

AGENDA FOR CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE



Contact: Chloe Ashworth
Direct Line: 0161 253 5030
E-mail: C.Ashworth@bury.gov.uk
Web Site: www.bury.gov.uk

To: All Members of Children and Young People Scrutiny Committee

Councillors : C Boles, S Butler, P Cropper, J Lancaster, L McBriar, T Pilkington, D Quinn, G Staples-Jones, K Thomas, M Whitby and S Wright (Chair)

Dear Member/Colleague

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

Date:	Thursday, 4 November 2021
Place:	Council Chamber, Town Hall, Bury, BL9 0SW
Time:	6.30 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 Children and Young People's Scrutiny Committee are asked to consider whether they have any interest in any matters on the agenda and, if so, to formally declare that interest.

3 MINUTES *(Pages 3 - 10)*

Minutes from the meeting held on 7 September 2021 are attached.

4 PUBLIC QUESTIONS TIME

A period of 30 minutes has been set aside for members of the public to ask questions on the agenda for tonight's meeting.

5 MEMBER QUESTION TIME

A period of up to 15 minutes will be allocated for questions and supplementary questions from Members of the Council who are not Members of the Committee. The period may be varied at the discretion of the Chair.

6 MEETING THEME - LGA PEER REVIEW FEEDBACK AND RESPONSE *(Pages 11 - 20)*

A report from Councillor Tariq, Cabinet Member for Children's Services is attached.

7 DEMAND FOR SCHOOL PLACES *(Pages 21 - 34)*

A report from Councillor Tamoor Tariq, Cabinet Member for Children and Education Services is attached.

8 SCHOOLS UPDATE ON RE-OPENING *(Pages 35 - 38)*

A report from Councillor Tariq, Cabinet Member for Children's Services is attached.

9 URGENT BUSINESS

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

10 WORK PROGRAMME *(Pages 39 - 40)*

The work programme for 2021/2022 is attached for information.

Minutes of: **CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE**

Date of Meeting: 7 September 2021

Present: Councillor S Wright (in the Chair)
Councillors C Boles, S Butler, P Cropper, J Lancaster,
L McBriar, T Pilkington, D Quinn, G Staples-Jones and
M Whitby

Also in attendance: Cath Atherden – Service Manager Inclusion
Isobel Booler, Director of Education and Skills
Paul Cooke, Interim Assistant Director of Learning
Anne Coyle
Councillor Tamoor Tariq, Deputy Leader and Cabinet Member
for Education and Skills

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

Apologies for Absence: Councillor K Thomas, Dr Cathy Fines - NHS Bury CCG
Chair, Jane Case NHS Bury CCG, Peter Black –
Bury2Gether, Rhiannon Walton – Bury2Gether

A pre meeting training session was provided to all Committee Members at 5.30pm. The session provided Members with an overview of the Inspection of Local Authority Children Services (ILACS)

CYPSC.1 DECLARATIONS OF INTEREST

Councillor Whitby declared a personal interest as Chair of the Audit Committee in relation to the Audit Committee receiving reports and updates referencing Project Safety Valve and the Designated Schools Grant.

Councillor Boles declared a personal interest as he was employed by a Bolton school which also has a site in Bury.

Councillor Staple Jones declared a personal interest as a Governor of Bury Church High School.

Councillor Wright declared a personal interest as his wife is employed at a school in Bury.

Councillor Pilkington declared a personal interest as a parent of a child with special educational needs who attends a school in Bury.

CYPSC.2 PUBLIC QUESTIONS TIME

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

CYPSC.3 MEMBER QUESTION TIME

There were no Members questions.

CYPSC.4 MEETING THEME - SPECIAL EDUCATIONAL NEEDS PROVISION WITHIN THE BOROUGH

Councillor Tamoor Tariq, Deputy Leader and Cabinet Member for Children, Young People and Skills thanked the Committee for his invitation to attend and introduced Isobel Booler, Director of Education and Skills, Paul Cooke, Strategic Lead, Educational Services.

Councillor Tariq presented a report which provided the Committee with an update on Bury's progress on embedding the special educational needs and disability (SEND) reforms set out in the Children and Families Act 2014 including the progress against the Written Statement of Action.

It was reported that in terms of SEND Bury were not where they wanted to be. It was explained that the Council were working closely with Bury Together and the CCG in relation to SEND reform and co-production and the relationship with these partners was very important.

The Council was inspected as a local area in 2017 with a follow up visit in 2019 and both visits had found that Bury had not been effective in its implementation of the SEND reforms.

Following the 2017 inspection a 'written statement of action' was produced setting out how the Council and CCG together with partners and stakeholders would respond to the recommendations arising from the inspection.

A SEND assurance Board has been established in partnership with Bury2Gether parents' group and is chaired by the Director of Education and Skills. Members of the Board are at director level from children's social care, education, early help, health commissioning and clinical leads, together with representatives from Bury2Gether and Bury's Parent Carer Forum. The Board reports into the Children's Strategic Partnership Board and links with the Health Charter Groups through the Deputy Director of Commissioning and the clinical lead from the CCG, who sit on both Boards.

Good progress has been achieved against the each of the priorities in the written statement of action however there is a need to ensure a shared strategic vision across all partner agencies to deliver SEND transformation in co-production with parents and carers through a Local Strategic Action Plan.

Isobel Booler introduced herself to the Overview and Scrutiny Committee.

Those present were given the opportunity to ask questions in relation to the information provided and the following points were raised:

- Councillor Lancaster referred to Project Safety Valve and asked how and when the delivery of this would be measured.

It was explained that a lot of work had been going on to ensure that the governance structure was right and that the correct people were in place within the project delivery board and the project work streams. Recruitment

had been undertaken to increase capacity within the SEND team, a new SEND Team Manager had recently been recruited. Work on aligning special place planning and sufficiency with all school place planning and sufficiency was being carried out.

It was reported that with regards to delivery and change, March 2022 was the date for Education Health and Care Plan and process to be in place and showing a difference. Bury2Gether are working with the Council co-produce a pilot looking at the assessment process which will be used when inducting the new staff that are joining the team going forward. This would be in place by the October half term break.

A schools' position statement would be going out this week to explain Project Safety Valve and a parents' position statement also going out this week.

The banding of Bury's Special Schools was being looked at as it was explained that when they were benchmarked against Greater Manchester there was quite a difference between the different local authorities and what they fund in the 'top-up' and funding of a place. It was explained that where you are in a place that has a greater number of special schools the complexity of need can be moderated next to what band funding that will match. In Bury the moderation of funding hasn't been particularly strong as there were just the two schools.

The delivery dates would be included in the update that would be brought to a future meeting of the Committee.

- Councillor Whitby asked what was different now from 2017 and 2019? Why should we be more confident that we can deliver this time when we haven't in the past.

It was explained that one of the challenges was the strategic drive and ownership of SEND. The work has been carried out and the commitment has been there, but this has been reactive to the written statement of action. There hadn't been the opportunity to strategically reset and have a shared strategy and ambition for Bury pupils. The question to ask now was what we want for Bury pupils and this had been highlighted by parents and carers as:

Less variability in inclusion
 only have to tell their story once
 Children's needs being met locally by local services and in the local area
 Children to be encouraged in independence
 Needs met in high quality education

There has been a forensic look at what has driven the high needs block and what is going wrong.

It was explained that there was a commitment to additional resource into the SEND transformation. There were also clear deadlines into when the deficit reduction is cleared.

There has been changes in the strategic leadership, but the position has now been filled on a permanent basis by Isobel which would provide strategic leadership and direction for SEND.

- Councillor Whitby explained that the report talks about increasing resource provision in the borough and asked whether the current provision was being fully utilised.

Paul Cooke referred to provision and explained that mainstream provision needs to be strong to meet the majority of the pupils' needs and where there are some additional needs, resource provision is developed such as enhanced units within the mainstream provision.

Appropriate capacity is then required within the specialist provision and only where needs are so great they can't be provided for in the borough will external provision be considered.

There was currently a mismatch as there wasn't the required resource provision which was needed that could then lead to inappropriately placing young people outside of the borough. There was therefore the need for additional provision geographically spread across the borough and linked to appropriate referral arrangements.

All of these need to be carried out in the round rather than in isolation to ensure that the system works well.

- Councillor Whitby also asked whether the cultural change set out would be successful.

Bury can't do SEND to, it has to be with and it has to be with co-production with parents, young people and schools. Everybody is aware of the challenges and everybody is committed to make the change. Confident of the support and guidance of Bury2Gether.

- Councillor Whitby referred to out of borough placements and asked if progress made by the children in out of borough placements was monitored and if the places were meeting the needs of the children.

Quality assurance in the independent sector is being looked at by Greater Manchester education leads and Greater Manchester SEND board. It is a challenge that Bury has only 2 special schools but there is coming online a new free school that Shaw Education Trust will be opening on the Unsworth site in September 2023 and a pre-approved special school for social, emotional & mental health provision as a primary need which was expected to open in 2024/2025.

- Councillor Wright referred to 4.7 of the report asked why there was a difference between the number of boys and girls on SEN.

It was explained that the national profile was that boys were more likely to be identified as having SEND and Bury's local breakdown matched the

national one. It was also reported that health colleagues were working on under identification of girls within the system.

- Councillor Wright referred to the planned reduction in the numbers of pupils being sent to out of borough placements and asked what the saving would be in relation to this.

Increasing inclusivity of mainstream schools and adding to the provision.

Ensuring that provision is in the right place is important.

It was reported that the cost difference from mainstream placements through to resource provision places and then to a maintained place through to an independent non maintained specialist place there is a big difference in costs upwards on average of £50,000 for an independent non maintained place sometimes more depending on the need. Bury has only the 2 special schools and places within these schools are significantly less costly. Developing new specialist provision will provide savings as well as being quality assured locally.

- Councillor Wright asked what work is being done to keep exclusions and suspensions down for SEND children and asked if there were any issues in relation to this with academies.

The introduction of the inclusion partnerships in schools has been really effective in reducing exclusions across the borough. Permanent exclusions have been reduced and there has been a big improvement in relation to fixed term exclusions. Work has been carried out with schools around better processes in relation to early identification and early intervention.

Quality Mark Standards have been developed and are used in relation to inclusion and schools can achieve the mark when performing well in this area. The standards are also used to carry out inclusion health checks in schools which then support schools which may require help.

Multi agency co production has also been working well to identify areas of need that may be affecting issues within schools but are health or social related.

Work has been carried out by the inclusion clusters to reduce exclusions and the council both supports and challenges all schools in relation to this.

The Council has a very strong relationship with the academies and the MATs across the borough and work closely with them.

- Councillor Wright referred to the review of speech and language therapy and asked where this was up to.

Isobel explained that an independent review on speech and language would be commissioned within the first half term and should be well on its way if not completed by Christmas.

- What work needs to be done to improve the figure of 27.2% in relation to EHC plans.

27.2% is timeliness in 2020 to go through the assessment process. The statutory requirements have been reduced to 20 weeks nationally this has been a challenge. Locally there have been issues with staffing but there have been improvements made but further improvements still required.

As of September, Bury are at 53% meeting the 20 week timescale which is 58% nationally. Last year was particularly challenging and this has been improved.

4.1% refers to the number of Bury young people with EHC plans which nationally is at 3.7% - Bury is slightly higher. Many have come from pre 5 and a small proportion from schools. There is already a request for pupil place planning to be reported to the Committee and this will go into further detail on this area.

- Councillor Cropper referred to section 6.9 of the report in relation to funding and asked for more information on where the money had been spent.

It was explained that the 4.3m in capital had been spent increasing resource provision and the plans for Elms Bank School.

The revenue side of things related to SEN transformation but it was explained that the additional funding each year would only be if the deficit reduction targets and there would be additional funding

- Councillor Cropper referred to funding of free school meals for children with SEN and asked whether the money provided had been sufficient.

It was explained that the Council had agreed to finance all free school meals in the summer break as well as providing a healthy activity programme where young people could access activities and nutritional food.

Food vouchers were also offered for families over the holiday period worth £15 per week.

Councillor Tariq asked that Sandra Bruce and Jamie Whitton be recognised for their hard work in relation to the provision of meals during the holiday periods. The Council were looking for providers to get involved with the scheme and there would be 3 further periods of provision for the rest of the academic year.

- Councillor Cropper referred to the roof at Millwood School and the fact that the hydrotherapy pool was currently closed and asked whether the building was fit for purpose.

Isobel Booter reported that she was aware that there were issues with the roof at Millwood School and the Council had procured contractors to carry out remedial work. With regards to the hydrotherapy pool all parents had been sent a letter to keep them updated of the situation.

- Councillor Lancaster referred to the Fit and Fed scheme that had been provided in Radcliffe and explained that nobody had attended.

Paul Cooke stated that he would take this information back to the relevant team.

- Councillor McBriar asked whether the funding for these schemes had been covered by funding provided by Government.

It was explained that the Council had also contributed.

- Councillor Boles referred to the questionnaire that had been mentioned to in the report and the concerns that had been raised by parents with regards to the assessment process for EHCPs and asked what work was being done around this.

It was reported that the council were working closely with the CCG and the Bury2Gether group which had over 1000 members to produce the pilot that had been referred to in the report.

- Councillor Staples-Jones referred to the communication strategy around Project Safety Valve and asked what this would look like and how it would work.

It was explained that the strategy would be looking to provide different communications for different audiences and would also give an opportunity for face to face communication rather than just having a website.

It was also reported that a communications officer had been secured to carry out a 10 month assignment of which SEND would be a key part of the work with additional support from the Corporate Core.

It was agreed:

That an update report be brought back to the Committee at the March 2022 meeting

CYPSC.5 SEPTEMBER RETURN TO SCHOOL UPDATE

Councillor Tariq presented a report giving an overview of the support provided to schools in preparation for the return of all pupils at the start of the new academic year 2021/2022 and in line with the government's COVID-19 operational guidance.

The report provided information in relation to the following:

- Preparation for the Start of the Autumn Term 2021
- Government Guidance
- Next Steps

It was explained that Officers would continue to work closely with the Headteachers Advisory Groups in line with national guidance.

CYPSC.6 URGENT BUSINESS

COUNCILLOR S WRIGHT
Chair

(Note: The meeting started at 6.30 pm and ended at 8.45 pm)

Public Questions:

Children and Young People Scrutiny Committee 04/11/2021

Question 1:

My question refers to the SEND HAF funding; please can the Cabinet member confirm - how much scrutiny has been given to the SEND HAF Funding including the number of children in attendance, those that had multiple spaces and what efforts were made to include children with SEND that parents/carers weren't members of Bury2gether?

Emmajane Michael-Okocha

- *HAF was new to Bury this year; we worked with the VCFA to encourage local organisations operating in local communities to provide provision for as many of our FSM children as possible, and for as many of them to be inclusive as possible. This was advertised through Bury Council and the VCFA*
- *We provided a number of provisions with additional funding for a SENCO to ensure they were able to open their provision to as many SEND Children as possible*
- *Local Organisations (including Bury2Gether) completed a grant application form which was scrutinised by members of the HAF Steering Group, which included the VCFA and the Children's Services Commissioning Team to ensure scrutiny.*
- *In order to advertise all available provision to eligible children, we developed a leaflet of all activities which was sent to all parents of FSM children (using the current list of children eligible for FSM)*
- *Data in respect of all HAF activity has been submitted to the DfE*

Question 2:

When the child's voice is supposed to be central to their care and support why does the CWDT think it is necessary to remove an early help worker because of process, ignoring the children's wishes. Why does the continuum of care for a child with disabilities not favour consistency?

Kiera Delaney

Thank you for your question. I am in complete agreement that consistency for children, young people and their families is very important. We do not remove Early help workers from cases, but on occasion EH workers demonstrate that their work has identified unmet need and it may appear that a child or young people meet the threshold for CWD involvement. When this occurs the decision as to whether we support by consulting with the family and EH worker or whether we supersede the Early Help worker to enable the family to benefit from our support is made in discussion with the family themselves. We have examples of families we are supporting who wish to remain with the EH worker and families who have requested an assessment from CWD.

Question 3:

My question is in the report about school place projections are there none for SEN specialist school places needed?

Deb Hirst

The paper presented to the Scrutiny Committee on pupil place planning responds to the statutory duty on the Council in respect of mainstream school places, and the important role of the Council in managing the sufficiency of high quality school places, and taking appropriate action to ensure sustainability where the demand for places is in decline.

The provision of specialist school places is subject to different statutory duties, and the demand for places, and the manner in which the Council ensures the sufficiency of places differs to the arrangements for mainstream places.

Through the work that the Council is doing in respect of Project Safety Valve, which was the subject of a report to Scrutiny at its last meeting, plans are being developed to increase capacity of specialist provision.

Further details about this will be provided when an update on SEND is provided to Scrutiny at a future meeting.

Question 4:

Was the HAF funding for SEND children provided through Bury2gether effectively spent considering the cost of the activities, how many places

were available, how many individual children accessed these places, how many children accessed multiple places, were all children eligible for free school meals and how was this eligibility checked?

Dawn Airey

- *Just prior to the summer holidays, the DFE confirmed that we were able to use some of the HAF Funding to support children with additional needs, rather than those eligible for FSMs.*
- *Bury2Gether made an application which reflected the HAF eligibility of an activity and food.*
- *Due to data protection, we do not have the names of individual children who attended all HAF Sessions, but now that HAF Funding has been confirmed for future years, the Council are looking at a centralised booking and reporting system which will provide this level of detail.*

Question 5:

What is Bury Council's eligibility criteria for a disabled child to have a child in need assessment carried out?

Where is this eligibility criteria document published? (so as to be publicly available to councillors and public alike)

Catherine Black

Thank you for your enquiry. The document explaining access to support on the Children With Disabilities team can be found on the council website. I enclose the link below. It may be helpful to clarify that the accessibility of this document, where it is found and how the contents are presented are matters being considered within the scope of several working groups. I can confirm that members from Bury2gether attend these forums to ensure that such documents are co produced.

<https://www.bury.gov.uk/index.aspx?articleid=11365>

As there are two questions in relation to this, we will review the eligibility criteria in co-production with Bury2gether and add it to the forward plan.

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Children and Young People Scrutiny Committee 04/11/2021

Member Questions Question 1:

Why does Cllr Tariq think that the Let's Do It strategy has been found to have minimal awareness across the Children's Services directorate?

Councillor Nick Jones

The Let's do it! Strategy includes a commitment to hear and engage with all voices in the community, including young people. Children and Young People are at the heart of the strategy including early help within the "Local" principle; education and skills within "Enterprise"; engagement and co-design with young people in "Together" and inclusion within "Strengths".

The LGA peer review recognised the ambition in Bury for children and young people in Bury but fed back that there was work to do to embed the new approach within children's social care practice. Co-production with young people is currently too limited, for example and the current "Compliance" culture in children's social work does not support the flexible and engaging spirit of Let's do it!

A commitment has therefore been made to developing the "Let's" model within the Children and Young People's department, which will be reflected in the improvement plan which has been branded as "Let's do it it ... for children". This will include the further strengthening of Early Help; evaluation and development of the Signs of Safety model (a strengths-based approach to social care); a review of the co-production approach and new tools to align practice with the "Let's" strategic approach such as appreciative enquiry.

In parallel, a broader piece of organisation development work is being planned to similarly reinforce new behaviours amongst all other staff and ensure complementary support across other departments.

Question 2:

What plans and by what date are being put in place to assist Members to strengthen their corporate parenting responsibilities?

Councillor Russell Bernstein

We have an active Corporate Parenting Board. We are holding a Corporate Parenting week – 15th - 19th November, please see the attached timetable. We have invited the elected members to get involved in this. This will include sessions/events every day which the members will be invited to get involved with. The Believe and Achieve Awards will be held that week.

The Members briefing training has been updated and the link sent to all to complete. Following this we increased the number of corporate parenting champions.

We have invited the members of the Corporate Parenting Board to be members of the constituted group for Care Experienced young people and the Virtual School Governing Board. This has increased participation and involvement. Some elected members got involved with supporting the Summer activity programme.

The Corporate Parenting Newsletter will also be sent out this week – this provides an overview of work in the last few months.

I have not completed any separate work other than this general work however we will continue to drive this forward – we need to get the whole of the council on board with the responsibility towards children in care and care leavers. We certainly have a lot to do – NEET, housing, transition to adults etc.

Corporate Parenting Week 2021 – Week commencing 15th November

Did you realise that as an employee of Bury Council or CCG, you are a Corporate Parent of over 350 children and young people of Bury who are currently in care?

Do you know your responsibility as a Corporate Parent?

This week is Corporate Parenting Week in Bury. Please take the time to read and consider your role and how it could change a young person's life for the better.


A Timetable of events are to take place during the week. Please book onto any of the sessions via Jacqui Waite j.waite@bury.gov.uk

Our Children in Care Council have just produced an audio play; we would love you to have a listen.

Timetable of events

Day	Time	Activity	Details	Host
15 th Nov	1030am	What is Corporate Parenting?	<p><i>Drop in session on Teams for all staff to find out what corporate parenting means and why it is so important for everyone.</i></p> <p><i>A chance to find out more and ask questions about anything to do with corporate parenting and children in care.</i></p> <p><i>Learn why Corporate Parenting is for all for Council and CCG staff not just those in Children's services</i></p>	Jacqui Waite and Emma Appleby
15 th Nov	130pm	Corporate Parenting Champions	<i>Teams drop in for current CP champions and anyone</i>	Jacqui Waite and 5 current CP Champions

		<i>Programme</i>	<p><i>interested in finding out more about the champions programme.</i></p> <p><i>Ask current champions about their experience so far.</i></p> <p><i>Find out more and learn about exciting opportunities coming up</i></p>	
<i>16th Nov</i>	<i>10am</i>	<i>Internships and work experience opportunities</i>	<p><i>Teams drop in</i></p> <p><i>Can you offer opportunities in your Team. Find out more about the process and why its important we offer these opportunities.</i></p>	<i>Emma Appleby (others TBC)</i>
<i>16th Nov</i>	<i>5-8pm</i>	<i>Believe and Achieve Awards</i>	<p><i>Glittering Awards Ceremony for Children in Care and Care Leavers</i></p>	<i>By invitation only</i>
<i>17th Nov</i>	<i>1030am</i>	<i>Corporate Parenting and Education</i>	<p><i>Teams drop in to find out more about the work of the virtual school in Bury and</i></p>	<i>Gemma Parkes</i>

			<i>how we support children in care with their education.</i>	
<i>18th Nov</i>	<i>1130- 130pm</i>	<i>Lunchtime learning session (see attached flyer). Fabulous session run by the Children in care.</i>  LTL CP 21.docx	<i>Held at the New Kershaw Centre. This fabulous interactive session will enable people to learn more about what it is like to be in care.</i>	<i>Mike Nichols and the young people from the Children in Care Council</i>
	<i>130- 3pm</i>	<i>Care leaver event</i>	<i>Refreshments and drinks. Visit the Care Leavers Hub and the New Kershaw Centre. Speak to staff, young people and care leavers.</i>	<i>Jacqui Waite</i>
<i>19th Nov</i>	<i>10am</i>	<i>Fostering drop in</i>	<i>Teams drop in to find out more about fostering and adoption in Bury</i>	<i>Emma Newey</i>

SCRUTINY REPORT

MEETING: Children and Young People Scrutiny Committee

DATE: 4th November

SUBJECT: Peer Review of Childrens Services and Response

REPORT FROM: Councillor Tariq, Cabinet Member for Childrens Services

CONTACT OFFICER: Sandra Bruce Assistant Director Early Help and School Readiness

1.0 BACKGROUND

- 1.1 In July 2021, the Executive Director for Childrens Services invited the Local Government Association to carry out a Peer Challenge of Bury's Childrens Services. Peer challenges are delivered by experienced peers and the makeup of the team reflects the focus of the challenge, set out by the Local Authority. Due to the pandemic and restrictions, the Challenge was completed virtually.
- 1.2 The scope of the Challenge was wide ranging and looked at several areas.
- Understanding of levels of need with a focus on consistency of threshold application- between Early Help and Social Care
 - Effectiveness of recruitment of social work staff
 - The impact of quality assurance, management oversight and performance
 - Provision of quality placements for children looked after and care leavers
 - Effectiveness of Corporate Parenting to support children in care and care leavers in achieving good outcomes
 - Effectiveness of, child protection plans, case reviews and case closures including re-referral rates and, repeat child protection plans
 - Capacity within the Council to provide an effective infrastructure for Childrens Services that can deliver transformation and improvement
- 1.3 The fundamental aim of a Peer Challenge is to help Councils and their partners reflect on and improve the impact of services to children and young people. It provides a critical friend to challenge the Council and its partners in assessing their strengths and identifying areas for improvement. The main elements of the challenge were.
- A review of data and key documentation provided by the Council
 - A review of case records – 20 records from across service areas, Early Help, Front Door to Social Care, Initial Response Teams, Child in Need, Child Protection and Looked After Children. Case records were reviewed remotely on 12th June

- Virtual interviews and focus groups. From the week commencing the 12th of July the Peer Challenge team were 'on site' and carried out interviews and focus groups
- The final report was circulated on 2nd September

- 1.4 This report summarises the key findings from the Peer Challenge, both the strengths and issues raised, along with the recommendations. Latterly the report provides an update on how the Council and specifically Childrens Services has responded to findings and the actions it has taken, thus far
- 1.5 At the end of the report is an appendix with a table with some key Childrens Services data to provide a context for members of the current activity across the service

2.0 ISSUES

Findings from the Peer Challenge

2.1 Early Help (Understanding needs and threshold)

Early help is the support provided to families to prevent escalation of children into Social Care Services. Early help is defined in statutory guidance:

Local organisations and agencies should have in place effective ways to identify emerging problems and potential unmet needs of individual children and families. Local authorities should work with organisations and agencies to develop joined-up early help services based on a clear understanding of local needs. This requires all practitioners, including those in universal services and those providing services to adults with children, to understand their role in identifying emerging problems and to share information with other practitioners to support early identification and assessment

A lead practitioner should undertake the assessment, provide help to the child and family, act as an advocate on their behalf and co-ordinate the delivery of support services. A GP, family support worker, school nurse, teacher, health visitor and/or special educational needs co-ordinator could undertake the lead practitioner role

Local areas should have a comprehensive range of effective, evidence-based services in place to address assessed needs early.

In addition to high quality support in universal services, specific local early help services will typically include family and parenting programmes, assistance with health issues, including mental health, responses to emerging thematic concerns in extra-familial contexts, and help for emerging problems relating to domestic abuse, drug or alcohol misuse by an adult or a child.

- 2.2 In Bury, as with other Greater Manchester Authorities and in line with guidance, early help is seen as an approach both delivered by partners as well as some resource sitting within the Council. Council early help is delivered through three Locality Early Help teams covering the Borough, each is linked to clusters of schools and nurseries -this allows the teams to build relationships

with those providers who see and work with most children and families and have the most regular contact with them.

At any one time there are approximately 1000 children supported through early help, with 60% of cases being led by council staff and 40% led by other partners (some with support from council practitioners)

At the heart of Bury's early help offer is the Team Around the School approach, a validated approach developed through the Stockport Family Model and being implemented across several Greater Manchester councils. This approach links early help practitioners with schools to develop strong relationships and hold regular Team around the School meetings which are used to determine support for families, as needs emerge. This builds on our schools being a universal provider for all children and ensures that needs are met at the earliest possible opportunity.

- 2.3 The Peer Challenge found that Bury has real ambition around its investment in early help to reduce long term demand on social care services and the approach fits well with the Bury 2030 Strategy, delivering services locally and through relationships with families and strengthening communities. This approach was launched in November 2019, 5 months prior to full lockdown and the Peer Challenge recognised that this had impeded some progress in developing the relationships with schools and in the community to deliver this at pace. Currently 60 schools are involved but this is growing as the locality teams reach out and make links with their school clusters. As schools opened again in September we have been reaching out and working with them to try to identify and support families who have emerging needs at the earliest opportunity.
- 2.4 The Peer team also provided challenge around some specific areas. It suggested the Council review how it targets its early help resource and determine whether this is having the impact on reducing demand on social care. It questioned whether partners were confident in taking on the role of lead with families and if not, why this was the case and how this could be supported. The team suggested the Council review the interface between early help and referral into social care both in terms of how threshold for access to higher needs services was being applied and whether it was understood across the partnership and, clarity on how families step up into social care or, step down to early help once the service from social care ends.
- 2.5 **Social Work Practice. Children in Need, Children in Need of Protection and Looked After Children**

This part of the challenge reviewed how families are referred into social care as well as the quality of practice. In Bury, families are referred through a single point of access called the Multi Agency Safeguarding Hub (MASH) Prior to the pandemic the MASH was located in Bury Police Station and included police, social workers, education welfare, health practitioner and business support but, it experienced a significant level of disruption through the pandemic with staff having to leave the station and work from home. The strength of any MASH is, in part the relationships created when professionals of different disciplines sit together and reflect on decisions and approach, in response to contacts concerning some of Bury's most vulnerable children including those who require immediate protection.

- 2.6 Despite this the peer challenge team saw effective partnerships in the MASH and noted that systems had been streamlined and most cases were dealt with in one day. The Team saw some good examples of the application of the social work practice model -Signs of Safety which is a strength-based model of intervention that looks to what is working well in families, building on those assets rather than applying a deficit approach which focuses on what is going 'wrong'. The Peer Challenge saw that there were development sessions happening with social workers to embed this way of working and this was reflected to the team in some of the focus groups and discussions.

There were also challenges highlighted. The Peer team saw high caseloads which can impede practitioners' ability to practice well, as the volume of work can force practitioners to react rather than to reflect and plan more effectively with families which can result in some delays for children. Ultimately high case loads can result in children remaining in harmful situations for longer.

- 2.7 The peer challenge found that Bury has high aspirations for its children in care and benefits from a workforce that is passionate and highly motivated. Pockets of innovative practice were seen, and services were deemed generally effective. The peer team however offered some challenge in respect of advocacy for children in care and the need for members to strengthen their understanding of corporate parenting responsibilities, including induction arrangements.
- 2.8 Whilst there was evidence of good working relationships between the Council and other partners in meeting the needs of children in care, there was a challenge made in respect of the offer to children leaving care and of the insufficient housing available to them- care leavers told the Peer team that they did not always feel safe in their housing provision. The Team challenged the Council on how it develops its commissioning arrangements together, to secure better provision.

2.9 **Quality Assurance, Management Oversight and Performance Management**

Every Childrens Services develops its Quality Assurance and Performance Framework which builds in processes that allows practitioners, managers, and senior leaders to track data and measure improvements in outcomes for children. Alongside this, Childrens Services also has a quality assurance approach which usually includes, case auditing, direct observations, tracking of recommendations and learning spaces to reflect and improve practice, based on findings. In Bury, both across early help and social care there is a programme of case audit, thematic audit, and moderation of audit. Audits are all awarded a grading based on Ofsted regulatory descriptions and all this information is reviewed monthly by the strategic leads.

The Peer Challenge team recognised that Bury was carrying out all 'expected' activity as well as moderating and tracking improvement. However, they challenged Bury on the need to further strengthen its approach to service improvement and performance management. The review encouraged better use of performance data to drive improvement and respond to the need to improve analysis and insight derived from data which the Council needs to provide through the corporate core. The team recognised that work is underway to develop the corporate core approach to provide necessary data, including the development of geographical profiles as well as the strength of the developing data information group which sits under the Children Strategic

Partnership Board but advised that this was not yet mature. The Team found there was a greater culture of compliance rather than quality.

Additionally, the team encouraged the council to ensure members are better informed and aware of social care performance. It welcomed the development of the new Children and Young Peoples Scrutiny Committee

2.10 Recruitment and Retention of Social Workers

The Peer Team noted that Bury has many impressive people at middle and team manager level across all services. Their support is appreciated by social workers. Social workers told the team that they stay in Bury because they value the support from their managers and peers. In addition, they value the networks they can form working in a small authority. Whilst Bury can recruit newly qualified social workers often due to them completing final placements in Bury and wanting to stay, however as with other local Authorities locally and nationally, recruitment and retention of good social workers is challenging and those leaving the authority talked of high caseloads and the feeling that they cannot do their best job.

Whilst the new social work model, signs of safety provides the opportunity to develop strength-based approaches to practice, high caseloads can result in frustration for workers in trying to adopt new models of working whilst under pressure. The peer team challenged Bury to develop a more vigorous and proactive approach to recruitment which will require support from the corporate core. There is a competitive market across the Northwest and the challenge for Bury is to develop a recruitment strategy that leads to a compelling offer, supported by agile and effective recruitment processes

2.11 Capacity for Transformation and Infrastructure

The peer team recognised the commitment from the Chief Executive and Director to improve Childrens Services and the role of partners in transformation. The challenge from the peer team was to give greater prominence to social care within the Let's Do It approach for children as well as a greater focus on educational attainment. The Peer team found little awareness across the services of the Let's Do It strategy and more specifically in how vulnerable children are supported through this approach. The challenge is to define the journey and the narrative for Childrens Services within the wider strategic intent with a suggestion made by the Peer Team to do this through the development of a system wide Transformation Board.

2.12 Recommendations from the Peer Challenge

The Peer Challenge Team distilled the findings into short term and longer-term priorities for consideration

Early Priorities

- Review All Child in Need and Early Help cases to identify risks and cases that can be closed – to be completed with some urgency
- Work across the partnership to review the Childrens Threshold Document to ensure common understanding

- Provide sufficient Business Support to enable managers and social care professionals to focus on core roles and statutory duties
- Work with colleagues in the corporate core to establish flexible approaches which will allow for more speed in progressing key processes
- Take a more proactive approach to recruitment and retention to strengthen Burys competitive advantage in the workplace
- Establish a Children's Transformation Board with an independent chair and an improvement plan to hold the system to account and track progress

Longer Term Priorities

- Develop a communication programme for all staff and partners to enhance engagement at all levels and give clarity on the direction of travel
- Refine the narrative on approach, operating models and philosophy. This should be wider, strength-based model that incorporates and goes beyond the Signs of Safety model of practice
- Evaluate the effectiveness and impact of early help
- Continue to develop the approach to Quality Assurance moving from a focus on compliance to one of improved quality- working with staff to drive better outcomes and practice
- Enhance performance and information systems and provide additional analytical capacity to develop greater insight and understanding of service performance
- Consider how the independent scrutineer role for the Integrated Safeguarding Partnership is progressed
- Strengthen the corporate parenting board and provide additional opportunities and support to Councillors to challenge and be champions for children and young people such as through the new Scrutiny Committee
- Build on the work of the Children in Care Council to give children and young people more opportunity to be involved in design and co-production of service development
- Give additional attention to improving the quality, safety and quality of accommodation for care leavers

2.13 Response to the Peer Challenge

The Chief Executive, Lead Member and Executive Director accepted the findings of the review, and the Children's Senior Leadership Team has started work on early priorities to offer reassurance and to start to make the improvements needed to secure better outcomes for children

2.14 Transformation Board

The transformation Board has been developed and had its first meeting on 16th September. An independent chair has been appointed and the first Board agreed the terms of reference and membership. A draft delivery plan has been developed and the Board will meet again on 21st October to review progress and sign off immediate actions.

2.15 Early Help and Child in Need -Case Reviews

On the 10th of August all senior leads including an external improvement lead met to sample every child in need and early help case. In early help -all families open to the council locality team were sampled. This equated to 149 families. The audit team co-located to enable live discussion about cases where there were different views on how threshold for a service was being applied. The lead for practice improvement also reviewed cases across the cohort to provide an independent view on the application of threshold.

The same methodology was applied to children receiving support through child in need. This equated to a review of 141 families.

Some findings:

- There was **no** evidence of significant safeguarding concerns which required escalation into child protection services
- When early help is accessed via the locality teams through nurseries, schools or other professionals there was evidence of both appropriate support at the right level and evidence of positive impact on outcomes for children
- When early help is provided through step down from a referral into MASH or from a case already opened in social care – there was evidence that for some children they would be better supported through a social work assessment and child in need plan and were stepping down too quickly
- There was evidence that children subject to child in need plans can sometimes experience delay, as other higher risk cases are prioritised by workers
- There was some evidence that high caseloads impact on the quality of some practice
- Although there are some good examples of childrens voices being visible; this is not consistent and needs to be a priority.
- The quality of recording needs to improve with some case recording being described as brief and not always telling the story for children and families

2.16 In response to the findings the senior leadership team across early help and social care has driven change at pace:

- There has been a complete refresh of the MASH -the operating model, the workflow and the profiles of members
- Working with partners the MASH team has again safely co-located and where this has not been possible a more robust system is in place to ensure dynamic discussions and decision making across partners
- Early help managers are now co-locating in the MASH three times a week to support decision making especially in decisions about step-up and step-down
- The step-up and step-down protocol has been reviewed and refreshed to clarify the arrangements between early help and social care
- A sampling of all closed cases has been completed from between April to September 21, by senior leads and by the independent improvement lead to reassure that children have received the right help at the right level
- Weekly sampling of MASH contacts is now completed to maintain management oversight and grip of practice

- Weekly reflection time is now built into the MASH operation to support practitioners to align threshold and reflect on practice to drive improvement and better outcomes for children
- The Multi agency steering group for the MASH has been reset and will meet at the end of October to review the changes and agree refreshed terms of reference

2.17 Recruitment and Retention

To deliver better services for children there is a requirement to reduce caseloads. To reduce caseloads initial investment is required to build capacity to allow good practice to flourish. A short-term solution is to introduce two project teams into the Safeguarding Service and the Initial Response Service to work with families to reduce their reliance and need for social work support and help them to receive the support from universal services through an early help approach. It is envisaged that the two teams will work for 6 months to stabilise the system. This will also allow the Initial Response Teams to align with the locality early help teams and work with family and communities to better understand how children's needs can be met within their own neighbourhood and reduce the demand on centralised services. This will reflect the journey Bury is on through its Let's Do It Strategy to build capacity in community and reduce demand. Moving more resource into locality will enable practitioners to build local networks, understand local need and respond more effectively to reduce family distress. It will also provide a context for relationships between statutory services and early help to work more collaboratively and avoid escalation to what is both high costs and intrusive social care services. Families and children are best cared for in their own families with the least intervention where this is safe to do so.

As we reduce the demand in the system and stabilise the workflow it will allow us to move to recruitment with a clearer narrative and more compelling proposition that the Let's Do It approach can provide. We have appointed and embedded the new team into the safeguarding service and the team to support IRT will start on 8th November. A focus on Recruitment and Retention is a key focus of the Delivery plan and board.

2.18 Quality Assurance

The quality assurance framework has been refreshed and reflects an approach across all practitioners in children's services, early help, social care and education. The audit and reporting mechanisms have been reviewed with senior leads and we are reflecting on how we move from a compliance culture to a quality organisation where good practice, ideas and innovation can flourish.

Whilst we will continue to drive performance around key indicators, we have introduced greater autonomy alongside clear expectations on team managers and service managers to know their own services well, to build in greater thematic auditing around key practice 'hot spots' and learning cycles so that teams are involved in dynamic discussions every week about what is working and how they will resolve issues. We are at the start of this journey and will seek to test this out over the next quarter and launch across the Directorate from April 2022

2.19 Threshold Document

The Bury Integrated Safeguarding Partnership is responsible for the determination of how thresholds for service provision apply. A small multi agency working group has already refreshed the document and this will be presented to the Strategic Safeguarding Partners in November with a view to developing an implementation plan across the partnership to support this simplified approach to assessment needs and to developing strength based and relational approaches to decision making for families, rooted in the concept of the Let's Do It approach for children

3.0 CONCLUSION

The Peer Challenge has afforded the Council, its partners and children services the opportunity to reflect on the quality of its offer to children and families and there is an appetite and energy to reform and transform services to make the improvements needed. Whilst there are different and specific needs across Bury's children, the senior leadership team is working to ensure that priorities falling out of the review contribute to a coherent transformation plan. There is also a commitment to place children, young people and their families at the heart of shaping this development. The Peer Challenge is another element of our journey that has allowed us to test out our approach and to understand and celebrate our strengths but to challenge ourselves to do better

3.1 The start of the work on the early priorities is now underway with some tasks already completed. The focus will now move to the longer term actions outlined by the Peer Challenge:

- Developing the care leaver offer – Through the Corporate Parent Board we will review the offer and specifically focus on improving the accommodation available to young people
- Co-production- As we develop services, we will be seeking to involve families, children and young people to inform and produce with us. This will be supported through the new Co-production subgroup of the Children Strategic Partnership Board
- Embed the new Quality Assurance approach and seek further peer support in testing out our progress and impact on children's outcomes and ensure that our new Quality Assurance Approach drives the quality of practice.
- Review our workforce approach -working across the partnership to develop models of intervention together to provide an integrated response to need locally
- Develop our communication strategy so that the work and progress is celebrated and leads to a strengthened and better understood narrative or our vision and intention for children and young people in Bury
- Finally to build a stable high performing workforce that positively impacts on the outcomes for Bury's most vulnerable children

3.2 Committee members are asked to consider and comment on the information provided in this report

List of Background Papers: -

Contact Details: -

Sandra Bruce, Assistant Director -Early Help and School Readiness
Sandra.bruce@bury.gov.uk

Executive Director sign off Date: _____

JET Meeting Date: _____

Appendix

Childrens Data

SCRUTINY REPORT**MEETING:**

Children and Young People Scrutiny Committee

DATE: 4 November 2021

SUBJECT: Demand for School Places

REPORT FROM: Councillor Tamoor Tariq, Cabinet Member for Children and Education Services

CONTACT OFFICER: Paul Cooke
Strategic Lead (Education Services)

1.0 BACKGROUND

- 1.1 This paper sets out the position with regards to the supply of school places across the borough, looking at forecast demand for the next five years across both primary and secondary schools.
- 1.2 The Council is under a statutory duty to ensure sufficient, high quality school places to meet the needs of its resident population. In order to meet this duty, the Council utilises health data to understand birth rates at a very localised level; factors potential growth in numbers from residential development; and considers the demand for places in maintained schools and academies, specific demand for places in faith schools, and the level of demand for places in private and independent schools. Taken together, this sets out a clear picture of future demand for school places, both boroughwide, and in local communities.

2.0 KEY ISSUES

- 2.1 The key messages in respect of pupil place planning are:
 - There are challenges around capacity to meet resident demand (statutory duty) for places in mainstream secondary schools.
 - There are challenges in ensuring sufficient capacity of places in schools judged good or better in both primary and secondary – the number of schools, and proportion of pupils in schools rated by Ofsted as Requires Improvement or Inadequate is higher than national and regional averages
 - Without a change in population trends, schools will experience falling rolls over the next 5 years, initially impacting on primary schools, but also secondary schools in later years.

- There remains localised pressures that include: sustained demand for places in some parts of the borough and an increased level of residential development, specifically on brownfield sites in Radcliffe in the short to medium term, which will see localised population growth.
- The new secondary school in Radcliffe will respond to some of these localised pressures, opening in 2024, initially admitting year 7 pupils, before being fully operational by 2028.
- There continues to be popularity versus demand pressures (ie. popular schools remain oversubscribed but places may exist in neighbouring schools)
- The status of “Places for Everyone” (formerly the Greater Manchester Spatial Framework), and the potential for significant residential development on a small number of sites, has the potential to result in significant population growth in local areas, and an associated increase in demand for school places, but over an extended timeframe. Forecasts in this paper do not factor the impact of these development sites. A separate paper modelling the potential impact of these sites has been produced to sit alongside various other planning documents. A copy of this is attached at Appendix 1.

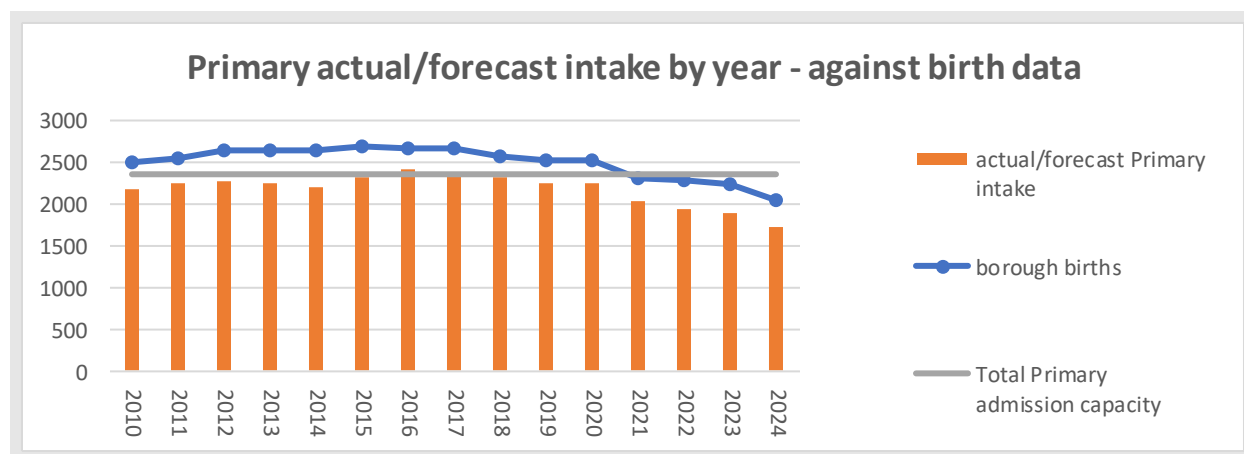
3.0 Background

- 3.1 Historically, pupil number forecasts have proven to be highly accurate, which has informed the effective management of the supply of school places over many years.
- 3.2 The forecasting methodology uses live birth data from the Health Service which enables identification of children at a postcode level. Various factors are applied to consider drop off rates between birth and statutory school age; the proportion of children that will typically attend private/independent schools; and the level of growth from residential development.
- 3.3 This forecasting has been aided by the relatively stable population in the borough over a significant period of time. Birth rates have been in steady decline over a number of years, albeit balanced by modest growth from families moving into the area, occupying new properties.
- 3.4 Historically, the supply of new housing across the borough has been consistent at approximately 300/400 dwellings per year, and this has acted as a constraint to any significant population growth, which in turn has limited the demand for school places.
- 3.5 If this scale of housing development continues, pupil number forecasts show that demand for school places will continue to fall as the impact of the falling birth rate outstrips any population increases from housing growth. This pattern saw a peak intake into primary schools in 2016/17, and with intakes into secondary schools expected to peak in 2023/24, falling thereafter.
- 3.6 Only if the scale of housing development increases significantly, or if there is a significant change in the birth rate, will this trajectory of falling rolls be arrested. However, any impact from either of these factors would take time to influence the demand for school places.

- 3.7 It is important to note that, even with the current birth rate and scale of housing development, the demand for school places is not consistent across the borough:
- In the North of the borough, an aging population results in a greater decline in the numbers of children and young people;
 - In East Bury there has been significant inward migration, resulting in demand being sustained;
 - And, in the South of the borough the Jewish community continues to grow, although that community is largely served by private and independent schools, as well as provision in neighbouring Manchester and Salford.
- 3.8 Additionally, residential growth which has occurred in recent years, or has secured planning permission for development, has largely been limited to a small number of brownfield sites, many of which are in Radcliffe or the immediate vicinity, and are therefore not impacting across the borough as a whole.
- 3.9 The Council's statutory duty in respect of sufficiency of places relates to its resident population. The borough continues to attract families into its schools from other local authority areas, particularly in the secondary sector. This is currently putting pressure on schools whilst the resident population remains high, and will go some way to mitigate any decline in demand from the residential population in future years. This feature is at risk as neighbouring local authorities establish new secondary school provision.
- 3.10 The development sites contained within the Places for Everyone strategy have the potential to create significant population growth and not only mitigate any reduction in current forecasts of pupil place demand, but significantly increase the demand for school places. However, there remains uncertainty about the delivery of these development sites, and it seems unlikely that new developments will begin to deliver new housing at scale over the next 5 years.
- 3.11 A separate paper has been produced to look at the cumulative effect of the development sites identified in the Places for Everyone strategy on the supply and demand for school places. This demonstrates the need for a number of new Primary schools, and additional secondary school capacity, if all the sites came to fruition. This is attached at appendix 1. The forecasts shown in this paper do not include demand generated from these potential development sites as previously explained in section 2.

4.0 Primary School Demand

- 4.1 The graph below illustrates the correlation between live birth data and primary intakes. The small but steady growth in birth rate since the mid 2000's has sustained the current model of provision for the last 15 years. However, from 2016, this pattern has shifted to a downward trend which is forecast to continue.
- 4.2 The Borough births are based on information obtained from Bury Health data.



4.3 Primary Allocations for Reception 2021

PLANNING AREA	ADMISSION NUMBER	NO. PLACES ALLOCATED	NO. VACANCIES	% SURPLUS ADMISSIONS
Ramsbottom, Tottington & North Manor	405	302	103	25%
Bury West	315	272	43	14%
Bury East	465	422	43	9%
Radcliffe	425	343	82	19%
Whitefield/Unsworth	381	313	68	18%
Prestwich	375	345	30	8%
TOTAL	2366	1997	369	16%

For children who started Primary school, last month, in September 2021, a total of 2053 applications were received from Bury residents. 94.3% of parents received their 1st preference school, with 99.5% receiving a school of preference. The remaining 0.5% of children received an alternative offer of a school.

4.4 Forecast Primary Numbers

4.4.1 For Primary schools this shows the impact of falling intakes from 2017 will begin to have a significant impact on overall primary pupil numbers over time.

4.4.2 As can be seen in the table below the primary cohort in Bury schools is expected to shrink by circa 1500 over the next four years

	2022		2023		2024		2025	
	Intake	Roll	Intake	Roll	Intake	Roll	Intake	Roll
Ram, Tott & North Manor	301	2539	325	2436	230	2278	230	2121
Bury West	272	2022	227	1923	219	1822	219	1744
Bury East	406	3068	415	3027	390	2956	390	2897
Radcliffe	340	2574	297	2463	308	2393	308	2327
Whitefield & Unsworth	305	2359	308	2308	291	2241	291	2179
Prestwich	304	2341	316	2297	281	2240	281	2191
TOTAL	1928	14903	1888	14454	1719	13930	1719	13459

4.5 Forecast Primary Numbers (by planning areas)

The following tables reflect how the falling rolls impact on the different pupil place planning areas. As stated above the most significant impact can be seen in the Ramsbottom, Tottington and North Manor, with second largest impact in primary numbers in Radcliffe.

4.5.1 Ramsbottom, Tottington and North Manor

FORECAST NO'S	2022		2023		2024		2025	
	Intake	Roll	Intake	Roll	Intake	Roll	Intake	Roll
Admission Intake Capacity and Total Roll Capacity based on PAN	405	2835	405	2835	405	2835	405	2835
FORECAST NO'S	301	2539	325	2436	230	2278	230	2121
SURPLUS NO'S	104	296	80	399	175	557	175	714
SURPLUS %	26%	10%	20%	14%	43%	20%	43%	25%

Number of vacancies currently per year group in Ramsbottom, Tottington & North Manor						
R	Y1	Y2	Y3	Y4	Y5	Y6
68	40	31	29	2	23	35

4.5.2 Bury West

FORECAST NO'S	2022		2023		2024		2025	
	Intake	Roll	Intake	Roll	Intake	Roll	Intake	Roll
Admission Intake Capacity and Total Roll Capacity based on PAN	315	2175	315	2175	315	2175	315	2175
FORECAST NO'S	272	2022	227	1923	219	1822	219	1744
SURPLUS NO'S	43	153	88	252	96	353	96	431
SURPLUS %	14%	7%	28%	12%	30%	16%	30%	20%

Number of vacancies per year group in Bury West						
R	Y1	Y2	Y3	Y4	Y5	Y6
33	30	28	12	6	1	21

4.5.3 Bury East

FORECAST NO'S	2022		2023		2024		2025	
	Intake	Roll	Intake	Roll	Intake	Roll	Intake	Roll
Admission Intake Capacity and Total Roll Capacity based on PAN	465	3170	465	3170	465	3170	465	3170
FORECAST NO'S	406	3068	415	3027	390	2956	390	2897
SURPLUS NO'S	59	102	50	143	75	214	75	273
SURPLUS %	13%	3%	11%	5%	16%	7%	16%	9%

Number of vacancies per year group in Bury East						
R	Y1	Y2	Y3	Y4	Y5	Y6
29	15	2	1	3	1	20

4.5.4 Radcliffe

FORECAST NO'S	2022		2023		2024		2025	
	Intake	Roll	Intake	Roll	Intake	Roll	Intake	Roll
Admission Intake Capacity and Total Roll Capacity based on PAN	425	2975	425	2975	425	2975	425	2975
FORECAST NO'S	340	2574	297	2463	308	2393	308	2327
SURPLUS NO'S	85	401	128	512	117	582	117	648
SURPLUS %	20%	13%	30%	17%	28%	20%	28%	22%

Number of vacancies per year group in Radcliffe						
R	Y1	Y2	Y3	Y4	Y5	Y6
51	65	53	48	18	45	28

4.5.5 Whitefield & Unsworth

FORECAST NO'S	2022		2023		2024		2025	
	Intake	Roll	Intake	Roll	Intake	Roll	Intake	Roll
Admission Intake Capacity and Total Roll Capacity based on PAN	381	2590	381	2590	381	2590	381	2590
FORECAST NO'S	305	2359	308	2308	291	2241	291	2179
SURPLUS NO'S	76	231	73	282	90	349	90	411
SURPLUS %	20%	9%	19%	11%	24%	13%	24%	16%

Number of vacancies per year group in Whitefield & Unsworth						
R	Y1	Y2	Y3	Y4	Y5	Y6
28	33	21	24	18	18	16

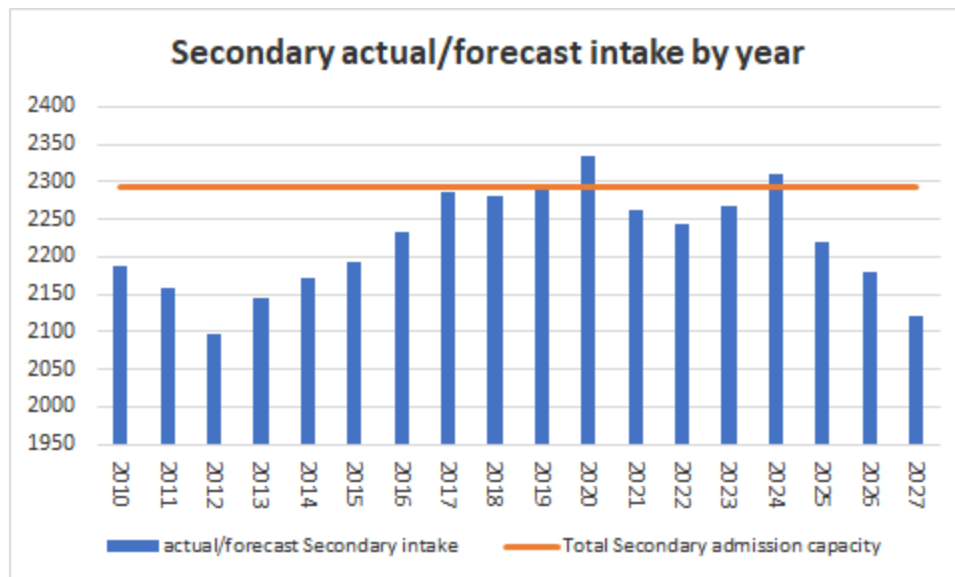
4.5.6 Prestwich

FORECAST NO'S	2022		2023		2024		2025	
	Intake	Roll	Intake	Roll	Intake	Roll	Intake	Roll
Admission Intake Capacity and Total Roll Capacity based on PAN	375	2535	375	2535	375	2535	375	2535
FORECAST NO'S	304	2341	316	2297	281	2240	281	2191
SURPLUS NO'S	71	194	59	238	94	295	94	344
SURPLUS %	19%	8%	16%	9%	25%	12%	25%	14%

Number of vacancies per year group in Prestwich						
R	Y1	Y2	Y3	Y4	Y5	Y6
31	46	31	28	2	11	5

5.0 Secondary School Demand

5.1 The graph below illustrates actual and forecast intakes from 2010 to 2027.



5.2 There are particular hotspots where the secondary demand for school places is currently greater than the number of places available. In response, a number of schools have increased their admission number utilising the flexibility in the admissions code and where there is sufficient capacity to do so. None of these increases are permanent and can be scaled back over time as demand permits, and potentially, as the new secondary school in Radcliffe comes on-stream from 2024 onwards.

5.3 For those transferring to secondary school in 2021, a total of 2,316 applications were received from Bury residents. Of these, 86% of parents received their 1st preference school with 97.3% receiving a school of preference. The remaining 2.7% of children received an alternative offer of a school.

5.4 It is important to note that in both Primary and Secondary, all Bury residents were offered a school place.

5.5 OVERALL SECONDARY SCHOOL INTAKE

SCHOOL (Planning Areas in <i>italics</i>)	ADMISSION NUMBER 2021/22	NO. ALLOCATED Y7 PLACE SEP 2021 (INC. SUCCESSFUL APPEALS)	% SURPL US ADMIS SION	ADMISSION NUMBER CAPACITY	TOTAL NO. APPEALS HEARD FOR 20- 21/NO. APPEALS ALLOWED	NO. ON ROLL MAY 2021
HAZEL WOOD (BURY NORTH)	120*	144	0%	600	34/10	659
BURY CHURCH (BURY VA)	162	162	0%	780	26/1	833
UNSWORTH (BURY SOUTH)	187*	210	0%	935	17/0	882
M.MESIVTA (BURY VA)	40	69	0%	215	0/0	186

PARRENTHORN (BURY SOUTH)	210	204	3%	840	38/4	974
PHILIPS (BURY SOUTH)	176*	185	0%	880	24/0	885
THE HEYS (BURY SOUTH)	172	104	40%	860	0/0	683
ST.GABRIELS (BURY VA)	210	212	0%	1050	32/1	1062
ST.MONICAS (BURY VA)	230	230	0%	1110	11/0	1131
THE DERBY (BURY NORTH)	180*	194	0%	900	128/13	923
THE ELTON (BURY NORTH)	200	205	0%	1000	75/7	1032
TOTTINGTON (BURY NORTH)	195	168	14%	975	9/1	926
WOODHEY (BURY NORTH)	210*	231	0%	1050	33/6	1126
TOTAL	2292	2318	0%	11195	427/43	11302

5.6 SECONDARY SCHOOL FORECASTS FOR ALL SCHOOLS IN CURRENT PLANNING AREAS

The forecasts below are based on existing numbers and existing capacity within current Bury Planning areas.

5.6.1 BURY NORTH – (HAZEL WOOD, DERBY, ELTON, TOTTINGTON, WOODHEY)

PUBLISHED ADMISSION NUMBER – 905 TOTAL ADMISSION CAPACITY – 4525				
INTAKE YEAR	FORECAST INTAKE	% SURPLUS INTAKE	FORECAST NO. ON ROLL	% TOTAL SURPLUS
2022/23	958	0%	4751	0%
2023/24	996	0%	4816	0%
2024/25	950	0%	4791	0%
2025/26	926	0%	4762	0%
2026/27	903	0.2%	4734	0%
2027/28	875	3.3%	4651	0%

5.6.2 BURY SOUTH – (UNSWORTH, PARRENTHORN, PHILIPS, THE HEYS)

PUBLISHED ADMISSION NUMBER – 745 TOTAL ADMISSION CAPACITY – 3515				
INTAKE YEAR	FORECAST INTAKE	% SURPLUS INTAKE	FORECAST NO. ON ROLL	% TOTAL SURPLUS
2022/23	671	9.9%	3424	2.6%
2023/24	680	8.7%	3419	2.7%
2024/25	644	13.5%	3349	4.7%
2025/26	637	14.5%	3315	5.7%
2026/27	632	15.2%	3265	7.1%

2027/28	639	14.2%	3233	8%
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5.6.3 VOLUNTARY AIDED – (BURY CHURCH, MESIVTA, ST.GABRIEL’S, ST.MONICA’S)

PUBLISHED ADMISSION NUMBER – 642 TOTAL ADMISSION CAPACITY – 3155				
INTAKE YEAR	FORECAST INTAKE	% SURPLUS INTAKE	FORECAST NO. ON ROLL	% TOTAL SURPLUS
2022/23	639	0.5%	3203	0%
2023/24	634	1.2%	3183	0%
2024/25	625	2.6%	3164	0%
2025/26	616	4%	3143	0.4%
2026/27	586	8.7%	3100	1.7%
2027/28	575	10.4%	3036	3.8%

5.6.4 ALL SCHOOLS

PUBLISHED ADMISSION NUMBER – 2292 TOTAL ADMISSION CAPACITY – 11195				
INTAKE YEAR	FORECAST INTAKE	% SURPLUS INTAKE	FORECAST NO. ON ROLL	% TOTAL SURPLUS
2022/23	2268	1%	11378	0%
2023/24	2311	0%	11418	0%
2024/25	2219	3.2%	11304	0%
2025/26	2179	4.9%	11220	0%
2026/27	2122	7.4%	11099	0.9%
2027/28	2089	8.9%	10920	2.5%

6.0 Summary

6.1 Mainstream Provision

- 6.1.1 National guidance suggests that local authorities should maintain some surplus capacity in order to satisfy parental demand and meet any growth in demand, but that this should be no more than 10% of total capacity. The LA has a statutory duty to ensure that there are sufficient school places for primary and secondary education in their areas, and the DfE expects LAs to manage the school estate efficiently and to reduce or find alternative uses for surplus capacity to avoid detriment to schools’ educational offer or financial position.
- 6.1.2 At individual school level, there is more scope for parental preference to influence demand for places, so that even were overall demand for places in an area remains high, individual schools may be adversely affected by low intakes. This is an important consideration in balancing the supply and demand of schools places.
- 6.1.3 The Council is also under a duty to ensure high quality places, and in seeking to add additional capacity, or remove surplus capacity, the Council must consider how this promotes greater access to high quality school places.

6.2 Primary Provision

- 6.2.1 Based upon current pupil forecasts for primary schools over a five year planning window, the levels of surplus capacity will increase to unsustainable levels in most areas of the Borough.

- 6.2.2 In the north of the borough, Ramsbottom, Tottington and North Manor, primary intakes have peaked and are now falling, and the level of surplus capacity for the area will increase from current 10%, to a forecast of 25% by 2025.
- 6.2.3 In Bury West area, the popularity of schools has grown over recent years and the majority of the schools are operating near to capacity. However, Intake numbers will peak in 2022 then decrease steadily until 2025. Surplus capacity in this area is currently 7%, rising to 20% by 2025.
- 6.2.4 Bury East has been a particular 'hot spot' due to the high demand for places, largely as a result of inward migration. Forecasts indicate that demand will remain high.
- 6.2.5 In the Radcliffe area, there is currently 13% surplus capacity, and this is forecast to increase to 22% by 2025.
- 6.2.6 In Whitefield and Unsworth, forecasts suggest a steady decline in demand. Overall surplus capacity in the area is currently 9% rising to 16% by 2025.
- 6.2.7 In Prestwich schools, forecasts indicate a steady decline in demand, with the current 8% surplus capacity rising to 14% by 2025.

6.3 Secondary Provision

- 6.3.1 Demand for Secondary pupil places has continued to rise, not yet having been impacted by the drop in demand seen in primary schools. Forecasts indicate a peak in 2023. Use of flexibility with admission numbers has created temporary capacity that can be removed as demand begins to drop away.
- 6.3.2 It is anticipated that as boroughwide demand drops, these flexibilities will be removed to co-incide with the opening of the new school in Radcliffe so as not to introduce unnecessary capacity as the new school establishes itself.

7.0 Commentary

- 7.1 Whilst demand for Secondary school places is likely to sustain current capacity for some time, for Primary schools, there is likely to be surplus capacity. This, particularly when concentrated in geographical clusters, can present financial challenges if schools are carrying a high proportion of surplus places.
- 7.2 Without the certainty of residential/population growth across the borough, the demand for places in Primary Schools will fall to a level which will require a proactive approach to reduce capacity in order to support the ongoing viability of a number of schools, and ensure a sustained and thriving family of schools.
- 7.3 It is important to note that the Council, whilst modelling to understand the impact of new development sites identified in Places for Everyone, cannot rely on these sites in its planning assumptions until it is clear that those sites will be developed, and the timescales for development are fully understood.
- 7.4 Typically the Council should be aiming to maintain up to 5% surplus capacity to provide flexibility, but with no more than 10% surplus overall.
- 7.5 The LA has a statutory duty to ensure that there are sufficient school places to meet its resident population, and the DfE expects LAs to manage the school estate efficiently and to reduce, remove or find alternative uses for surplus

capacity to avoid detriment to schools' educational offer or financial position. Effective strategic place planning ensures a sufficiency of places which meet the needs of all children and young people, with sufficient school places across all key stages in schools judged good or better by Ofsted, across the range and type of maintained school places including specialist provision to support vulnerable pupils.

- 7.6 The educational landscape is changing and the local authority role is becoming increasingly a facilitation role, working within a diverse and autonomous school system with a focus on the quality assurance of school to school support and intervention. This means that in exercising its duty in respect of pupil place planning and school organisation, the Council must work with partners who have a common interest but who are not under the same statutory duty. This includes Diocesan Authorities and Multi-Academy Trusts.
- 7.7 Academies now make up a sizeable proportion of the available school places across the borough, making a significant contribution to the Council ambitions to provide sufficient high quality places.
- 7.8 Whilst the Council does not have the statutory powers to make changes in Academies, it will work with Academy leaders to consider appropriate measures to ensure sustainability across all sectors. This will also extend to working with Diocesan Education Authorities when considering the impact on faith schools
- 7.9 The local authority can take action, or propose action to reduce the overall capacity of school places, and/or improve the sustainability and viability of schools in a number of ways:
- Reduce published admission numbers at one or more schools – this may be accompanied by the temporary or permanent removal of buildings to reduce the physical size of a school
 - Introduce collaborative arrangements between schools to reduce staffing and support costs – this could be achieved through executive leadership models and/or federations
 - Structural changes to school provision – this could include school amalgamation proposals or school closure
- 7.10 In considering any of these measures, the Council must have regard to the impact on the sustainability and viability of individual schools, and all schools, must ensure that it does not detrimentally affect access to high quality places, that parental preference for places at individual schools is not adversely affected, and that the proportion of places in faith schools is maintained wherever possible.
- 7.11 For all schools there is a need to consider the appropriateness of admission numbers in the context of demand for places, physical capacity of buildings and class organisation. A number of schools function with admission numbers that are at odds with organisation of classes of no more than 30 pupils, particularly at Key Stage 1 where infant class size legislation applies. In seeking to address these inconsistencies, it is possible to improve the viability of some schools by more efficient class organisation, whilst also removing capacity through the regularisation of admission numbers.

- 7.12 If overall planning of school places and capital investment in buildings is to be effective, it is essential that wherever possible this is aligned to an effective class organisation, based on an appropriate admission number.
- 7.13 Measures to regularise admission numbers will therefore be the key priority in the first instance. Other measures will then be explored that both remove surplus capacity and improve the viability of schools.
- 7.14 Whilst we recognise the challenges faced by smaller schools, often caused by the limited resources available to them, we feel that size alone should not be a factor in determining whether provision is appropriate. Where smaller schools continue to perform well, where demand for places is high, and where viability is not an issue, there remains a place for small schools as part of the overall provision.
- 7.15 Officers will engage with school leaders and governors over the coming months to consider options available, and to develop a range of responses.
- 7.16 In terms of admission arrangements for secondary schools, catchment areas in Bury have not been reviewed for many years and as a number of schools have closed over the years, their previous catchment areas have been absorbed within other school's current catchment areas. As new housing developments have been constructed over the years and are continuing to be developed, this now means some catchment areas are very large and each school may not have the capacity for the growing number of children residing within its designated catchment area. In some cases children are located in a catchment area of a school which is further and less accessible than their nearest geographical school.
- 7.17 The current admissions policy for community secondary schools has given higher priority to children who reside within the catchment area than children with siblings in the school and children who may live closer, but not within the specified catchment area.
- 7.18 A number of secondary schools have converted to Academies, or are in discussions about conversion, and as such are/will be free to determine their own admissions arrangements. Furthermore, the establishment of the new secondary school in Radcliffe will also impact on the current catchment areas.
- 7.19 It is therefore proposed to review current admission arrangements for secondary schools, particularly with regards to the locally set historic boundaries of a catchment area. This will be subject to formal consultation before any changes to admission arrangements are implemented.

8.0 NEXT STEPS

- 8.1 The Council has no plans to propose the closure of schools in response to the challenges identified in this report
- 8.2 The Council will engage with all schools, and work with individual schools to understand the impact of falling rolls, and identify potential solutions.
- 8.3 To link the impact of falling rolls on the mid to long term financial in individual schools.

- 8.4 The Council will develop proposals for the review of admission arrangements for secondary schools, which will then be subject to consultation with all stakeholders.

9.0 CONCLUSION

- 9.1 The Council, in its role as the commissioner of school places, will strive to ensure that all schools perform to the high standards that communities have come to expect of them, and that every child is given the opportunity to achieve their full potential. Further, it will ensure that there are sufficient high quality school places for the resident population, recognising the changing demographics across the borough.
- 9.2 In looking at future demand pressures, it is recognised that forecasts indicate a decline in pupil numbers that will impact on the sustainability and viability of individual schools, and that this cannot go unchecked. That said, it is acknowledged that potential for future residential development would create additional demands, although the timescale for this are uncertain and likely to be over an extended period.
- 9.3 Until such a time as there is greater certainty about future growth, it is important to take steps now to address the immediate and shorter term issues of surplus capacity and the attendant issues impacting on the quality of education.

List of Background Papers:-

Contact Details:-

Paul Cooke
Strategic Lead (Education Services)

Executive Director sign off Date: _____

JET Meeting Date: _____

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SCRUTINY REPORT

MEETING: Children and Young People Scrutiny Committee

DATE: 4th November 2021

SUBJECT: Update on the Report on the opening of schools in September 2021 dated 7th September 2021

REPORT FROM: Councillor Tariq Tamoor, Cabinet member for Children and Education Services

CONTACT OFFICER: Paul Cooke, Strategic Lead for Schools
Wendy Jackson, Service Lead: Quality Standards and Performance

1.0 BACKGROUND

- 1.1 This report provides an updated on the report dated 7th September 2021 on the opening of schools in September. It considers information up to 15th October 2021.
- 1.2 Communication with education leaders has continued to be a key priority. Regular e-briefings have continued however these are now thematic wherever possible. The themes of briefings since 7th September have been the COVID vaccination programme, safeguarding and mental health, headteachers' conference and inspection update, school improvement and a COVID important information briefing.
- 1.3 The content of the e-briefings is now uploaded to Perspective Lite, a portal, as news items so that school leaders can access the briefings in one place.
- 1.4 A School/ LA partnership briefing for primary headteachers was held via MS Teams on 8th September with a further briefing on 21st October. Secondary headteachers and college principals have been informed via the fortnightly Bury Association of Secondary Headteachers meetings.
- 1.5 The headteachers' conference held on 28th September included feedback from a Section 8 school inspection and an update from Bury's link Her Majesty's Inspector. 57 headteachers/ CEOs attended the briefing. Given the return to the Education Inspection Framework, with some amendments to the handbooks, this session was designed to support schools in knowing the latest information on which they would be judged should they be inspected.

2.0 IMPACT OF COVID

- 2.1 COVID-19 continues to have a disproportionate impact on Bury schools. Based on attendance returns submitted by schools to the Department for Education, this enables a snapshot of attendance levels on particular dates. Not all schools complete the daily return and so the figures below are not based on a 100% return.

	Attendance (all pupils) primary			Attendance (all pupils) secondary		
Dates	16/9/21	30/9/21	14/10/21	16/9/21	30/9/21	14/10/21
Bury	95.7%	93.6%	94.0%	90.1%	85.6%	87.6%

On 30th September the overall attendance of Bury pupils across all schools that submitted information on that day was 88.1% compared with 89.5% in England.

- 2.2 In relation to the number of positive COVID cases, looking at data on those same dates:

	Confirmed cases primary			Confirmed cases secondary		
Dates	16/9/21	30/9/21	14/10/21	16/9/21	30/9/21	14/10/21
Bury	0.31%	0.37%	0.26%	0.63%	0.86%	1.16%

- 2.3 As of 15/10/21 Bury had 24 active clusters/outbreaks of COVID-19 in education settings reported to Infection Prevention and Control. Within the 24 settings, there have been 553 positive pupils/students and 55 positive staff. There are proportionately more staff testing positive in the special schools which is likely to relate to the close contact staff have with these pupils. This poses a challenge for these schools in levels of staffing.
- 2.4 The vaccination programme for 12 – 15 year olds in our secondary schools is being co-ordinated by Public Health utilising the School Aged Immunisation Team. As the team had limited staffing, the strategic decision was taken to temporarily step down the School Nursing Team so that they could administer the programme, not least as they have experience in successfully delivering vaccination programmes in schools.
- 2.5 As of 19th October, 19% of the eligible cohort for the 12-15 programme have received their vaccine. By Friday 22nd October, all schools except one will have received at least one onsite session. The remaining school is scheduled for an onsite session after the half-term break.
- 2.6 A session has been held at the Elizabethan Suite for home schooled children.
- 2.7 A number of children were deferred on the day of their session, primarily due to having had COVID within the last 28 days. 'Mop up' sessions have been booked in with all schools during the first 2 weeks of the next half-term. The 'mop up' sessions will require reduced staff capacity which will allow a number of school nurses to be released back into their full-time role.
- 2.8 Uptake in schools in the early stages has been variable at between 10% and 30%. There will be additional sessions held after half-term.
- 2.9 The DfE has announced (20th October) the intention to facilitate drop in vaccination clinics to work alongside the school based programme. Discussions

are ongoing with Health colleagues about local arrangements for the delivery of these drop-in arrangements.

- 2.10 The local authority facilitated links between Public Health and the two local colleges, Bury College and Holy Cross Sixth Form College to encourage an increase in uptake of the vaccine in 16 and 17 year olds. Council communications has also been involved in supporting delivery of the message to students about the benefits of being vaccinated. The week beginning 11th October 2021 was a 'week of action' including a video featuring students from both colleges speaking about why they had the vaccine, social media graphics and messages, advertising vans and promotion teams talking directly to students about the vaccine and where and how they can access the vaccine. The Elizabethan Suite walk-in clinic saw an increase in young people coming forward for the vaccine.

3.0 SCHOOL IMPROVEMENT

- 3.1 The learning of pupils has been disrupted by the pandemic. The government has provided schools with a range of grants, namely catch-up premium, recovery premium and, most recently, the school-led tutoring grant. The use of the government's National Tutoring Programme has been limited as the majority of Bury schools would prefer to use staff who know their children in any tutoring programme. Human Resources are providing guidance to schools on paying staff to undertake this tutoring.
- 3.2 The self-improving school led system has been reset through a refreshed Bury Toolkit which describes the system. The primary cluster leads have proposed new school improvement clusters and a meeting is scheduled with the heads of secondary maintained mainstream schools to discuss the best model for secondary going forward.
- 3.3 The school improvement clusters are being asked to focus on recovery of learning. The primary clusters and the meeting with secondary mainstream maintained schools will focus on priorities for improvement where collaborative activity will add value. There is also a role within, and across, the clusters for sharing good practice.
- 3.4 Two programmes, delivered online, are now underway with Manchester Communication Academy, our local Research School. These are 'Making a difference for disadvantaged learners' and 'Learning behaviours'. These programmes are underpinned by research from the Education Endowment Foundation.
- 3.5 A secondary 'Literacy for Learning' two year programme, through the National Literacy Trust, is also underway with five Bury high schools working with schools for other Greater Manchester schools.
- 3.6 A structured peer review programme 'The Schools Partnership Programme', involving 16 schools (7 primary, 9 secondary), restarted in the summer term is continuing with a progress check scheduled for November.

4.0 NEXT STEPS

- 4.1 The overarching priority is for all our children and young people to be in school experiencing face to face learning. We retain our focus on those pupils who are not in school or are not accessing full-time education in school.

- 4.2 The focus on recovery of learning is the ask of the school improvement clusters.
 - 4.3 We continue to work in partnership with health colleagues to support effective communication with schools regarding COVID-19 outbreaks, home testing and vaccinations.
 - 4.4 There has been high take up of the universal entitlement for a Quality Education Assurance visit for all schools in the autumn term 2021. The trained Quality Education Professional team has been expanded to meet the demand.
 - 4.5 Categories of support have been revised as part of the refresh of the Bury Toolkit. Support plans for Targeted and Intensive schools are being formalised.
 - 4.6 Committee members are asked to consider and comment on the information in this report and the planned next steps.
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List of Background Papers:-

Contact Details:-

Isobel Booler, Director of Education and Skills
i.booler@bury.gov.uk

Executive Director sign off Date:

JET Meeting Date:

Children and Young People Scrutiny Committee

Draft Agenda Plan 2021/22

Date of Meeting	Deadline for reports to Dem Services	Agenda Publication Date	Items for the Meeting	Officers/Cabinet Member
07.09.2021	26.08.2021	27.08.2021	Send provision in the Borough Readiness for Ofsted – to include some awareness training on the Ofsted Framework	Cllr Tariq
04.11.2021	26.10.2021	27.10.2021	Sufficiency of school Places (to include potential impact of new school in Radcliffe) LGA Peer Review	Cllr Tariq Cllr Tariq
13.01.2022	04.01.2022	05.01.2022	Main Theme – Ofsted Position Paper - De-fibs; update report Virtual Schools Headteacher Annual report	
07.03.2022	24.02.2022	25.02.2022	Project Safety Valve – DSG included Send provision in the Borough update	

Note: *The Committee have agreed to look at holding themed meetings to concentrate on particular subject areas. Items for future meetings will be discussed with Chair and Exec Director and confirmed by the Committee at each meeting.

Items to be plotted into meeting schedule from agreed work programme:

- Safeguarding
- Adoption
- Early Years Annual Report
- Mental Health - CAMHS
- Quality Assurance of EHCPS
- Early intervention for pre-school children

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