofsted inspection had then rated it as inadequate in the summer of 2018. Councillor Caserta asked what actions the Local Authority had been undertaking between February 2017 and June 2018.

Paul explained that he had been in post since summer 2018. He had requested chronological reports for the previous two years' from all of the borough's schools, this information sets out exactly what work had been undertaken. Paul had been working with all schools and had met with all head teachers, some more regularly than others. He had been holding weekly meetings with Radcliffe Hall Primary School. Paul stated that he would be able to share the information with the Committee which would give a timeline of actions carried out.

Paul would be attended the next meeting of the Committee to present a number of reports in relation to education.

It was agreed:

1. That the Committee thank Paul for his attendance at the meeting.

2. That the progress made in relation to Radcliffe Hall Primary School be noted.

OSC.252   RECRUITMENT TO SENIOR POSITIONS AND USE OF EXTERNAL CONSULTANTS

Geoff Little, Chief Executive presented a report from the Cabinet Member for Corporate Affairs and Regulatory Services.

The Overview and Scrutiny Committee had requested an update in respect of recruitment to senior positions within the Council and the use of external consultants/advisors.

Geoff explained that in response to funding reductions the Council had reduced the workforce by 565 staff since 2010, 165 of these being at a Senior Management level.

Geoff had come into post in mid July 2018 and had put in place an initial set of changes to begin the process of strengthening the Council's managerial capacity. All of the most senior roles reporting to the Chief Executive are currently held on a temporary basis which causes insecurity to the organisation and the individuals

concerned. This needs to be resolved if the Council is to be served by a more confident and dynamic management style.

Geoff explained that as well as his appointment as Chief Executive he has also been appointed as the Chief Officer of Bury NHS Clinical Commissioning Group which will enable the acceleration of a single commissioning function for all Local Government and NHS commissioning across the borough.

Geoff reported that senior positions were in the process of being filled permanently and a number of new positions had been created some of which were currently being recruited to:

- Executive Director for Strategy and Transformation – the role has been advertised internally and externally and if the recruitment process is successful, the post will be offered by the end of December 2018.
- Executive Director of Children, Young People & Culture – Following a rigorous recruitment process the position has been offered to Karen Dolton.
- Growth and Investment Directorate – The recruitment of two new Director Posts is currently under way, if successful these posts will be offered by the end of December.
- Operations Directorate

Geoff explained that the use of consultants is standard practice in local government but only where it can be justified:-

- To address peaks in workload
- To undertake specific time limited projects
- To address areas where specialist skills/capacity are not available in house

During 2017/2018 the spend on consultants was reported as £1.6 million. The forecast spend for the current year is £1.2 million.

Those present were given the opportunity to make comments and ask questions and the following points were raised:

- Councillor Harris referred to the recruitment of the new posts and development of the Strategic Leadership Team and asked how long it would be before the results were seen.

Geoff explained that he had listened intently to all staff and Councillors and had received support from external partners such as the LGA who had carried out 4 reviews across the Council:-

- Finance
- Adult Social Care
- Children's Services
- Peer Review

The Peer Review had been undertaken across the Council during the previous week and had involved staff and Councillors across all levels in the Council. The reviews had highlighted areas were improvements could be made immediately,

over the next 3 years and over the coming 5 years. The LGA were due to carry out a further review in 5 years' time.

- Councillor N Jones referred to the LGA reviews that had been carried out and asked what their findings were in relation to the Council's finances.

Geoff explained that working practices would be updated, the capacity to use capital would be increased and investment would be made in capital growth. It was clear that we could do better and the LGA recognised that there were pressures on budgets and the Council would have to work hard to remain financially stable. Geoff stated that he would be more than happy to attend a future meeting of Overview and Scrutiny with Steve Kenyon to present a more detailed report in this area.

- Councillor Hankey referred to the new director posts that were being appointed and asked whether these appointments would free capacity for current directors.

Geoff explained that the Director of Transformation and Strategy would be bringing together a corporate core of services by combining HR/OD, finance, procurement, communications, ICT support, performance intelligence and research from across all directorates and the CCG and would be funding through the deletion of the post of Executive Director of Resources and Regulation and a contribution from the CCG. The growth directorate posts will be delivering the growth strategy which will involve leading on regeneration and housing and influencing GM to support major development programmes. These posts are essential if the Council is to secure new income and reduce its reliance on central government funding.

- Councillor Bayley referred to the information provided in relation to the use of external consultants and stated that it would have been more helpful if it was broken down further to show departments/timescale/projects/costs etc. Councillor Bayley stated that he was glad to see that the amount spent had reduced.

Geoff confirmed that he would be able to provide more of a breakdown for Members.

- Councillor Caserta asked what further benefits there would be from the Combined Authority.

Geoff explained that the Council needed to ensure that it was in a position to engage with the Combined Authority to ensure that it could take advantage of all funding that they had to offer. To make sure that this was the case the Council had to have the right people in position, that schemes were ready to go and that appropriate investment had been carried out where required. The Council had invested in health and social care which had then unlocked the £19 million Transformation Fund which would be used to improve services and deflect demand.

It was agreed:

Overview and Scrutiny Committee, 22 November 2018

1.   That the Chief Executive provide an update to the Committee in 12 months.

2.   That the Chief Executive be thanked for his attendance.

OSC.253   MID YEAR TREASURY MANAGEMENT REPORT

Councillor Eamonn O'Brien the Cabinet Member for Finance and Housing and Steve Kenyon, Interim Executive Director of Resources and Regulation presented the Mid-Year Treasury Management report to the Committee.

The report covered the following:

- An economic update for 2018/2019 financial year to 30 September 2018;
- A review of the Treasury Management Strategy Statement and Annual Investment Strategy;
- The Council's capital expenditure, as set out in the Capital Strategy, and prudential indicators;
- A review of the Council's investment portfolio for 2018/2019;
- A review of the Council's borrowing strategy for 2018/2019;
- A review of any debt rescheduling undertaken during 2018/2019
- A review of the compliance with Treasury and Prudential Limits for 2018/ 2019

Those present were given the opportunity to ask questions and make comments and the following points were raised:

- Councillor Hankey referred to the figure at paragraph 4.2 of the report and the figure relating to slippage. Councillor Hankey stated that this was misleading asked if there was any way to get away from this.

- Councillor Harris asked whether the external auditors had raised any concerns in relation to the Council's financial position.

Steve reported that no issues had been raised in the Annual Audit Letter.

- Councillor Lucy Smith referred the Council borrowing being under the maximum rate and asked if the Council was borrowing at a good rate.

Steve explained the different types of borrowing that the Council undertook from day to day to long term and explained that the Council used the services of brokers to ensure that the Council borrowed at best rates possible.

- Councillor Hankey referred to capital receipts and asked what assets the Council had sold and whether this had seen a gain or a loss.

Steve stated that he would report back to the committee with regards to this.

It was agreed:

That in accordance with CIPFA's Code of Practice on Treasury Management, the report be noted.

OSC.254 **CORPORATE FINANCIAL MONITORING REPORT - APRIL TO SEPTEMBER 2018**

Councillor Eamonn O'Brien the Cabinet Member for Finance and Housing and Steve Kenyon, Interim Executive Director of Resources and Regulation presented The Corporate Financial Monitoring Report, April to September 2018.

The report informed Members of the Council's financial position for the period April 2018 – September 2018 and projects the estimated outturn at the end of 2018/2019.

Members were asked for questions and comments:

- Councillor N Jones referred to the budgeting controls and asked if missed savings targets would toll over into the following financial year.

Steve Kenyon explained that pressures to the Council were get bigger particularly in Adults and Children's Social care with more clients presenting to the Council.

- Councillor Jones asked whether the Council would achieve the budget based on the current figures.

Steve explained that the figures set out were six months of actual and 6 months forecast. The Council's External Auditors had confirmed that the Council's budgetary controls were robust.

- Councillor Caserta asked what the rate of collection of business rates was.

Steve reported that for 2017/2018 the collection rate was 96.04%. There was currently £19.9m outstanding for 2018/19 of £50m. There is a dedicated debt recovery team which is currently being reviewed with a view to increasing staff numbers.

- Councillor Bayley referred to the use of agency staff and asked whether there were plans to make temporary staff permanent.

Councillor O'Brien explained that there would also be the use of temporary staff as it was not always possible to hire permanent staff and sometimes cover was required at short notice.

- Councillor James referred to 'low-hanging fruit' and asked whether there was anything left to cut.

Councillor O'Brien stated that the Council was beyond this stage now and there would be no additional money forthcoming in the future. Councillor O'Brien stated that the Council would had to change how it operated and this was in the process of happening with the development of more neighbourhood working, community involvement and development and investment work.

- Councillor Lucy Smith stated that a lot of staff had left the Council over the previous years and staffing levels had reduced asked how this had affected the staff that remained.

Councillor O'Brien stated that the recent peer review had shown that staff were under pressure but are a committed workforce who love the borough and do want to continue working for the Council.

It was agreed:

1. That the Overview and Scrutiny Committee note the financial position of the Council as at 30 September 2018.

2. That the Overview and Scrutiny Committee support the recommendations from the LGA Finance Review regarding line management accountability to the S151 Officer as detailed in par. 2.4 of the report.

OSC.255 GREATER MANCHESTER CLEAN AIR UPDATE

Councillor Alan Quinn, Cabinet Member – Environment and Lorraine Chamberlin, Head of Health and Environmental Protection attended the meeting to give an update on the Greater Manchester Clean Air Plan and the work that was being carried out regionally and locally in respect of this.

It was explained that Bury Council is mandated to produce a Clean Air Plan early in 2019. TfGM are carrying out this work on behalf of all GM Boroughs as road traffic is responsible for 80% of emissions.

A GM communication plan to address the lack of understanding about health impacts of poor air quality and the difference between clean air zones and congestion charges was rolled out on 26 October 2018 through to December 2018.

A full Member briefing has been planned for 28 November 2018.

Background information was provided which set out progress to date and timelines in relation to the work.

Members were given the opportunity to ask questions and the following points were raised:

- Cllr Harris referred to the targets for N02 in the Bury Bridge area and the fact that this area was heavily congested and also had a bus lane which added to the build-up of traffic.

- Councillor Bayley stated that until the bus operators were aware of the plans they would be unwilling to invest in new vehicles. Councillor Bayley also stated that a lot of the pollutants were as a result of traffic on the motorways but there had been no input from Highways England.

It was agreed:

That the update be noted.

OSC.256 **WASTE MANAGEMENT AND RECYCLING**

Councillor Quinn, Cabinet Member – Environment and Glenn Stuart, Head of Waste Management presented a report providing an update on waste management and recycling.

Set out in the report was a table showing the weights of each waste stream collected over the last two complete years and the first half of 2018/2019.

Glenn explained the figures and any fluctuations that may occur.

Glenn reported that the resources charity WRAP (Waste and Recycling Action Programme) had announced a partnership with the Greater Manchester Waste Disposal Authority – Resource GM aimed at driving up the recycling rate to 60% across the GM conurbation by 2025 as well as improving the quality of recycling collected. The partnership has been responsible for undertaking extensive research which will inform future promotional campaigns and the delivery of advertising campaigns across GM.

It was also reported that a new national Waste and Resources Strategy is due to be published by the end of the year. It is anticipated that the strategy will see the introduction of a range of new measures designed to kick start recycling performance in England and may include:

- Mandated separate collections of food
- A ban of food waste to landfill
- Extended producer responsibility
- Deposit return scheme for containers such as drinks cans and bottles

The report also set out information in relation to household sign up to receive email alerts and it was explained that over 35% of households across the borough had done so.

It was explained that Bury Council was the first in England to introduce three weekly residual waste collection and 9% of the 115 councils that responded to a recent survey had moved to three weekly with another 63% planning to within 2 years.

Also within the report was information relating to the collection and recycling of plastic bottles and the number of missed bin collections over the previous 3 and a half years.

Those present were given the opportunity to ask questions and make comments and the following points were raised:

- Councillor Hankey referred to contaminated bins and asked whether the waste could still be separated.

Neil explained that the teams worked to a 5% rule (up to 5% of the bin's contents by weight) and it was up to the individual operative to make a decision as to whether a bin can be emptied.

- Councillor Leach referred to the use of agency staff and asked if any issues arose from this.

Neil explained that there had been an over reliance on the use of agency staff which had contributed to some disruptions but this had been recognised and rectified with vacant posts being awarded to agency operatives following a recruitment process.

- Councillor Nicholas Jones referred to the saving target that was set when the residual bins went to 3 weekly collections and asked whether this target had been met.

Neil explained that the 3 weekly collections had been in place for 3 years' and in this time a number of recycling initiatives had been carried out. A further service review was underway which was looking at in house efficiencies.

- Councillor Caserta asked whether there would be any barriers to insisting that new developments have central containers.

It was explained that waste disposal is material in planning but the Council could not insist on central waste containers. They could however negotiate with developers regarding options.

It was agreed:

That the contents of the report be noted

OSC.257 BURY COUNCIL/FORESTRY COMMISSION PARTNERSHIP

Neil Long and Councillor Quinn presented a report updating Members on how Parks and Countryside are working positively with the Forestry Commission on the feasibility study which is looking at the extension of Forestry Commission landholding from Waterdale through to the centre of Radcliffe to create the 1000 acre woodland.

It was explained that Bury Council and the Forestry Commission (FC) have worked in partnership since 2011 as the FC currently manages 73ha of woodland on behalf of Bury Council and Waterdale and Drinkwater parks.

Feasibility work is being carried out to see if the FC could manage additional land on behalf of the Council including Philips Park, Outwood, Outwood Trail and Prestwich Clough. The feasibility work will look at legal, environmental and economic aspects of the land and how it could be managed for the future.

Community roadshows have taken place allowing people living and working in the area to see what the work is all about and future roadshows will take place once a decision has been made as to whether the FC will take on the land.

The work carried out so far was listed within the report as well as the benefits of the project and risks of not completing it.

It was explained that the feasibility study should be completed by April 2019 and it was envisaged that public consultation would take the form of roadshows. Two business cases will need to be prepared one by the Forestry Commission Project Manager and one by the Council's Parks and Countryside Manager/Assistant Director (Operations) which will go to SLT/Cabinet to confirm whether to proceed.

It was explained that it could take two years to finalise the project with a lease drawn up should it be deemed feasible.

Those present were given the opportunity to ask questions and make comments and the following points were raised:

- Councillor N Jones referred to the voluntary organisations that were involved with local parks and countryside and stated that they did a really good job and should be commended for their hard work.

It was agreed:

That the contents of the report be noted

OSC.258   EXCLUSION OF PRESS AND PUBLIC

It was agreed:

That the press and public be excluded from the meeting.

OSC.259   ENVIRONMENTAL QUALITY & FLY TIPPING INITIATIVE

Neil Long presented a report updating Members on the work that had been undertaken in relation to fly tipping across the borough.

There were a number of different initiatives being implemented across the borough and these included recording of incidents, targeted action, CCTV surveillance, replacement of missing and damaged bins, replacement signage and back street clearance.

The report set out the enforcement that had been carried out by the Environmental Health Team and the work that was being carried out by Community Safety.

It was agreed:

That the contents of the report be noted

COUNCILLOR M D'ALBERT

Chair

(Note: The meeting started at 7.00 pm and ended at 9.30 pm)

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Agenda Item 5

SCRUTINY REPORT

Bury COUNCIL

MEETING: **Overview and Scrutiny Committee**

DATE: **21st January 2019**

SUBJECT: **Permanent Exclusions from Schools**

REPORT FROM: **Cabinet Member for Children and Young People**

CONTACT OFFICER: Paul Cooke, Strategic Lead (Schools, Academies & Colleges)

1.0 EXECUTIVE SUMMARY

This report attached at Appendix One summarises the trends in permanent and fixed term exclusions from the 2017/18 academic year. Information is analysed by gender, special educational need, and the reasons for exclusion. As appropriate, statistical data from national and neighbouring Authorities has been used to provide context for Bury.

This is a preliminary report, with further exploration into possible causes, trends and analysis of vulnerable groups to be completed.

Reducing both permanent and fixed term exclusions is a key priority for Bury, in order to ensure that inclusive schools and settings provide improved experiences and outcomes for all children and young people through 'One Child, Once Chance, One Partnership, One Bury'

The report also contains an analysis of secondary school 'off-rolling' – that is Year 10 pupils who were on roll in 2016/17 but were no longer on roll at a Bury school in Year 11 in 2017/18.

Information is also provided on 'internal exclusions' in secondary schools, analysed at partnership level, detailing the number of lessons/sessions which pupils spend outside of the classroom, either in isolation or inclusion rooms.

High level data regarding Elective Home Education is also included. More detailed analysis of this data will take place and will be the subject of a separate report, also looking at Children Missing Education as part of a review of casework and referral processes.

1.1   Permanent Exclusions

Bury has seen a rise in permanent exclusions in recent years and is currently twice the national average. In Bury, 84 pupils were permanently excluded in 2016/17, up by 33 on the previous year. This equated to 0.27% of the pupil population. Nationally, only 0.1% of the population were permanently excluded.

Prior to 2016/17, whilst permanent exclusion rates in Bury were higher than national average, they had remained stable. Nationally, there had been a slight increase over the same period, with five of Bury's statistical neighbours also seeing an increase. Data for 2017/18 is showing a fall in permanent exclusions in Bury from 84 in 2016/17 to 62 in 2017/18, which is an encouraging sign. No national data I syet available for 2017/18.

1.2   Fixed Term Exclusions

The percentage of fixed term exclusions has risen both nationally and in Bury. However, Bury has seen a higher than national increase since 2015. The total number of fixed term exclusions was 1,782 in 2016/17, a rise from 1,307 in the previous year.

While all sectors saw an increase in fixed term exclusions, the most concerning rise was within primary. Having issued 68 in 2014/15 and 67 in 2015/16, Bury had 105 fixed term exclusions in 2016/17, rising still further to 155 pupils in 2017/18.

Secondary Schools in Bury have also seen a significant rise in fixed term exclusions, from 1,000 (2015/16) to 1,371 (2016/17), and continuing in 2017/18 to 1,883.

The Pupil Referral Units have seen an increase year on year. In 2016/17, 303 fixed term exclusions were issued, 65 more than the previous academic year which itself was in increase of 130 on 2014/15.

In comparison with GM, statistical neighbours and national picture, whilst Bury has seen an increase year on year, we had been below average and national statistics until 2016/17.

However, in 2016/17, Bury saw a disproportionate increase in fixed term exclusions from 4.65% (2015/16) to 6.28% (2016/17). This 1.63% rise placed Bury in 9th position in GM and 8th position out of 11 statistical neighbours in 2016/17, having previously been in 2nd and 3rd position in 2015/16 respectively. Data for 2017/18 is showing a rate in Bury of 7.28%, a further rise of 1%.

Whilst disruptive behaviour remains the highest recorded reason, we have seen a significant number recorded as physical assault on pupils and adults. We are also seeing verbal abuse being recorded.

1.3   Off-Rolling

Analysis of School Census returns has identified those pupils on roll in Year 10 in the 2016/17 academic year who were no longer on roll at a Bury School in Year 11 in the 2017/18 academic year. This identified 36 pupils who had been taken off roll, 28 boys and 8 girls.

Destinations have been identified for 33 of the 36 children and officers are liaising with individual schools in order to ascertain those still outstanding. Three pupils in this cohort were removed from roll to be electively home educating (EHE).

1.4   Internal Exclusions

Analysis of secondary school internal inclusions is not currently available from all schools but, where this information has been provided by the school this is shown in tables in Apppendix One. Further work with schools in order to get a comprehensive picture of activity.

Internal exclusions are the lessons/sessions which pupils spend outside the classroom in either isolation or similar separate arrangements.

1.5   Elective Home Education

The number of children known to be electively home educated has increased significantly, from 77 in 2014/15 to 137 in 2017/18.

In a number of cases, parents have shared with the LA that they have removed their child from school due to risk of exclusion.

Of all the children removed across each year group in 2017/18, 16.4% were removed by parents feeling their child was at risk of exclusion. Some of this cohort have returned to school – of the 19 pupils removed to EHE during 2017/18 for reasons of exclusions, 14 returned to school within the same year.

This suggests that we need to work closer with schools and families to avoid inappropriate removal by parents to avoid exclusions, which is likely to further damage pupil's educational outcomes and raise safeguarding concerns in some cases.

2.0   Conclusion

The data paints a worrying picture in terms of the scale of exclusions and, whilst performance has improved in 2017/18, and has continued to improve in the current academic year, much more needs to be done.

There is now far greater transparency of data and this is being used to challenge schools.

With a clear focus on inclusion, the LA is working with all school leaders and governing bodies to bring about a swift and significant change to current practice, through a range of measures.

Recently appointed Inclusion Lead Officers, working with our Inclusion Partnerships, bring a much needed focus to this.

List of Background Papers:-

Appendix One – Performance data report

Contact Details:-

Paul Cooke – Strategic Lead (Schools, Academies & Colleges) – 0161 253 5674
p.cooke@bury.gov.uk

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Appendix One

PERMANENT EXCLUSIONS BY SEMH PARTNERSHIP – ACADEMIC YEAR 2017/18

The tables below show the total number of permanent exclusions for all schools for the Academic Year 2017/18 taken from the School Attendance data. The tables are broken down to show the total number of exclusions, the child's gender, the number of incidents for children who are identified as having SEN, and the Exclusion code.

KEY to Exclusion Codes –

BU – Bullying

DB – Persistent Disruptive Behaviour

DM – Damage

DA – Drug & Alcohol related

OT – Other

PA – Physical assault against an adult

PP – Physical assault against a pupil

RA – Racist abuse

SM – Sexual misconduct
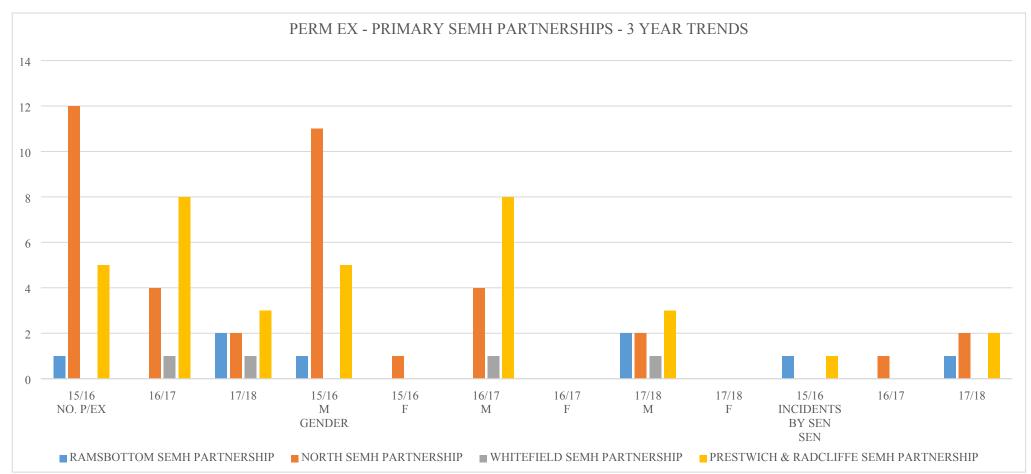
TH – Theft
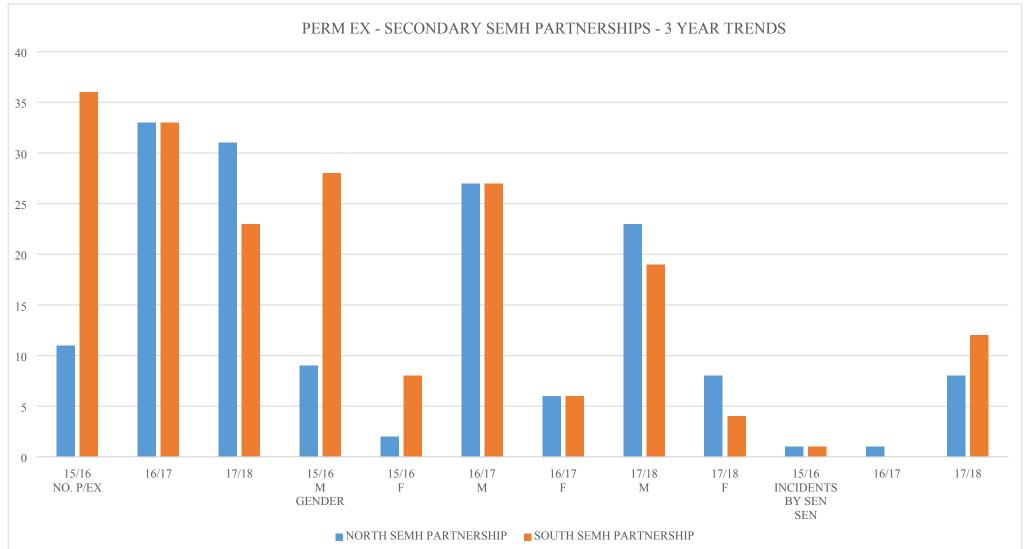
VA – Verbal abuse/threatening behaviour against an adult

VP – Verbal abuse/threatening behaviour against a pupil

SCHOOL NAME	P/EX	GENDER		SEN	EXCLUSION CODE								
	No. p/ex	Male	Female	Incidents By SEN	DB	DM	BU	PP	PA	VA	VP	OT	DA
PRIMARY SCHOOL													
RAMSBOTTOM SEMH PARTNERSHIP													
PEEL BROW	2	2	0	1	2								
NORTH SEMH PARTNERSHIP													
ELTON PRIMARY	1	1	0	1	1								
ST JOSEPH & ST BEDES	1	1	0	1	1								
WHITEFIELD SEMH PARTNERSHIP													
HOLLINS GRUNDY	1	1	0	0							1		
PRESTWICH AND RADCLIFFE SEMH PARTNERSHIP													
RADCLIFFE	3	3	0	2	1				2				
TOTALS	8	8	0	5	5	0	0	0	2	0	1	0	0
SECONDARY SCHOOL													
NORTH SEMH PARTNERSHIP													
BROAD OAK	6	5	1	3	3			1		1			1
BURY CHURCH	7	5	2	0		1		4	1			1	
ST GABRIELS	4	2	2	1	2					2			
THE ELTON	2	2	0	2			1		1				
TOTTINGTON HIGH	7	4	3	0	7								
WOODHEY	5	5	0	2	2		1			1	1		
SOUTH SEMH PARTNERSHIP													
PARRENTHORN	2	2	0	1	1							1	
CASTLEBROOK	4	4	0	3	2	1							1
PRESTWICH	6	5	1	2	2			2		1		1	
THE DERBY	3	2	1	1	2								1
ST MONICAS	8	6	2	5	2		1	1	3	1			
TOTALS	54	42	12	20	23	2	3	8	5	5	3	2	3

The graphs below show the total number of permanent exclusions for all schools for the Academic Years 2015/16, 2016/17 and 2017/18 taken from the School Attendance data. The graphs show the total number of exclusions, the child's gender and the number of incidents for children who are identified as having SEN.

PERM EX - PRIMARY SEMH PARTNERSHIPS - 3 YEAR TRENDS

Legend: RAMSBOTTOM SEMH PARTNERSHIP, NORTH SEMH PARTNERSHIP, WHITEFIELD SEMH PARTNERSHIP, PRESTWICH & RADCLIFFE SEMH PARTNERSHIP

PERM EX - SECONDARY SEMH PARTNERSHIPS - 3 YEAR TRENDS

Legend: ■ NORTH SEMH PARTNERSHIP ■ SOUTH SEMH PARTNERSHIP

FIXED TERM EXCLUSIONS BY SEMH PARTNERSHIP – ACADEMIC YEAR 2017/18

The tables below show the total number of fixed exclusions for all Primary Schools, reported by SEMH partnership, for the Academic Year 2017/18 based upon School Attendance data. The tables are broken down to show the total number of fixed term exclusions, the child's gender, the total number of children receiving a fixed term exclusion, the number of incidents from children who are identified as having SEN and the Exclusion code. The tables also show the total number of sessions lost as a result of the exclusions and the average sessions lost per school.

PRIMARY SCHOOL

RAMSBOTTOM SEMH PARTNERSHIP

SCHOOL NAME	No. of Incidents/ Exclusions	GENDER		No of Children	SEN	EXCLUSION CODE								
		Male	Female		Incidents By SEN	DB	DM	BU	PP	PA	VA	VP	OT	RA
HAZLEHURST	1	1	0	1	1				1					
OLD HALL	15	8	7	3	0	3			9	2				1
PEEL BROW	9	9	0	3	1	9								
ST MARYS HAWKSHAW	1	1	0	1	0				1					
SUMMERSEAT	2	2	0	2	0				2					
TOTTINGTON PRIMARY	6	6	0	2	0	2			2	2				
TOTALS	34	27	7	12	2	14	0	0	15	4	0	0	0	1

SCHOOL NAME	Total Number of Exclusions/Incidents	Total Number of Sessions lost	Average No of sessions lost per Exclusion/Incident
HAZLEHURST	1	5	5
OLD HALL	15	43	2.86
PEEL BROW	9	13	1.44
ST MARYS HAWKSHAW	1	1.5	1.5
SUMMERSEAT	2	1	0.5
TOTTINGTON PRIMARY	6	8.5	1.42
TOTALS	34	72	2.12

PRIMARY SCHOOL

NORTH SEMH PARTNERSHIP

SCHOOL NAME	No. of Incidents/ Exclusions	GENDER		No of Children	SEN	EXCLUSION CODE									
		Male	Female		Incidents by SEN	DB	DM	BU	PP	PA	VA	VP	OT	DA	RA
WOODBANK	5	5	0	3	4	1			3	1					
FAIRFIELD	7	6	1	5	7	1			1	3	2				
GREENHILL	2	2	0	2	2	1				1					
HOLY TRINITY	6	5	1	4	4	2			4						
ST PAULS	1	1	0	1	1								1		
ST LUKES	3	3	0	3	1					2		1			
ST JOSEPH & ST BEDES	22	22	0	6	3	9			1	2	9		1		
TOTAL	**46**	**44**	**2**	**24**	**22**	**14**	**0**	**0**	**9**	**9**	**11**	**1**	**2**	**0**	**0**

SCHOOL NAME	Total Number of Exclusions/Incidents	Total Number of Sessions lost	Average No of sessions lost per Exclusion/Incident
WOODBANK	5	12	2.4
FAIRFIELD	7	5.5	0.79
GREENHILL	2	1.5	0.75
HOLY TRINITY	6	10.5	1.75
ST PAULS	1	1	1
ST LUKES	3	12	4
ST JOSEPH & ST BEDES	22	25	1.14
TOTALS	**46**	**67.5**	**1.47**

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PRIMARY SCHOOL

PRESTWICH AND RADCLIFFE SEMH PARTNERSHIP

SCHOOL NAME	No. of Incidents/ Exclusions	GENDER		No of Children	SEN	EXCLUSION CODE								
		Male	Female		Incidents By SEN	DB	DM	BU	PP	PA	VA	VP	OT	DA
BUTTERSTILE	4	3	1	3	0	3			1					
ST.ANDREWS RADCLIFFE	8	6	2	7	7				4	2	2			
ST.MARYS RADCLIFFE	1	1	0	1	1				1					
RADCLIFFE HALL	14	13	1	6	11	5			1	8				
ST JOHNS RADCLIFFE	1	1	0	1	1				1					
PARK VIEW	1	0	1	1	0			1						
GORSEFIELD	7	7	0	4	3	2			1	3	1			
RADCLIFFE	11	9	2	7	5	4				6			1	
TOTALS	47	40	7	30	28	14	0	1	9	19	3	0	1	0

SCHOOL NAME	Total Number of Exclusions/Incidents	Total Number of Sessions lost	Average No of sessions lost per Exclusion/Incident
BUTTERSTILE	4	5.5	1.38
ST.ANDREWS RADCLIFFE	8	8	1
ST.MARYS RADCLIFFE	1	1	1
RADCLIFFE HALL	14	27.5	1.96
ST JOHNS RADCLIFFE	1	3	3
PARK VIEW	1	2.5	2.5
GORSEFIELD	7	15.5	2.2
RADCLIFFE	11	17	1.55
TOTALS	47	80	1.7

PRIMARY SCHOOL

WHITEFIELD SEMH PARTNERSHIP

SCHOOL NAME	No. of Incidents/ Exclusions	GENDER		No of Children	SEN	EXCLUSION CODE									
		Male	Female		Incidents By SEN	DB	DM	BU	PP	PA	RA	VA	VP	OT	SM
HEATON PARK	4	4	0	2	4					3		1			
HIGHER LANE	2	1	1	2	0	1		1							
THE ARK	6	6	0	4	2				1	5					
RIBBLE DRIVE	7	7	0	3	3				3	4					
MERSEY DRIVE	8	5	3	5	5				5			2	1		
HOLLINS	1	1	0	1	0	1									
TOTALS	28	24	4	17	14	2	0	1	9	12	0	3	1	0	0

SCHOOL NAME	Total Number of Exclusions/Incidents	Total Number of Sessions lost	Average No of sessions lost per Exclusion/Incident
HEATON PARK	4	10	2.5
HIGHER LANE	2	2	1
THE ARK	6	5	0.83
RIBBLE DRIVE	7	24	3.86
MERSEY DRIVE	8	18	2.25
HOLLINS	1	5	5
TOTALS	28	64	2.29

The table below shows the total number of fixed exclusions for all Primary Schools by Partnership, for the Academic Year 2017/18 and is based upon School Attendance data. The table is broken down to show the total number of fixed term exclusions, the child's gender, the total number of children receiving a fixed term exclusion, the number of incidents from children who are identified as having SEN and the Exclusion code. The table also shows the total number of sessions lost as a result of the exclusions and the average sessions lost overall.

ALL PRIMARY SCHOOLS															
PARTNERSHIP	**No. of Incidents/ Exclusions**	**GENDER**		**No of Children**	**SEN**	**EXCLUSION CODE**									
		Male	**Female**		**Incidents By SEN**	**DB**	**DM**	**BU**	**PP**	**PA**	**RA**	**VA**	**VP**	**OT**	**SM**
RAMSBOTTOM SEMH PARTNERSHIP	34	27	7	12	2	14	0	0	15	4	1	0	0	0	0
NORTH SEMH PARTNERSHIP	46	44	2	24	22	14	0	0	9	9	0	11	1	2	0
PRESTWICH AND RADCLIFFE SEMH PARTNERSHIP	47	40	7	30	28	14	0	1	9	19	0	3	0	1	0
WHITEFIELD SEMH PARTNERSHIP	28	24	4	17	14	2	0	1	9	12	0	3	1	0	0
TOTALS	**155**	**135**	**20**	**83**	**66**	**44**	**0**	**2**	**42**	**44**	**1**	**17**	**2**	**3**	**0**

PARTNERSHIP	**Total Number of Exclusions/Incidents**	**Total Number of Sessions lost**	**Average No of sessions lost per Exclusion/Incident**
RAMSBOTTOM SEMH PARTNERSHIP	34	72	2.12
NORTH SEMH PARTNERSHIP	46	67.5	1.47
PRESTWICH AND RADCLIFFE SEMH PARTNERSHIP	47	80	1.7
WHITEFIELD SEMH PARTNERSHIP	28	64	2.29
TOTALS	**155**	**283.5**	**1.83**

The tables below show the total number of fixed exclusions for all Secondary Schools, reported by SEMH partnership, for the Academic Year 2017/18 based upon School Attendance data. The tables are broken down to show the total number of fixed term exclusions, the child's gender, the total number of children receiving a fixed term exclusion, the number of incidents from children who are identified as having SEN and the Exclusion code. The tables also show the total number of sessions lost as a result of the exclusions and the average sessions lost per school.

SECONDARY SCHOOL

NORTH SEMH PARTNERSHIP

SCHOOL NAME	No. of Incidents/ Exclusions	GENDER		No of Children	SEN	EXCLUSION CODE											
		Male	Female		Incidents By SEN	DB	DM	BU	PP	PA	TH	VA	VP	OT	RA	SM	DA
BROAD OAK	234	161	73	90	60	85	4		36	3	2	79	11	1	4	1	8
BURY CHURCH	69	48	21	38	16	16	4	1	20	5	2	14	4	1	2		
THE ELTON	78	53	25	46	21	18		1	11			34	8	4			2
TOTTINGTON HIGH	202	157	45	76	123	28	2		17	10	1	79	4	44	1		16
WOODHEY	138	119	19	80	34	51	6	1	20	3	3	30	4	8	8	3	1
ST GABRIELS	159	137	22	54	32	35	12		40	3	1	32	5	16	5		10
TOTALS	880	675	202	384	286	233	28	3	144	24	9	268	36	74	20	4	37

SCHOOL NAME	Total Number of Exclusions/Incidents	Total Number of Sessions lost	Average No of sessions lost per Exclusion/Incident
BROAD OAK	234	268	1.15
BURY CHURCH	69	192	2.78
THE ELTON	78	148	1.89
TOTTINGTON HIGH	202	328.5	1.63
WOODHEY	138	191.5	1.39
ST GABRIELS	159	235	1.48
TOTALS	880	1363	1.5

SECONDARY SCHOOL

SOUTH SEMH PARTNERSHIP

SCHOOL NAME	No. of Incidents	GENDER		No of Children	SEN	EXCLUSION CODE											
		Male	Female		Incidents By SEN	DB	DM	BU	PP	SM	PA	RA	VA	VP	TH	OT	DA
SPRING LANE	198	135	63	64	188	16	36	11	16		24	8	55	7	1	8	16
MANCHESTER MESIVTA	30	30	0	15	15	10			1		1		15	3			
PARRENTHORN	146	131	15	64	55	38			33		2		46	10	4	7	6
PHILIPS	102	73	29	60	34	10	1	7	14		2	1	19	1	1	46	
PRESTWICH	228	204	24	103	52	108	10	5	41	1	2	4	45	2	6	1	3
THE DERBY	64	51	13	44	32	34	1		12				4	6		5	2
ELMS BANK	8	6	2	8	8	1	2	2			3						
ST MONICAS	182	132	50	81	70	47	4	3	59		2		46	4	1	9	7
CASTLEBROOK	45	26	19	31	10	16	5		4		1		9	1			9
TOTALS	**1003**	**788**	**215**	**470**	**464**	**280**	**59**	**28**	**180**	**1**	**37**	**13**	**239**	**34**	**13**	**76**	**43**

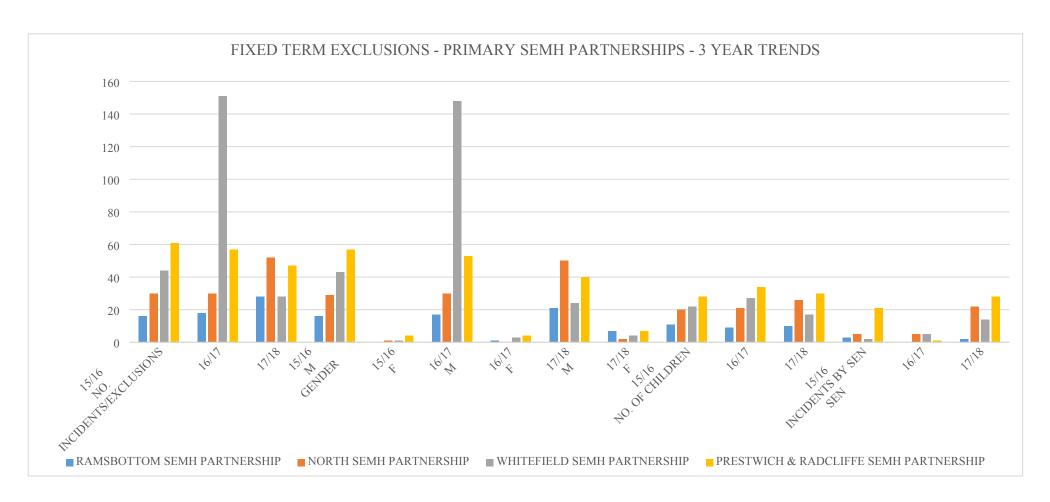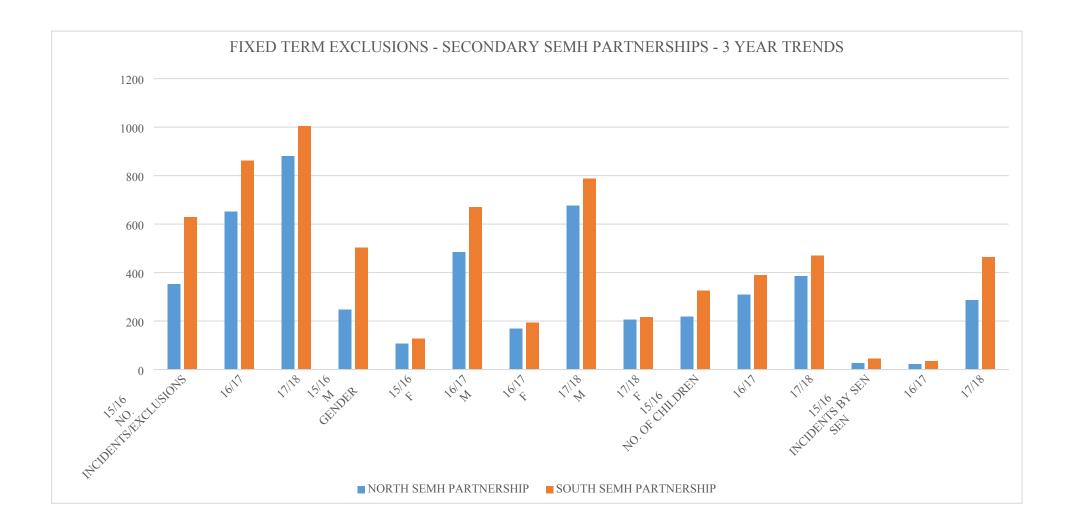| SCHOOL NAME	Total Number of Exclusions/Incidents	Total Number of Sessions lost	Average No of sessions lost per Exclusion/Incident
SPRING LANE	198	355.5	1.79
MANCHESTER MESIVTA	30	33.5	1.11
PARRENTHORN	146	224	1.53
PHILIPS	102	289	2.83
PRESTWICH	228	363	1.59
THE DERBY	64	106.5	1.66
ELMS BANK	8	25	3.13
ST MONICAS	182	366.5	2.01
CASTLEBROOK	45	74.5	1.65
TOTALS	**1003**	**1837.5**	**1.83**

The table below shows the total number of fixed exclusions for all Secondary Schools by Partnership, for the Academic Year 2017/18 based upon School Attendance data. The table is broken down to show the total number of fixed term exclusions, the child's gender, the total number of children receiving a fixed term exclusion, the number of incidents from children who are identified as having SEN and the Exclusion code. The table also shows the total number of sessions lost as a result of the exclusions and the average sessions lost overall.

ALL SECONDARY SCHOOLS																	
PARTNERSHIP	No. of Incidents/ Exclusions	GENDER		No of Children	SEN	EXCLUSION CODE											
		Male	Female		Incidents By SEN	DB	DM	BU	PP	PA	TH	VA	VP	OT	RA	SM	DA
NORTH SEMH	880	675	202	384	286	233	28	3	144	24	9	268	36	74	20	4	37
SOUTH SEMH	1003	788	215	470	464	280	59	28	180	37	13	239	34	76	13	1	43
TOTALS	1883	1463	417	854	750	513	87	31	324	61	22	507	70	150	33	5	80

PARTNERSHIP	Total Number of Exclusions/Incidents	Total Number of Sessions lost	Average No of sessions lost per Exclusion/Incident
NORTH SEMH	880	1363	1.5
SOUTH SEMH	1003	1837.5	1.83
TOTALS	1883	3200.5	1.7

The graphs below shows the total number of fixed exclusions for all Schools by Partnership, for the Academic Years 2015/16, 2016/17 and 2017/18 based upon School Attendance data. The table is broken down to show the total number of fixed term exclusions, the child's gender, the total number of children receiving a fixed term exclusion and the number of incidents from children who are identified as having SEN.
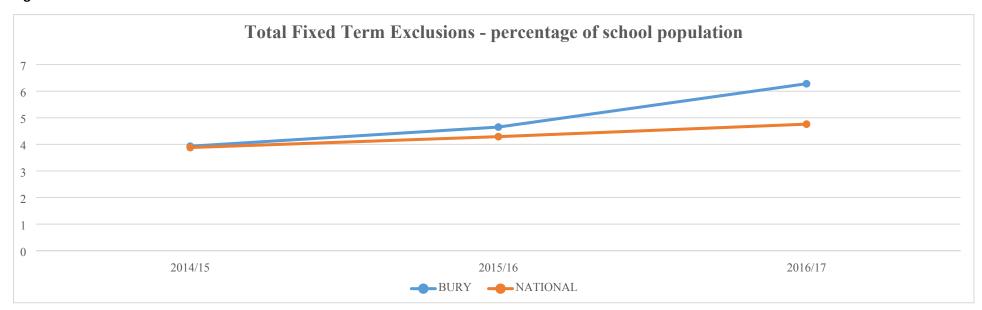
FIXED TERM EXCLUSIONS - PRIMARY SEMH PARTNERSHIPS - 3 YEAR TRENDS

Legend: RAMSBOTTOM SEMH PARTNERSHIP, NORTH SEMH PARTNERSHIP, WHITEFIELD SEMH PARTNERSHIP, PRESTWICH & RADCLIFFE SEMH PARTNERSHIP

FIXED TERM EXCLUSIONS - SECONDARY SEMH PARTNERSHIPS - 3 YEAR TRENDS

Legend: ■ NORTH SEMH PARTNERSHIP ■ SOUTH SEMH PARTNERSHIP

Introduction

The following graphs provide a summary of the fixed and permanent exclusions from Bury Schools from 2014 to 2017. Comparison will also be made to the latest data gained from 2017/18 academic year. As appropriate, statistical data from national and neighbouring Authorities will be used to provide context for Bury. This is a preliminary report, with further exploration into possible causes, trends and analysis of vulnerable groups to be completed.

1.0   Fixed Term Exclusions

The percentage of fixed term exclusions has risen both nationally and in Bury (fig 1). However, Bury has seen a higher increase since 2015, with a 1.63% rise from 2015/16 to 2016/17, from 4.65% to 6.28%. This is concerning, as Manchester schools, on the whole, saw a slight fall during this period, while the national rise was much lower (0.47% rise).

Fig 1: GRAPH TO SHOW THE TOTAL NUMBER OF FIXED TERM EXCLUSIONS AS A PERCENTAGE OF THE SCHOOL POPULATION OVER 3 YEARS

1.1 When analysing the rate of fixed term exclusions by school type, each sector shows a marked increase (fig 2). The total number of fixed term exclusions was 1782 in 2016/17, a rise from 1307 in the previous year. While all sectors saw an increase in fixed term exclusions, the most concerning rise was within primary. Having issued 68 in 2014/15 and 67 in 2015/16, Bury had 105 fixed term exclusions in 2016/17. In comparing preliminary data for 2017/18 (fig 7), 155 pupils in Bury primary schools were fixed term excluded. Therefore, this is an area for concern, though Manchester Schools on the whole have also seen a rise in the primary sector.

1.2 Secondary Schools in Bury have also seen a significant rise in fixed term exclusions, from 1000 (2015/16) to 1371 (2016/17). Preliminary data for 2017/18 (fig 7) is showing a further rise overall to 1883 fixed term exclusions in secondary schools. Manchester Schools on the whole have seen a slight fall in fixed term exclusions over the same period for secondary schools.

1.3 Special schools have remained stable in fixed term exclusions over this period, while PRUs have seen an increase year on year. In 2016/17, 303 fixed term exclusions were issued by the PRUs, 65 more than the previous academic year which had also seen 130 more being issued than 2014/15.
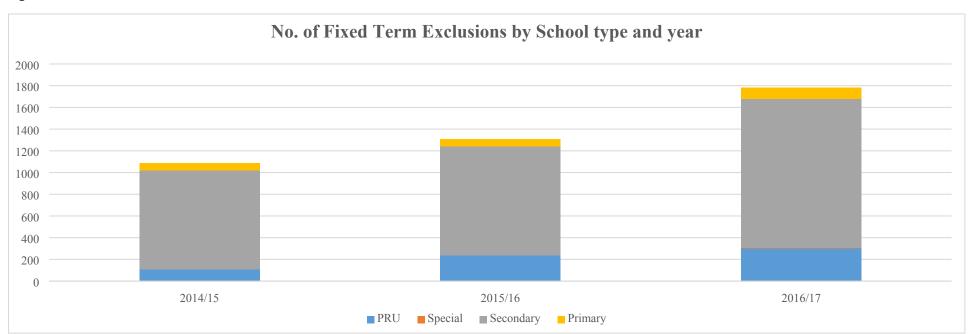
Fig 2: GRAPH TO SHOW THE TOTAL NUMBER OF FIXED TERM EXCLUSIONS BY SCHOOL TYPE OVER 3 YEARS

In Fig 3 & 4 below, fixed term exclusions in Bury can be compared to GM10, statistical neighbours and national picture. It is shown that, while we saw an increase year on year, we had been below average and national statistics until 2016/17. However, in 2016/17, Bury saw a disproportionate increase in fixed term exclusions from 4.65%

(2015/16) to 6.28% (2016/17). This 1.63% rise placed Bury in 9th position in GM10 and 8th position out of 11 statistical neighbours in 2016/17, having previously been in 2nd and 3rd position in 2015/16 respectively. It is worth noting that Darlington was in 10th position in 2016/17, seeing a significant rise in fixed term exclusions during that year. However, census returns showed this Authority had no permanent exclusions recorded. Preliminary data for 2017/18 is showing a rate in Bury of 7.28%, a further rise of 1%. More work is needed to reduce fixed term exclusions.

Fig 3: GRAPH TO SHOW THE TOTAL % RATE OF FIXED TERM EXCLUSIONS IN COMPARISON TO GM10 AND NATIONAL
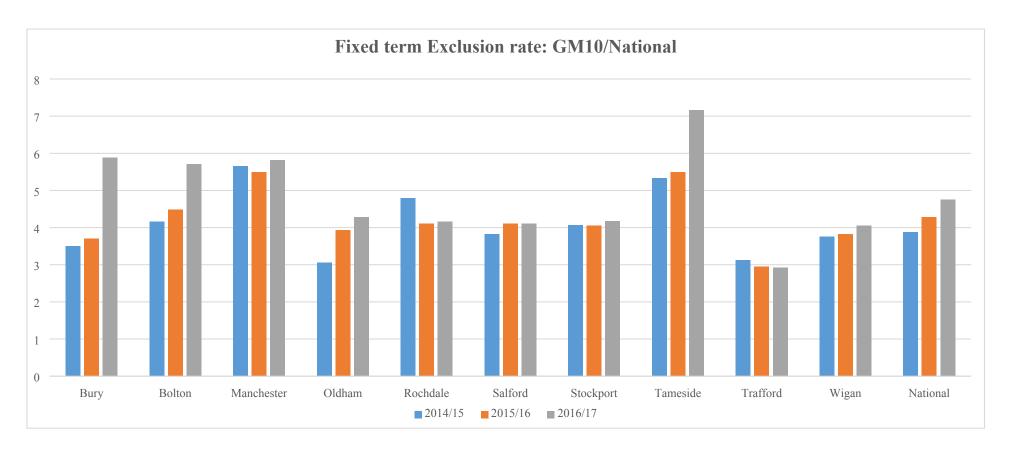

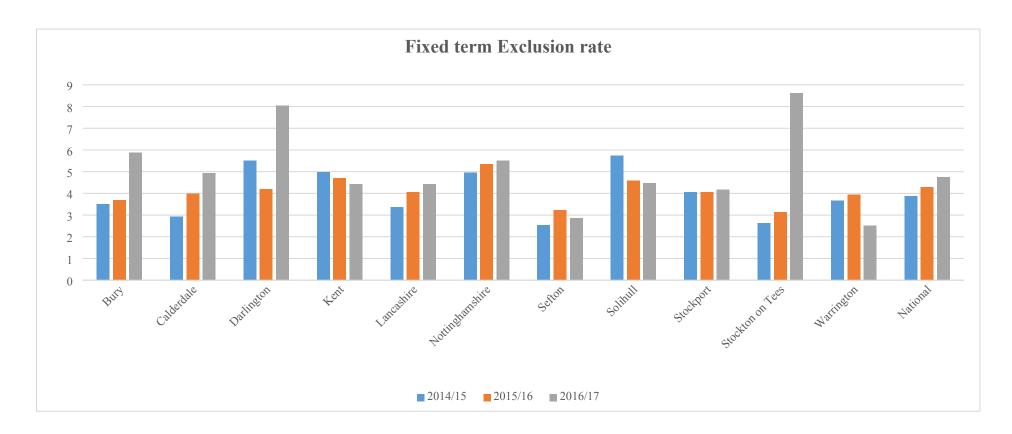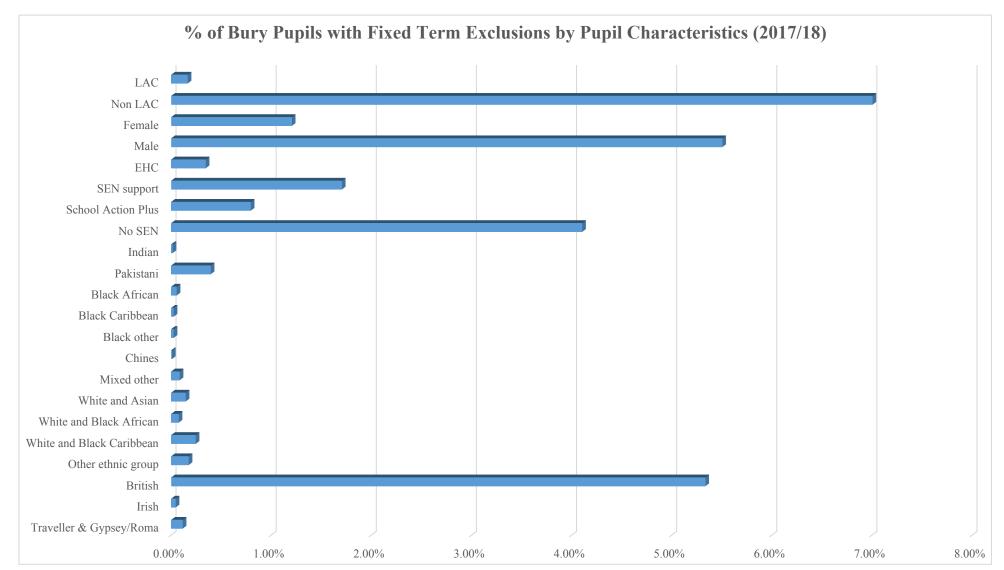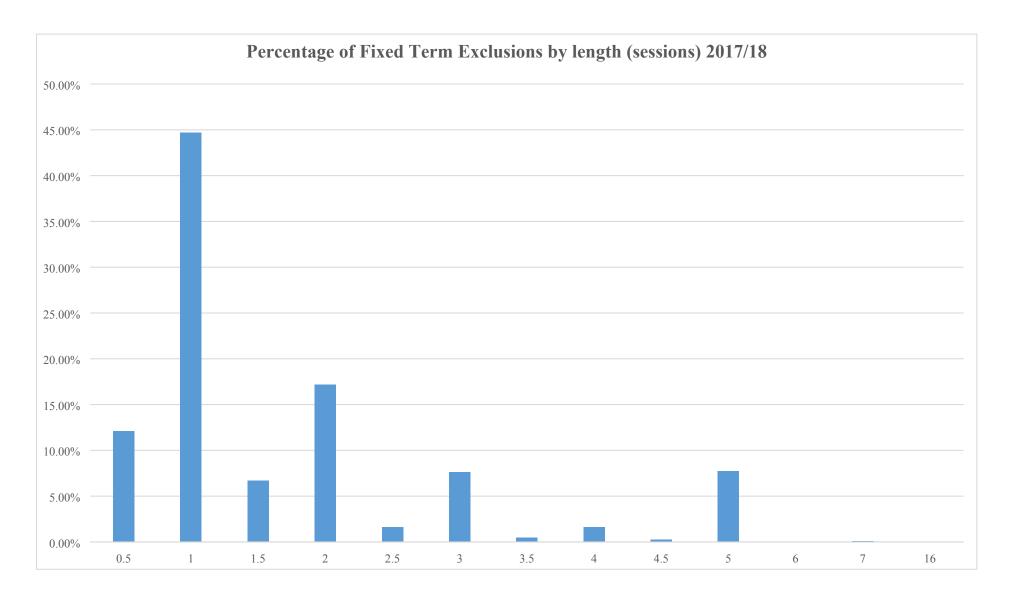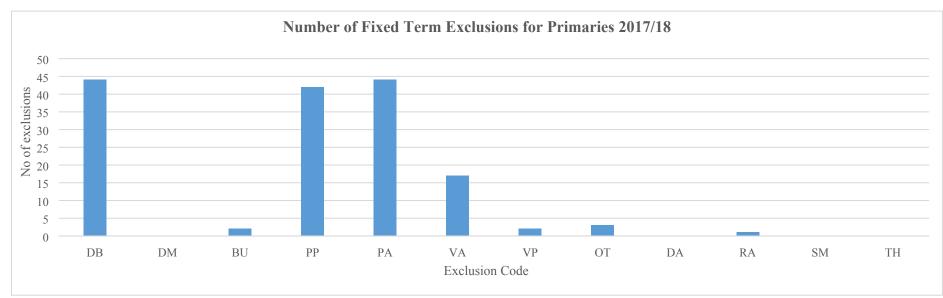**Fixed term Exclusion rate: GM10/National**

Fig 4: GRAPH TO SHOW THE TOTAL % RATE OF FIXED TERM EXCLUSIONS IN COMPARISON TO BURY STATISTICAL NEIGHBOURS

Fixed term Exclusion rate

Legend: 2014/15, 2015/16, 2016/17

Categories: Bury, Calderdale, Darlington, Kent, Lancashire, Nottinghamshire, Sefton, Solihull, Stockport, Stockton on Tees, Warrington, National
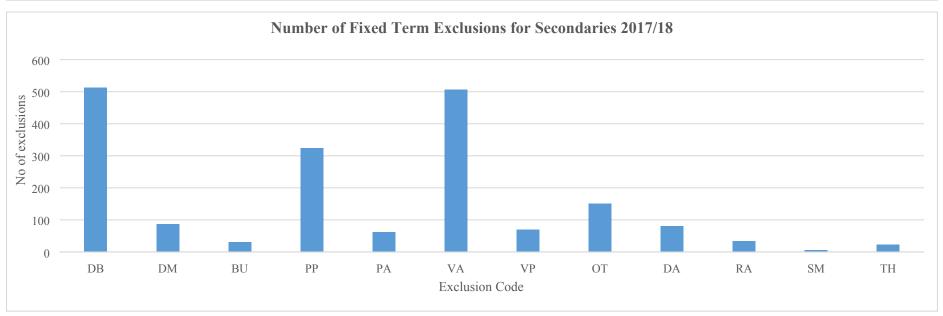
1.4 The following graphs provide detail in regard to fixed term exclusions in Bury by Pupil Characteristics, length of exclusion and by category. In regard to ethnic groups, the second highest excluded were from a Pakistani heritage, with pupils identified as part of White & Black Caribbean group in third. SEN pupils are low and those with EHCP were much lower than Manchester schools on the whole. Length of fixed term exclusions appear to be in line with Manchester schools as a whole. The reasons given for the exclusions were again in line with Manchester schools for previous years, with Disruptive Behaviour and Pupil Assault being the highest categories. However, Manchester schools reports in 2016/17 having the highest number of fixed term exclusions in category 'Other' (30%), while Bury has not seen this trend. Nationally, Manchester reported the national trend to show 'Other' as the second most common reason behind Disruptive Behaviour. This may be an area we want to look at, as to why schools may be unable to categorise an exclusion in the current categories.

1.5 Primary school fixed term exclusions have risen and we can see from the graph below the categories reported. While disruptive behaviour remains the highest recorded reason, we have seen a significant number recorded as Physical assault on pupils and adults. We are also seeing verbal abuse being recorded. More work should be done in looking at the trends her over the last few years and the regional and national picture. This would enable exploration into potential issues regarding escalation of behaviour in primary schools and what can be done to prevent this.

% of Bury Pupils with Fixed Term Exclusions by Pupil Characteristics (2017/18)

Percentage of Fixed Term Exclusions by length (sessions) 2017/18

Number of Fixed Term Exclusions for Primaries 2017/18

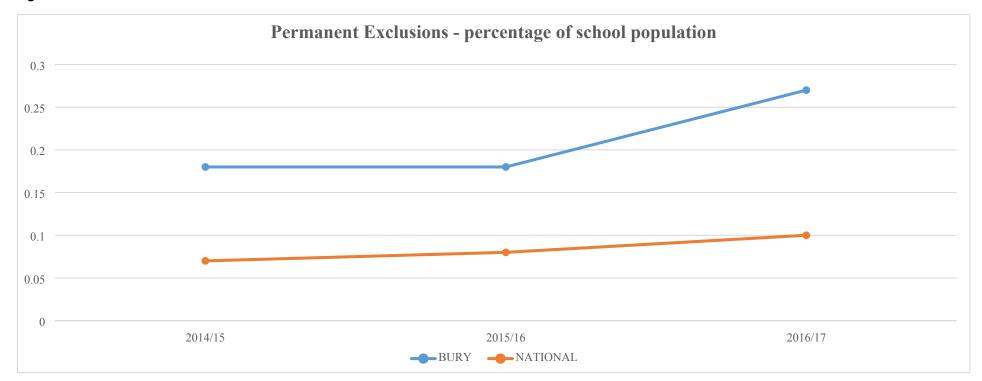## Number of Fixed Term Exclusions for Secondaries 2017/18
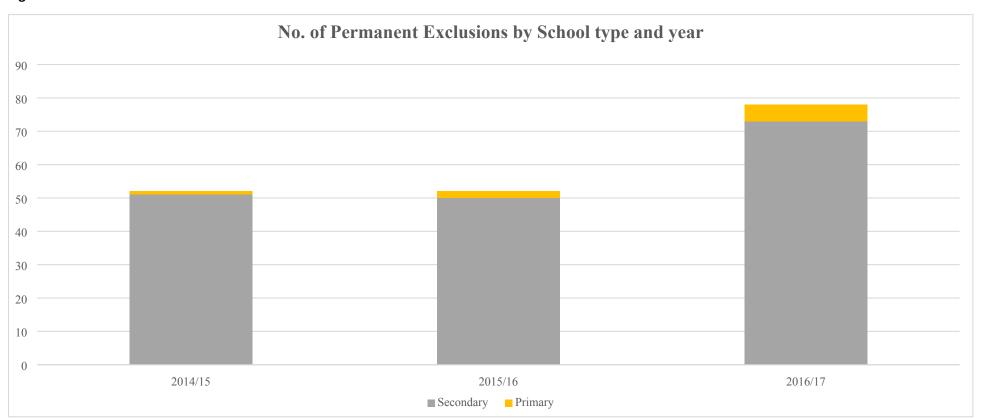
2.0   Permanent Exclusions

2.1   Bury has seen a rise in permanent exclusions since 2014 (fig. 4). This is reflected across Manchester schools as a whole, which is currently twice the national average. In Manchester, 128 pupils were permanently excluded in 2016/17, up by 30 on the previous year. In Bury, 84 pupils were permanently excluded in 2016/17, up by 33 on the previous year, which equated to a 0.09% rise to a rate of 0.27% of the population. Nationally, only 0.1% of the population were permanently excluded.

2.2   Previous to 2016/17, though permanent exclusion rates in Bury were higher than national average, they had remained stable. Nationally, there had been a slight increase over the same period, with 5 of Bury's statistical neighbours also seeing an increase (fig 6). Preliminary data for 2017/18 (fig 7) is actually showing a fall in permanent exclusions in Bury, from 84 in 2016/17 to 62 in 2017/18. This means the rate fell by 0.05% to 0.22%, which is an encouraging sign.

Fig 5: GRAPH TO SHOW THE TOTAL NUMBER OF PERMANENT EXCLUSIONS AS A PERCENTAGE OF THE SCHOOL POPULATION OVER 3 YEARS

Permanent Exclusions - percentage of school population
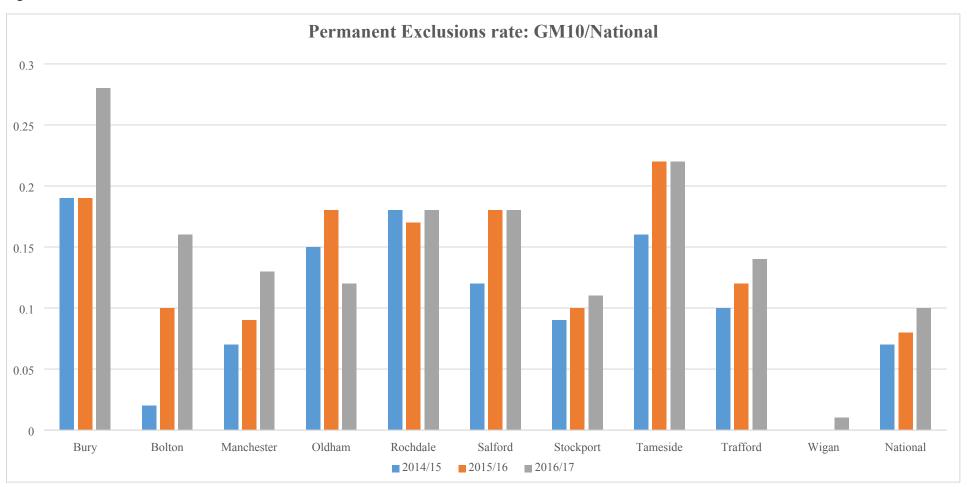
2.3 Bury has seen a rise in permanent exclusions in primary sectors between 2014 and 2017 (fig 5), from 1 exclusion in 2014/15, to 5 in 2016/17. Preliminary data for 2017/18 is indicating that primary permanent exclusions rose again, to 8 in total. Manchester schools actually saw a fall in primary exclusions during 2016/17.

2.4 Secondary schools had seen a slight fall from 51 to 50 pupils excluded permanently between 2014 and 2016, but 73 pupils were permanently excluded in academic year 2016/17. This is concerning when we also saw a rise in fixed term exclusions over the same period, indicating that there appears to be an escalation over in behaviour incidents as a whole. However, preliminary data for 2017/18 (fig 7) is showing a fall for Secondary school exclusions, down to 54, which is encouraging for that sector.

Fig 6: GRAPH TO SHOW THE TOTAL NUMBER OF PERMANENT EXCLUSIONS BY SCHOOL TYPE OVER 3 YEARS

No. of Permanent Exclusions by School type and year
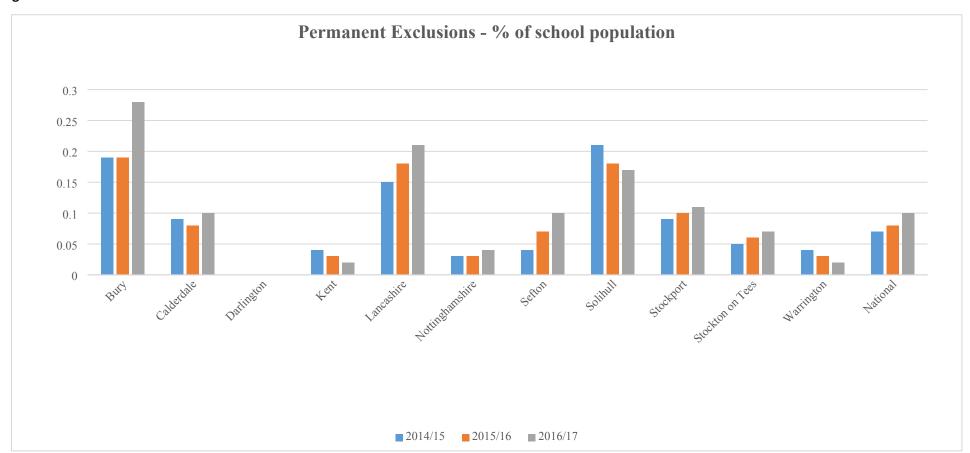
2.5 The graphs below shows how Bury compares to national, GM10 and statistical neighbours. When comparing with GM10, Bury was by far the worst performer in 2016/17. The picture has not been positive for a number of years, as permanent exclusions in Bury have remained higher than many GM10 Authorities. As a comparison, while Wigan have achieved exceptional results in reducing permanent exclusions, they have also maintained a low level of fixed term exclusions, while Bury has not performed well in either sector.

Fig 7: GRAPH TO SHOW THE TOTAL % RATE OF PERMANENT EXCLUSIONS IN COMPARISON TO GM 10 AND NATIONAL

Permanent Exclusions rate: GM10/National
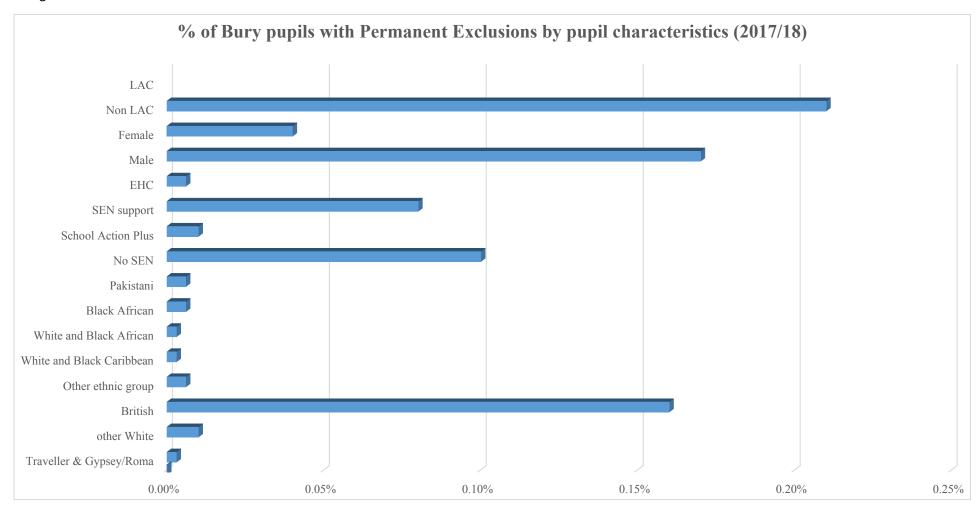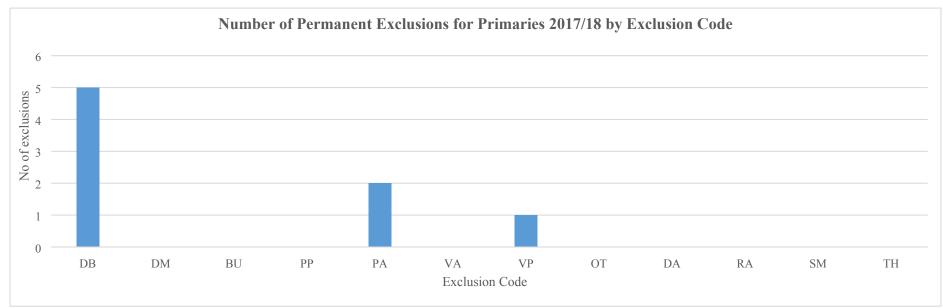
2.6   It is concerning that rate of permanent exclusions placed Bury in 10th position out of 11 Authorities from 2014-2016 amongst statistical neighbours. The gap widened, as the rate for the academic year 2016/17 placed Bury was by far the worst performing Authority, with a rate of 0.28%, some 0.07% higher than Lancashire, which was the next worse performing Authority, and 0.18% higher than the National average. Preliminary data for 2017/18 (fig 7) indicates that the rate of permanent exclusions in Bury has fallen to 0.22%, a fall by 0.06%.

Fig 8: GRAPH TO SHOW THE TOTAL % RATE OF PERMANENT EXCLUSIONS IN COMPARISON TO BURY STATISTICAL NEIGHBOURS

2.7 The following graphs provide detail in regard to permanent exclusions in Bury by Pupil Characteristics, length of exclusion and by category. In regard to ethnic groups, the highest excluded groups after white were from a Pakistani heritage and those identified as part of White & Black Caribbean group. SEN pupils are represented high for those with school support, and as with Manchester schools on the whole, SEN is disproportionately represented. The reasons given for the exclusions were again in line with Manchester schools for previous years, with Disruptive Behaviour and Pupil Assault being the highest categories.

% of Bury pupils with Permanent Exclusions by pupil characteristics (2017/18)

Number of Permanent Exclusions for Primaries 2017/18 by Exclusion Code

Number of Permanent Exclusions for Secondaries 2017/18 by Exclusion Code
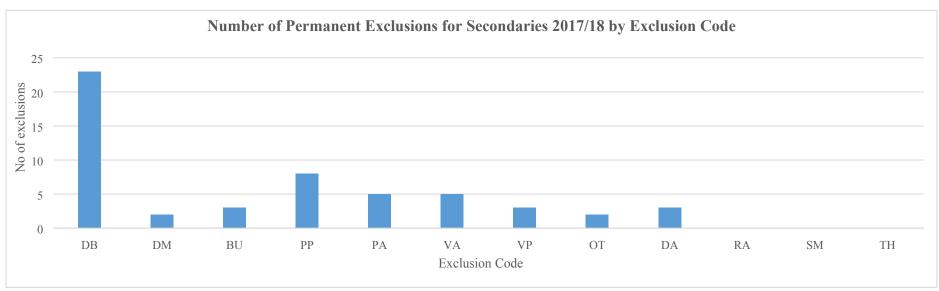
	Fig 9 : PRELIMINARY EXCLUSION DATA FOR 2017/18 OVERALL EXCLUSION NUMBERS 2017/2018 ACADEMIC YEAR																
	GENDER		Total No of Children	SEN	EXCLUSION CODE												
	Male	Female		Incidents By SEN	DB	DM	BU	PP	SM	PA	RA	VA	VP	TH	OT	DA
PRIMARY P/X	8	0	8	5	5					2			1			
SECONDARY P/X	42	12	54	20	23	2	3	8		5		5	3		2	3
% P/X	80.6	19.4		40.3	45.2	3.2	4.8	12.9	0	11.3	0	8.1	6.5	0	3.2	4.8
PRIMARY F/T	135	20	155	66	44		2	42		44	1	17	2		3	
SECONDARY F/T	1463	420	1883	750	513	73	31	338	5	61	33	507	70	22	150	80

TABLE TO SHOW BREAKDOWN OF ALL EXCLUSIONS FROM SCHOOL CENSUS DATA

	MALE	% MALE	FEMALE	% FEMALE	SEN	% SEN	ENG AS ADDTNL LANG	% ENG AS ADDTNL LANG
SUMMER 2018	586	80.2	145	19.8	59	8.1	52	7.1
SPRING 2017	430	75.6	139	24.4	15	2.6	25	4.4
AUTUMN 2017	439	78.4	121	21.6	28	5	45	8
TOTAL 2017/18	1455	78.2	405	21.8	102	5.5	122	6.6
SUMMER 2017	390	77.5	113	22.5	45	8.9	26	5.2
SPRING 2016	341	80.2	84	19.8	59	13.9	28	6.6
AUTUMN 2016	365	85.9	98	23.1	52	11.2	27	5.8
TOTAL 2016/17	1096	78.8	295	21.2	156	11.2	81	5.8
SUMMER 2016	311	80.2	77	19.8	55	14.2	41	10.6
SPRING 2015	313	81.1	73	18.9	56	14.5	36	9.3
AUTUMN 2015	316	82.3	68	17.7	57	14.8	31	8.1
TOTAL 2015/16	940	81.2	218	18.8	168	14.5	108	9.3

3.0 Other data to consider (fig 10)

In analysing exclusion data, it is also important to consider the internal behavioural measures in schools and the destinations of pupils leaving schools for other reasons. The data below provides some indication over the trends in these areas. It is worth noting that, of the 36 that came off roll during Key Stage 4, the majority were due to families relocating and being taken on roll at schools outside of Bury. There were 3 incidents of pupils being removed to Elective Home Education (EHE) over this period.

Fig 10: OFF ROLLING INFORMATION FROM CHILDREN GOING FROM YEAR 10 TO YEAR 11

The table below shows the number of pupils on roll in Year 10 (2016/17 Academic Year) who were no longer on roll at a Bury School in Year 11 (2017/18 Academic Year) – the two sets of data are taken from the January 2017 and January 2018 school census. The total number of males and females matches the overall. The total number in each other category e.g. FSM shows the corresponding overall number in that category.

	No. of pupils from Yr 10 (2016/17) not on roll at any Bury school in Yr 11 (2017/18)	Gender		entitled to FSM	English as an additional language	Ethnic minority	SEN	
		Male	Female				EHC	SEN support
Broad Oak	6	4	2	3	3	3	2	
Bury Church	1	1				1		
Castlebrook	3	2	1	1	1	2		
Manchester Mesivta	7	7					1	
Parrenthorn	1		1					
Philips	2	1	1					1
Prestwich Arts	8	6	2	4	4	4		1
St Gabriel's	1	1						
The Derby	3	3		1	3	3		
Tottington	3	2	1					1
Woodhey	1	1						
Total	**36**	28	8	9	11	13	3	3

The following table shows the destination of the 36 pupils who were on the School Census for Year 10 and did not appear on the following School Census in Year 11 at another school in Bury.

Three pupils in this cohort were removed from roll due to Electively Home Educating (EHE). We record the reasons provided as to why a parent makes this decision. However, it is worth noting that parents can remove for negative as well as positive reasons. For instance, negative reasons may include removing a pupil in KS4 to avoid exclusions or prosecution for poor attendance.

Where parents have shared with the LA about removal due to exclusions risk, we can ascertain some data. Of all the children removed across each year group in 2017/18, 16.4% were removed by parents feeling their child was at risk of exclusion. Some of this cohort returned to school – of the 19 pupils removed to EHE during 2017/18 for reasons of exclusions, 14 returned to school within the same year. This indicates that we need to work closer with schools and families to avoid inappropriate removal by parents to avoid exclusions, which is likely to further damage pupil's educational outcomes and raise safeguarding concerns in some cases.

SCHOOL NAME	UPN	GENDER	DESTINATION	SEN STATUS	ETHNICITY
Broad Oak Sports College	G351335205015	M	On roll at Blackburn with Darwen School	None	APKN
Broad Oak Sports College	Z351330206002	M	Moved to Scotland	EHCP	APKN
Broad Oak Sports College	N351330206003	M	Moved to Scotland	EHCP	APKN
Broad Oak Sports College	K354201204050	M	On roll at Rochdale School	None	WBRI
Broad Oak Sports College	F351204805008	F	EHE	None	WBRI
Broad Oak Sports College	G356300205043	F	On roll at Tameside School	None	WBRI
Bury C. E. High School	Z351300907018	M		None	APKN
Castlebrook High School	L88841371950C	M	On roll at out of area Special School	None	WBRI
Castlebrook High School	L351403115012	M	Moved to Poland	None	WOTH
Castlebrook High School	C351203005017	F	On roll at Salford School	None	AOTH
Manchester Mesivta	M355380204008	M	On roll at Salford School	EHCP	WBRI
Manchester Mesivta	P351520104043	M	On roll at Manchester School	None	WBRI
Manchester Mesivta	H355380212063	M	On roll at Manchester School	None	WBRI
Manchester Mesivta	K355380204084	M	On roll at Manchester School	None	WBRI
Manchester Mesivta	E355380205014	M	On roll at Manchester School	None	WBRI
Manchester Mesivta	W351400515001	M		None	WBRI

Manchester Mesivta	N355380205002	M	On roll at Manchester School	None	WBRI
Parrenthorn High School	D351301506023	F	On roll at Oldham School	None	WBRI
Philips High School	E351204505037	F	On roll at Tameside School	SEN SUPPORT	WBRI
Philips High School	E351205105050	M	On roll at Bolton School	None	WBRI
Prestwich Arts College	T352232705056	M	On roll at Manchester PRU	None	APKN
Prestwich Arts College	G355204006042	M	On roll at Salford School	None	WBRI
Prestwich Arts College	F355203605005	F	On roll at Salford School	None	APKN
Prestwich Arts College	N352230505002	M	Moved to Stoke on Trent	None	NOBT
Prestwich Arts College	U211209910001	M	Moved to Hillingdon	SEN SUPPORT	ABAN
Prestwich Arts College	M355203605011	M	Moved to Glasgow	None	OOTH
Prestwich Arts College	U355203612062	F	Moved to France	None	NOBT
Prestwich Arts College	F355300605008	M	On roll at Salford School	None	NOBT
St. Gabriel's RC High School	H351332405019	M		None	WBRI
The Derby High School	R351335304144	M	On roll at school in Wales	None	APKN
The Derby High School	Z883243205026	M	On Roll at Bradford School	None	APKN
The Derby High School	F351400716005	M	On Roll at Liverpool School	None	OOTH
Tottington High School	D35120040605A	M	On roll at Independent School in Bolton	None	WBRI
Tottington High School	W351333306023	F	EHE	None	WBRI
Tottington High School	G350206104027	M	EHE	SEN SUPPORT	WBRI
Woodhey High School	C354301406010	M	On Roll at Rochdale School	None	WBRI

INTERNAL EXCLUSIONS BY SEMH PARTNERSHIP – ACADEMIC YEAR 2017/18 AND 2018/19

Table to show the number of internal exclusions broken down by school and per SEMH partnership. The Internal exclusions are the lessons/sessions which pupils spend outside the classroom in either isolation or an inclusion room.

SECONDARY SCHOOL NORTH SEMH PARTNERSHIP														
SCHOOL NAME	**2017/18**							**2018/19**						
	Y7	**Y8**	**Y9**	**Y10**	**Y11**	**TOTAL**	**NO. PUPILS**	**Y7**	**Y8**	**Y9**	**Y10**	**Y11**	**TOTAL**	**NO.PUPILS**
BROAD OAK	WASN'T COLLECTED PRIOR TO JULY 2018							16	32	36	20	26	115	52
BURY CHURCH														
THE ELTON	NK	NK	NK	NK	NK	NK	154	NK	NK	NK	NK	NK	NK	28
TOTTINGTON HIGH														
WOODHEY	NK	NK	NK	NK	NK	218	NK	NK	NK	NK	NK	NK	NK	NK
ST GABRIELS	79	97	80	131	36	423	NK	0	1	2	3	4	10	NK
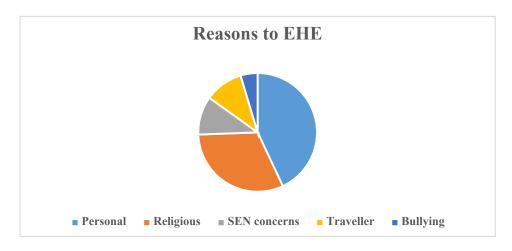
	2017/18							**2018/19**						
SCHOOL NAME	**Y7**	**Y8**	**Y9**	**Y10**	**Y11**	**TOTAL**	**NO. PUPILS**	**Y7**	**Y8**	**Y9**	**Y10**	**Y11**	**TOTAL**	**NO.PUPILS**
SPRING LANE														
MANCHESTER MESIVTA														
PARRENTHORN	52	98	108	44	42	344	145	A/W	A/W	A/W	A/W	A/W	A/W	A/W
PHILIPS	65	222	381	111	35	814	NK	26	56	23	8	0	113	NK
PRESTWICH	269	346	314	221	65	1215	NK	NK	NK	NK	NK	NK	57	NK
THE DERBY	NK	NK	NK	NK	NK	119	NK	NK	NK	NK	NK	NK	13	NK
ELMS BANK														
ST MONICAS	NK	NK	NK	NK	NK	153	100	NK	NK	NK	NK	NK	8	7

(Still awaiting information from schools)

ELECTIVE HOME EDUCATION

Table to show the total number of children known to being electively home educated per academic year. As you can see, this has significantly increased. Nationally, the number of children that have been registered for EHE has risen by 80% (cited Sky News 12.11.18)

ACADEMIC YEAR	ACTIVE	NO. HAVING AN EHCP	NO. RECEIVING SEN SUPPORT	REMOVED FROM REGISTER	TOTAL NO. OF PUPILS HAVING BEEN EHE WITHIN THIS PERIOD
2017-2018	137	4	23	64	201
2016-2017	96			49	145
2015-2016	103			27	130
2014-2015	77			14	91

The pie chart below provides the reasons given by parents for taking children out of school to EHE. Whilst no specific references have been made to avoid exclusions, there is a need to work closer with parents and schools to intervene where such instances occur. 'Personal' reasons has been logged as the most common reason and moving forward, the LA need to ensure a clearer understanding is gained over individual circumstances.

Reasons to EHE

■ Personal ■ Religious ■ SEN concerns ■ Traveller ■ Bullying

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Agenda Item 6

SCRUTINY REPORT

Bury COUNCIL

MEETING: **Overview and Scrutiny Committee**

DATE: **21st January 2019**

SUBJECT: **SEN Update**

REPORT FROM: **Cabinet Member for Children and Young People**

CONTACT OFFICER: **Karen Whitehead (Strategic Lead (Inclusion & Partnerships)**

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1.   Background

1.1   In June 2017 Bury had a Joint local area SEND inspection conducted by Ofsted and the Care Quality Commission (CQC) and a number of areas were identified as significant weaknesses. Bury Council and Bury Clinical Commissioning Group were required to submit a Written Statement of Action (WSoA) to Ofsted.

1.2   The WSoA was assessed by Her Majesty's Chief Inspector and declared fit for purpose (as at 30 October 2017). As per the area inspection guidance Ofsted and CQC will usually re-visit a local area within 18 months of the WSoA being declared fit for purpose. We are expecting that Bury will be re-inspected before 30 April 2019.

1.3   Bury is now 18 months on and has learnt the lessons from the Ofsted inspection. The key areas of weakness were in:
  ➢ Leadership
  ➢ Local Offer
  ➢ Co-production
  ➢ Joint Commissioning
  ➢ School SEN Support

There were also weaknesses in the sharing of health information and partners understanding and adoption of multi-agency working.

1.4   We have turned these areas of development into strengths over this last 18 months. Progress has been quicker in some areas than others dependent on the underlining factors, the level of engagement and ownership by partners.

2.   Leadership

2.1   Leadership at the time of the inspection was deemed poor and the challenge continues to be to develop the strategic leadership locally to own the agenda and ensure that the SEND Reforms in Bury are fully implemented.

2.2   **What we've done to date (high level):**

- ➢ SEND Partnership Board is now well established with Terms of Reference and constructive challenge at Board meetings
- ➢ Workshops have been held with Bury Governors Association, School Governors to understand their role in schools for SEND
- ➢ SEND is now included in the NHS Bury CCG Commissioning Intentions 2018/19 strategy document with accountability through the CCG's governance structure
- ➢ An updated Self-View has been developed (as at January 2019) with the Board in preparation for re-inspection by Ofsted and CQC

3.   Local Offer

3.1   The awareness and understanding of Bury's Local Offer by service users was very poor at the time of the inspection. There has been a significant investment of time with officers in adults and children's (the Local Offer is hosted on the Bury Directory) and partners in order to own the issues and jointly take forward.

3.2   **What we've done to date (high level):**

- ➢ Working group of Council officers, parents and participation worker has been established to review accessibility; re-design the look and content of Local Offer.
- ➢ Parents, children and young people have been asked for their views of what they wanted the website to look like and have been consulted on the logo, landing pages and design features.
- ➢ The launch of new Bury SEND Local Offer website is planned in March.

4.   Co-Production

4.1   A lot of work has been done to ensure that co-production is at the core of all strategic decisions, service development and our commissioning intentions for children and young people with SEND.

4.2   Bury's Parent and Carer Forum, Bury2gether, is now actively engaged in a number of work-streams so that parents' views are represented and there are also much stronger mechanisms in place now to capture the child/young person's voice.

4.3   **What we've done to date (high level):**

- ➢ Parents now involved in Boards & decision making forums
- ➢ Very positive feedback from a Parents Co-Production Event run by Bury2gether 18 May 2018 with over 120 attendees. Outputs are actively informing the work-streams for the Local Offer, Commissioning, Co-Production, and Social Opportunities.
- ➢ Now more resources in the local authority for Participation, Engagement and Co-production work; also a Professionals Interest Group has been established

> There are various mechanisms for children and young people to have a voice: STARS group; the emerging SEND Youth Forum; "Have your say" events though more is planned in this area of engagement
> Representatives of the SEND Youth Forum attend SEND Partnership Board meetings
> A Co- production Strategy and Co-Production Charter has now developed for Bury

5.   Joint Commissioning

5.1   At the time of the inspection there was little appreciation of what was good commissioning and what co-production meant. Both CCG and Council were commissioning services without parents, children and young people at the heart.

5.2   **What we've done to date (high level):**

> Bury (Council & CCG) Joint Commissioning Statement produced
> Parents now a member of the Joint Commissioning Group
> The SEND Rapid Needs Assessment completed (part of the JSNA)
> Work started on a Joint Commissioning Strategy but the momentum and commitment needs to be sustained
> CCG piloting a new model of sensory Occupational Therapy assessments
> Work started on re-design of the neurodevelopmental assessment care pathway

6.   School SEN Support

6.1   Previously the needs of SEMH children and young people in Bury have not been identified effectively and met by schools. This has resulted in vulnerable children being excluded from mainstream school as their behaviours cannot be managed and are most likely to be placed in independent non-maintained schools out of the Bury area.

6.2   A number of significant improvements have been made in the last 18 months to address inclusion though there remains further work to do to ensure that exclusions and local solutions are owned by schools through the SEMH Partnerships.

6.3   **What we've done to date(high level):**

> SEMH Partnerships have been set up to facilitate a standardised approach to Early Identification
> 2 Inclusion Managers appointed for the Primary Schools and recruitment planned for a Secondary Inclusion Manager in the spring term
> Implementation of a borough wide Inclusion Quality Mark
> 4 tier structure of needs developed which gives a hierarchy of pupil presentation and guidance on interventions and services to support Early Intervention dependent on the incidence of needs
> Early Help has been restructured so that needs are identified at an early stage of concern which move on the scale to an Early Help support model
> SENCO network meetings held termly to ensure the school work-force understand the new approach to Early Intervention and the graduated approach
> Work has been done with schools on the basic provision required to meet pupils' SEMH needs using a baseline behaviour assessment of the child/young person and modifying the school behaviour policy to the child's needs.
> Pupil panels have been established within the SEMH Partnerships to discuss pupil needs against evidence and find local solutions
> PRU's have de-designed their offer to meet the needs of this cohort and provide the type of support that schools require.
> An MDT approach to crisis cases has reduced exclusions but is heavy on resources

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List of Background Papers:-

Contact Details:-

Karen Whitehead – Strategic Lead (Inclusion & Partnerships). 0161 253 5773. K.whitehead@bury.gov.uk

Agenda Item 7

SCRUTINY REPORT

Bury
COUNCIL

MEETING: **Overview and Scrutiny Committee**

DATE: **21st January 2019**

SUBJECT: **The changing educational landscape - Governance Arrangements & Performance**

REPORT FROM: **Cabinet Member for Children and Young People**

CONTACT OFFICER:

1.0 BACKGROUND

The report provides background and context to the evolving governance of school improvement in a changing educational landscape where the traditional role of local authorities is narrowing, and schools are operating in an increasingly autonomous way.

The origins of the self improving schools system came from "2010 – The Importance of Teaching", in which the Government set out its ambitions for a school led system of school improvement, with governors, head teachers and teachers all having responsibility for improvement, to be accompanied by a changing role for local authorities.

From this emerged a more clearly defined role for LAs, with a remit to concentrate on delivering their core functions:

1. *Ensuring every child has a school place*
2. *Ensuring the needs of vulnerable pupils are met*
3. *Acting as champions for all parents & families*

This was accompanied by an expectation that LAs would step back from maintaining schools, with a shifting responsibility for school improvement to schools, with the best school leaders playing a wider role across the system, as responsibility for school improvement increasingly sits with teaching schools, NLEs and other designated system leaders.

1

This envisaged the role of the LA as **champion** of educational transformation, moral purpose, with the democratic mandate to ensure good outcomes, and vision; **convener**, bringing together leaders, connecting to best practice within and beyond the system, facilitating partnerships; and **commissioner**, bringing the strategic picture, intelligence and data, enabling and commissioning support and development.

For Bury, the school led model has continued to evolve since 2010, bringing together bringing together the key stakeholders with an interest in the education system across Bury, to provide a coherant structure within which all stakeholders can contribute to an improving school system.

Alongside this strategic level governance arrangement, the governance arrangements at school level have continued to evolve with the establishment of Multi Academy Trusts and the sponsorship of a number of schools subject to an Academy Order. At December 2018, from a school estate of 1 Nursery School, 63 Primary Schools, 13 Secondary Schools, and 4 Special Schools, the school landscape looks like:

Trust	Convertor Academies	Sponsored Academies
Bury College Education Trust		Elton Primary; Radcliffe Primary
Christ Church CE Multi Academy Trust	Christ Church CE Primary School, Walshaw	St John's CE Primary, Radcliffe; Radcliffe Hall CE/Methodist Primary (Provisional)
Forward as One CE Trust (Bolton)		Gorsefield Primary School
Oak Learning Trust (Provisional)	Elms Bank Specialist Arts College (provisional); Unsworth Primary School (provisional)	Broad Oak Sports College (provisional)
Roch Valley Trust	St Thomas' CE Primary School	Holy Trinity CE Primary School
Shaw Education Trust (Newcastle under Lyme)	Tottington High School	Castlebrook High School
St Anne's Trust (to be confirmed)	St Gabriel's RC High School (to be confirmed)	St Monica's RC High School (provisional)
Vision Trust	East Ward Primary School; Higher Lane Primary School; Sunny Bank Primary School	
Wesley Trust (provisional) (National)	Wesley Methodist Primary School (provisional)	
Yesoiday HaTorah	Yesoiday HaTorah School	
No of Bury Schools	11	9

Table 1

This school landscape will continue to evolve, introducing an increasingly diverse range of leadership and governance arrangements in and across schools, and introducing new challenges to the strategic governance arrangements across the system, with a proportion of school level governance and capacity for school improvement support coming from outside the local authority area.

Accountability

In May 2018 the Secretary of State published a consultation document on the **Principles for a clear and simple accountability system** and linked to this, on the 9th November, the DfE set out its initial plans to support underperforming schools.

Together, these highlight a shift, or at least a clarification, of the respective roles of key players across the system, and particularly those in the increasingly congested 'middle tier' which was once the sole domain of local authorities.

The local authority continues to have an instrumental role in education, but the clarification brings into much sharper focus its role in terms of leadership of place, and its role as champion, convener and commissioner in relation to the educational system, but with a significantly diminishing role in the direct delivery of school improvement services, as this aspect is taken up by Teaching Schools, Multi Academy Trusts and others.

At the same time Government has also sought to clarify the respective roles of Regional School Commissioners, Department for Education, Ofsted, Multi Academy Trusts, and Teaching Schools in terms of accountability.

Effective Governance of the School System

The evolving landscape, and the increasingly diverse nature of the school system requires stronger and more effective governance arrangements, recognizing that accountability within and across the system may sometimes rest outside the local authority area, and that school improvement capacity may also come from a number of sources both within and outside of the borough.

This suggest that current governance arrangements must now evolve to respond to the changing landscape, and to ensure that there is clear local accountability that works in the context of the broader range of players in the 'Middle Tier'. Further, these arrangements need to respond to the broader skills and employment agenda to ensure that the educational system is delivering the workforce of the future for Bury.

A revised ***Bury Strategic Education Board,*** will provide strategic direction, governance and accountability across the local system, and connecting to wider regional and sub-regional systems and partners.

Strategic Delivery to the School System

School Improvement Clusters will continue to serve a valuable role in bringing schools together to provide support and challenge, to identify priorities and need, and to provide a conduit between local communities the schools serving those communities, and the Strategic Board, but with a much broader focus on inclusion, and inclusive communities.

School Improvement capacity will come from a range of sources, available to specific schools from within their own organizational arrangements (MATs), and to schools more generally from a range of providers across the system. This will include school to school support, from system leaders (NLE, LLE, NLG), through Teaching Schools, and through MATs providing support beyond their own schools.

Governance support for Governing Boards, Trusts and individual governors will also come from a range of sources but initially this may not be readily available, and of consistent quality to support all schools on their journey. Working with Bury Governor Association, the LA will facilitate the provision of support, advice and guidance, available to all schools, academies and individual governors. Over time, this activity will increasingly be delivered by and on behalf of schools.

Alongside this, there is the potential for new partnerships to emerge capable of providing a range of support services to those schools that require it. These partnerships may be informal, but could include some more formal arrangements that provide a vehicle for employing staff and delivering services, but which can function effectively in an increasingly autonomous school environment. There may be a range of such entities, some of which are driven by commercial principles, and others more focused on the principles of developing social capital. This latter approach is described as the Bury Educational Co-operative in the model for the Bury Strategic Education Board shown above.

The principle behind the ***Bury Educational Co-operative***[1] which is included in the schematic above is to provide a vehicle, collectively 'owned' by the system through which a range of services and support can be provided to, or commissioned on behalf of schools, responding to the specific requirements of schools. This should not be seen as an exclusive provider of services, but one that sits alongside a range of other providers of services and support.

> *The services and support that could be included: School Improvement Services; CPD; Governor effectiveness & Governor support; EAL services; Therapeutic Interventions and support; Educational Psychology; Outdoor Education services; HR advice; Finance; Health & Safety advice; Education Welfare and Attendance; Safeguarding advice; IT systems and support.*

This potentially sits within the space currently occupied by the LA, Multi Academy Trusts and Teaching Schools, each of which currently provide a range of support services from HR and Finance, to school improvement support and everything in between. This isn't meant to replace the activity delivered by others, but to complement what is available and to provide access to services and support for those schools that need it, and to provide links to a wide range of settings and providers that have the capacity to deliver other services and support.

At the same time Teaching Schools and MATs will continue to build capacity to provide support to schools within their own alliances and partnerships, and beyond.

Local Authority role

The Local Authority role will increasingly be a facilitation one, and focus on the quality assurance of the school to school support and intervention. The Local Authority does however remain statutorily responsible for overall performance of Bury schools, and specifically in relation to schools causing concern.

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[1] Examples include: https://www.oneeducation.co.uk/ https://www.camdenlearning.org.uk/ https://www.hertsforlearning.co.uk/

In order to provide the Council with assurance about the effectiveness of the local system on an ongoing basis, it is proposed to present an annual report to the Scrutiny and Overview Panel of the Council, setting out the priorities and ambitions, and performance against these.

Linked to this the LA will produce strategies that together will set out the Council's ambitions and priorities in relation to:

- School Readiness
- Special educational Needs
- Inclusion
- Education
- Governance

In respect of school performance and accountability of schools, During the latter part of the autumn term the LA developed and introduced a new risk assessment process to assess each schools performance, and to enable appropriate support and intervention to be brokered for school leaders and governors.

A feature of this risk assessment process has been the creation of a 'School on a page' which sets out a comprehensive picture of each schools performance against a range of measures. This has been shared with all schools and, following positive feedback, minor revisions will lead to a formal launch later this month. This new data performance tool allows school governors and leaders to engage in a single conversation about the performance, standards, and quality and effectiveness of the educational experiences provided to children and young people. It can be used to celebrate the key strengths as well as to identify the key performance risks in order to act swiftly to broker effective support for schools where there are weaknesses.

Alongside this, we have provided each Councillor with a Ward Education profile, setting out clearly the performance of schools at electoral ward level.

An education position statement has been clearly communicated to all Councillors, school governors and head teachers, as we have shared our performance, standards and quality data.

From this there is very clear recognition we must act swiftly to ensure all children make continued accelerated progress in their day to day learning, growth and development, and in order that they can achieve the attainment levels they are capable of. This is particularly the case in respect of higher levels of attainment by our most able children, and those children with special educational needs and/or who are disadvantaged, who remain a high priority for support.

A presentation setting out performance against a range of measures, with comparison with national, North West and GM data is attached at Appendix One.

List of Background Papers:-

Appendix One – School Performance presentation

Contact Details:-

Paul Cooke – Strategic Lead (Schools, Academies & Colleges). 0161 253 5674. P.cooke@bury.gov.uk

SCHOOL PERFORMANCE

DECEMBER 2018

Bury
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CAVEATS

- All data is provisional and unvalidated except for KS2

- KS2 data Performance Tables Data was released on 13th December 2018, all other primary data is taken from SFR/NCER

- KS4 provisional data from October SFR, schools have provided data from their various Management Information Systems

- Validated data is expected in January for secondary

- Comparisons with national, North West and GM10 are taken from NCER and the North West data team, under the agreement to keep data internal only. Note: *Secondary coverage is less than 40% schools nationally for some measures*

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KEY STAGE HEADLINES
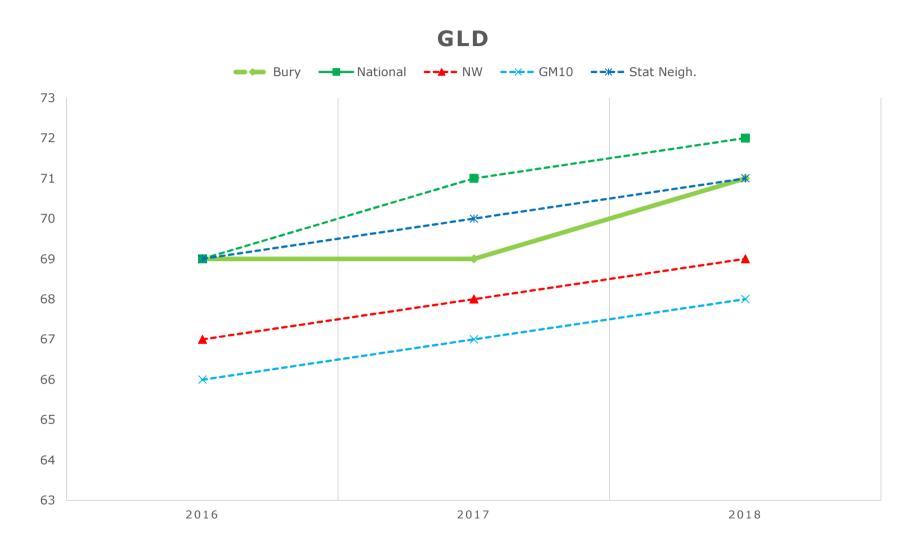
Measure	2018	National	Commentary
Early Years (age 5) Good Level of Development	71	72	Up by 2% but 1% below national
Key Stage 1 (age 6) Year 1 phonics screening check	82	82*	Up by 1%; in line with national *Updated figure 27/09/18
Key Stage 1 (age 7) Reading, writing and mathematics Expected Standard	62	65	Up by 1% but 3% below national
Key Stage 2 (age 11) Reading, writing and mathematics Expected Standard	64	64	Equal to national
Key Stage 4 (age 16) Attainment 8	45pts	46.5pts	Dipped by 0.9 pts, 0.9 below national
Key Stage 4 (age 16) English & Maths Grade 5+ 'Good' pass	38.8	+1	Up by 1%, 4% below national Note: Grade 4+ 'Standard' pass dipped by 2% to 60%, 5% below national
Key Stage 4 (age 16) Progress 8*	-0.23	-0.03	This figure is lower than 2017 and means that for 1 in 5 GCSEs pupils were one grade lower than pupils from the same starting points nationally

*Very provisional, the figure depends on the performance of pupils nationally this year, provisional data will be available in October.

ATTAINMENT

TRENDS – GLD

GLD

TRENDS – Year 1 Phonics

Y1 PHONICS %

Bury — National — NW — GM10 — Stat Neigh.
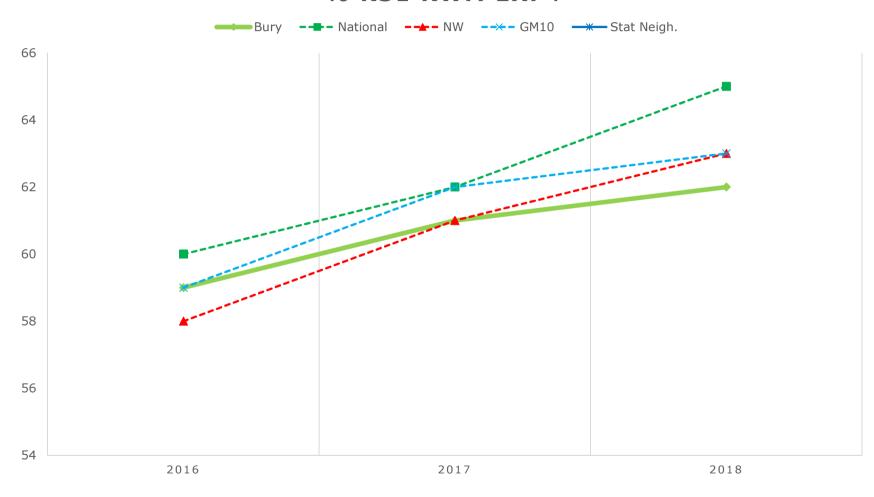
TRENDS – KS1 RWM Expected standard or above

% KS1 RWM EXP+
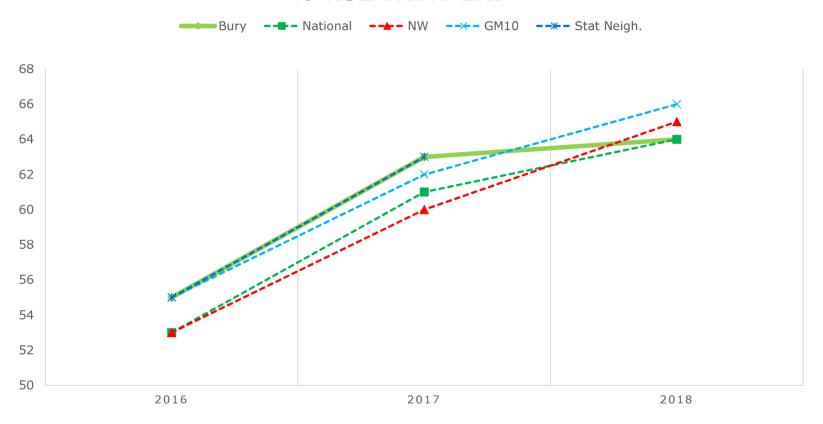
TRENDS – KS2 RWM Expected standard or above

% KS2 RWM EXP+

Legend: Bury, National, NW, GM10, Stat Neigh.

Bury
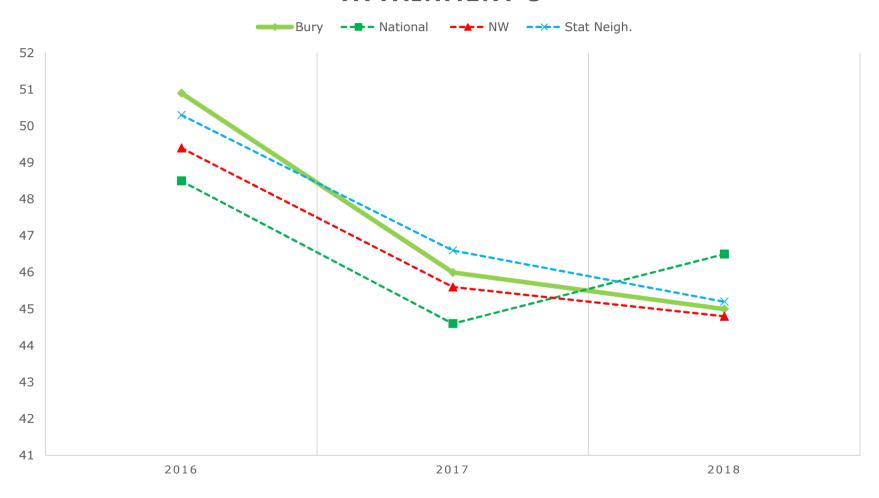
TRENDS – A8
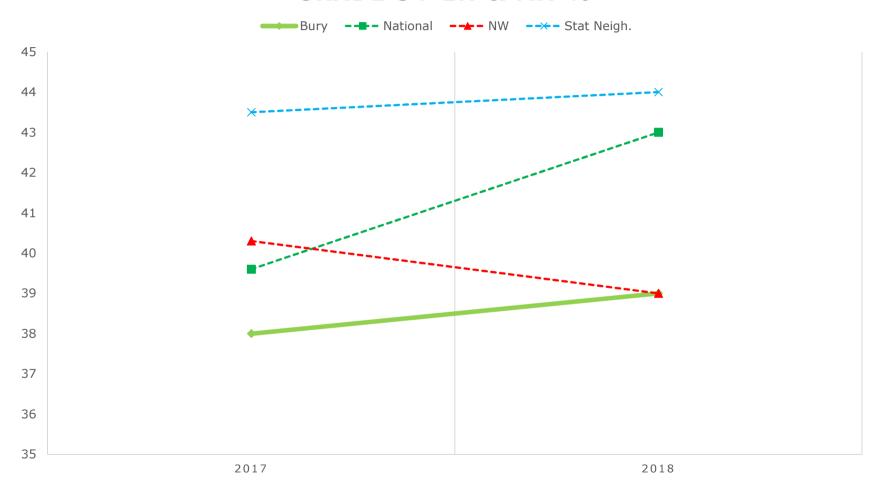
ATTAINMENT 8

TRENDS – Grade 5+ English & Maths

GRADE 5+ EN & MA %

Legend: Bury — National — NW — Stat Neigh.

READINESS FOR NEXT STEP – primary

- At age 5 **29%** of children **(689 pupils)** are NOT ready for Key Stage 1 , and yet 96% of early years/childcare settings are good or outstanding

- At age 7 **38%** of children **(930 pupils)** are NOT ready for Key Stage 2, and yet 84% of primary schools are good or outstanding

- At age 11 **37%** of children **(862 pupils)** are NOT ready for secondary school, and yet 84% of primary schools are good or outstanding

For the 2018 primary cohort (non-constant), **58%** entered Key Stage 1 with a good level of development and **63%** left primary reaching at least the expected standard in reading, writing and mathematics. This would indicate added-value.

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READINESS FOR NEXT STEP - secondary

- At age 16 **40%** of children **(894 pupils)** are NOT ready for further education, employment or training; 64% of secondary schools judged good or outstanding

- **11%** fewer children are ready for the next step at the end than at the start of their education journey – nationally this is 7%

Note: **76%** of the 2013 Key Stage 2 cohort (non- constant) reached the expected standard in reading, writing and mathematics combined; in line with the national average. Whilst it is not a constant cohort, **60%** of the 2018 Key Stage 4 cohort reached the expected standard in English and mathematics; 5% below national.

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PROGRESS
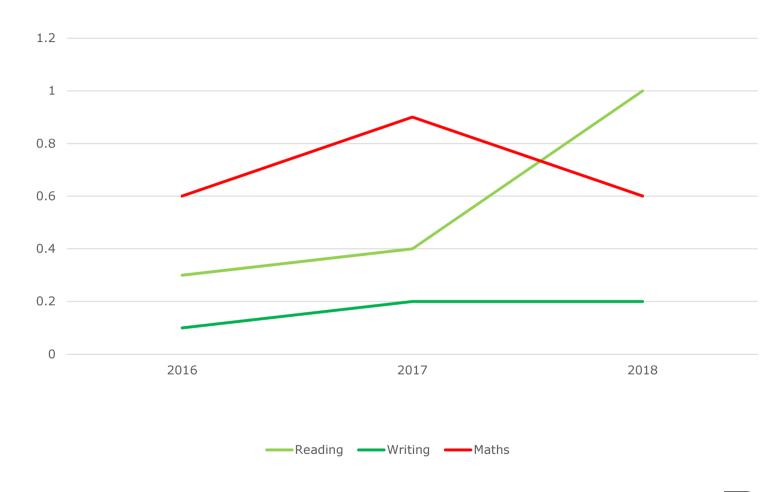
PROGRESS MEASURES

Measure	Reading	Writing	Maths	Commentary
Early Years to end of Key Stage 1	66%	60%	64%	These are the percentages of pupils making expected – this is an internal 'Bury' measure and there is no external comparator.
Key Stage 1 to Key Stage 2	+1.0	+0.2	+0.6	Three year improving trend for reading progress Writing progress similar over time Maths progress is variable **All progress is positive compared with the national of 0.0**

Measure	Progress 8	English	Maths	Commentary
Key Stage 2 to Key Stage 4	-0.23	-0.19	-0.26	Overall Progress 8 is slightly lower than 2017 which would suggest that Bury remains below national.

TRENDS – Progress Key Stage 1 to 2

Progress KS1 to KS2 - Bury

Legend: Reading — Writing — Maths
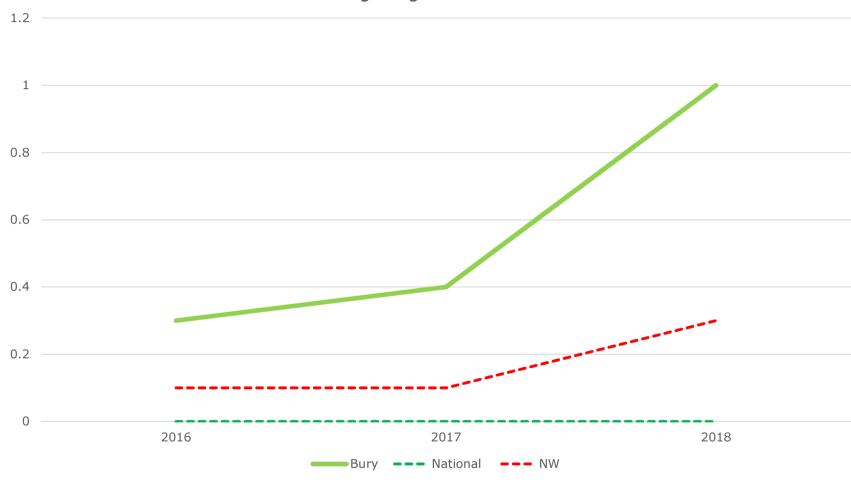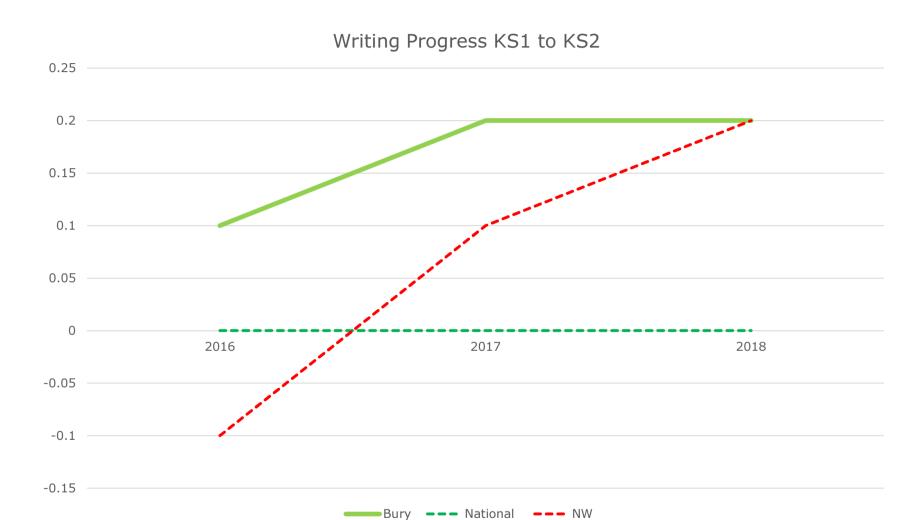
TRENDS – Reading Progress Key Stage 1 to 2

Reading Progress KS1 to KS2

Legend: Bury — National - - - NW - - -
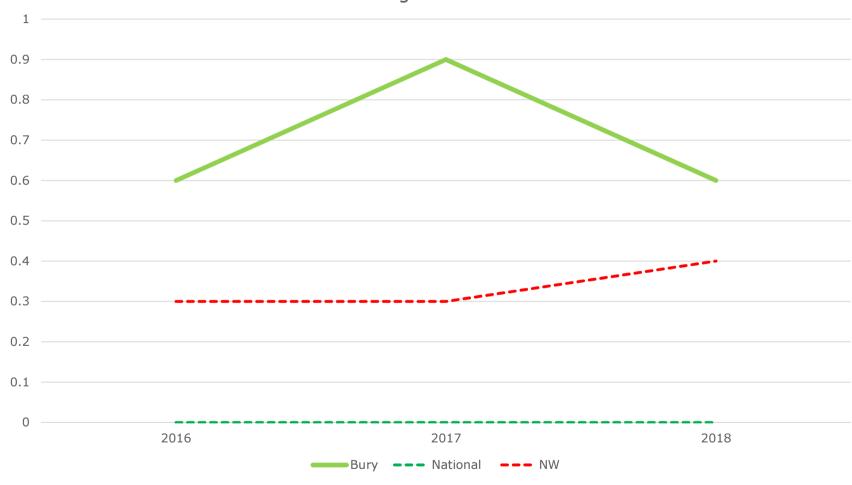
TRENDS – Writing Progress Key Stage 1 to 2

Writing Progress KS1 to KS2

TRENDS – Maths Progress Key Stage 1 to 2

Maths Progress KS1 to KS2
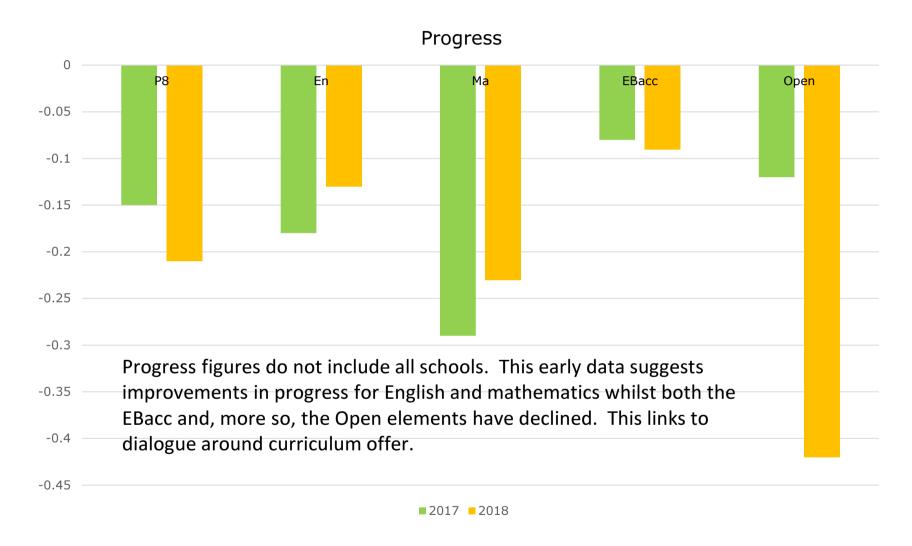
TRENDS – P8

Progress 8

Progress 8 – more detail

Progress

Progress figures do not include all schools. This early data suggests improvements in progress for English and mathematics whilst both the EBacc and, more so, the Open elements have declined. This links to dialogue around curriculum offer.

EXCLUSIONS

Exclusions - Secondary

National average – 19

NW Average – 26

	Permanent Exclusions – Bury Schools	Other Schools	Total Bury Children
2013/14	25		25
2014/15	52		52
2015/16	51		51
2016/17	84	2	86
2017/18	54	4	58

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Exclusions - Secondary

	13/14	14/15	15/16	16/17	17/18	Total
Broad Oak	3	5	5	10	6	29
Bury Church	1	0	0	6	7	14
Castlebrook	3	5	7	5	4	24
The Derby	3	2	7	6	3	21
The Elton	3	1	6	4	2	16
Parrenthorn	1	4	3	7	2	17
Philips	3	8	7	5	0	23
Prestwich	3	8	5	11	6	33
St Gabriel's	1	3	3	8	4	19
St Monica's	0	8	4	9	8	29
Tottington	3	4	0	8	7	22
Woodhey	1	4	3	5	5	18

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ATTENDANCE

Absence	2014/15	2015/16	2016/17
Primary Bury	3.7	3.8	4.2
Primary National	4.0	4.0	4.0
Secondary Bury	4.8	4.9	5.7
Secondary National	5.3	5.2	5.4

Persistent Absence	2014/15	2015/16 Definition changed to 10%	2016/17
Primary Bury	1.5	7.1	9.0
Primary National	2.1	8.2	8.3
Secondary Bury	4.3	11.9	16.0
Secondary National	5.4	13.1	13.5

Digging Deeper

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Early Years – Areas of Learning

- Of the 17 areas of learning, Bury is above the emerging national figures for all except writing which is 0.3% below

- Bury schools' 'weakest' areas are writing, reading and number with reading just 0.1% above national and number 0.2% above. The area with the next lowest gap to national is shape, space and measure which is 0.9% above.

- Bury schools' 'strongest' areas are listening & attention (3.3% above national), understanding (+3.2%) and technology (+3.0%)

Measure	No. schools below national	No. schools >10% below national
Reading	28	11
Writing	26	9
Number	26	7
R/W & Number	11	7

- The 7 schools >10% below national in R/W/N are Holy Trinity, Radcliffe Hall, Sedgley Park, St. Marie's, St. Paul's, Whitefield and Yesoiday Hatorah.

Early Years – GLD Groups

Group	Boys	Girls	Pupil Premium	Non-Pupil Premium	EAL	E1L	SEND	Non-SEND
GLD (LA)	66	76	57	74	63	73	27	76
GLD (Emerging National)	65	79	57	74	66	74	24	77
Gap	+1	-3	0*	0	-3	-1	+3	-1

The largest gaps to national are for girls and for pupils with English as an additional language

*Pupil premium pupils should be compared to non-pupil premium pupils nationally so the gap is -17

Early Years – GLD Groups by Cluster

Group	Boys	Girls	Pupil Premium	Non-Pupil Premium	EAL	E1L	SEND	Non-SEND
Cluster A	71	77	55	77	61	78	32	77
Cluster B	60	76	52	69	68	66	21	72
Cluster C	71	79	60	78	66	77	28	78
Beacon Alliance	64	75	63	71	59	73	31	75
GLD (Emerging National)	65	79	57	74	66	74	24	77

Cluster C is above or in line with national for all groups
Cluster B & Beacon Alliance are below the national for the majority of groups

Schools identified for progress EYFS to KS1

Schools with Decline greater than 10%		Schools with Decline greater than 20%	Schools with all / nearly all groups below national for that group at EYFS
Christ Church Ainsworth	Springside	Holly Mount	Hazlehurst
Elton	St. Andrew's, Ramsbottom	Mersey Drive	Higher Lane
Emmanuel Holcombe	St. Bernadette's	Peel Brow	Holly Mount
Greenhill	St. Joseph and St. Bede	St. Michael's RC	Mersey Drive
Hazlehurst	St. Joseph's RC	St. Paul's	Peel Brow
Higher Lane	St. Michael's RC	St. Peter's	Radcliffe Hall
Holcombe Brook	St. Paul's	Summerseat	St. Michael's RC
Holly Mount	St. Peter's		St. Paul's
Holy Trinity	St. Stephen's		St. Peter's
Mersey Drive	Summerseat		
Our Lady of Lourdes	Whitefield		
Peel Brow	Woodbank		
Radcliffe Hall			

EMERGING PRIORITIES PRIMARY (1)...

- GLD has shown improvement however:
  - Negative gap to national for girls
  - Writing is below national
  - Reading and Number are just above national
  - Ethnic minority pupils of Asian and Black heritage are below national for their groups
  - English as an additional Language pupils are 6% below national for their group
  - Pupils eligible for free school meals do as well as their peers nationally however this is well below the national figure for all pupils

- Boys' phonics, although in line with national for boys, is 8% lower than Bury girls and girls nationally

- Standards in Key Stage 1 need to rise:
  - Reading, writing and the combined measure are all 3% below national
  - Gaps to national are wider at greater depth
  - Gaps to national are wider for girls

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EMERGING PRIORITIES PRIMARY (2)...

- **Key Stage 2 slippage against national:**
  - **Below national in reading, writing and the combined measure**
  - **Gaps to national are wider for higher standard/ greater depth, particularly in writing**
  - **Whilst boys are in line with boys nationally, girls are below national for their group in all aspects, more so at higher standard/ greater depth**
  - **English as an additional language pupils had a large gap to national for this group, much wider than in previous years, most significantly in reading**
  - **Pupils eligible for free school meals were 5% below national for their group in the combined measure , individual subject gaps being 3% in reading & writing and 2% in maths**
- **Progress in girls' writing is in line with national**
- **Progress of English as an additional language pupils whilst positive is below that of this group nationally (EAL has not shown as a potential issue before)**

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School by type - Academies

Primary Measures	Early Years (age 5) Good Level of Development	Key Stage 1 (age 6) Year 1 phonics screening check	Key Stage 1 (age 7) RWM Expected Standard	Key Stage 2 (age 11) RWM Expected Standard
Academy (All)	68	86	64	61
Academy Converter	65	88	67	72
Academy Sponsored	73	82	60	40
Maintained	72	82	62	64
Bury	71	82	62	64
National	72	82 (updated 29/9/18)	65	64
GM10	68	82	63	66
Statistical Neighbours	71	83	Not available	67

Schools by type – Denomination

Primary Measures	Early Years (age 5) Good Level of Development	Key Stage 1 (age 6) Year 1 phonics screening check	Key Stage 1 (age 7) RWM Expected Standard	Key Stage 2 (age 11) RWM Expected Standard
Church of England	70	79	57	54
Roman Catholic	75	87	64	68
Methodist	64	71	49	47
Jewish	58	92	66	71
All denominational	70	83	60	61
Non-denominational	73	83	65	66
Bury	71	82	62	63
National	72	82 (updated 29/9/18)	65	64
GM10	68	82	63	65
Statistical Neighbours	Not available	83	Not available	65

Schools by type – Cluster

Primary Measures	Early Years (age 5) Good Level of Development	Key Stage 1 (age 6) Year 1 phonics screening check	Key Stage 1 (age 7) RWM Expected Standard	Key Stage 2 (age 11) RWM Expected Standard
Cluster A	74	81	63	63
Cluster B	66	80	59	63
Cluster C	75	88	66	67
Beacon Alliance	69	81	60	57
Bury	71	82	62	63
National	72	82 (updated 29/9/18)	65	64
GM10	68	82	63	65
Statistical Neighbours	Not available	83	Not available	65

Schools Causing Concern – Primary (Current)

School Name	Cluster	Current Ofsted Grade	Ofsted likelihood	Ofsted likelihood RAG	Below floor in last three years 15-18	Coasting	Declining Trend	Note of concern
Holy Trinity CE Primary	A	3	May-20	LOW	YES	YES	KS1	YES
Summerseat Methodist Primary	A	2	Mar-19	MED	No	2018	KS1	No
Radcliffe Hall CE/Methodist Primary	B	4		LOW	No	YES	No	YES
St Peter's Church of England Primary	B	3	Dec-20	MED	YES	YES	KS1	No
Elton Primary	C	4	Sep-19	HIGH**	No	No	No	No
Radcliffe Primary School	C	3	May-19	MED	No	YES	No	No
Springside Primary	C	3	Jul-19	MED	No	No	No	No
St Stephen's CE Primary	C	3	Jan-21	MED	No	No	KS1	No
Bury and Whitefield Jewish Primary	Beacon Alliance	3	Sep-20	LOW	No	No	No	No
Ribble Drive Community Primary	Beacon Alliance	2	Jun-19	MED / HIGH	YES	YES	No	No
St Paul's CE Primary, Bury	Beacon Alliance	3	Sep-19	MED / HIGH	YES	YES	KS1	No
Whitefield Community Primary	Beacon Alliance	3	May-20	MED	YES	No	EYFS KS2	No

Schools for further discussion - primary

- **Gorsefield Primary** (Below Attainment Floor for 3 years and Coasting in 2018)

- **Guardian Angels** (Declining trend KS1 and KS2)

- **St. Thomas'** (Below Attainment Floor for 3 years and Coasting in 2018)

- **Mersey Drive** (Below Attainment Floor for 3 years, Declining KS1 trend and Coasting in 2018)

- **Wesley Methodist** (Below Attainment Floor for 3 years)

- **Hazlehurst** (Declining trend EYFS and KS2)

- **St. Michael's RC** (Declining trend KS1 and KS2)

- **All Saints** (Below Attainment Floor for 3 years)

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Ten Best Performing Primary Schools (attainment)

School	RWM Combined 2018
1) Lowercroft	97.1%
2) Sunny Bank	96.7%
3) Our Lady of Lourdes RC	91.7%
4) Tottington Primary	90.7%
5) Christ Church Ainsworth	87.5%
6) St. Mary's CE, Hawkshaw	86.7%
7) St. Andrew's CE, Radcliffe	86.2%
8) Holcombe Brook	85.4%
9) Chantlers Primary	84.4%
10) Greenmount Primary	82.9%

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Ten Worst Performing Primary Schools (attainment)

School	RWM Combined 2018
= 52) St. Michael's RC, Heaton Park, Radcliffe	50.0%
55) St. Marie's RC	46.7%
56) St. Peter's CE	44.1%
57) St. Thomas' CE	36.8%
58) Radcliffe Hall CE / Methodist	31.1%
59) St. John with St. Mark CE	28.2%
60) Ribble Drive	25.8%
61) Holy Trinity CE	19.4%
62) St. Paul's CE	15.2%
63) Gorsefield Primary	13.7% *

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Team Around the School - priority schools

Autumn Term 2 – Primary	
Radcliffe Hall (review)	Already under a TaS approach, low attainment, met coasting criteria for 2017 & 2018, transition to new leadership from interim
St. Paul's CE	Underperformance, leadership capacity of the headteacher, possible warning notice, RI
St. Peter's CE	Performance of groups, coasting, RI
Springside	Due inspection, Health Check 3/10/18, pace of improvement
Mersey Drive	Below attainment floor for 3 years, met coasting criteria in 2018, resource provision
Summerseat Methodist	Health check 15/10/18, met coasting criteria in 2018, danger of RI
Elton & Radcliffe	Performance of schools in BCET. Elton monitored by Ofsted. Radcliffe due inspection

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Team Around the School - priority schools

Spring Term – Primary	
Holy Trinity CE and St. Thomas's CE	Holy Trinity is RI, fragile improvement, pace of change, rigour of leadership. St. Thomas's outstanding from 2011, met coasting criteria in 2018
Ribble Drive	Health Check 31/10/18, coasting, staffing changes
St. Michael's RC	Health Check 13/11/18. Leadership changes.
Bury & Whitefield Jewish	RI
Whitefield	RI, new headteacher, building work, pupil numbers
Guardian Angels RC	Outstanding, declining trends in KS1 and KS2, change of leadership, extended temporary arrangements
Hazlehurst	Outstanding, new head & deputy
Summer Term - primary	
St. Stephen's CE	RI, declining trend at KS1, overall improving & settling after turbulent times

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Secondary in context

Rank Order against IMD (Jan 2018)	IMD (1= least deprived)	P8 (2018)	A8 (2018)	En & Ma 5+ (2018)	En & Ma 4+ (2018)
BOSC	11	10	11	11	11
Bury Church	4	5	1	3=	1
Parrenthorn	5	6	5	6	5=
Philips	8	8	8	8	8
PAC	9=	9	9	10	10
St. Gabriel's	6=	7	7	5	5=
St. Monica's	6=	4	2	3=	3=
The Derby	9=	1	6	7	7
The Elton	3	2	3	1	2
Tottington	2	11	10	9	9
Woodhey	1	3	4	2	3=

2018 attainment headline data against Index of Multiple Deprivation (IMD, whole school not cohort) indicates that Bury Church, St. Monica's RC, The Derby and The Elton were adding value against IMD. Tottington and Woodhey's performance is below that expected especially so in the case of Tottington High. 2018 provisional Progress 8 data indicates that The Derby is placed well above its IMD ranking. Broad Oak Sports College, St, Monica's and The Elton have progress rankings above their IMD rankings.

Secondary in context

Rank Order against prior attainment	Prior Attainment APS (1 = highest PA)	P8 (2018)	A8 (2018)	En & Ma 5+ (2018)	En & Ma 4+ (2018)
BOSC	11	10	11	11	11
Bury Church	1	5	1	3=	1
Parrenthorn	2=	6	5	6	5=
Philips	8	8	8	8	8
PAC	9	9	9	10	10
St. Gabriel's	5=	7	7	5	5=
St. Monica's	2=	4	2	3=	3=
The Derby	10	1	6	7	7
The Elton	2=	2	3	1	2
Tottington	5=	11	10	9	9
Woodhey	5=	3	4	2	3=

2018 attainment headline data against prior attainment (taken for the cohort from fft aspire) shows that The Derby and Woodhey are above their prior attainment rankings. Parrenthorn and Tottington High's performance is below their ranking, more so for Tottington High. Provisional Progress 8 indicates The Derby, Woodhey and Broad Oak Sports College are ranked higher than for their prior attainment. Philips, Prestwich Arts College and The Elton are in line with their prior attainment ranking.

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EMERGING PRIORITIES SECONDARY...

- Ofsted performance of secondary schools is a grave concern given the drop in percentage of pupils attending good or better schools

- Maths remains a priority relative to national

- Improving attendance

- Reducing, and eradicating, exclusions

- Progress from starting points – transition from KS2 to KS3 and from KS3 to KS4

- Early progress data*, indicates the need to explore the 'Open' element of Progress 8 as this is the indicator that has shown decline. This potentially links to curriculum provision

* This does not include Elms Bank, Manchester Mesivta and is incomplete from Bury Church

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Schools Causing Concern – Secondary (current)

School	Category	Commentary
Broad Oak Sports College	1	Special Measures, improvement in data 2018
St. Monica's RC	1	Special Measure, improvement in data 2018 particularly maths
Prestwich Arts College	2A	Requires improvement, due Section 5 in Spring 2019 so vulnerable Possibility of special measures (safeguarding issues)
Spring Lane	2A	Requires improvement, a concern, part of wider plans
Tottington High	2A	Coasting, decline over time. A real concern. Joining SET. Inspection by November 2019
Woodhey High	2A	Requires improvement. Reduced capacity in senior leadership team

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Schools for further discussion – Secondary

School	Category	Commentary
Parrenthorn		Outstanding school which isn't outstanding and is in danger of RI / Special Measures
Philips		Dip in progress in 2018, on cusp of coasting measure for 2018 only
St. Gabriel's		Outstanding school which isn't outstanding and is in danger of RI / Special Measures Interim leadership extended Part of Diocese of Salford's plan for St. Monica's

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Team Around the School - priority schools

Autumn Term 2 – Secondary	
Prestwich Arts College	RI, section 5 due by spring 19. Improvements seen, will there be sufficient pace of improvement for RI again?
St. Monica's RC (Review)	Pace of improvement beyond the outcomes, leadership structure, capacity and capability, significant deficit budget
Tottington	Declining picture, lowest P8 figure in the LA. Move to SET.
Parrenthorn	On cusp of coating measure in 2018. Outstanding (2008) – do staff know expectations?
Woodhey	RI, reduced senior leadership capacity. Performance of PP. Review of Governance completed. Smaller GB, changes in processes in holding to account
Spring Term - primary	
Spring Lane	RI. Linked to Radcliffe site. Plans for the provision? Will be subject to monitoring by Ofsted?
Philips	Met coasting criteria in 2018.
St. Gabriel's RC	Interim leadership arrangements extended, met coasting criteria in 2018. Outstanding (2011)

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INSPECTIONS

Inspections (published at Aug 2018)

% schools judged good or better cumulative 2017/18			
	Bury	National	North West
Primary	84	82	84
Secondary	64	68	55
All	81	75	70

% pupils in good or better schools cumulative 2017/18			
	Bury	National	North West
Primary	85	89	90
Secondary	64	82	74
All	79	86	84

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Likelihood of Inspections 2018/19

Primary	Secondary
Higher Lane	Elms Bank
St. Margaret's CE	Prestwich Arts College
Summerseat Methodist	Spring Lane
Sunny Bank	Parrenthorn
Hoyle Nursery	
Yesoiday Hatorah	
Greenhill – 18/9/18	
Hazlehurst	
Radcliffe	
Springside	
Ribble Drive	
Sedgley Park – 19/9/19	

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Further Investigation

- **Anglican school performance**

- **Catholic school performance**

- **Catholic school leadership capacity**

- **Radcliffe**

- **Secondary clusters**

- **Primary cluster D**

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WHAT ARE WE GOING TO DO?

- **More forensic analysis of data**

- **School on a page, Cluster/Ward on a page**

- **Infographics**

- **Develop Quality Standards & Performance**

- **Review Schools Causing Concern criteria/categorisation**

- **Engage with Governors**

- **Engage with Elected Members**

- **Look to the sector for capacity to improve**

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SCRUTINY REPORT

MEETING: Overview and Scrutiny Committee

DATE: January 21st 2019

SUBJECT: Adult Learning Service Governance Arrangements (Item 9)

REPORT FROM: Cabinet Member Communities and Safer Neighbourhoods

CONTACT OFFICER: Julie Kenrick, Adult Learning Service

1.0   BACKGROUND

1.1   Following a short inspection by Ofsted in November 2015, Bury Adult Learning Service was judged to continue to be a good provider. Osfted commented that reporting to elected members was frequent . However, although sharply focused on paticipation of target groups and learner outcomes, it was judged that there was not sufficient focus on teaching and learning. As part of the next steps identified by Ofsted, leaders and governors should ensure that '*there is support and challenge by elected members including consideration of the quality of teaching and learning'.*

1.2 In order to address Ofsted's recommendation, the Service successfully applied for 2 days free consultancy in 2017 and an additional day in 2018 as part of the National Leaders in Governance Project funded by the Association of Colleges. The consultant explored ideas with both the Adult Learning Senior Leadership Team and the Chair and Deputy Chair for Communities and Safer Neighbourhoods on how elected member involvement could be developed to support performance and quality improvement .

1.3 After input from the Leader of the Council, it was agreed that 1 elected member from each Township would be nominated to take on the role of Learning Champion. This would involve taking part in learning walks, talking to learners to gather their views about their learning experience, attending celebration events and promoting the work of the adult learning service

2.0 PROGRESS TO DATE:

2.1 Learning Champions took part in one of the consultancy days in April and expressed an interest in taking on a larger brief to include monitoring of performance and exploring key themes in adult learning to enable a more in depth exploration of

topics e.g curriculum offer and planning, learner voice, self assessment, teaching and learning and measuring the impact of learning for local people

2.2 An Adult Learning Advisory Group made up of the Adult Learning SLT and Learning Champions was formed to feed into Overview and Scrutiny Committee. The Advisory Group held its first meeting in October. A Terms of Reference has been developed for the group to reflect its broader role .

2.2 Data dashboards have been developed to provide top level performance data to be reviewed at Advisory Group meetings

2.3 Learning Champions have taken part in at least one learning walk providing feedback on their observations. They have also attended celebration events including Adult Learner of the Year

3.0 CONCLUSION

3.1 In order to strengthen the monitoring of performance and quality improvement, the proposed recommendation is that (a) overview and scrutiny receive regular updates in respect of the work of the Adult Learning Advisory group or (b) set up a lifelong learning sub group to review key items in depth

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List of Background Papers:-

1. Advisory Group Terms of Reference
2. Data Dashboard; Performance Data Updated December 18
3. Example of Participation Data Dashboard

Contact Details:- Julie Kenrick Head of Service 0161 253 7457

Bury Adult Learning Service

Terms of Reference - Advisory Group

Purpose
The purpose of Bury Adult Learning Service Advisory Group is to provide challenge and gain assurance that:

- The curriculum offer is effectively responding to and meeting the needs of learners, employers and other key stakeholders at a local, regional and, where appropriate, national level
- Learners achieve and progress
- Teaching, learning and assessment are of high quality
- Self-assessment is accurate and quality improvement plans and actions are effective in securing continuous improvement

The Advisory Board will complement other governance and performance management structures within the Council. The Adult Learning Senior Leadership Team will use the outcomes and feedback from the Advisory Group to inform strategic and operational planning for curriculum and quality. In addition, outcomes from each Advisory Group meeting with be reported to Portfolio Group. There will be formalised reporting mechanisms into Overview and Scrutiny Committee. Key strategic decisions will be taken to Cabinet

Terms of Reference and membership of the Advisory Group will be reviewed every three years.

Membership of the Advisory Group:
Deputy Cabinet Member for Communities and Safer Neighbourhoods (Chair)
Head of Service, Adult Learning
Senior Adult Learning Manager, Quality Improvement
Senior Adult Learning Manager, Curriculum
Resources and Management Information Officer, Adult Learning
Councillor Bury East
Councillor Bury West
Councillor Radcliffe
Councillor Whitefield and Unsworth
Councillor Prestwich
Councillor Ramsbottom and Tottington
+1 elected member (with specific knowledge of adult learning)

Administrative support; Adult Learning Service Quality and Marketing Officer

Meeting Structure
Agenda:
Minutes of previous meetings
Matters arising
Previous actions – review progress
Standing items
Key Theme
A.O.B

Department for Communities and Wellbeing
REIGNITE YOUR PASSION FOR LEARNING
European Union European Social Fund
matrix quality standard for information advice and guidance services
Education & Skills Funding Agency
Bury COUNCIL

Standing items
Each meeting will have a number of standing items but not all will necessarily covered at every meeting; to include analysis of the data dashboard and suite, feedback from learning champion activities, review of the quality improvement plan.

Key Themes
Learner Voice and Self-Assessment preparation, SAR review and validation, Curriculum offer and planning, OTLA and Learning Walks

Meeting's Cycle:
Four times a year: September, December, March, June

Equality and diversity, student welfare, safeguarding, Prevent and promoting British Values will be cross cutting themes

The Advisory Group will seek to ensure that:

- Teaching, learning and assessment are consistently good or better.
- Quality improvement actions and mechanisms to improve the quality of teaching, learning and assessment address shortfalls in performance and narrow any gaps in performance between different groups of learners.
- Achievement, progress and progression of learners are being monitored against internal targets and exceed those achieved by providers nationally.
- Attendance, retention, achievement, success and the rate of learner progress exceed National Averages and meet internal targets.
- Retention, achievement, success, attendance, progression and satisfaction levels are monitored for different groups of learners including those with protected characteristics.
- Learner feedback is effectively used to monitor the quality of provision and prioritise improvements.
- Partner and employer feedback is used to prioritise improvements in training and partnership working.
- Relevant Information, Advice and Guidance (IAG) is provided to learners and prospective learners to enable them to select appropriate courses and achieve positive progression outcomes.
- The Curriculum offer and modes of delivery are appropriate and meet the needs of learners, employers and the local community.
- Robust processes and mechanisms are in place for curriculum planning, quality assurance, self-assessment, quality improvement, strategic planning and learner feedback.

The Advisory Board will:

- Annually review proposed internal targets for retention, achievement and success.
- Review the Self-Assessment report, including Governance, and assure that it identifies strengths and areas for improvement against the relevant sections of the Common Inspection Framework.

- Monitor progress against the quality improvement plan and gain assurance that it is being implemented in a timely manner.
- Engage with learners using a range of approaches including learning walks, learner voice activities, and learner celebrations to gain feedback from learners and insight into the learning experience.
- Maintain an overview of priorities for adult education within a local, regional and national context.
- Make recommendations regarding the service's strategic aims and objectives.
- Raise the profile of the Service with internal departments and external organisations.

Approved: September 2018
Review: September 2021

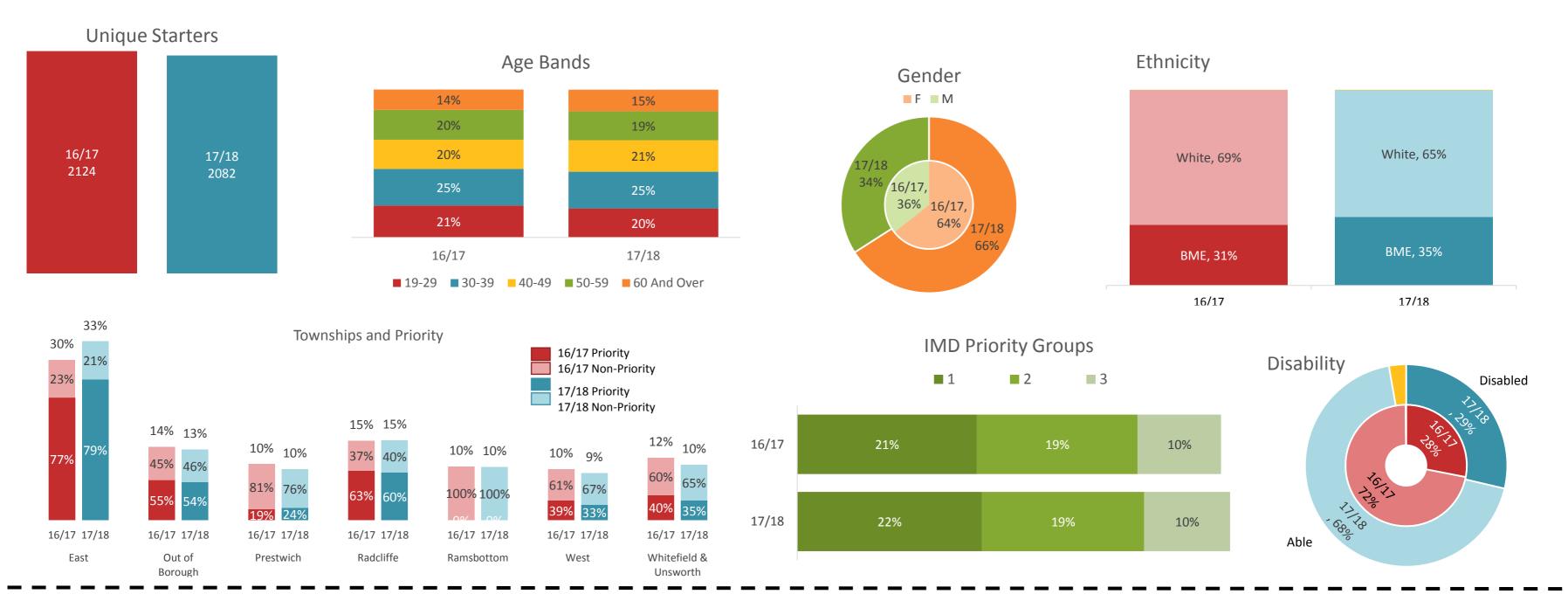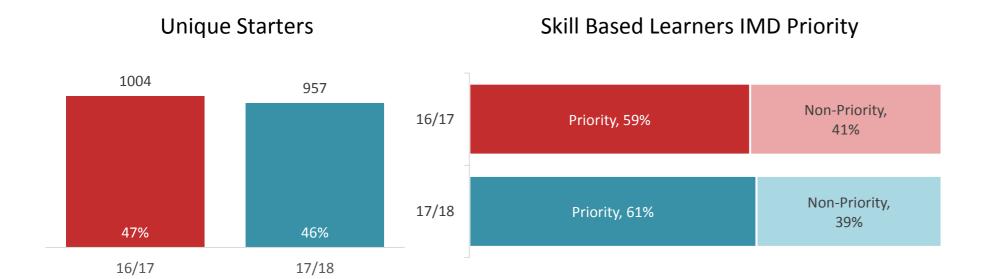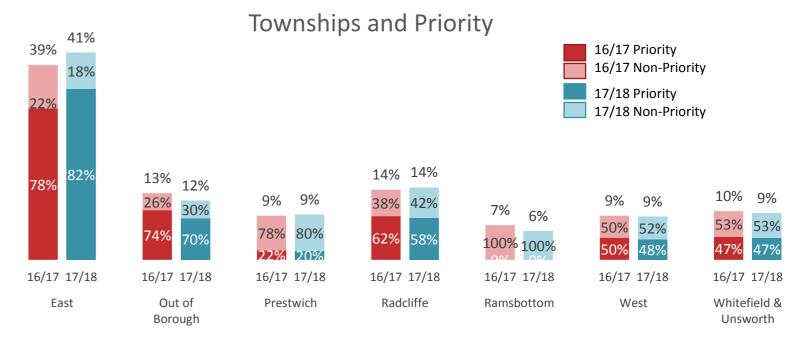Department for Communities and Wellbeing
REIGNITE YOUR PASSION FOR LEARNING
European Union European Social Fund
matrix quality standard for information advice and guidance services
Education & Skills Funding Agency
Bury COUNCIL

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Bury Adult Learning Dashboard

Updated: July 2018

All Learners

Unique Starters

16/17 2124

17/18 2082

Age Bands

	16/17	17/18
60 And Over	14%	15%
50-59	20%	19%
40-49	20%	21%
30-39	25%	25%
19-29	21%	20%

Legend: 19-29, 30-39, 40-49, 50-59, 60 And Over

Gender

F, M

16/17, 36%
16/17, 64%
17/18 34%
17/18 66%

Ethnicity

	16/17	17/18
White	69%	65%
BME	31%	35%

Townships and Priority

Legend: 16/17 Priority, 16/17 Non-Priority, 17/18 Priority, 17/18 Non-Priority

	East	Out of Borough	Prestwich	Radcliffe	Ramsbottom	West	Whitefield & Unsworth
16/17 total	30%	14%	10%	15%	10%	10%	12%
17/18 total	33%	13%	10%	15%	10%	9%	10%

East: 16/17 Non-Priority 23%, Priority 77%; 17/18 Non-Priority 21%, Priority 79%
Out of Borough: 16/17 Non-Priority 45%, Priority 55%; 17/18 Non-Priority 46%, Priority 54%
Prestwich: 16/17 Non-Priority 81%, Priority 19%; 17/18 Non-Priority 76%, Priority 24%
Radcliffe: 16/17 Non-Priority 37%, Priority 63%; 17/18 Non-Priority 40%, Priority 60%
Ramsbottom: 16/17 Non-Priority 100%, Priority 0%; 17/18 Non-Priority 100%, Priority 0%
West: 16/17 Non-Priority 61%, Priority 39%; 17/18 Non-Priority 67%, Priority 33%
Whitefield & Unsworth: 16/17 Non-Priority 60%, Priority 40%; 17/18 Non-Priority 65%, Priority 35%

IMD Priority Groups

Legend: 1, 2, 3

	1	2	3
16/17	21%	19%	10%
17/18	22%	19%	10%

Disability

Disabled, Able

16/17 28% / 72%
17/18 29% / 68%

Skill Based Learners

Unique Starters

16/17 1004 (47%)

17/18 957 (46%)

Skill Based Learners IMD Priority

	Priority	Non-Priority
16/17	59%	41%
17/18	61%	39%

Townships and Priority

Legend: 16/17 Priority, 16/17 Non-Priority, 17/18 Priority, 17/18 Non-Priority

	East	Out of Borough	Prestwich	Radcliffe	Ramsbottom	West	Whitefield & Unsworth
16/17 total	39%	13%	9%	14%	7%	9%	10%
17/18 total	41%	12%	9%	14%	6%	9%	9%

East: 16/17 Non-Priority 22%, Priority 78%; 17/18 Non-Priority 18%, Priority 82%
Out of Borough: 16/17 Non-Priority 26%, Priority 74%; 17/18 Non-Priority 30%, Priority 70%
Prestwich: 16/17 Non-Priority 78%, Priority 22%; 17/18 Non-Priority 80%, Priority 20%
Radcliffe: 16/17 Non-Priority 38%, Priority 62%; 17/18 Non-Priority 42%, Priority 58%
Ramsbottom: 16/17 Non-Priority 100%, Priority 0%; 17/18 Non-Priority 100%, Priority 0%
West: 16/17 Non-Priority 50%, Priority 50%; 17/18 Non-Priority 52%, Priority 48%
Whitefield & Unsworth: 16/17 Non-Priority 53%, Priority 47%; 17/18 Non-Priority 53%, Priority 47%

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Bury Adult Learning Service
Advisory Group Data Suite
To be read alongside the pictorial data dashboard

		Category	Target 18/19	18/19 to date	17/18
	Ongoing information **Date: 12th December 2018**				
1	**Number of individual learners**	Qualifications*	£750k	265K (471 learners)	£720K (894 learners)
		% to target		35%	+16%
		Community Learning (NLDC)	985	371	715
		% to target		38%	
		Family Learning	275	78	234
		% to target		28%	
		PCDL	350	154	485
		% to target		44%	
2	**Achievement rates**	Qualifications	92.3%	Tbc	92.2%
		Community Learning (NLDC)	100%	Tbc	100%
		Family Learning	100%	Tbc	100%
		PCDL	99.6%	Tbc	99.6%
3	**Retention rates**	Qualifications	96.0%	96.0%	95.4%
		Community Learning (NLDC)	99.4%	99%	99.38%
		Family Learning	100%	100%	100%
		PCDL	99.6%	98.2%	99.6%
4	**Attendance rates**	Qualifications	88%	87.0%	Tbc
		Community Learning (NLDC)	90%	77.5%	Tbc
		Family Learning	90%	93.6%	Tbc
		PCDL	90%	84.3%	Tbc
5	**Punctuality**	Qualifications	95%	99.9%	Tbc
		Community Learning (NLDC)	95%	98.0%	Tbc
		Family Learning	95%	99.5%	Tbc
		PCDL	95%	99.9%	Tbc

Actions :
Provide a glossary of terms for the next meeting - completed

		Category	Target 18/19	18/19 to date	17/18
6	**Number of learners progressing into further learning**	Qualifications*	66%	Tbc	63%
		Community Learning (NLDC)**	36% 18%	Tbc	33% all 15% FE
		Family Learning	12%	Tbc	9%
		PCDL	16%	Tbc	13%
7	**Number of learners progressing into work**	Qualifications ***	35%	Tbc	32%
		Community Learning***(NLDC)	19%	Tbc	16%
		Family Learning	n/a	n/a	n/a
		PCDL	n/a	n/a	n/a
8	**Percentage of learners responding to follow up calls**	Qualifications ***	60%	Tbc	59%
		Community Learning***(NLDC)	55%	Tbc	53%

		Family Learning	n/a	n/a	n/a
		PCDL	n/a	n/a	n/a

<table>
<tr><td colspan="6">Actions:
Provide more detailed progression and destination data for group members - completed</td></tr>
</table>

		Category	Target	18/19 to date	17/18	
9	**Number of learners on non-funded provision**	Learning for Pleasure	490	313	445	
		Bespoke	320	43 70 taxi	300	
10	**Income from non-funded provision**	Learning for Pleasure	£90K	43k	£77K	
		Bespoke	£5k	£2352	£3649	
11	**Fee income**	Overall (financial year)	£130K	£30k	£123K	
12	**ESFA Income**	Overall	£1.442	tbc	£1.442	
13	**Course cancellations**	Overall		97		

<table>
<tr><td colspan="6">Actions:

</td></tr>
</table>

		18/19 to date	17/18
14	**Observation feedback**	Tbc	100% of tutors were observed (56 tutors)28 sessions awarded Grade 1, 28 awarded Grade 2
15	**QIP progress**	n/a	See attached sheet
16	**Safeguarding incidents**	0	2
17	**Complaints**	0	2

<table>
<tr><td colspan="4">Actions:
Consider the quality improvement plan 17/18 summary for feedback at next meeting (All)
Consider use of peer support for new tutors in 18/19</td></tr>
</table>

18	**Data dashboard**	See attached sheets	

<table>
<tr><td colspan="4">Actions:
Email/send Township/Curriculum data dashboards to group members
Any issues/comments to be discussed at next meeting   - completed</td></tr>
</table>

Information updated annually in October as part of SAR process			

		18/19	17/18
19	**Number of learners recording impact of learning – confidence, health &**		Learners are asked these questions as part of the learner survey carried out at the end of each course.

	wellbeing, progression onto further learning, new skills, improved job prospects, ability to help children learn, pleasure of learning		Each curriculum area collates the impact of learning as identified by their learners See the attached information
20	**Learner satisfaction on the quality of teaching and learning on the course (Bury Adult Learning Survey)**		***Overall*** *Teaching on the course was high quality* Strongly Agree – 77% Agree – 21%
			Learning for Pleasure: *Was the teaching outstanding or good?* Yes 99%
21	**Number of learners likely to recommend the Service (National survey)**		97.8%
22	**Number of learners who consider their tutor promotes respect**		**Overall:** Strongly Agree -78% Agree – 22%
			Learning for Pleasure: Yes – 99%
23	**Number of learners who feel safe in their class/building**		**Overall:** Strongly Agree –81% Agree – 18%
			Learning for Pleasure : Not commented on
24	**Comments from learner feedback**		Please see attached sheets

Actions:
Provide a summary report of the Learner survey for next meeting

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Agenda Item 8

Children, Young People & Culture

**ANNUAL COMPLAINTS REPORT
APRIL 2017 – MARCH 2018**

**Jane Whittam
Assistant Team Manager - Information
1 May 2018**

PURPOSE/SUMMARY:
This report has been produced in line with the statutory requirement to update Members and provide current information in respect of complaints related to Children's Social Care Services. This report looks at the period 1 April 2017 to 31 March 2018 and will allow Members to see the extent and complexity of Children's Social Care Service's span of activity and to receive information relating to the quality of the services delivered.

Members are asked to note the content of the report and advise Officers of future requirements in respect of the reporting of complaints relating to Children's Social Care Services.

1.0   INTRODUCTION
1.1   In line with guidance from the Department for Education, Local Authorities are required to publish an Annual Complaints Report covering the council year. This report is to provide current information in respect of complaints related to Children's Social Care Services for the year 2017 / 2018.

1.2   As part of our continued approach to monitoring performance, the status of complaints is also reported weekly to the Children's Senior Management Team. Lessons learnt from complaints are also discussed within the Team Meetings and where there is wider learning discussions take place during the monthly Children's Services Extended Managers Meeting.

2.0   WHAT IS A COMPLAINT
2.1   A complaint may be generally defined as 'an expression of dissatisfaction or disquiet' in relation to an individual child or young person, which requires a response. A complaint may be made by written or verbal expression.

2.2   Complaints principally concern service delivery issues, including the perceived standard of these services and their delivery by service providers. These recorded figures only represent a percentage of complaints received as many complaints / concerns are managed daily on an informal basis operationally and are thus, not registered formally by the complaints section.

2.3   The Complaints Procedure is not designed to deal with allegations of serious misconduct by staff. These situations are covered under the separate disciplinary procedures of the Council.

2.4   It is a legal requirement that Children's Social Care Services has a distinct complaints procedure. This statutory procedure provides the means for a child or young person to make a complaint about the actions, decisions or apparent failings of a local authority's children's social care provision. It also allows an appropriate person to act on behalf of the child or young person concerned or to make a complaint in their own right.

2.5   For some service users and for children and young people in particular, it is not easy to make a complaint. This can be the case when the person using the service may be apprehensive about what may happen if they do complain. It is important, therefore, that all complaints are treated seriously, in confidence, investigated and are given due attention. It is therefore the role

2

of the Assistant Team Manager (Information) to provide a degree of independence and support to the complainant whilst ensuring the complaint follows the statutory procedure. If a complaint is received directly from a child or young person, an automatic referral is made for advocate support to Bury Children's Rights Service, which is an independent advocacy service commissioned by Children's Social Care. Feedback to complainants about their complaint is essential.

2.6   A prime objective of the Children's Social Care Complaints Procedure is to ensure the Local Authority develops a listening and learning culture where learning is fed back to children and young people who use services. Complaints present an opportunity for the Local Authority to learn why people who are using our services find them unsatisfactory, and how we can improve the services we provide.

3.0   THE SOCIAL CARE COMPLAINTS PROCEDURE
3.1   The handling and consideration of complaints consists of three stages:-
* Stage 1: Local Resolution,
* Stage 2: Independent Investigation
* Stage 3: Review Panel

3.2   Local Resolution requires the Local Authority to resolve a complaint as close to the point of contact with the service user as possible (i.e. through front line management of the service). Emphasis is placed on resolving complaints under Stage 1, local resolution, because this should provide a more timely response and is user friendly. The Department strives to investigate and resolve complaints within 10 working days although the procedure does allow a 20 working day time scale for more complex complaints. In most circumstances complaints are considered at Stage 1 in the first instance.

3.3   Where the complaint is not resolved locally, or the complainant is dissatisfied with the Local Authority's response, the complaint can be considered at Stage 2. An independent investigation is completed by a senior manager from outside the team to which the complaint refers to. This has the oversight of an Independent Person from outside the Local Authority to ensure a full and fair investigation is carried out. We aim to send a response with a full report within 25 working days, although this can be extended to 65 working days.

3.4   Where Stage 2 of the Complaints Procedure has been concluded and the complainant is still dissatisfied, they will be eligible to request further consideration of the complaint by a Stage 3 Review Panel. The Panel does not reinvestigate the complaint or consider any substantively new issues of complaint that have not been first considered at Stage 2. The purpose of the Panel is to consider the initial complaint and, wherever possible, work towards a resolution. The Panel should be convened within 30 working days of request and its report (including any recommendations) will be sent within 5 working days following the meeting. The Department then issues its response to the complainant within a further 15 working days.

3.5   Where a complainant remains dissatisfied with the Local Authority's response to the Review Panel's recommendations, the complainant has the right to refer
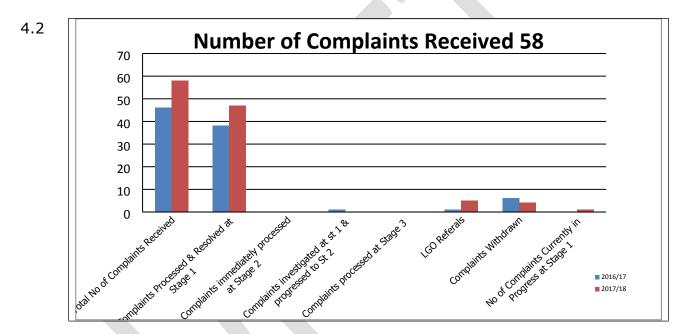
3

his / her complaint to the Local Government Ombudsman. The Assistant Team Manager (Information) will assist with this process as far as possible.

<u>**ANALYSIS OF COMPLAINTS RECEIVED**</u>

All figures detailed below are from 1 April 2017 to 31 March 2018. Reference is also made to outstanding complaints or complaints which were reported as not being agreed or completed as of 31 March 2017.

4.0   SOCIAL CARE COMPLAINTS RECEIVED

4.1   A total number of 58 complaints were received across all social care teams during the 2017 – 2018 financial year. This reflects a 25% increase in the number of complaints received when compared with the 46 complaints that were received during the last financial year (April 2016 – March 2017).

4.2
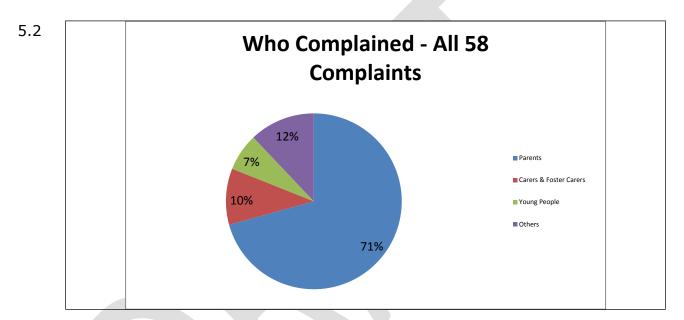
4.3   Of the 58 complaints received, 4 complaints were withdrawn and 5 complaints were enquiries from the Local Government Ombudsman. At the time of writing the report, 1 complaint investigation was ongoing. This report therefore focuses on the complaints which were actually investigated at Stage 1 of the Social Care Complaints Procedure during the last financial year (April 2017 – March 2018).

4.4   47 complaints were investigated at stage 1 of the Social Care Complaints Process during 2017 / 2018

4.5   We have also continued to record the number of informal concerns / complaints received into the Complaints Department, which have predominantly been requests for information. This does not include any informal concerns or complaints which have been raised directly with individual teams. There were 73 informal concerns / complaints logged within the Complaints Department which were resolved immediately by telephone and did not result in a formal complaint being made. This is a 40% increase compared with the 52 informal concerns / complaints logged within the

Complaints Department during 2016 / 2017; however it should be noted that often this type of concern is raised directly with individual team managers and is therefore not captured within this recording.

5.0   WHO COMPLAINED?

5.1   The majority (71%) of the complaints received were received from parents. Young people are encouraged to raise their own concerns with the assistance of advocacy from Bury Children's Rights Service. Bury Children's Social Care Services and Bury Children's Rights Service continue to work with their joint working protocol to ensure that a consistent and timely service is offered to children and young people in the care of Bury Local Authority when they raise a concern via their advocate.

5.2

Who Complained - All 58 Complaints

- Parents
- Carers & Foster Carers
- Young People
- Others

71%, 10%, 7%, 12%

6.0   ADVOCACY
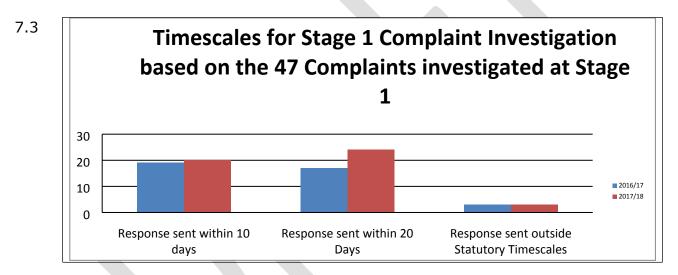
6.1   4 complaints were made using the service of an external Advocate, which was the same number as those received during 2016 / 2017. These were all received through Bury Children's Rights Service.

6.2   Concerns and complaints received from Children and Young People in Care are very important. These young people are often supported to make a complaint by Bury Children's Rights.

6.3   The advocate from Bury Children's Rights Service will initially raise the concern with the Young Person's Social Worker, and if no response is received within a timely manner, this will be referred to the Social Worker's line Manager for a response.

6.4   Should a response not be provided within a timely manner, or if the Young Person is unhappy with the response, their advocate will assist the child or young person to make a formal complaint at Stage 1 of the Statutory Children's Social Care Complaints Procedure.

7.0   TIMESCALES OF STAGE 1 SOCIAL CARE COMPLAINTS

5

7.1   Performance Indicators show that there has been a reduction in the compliance of timescales for responding to complaints within ten working days, however the compliance at 20 working days has increased.

Year	10 Working Days	20 Working Days
2009 / 2010	Unavailable	60%
2010 / 2011	32.72%	65.46%
2011 / 2012	36.36%	79.55%
2012 / 2013	41.86%	90.96%
2013 / 2014	46.94%	95.92%
2014 / 2015	47.50%	82.50%
2015 / 2016	41.18%	79.42%
2016 / 2017	48.72%	92.31%
2017 / 2018	42.55%	93.62%
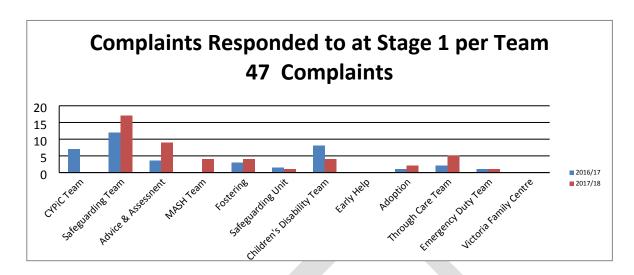
7.2   This resulted in 6% of complaints (3) being responded to outside of the statutory timescales.

7.3

Timescales for Stage 1 Complaint Investigation based on the 47 Complaints investigated at Stage 1

Response sent within 10 days | Response sent within 20 Days | Response sent outside Statutory Timescales
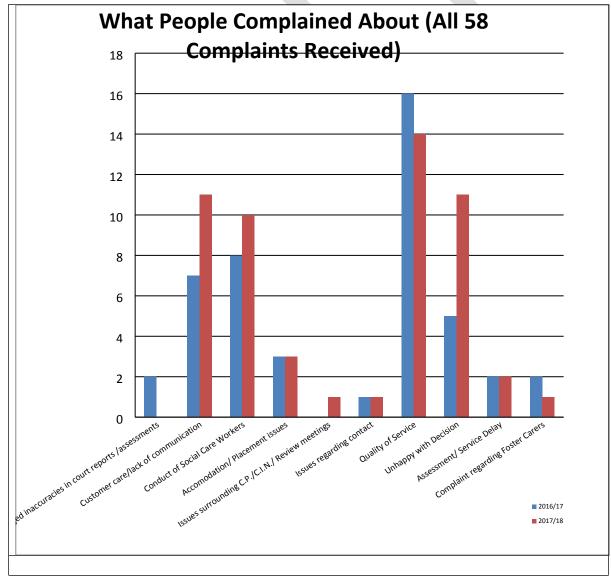
■ 2016/17
■ 2017/18

8.0   COMPLAINTS PER TEAM

8.1   The number of complaints received and investigated is comparable to those received in 2013/14, with the majority of complaints being received across the Safeguarding Team

8.3   The increase in complaints within the safeguarding team is not unexpected due to the disruption in staffing that this Team has seen. New managers within this team are supported in their investigation and response to complaints. We continue to implement quality assurance of complaint responses which assists in the provision of training and guidance to Team Managers who may be new to dealing with complaints.

6

8.1

Complaints Responded to at Stage 1 per Team
47 Complaints

Legend: 2016/17, 2017/18

9.0 WHAT PEOPLE COMPLAINED ABOUT

9.1

What People Complained About (All 58 Complaints Received)
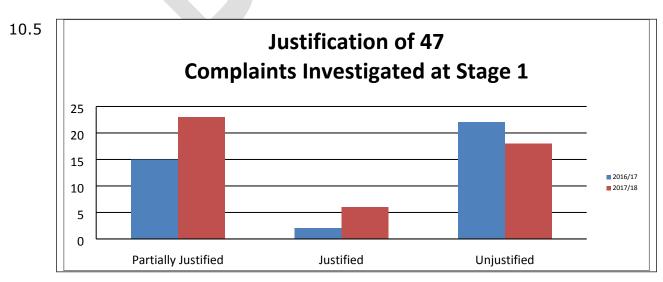

Legend: 2016/17, 2017/18

9.2   Many of the complaints received cover a variety of issues. Whilst on first glance, the graph below appears to show an increase in complaints about customer care, the conduct of social workers and the final decision made, the numbers are minimal and we do have to consider that the involvement of social workers is a service that is often unwanted by families, and they are unhappy with any involvement. Due to the nature of individual complaints it is sometimes difficult to categorise these into specific themes and the categorisation is therefore broad categorisation. Whilst we have seen an increase in complaints, there is no particular pattern to the complaints received which is pleasing as it does not highlight a particular weak area within the teams / service.

10.0   HOW WE DEALT WITH COMPLAINTS
10.1   Each of the 47 complaints investigated at Stage 1 were investigated by the relevant Team Manager, and a response was provided to the Complainant explaining the situation or what the service intends to do as a result of the complaint. In the majority of cases, a letter of explanation or an apology was sufficient to resolve the matter.

10.2   Whilst a number of complainants were initially dissatisfied with the Stage 1 outcome, we were able to resolve the majority of complaints without the need to progress to Stage 2 by offering meetings with the Strategic Lead for Safeguarding and the Assistant Team Manager (Information).

10.3   There were no complaints which were investigated at stage 2 of the Complaints Procedure; however due to the complexity of 1 complaint received, the Local Authority did appoint an external investigating officer to carry out 1 investigation.

10.4   There has been 5 complaints which was received by the Local Government Ombudsman and which we were asked to supply information to support their enquiry. 1 complaint was closed due to insufficient information being received from the complainant; 3 complaints were closed without further information due to the issues being within the Court arena. Despite information being provided to the Local Government Ombudsman in November 2017, the Council have not yet been made aware of the outcome.
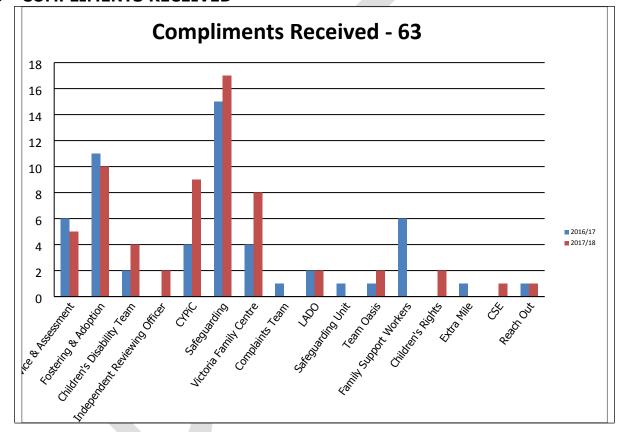
10.5

Justification of 47 Complaints Investigated at Stage 1

11.0   QUALITY ASSURANCE / BUDGET POSITION

Permanent Team Managers are now familiar with carrying out complaint investigations and providing a written response; in addition quality assurance procedures have continued which have resulted in the Local Authority having been able to resolve complaints at Stage 1 of the Complaints process, sometimes with additional mediation. As outlined above, there have been no Stage 2 Complaint Investigations during the last financial year, however, we did commission an external stage 1 investigation at a cost of £1020.00.

12.0   COMPLIMENTS RECEIVED

12.1

Compliments Received - 63

12.2   63 compliments regarding the Children's Social Care Teams have been received over the last twelve months, compared to 55 during the last financial year, however not all managers forward these to be logged. A discussion has already taken place within team meetings to encourage staff to record the compliments received.

13.0   EQUAL OPPORTUNITIES MONITORING

13.1   Whist efforts have been made to monitor the ethnic origin of the Authority's complainants; many have not returned the diversity questionnaire.

13.2   Due to the limited number of questionnaires being returned, a true and accurate reflection of the Authority's Complainants cannot be reported.

14.0   REPEAT AND VEXATIOUS COMPLAINTS

9

14.1 It should be noted that as reported in the last financial year we do still receive a small number of complaints which may be construed as either vexatious or repeated. This type of complaint impacts greatly on the time of both the Assistant Team Manager (Information) and Departmental Staff, and hinders the completion of other complaints.

14.2 The Local Government Ombudsman remains a source for advice in these situations, especially when it is clear that a Stage 2 Investigation would not provide a different outcome / resolution, and a small number of complainants were advised to contact the LGO if they remained unhappy with the Local Authority's response.

15.0 DEVELOPMENT OF COMPLAINT MANAGEMENT & EXPERTISE
15.1 The North West Complaints Managers Group meets bi-monthly. Meetings are well attended. The network aims to raise standards for Complaint Management across Authorities. Whilst I have been unable to attend all meetings due to work pressures, the group continues to be a valuable source of advice and support.

16.0 LEARNING FROM COMPLAINTS
16.1 In order to demonstrate learning from complaints and the Department's commitment to use complaints to improve standards of services, all Team Managers complete a "Lessons Learnt" form following each complaint investigation. All recommendations arising from complaints have been recorded and shared with the wider Social Care teams.

16.2 During the last twelve months, discussions have taken place with Team Managers in order that lessons learnt can be fed back to social work staff.

16.3 Feedback and discussion from complaints takes place with Team Managers and is fed back to staff during Team Meetings. Wider learning has also shared during the monthly Extended Manager's Meetings.

16.3 Some complaints identify lessons learnt in dealing with an individual or family; others offer a wider learning experience

16.4 The recommendations which have arisen from complaints during 2017 / 2018 which have now been implemented are detailed below:

- Review communication of stepdown cases within the CWD Team
- Staff development and training at Team Level regarding approaching sensitive questions with families
- Reiteration of the importance of communication with families and in particular when there is involvement from the Emergency Duty Team
- Review of procedures within the Regional Adoption Agency in respect of potential adopters
- Team Level discussions around the Data Protection Act, information recording and information sharing
- Foster Carer Training to include information about professionalism during meetings

- Changes to procedures with regards to information sharing between the Council's Insurance Team and Social Care Teams
- A review of the process regarding the finalisation and distribution of reports to families prior to conference
- Guidance for foster carers about children's belongings
- Review of procedures for reallocation of workloads when social workers are off sick
- Social workers to undertake diversity training in respect of the Orthodox Jewish Community

17.0   CONCLUSIONS

17.1   The Complaints process has been monitored and evaluated throughout the year to ensure that we not only meet the requirements of the statutory regulations and guidance, but those of the families we work with.

17.2   There is still scope for the timescales in which we respond to complaints to be improved and for complaints to contribute towards improvements to the services we provide.

17.3   To ensure that we continue to work and resolve complaints quickly the Assistant Team Manager (Information) has worked with newer Team Managers in the investigation and response to complaints, and all written responses continue to go through a final stage of quality assurance.

17.4   It is essential to the smooth running of investigating and responding to complaints that delays are kept to a minimum, and that any delays in the investigation process do not add to the initial complaint. Whilst there has been a reduction in the number of complaints received, those that have been received have been more complex in nature. Therefore it is encouraging that despite the addition to working pressures for managers, we have improved the timescales for responding to complaints

17.5   Strict monitoring and following up on complaint investigation continues to be a priority to ensure complaints are responded to effectively within the ten day timeframe.

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