

AGENDA FOR

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

Contact: Josh Ashworth
Direct Line: 0161 253 5667
E-mail: J.R.Ashworth@bury.gov.uk
Web Site: www.bury.gov.uk

To: All Members of Children and Young People Scrutiny Committee

Councillors : A Arif, D Berry, C Boles (Chair), U Farooq, E FitzGerald, J Grimshaw, S Haroon, K Hussain, J Lancaster, G Marsden and L Ryder

Dear Member/Colleague

Children and Young People Scrutiny Committee

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

Date:	Thursday, 12 March 2026
Place:	Council Chamber, Town Hall, Bury, BL9 0SW
Time:	7.00 pm
Briefing Facilities:	If Opposition Members and Co-opted Members require briefing on any particular item on the Agenda, the appropriate Director/Senior Officer originating the related report should be contacted.
Notes:	

AGENDA

1 APOLOGIES FOR ABSENCE

2 DECLARATIONS OF INTEREST

Members of Cabinet are asked to consider whether they have an interest in any of the matters of the Agenda and, if so, to formally declare that interest.

3 MINUTES *(Pages 3 - 10)*

Minutes from the meeting held on 7th January 2026 are attached for approval.

4 PUBLIC QUESTIONS

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 QUESTIONS

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. This period may be varied at the discretion of the chair.

6 SCHOOL TRANSPORT UPDATE *(Pages 11 - 16)*

Report Attached

7 EDUCATION UPDATE *(Pages 17 - 70)*

To include:

- Progress of implementing the Education and Inclusion Strategy
- In year update on School Performance

Reports Attached

8 BEST START PLAN *(Pages 71 - 106)*

Report Attached to be presented by Rachel Davis Public Health Specialist (Start Well) and Collette Radcliffe Service Manager Children and Young People

9 URGENT BUSINESS

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

Minutes of: CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

Date of Meeting: 7 January 2026

Present: Councillor C Boles (in the Chair)
Councillors D Duncalfe, U Farooq, E FitzGerald, J Grimshaw,
S Haroon, K Hussain, J Lancaster and L Ryder

Also in attendance: Jeanette Richards Executive Director of Children and Young People, Ben Dunne Director of Education and Early Years
Collette Radcliffe Service Manager Children and Young People

Public Attendance: There were 6 members of the public at the meeting

Apologies for Absence: Councillor A Arif, Councillor D Berry and Councillor G Marsden

87 APOLOGIES FOR ABSENCE

Apologies are noted above.

88 DECLARATIONS OF INTEREST

There were no declarations of interest.

89 MINUTES

It was agreed:

That the minutes of the meeting held on the 13th November 2025 be approved as a correct and accurate record.

90 PUBLIC QUESTIONS

No questions were received in advance of the meeting.

Questions from previous meetings had been circulated ahead of the meeting.

There were six members of the public present at the meeting

A question was raised regarding the 20-week timescale for Education, Health and Care Plans (EHCPs), specifically seeking clarification on what the current position is and what data is being captured.

It was noted that minutes from the Local Offer had not been submitted and that this limited assurance. Officers outlined ongoing work around quality assurance of EHCP plans, commissioning, and the use of digital technology to better organise the SEND landscape. This includes improving the ability to capture information in one place, particularly minutes from the SEND Improvement Advisory Board (SIAB), to provide clearer assurance of the local system.

Ben Dunne advised that a regular meeting has now been established to address gaps around the Priority Improvement Plan (PIP), outcomes, and quantitative measures. These are being

reviewed on a weekly basis. He noted that SIAB will play a key role in providing independent challenge and that the absence of clear data has previously created confusion.

Action: Officers to ensure SIAB minutes are captured and made available to support system assurance.

A member of the public referred to previous meetings and acknowledged that communication is improving, but asked what specific actions Children's Services are taking. It was clarified that personal matters would not be minuted.

Further questions were raised around communication and annual reviews, including assurances on timeliness, transitions, SIAB-specific data, and how quality assurance is being applied to annual reviews. Councillor Smith responded that scrutiny, the education strategy, and governance arrangements place inclusion at the heart of the system, with clear accountability beyond the local authority, and that understanding the Council's current position is essential.

Jeanette Richards added that not all work undertaken is currently visible on the Local Offer, including SIAB activity. She stressed that this does not detract from individual reviews and ongoing work with schools, which remain responsible for leading their improvement plans. She acknowledged challenges with timely annual reviews due to resourcing pressures and confirmed that remedial activity is underway. Quality assurance tools, including emerging use of digital and AI-enabled analysis, are being used to assess the quality of plans and reviews. She added that conversations are ongoing about what good communication should look like and how engagement can be strengthened.

Ben Dunne explained that, through the Communities of Practice model now taken in-house, SENCOs have increased opportunities to contribute to system improvement and share practice.

A further public question was raised regarding children with mental health needs, poor attendance, and those not accessing education or college, including concerns that some children are not being given fair opportunities. Councillor Smith responded that building strong relationships is central to addressing these issues. He highlighted the role of Alternative Provision (AP), attendance monitoring, and safeguarding, noting that AP is currently commissioned in different ways and that greater consistency is needed. He stressed the importance of monitoring attendance for children with EHCPs, ensuring safety, hearing the voice of the young person, and establishing clear pathways back into education.

Members noted a reported 12% increase in demand in 2024 and concerns that new specialist provision does not always meet need. Councillor Smith responded that children with low to moderate needs should be supported effectively in mainstream settings, while those requiring specialist provision must have access to appropriate placements. He acknowledged that some children have been turned down for specialist schools and confirmed that future planning includes ensuring the right balance of specialist and mainstream provision.

Ben Dunne highlighted the development of satellite hub models as an opportunity to better meet needs locally. He explained that work is underway in Bury to develop these hubs, working closely with parents and schools, and that this forms part of longer-term planning to improve inclusion and outcomes.

91 MEMBER QUESTIONS

There were no member questions.

92 FAMILY HUBS AND BETTER START UPDATE

Councillor Smith introduced the item and gave a brief overview of the paper, outlining progress with the Best Start of Life programme and the roll-out of Family Hubs, including the development of a flagship hub within a ward. It was acknowledged that delivery had taken longer than originally anticipated.

Collette Radcliffe provided further detail on the programme, confirming a £2.1m investment into Family Hubs, which will continue over the funding period. She explained that ambitious targets had been set by the Department for Education, particularly around improving outcomes at primary school level and achieving a nine-point increase in school readiness. A three-year plan has been developed in response to these targets. Delivery will take place across five neighbourhoods, using a number of buildings and meeting the requirement for 70% outreach. Contractors at Chesham Fold are on site, with hubs expected to open within the next couple of months. Services will include health and safety support for families, delivery from the Prestwich hub, and use of Early Years Centre buildings. Early years sessions will be increased through four funding strands focused on learning, home learning and parenting, alongside an expansion of Portage services.

Councillor Farooq raised concerns about limited space within existing buildings and asked how this would be managed. Officers explained that the model is based on strong outreach, with plans to use community venues, preschool playgroups and other local spaces rather than relying solely on hub buildings. Councillor Smith added that historic constraints around estates and capital had limited development, but emphasised the importance of working with partners and community assets such as parks, church halls and other shared spaces, with Family Hubs acting as a point of access and direction rather than a single physical location.

Councillor Farooq asked whether community groups had been engaged in the planning process. Ben Dunne responded that getting the model right was key, stressing outreach, creativity in using existing spaces, and co-design with schools. He noted that stronger engagement with schools could provide additional opportunities to use space once the model is embedded. Jeanette Richards added that over the last 18 months delivery had been scaled up, with good examples of community engagement and a solution-focused approach. She noted that additional funding would allow further scaling up and more meaningful engagement with community groups while meeting outreach requirements.

Councillor Ryder queried the £2m funding over three years and asked about a specific funding strand that had not been received and was being challenged at a Greater Manchester level. Councillor Smith advised that it was unclear why this strand had not been secured, and Collette Radcliffe confirmed that the issue is being considered at a GMCA level. It was agreed that further clarification would be provided.

Councillor Lancaster asked how Family Hubs would be advertised to residents and how clarity would be provided on what services are available, particularly to ensure consistent communication across stakeholders. Jeanette Richards explained that the funding formula is linked to different streams over the three-year period, allowing delivery of services, capital investment and commissioning of parenting support. Funding is also being used to provide tools to support learning at home, with grant funding flowing down across longer-term plans. Officers noted that work is ongoing to improve communications, and that midwives based in the Radcliffe hubs are already helping to promote awareness of available services.

Councillor Arif welcomed the service and support at Redvales and asked how provision would be sustained once current funding ends. Councillor Smith responded that there is a clear intention to maintain the offer through a five-year plan, drawing on different funding streams and aligning with the Government's 10-year strategy and neighbourhood working. He acknowledged the complexity of reforms and the challenges posed by short-term funding

settlements, but stressed the importance of avoiding duplication and ensuring early years support is sustainable.

Joanne Burns asked how Family Hubs would link with education, Portage, CAMHS and paediatric services, and whether there would be opportunities to engage parents through schools and after-school settings. Councillor Smith highlighted the importance of continuous support throughout a child's journey. Ben Dunne added that transition points are critical, with joined-up working between nurseries, early years settings and primary schools being central to meeting targets and ensuring Family Hubs support families once children start school. Joanne Burns further asked about opportunities to link with Good Level of Development (GLD) work and improve communication between schools and hubs.

Members discussed lessons learned from existing hubs, including Redvales and Chesham Fold, with a focus on understanding community needs, effective outreach, and ensuring spaces are fit for purpose. The importance of governance arrangements that include the voice of the community was highlighted, to ensure services remain inclusive and responsive.

In closing, the Chair summarised the discussion, noting member support for the Family Hub model and highlighting key themes raised: reassurance around funding, clarification of the GMCA funding issue, long-term sustainability, effective communication with residents and stakeholders, and the importance of Portage, education links and outreach. An action was noted to clarify the funding strand not received and report back to Members.

It was Agreed:

- The update be noted

93 IMPROVEMENT PLAN UPDATE

Councillor Smith was invited to present an overview of the report and confirmed that the Council had officially received a letter confirming that it is no longer under Ofsted intervention, marking an important milestone in improving outcomes for children and young people.

Linda Evans, Director of Children's Social Care and Early Help, outlined that the Children's Improvement Plan submitted to Ofsted is a multi-agency plan, involving partners across education, health and safeguarding. The plan sets out a strong commitment to improving the quality of practice with children and families and creating the right conditions for a future Ofsted inspection. She explained that the plan focuses on delivering better practice and outcomes and identifies seven key priority areas.

These priorities include providing strong interventions and services, supporting care-experienced young people, strengthening relationships across agencies, and developing a stable and committed workforce that remains in Bury. Linda Evans stressed that workforce stability is critical to delivering the plan. The final priority focuses on robust quality assurance, with oversight through the Strengthening Outcomes Board and assurance via the Bury Safeguarding Children Partnership. She noted that Ofsted had returned feedback in December and that the next phase is to drive delivery and improvement against the plan.

Councillor Haroon asked how attendance by the police at Multi-Agency Safeguarding Hub (MASH) meetings would be ensured, noting that this had been a particular issue when the plan was drafted in November. Councillor Smith acknowledged the challenge and confirmed that this was a key issue being addressed, with reassurance that police engagement within MASH would be strengthened and monitored.

Councillor Boles asked how attendance and engagement at the Strengthening Outcomes Board would be maintained to ensure it remains effective. Councillor Smith responded that the Department for Education continues to chair and provide oversight, and noted that improvements in multi-agency working are starting earlier as part of wider reforms, although embedding consistent attendance has taken time.

Councillor Farooq asked what lessons had been learned from previous improvement plans. Councillor Smith explained that the focus is now firmly on strengthening outcomes and addressing inconsistency in practice. He highlighted the importance of good training, strong leadership, early planning and early intervention, noting that inconsistency in practice had previously limited impact despite good intentions.

Councillor Lancaster referred to Priority 6, noting that while there have been significant improvements, the area remains rated amber, and asked whether there were plans to incentivise and support staff retention. Councillor Smith responded that there has been notable success through the Corporate Parenting Board, alongside skills development and pathway work, including “Teaching Tuesday” sessions. He noted that caseloads are now consistently within expected levels and that in-work support has significantly improved, with positive feedback from Principal Social Workers.

Councillor Lancaster also asked whether looked-after children are being appropriately monitored. Linda Evans responded that children and young people have expressed frustration in the past about frequent changes in social workers, which impacts relationship-building. She confirmed that Children’s Social Care teams are now fully staffed and that consistency of social workers is a priority, with relationship-based practice placed at the forefront.

Councillor Smith added that there remain cases where children have had the same social worker for long periods, which is viewed positively.

Councillor Boles asked about training for social workers, particularly in relation to neglect and whether all staff were completing the required training. Linda Evans explained that work has been undertaken on understanding the root causes of neglect and that a training platform has been introduced. The expectation is that the entire workforce will complete this training, with additional sessions held on 19 and 21 January to increase uptake and coverage.

In summarising the discussion, key points raised by Members included the need to ensure consistent police attendance at MASH, addressing historic inconsistencies in practice, and providing ongoing assurance around workforce stability, training and retention.

It Was Agreed:

- The update be noted

94 EDUCATION AND INCLUSION STRATEGY

Councillor Smith provided a brief overview of the report, explaining that it brings together changes across schools and education, working closely with partners to create a more joined-up system.

Ben Dunne expanded on the *Let’s Do It* strategy, noting that it is embedded within the Education and Inclusion Strategy, with education at its core and a clear long-term vision. He highlighted that in 2019 only 11% of schools were academies, compared with 72% now, which presents both challenges and opportunities. He described positive engagement with school leaders and academy trust leaders and explained that the strategy is explicit about roles and responsibilities across primary and secondary education, transitions between settings, and accountability at every stage. The Education Board will have oversight of the strategy,

covering different types of school settings. He added that the strategy was launched in November and remains at an early stage of delivery.

Councillor Haroon asked what measurable outcomes would be used to assess progress. Ben Dunne responded that inclusion sits at the heart of the strategy and is measurable, with a delivery plan due later in the term setting out how progress will be monitored using data and performance indicators.

Councillor Smith added that listening to young people is essential, particularly in relation to confidence, future opportunities and employment, and that the strategy aims to improve outcomes and aspirations. Members asked when the strategy would be brought back to Committee for evaluation. Ben Dunne confirmed that the delivery plan and the composition of the Education Board would be reported back.

Councillor Arif asked about potential challenges arising from a complex education system across shared areas. Ben Dunne responded that the Education Board is central to managing this complexity, ensuring representation from all settings, clarity of responsibility, and strong delivery planning.

Joanne Burns raised concerns about children and young people not feeling safe on public transport and the impact this has on education and attendance. Ben Dunne acknowledged that attendance is affected by a range of marginal factors, including transport and safe travel, and stressed the importance of working with the right partners to remove these barriers. Councillor Smith added that issues around safety on public transport, including interchanges, are being addressed through wider work with Transport for Greater Manchester. Joanne Burns highlighted particular concerns relating to tram travel.

Councillor Arif asked whether the strategy is inclusive of children who are electively home educated (EHE). Ben Dunne confirmed that EHE is included, noting that it is an elective choice for parents and that engagement with families is essential. He added that there is a sector-wide challenge around understanding why families choose EHE and how to ensure they still feel part of the Bury family of schools. Councillor Arif asked whether the offer to EHE pupils could be expanded to include more subjects. Councillor Smith responded that the strategy aims to ensure no young person misses out, balancing inclusion with aspiration, and requires partners to work together to address complex cases.

Joanne Burns asked whether the Committee could receive future updates on how the strategy is working and whether there is a clear structure going forward.

Councillor Boles raised questions about oversight of alternative provision and independent providers. Ben Dunne explained that there is a focus on understanding funding spend, strengthening oversight of independent provision, and ensuring appropriate governance mechanisms. He noted that there are quarterly inspections, work linked to EHCPs, and an Alternative Provision strategy currently being progressed to retain provision within the borough.

Councillor Boles asked what assurance could be given given the scale of change underway. Jeanette Richards responded that there are currently eight change programmes running across Children's Services, making it essential to have a clear, outcome-focused plan and strong governance. She explained that family-first partnerships and public service reform are helping to align agencies around children and young people, with internal governance ensuring priorities are clear, interdependencies understood, and children's priorities reflected within the Council's corporate plan.

It was Agreed

- The update be noted

95

URGENT BUSINESS

There was no urgent business.

COUNCILLOR C BOLES

Chair

(Note: The meeting started at 7.00 pm and ended at 9.00 pm)

This page is intentionally left blank

SCRUTINY REPORT**Bury
Council****MEETING: Children & Young People Scrutiny****DATE: 12 March 2026****SUBJECT: Home to School & College Transport & Travel Assistance****REPORT FROM: Ben Dunne, Director of Early Years, Education & Skills****CONTACT OFFICER: Nicola Hudson, Transport & Contracts Manager**

EXECUTIVE SUMMARY

The Council has a statutory duty to make necessary travel arrangements for eligible children and young people with Special Educational Needs and Disabilities

The School & College Transport Team sits within Education Operations in the Department for Children & Young People.

The team manages travel assistance and home to school transport provision for children and young people with special educational needs and disabilities (SEND) to support attendance at schools and colleges both in Bury and outside of the borough.

In addition the team process applications and issue travel passes provided by TfGM for eligible pupils travelling to mainstream schools.

This report provides background information regarding the policy changes, summarises the current pressures and provides an overview of ongoing developments.

1.0 BACKGROUND**POLICY CHANGES**

- 1.1 In January 2024, the DfE published updated guidance in respect of travel assistance and school transport, and it was necessary to review the Bury policy to reflect this guidance. Furthermore, an LGO ruling required the Council to review its travel assistance policy and implement a revised policy by 31 May 2024.
- 1.2 Following several engagement sessions with parents/carers a new proposed policy was co-produced with representatives from Bury2gether, parent/carer forum and was subject to consultation with a wide range of stakeholders. The new policy was approved by Cabinet members in April 2024 and implemented from 1 June 2024.

SERVICE DEMANDS

- 1.3 The number of children & young people eligible for SEN travel assistance and travel passes to mainstream schools continues to increase year on year.

SEN Travel Assistance – 48.89% increase in children and young people accessing travel assistance from 2020/2021 to 2025/2026

Academic Year	Transport	Mileage/Personal Budget	Total	Yearly Increase
2025/2026*	495	175	670	
2024/2025	526	147	673	11.05%
2023/2024	499	107	606	12.04%
2022/2023	438	95	533	7.31%
2021/2022	420	74	494	8.9%
2020/2021	394	56	450	2.66%
2019/2020	388	50	438	3.88%
2018/2019	384	37	421	

*figures correct up to 4 March 2026

Mainstream Travel Passes – 48.46% increase from 2020/2021 to 2025/2026

Academic Year	Successful Applications	Unsuccessful Applications	Total Applications Received
2025-2026*	290	123	628
2024-2025	395	324	719
2023-2024	325	234	559
2022-2023	375	230	605
2021-2022	330	79	409
2020-2021	303	120	423

*Applications received to date for 2025/2026 academic year, 189 applications are in the process of being assessed. Total applications received includes withdrawn applications or those returned to families for additional information

All applications submitted before 30 June for the next academic year are guaranteed to be processed in time for the start of the new school year. For 2025/2026 this equated to 137 applications.

- 1.4 A total of 130 SEN transport routes are operating on a daily basis, 53 of these routes travel to schools outside of the borough of Bury transporting 108 children and young people.

TRAVEL ASSISTANCE

- 1.5 Travel assistance is provided to 57 schools.
- 1.6 The team continue to actively promote alternate forms of travel assistance and have seen a significant increase in the uptake of mileage and personal travel budget.
- 1.7 In line with DfE guidance mileage reimbursement, personal travel budgets and independent travel training can only be offered as an alternative to dedicated transport with parental consent. If parents decline alternative travel, transport must be offered.

ROUTE CANCELLATIONS

- 1.8 The majority of routes operate on a daily basis however, it is acknowledged that some routes have experienced cancellations due to pupil escort sickness/absence, relief pupil escort availability and driver availability.
- 1.9 Cancelling transport is always the last resort and only taken after all other options have been explored, this includes staff from the relief pool covering, spare drivers covering the pupil escort role, parents acting as escort where their child is the sole occupant of the vehicle, doubling up on routes and school staff covering the escorting role where availability allows.
- 1.10 The recruitment of pupil escorts continues to be a priority for the team. From 1 September 2025 to 4 March 2026 a total of 15 pupil escorts/relief pupil escorts have been appointed to the role. Recruitment checks are ongoing for a further 2 pupil escorts (DBS check, medical clearance, references).
- 1.11 As of 9 March 2026, there will be 2 routes requiring a pupil escort for the AM & PM journey. This is the lowest vacancy rate since September 2022 and February 2025 when 10 routes were vacant.

BUDGET PRESSURES

- 1.12 Due to increased demand for SEN travel assistance the team are reporting a significant overspend on home to school transport and travel.

Budget – Month 9 (December 2025)

Project	Budget	Forecast	Under/Overspend
EE10000 – Pupil Escorts	£685,000	£731,300	£46,300 Overspend
ET80000 – Home to school General	£199,200	£199,200	
ET80001 – SEN Transport – Out of borough	£429,000	£323,500	£105,500 underspend
ET81000 – Staffing	£217,160	£217,160	
ET82000 – Independent Travel Training	£87,150	£84,550	£2,600 underspend
ET83000 – SEN HTS Individual Routes	£2,611,800	£3,102,000	£490,200 overspend
EU90000 – Home to College Transport	£422,100	£418,200	£3,900 underspend
ET90000 – Home to School Travel Non-SEN (Travel Passes)	£151,300	£146,900	£4,400 underspend
Total	£5,140,681	£5,157,169	£383,900 overspend

*Underspend will reduce, invoices are paid on a termly basis

2.0 CURRENT ISSUES

- 2.1 Rising demand linked to growth in EHCPs and increasingly complex SEND needs.
- 2.2 More children and young people requiring specialist or bespoke arrangements, including 1:1 transport and supervision.
- 2.3 Increased travel distances due to limited local specialist capacity and higher out of borough placements.

- 2.4 Ongoing pressure on provider availability in particular taxi and specialist minibus operators.
- 2.5 Pupil escorts are employed on a term time only basis, a number of staff remain in the three days unpaid leave scheme that was introduced several years ago. Although pupil escorts are now exempt from the current 3 days unpaid leave scheme the historic scheme does cause difficulty with providing cover as staff are required to take their unpaid leave during the school term when transport is operational.
- 2.6 There are capacity issues within the School & College Transport Team. The Travel Supervisor post has been vacant since December 2025 following the resignation of the previous postholder who was on long term sickness absence. A recruitment exercise has been undertaken and onboarding checks are ongoing.
- 2.7 Due to the increased volume of applications being received for both SEN travel assistance and travel passes the team are not always able to meet statutory guidelines for the processing of applications alongside maintaining the day-to-day operation of the transport service. Peak times for the service are March to December when parents are applying for travel assistance and travel passes in preparation for the new academic year.
- 2.8 Staff within the team undertake a range of activities including; day to day amendments to transport, arranging cover for staff absence, processing of mileage reimbursement claims, setting up of personal travel budget accounts and audit, assessment of SEN travel applications, assessment & issue of mainstream travel passes, invoice processing, recoupment of monies from other local authorities, sickness monitoring, travel appeals, complaints, behaviour monitoring, contract management.

3.0 ONGOING DEVELOPMENTS

REVIEW OF MILEAGE REIMBURSEMENT / PERSONAL TRAVEL BUDGETS

- 3.1 A review of the reimbursement rate for personal travel budgets and mileage reimbursement is in progress. The current reimbursement rate is 44 pence per mile for a maximum of two return journeys per day. Considering will be given to increasing the 44p per mile to make the alternative travel offer more attractive to parents/carers. This will have an impact on the budget, however, could reduce the number of children and young people accessing transport provision.

The average cost of transport per young person equates to £6,654 per academic year, although mileage reimbursement and personal travel budgets have increased the average cost per young person is £1,464.

GM COLLABORATION

- 3.2 A review of all transport routes has been undertaken with GMCA (Greater Manchester Combined Authority) and TFGM (Transport for Greater Manchester) to consider collaboration with neighbouring authorities. TfGM led on the project to analyse and consider potential efficiency savings. Routes were analysed utilising QRoutes, route planning software. This is the same software using by the transport team to plan all transport routes.
- 3.3 One route was identified that could potentially be combined with a route operated by Stockport Council however, on further investigation due to the individual needs of the children and length of journey it was not possible to collaborate.

- 3.4 Collaboration with neighbouring authorities will continue and where possible routes will be combined.
- 3.5 A draft behaviour policy has also been produced alongside GM colleagues and GMCA.

EXPLORATION OF DIFFERENT DELIVERY MODELS

- 3.6 Alternative delivery options are being explored with the Council’s internal transport team based at Bradley Fold and Persona. Meetings are scheduled to take place throughout March 2026.

4.0 CONCLUSION

- 4.1 The new travel policy has been successfully implemented following collaborative work with schools, parents/carers and colleagues in the EHC team and Social Care.
- 4.2 There is no legal duty on a local authority to provide free or subsidised travel to young people attending post 16 education however, it was recognised that many families and students with SEND would experience difficulty in accessing post 16 provision.
- 4.3 Under the new policy assistance continues to be offered to eligible post 16 students in the form of independent travel training, mileage reimbursement or a personal travel budget. Only door to door transport has been removed from the travel offer.
- 4.4 The transport team is committed to supporting children and young people to access travel assistance and attend parents' evenings, school coffee mornings, open days, meetings and moving on events (students transferring to post 16) to offer advice and support in relation to travel assistance.
- 4.5 The transport team successfully operate 260 SEN transport journeys per day supporting 495 children and young people to access their place of education. A further 175 children and young people are supported with an alternative form of travel assistance.

List of Background Papers:-

Contact Details:-

[Report Author]

Executive Director sign off Date:_____

JET Meeting Date:_____

This page is intentionally left blank

SCRUTINY REPORT

MEETING: Children and Young People Scrutiny

DATE: 12th March 2026

SUBJECT: Education and Inclusion Strategy Delivery Plan

REPORT FROM: Ben Dunne Director of Education and Skills

1.0 BACKGROUND

The Education and Inclusion Strategy Delivery Plan sets out how Bury Council and its partners will deliver the borough's shared commitments to an inclusive, safe, effective, collaborative and sustainable education system.

The plan translates the high-level strategy into a detailed programme of delivery across Early Years, Schools, Alternative Provision, Post-16 and whole-system partnership work, with clear actions, intended outcomes, and measurable KPIs.

The Delivery Plan is designed to:

- Strengthen early identification, inclusion and multi-agency collaboration.
- Improve attendance, safeguarding, curriculum quality and outcomes.
- Expand sufficiency of mainstream, specialist and alternative provision.
- Support the workforce through training, networks and leadership development.
- Ensure long-term planning for sufficiency, sustainability and financial resilience.

This version is presented to Scrutiny as a draft working document, reflecting extensive cross-system development and alignment with statutory requirements, Ofsted expectations and national reforms.

2.0 ISSUES

1. Scale and complexity of the delivery programme

The plan contains a large number of actions, spanning multiple sectors and agencies. Ensuring alignment, consistency and monitoring across the system will require clear governance, capacity and phased prioritisation.

2. Data quality, tracking and performance management

Many KPIs rely on improved data flows between settings, partners and systems. Strengthening data management, shared dashboards and consistent returns will be critical for meaningful oversight.

3. Workforce capacity and sustainability

Delivery depends heavily on workforce development across SEND, safeguarding, teaching, leadership and specialist support services. Recruitment, retention and access to high-quality CPD remain ongoing pressures.

4. Inclusion pressures and demand for specialist provision

Increasing complexity of need, rising EHCP numbers and pressures on mainstream inclusion highlight the importance of implementing the revised OAIP, enhancing outreach, and expanding specialist and AP provision in a planned way.

5. Attendance, behaviour and safeguarding challenges

The plan includes ambitious improvements to attendance, behaviour and safeguarding practice. Sustained improvement will require consistent implementation across all settings and strong multi-agency coordination.

6. Sufficiency and financial risk across Early Years, schools and AP

Falling rolls in parts of the system, Early Years market fragility, demand for SEND places, and reliance on out-of-area specialist provision present long-term risks that require ongoing monitoring and collaboration with providers.

7. Need for clear prioritisation and phasing

Given the volume of actions, there is a need to identify:

- Immediate/short-term priorities
- Medium-term system changes
- Longer-term structural or strategic goals

This will support realistic delivery and manageable oversight.

3.0 CONCLUSION

The Delivery Plan provides a comprehensive and ambitious framework to implement Bury's Education and Inclusion Strategy. It reflects strong partnership engagement and aligns with local priorities, statutory duties and national reforms.

Given the breadth of work, the next steps will be to:

- Finalise and streamline the plan,
- Agree governance and reporting arrangements,
- Prioritise actions for phased delivery,
- Ensure capacity and data-tracking mechanisms are in place.

Scrutiny may wish to provide feedback on the clarity, prioritisation and measurability of the plan to support effective implementation and oversight.

List of Background Papers:-

N/A

Bury Education and Inclusion Strategy

Delivery Plan (Draft)

Introduction

Children are our collective future and their education is of the highest importance. Education is a foundation for personal growth, economic opportunity, and social progress, equipping children with knowledge, skills, and critical thinking abilities, leading to improved job prospects, better health outcomes, and increased community engagement. Bury Council and its partners are committed to ensuring that every child and young person in our borough can thrive, learn, and succeed—regardless of their background, needs, or circumstances. Our Education and Inclusion Strategy sets out a clear, ambitious vision for the future of education in Bury, underpinned by the principles of equity, partnership, and high aspiration for all. At its heart is a dedication to inclusive practice, early intervention, and collaborative working with schools, children, parents and carers, communities and wider services. This strategy outlines a collective commitment to our children and young people to deliver on the things that they say matter most. Together we will ensure they feel included, safe and receive an excellent education in a collaborative and sufficient system. They will get the education that they deserve.

Our Collective Commitment

This strategy responds to what matters most to our children and reflects the collective ambition of the council and the early years settings, schools and post-16 providers that serve Bury's children and young people.

We agree on five **commitments** that our system will work collaboratively to achieve. Collectively we will ensure that the Bury local education system is:

1. **INCLUSIVE:** Every child and young person, no matter their age, identity, circumstance or ability, will have a sense of belonging, feels respected and is valued for who they are.
2. **SAFE:** Every child and young person will feel safe throughout their educational journey, giving them the best possible chance of reaching their potential.
3. **EFFECTIVE & HIGH ATTAINING:** Every child and young person will have access to excellent educational settings, exceptional teachers and the support they need to achieve the best possible outcomes in learning and make the best possible start to adult life.
4. **COLLABORATIVE & CONNECTED:** Every child and young person will benefit from a system where educational settings work collaboratively and are deeply connected to their local neighbourhood.
5. **SUFFICIENT & SUSTAINABLE:** Every child and young person will thrive in a system with enough high-quality places in local schools and settings to meet demand, while ensuring long-term financial viability and resilience.

The following pages outline the approaches and activity across the partnership in support achieving our commitments, beginning with whole system and then by sector. The list is not exhaustive and there is substantial crossover between the commitments, with approaches listed under one commitment also being important to the delivery of another one as well.

1. INCLUSIVE			
Every child and young person, no matter their age, identity, circumstance or ability, will have a sense of belonging, feels respected and is valued for who they are			
All Settings			
Action		Lead	KPI / Milestone
1.1(a)	Building a collective zero-tolerance culture towards all forms of discrimination, ensuring every learner feels respected, safe, and included.		Outcome: Learners feel safe; discriminatory behaviour is consistently challenged and addressed <ul style="list-style-type: none"> (i) % of learners agreeing “I feel safe”, “I feel respected”, “Adults challenge discrimination”, “I know how to report concerns (ii) % staff agreeing they feel confident to identify and challenge discriminatory behaviour
1.1(b)	Supporting schools through the Ordinary Available Inclusive Provision (OAIP) to deliver strong mainstream inclusion through a graduated, communities of practice approach that helps schools feel confident in identifying needs early and acting quickly ensuring all children have access to high-quality education and opportunities to succeed		Outcome: Inclusion is embedded in mainstream; needs met earlier without defaulting to statutory escalation. <ul style="list-style-type: none"> (i) % of schools/settings that have adopted the revised OAIP (ii) % of SEND Support plans meeting quality standards (iii) % of pupils at SEND Support making expected/better progress in R/W/M, Phonics, GLD and Attainment 8 (iv) Fixed/perm exclusions and PA rates for SEND Support vs. non-SEND (gap closing)
1.1(c)	Working together on early identification and intervention with universal, targeted and specialist support to identify and support needs as early as possible.		Outcome: Needs identified sooner; timely help prevents escalation <ul style="list-style-type: none"> (i) % of Early Help/SaLT/EP/SEMH referrals initiated within X weeks of identified need (ii) % cohorts receiving agreed universal checks (e.g., communication & language screen, reading age, wellbeing screen) (iii) Reductions in late-stage indicators: crisis exclusions, emergency AP moves, unplanned part-time timetables
1.1(d)	Establishing a dedicated Stakeholder Group to explore and enhance the educational experiences of Gypsy, Roma and Traveller (GRT) children, recognising their unique vulnerabilities and needs.		Outcome: Improved engagement, safety, belonging, and attainment for GRT learners <ul style="list-style-type: none"> (i) Overall attendance and persistent absence rates for GRT learners (trend to improve; gap closing vs. all) (ii) Suspension and PEX rates for GRT learners (reductions; parity with all pupils) (iii) End-of-key-stage attainment and progress measures (closing gaps)
1.1(e)	Strengthening partnership and engagement with Bury’s parent carer forum, other parent groups and		Outcome: Co-production shapes policy and practice so that lived experience informs improvement

	children and young people's forums (both inside individual schools/settings and borough-wide), to further understand the lived experience of all children to support inclusive education.		<ul style="list-style-type: none"> (i) Parents/carers and CYP engaged across events/consultations (ii) Parent and CYP satisfaction scores on surveys, communications, and wider evidence of "being listened to"
1.1(f)	Ensuring a high-quality workforce training and development offer through focused training events and using expertise from across the sector.		<p>Outcome: Confident staff delivering inclusive, evidence based practice</p> <ul style="list-style-type: none"> (i) % of staff completing required modules (equality, safeguarding, SEND, trauma informed, behaviour, autism, SLCN, dyslexia, etc.) (ii) Observation/audit indicators show improved differentiation, reasonable adjustments, restorative practice (iii) % staff reporting confidence meeting diverse needs and using graduated response
1.1(g)	Developing management information and tracking systems to ensure that all children have access to appropriate education opportunities, coordinating, seamless data flows across all relevant local partners to ensure that all children are visible and included.		<p>Outcome: Coordinated datasets enable earlier help and equity oversight</p> <ul style="list-style-type: none"> (i) % of settings submitting % records complete for key fields (SEND status, plan stage, ethnicity, attendance, exclusions) (ii) % CME cases identified and acted on within X days; time from notification to placement (iii) Reduction in pupils on PT timetables > 6 wks, unregulated AP, or without appropriate offer
1.1(h)	Utilising the role of the Virtual School in supporting the progress and achievement of all children in school with a social worker.		<p>Outcome: Better attendance, progress, and stability for CWSW</p> <ul style="list-style-type: none"> (i) Overall attendance and persistent absence rates (trend improving; gap to all closing) (ii) Progress in R/W/M (primary), Attainment 8 (secondary), and reading age gains for CWSW (iii) Suspension and PEx rates for CWSW (reductions year-on-year) (iv) % CWSW with termly education plan/review (PEP-equivalent) of good quality (v) % CWSW accessing academic/pastoral interventions funded or brokered by the Virtual School (vi) % schools trained by the Virtual School on CWSW needs; staff confidence ratings
Early Years			
	Action	Lead	KPI / Milestone
1.2(a)	Ensuring high quality Early Years provision by Implementing the EYFS Statutory Framework within Bury's nurseries, childminders, group provision, out of school clubs and holiday clubs.		<p>Outcome: Settings to deliver consistently high-quality, safe, developmentally appropriate provision that supports every child to thrive and be ready for school.</p> <ul style="list-style-type: none"> (i) % of EY settings rated Good or Outstanding by Ofsted. (ii) % of children assessed as 'on track' in Communication & Language and Personal, Social & Emotional Development at key checkpoints. (iii) % of children achieving a Good Level of Development (GLD) at end of Reception, with gaps for SEND/EAL/EYPP reducing year-on-year.

			<ul style="list-style-type: none"> (iv) % of settings demonstrating high-quality curriculum and assessment practice through moderation and observation. (v) % of settings judged compliant in annual safeguarding audit (policies, SCR, safer recruitment)
1.2(b)	Publicising and encouraging uptake of the enhanced pre-school offer .		<p>Outcome: More families access the right Early Years provision with increased take-up of funded entitlements—especially among disadvantaged groups</p> <ul style="list-style-type: none"> (i) Take-up rates of 2-year-old funded places (overall and for targeted eligible groups). (ii) Take-up rates of 3–4-year-old universal and extended entitlements. (iii) % of eligible children from priority groups (SEND, EYPP, GRT, CWSW) accessing the enhanced offer. (iv) Parent satisfaction with information and access, via Family Hubs or provider survey. (v) Attendance levels of children accessing funded entitlements (e.g., % attending ≥90% of funded hours)
1.2(c)	Developing even more Multi-agency Early Years Pathways in key areas of child development and making them available to all children.		<p>Outcome: Children’s needs are identified early and supported through clear, consistent, multi-agency pathways, leading to improved developmental outcomes and reduced escalation</p> <ul style="list-style-type: none"> (i) % of referrals triaged within agreed timescales (e.g., 10 working days). (ii) % of children receiving intervention within X weeks of pathway acceptance. (iii) % of universal developmental checks completed (e.g., 2–2½-year HCP review; setting-led screens such as WellComm). (iv) % of children below expected levels at screening who make expected progress after targeted intervention. (v) % of SEN Support plans rated “good quality” through SEND QA. (vi) Reduction in late-stage indicators – unplanned transitions, emergency AP/EOTAS, crisis-level behaviour incidents. (vii) Parent/carer satisfaction with clarity and usefulness of pathways (survey or focus group measure).
1.2(d)	Delivering Multilingualism and English as an Additional Language (EAL) projects to Support educators and families.		<p>Outcome: EAL and multilingual children are effectively supported through strong home–language valuing practices, skilled educators, and engaged families—leading to improved language development and early attainment</p> <ul style="list-style-type: none"> (i) % of EY settings participating in multilingualism/EAL CPD programmes. (ii) % of staff demonstrating improved confidence and competence (pre/post training evaluation). (iii) Quality of multilingual/EAL environments, measured through setting audits (iv) % of EAL children making expected or better progress on local language assessment tools (e.g., WellComm, ECAT, NASSEA).

			<ul style="list-style-type: none"> (v) GLD outcomes for EAL children, with year-on-year narrowing of the gap to non-EAL peers. (vi) Number of families participating in EAL/multilingualism workshops through settings or Family Hubs. (vii) % of EAL parents reporting improved confidence communicating with settings and supporting early learning at home
Schools			
	Action	Lead	KPI / Milestone
1.3(a)	Building culturally responsive curriculum content that reflects and celebrates diversity, promoting representation and inclusivity.		<p>Outcome: Pupils experience a curriculum that reflects their identity, broadens their understanding of others, and fosters a strong sense of belonging and inclusion</p> <ul style="list-style-type: none"> (i) % of schools completing an annual curriculum diversity audit (representation, texts, examples, images, role models). (ii) % of curriculum areas demonstrating increased representation of diverse cultures, histories and identities (QA evidence). (iii) % of staff trained in culturally responsive pedagogy. (iv) Reduction in reported discriminatory incidents (racism, homophobia, ableism, misogyny). (v) Gap reduction in academic attainment and progress between majority and minority ethnic groups.
1.3(b)	Supporting inclusive mainstream provision through the Graduated Approach and Local Authority Inclusion and Outreach offer to schools.		<p>Outcome: Mainstream schools meet diverse needs effectively and confidently through high-quality, early, evidence-based intervention and support</p> <ul style="list-style-type: none"> (i) % of schools consistently implementing the Graduated Approach (assess–plan–do–review cycles evidenced). (ii) % of SEN Support plans rated “good quality” via SEND QA. (iii) % of staff accessing Inclusion & Outreach support and reporting improved confidence. (iv) % of pupils at SEN Support making expected or better progress (R/W/M or curriculum-appropriate measures). (v) Reduction in SEN Support → EHCP escalation where needs can be met mainstream. (vi) Reduction in suspensions and persistent absence for SEN Support pupils (gap closing with non-SEND peers).
1.3(c)	Ensuring enhanced specialist support through continual professional development and support to our Resourced Provisions and SEND units.		<p>Outcome: Specialist provisions deliver high-quality, evidence-based support enabling children with complex needs to make strong progress and experience inclusive, aspirational education</p>

			<ul style="list-style-type: none"> (i) % of staff in Resourced Provisions/SEND units completing specialist CPD (autism, SEMH, communication, sensory). (ii) Quality assurance rating of specialist provision practice (communication environments, sensory regulation, personalised curricula). (iii) Progress against individual learning outcomes (EHCP targets met or on track). (iv) Attendance rates for children in Resourced Provisions/SEND units (trend improving). (v) Successful reintegration or supported inclusion opportunities into mainstream lessons where appropriate. (vi) Parent/carer satisfaction with specialist support (annual survey)
1.3(d)	Supporting schools to adopt a trauma-informed approach, where staff understand how early experiences can affect behaviour and learning, and respond with empathy, consistency, and support.		<p>Outcome: Schools provide safe, predictable, regulated environments where staff respond with empathy and consistency, leading to improved wellbeing and reductions in behaviour-related barriers</p> <ul style="list-style-type: none"> (i) % of school staff trained in trauma-informed practice (ii) % of schools embedding trauma-informed policies (behaviour, relationships, inclusion). (iii) Reduction in behaviour incidents linked to dysregulation (frequency and severity). (iv) Reduction in suspensions linked to SEMH needs. (v) Pupil wellbeing scores (survey). (vi) Staff confidence ratings for supporting dysregulated or vulnerable pupils (survey)
1.3(e)	Closing the attainment gap by offering targeted interventions and support in schools to support disadvantaged pupils.		<p>Outcome: Disadvantaged pupils achieve strong outcomes, with the attainment gap narrowing year-on-year across all key stages.</p> <ul style="list-style-type: none"> (i) Attainment gap in R/W/M at KS2 and Attainment 8 at KS4 (year-on-year narrowing). (ii) % of disadvantaged pupils making expected progress increasing (iii) Attendance gap between disadvantaged pupils and their peers narrowing (iv) Engagement in enrichment, mentoring or wider curriculum opportunities (evidence of equity in access). (v) Quality assurance of intervention delivery (fidelity checks, impact evaluations).
1.3(f)	Reducing Suspension and Exclusion through locally developed guidelines for schools and responsive, timely specialist support to schools.		<p>Outcome: Suspensions and exclusions are used only as a last resort, with early identification, timely support and inclusive practice ensuring pupils remain engaged in education</p> <ul style="list-style-type: none"> (i) Reduction in suspensions and permanent exclusions (overall and for SEND, disadvantaged, ethnic minorities). (ii) % of schools implementing the locally developed Suspension & Exclusion Guidelines with fidelity (iii) Average number of missed school days due to suspension (reduction trend).

			<ul style="list-style-type: none"> (iv) % of schools accessing timely specialist support (Inclusion & Outreach, EP, SEMH services). (v) Reintegration success rate following suspension or AP placement. (vi) Early Help activation rate before exclusion (measure of prevention) (vii) Pupil and parent/carer satisfaction with reintegration and support processes (survey)
Alternative Provision and EOTAS			
	Action	Lead	KPI / Milestone
1.4(a)	Ensuring flexible and appropriate Alternative Provision by embedding and further developing alternative education pathways and the Local Authority AP directory.		<p>Outcome: CYP who require AP/EOTAS access the right pathway at the right time, in safe, high-quality provision that delivers strong progress, good attendance, successful reintegration where appropriate, and positive post-16 destinations</p> <ul style="list-style-type: none"> (i) % of commissioned providers on the LA directory meeting all quality, safeguarding and assurance standards at latest review. (ii) % placements matched to stated primary need (iii) % sessions attended; % pupils attending $\geq 90\%$. (iv) % learners with access to English, maths and at least one accredited/vocational pathway suited to KS/ability; (v) Attendance, progress and destination gaps for SEND/EHCP, disadvantaged, EAL, ethnic groups, CWSW vs all AP learners (gap closing). (vi) % leavers in EET at 3 and 6 months (education, employment, training/apprenticeships). (vii) % positive about communication, support and progress.
Post 16			
	Action	Lead	KPI / Milestone
1.5(a)			<p>Outcome: Post16 education in Bury is inclusive, accessible, and high-quality, enabling all young people—including those with SEND—to participate fully, make strong progress, and achieve positive longterm outcomes</p> <ul style="list-style-type: none"> (i) % of young people with SEND successfully placed in appropriate post-16 provision, including mainstream FE, sixth-form, alternative programmes or specialist settings. (ii) Timeliness of transition planning (e.g., % of Year 11 EHCP reviews completed by March with an agreed post-16 destination). (iii) % of SEND learners making expected or better progress towards qualification aims or personalised outcomes. (iv) Achievement rates for SEND learners across academic, vocational and supported internship routes. (v) % of young people with EHCPs meeting annual outcomes, measured at review.

	Providing inclusive learning opportunities in post-16 education, ensuring accessibility for all young people, including those with SEND.		<ul style="list-style-type: none"> (vi) Attendance rates for SEND learners compared with non-SEND peers (gap closing). (vii) % accessing specialist support (learning support assistants, therapies, mentoring) in line with their plan. (viii) % of SEND learners participating in work experience, supported internships or employability programmes. (ix) Monthly progression of SEND young people from NEET into education, employment or training (EET). (x) % progressing into semi-independent or independent living pathways (where appropriate). (xi) % of staff in post-16 providers completing SEND-related CPD, including autism, SEMH, dyslexia, assistive tech, and trauma-informed practice. (xii) Provider QA ratings for SEND practice and inclusion. (xiii) Parent/carer satisfaction scores for support, communication and inclusion.
1.5(b)	Developing additional targeted provision to meet the needs of groups of children at risk of disengagement from learning post-16		<p>Outcome: Young people at risk of disengagement can access timely, tailored post-16 provision that meets their needs, re-engages them in learning, and supports successful progression into sustained education, employment or training</p> <ul style="list-style-type: none"> (i) % of Year 11 leavers identified as “at risk of NEET” who are offered a September Guarantee before the end of Year 11. (ii) Attendance rates for young people on targeted post-16 programmes, including proportion attending ≥90%. (iii) Employer/partner feedback where programmes include placements or mentoring.

2. SAFE			
<i>Every child and young person will feel safe throughout their educational journey, giving them the best possible chance of reaching their potential</i>			
All Settings			
Action		Lead	KPI / Milestone
2.1(a)	Further strengthening our multi-agency partnerships through the Bury Safeguarding Children Partnership where the Local Authority, social services, police, health professionals and particularly schools work collaboratively.		<p>Outcome: Education settings work seamlessly with safeguarding partners to identify, respond to, and reduce risks to children, ensuring timely, coordinated support</p> <ul style="list-style-type: none"> (i) % of schools/settings participating in BSCP multiagency training, audits, or case reviews. (ii) % of safeguarding referrals containing complete information and meeting BSCP quality thresholds. (iii) Average time from concern identification to multiagency response (Early Help, MASH, police, health). (iv) % of settings engaged in multiagency early help meetings, CIN/CP meetings and strategy discussions. (v) Feedback from BSCP audits on education contribution to multiagency safeguarding practice
2.1(b)	Harnessing an early intervention & prevention approach providing targeted interventions to prevent concerns from escalating.		<p>Outcome: Emerging needs are identified early and addressed through timely, proportionate support that prevents escalation to statutory or crisislevel intervention</p> <ul style="list-style-type: none"> (i) % of Early Help assessments initiated within X days of identified concern. (ii) % of children receiving early help plans with a multi-agency Team Around the Family. (iii) Reduction in escalation from Early Help → CIN/CP → care entry. (iv) % of settings using routine screening tools (wellbeing, attendance risk, behaviour, SEMH). (v) % of pupils showing improvement in early risk indicators (attendance, wellbeing, behaviour, engagement).
2.1(c)	Supporting safe learning environments by working with settings to ensure they are physically, psychologically and emotionally safe, free from bullying, harassment, and discrimination.		<p>Outcome: All children and young people feel safe, included and supported within their educational environment, free from bullying, harassment and discrimination</p> <ul style="list-style-type: none"> (i) Pupil-reported safety scores (“I feel safe”, “I know who to talk to”). (ii) Reduction in reported bullying, harassment and discriminatory incidents. (iii) % of settings achieving compliance in annual safeguarding audit (site safety, online safety, supervision).

			<p>(iv) % of staff trained in anti-bullying, equality, online safety and safeguarding refreshers.</p> <p>(v) Reduction in behaviour incidents linked to safety concerns (including peer-on-peer).</p>
2.1(d)	Providing and brokering staff training and support to foster a culture of vigilance and responsibility.		<p>Outcome: All staff have the knowledge, confidence and vigilance required to identify, report and respond to safeguarding concerns effectively</p> <p>(i) % of staff with in-date safeguarding training (DSL, level 1, Prevent, online safety).</p> <p>(ii) % of staff completing annual safeguarding knowledge check / competency assessment.</p> <p>(iii) % of new starters receiving safeguarding induction within the first week.</p> <p>(iv) Staff self-reported confidence levels in recognising and responding to concerns (survey)</p> <p>(v) Outcomes of LA/BSCP audits reviewing staff understanding of procedures.</p>
2.1(e)	Ensuring safe transitions through enhanced arrangements and supporting our most vulnerable children and families.		<p>Outcome: Children—especially those who are vulnerable—experience smooth, well-planned transitions that maintain safety, continuity and support.</p> <p>(i) % of vulnerable children with a transition plan in place (EHCP, CIN/CP, CWSW, SEND support).</p> <p>(ii) Quality of transition information shared between settings (timeliness and completeness).</p> <p>(iii) % of receiving settings confirming they have implemented transition recommendations.</p> <p>(iv) Reduction in safeguarding concerns arising within the first term after transition.</p> <p>(v) Parent/carer satisfaction with transition arrangements (survey)</p>
2.1(f)	Working together on a Safe Travel approach to ensure all learners feel safe and can get to and from education settings confidently		<p>Outcome: All learners feel safe travelling to and from education settings, with risks identified, monitored and reduced through coordinated local action</p> <p>(i) % of reported travel-related safeguarding/behaviour incidents (reducing trend over time).</p> <p>(ii) % of schools implementing Safe Travel plans (walking routes, cycling safety, public transport guidance).</p> <p>(iii) % of pupils receiving travel safety education, including online/transport-based risks.</p> <p>(iv) Feedback from pupils on perceived safety when travelling.</p> <p>(v) % of SEND/transport-eligible children receiving timely travel risk assessments and transport arrangements.</p>
2.1(g)	Ensuring children missing in education is a priority, working together on identification, support and prevention		<p>Outcome: Children at risk of becoming missing in education are identified quickly and supported rapidly, ensuring that all children remain visible, safe and engaged in learning.</p> <p>(i) Number and rate of CME cases per term (overall trend).</p>

			<ul style="list-style-type: none"> (ii) % of CME notifications acted on within X days (iii) Average number of days between notification → child located → provision secured. (iv) % of settings submitting accurate and timely attendance and leaver returns. (v) Reduction in prolonged absence (10+ days) without known reason. (vi) % of CME cases closed with a verified education destination.
Early Years			
	Action	Lead	KPI / Milestone
2.2(a)	Ensuring children are kept safe by following the safeguarding requirements of the Early Years Foundation Stage Statutory Framework		<p>Outcome: All Early Years settings meet and exceed EYFS safeguarding requirements, ensuring that children are protected, well-supervised, and cared for within a safe, compliant, and nurturing environment</p> <ul style="list-style-type: none"> (i) % of Early Years settings fully compliant with EYFS safeguarding and welfare requirements (ii) % of settings assessed as 'secure' or 'strong' in safeguarding practice during annual QA visits (iii) % of settings achieving compliance in safety checks (supervision ratios, risk assessments, premises safety, safe recruitment). (iv) Number and type of safeguarding incidents, monitored for patterns and reduction trends.
2.2(b)	Supporting Digital Safety by enabling young children and their families to use digital devices safely		<p>Outcome: Young children and their families develop the knowledge, habits and confidence to use digital devices safely, supported by well-trained practitioners and settings that actively promote digital safeguarding</p> <ul style="list-style-type: none"> (i) % of Early Years settings delivering age-appropriate digital safety activities (aligned with national online-safety guidance). (ii) % of children engaged in structured digital safety learning, such as early lessons on trusted adults, safe use, and digital boundaries. (iii) Number and % of families attending digital-safety workshops or receiving digital-safety materials via settings or Family Hubs (iv) % of EY staff completing digital-safety training (online safety, safe technology use, handling online disclosures).
Schools			
	Action	Lead	KPI / Milestone
2.3(a)	Empowering Children & Young People by promoting pupil voice and providing them with the knowledge and confidence to stay safe and seek help when needed		<p>Outcome: Children and young people feel heard, respected, and empowered, with the knowledge, confidence and trusted relationships needed to keep themselves safe and seek support when worried</p> <ul style="list-style-type: none"> (i) % of settings with an active, representative pupil voice mechanism (school council, student ambassadors, wellbeing leaders).

			<ul style="list-style-type: none"> (ii) % of children reporting they know how to seek help (survey) (iii) % of pupils participating in age-appropriate safeguarding, consent, relationships and safety education. (iv) Pupil sense-of-belonging and empowerment scores (wellbeing surveys). (v) % of settings acting on pupil voice feedback (evidence through governance, SLT reports or pupil-led change projects).
2.3(b)	Improving online safety and digital resilience by equipping pupils, parents, and educators with the knowledge to navigate online risks safely		<p>Outcome: Pupils, staff and families are equipped with the knowledge and digital resilience needed to navigate online risks safely and confidently in a rapidly changing digital world.</p> <ul style="list-style-type: none"> (i) % of settings delivering curriculum-aligned online safety education across all year groups. (ii) % of staff completing annual online-safety and digital-risk training (including Prevent, harmful content, grooming, image sharing). (iii) % of parents engaging with online-safety workshops, materials or webinars. (iv) % of settings with an up-to-date online safety & acceptable-use policy covering staff, pupils and families. (v) Number and nature of online safety incidents, tracked for patterns and reduction trends.
2.3(c)	Working together to prioritise school attendance , ensuring all children attend well		<p>Outcome: All children attend school regularly, with timely, targeted and multi-agency support in place to remove barriers to attendance and prevent persistent absence</p> <ul style="list-style-type: none"> (i) Overall attendance rate for all settings (termly). (ii) Persistent absence rate (% below 90%), with reductions over time. (iii) Attendance gap for SEND, disadvantaged, EAL and vulnerable groups (trend closing). (iv) % of settings implementing the local attendance strategy & early help pathways with fidelity. (v) Time from emergence of attendance concern → early help activation. (vi) % of pupils showing improved attendance after targeted intervention (e.g., mentoring, EWO support, inclusion team).
2.3(d)	Ensuring robust policies and reporting mechanisms are effective and meet expectations		<p>Outcome: Education settings have strong, compliant and well-understood safeguarding policies and reporting systems that enable concerns to be identified, recorded and escalated swiftly and appropriately</p> <ul style="list-style-type: none"> (i) % of settings with up-to-date safeguarding, online safety, behaviour and anti-bullying policies (reviewed annually). (ii) % of settings using consistent, accurate safeguarding recording systems (CPOMS or equivalent). (iii) % of staff confident in using reporting mechanisms (survey).

			(iv) Audit findings on accuracy, completeness and quality of safeguarding records. (v) % of serious incidents appropriately escalated to DSL or external agencies
Alternative Provision and EOTAS			
	Action	Lead	KPI / Milestone
2.4(a)	Harnessing greater support and oversight of children electively home educated		<p>Outcome: Electively home-educated children are safe, visible, supported and able to access a broad, appropriate and high-quality education that meets their needs</p> <ul style="list-style-type: none"> (i) # and % of EHE children receiving timely initial contact/visit within X weeks of notification. (ii) % of EHE children receiving an annual education quality assessment. (iii) % of EHE pupils identified as vulnerable who are offered additional support (SEND, safeguarding, previously CME, persistent absence). (iv) % of EHE parents reporting satisfaction with advice, guidance and support from the LA (survey) (v) % of EHE arrangements deemed suitable (improving reporting trend). (vi) % of children returning from EHE into formal education successfully, with reintegration support in place. (vii) Number and rate of safeguarding concerns relating to EHE pupils, monitored for trends.
2.4(b)	Providing assurance and ensuring due diligence through a directory of providers who are registered with the Local Authority		<p>Outcome: All AP and EOTAS provision commissioned by the Local Authority is safe, high-quality, compliant, and subject to consistent and rigorous oversight, ensuring that every learner receives appropriate, secure and effective education.</p> <ul style="list-style-type: none"> (i) % of AP/EOTAS providers on the directory meeting all quality, safeguarding and compliance standards at most recent assurance review. (ii) % of providers with an up-to-date safeguarding audit, including safer recruitment, policies, and reporting systems. (iii) % of providers rated Green/Amber/Red through the LA quality assurance framework (trend over time). (iv) % of placements offered only through registered directory providers, demonstrating commissioning compliance. (v) Average time between provider QA visits / audits (SLA compliance). (vi) % of providers completing required documentation (e.g., risk assessments, curriculum statements, staff vetting). (vii) % of concerns or incidents reported by providers and followed up within expected timescales. (viii) Provider stability rate: number and rate of unplanned service suspensions, closures or compliance failures (ix) % of providers with compliant Single Central Record (SCR) checks.

			<p>(x) Number and nature of safeguarding incidents recorded across AP/EOTAS, monitored for reduction trends.</p> <p>(xi) % of critical safeguarding issues resolved within SLA timescales</p>
2.4(c)	Agreeing Alternative Provision standards with a clear emphasis on safeguarding		<p>Outcome: Consistent AP standards ensure that all providers operate safely, uphold robust safeguarding practice, and deliver a high-quality, inclusive offer that meets learners' needs</p> <p>(i) % of AP providers formally adopting the Local Authority AP Standards. (to be agreed)</p> <p>(ii) % of providers demonstrating evidence of safe practice (behaviour policies, supervision, secure premises, online safety).</p> <p>(iii) % of AP/EOTAS staff with in-date safeguarding, Prevent, and behaviour management training.</p> <p>(iv) % of providers with effective safeguarding reporting mechanisms, aligned with LA expectations.</p> <p>(v) Audit findings on safeguarding quality (accuracy, completeness, timeliness of reports).</p> <p>(vi) Reduction in safeguarding incidents within AP/EOTAS settings (trend).</p> <p>(vii) % of learners reporting that they feel safe within their provision (survey).</p> <p>(viii) % of risk assessments completed and reviewed within required timescales.</p>
2.4(d)	Extending the training offer provided through the Partnership to all local providers		<p>Outcome: AP and EOTAS staff have access to high-quality, relevant professional development that strengthens safeguarding practice, supports learner progress and ensures provision is consistent, inclusive and evidence-informed</p> <p>(i) % of AP/EOTAS providers participating in LA-led or partnership-led CPD programmes (termly/annual).</p> <p>(ii) % of staff completing mandatory training modules, including safeguarding, trauma-informed practice, SEND, behaviour, and de-escalation.</p> <p>(iii) Coverage rate: average number of training sessions attended per provider</p> <p>(iv) % of providers evidencing improved practice following CPD (from QA visits, observations, learner outcomes)</p> <p>(v) % of CPD delivered in partnership with schools, colleges, health or specialist services, evidencing whole-system development.</p> <p>(vi) Improvement in learner engagement, attendance and behaviour, particularly for learners with SEND or SEMH needs.</p>
Post 16			
	Action	Lead	KPI / Milestone

2.5(a)	Working collaboratively to support children who are (and children at risk of becoming) Not in Employment, Education or Training	<p>Outcome: Young people who are NEET or at risk of disengagement receive timely, targeted and coordinated support across partners, enabling them to re-engage, progress and secure sustained participation in education, employment or training</p> <p>Identification & Early Intervention</p> <ul style="list-style-type: none"> (i) % of Year 11 pupils identified as “at risk of NEET” with a September Guarantee (ii) % of vulnerable groups (SEND, CWSW, EAL, GRT, disadvantaged) receiving enhanced transition support. (iii) Engagement & Participation (iv) Post-16 participation rate (RPA compliance) for all young people aged 16–17. (v) % of at risk young people who successfully take up a place in post16 education, employment or training by the September guarantee date. (vi) Number of young people on reengagement or targeted post16 programmes. (vii) Progression & Retention (viii) In year retention rate for young people on post16 pathways (mainstream, AP post16, targeted reengagement). (ix) % of learners achieving expected progress in English, maths, vocational learning or personal development. (x) Destinations & Sustainability (xi) % of young people who were NEET or progressing into EET on a monthly basis (xii) Sustained participation rate (EET for two terms) (xiii) Experience & Quality (xiv) Young person satisfaction with the support they received to access/maintain post-16 participation.
2.5(b)	Fully Including colleges and post-16 providers in local safeguarding partnership arrangements – recognising that safeguarding risks may change in nature but still exist for young adults	<p>Outcome: Post-16 settings are fully embedded in local safeguarding partnerships, ensuring young adults learn in environments that are safe, supportive, and responsive to emerging risks that continue beyond age 16</p> <ul style="list-style-type: none"> (i) % of post-16 providers participating in local safeguarding partnership training, audits and meetings. (ii) % of providers with up-to-date safeguarding and Prevent policies aligned to local partnership requirements. (iii) % of post-16 DSLs and safeguarding leads attending multi-agency safeguarding briefings each year.

		<ul style="list-style-type: none"> (iv) % of staff in post-16 settings with in-date safeguarding training, including Prevent, online safety, contextual safeguarding and emerging risks. (v) % of safeguarding concerns responded to within expected timescales (same-day logging, timely referrals). (vi) Quality of safeguarding referrals submitted by post-16 providers (completeness, thresholds, evidence). (vii) Audit findings on multi-agency working, risk assessment, information sharing and escalation. (viii) % of post-16 learners reporting they feel safe in college or training environments. (ix) % of learners aware of how to report concerns or seek help. (x) Reduction in safeguarding incidents linked to online harms, sexual harassment, exploitation, and contextual risks. (xi) % of vulnerable young people (SEND, CWSW, those with EHCPs, or previously CIN/CP) with an up-to-date support plan. (xii) % of providers evidencing appropriate oversight of attendance, wellbeing and risk indicators for learners aged 16–19.
--	--	--

DRAFT

3. EFFECTIVE & HIGH ATTAINING

Every child and young person will have access to excellent educational settings, exceptional teachers and the support they need to achieve the best possible outcomes in learning and make the best possible start to adult life

All Settings

Action		Lead	KPI / Milestone
3.1(a)	Demanding high standards of teaching & learning by working with teacher training providers and hubs to secure high-quality, evidence-based training		<p>Outcome: All pupils experience consistently high-quality, evidence-informed teaching that improves learning and closes attainment gaps</p> <ul style="list-style-type: none"> (i) % settings implementing at least one evidence-rated approach with a written implementation plan and fidelity checks (target: ≥90%). (ii) % pupils making expected or better progress in reading, writing, maths (or curriculum-appropriate outcomes); gap to disadvantaged/SEND peers narrows by ≥x pp/year. (iii) % SEND Support plans judged “good quality” in QA; % pupils with appropriate adjustments evidenced in lesson observations/work scrutiny (iv) % settings reporting adoption of at least one EEF-rated approach with a written implementation plan
3.1(b)	Working together on the recruitment, training & retention of high-quality educators and leaders		<p>Outcome: A stable, skilled workforce—well-trained, diverse, and retained—ensures continuity and high standards</p> <ul style="list-style-type: none"> (i) Teacher/early years practitioner vacancy rate; days of lessons covered by short-term supply (target trajectory ↓ YoY). (ii) % ECTs retained at 2 years and 3 years (target ≥85% and ≥80% respectively). (iii) % middle leaders enrolled in accredited development; internal appointment rate to leadership posts (target trajectory ↑). (iv) Staff attendance; wellbeing survey index; turnover rate (target turnover ≤x%). (v) Workforce representation vs local pupil/community benchmarks; % leaders completing inclusive leadership CPD
3.1(c)	Building strong leadership & governance by supporting school leaders, Governors, MAT Trustees and Early Years proprietors through high quality advice, guidance and training - both in house		<p>Outcome: Strategic, values-led leadership and effective governance drive sustained improvement and accountability</p> <ul style="list-style-type: none"> (i) Governance effectiveness % boards completing annual skills audit and governance development plan; % governors/trustees meeting core training standard (safeguarding/finance/quality).

	and brokered from the wider education system, both within and outside of Bury		<ul style="list-style-type: none"> (ii) Leadership development & succession: % settings with a documented succession plan for key roles; % leaders completing role-specific CPD (e.g., SENDCO, DSL, EY lead). (iii) Quality of challenge & support: Evidence from minutes/QA that governance provides effective challenge (e.g., action follow-through rate $\geq 90\%$). (iv) Improvement planning quality: % School/Setting Improvement Plans rated “strong” on clarity, evidence use, milestones, and impact reviews. (v) External assurance outcomes: Trend in Ofsted/QA judgments; % actions from external reviews completed on time (target $\geq 90\%$).
3.1(d)	Ensuring curriculum excellence through showcasing excellence that exists within our system and using expertise from all partners to support curriculum development		<p>Outcome: Coherent, ambitious curricula—well-sequenced and knowledge/skills rich—enable breadth, depth, and inclusion for every learner</p> <ul style="list-style-type: none"> (i) Subject & phase networks: Participation rate in subject hubs/networks; % departments engaging in curriculum peer-review cycles (termly). (ii) Curriculum breadth & equity: Access rates to arts, PE, computing, languages and vocational pathways; uptake of EBacc (where relevant); enrichment participation—gap for disadvantaged/EAL/SEND narrows. (iii) Reading across the curriculum: % pupils with reading age at/above chronological; intervention coverage & impact (iv) Curriculum quality assurance: % observations/work scrutiny meetings curriculum quality indicators (e.g., retrieval practice, disciplinary literacy, adaptive teaching).
3.1(e)	Using data and evidence to inform and challenge each other; drive collaborative decision-making and tailor interventions to improve outcomes for children		<p>Outcome: Timely, high-quality data and evidence inform decisions, sharpen intervention, and improve outcomes—especially for vulnerable learners</p> <ul style="list-style-type: none"> (i) % settings submitting complete on-time returns for key datasets (attendance, exclusions, attainment, SEND status, plan stage, demographics) (target $\geq 98\%$). (ii) % clusters using shared dashboards in termly network meetings with recorded actions and impact checks. (iii) Attendance & inclusion outcomes: Overall attendance \uparrow; PA \downarrow; suspensions \downarrow; gap-closing trends for SEND/disadvantaged/EAL.
3.1(f)			<p>Outcome: A proportionate, transparent assurance system that supports improvement, protects children, and secures consistently positive outcomes.</p> <ul style="list-style-type: none"> (i) % settings receiving annual proportionate QA (universal/targeted/intensive) based on risk profile; % priority actions met by agreed deadline ($\geq 90\%$). (ii) % settings “green” on safeguarding audit (policies, training, SCR, reporting systems); time-to-resolve for amber/red findings (target ≤ 20 working days).

	Strengthen assurance and accountability , ensuring that all partners are supported, held to account and achieve positive outcomes		<ul style="list-style-type: none"> (iii) Inclusion & behaviour standards: Adoption fidelity to local suspension/exclusion guidance; reintegration success rate post-suspension/AP placement (target trajectory ↑). (iv) AP/EOTAS quality & safety: % provision meeting LA directory standards at latest review; incident rates trending down; attendance ≥90% for pupils in AP/EOTAS where appropriate. (v) Compliments/complaints & responsiveness: Response times within SLA; upheld complaint rate trending down; qualitative feedback shows improved confidence in the system. (vi) Outcome accountability: % settings meeting agreed annual impact thresholds (e.g., progress, attendance, curriculum QA, equity gaps closing) or on track with credible recovery plans.
Early Years			
	Action	Lead	KPI / Milestone
3.2(a)	Offering differentiated support to all providers, responding to data, sector intelligence and 'on the ground' need		<p>Outcome: All Early Years providers receive the right level of support at the right time, leading to improved quality, strengthened practice, and reduced variation across the sector.</p> <ul style="list-style-type: none"> (i) % of EY settings receiving universal, targeted, or intensive support according to need/risk assessment/outcome trends (ii) % of settings demonstrating improvement against local EY QA framework indicators (curriculum, safeguarding, environment, assessment). (iii) % of EY settings rated Good/Outstanding; % improving from RI to Good+. revise (iv) % of staff completing priority CPD (safeguarding, SEND, communication & language, curriculum) with pre/post evaluation. (v) % settings meeting all safeguarding requirements (SCR accuracy, policies, supervision ratios, risk assessments) at annual audit.
3.2(b)	Ensuring school readiness through all settings, Family Hubs, Children's Centres working together and with families to understand child development and supportive transitions.		<p>Outcome: Children enter Reception with the skills, confidence and wellbeing needed to thrive, supported by strong partnership working and consistent developmental support across the early years system</p> <ul style="list-style-type: none"> (i) % of children "on track" at key checkpoints (Communication & Language; PSED; Physical Development). (ii) % achieving a Good Level of Development (GLD), with year-on-year gap reduction for SEND/EAL/EYPP. (iii) Universal developmental checks: % completion rate of 2–2½-year HCP review; % settings completing universal screening tools

			<ul style="list-style-type: none"> (iv) % of children with a completed transition record shared with receiving school on time (target ≥95%). (v) % of schools reporting receipt of high-quality transition information. (vi) Parent satisfaction with transition support (survey) (vii) % families accessing parenting support, school readiness groups, or home-learning programmes via settings/Family Hubs. (viii) Attendance rates for school readiness sessions and EY parent workshops. (ix) % of children accessing funded entitlements attending ≥90% of funded hours
3.2(c)	Developing a greater Place-based offer through our Family Hubs and Children’s Centres to better meet families’ needs with universal and targeted help		<p>Outcomes: Families can access the right help at the right time within their community, improving children’s early development, family wellbeing, early identification of need, and uptake of entitlements</p> <ul style="list-style-type: none"> (i) % of local families with children 0–5 using Family Hub services at least once per term. (ii) % uptake of universal Family Hub offers (stay-and-play, health visiting drop-ins, baby & toddler groups). (iii) % families receiving targeted support (e.g., parenting, SEND pathways, infant feeding, safeguarding support); (iv) % completing their intervention with improved outcomes (parenting confidence, attendance, or developmental progress). (v) Time from early concern to Early Help plan; % of Early Help plans delivered through Family Hubs. (vi) Take-up rate of 2-year-old funded places and 3–4-year-old universal/extended entitlements. (vii) % of eligible families supported to access Tax-Free Childcare, DLA, Disability Access Fund, Early Years Pupil Premium. (viii) Number of integrated pathways jointly delivered (health, social care, SEND, speech & language). (ix) % HCP/SEND/education/joint assessments completed collaboratively. (x) Family satisfaction ratings with Family Hub and EY services (survey)
Schools			
	Action	Lead	KPI / Milestone
3.3(a)	Ensuring effective school improvement support from excellence within the Bury system through		Outcome: A strong, proportionate school improvement system—driven by local expertise—improves quality, accelerates recovery where needed, and reduces variation in outcomes across all settings

	universal, targeted and intensive partnership opportunities		<ul style="list-style-type: none"> (i) All settings risk-rated each term (SSOG) with universal/targeted/intensive support identified (ii) 95% settings receive identified level of support. (iii) ≥90% participation in universal offers (briefings, networks, CPD). (iv) % settings improving on key QA indicators (teaching & learning, curriculum, safeguarding, SEND, leadership). (v) % actions from LA/MAT QA visits completed within deadlines (≥90%). (vi) % settings achieving at least Expected Standard across all areas within 12–18 months. (vii) Improvements in attendance, progress, attainment and inclusion measures for settings receiving targeted or intensive support as measured by SSOG (School Support Oversight Group)
3.3(b)	Creating focused working parties tackling Bury specific priorities gleaned from local intelligence and national assessments		<p>Outcome: Local priorities are addressed quickly and effectively, with working parties contributing to a Bury Education System Toolkit (BEST) approach delivering evidence-based, timely solutions that improve outcomes for children and reduce system-level risks.</p> <ul style="list-style-type: none"> (i) Priority group representation from all key sectors (schools, EY, AP, SEND, health, social care). (ii) Each group publishes an agreed action plan and Terms of Reference (ToR) (iii) ≥90% actions delivered by agreed milestones. (iv) ≥80% of settings adopt agreed toolkits, frameworks or processes (v) Communication & language: ↑ % children on track; reduced gaps for SEND/EAL. (vi) KS2 and KS4 outcomes show improving 3-year trend (vii) Attendance: ↓ persistent absence; ↑ attendance for priority cohorts. (viii) Behaviour & inclusion: ↓ suspensions; improved reintegration success. (ix) Literacy/numeracy: ↑ expected progress rates; narrowed attainment gaps.
3.3(c)	Building collaborative networks of practice to share ideas, innovations and collectively problem solve		<p>Outcome: A connected, collaborative education system that spreads effective practice, supports workforce development, and strengthens consistency across all settings</p> <ul style="list-style-type: none"> (i) ≥85% of settings attend at least one network each term (subject hubs, SENDCO networks, safeguarding networks, curriculum groups, EY networks). (ii) All networks operate a structured cycle: evidence input → trial → review → scale. (iii) % settings engaged in peer review, moderation or open-classroom practice (goal: ≥80%).

			<ul style="list-style-type: none"> (iv) Number of case studies, model policies, showcase events or practice videos produced each year. (v) Impact on classroom practice & outcomes (vi) Evidence of improved pedagogy, curriculum sequencing, assessment practice or inclusion as a result of network activity. (vii) Improved outcomes in focus areas (e.g., reading, writing, SEND support, attendance).
3.3(d)	Providing strategic leadership support, advice and guidance to all Governors, Local Governors and MAT Trustees so that they are well-equipped to provide support and challenge for school leaders		<p>Outcome: Governance across the system is knowledgeable, confident and effective—driving strong strategic direction, oversight and accountability that delivers high quality education, strong outcomes, robust safeguarding and an inclusive culture across all settings</p> <ul style="list-style-type: none"> (i) Annual governance skills audit completed by 100% of boards. (ii) ≥90% governors/trustees complete core training (safeguarding, SEND, curriculum, finance) within 12 months. (iii) Governor minutes show evidence-based challenge on key areas (attendance, curriculum, SEND, safeguarding, finance). (iv) Attendance at LA governance briefings, training and updates ≥85%. (v) Number of boards accessing bespoke LA/MAT leadership advice and guidance. (vi) % boards meeting all statutory compliance requirements (safeguarding, policies, SCR oversight, financial returns). (vii) Year-on-year reduction in compliance issues identified in LA governance audits. (viii) Settings with strong governance show improved improvement cycle performance (QA, curriculum, outcomes). (ix) Rates of improvement in schools/settings previously identified as “cause for concern” as identified on SSOG
Alternative Provision and EOTAS			
	Action	Lead	KPI / Milestone
3.4(a)	Focussing on outcomes achieved by children in AP and EOTAS provision ensuring that programmes are regularly reviewed and outcomes driven		<p>Outcome: Children and young people in AP/EOTAS make strong academic, vocational and personal progress; attend and engage well; feel safe and included; and transition successfully to sustained education, employment or training (EET) or reintegration where appropriate</p> <ul style="list-style-type: none"> (i) % referrals triaged and matched to need within agreed timescales (ii) % placements matched to stated primary need (curriculum/SEMH/SEND/medical). (iii) Average time from panel decision → start on timetable (days).

		<ul style="list-style-type: none"> (iv) % providers meeting all LA directory standards at latest QA; % “Green” on safeguarding audit (policies, training, SCR, reporting) as identified in SSOG (v) Mean attendance rate; % learners at ≥90%; persistent absence rate (<90%)—trend improving. (vi) Lesson/session engagement score from learning walks/observation (vii) % learners with English and maths on timetable where appropriate; access to at least one accredited/vocational pathway suited to key stage/ability. (viii) Curriculum breadth indicators (personal development, PSHE, careers/IAG). (ix) % learners making expected or better progress in agreed aims (English, maths, vocational, personal development/ILP targets). (x) Qualification achievement rate (QAR) for appropriate pathways (incl. FS, Entry-Level, Level 1/2). (xi) % leavers in EET at 3 and 6 months; sustained EET for two terms at 17/18. (xii) % learners progressing to higher level study, apprenticeships, or supported internships (as appropriate). (xiii) Learner-reported safety and belonging (“I feel safe”, “I’m listened to”); improvement in wellbeing scale scores (pre/post) (survey) (xiv) Behaviour incident downward trend (xv) CYP Voice & Co-Production (xvi) % learners and parents/carers contributing to plans/reviews; satisfaction ≥85%; evidence of changes made due to feedback. (survey)
<p>3.4(b)</p>	<p>Ensuring a wide range of curricula and qualifications are available through the providers on the Alternative Provision Directory</p>	<p>Outcome: Local AP/EOTAS provision offers a broad, coherent and safe curriculum—academic, vocational and personal development—so every learner can access appropriate, high-quality pathways that match need, ability and aspiration</p> <ul style="list-style-type: none"> (i) % providers offering (a) English (incl. Functional Skills), (b) maths, (c) at least one vocational/technical pathway per key stage/ability band, and (d) structured personal development/PSHE/careers. (ii) Availability across Entry, L1 and L2 (and L3 where appropriate); % learners placed on level-appropriate courses (QA check). (iii) Pathway match: % placements matched to stated primary need (SEMH/SEND/medical/curriculum) at panel decision. (iv) % learners with English and maths timetabled where appropriate; % receiving CEIAG and work-related learning (KS4+).

			<p>(v) % learners accessing at least one accredited vocational/technical unit aligned to their ILP.</p> <p>(vi) % providers evidencing reasonable adjustments (assistive tech, sensory/environmental adaptations, trauma-informed practice).</p> <p>(vii) % EHCP provisions delivered as specified; therapy timeliness where commissioned.</p>
Post 16			
	Action	Lead	KPI / Milestone
3.5(a)	<p>Sharing the Knowledge and skills of our post-16 providers to better support the school system and develop expertise</p> <p>Most activity under this outcome is delivered by schools and colleges, not the council, so it reflects system-wide ambition rather than council delivery.</p>		<p>Outcome: A cohesive 11–19 system where post-16 expertise raises practice and outcomes in schools—especially in curriculum intent/implementation, assessment, English & maths, vocational pedagogy, CEIAG, and inclusion.</p> <p>(i) ≥85% of secondary schools (including special/AP) engage each term in at least one post-16 led support offer (e.g., masterclasses, subject clinics, moderation, employer-led projects).</p> <p>(ii) ≥90% of sessions rated “useful/very useful” by attendees; clear success criteria and take-away resources shared after every session.</p> <p>a. English & maths: improved diagnostic use and feedback fidelity evidenced in work scrutiny/assessment moderation.</p> <p>b. Vocational & technical: improved assignment planning, standardisation and employer involvement noted in QA.</p> <p>c. Improved progress in KS4 English/maths resit cohorts where joint approaches are deployed.</p> <p>d. Increased employer encounters and work-related learning hours in KS4 where post-16 partners co-deliver.</p> <p>e. Reduction in post-16 “no offer/no show” for Year 11 learners from supported schools.</p> <p>(iii) 100% of participating schools share agreed transition datasets (incl. SEND profiles, reasonable adjustments, risk flags)</p> <p>(iv) Proportion of schools with a Careers Leader and access to qualified careers advice.</p> <p>(v) Event registers/feedback forms (termly) for transition and CIAG events demonstrate upward engagement trend</p>
3.5(b)	<p>Collaboratively expanding the Higher Education and Adult Skills offer aligned with industry needs</p>		<p>Outcome: A responsive, place-based post-16 ecosystem where HE pathways and adult skills provision expand in line with labour-market demand, improving access, participation, and progression—especially for under-represented and priority groups</p>

			<ul style="list-style-type: none"> (i) Annual plan shows provision growth against local priority sectors (e.g., health & care, digital, construction/retrofit, engineering/advanced manufacturing, green skills, logistics). (ii) % of programmes offering flexible entry (multiple start dates), evening/weekend or blended options; availability of bridge provision (ESOL, Functional Skills, digital essentials) linked to technical routes. (iii) HE progression: % of Level 3 learners progressing to HE (incl. higher technical/HTQs) or higher apprenticeships; Access to HE completion and HE entry rates. (iv) Apprenticeship pipeline: Conversion rate from pre-apprenticeship/bootcamp to apprenticeship start; apprenticeship achievement rate in priority sectors. (v) Access & participation: Growth in participation for target groups (e.g., low prior attainers, SEND, care-experienced, adults 19+, women in STEM/green, GRT, ESOL learners). (vi) ≥85% positive on relevance, support, and progression advice (adult skills and HE-bound learner survey)
--	--	--	--

DRAFT

4. COLLABORATIVE & CONNECTED			
<i>Every child and young person will benefit from a system where educational settings work collaboratively and are deeply connected to their local neighbourhood</i>			
All Settings			
	Action	Lead	KPI / Milestone
4.1(a)	Aligning educational settings with multi-agency partners across neighbourhoods, fostering strong relationships with health, social care, and community services to provide whole family support for children and families		<p>Outcome: Children and families receive joined-up, timely help through strong local multi-agency arrangements that are child-centred and whole-family in approach.</p> <ul style="list-style-type: none"> (i) % of settings participating in locality multi-agency meetings/Targeted Support Meetings each term (schools, EY, AP, post-16). (ii) % cases progressed via agreed multi-agency pathways within timescales. (iii) % referrals meeting local threshold/quality standards at first submission (audit). (iv) % cases showing improved attendance, wellbeing or reduced risk at 12 weeks (agreed outcome set) (v) % step-up to CIN/CP avoided due to early help. (vi) % settings with a named DSL/lead consistently attending MASH/early help meetings (vii) Family Hubs linkage: % of settings using Family Hub “single/multiagency front door”; # of co-located offers; # joint clinics run per term.
4.1(b)	Connecting with community and volunteering organisations by encouraging settings to work with local organisations, charities, and volunteers to enrich learning experiences		<p>Outcome: Curriculum, enrichment and pastoral support are enriched through safe, purposeful community and volunteer partnerships.</p> <ul style="list-style-type: none"> (i) # active VCSE partnerships per setting; # volunteer roles filled termly (mentoring, reading, clubs), with safeguarding checks in place. (ii) % pupils accessing at least one community-led enrichment/mentoring activity per term, with equity monitoring (SEND, disadvantaged, EAL).
4.1(c)	Maximising funding and resources by working collaboratively to secure external funding, share facilities, and optimise the use of educational resources		<p>Outcome: Settings optimise financial sustainability by leveraging joint bids, shared assets and smarter procurement—protecting front-line provision</p> <ul style="list-style-type: none"> (i) £ value of successful joint bids and # of bids submitted; match-funding leveraged. (ii) % utilisation of shared facilities (specialist rooms, sports, theatres) outside core hours; # of cross-setting timetabling arrangements. (iii) £/pupil savings from joint procurement or shared staffing (e.g., EP, SaLT, attendance teams).

			(iv) % of projects with DPIA and data-sharing agreements.
4.1(d)	Increasing Local Authority and education provider collaboration through effective communication and joint working between the Local Authority, schools, and other educational providers		<p>Outcome: A coherent area-wide education system with clear roles, strong governance and consistent implementation of statutory guidance.</p> <ul style="list-style-type: none"> (i) ≥90% attendance at LA termly briefings/networks (DSL, SENDCO, Attendance, Governance, Safeguarding). (ii) % settings implementing statutory attendance guidance and local protocols with fidelity (policy in place; codes used correctly; data shared). (iii) % settings meeting KCSIE audit standards (policies, training, safer recruitment/SCR). (iv) Inspection readiness/assurance: % settings rated “green/amber” EYES SSOG (School Strategic Oversight Group)
4.1(e)	Creating Continuous Professional Development (CPD) networks to best support educators and leaders through collaborative training, research projects, and knowledge exchange		<p>Outcome: A high-quality, evidence-informed workforce where CPD improves classroom practice and learner outcomes.</p> <ul style="list-style-type: none"> (i) % of settings engaging in at least one subject/safeguarding/SEND/leadership network per term; % staff completing agreed CPD hours. (ii) % CPD offers incorporating EEF “mechanisms” (goal setting, feedback, practice, coaching) in plans (iii) % departments evidencing change in practice via observation/work scrutiny; network peer reviews show improvement against agreed outcomes (iv) Impact on outcomes: Targeted cohorts show improved attainment/progress/attendance following CPD (e.g., disciplinary literacy, behaviour, inclusion)
4.1(f)	Increasing pupil and parental voice and collaboration through school council networks and parent networks		<p>Outcome: Decisions are co-produced with children, young people and parents—improving belonging, safety and outcomes.</p> <ul style="list-style-type: none"> (i) % settings with active school/college councils and parent forums; % of meetings per term held and minuted with feedback. (ii) Participation rates disaggregated (SEND, disadvantaged, EAL, GRT, CWSW). <i>(Equity monitoring aligns with inspection emphasis on inclusion.)</i> (iii) # changes implemented due to CYP/parent feedback (behaviour, anti-bullying, online safety, curriculum choices). (iv) Pupil survey items (“feel listened to”, “know how to seek help”, “feel safe”) improve term-on-term
4.1(g)	Developing data sharing opportunities between settings to ensure a person’s needs on their educational journey are consistently met		<p>Outcome: Secure, lawful and purposeful information-sharing enables seamless support, earlier help and safer transitions.</p> <ul style="list-style-type: none"> (i) % settings with up-to-date Data Protection Policy, DPIA(s) for multi-agency sharing and % staff trained on data protection and information sharing.

			<ul style="list-style-type: none"> (ii) % records with key fields completed (SEND status, plan stage, risk/attendance/exclusions) (iii) Adoption of agreed data standards/APIs (e.g., Open Referral UK where relevant to Family Hubs); % partner systems interoperable for agreed datasets. (iv) % safeguarding cases where appropriate lawful basis used without relying on consent (audit), with rationale logged
Early Years			
	Action	Lead	KPI / Milestone
4.2(a)	Connecting families with young children to services important to them through our Family Hub and Children’s Centres		<p>Outcome: Families can access the right help at the right time through a visible “single/multi-agency front door”, improving child development, health and family wellbeing.</p> <ul style="list-style-type: none"> (i) % of families with children 0–5 who use Family Hub/Children’s Centre services at least once per term (by locality), disaggregated by priority groups (SEND, EYPP/low income, young parents, EAL) (ii) Uptake of Start for Life strands: Participation rates in infant feeding, perinatal mental health/parent–infant relationship, and home learning environment (HLE) sessions; proportion completing agreed programmes. (iii) Navigation & signposting quality: % families reporting they found the “front door” easily and were connected to the right service first time (Family Hub survey) (iv) Equity in access: Gap in participation between priority cohorts and all families narrows term-on-term (e.g., HLE groups, breastfeeding support). (v) % children “on track” at key checkpoints in Communication & Language and PSED linked to HLE participation (local measure drawing on EYF S assessment practice).
4.2(b)	Supporting collaboration in Early Years transition , better enabling children to move from one provider to the next and into schools		<p>Outcome: Children experience smooth, well-planned transitions that protect wellbeing, continuity of learning and safeguarding.</p> <ul style="list-style-type: none"> (i) % EY settings and feeder schools that have signed up to the local transition protocol/timeline and use standard documents (e.g., transition summary/1-page profile). (ii) % children with a completed transition summary (incl. strengths/interests, SEND/EAL adjustments, safeguarding info where appropriate) shared with receiving provision by agreed deadline. (iii) % children with identified SEND/early help who receive a multi-agency transition meeting and plan (with parent consent where appropriate) (iv) % families attending at least one transition activity (home visit/stay-and-play/induction) and receiving tailored materials (social story/transition booklet)

			<p>(v) Pupil wellbeing/settling score within 4–6 weeks of start (locally agreed tool)</p> <p>(vi) % children with ≥90% attendance in first half-term post-transition; % who maintain support plans (e.g., SALT strategies) in receiving provision.</p>
4.2(c)	Strengthening links between EY settings and schools		<p>Outcome: Coherent 0–5 to KS1 practice improves school readiness, early literacy/language, and inclusion.</p> <p>(i) # termly joint EY–Reception moderation/observation sessions (focus: language, early reading, maths, self-regulation); % feeder pairs participating.</p> <p>(ii) % children receiving targeted C&L/HLE interventions (e.g., shared book talk/communication groups) with pre/post gains;</p> <p>(iii) % children with an agreed “ready to learn” profile aligned to EYFS prime areas, sent to the receiving school (including reasonable adjustments).</p> <p>(iv) % EY and Reception staff attending shared CPD each term (e.g., curriculum sequencing, SEND support, behaviour & routines), evidenced by mechanism-rich design and observed practice changes.</p> <p>(v) % children meeting locally agreed early learning “on-track” indicators by end of first term in Reception (with focus on C&L and PSED); gap closing for disadvantaged/SEND.</p> <p>(vi) # cluster meetings per term (EY leads, Reception leads, SENCOs, Family Hub rep) with action logs; % actions completed on time. <i>(Aligns with Family Hub “connection” criteria on governance/leadership.)</i></p>
Schools			
	Action	Lead	KPI / Milestone
4.3(a)	Ensuring schools, their staff and their buildings are integral to neighbourhood working and a cornerstone of Public Service Reform		<p>Outcome: Schools act as anchor institutions in each neighbourhood—supporting early help, safeguarding, inclusion and attendance—through consistent multi-agency working and shared use of assets</p> <p>(i) % of schools represented at each locality multi-agency/Targeted Support Meeting per term.</p> <p>(ii) % schools implementing Working Together to Improve School Attendance with fidelity (policy updated, codes used correctly, data sharing in place)</p> <p>(iii) % of schools meeting KCSIE audit standards (policies, training, SCR), and judged “secure” on education’s role in multi-agency practice (local audit).</p> <p>(iv) Community access to assets: Hours per week of community use of school facilities (sports, halls, specialist rooms) with safeguarding/health & safety compliance evidenced.</p>
4.3(b)	Strengthening partnerships between schools by creating a system of collaboration between maintained schools, academies, and Multi-		<p>Outcome: A coherent area-wide school improvement system that shares expertise, reduces variation and accelerates recovery in attendance, curriculum and inclusion</p>

	Academy Trusts (MATs) to share best practices and resources		<ul style="list-style-type: none"> (i) ≥90% of schools participating each term in at least one cross-school network (curriculum, SEND, behaviour/attendance, safeguarding). (ii) % of schools assigned universal/targeted/intensive support each term (local SSOG or MAT QA) and % priority actions completed by deadline (iii) Year-on-year reduction in between-school variance for (a) persistent absence and (b) key attainment measures agreed locally. (iv) Safeguarding consistency: % schools aligned to common child-on-child, low-level concerns, and alternative provision protocols in line with KCSIE (v) Include Senior Leader Networks
4.3(c)	Connecting with external support such as The Research School (?), The North West Maths Hub and The English Hub to share knowledge and skills		<p>Outcome: Subject-specific and evidence-informed support improves classroom practice and pupil outcomes, particularly for disadvantaged learners</p> <ul style="list-style-type: none"> (i) % of schools actively engaged in a Maths Hub Work Group/Programme this year; % primary schools engaged with an English Hub offer (audit). (ii) Mathematics: Improved diagnostic attainment/fluency indicators in year groups participating in Maths Hub projects (local assessment; moderation with hub). (iii) Reading: ↑ % pupils meeting phonics/early reading milestones; fewer pupils flagged as “off-track” at six-weekly checks after English Hub support. (iv) % of schools accessing Research School training/briefings; % CPD plans explicitly referencing EEF guidance and implementation mechanisms (v) Other Maths/English network support
4.3(d)	Building senior leader and governor networks to foster local relationships		<p>Outcome: Strong, values-led leadership and governance drive sustained improvement, safeguarding compliance and curriculum quality across neighbourhoods and trusts</p> <ul style="list-style-type: none"> (i) ≥85% attendance at LA/MAT termly briefings for Heads, DSLs, SENDCOs, Attendance Leads and Governance Leads. (ii) % boards completing annual skills audit; % governors/trustees completing core training (safeguarding/finance/curriculum) within 12 months. (SSOG Tracker) (iii) % schools rated green/amber in pre-inspection assurance; % actions from governance/leadership reviews completed on time. (SSOG Tracker) (iv) % boards receiving termly analytics on attendance, exclusions, and safeguarding compliance; evidence of challenge in minutes
4.3(e)	Creating specialist forums for staff with specific responsibilities to share expertise and learn together		<p>Outcome: Role-specific professional communities spread effective practice, improve fidelity to statutory guidance and translate CPD into better classroom and pastoral outcomes</p> <ul style="list-style-type: none"> (i) % of eligible staff attending their specialist forum each term (list these?) (ii) CPD design quality: % forum CPD sessions aligned to EEF-style mechanisms (goal setting, feedback, practice, coaching) and to relevant statutory guidance.

			<p>(iii) Safeguarding compliance: For DSL forums—% schools with: (a) in-date KCSIE training for staff; (b) robust recording systems; (c) timely referrals/escalation.</p> <p>(iv) Attendance leadership: For attendance leads—% schools using risk dashboards; % pupils with improved attendance 6–12 weeks post targeted intervention.</p>
Alternative Provision and EOTAS			
	Action	Lead	KPI / Milestone
4.4(a)	Connecting all stakeholders through a multi-agency strategy group to work to refine Bury's strategy for the use of AP and EOTAS and support the development of the provision our children and young people need		<p>Outcome: A coherent, evidence-led AP/EOTAS system where partners jointly plan, commission, monitor and improve provision, ensuring it is safe, high-quality, needs-led and integrated with the wider SEND and inclusion system</p> <p>(i) % of required partners attending the Multi-Agency AP/EOTAS Strategy Group each term (LA, Education, SEND, Health, Social Care, Youth Justice, AP providers, commissioning, Early Help)</p> <p>(ii) Publication and annual refresh of an AP/EOTAS Strategic Plan including sufficiency analysis, funding model, reintegration expectations, quality assurance framework and use of national voluntary standards</p> <p>(iii) % of AP/EOTAS commissioned places that meet agreed sufficiency benchmarks</p> <p>(iv) % of providers monitored at least termly using the LA quality assurance framework, including safeguarding, curriculum, attendance, progress and reintegration planning</p> <p>(v) % of AP/EOTAS commissioned placements with evidence of safeguarding compliance (policies, DSL contact chain, safer recruitment, risk assessments).</p> <p>(vi) Attendance: % of learners attending ≥90% of timetabled AP/EOTAS sessions (with exceptions for medical tuition).</p> <p>(vii) Progress: % of learners making expected or better academic/SEMH progress as defined in their personalised plan.</p> <p>(viii) Reintegration pathways: % of placements with planned and successful reintegration or transition to next-step provision.</p> <p>(ix) Post-16 readiness: % of Y11 AP/EOTAS learners with a confirmed post-16 destination (EET)</p>
4.4(b)	Collaborating through Provider Forums to ensure providers work in partnership with the Local Authority in developing provision to meet young people's needs		<p>Outcome: A high-quality, collaborative AP/EOTAS provider community that shares practice, meets consistent standards, improves safeguarding, and delivers stronger outcomes for vulnerable learners.</p> <p>(i) # of providers contributing to shared policies, standards, induction frameworks or moderation activities, indicating a maturing, co-produced system</p>

			<ul style="list-style-type: none"> (ii) % of providers self-assessed and externally validated against the DfE Voluntary National Standards for non-school AP (safeguarding, welfare, health/safety, admissions, curriculum, quality of education) (iii) % of providers meeting the LA's QA threshold and/or improvement plans completed by deadline (iv) % of providers completing annual safeguarding audits, including safer recruitment, reporting mechanisms and compliance with KCSIE (v) % of providers demonstrating effective attendance tracking and rapid escalation of concerns back to the LA/schools (vi) % of providers evidencing an ambitious curriculum, aligned to home-school curriculum expectations and the AP Improvement Plan (DfE three-tier AP model) (vii) % of providers submitting termly data returns (attendance, safeguarding alerts, progress tracking, reintegration activity). (viii) Reduction in the number and duration of long-term AP placements, reflecting AP used as an intervention not a destination. (ix) % of AP/EOTAS learners reporting improved wellbeing/engagement, measured through local surveys
Post 16			
	Action	Lead	KPI / Milestone
4.5(a)	Creating pathways for progression , working with colleges, universities, and apprenticeship providers		<p>Outcome: Young people access high-quality, personalised pathways that lead to sustained progression into further/higher education, apprenticeships, or skilled employment</p> <ul style="list-style-type: none"> (i) % of learners progressing into sustained FE, HE, apprenticeships or employment, tracked using destinations data as required under careers statutory guidance. (ii) % of students receiving the required minimum six encounters with FE/HE/apprenticeship providers (Years 7–13) per the updated statutory expectations for 2025. (iii) Access to academic, technical and employment pathways: Evidence that learners receive impartial information about academic, vocational and apprenticeship routes (Gatsby-aligned), including detailed progression timelines. (iv) Providers demonstrate alignment of their apprenticeship pathways with employer needs, plus strong completion and achievement rates—reflecting Ofsted inspection priorities for FE and apprenticeship provision. (v) Use of GM resources: % of learners accessing GM-wide tools such as GMACS (Greater Manchester Apprenticeship & Careers Service) for planning and applying to pathways.

4.5(b)	Developing partnerships with businesses to enhance careers education, work experience, and skills development		<p>Outcome: Learners gain meaningful, high-quality employer encounters and work-based experiences that build skills, raise aspirations, and support transitions into employment</p> <ul style="list-style-type: none"> (i) Meaningful employer encounters: # and % of learners receiving employer encounters aligned with updated Gatsby Benchmarks emphasising employer engagement, inclusion and data tracking. (ii) % of learners accessing two weeks of work experience (KS4/KS5), in line with new 2025 guidance developments. (iii) Evidence that employer partnerships align with GM labour market needs and pathways—including sectors highlighted in GM Careers Community of Practice and Manchester’s post-16 pathways. (iv) Growth in employment-linked opportunities: % increase in internship, apprenticeship or job opportunities facilitated by providers—supported by employer engagement data.
4.5(c)	Strengthening Careers Education, Information and Guidance by working collaboratively local and national organisations		<p>Outcome: A high-quality, evidence-informed CEIAG system delivered collaboratively, ensuring all learners receive consistent, impartial and impactful guidance</p> <ul style="list-style-type: none"> (i) Annual confirmation of compliance with the 2025 DfE Careers Guidance, evidenced through Compass+ assessment against the Gatsby Benchmarks, demonstrating leadership-led, inclusive and data-driven CEIAG with effective parental engagement. (ii) % of learners receiving two personal guidance interviews (one before age 16 and one before age 18). (iii) Use of structured systems (e.g., Compass+, CEC Careers Impact System) to monitor aspirations, encounters, and progression.
4.5(d)	Making the most of the support from the Greater Manchester Careers Community of Practice in Bury settings		<p>Outcome: Providers actively engage in a GM-wide careers ecosystem that enhances consistency, quality assurance and access to opportunities for young people.</p> <ul style="list-style-type: none"> (i) Participation in GMCoP networks: # of staff and institutions attending GM Careers Community of Practice events/briefings. (ii) Use of GMQA systems: Extent of provider use of GM’s shared Careers Impact System, Employer Standards and Future Skills Questionnaire for self-evaluation and improvement. (iii) Contribution to GM-wide initiatives: Evidence of collaboration to address system-level barriers, share good practice, and align provision to GM priorities (e.g., BeeWell wellbeing data, local labour market intelligence). (iv) Reduction in the proportion of young people who are NEET (v) Parity across academic/technical routes: Providers demonstrate actions that promote technical and vocational pathway parity—central to GM priorities

4.5(e)	Supporting Lifelong Learning by offering work experience, college placements and volunteering opportunities to Key Stage 4 students, apprentices, care-leavers and adult volunteers	<p>Outcome: Learners of all ages—especially those facing additional barriers—access inclusive lifelong learning pathways that build employability, skills and community engagement.</p> <ul style="list-style-type: none"> (i) Access and equity: % of KS4, apprentices, care-leavers and adults accessing work experience, volunteering or placement opportunities, tracked for equity (SEND, disadvantaged). (ii) Impact on skills development: Evidence that learners develop “Skills for Life” (communication, teamwork, self-belief, self-management, problem solving) as defined in Manchester’s Post-16 Pathway Partnership
--------	--	---

DRAFT

5. SUFFICIENT & SUSTAINABLE			
<i>Every child and young person will thrive in a system with enough high-quality places in local schools and settings to meet demand, while ensuring long-term financial viability and resilience</i>			
All Settings			
	Action	Lead	KPI / Milestone
5.1(a)	Consistently recognising and valuing the integral role of schools and other settings in local communities , working creatively and collaboratively to ensure their sustainability through systems overseeing long-term financial viability and preventing unnecessary closures or mergers		<p>Outcome: A resilient local education ecosystem where settings are viable, high-quality, and anchored in their communities, with proportionate use of organisational change only where justified by evidence.</p> <ul style="list-style-type: none"> (i) % of settings included in a termly sustainability dashboard (rolls, capacity, forecast demand, financial risk, curriculum breadth, estate condition). Aligns with DfE/OSA processes for considering organisational change. (ii) % of settings risk-rated (green/amber/red) each term with agreed mitigation plans (e.g., federation, shared services, curriculum collaboration) and % of priority actions met by deadline. SSOG (iii) Community value & access: Hours per week settings made available for community use (with safeguarding compliance) and # of community partnerships sustained during periods of falling rolls. (Supports the principle of proportionate responses to surplus capacity.)
5.1(b)	Using data and forecasting to analyse birth rates, Early Years data, housing developments, and migration patterns to anticipate and respond to change		<p>Outcome: Proactive, evidence-led sufficiency planning that anticipates demand shifts and reduces both shortages and inefficient surplus capacity.</p> <ul style="list-style-type: none"> (i) Publication of annual or biannual place-planning forecasts (primary to 2028/29; secondary to 2030/31) using DfE/ONS inputs; % of planning areas with 5–7-year projections published on time. (ii) Use of current demographic evidence: Forecasts incorporate the latest ONS births (including the new quarterly births outputs) and DfE pupil projections; audit confirmation included in methodology. (iii) Housing impact modelling (iv) Cross-border & migration adjustments: Forecasts explicitly quantify net in/out-flows and late arrivals (new to area), evidenced by cohort ratios and school census flows. (v) Decision timeliness & accuracy: % of capital or organisational decisions (expansions, PAN changes, mergers) made within planned timelines and

			supported by the forecasting evidence base referenced above. [assets.pub...ice.gov.uk] (vi) Local publication & transparency: Publicly available place-planning strategy updated at least annually, with ward/cluster-level capacity and forecast demand, mirroring practice in Bury and other LAs.
5.1(c)	Maximising Funding Opportunities from government, developer contributions, and strategic partnerships to support the sustainability of settings		Outcome: Optimised capital and revenue funding that safeguards sufficiency, protects curriculum quality, and enhances estates resilience. (i) £ value of Section 106/CIL secured for education (agreed this year), % tied to named projects (ii) Existence and annual review of an adopted SPD or framework for education contributions (iii) Use of published, local education-contribution methodologies (pupil yield, cost per place, indexation, phasing) and % of S106 agreements aligned to the methodology (iv) External capital leveraged: £ leveraged from national programmes and strategic partnerships (e.g., Basic Need/School Capacity allocations, or other central/combined-authority funds) relative to local match, year-on-year
5.1(d)	Working collaboratively on environmental sustainability and embedding environmental responsibility into daily practice.		Outcome: Education settings decarbonise operations, strengthen climate resilience, improve biodiversity, and equip learners with green knowledge and skills (i) Climate Action Plans (CAPs): % of settings with a published CAP (energy, transport, biodiversity, procurement, curriculum) updated annually—aligned to DfE Sustainability & Climate Change Strategy milestones to 2030 (ii) Nature & climate education: # of settings participating in the National Education Nature Park (mapped habitats, biodiversity actions) and associated curriculum engagement metrics (iii) % of sites with heat/flood risk assessments and adaptation measures documented within the CAP (e.g., shade, drainage (SuDS), ventilation), consistent with DfE’s strategy evaluation framework
Early Years			
	Action	Lead	KPI / Milestone
5.2(a)	Understanding Early Years needs through the Childcare Sufficiency Assessment, ensuring we		Outcome: Every family can access sufficient, high-quality, affordable Early Years places locally—by type, hours, SEND suitability, and geography (i) Annual CSA publication & transparency: CSA published to elected members and made accessible to parents every year (statutory expectation).

	have enough places available across a range of different types of provision		<ul style="list-style-type: none"> (ii) Place coverage by ward/locality: % of wards meeting a locally agreed benchmark (e.g., ≥95%) of required places for 0–4s, with breakdowns by PVI, school-based nursery and childminders. (iii) SEND sufficiency: Ratio of places suitable for SEND to estimated need; % of providers with inclusive adaptations and workforce capability logged. (iv) Sessional flexibility: % of providers offering flexible hours (stretched/year-round; wraparound), reflecting statutory guidance on securing sufficient childcare for working parents. (v) Market movement: # of new registrations and closures by type/ward; net change in places vs. projected demand (termly tracking)
5.2(b)	Supporting the take up of Funding Entitlements and Tax-Free Childcare by working with families through settings, the family hubs and children’s centres		<p>Outcome: Eligible families understand and use the right financial support at the right time—maximising take-up of funded hours and Tax-Free Childcare (TFC), particularly for disadvantaged cohorts</p> <ul style="list-style-type: none"> (i) Codes obtained: #/% of eligible families obtaining working-parent entitlement codes each term (9 months–4) as expansion phases roll out. (ii) Codes validated by settings: % of obtained codes successfully validated before headcount deadlines. (iii) Take-up % by age band (including the 30-hours for eligible working parents) with gaps to borough and national rates. (iv) Disadvantaged 2-year-olds: Take-up % and YoY change; targeted outreach completion rate via Hubs. (v) #/% of eligible families using Tax-Free Childcare (tracked via Family Information Service campaigns and Hub referrals). (vi) % of parents reporting they can find clear information on eligibility, charges and funded hours; timeliness and accuracy of online directory updates (statutory duty under s12). (vii) Conversion from Hub engagement: % of families supported by Family Hubs/Children’s Centres who subsequently (a) validate a code and (b) start a funded place—measured termly.
5.2(c)	Growing Sustainable Businesses by sharing guidance and advice through the GMCA Growth Hub Business Support		<p>Outcome: Early Years providers build commercial resilience—improving leadership, cashflow, workforce skills and productivity—so places remain available and high-quality.</p> <ul style="list-style-type: none"> (i) # of Early Years providers engaging with GM Business Growth Hub events/1-to-1 clinics; % completing a diagnostic and action plan. (ii) Skills uplift via GM programmes: # of owners/managers accessing essential skills/leadership training (finance, HR, ESOL/digital for staff)

			(iii) Workforce stability: Staff turnover and vacancy rates before vs. 6 months after support; participation in apprenticeships/skills pathways brokered by the Growth Company (?)
Schools			
	Action	Lead	KPI / Milestone
5.3(a)	Ensuring enough school places through a Pupil Place Planning Strategy to meet current and future demand, considering population growth, residential development and local demographic changes		<p>Outcome: Families can access a local, good-quality school place now and in the future, with capacity matched to demographic change and planned housing.</p> <ul style="list-style-type: none"> (i) Publish/update a borough-wide place-planning forecast (primary → 2028/29; secondary → 2030/31) at least annually, using DfE school capacity data and official projections (include methodology note) (ii) Use of latest demographic evidence: Forecasts incorporate ONS quarterly births and the DfE national pupil projections (state data vintage and assumptions in your technical note) (iii) Planning-area accuracy: Variance between forecast vs. actual September rolls within $\pm x\%$ at planning-area level (report exceptions with drivers and corrective actions). (iv) % of planning areas within the locally agreed band for surplus places (e.g., 5–10%), minimising both shortages and inefficient surplus. (v) Housing impact: % of major sites with agreed pupil yields and capacity solutions embedded in the strategy; post-occupancy check compares modelled vs. realised yields ($\pm 10\%$ tolerance)
5.3(b)	Planning collaboratively with Stakeholders including schools, Multi-Academy Trusts (MATs), Manchester & Salford Diocesan Boards and local communities to develop an agreed approach		<p>Outcome: Place-planning decisions are transparent, co-produced and compliant—commanding confidence across trusts, dioceses and communities.</p> <ul style="list-style-type: none"> (i) Formal engagement cycle: Termly place-planning meetings with MATs and Diocesan Boards; % attendance and % actions closed to deadline (ii) % of school organisation proposals (expansions, PAN changes, amalgamations) with complete statutory case files (consultation, educational standards, equality impact, decision record) (iii) % proposals decided within statutory timescales or properly referred to the Schools Adjudicator where required (iv) Diocesan protocols: Evidence of early engagement/consent processes in faith-school proposals
5.3(c)	Ensuring sustainable local schools for communities by innovating together to mitigate falling rolls and deficit budgets, including		Outcome: A resilient pattern of provision—financially viable, educationally strong, and reflective of community/faith demand.

	maintaining our proportion of faith school places across the borough		<ul style="list-style-type: none"> (i) % of schools captured in a termly dashboard (rolls trend, forecast demand, financial risk, curriculum breadth, estate condition) informing targeted support/interventions. SSOG (ii) #/% of schools with falling rolls implementing agreed innovations (federation, shared staffing/services, curriculum collaboration) with milestone tracking. (iii) Prevented closures: # and % of potential closure cases resolved via alternatives (federations/amalgamations/space repurposing), evidenced against statutory guidance. (iv) Faith-place parity: Faith-place share maintained within the agreed borough tolerance (monitor by planning area and key stages) through collaborative solutions with dioceses
5.3(d)	Delivering new school development and expansion linked to borough-wide sufficiency plans		<p>Outcome: Capital delivery creates the right places in the right locations at the right time, meeting statutory process requirements</p> <ul style="list-style-type: none"> (i) % of capital projects explicitly referenced in the published sufficiency plan and underpinned by the latest capacity/forecast data. (ii) % of schemes delivered to the planned opening date and within the approved budget envelope (iii) Quality/suitability checks: Post-occupancy review of utilisation vs. forecast, and suitability (SEND access, safeguarding, curriculum requirements), logged in the programme closure report
5.3(e)	Increasing SEND Provision through Resourced Provisions, SEND Units and Special Schools, in line with a refreshed SEND Sufficiency Strategy		<p>Outcome: Children and young people with SEND access timely, appropriate local places; out-of-area placements and travel burdens reduce over time</p> <ul style="list-style-type: none"> (i) Planned capacity vs. need: Net additional specialist places delivered vs. trajectory in the SEND Sufficiency Strategy (by phase/need type) grounded in local and national sufficiency evidence. (ii) Mainstream inclusion: # of new or expanded resourced provisions/SEND units; % of children whose needs are met in-borough and in mainstream where appropriate (tracked termly) (iii) ↓ % and absolute number of high-cost out-of-area placements relative to total EHCP cohort (report distance and cost trends with narrative). (iv) Statutory process & delivery: For special-school proposals, % meeting statutory proposal requirements and timescales (publication/representation/decision/implementation)
5.3(f)	Ensuring transport and accessibility through safe, accessible, and sustainable travel options for		<p>Outcome: Pupils travel to education safely and sustainably; travel needs are planned into place-making and school-organisation decisions</p>

	all pupils, supported by Transport for Greater Manchester		<ul style="list-style-type: none"> (i) School Travel/Accessibility Plans: % of schools with up-to-date travel plans covering active travel, public transport access, and SEND mobility plans, monitored annually. (ii) % change in pupils using active/public transport modes vs. car, reported annually alongside emissions/air-quality benefits where available (iii) Safety & safeguarding: Trend in reported travel-related incidents on school journeys and % of schools with risk-assessed pick-up/drop-off arrangements.
Alternative Provision and EOTAS			
	Action	Lead	KPI / Milestone
5.4(a)	Creating an Alternative Provision Approach , securing sufficient places to meet the full range of needs		<p>Outcome: A coherent, high-quality, needs-led AP/EOTAS system where sufficient, safe, and well-matched places are available, ensuring every learner receives suitable education and timely reintegration or progression</p> <ul style="list-style-type: none"> (i) Published AP/EOTAS Strategy: Annual or biannual publication of a multi-year AP strategy outlining sufficiency, funding, placement processes, quality assurance, and reintegration expectations (as required in updated DfE AP guidance) (ii) Place sufficiency: % of AP/EOTAS commissioned places meeting local estimated need by type (SEMH, medical, behavioural, vocational, complex needs). (iii) Provider coverage: % of commissioned AP providers meeting local quality and safeguarding standards (iv) Quality assurance compliance: % of AP providers subject to termly QA checks covering safeguarding, curriculum breadth, attendance monitoring, and reintegration planning. (v) Timely placement: % of pupils placed into AP/EOTAS within X days of decision, meeting Section 19 Education Act duties for “suitable education”. (vi) Suitability of placement: % of placements where education is matched to assessed need (academic, therapeutic, vocational) according to AP guidance requirements. (vii) Attendance: Mean attendance rate of AP/EOTAS learners; % attending $\geq 90\%$ of provision. (viii) % of learners making expected progress in core curriculum, personal development, or bespoke EOTAS outcomes. (ix) Reintegration success: % of pupils with a reintegration plan; % successfully reintegrated to mainstream or suitable next destination within agreed timeframes given reintegration is a key priority of the revised DfE AP guidance.

			<ul style="list-style-type: none"> (x) 100% of providers meeting safeguarding expectations, including monitoring, oversight, and risk assessment requirements stated in AP/EOTAS guidance. (xi) Termly analysis of wellbeing measures, safeguarding incidents, and risk flags for AP/EOTAS learners.
5.4(b)	Increasing targeted support programmes to support young people in mainstream schools and reduce demand for longer term Alternative Provision placements		<p>Outcome: A preventative system where early intervention in mainstream settings reduces exclusions, improves behaviour and wellbeing, and ensures AP is used as a short, purposeful intervention rather than a long-term destination.</p> <p>Early intervention & targeted support</p> <ul style="list-style-type: none"> (i) Coverage of targeted support programmes: % of mainstream schools accessing targeted support (e.g., behaviour outreach, SEMH, therapeutic pathways). (ii) Timeliness of early help: % of referrals to early intervention support initiated within X weeks of identified need, aligned with DfE emphasis on early intervention to avoid AP placements. (iii) Impact of targeted support: % of pupils showing improvement in behaviour, attendance, or wellbeing after intervention (measured at 6–12 weeks). <p>Reducing exclusions & AP demand</p> <ul style="list-style-type: none"> (iv) Reduction in suspensions/ permanent exclusions: Year-on-year change, including gaps for SEND, disadvantaged, and vulnerable groups. (v) Reduction in AP referrals: % decrease in new AP/EOTAS referrals where needs can be met through mainstream support (aligned with national AP reforms aimed at reducing unnecessary AP use). (vi) Short-term intervention use: % of AP placements that are time-bound with a clear plan, reflecting national expectations that AP should not become a long-term destination. <p>Reintegration & Transition</p> <ul style="list-style-type: none"> (vii) Reintegration readiness: % of pupils receiving reintegration-focused AP/evidence of preparation for reintegration (key requirement in 2025 AP guidance). (viii) Return to mainstream: % of pupils returning successfully to mainstream following targeted support without entering AP. <p>Multi-agency Collaboration</p> <ul style="list-style-type: none"> (ix) Joint planning effectiveness: Frequency and quality of multi-agency meetings (education, health, social care) for at-risk learners.

			(x) EHCP/SEND alignment: % of pupils with EHCPs or additional needs receiving appropriate adjustments to avoid AP substitution—which the guidance now explicitly prohibits.
Post 16			
	Action	Lead	KPI / Milestone
5.5(a)	Effective, co-ordinated strategic planning with post-16 providers and other stakeholders to ensure sufficient and high-quality places are available to meet current and future demand, including for high attaining young people	AB	<p>Outcome: Young people access sufficient, high-quality and aspirational Post-16 pathways—academic, technical, vocational and employment-based—supported by strong local planning, clear progression routes, and high engagement from providers, employers and young people themselves</p> <ul style="list-style-type: none"> (i) Ensuring the area has enough high-quality places for all learners, including high attainers. (ii) Annual Post-16 capacity forecasting completed and published, incorporating demographic change, school leaver numbers, qualification trends and local labour market data. (iii) % of planning areas with sufficient Post-16 places (meeting or exceeding projected demand for the next 3–5 years). (iv) Specialist / high-attainer sufficiency: % of high-attaining pupils offered places on A-level or advanced academic/technical programmes aligned to their attainment. (v) % of Post-16 providers participating in termly strategic planning meetings (LA, ITPs, colleges, sixth forms). (vi) Employer and HE/FE partnership breadth: # of employers and higher education partners shaping curriculum, transition, guidance or industry-linked programmes. (vii) Participation in employer encounters and career guidance, including the six required encounters from Years 7–13 as per updated guidance. (viii) Quality of careers guidance: % of Post-16 providers meeting or exceeding updated Gatsby Benchmarks and/or achieving the Quality in Careers Standard. AB (info from GMCA) <p>Tracking whether young people access and sustain high-quality destinations.</p> <ul style="list-style-type: none"> (ix) Participation rate (RPA compliance) for 16–17 year olds (education, training or apprenticeships). (x) Retention rates for Post-16 programmes (FE, sixth form, specialist provision, apprenticeships) (xi) Progression and achievement rates for learners across academic, technical and employment-based routes.

		AB	<p>(xii) High-needs and SEND progression: % of SEND learners accessing and sustaining suitable Post-16 destinations.</p> <p>(xiii) Ensuring all groups—especially disadvantaged and vulnerable learners—benefit from strong Post-16 pathways as evidenced by:</p> <ul style="list-style-type: none"> • Disadvantaged learner participation and progression gaps (FSM6, care-experienced, SEND, EAL). • Post-16 attendance patterns for vulnerable groups (SEND Support, EHCP, CWSW, EAL). • Learner voice: % of learners reporting high satisfaction with Post-16 study, guidance, support and progression planning.
--	--	----	---

DRAFT

This page is intentionally left blank

SCRUTINY REPORT

MEETING: Children and Young People Scrutiny

DATE: 12th March 2026

SUBJECT: RISE School Report

REPORT FROM: Ben Dunne Director of Education and Skills

CONTACT OFFICER: Damian Kay School Assurance Officer

1.0 BACKGROUND

In January, the Department for Education (DfE) wrote to the responsible bodies of schools demonstrating low attainment outcomes for all pupils and for disadvantaged pupils. The DfE strongly encouraged these schools to engage with the Universal RISE service, which provides nationally coordinated subject-specific improvement support across Maths and English.

The RISE Maths Hubs offer specialist collaboration and professional development through a network of 40 hubs, supporting schools to strengthen mathematics teaching and improve pupil outcomes. Engagement planning is underway locally to identify schools that would benefit from targeted hub support.

The RISE English Hubs 34 hubs nationally—provide CPD and intensive in-school support focused on early reading, systematic synthetic phonics, and literacy. This support is driven by audit processes and may include access to resource funding. Recently, the Local Authority has promoted the English Hub offer to two of the primary schools named in the DfE letter. Additional developments within the Universal RISE programme include:

- targeted Literacy Specialist input for Key Stage 3 reading from 2025
- 'Unlocking Reading' CPD for all secondary schools from 2026
- Reception-focused early language and literacy CPD and intensive support from September 2026, aligning with the Local Authority's Good Level of Development (GLD) improvement objectives

Across the named schools, attainment concerns vary in scale and subject focus. Several primary schools have experienced significant year-on-year drops in Reading, Writing and Maths (RWM) combined performance, with some also reporting notable declines in individual subjects such as Reading or Maths. A number of schools show disproportionately low progress in Reading, despite more stable outcomes in Writing or Maths. Schools with high proportions of pupils with English as an Additional Language (EAL) or Pupil Premium cohorts also feature prominently.

In secondary settings, declining Attainment 8 scores are directly linked to reductions in English and Maths grades (9–5 and 9–4), with gender-specific underperformance in some schools. While some academy trusts report confidence in cohort-specific fluctuations resolving in 2026, the need for structured external support remains evident. Where applicable, Local Authority Quality Education Professionals (QEPs) continue to provide termly challenge and support, with targeted improvement plans in place.

2.0 ISSUES

Across the schools named, several important themes emerge:

1. Declining or inconsistent outcomes in Reading, Writing and Maths
 - Several primary schools show sharp year-on-year declines in KS2 outcomes, particularly in Reading and Maths (e.g., Primary Schools 1, 4, 5).
 - Writing is a persistent area of underperformance across multiple schools, even where Reading and Maths are improving (e.g., Primary Schools 6 and 7).
2. Significant attainment drops in secondary English and Maths
 - All three secondary schools saw notable reductions in pupils achieving Grades 9–5 and 9–4 in English and Maths.
 - Gender-specific issues are evident:
 - Girls underperformed notably at High School 1.
 - Boys represent a significant concern at High School 3.
 - Although High School 2 experienced a sharp drop, leaders attribute this to a cohort issue, and the trust has a strong track record within the RISE programme.
3. High proportions of pupils with English as an Additional Language (EAL) and Pupil Premium
 - Several schools have significantly above-average proportions of EAL and disadvantaged pupils (e.g., Primary 1, Primary 7, High Schools 1 and 2).
 - These contextual factors heighten the need for targeted literacy, early language, and reading support—areas directly addressed by RISE English Hubs.
4. Early Years and Phonics concerns
 - GLD outcomes at Primary School 3 are well below national despite phonics performance being broadly in line.
 - This reinforces the need for early language intervention, which the expanded Reception support offer from September 2026 is designed to address.
5. Need for strengthened school improvement capacity
 - Several LA maintained schools are already receiving QEP support, with variable levels of improvement.
 - Some academies have existing trust-level interventions (e.g., High School 3 with an Executive Head appointed).

Overall, while some improvement activity is underway, the performance issues align closely with the areas RISE is designed to address.

3.0 CONCLUSION

Engagement with the Universal RISE service represents a significant opportunity for the schools identified by the DfE to access high-quality, nationally coordinated subject expertise. The range of support available spanning phonics, early reading, literacy development across phases, and collaborative maths improvement—aligns directly with the areas of underperformance evident across the primary and secondary schools highlighted.

The data demonstrates that many of the schools have experienced substantial declines in key performance indicators, including RWM combined at primary level and English/Maths grade thresholds at secondary level. Persistent weaknesses in Reading, and in some cases Writing, are evident in several settings, alongside significant subject-specific drops in Maths. These patterns, combined with contextual challenges such as high EAL and Pupil Premium proportions, reinforce the importance of engaging with external evidence-based support.

Where Local Authority QEP involvement is already in place, it provides a strong foundation for challenge and monitoring, but the breadth of need across the cohort of schools indicates that additional specialist input through RISE may be essential to securing sustained improvement. The

RISE programme's expanding offer for Reception, Key Stage 1, and Key Stage 3 further strengthens its relevance to the local improvement agenda, including the GLD target for early years.

Overall, the data and school-level summaries demonstrate a clear case for encouraging and, where possible, facilitating uptake of the Universal RISE service. Its structured, specialist, and nationally quality-assured support provides a timely mechanism to address the persistent attainment challenges identified by the DfE and to help schools secure better outcomes for all pupils, particularly the most disadvantaged.

List of Background Papers:-

Contact Details:-

[Report Author]

Executive Director sign off Date:

This page is intentionally left blank

Regional Improvement for Standards and Excellence (RISE) - The Universal Service

The DfE wrote to the responsible bodies of schools with low attainment outcomes both for all pupils and for disadvantaged pupils at the end of January. In this letter, it was proposed to strongly encourage these schools to engage with the support available through the Universal RISE service. Further details of the support available can be found below:

Attainment

Maths

- RISE Maths Hubs, which bring together maths experts and teachers in a collaborative national network of 40 hubs, to develop and share excellent practice for the benefit of all pupils and students. **Plans are in place to meet with the Maths Hub to identify schools for support**

English

- RISE English Hubs – 34 across England, working with schools to improve the teaching of reading, with a particular focus on systematic synthetic phonics, through CPD programmes as well as intensive in-school support led by Literacy Specialists. This support is determined through an audit and may include access to resource funding. **LA have recently engaged with the English Hub and sent the offer out to two of the primary schools named in the letter**
- From 2025, RISE English Hubs began supporting reading in Key Stage 3 through targeted Literacy Specialist input and in 2026, CPD 'Unlocking Reading' is available to all secondary schools.
- From September 2026, RISE English Hubs will provide CPD and intensive support in the Reception Year, prioritising early language and literacy development. **This CPD will help with the GLD improvement target set of the LA.**

The schools named in the letter received in January are referenced by number below alongside a summary of performance issues.

** Percentages of pupils with English as an Additional Language and Pupil Premium Pupils included where they are significant.*

Primary School 1 (ACADEMY)

79% English as an Additional Language/33% Pupil Premium

2023 and 2024 data evidenced Writing and Maths as broadly in line with national for the expected standard with Reading well below. 2025 saw Maths drop 20%, Writing drop 17% and Reading still well below national showing no improvement.

Primary School 2 (ACADEMY)

32% English as an Additional Language/40% Pupil Premium

2023 above the expected standard at national in Reading/Writing/Maths (RWM) combined and as individual subjects. 2024 then well below in Reading and Maths. 2025 improved performance towards national in Writing and Maths. Progress in reading towards national an area for improvement.

Primary School 3 (LA maintained)

40% Pupil Premium

Pupils attaining a Good Level of Development (GLD) at the end of Reception well below national. Phonics Screening Check data and Key Stage 1 (non-statutory) are both however broadly in line with national for the expected standard. At Key Stage 2 Reading at the expected standard dropped significantly in 2025 (-14%) and Maths continued to drop with only 50% of pupils attaining the expected standard.

Termly LA Quality Education Professionals (QEPs) visits are supporting and challenging the school.

Primary School 4 (LA maintained)

2025 evidenced a 29% drop in the number of pupils attaining the expected standard in Reading/Writing/Maths combined. Maths as an individual subject was 17% below national in 2025.

Additional LA support for 25-26 through LA Quality Education Professionals (QEPs)
An LA Quality Assurance audit undertaken in September 2025 that shaped the 25-26
School Improvement Plan.

Termly LA QEP visits are supporting and challenging the school

Primary School 5 (LA maintained)

Pupils attaining the expected standard in combined Reading/Writing/Maths dropped 22% from 2024. Significantly below national for the expected standard in Reading and below in Maths.

Termly LA QEP visits are supporting and challenging the school

Primary School 6 (LA maintained)

37% English as an Additional Language/ 28% Pupil Premium

2025 evidenced a significant improvement on 2024 in the number of pupils attaining the expected standard in combined Reading/Writing/Maths although the data still remains significantly below national. Writing at the expected standard an area for improvement compared to the progress being made in Maths and Reading towards national.

LA targeted support in place through the QEP focussing directly on improving outcomes at Key Stage 2 for Reading/Writing/Maths. There are 3 days assigned with the focus primarily on Writing.

Termly LA QEP visits are supporting and challenging the school

Primary School 7 (ACADEMY)

51% English as an Additional Language/ 64% Pupil Premium

Data showed improvement in 2024 but in 2025 data dropped from 49% attaining the expected standard in Reading/Writing/Maths to 43%. Writing data is an area for improvement with standards not progressing at the same rate as Reading and Maths

Pupils attaining a Good Level of Development at the end of Reception and those attaining the expected standard in the Year 1 Phonics Screening Check is above national

High School 1 (ACADEMY)

37% English as an Additional Language/ 55% Pupil Premium

2025 data indicates the drop in *Attainment 8* can be linked to a decline in English/Maths Grade 9-5 (down 9%) and Grade 9-4 (down 14%) The performance of girls is a notable area for improvement as in 2025 English/Maths 9-5 dropped 17% and 9-4 dropped 18%.

High School 2 (ACADEMY)

35% English as an Additional Language/ 46% Pupil Premium

2025 data indicates that the drop in *Attainment 8* can be attributed to a significant decline in the number of pupils achieving English/Maths Grade 9-5 (down 19%) and English/Maths Grade 9-4 (down 25%) Leaders report that despite implementing additional strategies they believe 2025 to be a cohort specific issue and are confident that performance will improve in 2026. As a MAT selected by the DfE to deliver the RISE intervention program there is evidence of a reputation for good quality of education with outcomes to match.

High School 3 (ACADEMY)

2025 data indicates that the drop in *Attainment 8* can be linked to a decline in the number of pupils achieving English/Maths Grade 9-5 (down 16%) and English/Maths Grade 9-4 (down 14%) Notably the performance of boys is a significant area for improvement where performance dropped 23% in both English/Maths 9-5 and 9-4. Support is now in place through the Trust with an Executive Head from another school who performed very well in 2025.

SCRUTINY REPORT

MEETING: Children and Young People Scrutiny

DATE: 12th March 2026

SUBJECT: Best Start Plan

REPORT FROM: Rachel Davis Public Health Specialist (Start Well)

Collette Radcliffe Service Manager Children and Young People

1.0 BACKGROUND

Bury is committed to ensuring that every baby, child and family has the best possible start in life, with a strong focus on reducing inequalities and improving outcomes from conception to age five. This vision is informed by a detailed understanding of local need, including population change, developmental outcomes, service access patterns and community insight.

National guidance published in July 2025 sets out strengthened expectations for early years development, including targets for local authorities to improve Good Level of Development (GLD) outcomes. For Bury, the target is 74% achieving GLD overall and 57.7% for children eligible for free school meals (FSM). Current levels are 65.2% overall and 50.9% for FSM children, meaning approximately 183 additional children overall, and 18 FSM children, would need to achieve GLD (based on 2025 cohort data).

Local data shows variation in GLD outcomes across wards and between early education providers, as well as lower take-up of early learning entitlements and inconsistent attendance at the 2–2½-year Healthy Child Programme review in some neighbourhoods. Priority groups include summer-born children, children with SEND, multilingual families, and those experiencing disadvantage.

Bury's GLD Action Plan, Family Hubs Delivery Plan and wider Best Start approach bring together health, early education, schools, VCSE organisations and community partners to build an integrated early years system. Delivery is organised across Bury's five neighbourhoods through Family Hubs, Children's Centres and trusted community spaces, with interventions focused on early identification, speech and language, parenting, the home learning environment, and targeted support for children on the cusp of achieving GLD.

2.0 ISSUES

A number of challenges shape Bury's early years priorities:

1. Gaps in developmental outcomes

Despite strong progress, Bury remains below national GLD expectations. The gap is more pronounced for children eligible for FSM, who consistently achieve lower outcomes. Ward-level variation, differing performance between school and PVI settings, and disparities between priority groups further highlight inequalities.

2. Inequalities in access, take-up and engagement

Some families do not access early learning entitlements, the 2–2½-year review or wider early years support. Engagement is particularly low in neighbourhoods with higher levels of EAL,

disadvantage or housing transience. These inequalities delay early identification and limit opportunities for support.

3. Fragmentation across the early years system

Although Bury has strong assets, pathways across health, early education, SEND and family support are not yet fully aligned. Variability in workforce practice, inconsistent quality assurance, and multiple access points can result in fragmented family experiences and missed opportunities for coordinated early intervention.

4. Variations in the home learning environment (HLE)

Local evidence shows differences in parental confidence, literacy, ESOL needs and access to developmentally focused activities. This contributes to gaps in speech, language and communication, early literacy and personal, social and emotional development.

5. Resource and capacity pressures

New responsibilities under the Best Start Family Hubs programme require careful alignment of workforce capacity, digital infrastructure and community delivery spaces. Scaling evidence-based programmes such as PEEP and strengthening SEND, speech and language and infant feeding pathways will require sustained workforce development and partnership coordination.

6. Need for robust data and continuous learning

While data is improving, partners need shared dashboards, joint review structures and consistent measurement frameworks. A clear line of sight from data to action is essential to identify emerging needs, track improvement and adapt delivery.

3.0 CONCLUSION

Bury's Best Start Local Plan provides a comprehensive, evidence-led approach to improving early years outcomes and reducing inequalities across the borough. The plan responds directly to national expectations and local need, setting out a coherent system that brings together health, education, family support and community partners through an integrated neighbourhood model.

The alignment of Better Start, Family Hubs and Start Well governance ensures clear accountability, shared priorities and strong cross-system leadership. Investment from the DfE enables Bury to extend parenting support, strengthen the home learning environment, enhance early identification and deliver high-quality programmes in every neighbourhood.

By embedding early years delivery within the wider Live Well neighbourhood model, Bury is creating a connected, preventative system where families can access support locally, at the right time, in trusted places.

Through collective commitment, data-driven action and continuous learning, Bury is building a system in which every child can thrive, inequalities are actively reduced, and families are supported from conception through to school entry. The plan provides a clear, ambitious and adaptable roadmap for the next three years and beyond.

List of Background Papers:-

N/A

Bury Best Start Local Plan

Bury's Vision for Improving Outcomes in the Early Years

Bury's vision is to ensure that every baby, child and family has the best possible start in life, with a strong focus on reducing inequalities and improving outcomes from conception to age five. This vision is grounded in a clear understanding of local need, informed by population data, developmental outcomes, service access patterns and community insight. Partners across health, family services, early education, schools, the voluntary and community sector and faith organisations are working together to build a coherent, integrated early years system that is accessible, inclusive and responsive to families.

Government guidance published in July 2025 sets out national expectations to ensure every child has the best start in life and that a child's background does not determine their future success. As part of this, the DfE has set targets for all local authorities to improve the proportion of children achieving a Good Level of Development (GLD). Bury's target is for 74% of children to achieve GLD overall, and 57.7% of children eligible for free school meals (FSM). Current levels stand at 65.2% overall and 50.9% for FSM. Utilising the figures from the 2025 data we predict an additional 183 (overall) and 18 (FSM) children need to achieve GLD to meet the target. However, this is subject to change due to variations in cohort numbers.

Local data shows variation in GLD outcomes across wards, differences between school-based and Private Voluntary Independent (PVI) settings, lower take-up of early learning entitlements in some neighbourhoods, and inconsistent attendance at the 2–2½ year Healthy Child Programme review. Priority groups include summer-born children, children with Special Education Needs and Disabilities (SEND), children where English is an additional language and children experiencing disadvantage. These insights directly shape Bury's response.

The GLD Action Plan and Family Hubs Delivery Plan set out a coordinated, multi-agency approach to addressing these needs. A borough-wide GLD dashboard will enable partners to identify priority cohorts and target support where it will have the greatest impact. Early education and schools will be supported through leadership development, moderation networks, targeted quality assurance and interventions for children on the cusp of achieving GLD. Health and Public Health partners are strengthening early identification through improvements to the 2–2½ year review, targeted outreach, integrated SEND pathways and consistent support for infant feeding, perinatal mental health, oral health and speech, language and communication.

Family Hubs and Children's Centres provide a single, accessible front door to early years support, with co-located services including midwifery, parenting programmes, financial wellbeing support and targeted family help. The home learning environment (HLE) will be strengthened through

a consistent parenting offer, the People Learning Together (PEEP) evidence based programme, English for Speakers of other Languages (ESOL) family learning, targeted HLE interventions and the Starting Reception Toolkit. Voluntary, Community and Social Enterprise (VCSE) and faith partners will act as community champions, helping to reach families who may not engage with traditional services and ensuring delivery takes place in trusted community spaces.

This place-based model will be shaped by community consultation and designed to reflect the needs of each neighbourhood. Delivery will take place within each of Bury's five neighbourhoods, using Family Hubs, Children's Centres and a network of trusted community spaces to ensure support is accessible where families live and spend time.

Governance arrangements are being strengthened to bring together Better Start, Family Hubs and Start Well Boards into a single structure that drives improvement and accountability. Workforce development across sectors ensures consistent practice and aligned expectations.

Bury's emerging Live Well offer connects naturally to the Best Start model because both approaches are built around the same core ambition: to give every child the strongest foundations for lifelong wellbeing through joined-up, preventative support from pregnancy through the early years. Live Well provides the neighbourhood infrastructure—community-led hubs, integrated teams and everyday access to help—while Best Start provides the early years practice framework that ensures this support is developmentally informed, evidence-based and focused on child development, family resilience and school readiness. Together, they create a single, coherent system in which health visiting, midwifery, early education, SEND services, parenting support and community organisations work as one around families. This alignment ensures early years support is embedded within a wider prevention-focused model that strengthens relationships, reduces inequalities and supports children to thrive from conception to school entry.

Together, these actions demonstrate how Bury's vision is directly informed by local need and delivered through a unified early years system. The approach is data-led, partnership-driven and focused on measurable improvement, ensuring that every child in Bury is supported to thrive and that inequalities are reduced across the borough.

How Bury plans to respond to local need

A system shaped by evidence on child development, inequalities and service access

Bury's early years plans reflect a commitment to understanding population needs, developmental outcomes, service access, local assets and inequalities. This will be achieved through:

1. Understanding early development and GLD outcomes

Bury will use its developing GLD dashboard and Early Years Foundation Stage (EYFS) data to identify variations in outcomes across neighbourhoods, wards, settings and priority groups, including summer-born children, children with SEND, children where English is an additional language and those experiencing disadvantage. This analysis will inform targeted actions for children on the cusp of GLD, those with overlapping vulnerabilities and children not accessing their full early learning entitlement.

2. Tackling inequalities in access and engagement

Bury's plans focus on understanding who is not accessing services and why. This includes outreach to families who are entitled to but do not access early learning entitlements, analysis of non-attendance at the 2–2½ year review, ESOL-linked support for multilingual families and community consultation in all areas but with a particular focus in Bury East and Prestwich where we have higher levels of English as an additional language. VCSE partners will be engaged to help reach communities with historically lower engagement.

3. Using local assets and trusted community spaces

Bury's Family Hubs model reflects Public Service Reform principles of place-based delivery. Support is delivered through hubs and spokes across neighbourhoods, alongside community centres, libraries, faith settings and parks. Co-location of services—such as registrars, Citizens Advice Bureau, midwifery and health visiting—strengthens accessibility, while community champions support home learning and SEND pathways.

4. Strengthening the home learning environment

Recognising the importance of the HLE, Bury is rolling out the PEEP programme, the Starting Reception Toolkit, targeted HLE interventions for priority groups, ESOL family learning and a consistent parenting offer across the year. This supports parents as their child's first educators and addresses inequalities in early development.

5. Building a coherent, integrated early years system

Bury is aligning governance across Better Start, Family Hubs and Start Well Boards to create a unified system with shared pathways for speech and language, SEND, infant feeding and transitions. Workforce development across schools, early years settings, health and family services ensures consistent practice, while a developing digital front door will provide universal access to guidance.

6. Clear line of sight from data to action

Bury's plans demonstrate how data directly informs decisions: GLD data shapes school support and neighbourhood responses; ward-level early learning entitlement data drives outreach; toileting survey findings underpin the ERIC (education and resources for improving childhood continence) rollout; 2–2½ year review data informs targeted interventions; and Early Years Foundation Stage Profile (EYFSP) data guides support for vulnerable groups.

7. Focus on measurable improvement

Bury will develop a shared, system-wide approach to monitoring progress and learning over time. Partners will agree a set of measures that reflect local priorities and help track whether actions are improving outcomes and reducing inequalities. Regular joint review processes across health, education, family services and the VCSE sector will ensure insight from data, practice and community feedback is used to refine delivery and strengthen the overall early years offer.

Resource allocation

To enable this programme, we have been allocated funding from the Department for Education (DfE):

Best Start Family Hub Development Grant to support preparations for the delivery of Best Start Family Hubs, including readiness to implement parenting and Home Learning Environment (HLE) evidence-based interventions for 3-4 year olds from April 2026. This funding will contribute to the governments ‘Plan for Change’ milestone of 75% of children reaching a good level of development.

Strand	2025/26
Section 31 Best Start Family Hub Development Grant -	£137,208

Bury will receive funding from the Department for Education to deliver Best Start Family Hubs. This is a key part of the Giving Every Child the Best Start in Life strategy, which sets out the government’s continued focus on enhancing early years and family services, provisionally set at £2,161,100 which is broken down into 4 strands over the next 3 years:

Strand	%	2026-27	2027-28	2028-29
BSFHs delivery grant – programme	47%	£385,900	£315,600	£324,000
BSFHs delivery grant – capital	11%	£77,200	£78,700	£80,200
Parenting support	17%	£122,700	£124,300	£129,700
Home learning environment (HLE) support	24%	£170,300	£172,400	£180,000
Total		£756,100	£691,000	£714,000

Strategic alignment and governance

As a partnership, we have developed this Best Start Local Plan, aligning it with other key strategies — including our Let’s Do It vision for 2030, the Locality Plan for Health and Care, and the Education and Inclusion Strategy — to set out the actions we will take to achieve improved outcomes for our children.

The Best Start Partnership Board will provide overall governance for this programme of work, meeting quarterly to review progress, support decision-making and ensure alignment across the early years system. Through this governance structure, partners will maintain a clear, coordinated focus on delivering the improvements set out in the plan and achieving better outcomes for children and families.

Our Best Start Local Plan sets out a three-year, evolving programme of work designed to improve outcomes for children and families. The plan is intentionally organic, enabling it to adapt and grow in response to emerging needs, new initiatives, and test-and-learn activity over the coming years.

Development of the plan has been led by a multi-agency partnership group representing key stakeholders across the system. This group meets fortnightly to maintain oversight, share learning, and ensure strong momentum in driving delivery forward. Through this collaborative approach, the plan remains dynamic, evidence-informed, and responsive to the communities we serve.

Planned activity

	Action/Impact
Blue	Action completed/achieves improved GLD figures

Green	Action not yet completed, but on track to be completed within timescales/mostly consistently delivering improved outcomes
Amber	Action progressing, some issues but realistic plans in place to recover/Some positive impact but variable – not consistently good
Red	Action not on track, risk to implementation/No impact or very limited impact
Grey	Action not started yet, no risk to implementation anticipated/Too early to measure impact

Year One – Starting Well/Good Level of Development

Desired outcome	Theme	Accountable Officer	Timescales	Activity	Impact RAG
Education: Children access consistently high-quality early education that strengthens early development, reduces inequalities, and supports successful transitions through Family Hubs, Children’s Centres, Early Years settings, and the home learning environment.	Increase Early Learning for 2-year-old entitlement take up	Lead Officer - Sufficiency & Information, Bury Council	July 2026	Coordinate activity to increase take up of Early Learning for 2-year-olds by increasing the promotion of the entitlement, removing application barriers and monitoring ward level take-up. Identify children that are not accessing their full 15 hour entitlement, contact families who have applied but not taken up a place and offer support to access a place, ensuring there are no fee barriers to children accessing a completely free childcare place, strengthening Disability Access Fund (DAF) processes, and produce regular data reports to inform planning and delivery. Work with GM to ensure that we are evidencing take-up of this entitlement in the same way as neighbouring LAs. Increase the take-up of Early Years Pupil Premium (EYPP) for these children by promotion and working with providers to ensure consent has been gained for (EYPP) and carry out checks on incorrect data submitted.	

	Develop early education provider and governance networks	Lead Early Years Advisor, Bury Council School Assurance Community Education and Safeguarding Lead, Bury Council	September 2026	Strengthen connectivity with schools by engaging Senior Leadership Team (SLT) and governors through Headteacher Cluster Groups, school-based nursery networks, and quality visits; build leadership and governance understanding of EYFS requirements, safeguarding, curriculum, child development and assessment; and improve EYFSP moderation through enhanced SLT knowledge and assessment focused networks.	
	Establish peer support network for Reception teachers	Lead Officer - Early Years Development, Bury Council	May 2026	Strengthen the communication and language offer by exploring (Greater Manchester Combined Authority (GMCA) WellComm training for Reception staff, funding practitioners or communication champions to gain Nuffield Early Language Intervention (NELI) qualifications, and identifying and signposting schools not accessing the free NELI offer.	
	Prioritise support for schools	Lead Early Years Advisor School Assurance, Bury Council	September 2026	Use Ofsted outcomes, Local Authority (LA) RAG ratings and Analysed School Performance (ASP) data to identify schools requiring targeted EYFS support; strengthen leadership, governance and accountability for EYFS; improve the quality and accuracy of EYFS Profile assessment; use current and historic EYFSP data to target vulnerable groups and weaker areas of learning; and provide focused support for children on the cusp of achieving GLD.	
	Toileting	Lead Early Years Advisor Lead Officer for Family Hubs and Children's Centres, Bury Council	April 2026	Survey all primary schools on toileting practice and its impact; purchase and roll out ERIC licences with training for schools and EYFS providers; promote best practice through Headteacher Cluster Groups and Governor Briefings; launch ERIC at the 2026 Early Years and Wraparound Conference; embed the Starting Reception Toolkit across schools, EYFS settings and Family Hubs/Children's Centres; add the toolkit to the school admissions page; provide additional licences	

		Lead Officer - Early Years Development, Bury Council		for Family Hubs/Children's Centres to support HLE work; and produce quarterly reports on ERIC licence use and training progress.	
<p>Home Learning Environment: Parents and carers are empowered with the knowledge, skills, and confidence to provide a strong home learning environment that promotes early communication, curiosity, and readiness for school. Children benefit from safe, nurturing, and developmentally rich environments that support all aspects of their development.</p>	Starting Reception Project resource	Lead Officer - Early Years Development, Bury Council Early Years Advisor, Bury Council	September 2026	Embed the Starting Reception resource earlier by making the toolkit accessible at the point of school place application, agreeing a clear distribution method, and localising the toolkit before rollout to families.	
	Parenting (PEEP) programme	Lead Officer - Early Years Development, Bury Council	September 2026	Present costings and summary to the GLD subgroup for a decision; develop PEEP programme costings and recruit staff to lead the HLE intervention; select, train and deliver an evidence-based HLE programme (including Train-the-Trainer); promote parenting programmes with targeted focus on low-engagement communities; strengthen parents' understanding of early development through clear pathways and programmes such as Little Talkers, Building Blocks to Words, Tiny Treasures, Little Adventurers and Ready, Steady, Grow; and work with VCSE/CIC partners to secure community champions who support positive home learning environments.	
	Parenting Programme- Train the Trainer	Service Manager (Early Help), Bury Council Team Leader (Early Help) Bury Council	April 2026	Review and confirm trained practitioners across services; assess delivery capacity including Parenting Practitioners; coordinate partner and school requests and allocate consultant led training; maintain a consistent annual schedule of parenting courses; and ensure all core programmes are delivered each term.	
	Solihull Programme	Service Manager (Early Help), Bury Council	April 2026	Plan and oversee Solihull delivery each term, ensuring two programmes run consistently, and maintain year-round	

		Team Leader (Early Help) Bury Council		delivery of all parenting courses so the rolling programme model remains stable and sustainable.	
Toileting		Lead Early Years Advisor, Bury Council Lead Officer for Family Hubs and Children's Centres, Bury Council Lead Officer - Early Years Development, Bury Council	July 2026	Fund ERIC training for all early years settings and launch the licence at the EY and Wraparound Conference; purchase additional licences for Family Hubs and Children's Centres to support HLE work; deliver targeted toileting sessions within year-round transition activity; and define the support parents need to ensure a comprehensive, effective and well-aligned toileting offer.	
Targeted HLE projects		Lead Officer - Early Years Development, Bury Council	November 2026	Design and deliver targeted interventions for priority groups, including summer-born children, children with SEND, those experiencing disadvantage and multilingual learners. Identify and support children with overlapping vulnerabilities through enhanced, tailored provision (subject to increased Early Years Advisor/Early Years Development capacity). Use WellComm to identify children who may be at risk of language delay and use Quantifying Bilingual Experience (QBEX) to identify multilingual children who may require additional support. Support can then be tailored accordingly to ensure timely and effective intervention.	

<p>Accessibility: All families and service users can access early years services in a timely, equitable, and inclusive way, with barriers related to cost, culture, geography, or complexity actively reduced.</p>	<p>Translation of resources</p>	<p>Lead Officer - Early Years Development, Bury Council</p>	<p>September 2026</p>	<p>Review pathways and identify any resources that cannot be translated. Ensure relevant languages are included based what is practiced in Bury.</p>	
	<p>ESOL</p>	<p>Lead Officer - Early Years Development, Bury Council</p>	<p>October 2026</p>	<p>Embed the Starting Reception resource within the local ESOL Family Learning offer; train the EYD team in ESOL to support stay-and-play delivery; and scope opportunities for parents to access ESOL in trusted spaces such as Children's Centres, Family Hubs and community venues. Build relationships with Bury Family Learning Team to ensure ESOL classes include a strong focus on school readiness, and a pathway is in place for families with little or no English to access support as early as possible.</p>	
<p>Data: Partners use high quality, shared data to understand need, improve planning, and target support effectively in the right place at the right time to improve outcomes for children and families.</p>	<p>GLD Dashboard</p>	<p>Public Health Specialist (Start Well), Bury Council</p>	<p>May 2026</p>	<p>Design and present dashboard outlining areas of inequality for GLD by neighbourhood and ward back dated to 2022 data and share widely with Public Service Leadership Team and wider partners to support neighbourhood and ward level solutions.</p>	
	<p>EYFS Profile</p>	<p>Early Years Advisor Team, Bury Council</p>	<p>March 2026</p>	<p>Early Year's team to complete EYFS Profile report and analysis.</p>	
	<p>Evaluation</p>	<p>Public Health Specialist (Start Well), Bury Council</p>	<p>August 2026</p>	<p>Design and deliver project evaluation with system wide partners.</p>	
<p>Early Identification: Enhance early identification by using universal contacts, shared information and practitioner observations to spot emerging developmental needs early and ensure timely, proportionate</p>	<p>OHID Deep Dive- 2-2.5 Year Review</p>	<p>Lead Nurse Health Visiting, Northern Care Alliance NHS Foundation Trust</p>	<p>July 2026</p>	<p>Increase uptake of the 2–2½-year review by consulting parents, analysing demographic and cultural data, strengthening targeted communication, trialling more efficient outreach methods, delivering promotional events, redesigning and launching the new assessment offer, engaging staff to co-develop improvements, expanding Health Visiting presence into community venues, and managing the Portage waiting list.</p>	

support for children and families.	Targeted 3- 3.5 Year Contact	Lead Nurse Health Visiting, Northern Care Alliance NHS Foundation Trust	July 2026	Finalise the targeted SEND Health Visiting Pathway through governance, share with partners, embed across teams, and produce quarterly reports to monitor implementation.	
Digital: Digital tools and platforms enable families and professionals to access consistent, evidence-based information, communicate effectively, and navigate services efficiently, improving overall engagement and outcomes.	Web Resources	Public Health Specialist (Start Well), Bury Council Children's Improvement Delivery Officer, Bury Council	September 2026	Promote the Essential Parent offer by signposting families to evidence-based resources from pregnancy through the teenage years, and signpost and promote the Family hub digital platform to deliver timely, age-specific guidance and prompts at key developmental milestones.	
Early Years Pathways: Families experience seamless, integrated early years pathways from pregnancy, with clear touchpoints, consistent messaging, and coordinated multi agency support.	Children's Speech, Language and Communication Perinatal Infant Mental Health Physical Development Social and Emotional Wellbeing Development SEND and Inclusion	Lead Officer - Early Years Development, Bury Council	September 2026	Strengthen support for existing early years pathways, through targeted activities, resources, and collaborative practice across services. Ensure regular pathway meetings take place to encourage reflection and development of each pathway. Promote the pathways across the locality, and ensure all relevant services have an input into action planning for the group, which in turn strengthens the pathway, and quickly identifies any gaps. Regularly review interventions from each of the pathways evaluating impact, and any areas of focus.	
Health Promotion: We will improve health in the early years by promoting	Early Year Public Health and Health Improvement	Public Health Specialist (Start	September 2026	Improve early years health by working towards full UNICEF Baby Friendly accreditation, strengthening oral health initiatives, promoting healthy pregnancy and child	

<p>healthy development, reducing risks early and strengthening protective factors from pregnancy onwards. We will focus on narrowing inequalities and ensuring families receive timely, proportionate support across health, early education and community services.</p>		<p>Well), Bury Council</p> <p>Lead Officer - Early Years Development, Bury Council</p> <p>Lead Early Years Advisor, Bury Council</p>		<p>development, increasing immunisation uptake, supporting healthy eating and physical activity, and reducing unintentional injuries through targeted safety messaging and outreach.</p>	
<p>Quality: Children and families benefit from a strong culture of continuous quality improvement across all early years services. Practice is routinely monitored, evaluated, and strengthened through evidence-based approaches, reflective learning, and feedback from families. Quality assurance processes create consistency, accountability, and a shared commitment to delivering excellent early years support and achieving positive outcomes.</p>	<p>Quality of transitions into school</p>	<p>Lead Early Years Advisor, Bury Council</p> <p>Senior Portage Worker, Bury Council</p> <p>Lead Officer for EYSEN and Inclusion, Bury Council</p>	<p>September 2026</p>	<p>Evaluate the quality and consistency of transition practices from early years provision into school regardless of starting point. Develop and implement a consistent and systemised approach to support transition that makes the quality equitable across the borough's settings and schools in collaboration with key partners.</p>	

Year One – Family Hubs

Desired outcome	Theme	Accountable Officer	Timescales	Activity	Impact RAG
<p>Neighbourhood Delivery: Bury has a delivery site within each neighbourhood through Children’s Centres and Family Hubs, including Chesham Fold BSFH, with clear and consistent signage and branding in line with Best Start in Life (BSiL) guidance.</p>	Open Chesham Fold Best Start Family Hub	Early Years Service Manager, Bury Council	March 2026	Soft opening taking place on the 02.03.26 Formal launch during community day to take place on 14.03.26.	
	Consider the opportunities available to expand delivery across multiple sites within the Radcliffe neighbourhood	Director of Children’s Services, Bury Council	April 2026	Explore opportunities to deliver across multiple sites in Radcliffe including the Radcliffe Hub, Health centre and the former Bridge Inn.	
	Commence renovation works in Whitefield children’s centre	Early Years Service Manager/AD Corporate Assets, Bury Council	September 2026	Implement a refurbishment plan that clearly defines the re-purposing and development of service delivery spaces with realistic timescale to keep service disruption to a minimum for families and partners	
	Align Family hubs programme and Live well offer within neighbourhoods with a focus on Whitfield and Radcliffe	Early Years Service Manager, Bury Council	September 2026	Attend the steering group and operational group meetings for both Radcliffe and Whitefield. Align services to ensure service are not duplicated across sites. Identify appropriate staff to co-locate within the live well community buildings to join up service delivery at a neighbourhood level	
	Continue to refine the 0-5 offer delivered through Children’s centres and family Hubs based on identified local need and service user feedback	Early Years Service Manager, Bury Council	Ongoing	Continue to deliver a broad and balanced offer based on community need and user feedback, which includes sessions and courses for families with children aged 0-5 years.	

	Ensure signage and branding is consistent with BSiL guidance to ensure a clear, coherent offer for families	Early Years Service Manager, Bury Council	September 2026	Re brand Whitefield Children’s centre sign once renovations have taken place Ensure all leaflets, flyers, digital pathways and timetables are branded appropriately	
Multi-agency delivery: Bury provides multi-agency access to wider services as outlined in Annex F, including Citizens Advice, Health Visiting, Midwifery and Registrars.	Deliver a pilot Birth registration clinic from Sedgley Hub (Jewel) enabling neighbourhood delivery within our Orthodox Jewish Community	Early Years Service Manager, Bury Council	July 2026	Ensure IT infrastructure is in place to support service delivery Ensure communications are shared via social media, papers and direct through Jewel Registrars to commence delivery at Prestwich hub (Jewel) from April 2026. Review the outcomes of the pilot by July 2026 Roll out to other neighbourhoods	
	Continue to deliver existing activity in line with Annex F Service Expectations	Early Years Service Manager/ Family Hub leads, Bury Council	Quarterly	Ensure the neighbourhood service-mapping exercise is reviewed and updated quarterly to identify and address any gaps in provision.	
Digital offer: Bury families can access a digital Family Hub offer through our BeebotAI platform	Continue to develop our new BeebotAI platform to allow families to access a wealth of information relating to Best Start, universal and targeted support, SEND support and health advice from the NHS.	Children’s Improvement Delivery Officer, Bury Council	September 2026	The platform is in the development stage and Bury are working closely with Beebot AI to identify the appropriate content for the pages. Once drafted, the site will be shared with families to gather feedback before a full launch of the platform.	

	Use our well-established social media channels to continue to engage families and promote our Family hub offer	Early Years Team/ Communications Team, Bury Council	Ongoing	Utilise social media channels to share and promote our family hub offer, engage with parents. Ensure Padlets and leaflets are up to date and in a format to allow sharing. Ensure information is share where appropriate on the SEND Local Offer and Bury Directory.	
Governance: Strong multiagency governance structures are in place to shape the service delivery of Family hubs	Establish a strategic partnership board bringing together stakeholders from children’s services as well as public health and NHS to collaborate on the vision for Best Start	Director of Early Years, Skills & Education/ Director of Public Health, Bury Council	January 2026	Establish a Best Start Board which brings together several departments within the council and wider partners. This is an amalgamation of existing boards, now working together towards the shared ambitions set out in this plan. The inaugural meeting has been scheduled and a Terms of Reference prepared for review by the board. It will be co-chaired by the Director of Early Years, Skills & Education and the Director of Public Health, and will meet quarterly.	
	Establish an operational group to sit beneath the Best Start Board and drive progress at pace against our operational delivery plans	Early Years Service Manager, Bury Council	April 2026	Following the establishment of the Best Start Board and its inaugural meeting, an operational-level group will be established to drive key actions and ensure milestones are met. This group will meet more regularly and report up to the Best Start Board when it meets on a quarterly basis.	
	Establish a partnership board for each individual hub that includes partners from health, social care and the voluntary and faith sector.	Children’s Improvement Delivery Officer And Lead Officer for Family Hubs	June 2026	Establish a multi-agency partnership board including key partners from the local neighbourhood and community Meet bi monthly Create a Terms of reference, risk register and action plan to track and support service development a neighbour level	

		and Parenting, Bury Council		Progress to be shared with the Operational Board, which will report to the Best Start Board.	
	Parental voice will be strengthened through parent forums, quarterly performance monitoring and surveys	Family Hubs Leads, Bury Council	Ongoing	Reshape the currently parents' forum addressing attendance and representation from across all 5 neighbourhoods Deliver a creche to support attendance Create 'you said we did' approach to adapting and shaping service delivery Complete quarterly parental feedback questionnaire Analysis the outcome and utilise this to shape practice and delivery Ensure each Hub has a comments box for users to feedback anonymously	

Year Two – Starting Well/Good Level of Development

Desired outcome	Theme	Accountable Officer	Timescales	Activity	Impact RAG
Education: Children access consistently high-quality early education that strengthens early development, reduces inequalities, and supports successful transitions through Family Hubs, Children's Centres, Early Years settings, and the home learning environment.	Increase Early Learning for 2-year olds entitlement take up	Lead Officer - Sufficiency & Information, Bury Council	July 2027	Scale targeted outreach to wards with persistent low take-up; implement streamlined online application fixes; run door-to-door or community-venue enrolment drives and monitor monthly take-up trends.	
	Develop early education provider and governance networks	Lead Early Years Advisor, Bury Council School Assurance Community Education and Safeguarding	September 2027	Formalise provider networks with quarterly joint CPD, shared quality standards and a governance forum for cross-sector escalation and resource-sharing.	

		Lead, Bury Council			
	Establish peer support network for Reception teachers	Lead Officer - Early Years Development, Bury Council	October 2027	Expand the peer network into a borough-wide mentoring scheme, deliver termly practice-sharing events and evaluate impact on outcomes.	
	Prioritise support for schools	Lead Early Years Advisor -School Assurance, Bury Council	September 2027	Move from identification to targeted improvement plans for priority schools, deliver bespoke SLT/governor coaching and track progress against EYFSP targets.	
	Toileting	Lead Early Years Advisor, Bury Council Lead Officer for Family Hubs and Children's Centres, Bury Council Lead Officer - Early Years Development, Bury Council	April 2027	Transition from pilot ERIC rollout to full borough implementation, integrate toileting guidance into admissions and transition processes and report on behaviour/attendance impacts.	
Home Learning Environment: Parents and carers are empowered with the knowledge, skills, and confidence to provide a strong home learning environment that promotes	Starting Reception Project resource	Lead Officer - Early Years Development, Early Years Advisor, Bury Council	July 2027	Embed the toolkit into school-place offer communications, monitor family access rates, and update content based on parent feedback and early evaluation.	
	Parenting (PEEP) programme	Lead Officer - Early Years	October 2027	Move from set-up to sustained delivery: recruit and retain facilitators, run termly cohorts in targeted	

early communication, curiosity, and readiness for school. Children benefit from safe, nurturing, and developmentally rich environments that support all aspects of their development.		Development, Bury Council		communities and measure parent confidence and child HLE indicators.	
	Parenting Programme- Train the Trainer	Service Manager (Early Help), Bury Council Team Leader (Early Help) Bury Council	April 2027	Consolidate trained trainers into a borough trainer pool, schedule an annual refresher programme and record training reach and fidelity metrics.	
	Solihull Programme	Service Manager (Early Help), Bury Council Team Leader (Early Help) Bury Council	April 2027	Maintain continuous delivery with two stable cohorts per term, evaluate outcomes and integrate learnings into wider pathways.	
	Toileting	Lead Early Years Advisor, Bury Council Lead Officer for Family Hubs and Children's Centres, Bury Council Lead Officer - Early Years Development, Bury Council	July 2027	Transition ERIC rollout to borough-wide implementation; deliver targeted parent toileting workshops through Family Hubs and stay-and-play sessions; embed toileting guidance in the Starting Reception toolkit and admissions communications; and monitor ERIC license use, workshop reach and child toileting outcomes on a quarterly basis.	

	Targeted HLE projects	Lead Officer - Early Years Development, Bury Council	November 2027	Scale targeted interventions for summer-born, SEND and multilingual children; use WellComm/QBEX screening to prioritise referrals and measure language progress.	
Accessibility: All families and service users can access early years services in a timely, equitable, and inclusive way, with barriers related to cost, culture, geography, or complexity actively reduced.	Translation of resources	Lead Officer - Early Years Development, Bury Council	September 2027	Complete translation of priority materials, publish multilingual packs on the Family Hub platform and monitor uptake by language group.	
	ESOL	Lead Officer - Early Years Development, Bury Council	October 2027	Deliver ESOL classes co-located with Family Hubs, embed Starting Reception into ESOL curricula and track progression into school-readiness activities.	
Data: Partners use high quality, shared data to understand need, improve planning, and target support effectively in the right place at the right time to improve outcomes for children and families.	GLD Dashboard	Public Health Specialist (Start Well), Bury Council	March 2027	Move from design to routine use: refresh with current year data, publish ward-level dashboards to partners and use dashboards to target neighbourhood interventions.	
	EYFS Profile	Early Years Advisor Team, Bury Council	March 2027	Use previous year analysis to set improvement targets, undertake next annual report and compare trends for recommendations.	
	Evaluation	Public Health Specialist (Start Well), Bury Council	August 2027	Complete a formative evaluation of Year-1 pilots, publish findings, and use recommendations to refine Year-3 commissioning and scale decisions.	
Early Identification: Enhance early identification by using universal contacts, shared information and practitioner observations to spot emerging developmental needs early	OHID Deep Dive- 2-2.5 Year Review	Lead Nurse Health Visiting, Northern Care Alliance NHS Foundation Trust	July 2027	Implement refined outreach methods from Year-1 evaluation, embed reviews in community venues, and monitor completion rates and referral outcomes	

and ensure timely, proportionate support for children and families.	Targeted 3- 3.5 Year Contact	Lead Nurse Health Visiting, Northern Care Alliance NHS Foundation Trust	July 2027	Fully embed the SEND Health Visiting Pathway across teams, audit pathway fidelity, and use quarterly data to reduce waiting lists and improve timeliness.	
Digital: Digital tools and platforms enable families and professionals to access consistent, evidence-based information, communicate effectively, and navigate services efficiently, improving overall engagement and outcomes.	Web Resources	Public Health Specialist (Start Well), Bury Council Children's Improvement Delivery Officer, Bury Council	September 2027	Continue to promote the Essential Parent offer by signposting families to evidence-based resources from pregnancy through the teenage years, and signpost and promote the Family hub digital platform to deliver timely, age-specific guidance and prompts at key developmental milestones. Develop materials based on findings from previous years evaluations and outcomes of latest data review.	
Early Years Pathways: Families experience seamless, integrated early years pathways from pregnancy, with clear touchpoints, consistent messaging, and coordinated multi agency support.	Children's Speech, Language and Communication Perinatal Infant Mental Health Physical Development Social and Emotional Wellbeing Development SEND and Inclusion	Lead Officer - Early Years Development, Bury Council	July 2027	Strengthen support for existing early years pathways, through targeted activities, resources, and collaborative practice across services. Ensure that the 0-5 pathway offers align with other offers for children aged 5 and above.	
Health Promotion: We will improve health in the early years by promoting healthy development,	Early Year Public Health and Health Improvement	Public Health Specialist (Start Well), Bury Council	September 2027	Monitor borough-level coverage and behaviour change indicators.	

<p>reducing risks early and strengthening protective factors from pregnancy onwards. We will focus on narrowing inequalities and ensuring families receive timely, proportionate support across health, early education and community services.</p>		<p>Lead Officer - Early Years Development, Bury Council</p> <p>Lead Early Years Advisor, Bury Council</p>			
<p>Quality: Children and families benefit from a strong culture of continuous quality improvement across all early years services. Practice is routinely monitored, evaluated, and strengthened through evidence-based approaches, reflective learning, and feedback from families. Quality assurance processes create consistency, accountability, and a shared commitment to delivering excellent early years support and achieving positive outcomes.</p>	<p>Quality of transitions into school</p>	<p>Lead Early Years Advisor, Bury Council</p> <p>Senior Portage Worker, Bury Council</p> <p>Lead Officer for Early Years SEN and Inclusion, Bury Council</p>	<p>September 2027</p>	<p>Implement the consistent transition model across all settings, provide transition toolkits to families and schools, and evaluate equity of transition outcomes borough-wide.</p>	

Year Two – Family Hubs

Desired outcome	Theme	Accountable Officer	Timescales	Activity	Impact RAG
<p>Neighbourhood Delivery: Bury has a delivery site within each neighbourhood through Children’s Centres and Family Hubs, including Chesham Fold BSFH, with clear and consistent signage and branding in line with Best Start in Life guidance.</p>	Review service delivery and user feedback at Chesham Fold Best Start Family Hub	Early Years Service Manager, Bury Council	September 2027	Operate Chesham Fold as an active neighbourhood hub following the soft opening and community launch; collect user feedback and refine opening hours and core sessions.	
	Consider opportunities to expand delivery across multiple sites within the Radcliffe neighbourhood	Director of Children’s Services, Bury Council	September 2027	Complete feasibility and stakeholder engagement for multi-site delivery in Radcliffe; identify co-location options and produce an options paper with recommended next steps.	
	Review renovation works that have taken place at Whitefield children’s centre and implement a phased refurbishment of Radcliffe Hub Children’s Centre	Early Years Service Manager/AD Corporate Assets, Bury Council	December 2027	Implement a phased refurbishment plan to create flexible delivery spaces; maintain core services via temporary locations and communicate timelines to families.	
	Align Family hubs programme and Live Well offer within neighbourhoods with a focus on Whitefield and Radcliffe	Early Years Service Manager, Bury Council	September 2027	Map services, attend steering and operational groups, pilot staff co-location in one Live Well building and report learning to the operational group.	
	Continue to refine the 0–5 offer delivered through Children’s centres and Family Hubs based on identified local need	Early Years Service Manager, Bury Council	Ongoing	Review session uptake and feedback each term; adapt timetables, introduce targeted outreach for under-represented families and publish a termly offer update.	

	and service user feedback				
	Ensure signage and branding is consistent with BSiL guidance to ensure a clear, coherent offer for families	Early Years Service Manager, Bury Council	December 2027	Roll out BSiL-compliant signage and branded materials across hubs and centres; update digital assets and ensure all public communications follow brand templates.	
Multi-agency delivery: Bury provides multi-agency access to wider services as outlined in Annex F, including Citizens Advice, Health Visiting, Midwifery and Registrars.	Deliver a pilot Birth registration clinic from Sedgley Hub (Jewel) enabling neighbourhood delivery within our Orthodox Jewish Community	Early Years Service Manager, Bury Council	September 2027	Deliver the pilot with IT and communications in place; collect participation and satisfaction data; review outcomes and plan phased roll-out to other neighbourhoods.	
	Continue to deliver existing activity in line with Annex F Service Expectations	Early Years Service Manager/Family Hub leads, Bury Council	Quarterly	Maintain quarterly neighbourhood service mapping; address identified gaps through partner referrals and publish a quarterly update to operational leads.	
Digital offer: Bury families can access a digital Family Hub offer through our BeebotAI platform.	Continue to develop our new BeebotAI platform to allow families to access a wealth of information relating to Best Start, universal and targeted support, SEND support and health advice from the NHS.	Children's Improvement Delivery Officer, Bury Council	September 2027	Finalise core content, run a family co-design feedback phase, implement agreed changes and prepare for a phased public launch with user feedback monitoring.	
	Use our well-established social media channels to	Early Years Team/Communi	Ongoing	Maintain an editorial calendar; promote BeebotAI content and hub activities; refresh Padlets and leaflets and	

	continue to engage families and promote our Family Hub offer	cations Team, Bury Council		ensure information is mirrored on SEND Local Offer and Bury Directory.	
Governance: Strong multi-agency governance structures are in place to shape the service delivery of Family Hubs.	Establish a strategic partnership board bringing together stakeholders from children’s services as well as public health and NHS to collaborate on the vision for Best Start	Director of Early Years, Skills & Education / Director of Public Health, Bury Council	September 2027	Operate the Best Start Board quarterly; finalise Terms of Reference; agree Year-2 strategic priorities and publish board minutes and an action tracker.	
	Establish an operational group to sit beneath the Best Start Board and drive progress at pace against our operational delivery plans	Early Years Service Manager, Bury Council	September 2027	Convene the operational group monthly; allocate lead owners for Year-2 milestones; monitor delivery against the action tracker and escalate risks to the Board.	
	Establish a partnership board for each individual hub that includes partners from health, social care and the voluntary and faith sector	Children’s Improvement Delivery Officer and Lead Officer for Family Hubs and Parenting, Bury Council	November 2027	Review the established neighbourhood partnership boards with local partners; review the Terms of Reference; continue to meet bi-monthly and monitor local action plans and risk registers to feed into the operational group.	
	Parental voice will be strengthened through parent forums, quarterly performance monitoring and surveys	Family Hubs Leads, Bury Council	Ongoing	Review the parent forums outcomes and complete an annual review; run quarterly feedback surveys; publish ‘you said we did’ updates and maintain anonymous feedback boxes in each hub.	

Year Three – Starting Well/Good Level of Development

Desired outcome	Theme	Accountable Officer	Timescales	Activity	Impact RAG
<p>Education: Children access consistently high-quality early education that strengthens early development, reduces inequalities, and supports successful transitions through Family Hubs, Children’s Centres, Early Years settings, and the home learning environment.</p>	Increase Early Learning for 2-year olds entitlement take up	Lead Officer - Sufficiency & Information, Bury Council	July 2028	Continue targeted outreach to wards with persistent low take-up and door-to-door or community-venue enrolment drives and monitor monthly take-up trends.	
	Develop early education provider and governance networks	Lead Early Years Advisor, Bury Council School Assurance Community Education and Safeguarding Lead, Bury Council	September 2028	Formalise the provider and governance network as a standing forum with agreed terms of reference, shared KPIs and a borough-level quality improvement plan.	
	Establish peer support network for Reception teachers	Lead Officer - Early Years Development, Bury Council	October 2028	Transition the peer network into a sustained mentoring and induction offer for new Reception staff with annual impact review on outcomes.	
	Prioritise support for schools	Lead Early Years Advisor -School Assurance, Bury Council	September 2028	Convert bespoke improvement plans into multi-year school improvement plans for priority settings and monitor progress through termly EYFSP targets.	
	Toileting	Lead Early Years Advisor, Bury Council	April 2028	Make ERIC and toileting guidance standard in admissions and transition protocols, include in school performance	

		Lead Officer for Family Hubs and Children's Centres, Bury Council Lead Officer - Early Years Development, Bury Council		reviews and publish impact data on readiness and attendance.	
Home Learning Environment: Parents and carers are empowered with the knowledge, skills, and confidence to provide a strong home learning environment that promotes early communication, curiosity, and readiness for school. Children benefit from safe, nurturing, and developmentally rich environments that support all aspects of their development.	Starting Reception Project resource	Lead Officer - Early Years Development, Early Years Advisor, Bury Council	July 2028	Integrate the toolkit into standard pre-school and admissions communications, update annually and measure family engagement and readiness outcomes.	
	Parenting (PEEP) programme	Lead Officer - Early Years Development, Bury Council	April 2028	Commission PEEP, Solihull and core parenting offers as ongoing services with a trained trainer pool, referral pathways and routine outcome measurement. Maintain a borough trainer pool with annual CPD, quality assurance checks and a training-outcomes dashboard.	
	Parenting Programme-Train the Trainer	Service Manager (Early Help), Bury Council Team Leader (Early Help) Bury Council			
	Solihull Programme	Service Manager (Early Help), Bury Council			

		Team Leader (Early Help) Bury Council			
	Toileting	Lead Early Years Advisor, Bury Council Lead Officer for Family Hubs and Children's Centres, Bury Council Lead Officer - Early Years Development, Bury Council	July 2028	Mainstream toileting support as a routine element of the Home Learning Environment by embedding ERIC practice across all early years settings and schools, delivering sustained parent support (workshops, home visits and digital guidance), integrating toileting into transition and admissions processes, and reporting annual impact and equity outcomes.	
	Targeted HLE projects	Lead Officer - Early Years Development, Bury Council	November 2028	Mainstream targeted HLE interventions for priority cohorts, embed screening (WellComm/QBEX) into routine practice and report cohort progress annually.	
Accessibility: All families and service users can access early years services in a timely, equitable, and inclusive way, with barriers related to cost, culture, geography, or complexity actively reduced.	Translation of resources	Lead Officer - Early Years Development, Bury Council	October 2028	Maintain translated resource packs, ESOL-linked offers in Family Hubs and a pathway for non-English families into mainstream services.	
	ESOL	Lead Officer - Early Years Development, Bury Council			

<p>Data: Partners use high quality, shared data to understand need, improve planning, and target support effectively in the right place at the right time to improve outcomes for children and families.</p>	GLD Dashboard	Public Health Specialist (Start Well), Bury Council	March 2028	Use the GLD dashboard and EYFS analysis to set neighbourhood targets, publish an annual inequalities report and use data to inform commissioning.	
	EYFS Profile	Early Years Advisor Team, Bury Council			
	Evaluation	Public Health Specialist (Start Well), Bury Council	September 2028	Complete summative evaluation of the three-year programme, publish findings, and use evidence to secure longer-term commissioning or policy changes.	
<p>Early Identification: Enhance early identification by using universal contacts, shared information and practitioner observations to spot emerging developmental needs early and ensure timely, proportionate support for children and families.</p>	OHID Deep Dive- 2-2.5 Year Review	Lead Nurse Health Visiting, Northern Care Alliance NHS Foundation Trust	July 2028	Make the enhanced review offer routine in community venues, embed referral pathways and monitor developmental referral outcomes.	
	Targeted 3- 3.5 Year Contact	Lead Nurse Health Visiting, Northern Care Alliance NHS Foundation Trust	July 2028	Fully integrate the SEND Health Visiting Pathway into core service delivery with audits, reduced waiting lists and improved timeliness metrics.	
<p>Digital: Digital tools and platforms enable families and professionals to access consistent, evidence-based information, communicate effectively, and navigate services efficiently, improving overall engagement and outcomes.</p>	Web Resources	Public Health Specialist (Start Well), Bury Council Children's Improvement Delivery Officer, Bury Council	September 2028	Maintain and update the Family Hub/Essential Parent digital platform, automate milestone prompts, and report digital engagement conversion to services.	

<p>Early Years Pathways: Families experience seamless, integrated early years pathways from pregnancy, with clear touchpoints, consistent messaging, and coordinated multi agency support.</p>	<p>Children's Speech, Language and Communication</p> <p>Perinatal Infant Mental Health</p> <p>Physical Development</p> <p>Social and Emotional Wellbeing Development</p> <p>SEND and Inclusion</p>	<p>Lead Officer - Early Years Development, Bury Council</p>	<p>July 2028</p>	<p>Move from pathway development to routine cross-agency KPIs, quarterly pathway reviews and a single point of accountability for pathway performance.</p>	
<p>Health Promotion: We will improve health in the early years by promoting healthy development, reducing risks early and strengthening protective factors from pregnancy onwards. We will focus on narrowing inequalities and ensuring families receive timely, proportionate support across health, early education and community services.</p>	<p>Early Year Public Health and Health Improvement</p>	<p>Public Health Specialist (Start Well), Bury Council</p> <p>Lead Officer - Early Years Development, Bury Council</p> <p>Lead Early Years Advisor, Bury Council</p>	<p>September 2028</p>	<p>Monitor borough-level coverage and behaviour change indicators.</p>	
<p>Quality: Children and families benefit from a strong culture of continuous quality improvement across all early years services.</p>	<p>Quality of transitions into school</p>	<p>Lead Early Years Advisor, Bury Council</p>	<p>September 2028</p>	<p>Establish an annual quality cycle across early years services with family feedback loops, learning reviews and a published improvement plan.</p>	

<p>Practice is routinely monitored, evaluated, and strengthened through evidence-based approaches, reflective learning, and feedback from families. Quality assurance processes create consistency, accountability, and a shared commitment to delivering excellent early years support and achieving positive outcomes.</p>		<p>Senior Portage Worker, Bury Council</p> <p>Lead Officer for Early Years SEN and Inclusion, Bury Council</p>			
--	--	--	--	--	--

Year Three – Family Hubs

Desired outcome	Theme	Accountable Officer	Timescales	Activity	Impact RAG
<p>Neighbourhood Delivery: Bury has a delivery site within each neighbourhood through Children’s Centres and Family Hubs, including Chesham Fold BSFH, with clear and consistent signage and branding in line with Best Start in Life guidance.</p>	<p>Review service delivery and user feedback at Chesham Fold Best Start Family Hub</p>	<p>Early Years Service Manager, Bury Council</p>	<p>September 2028</p>	<p>Embed improvements from Year-2 feedback: finalise core session timetable, introduce a regular community events programme, publish an annual user-feedback impact summary and use findings to inform neighbourhood commissioning.</p>	
	<p>Consider opportunities to expand delivery across multiple sites within the Radcliffe neighbourhood</p>	<p>Director of Children’s Services, Bury Council</p>	<p>September 2028</p>	<p>Review the multi-site model in Radcliffe; formalise co-location agreements, allocate staff rotas across sites and monitor service usage and access barriers for 12 months to inform scale-up.</p>	
	<p>Review renovation works that have taken place at Whitefield children’s centre and</p>	<p>Early Years Service Manager / AD Corporate</p>	<p>December 2028</p>	<p>Complete Whitefield evaluation; finalise refurbishment at Radcliffe Hub; transition services into improved spaces; run a post-refurbishment review to capture lessons for future asset work.</p>	

	implement a phased refurbishment of Radcliffe Hub Children's Centre	Assets, Bury Council			
	Align Family hubs programme and Live Well offer within neighbourhoods with a focus on Whitefield and Radcliffe	Early Years Service Manager, Bury Council	September 2028	Fully integrate joint front-of-house delivery in pilot buildings, operate shared timetables and referral pathways, and report annually on reduced duplication and improved family access.	
	Continue to refine the 0-5 offer delivered through Children's centres and Family Hubs based on identified local need and service user feedback	Early Years Service Manager, Bury Council	Ongoing	Maintain termly review cycle, embed targeted outreach for under-represented groups, and publish an annual performance summary showing reach and outcomes by neighbourhood.	
	Ensure signage and branding is consistent with BSIL guidance to ensure a clear, coherent offer for families	Early Years Service Manager, Bury Council	December 2028	Complete borough-wide branding audit, refresh any remaining assets, include signage checks in annual assurance visits and ensure digital pathways remain up to date.	
Multi-agency delivery: Bury provides multi-agency access to wider services as outlined in Annex F, including Citizens Advice, Health Visiting, Midwifery and Registrars.	Deliver a pilot Birth registration clinic from Sedgley Hub (Jewel) enabling neighbourhood delivery within our Orthodox Jewish Community	Early Years Service Manager, Bury Council	September 2028	Transition successful pilot activity into routine clinic slots at Sedgley and other hubs; integrate registration into hub timetables and monitor uptake and satisfaction for a full year.	

	Continue to deliver existing activity in line with Annex F Service Expectations	Early Years Service Manager / Family Hub leads, Bury Council	Quarterly	Use quarterly service-mapping reviews to reallocate partner sessions where gaps persist; publish an annual Annex F compliance and impact summary.	
Digital offer: Bury families can access a digital Family Hub offer through our BeebotAI platform.	Continue to develop our new BeebotAI platform to allow families to access a wealth of information relating to Best Start, universal and targeted support, SEND support and health advice from the NHS.	Children's Improvement Delivery Officer, Bury Council	September 2028	Review BeebotAI activity; maintain content updates driven by user analytics and co-design feedback; integrate simple service-referral links and report quarterly on user engagement and top queries.	
	Use our well-established social media channels to continue to engage families and promote our Family Hub offer	Early Years Team / Communications Team, Bury Council	Ongoing	Run targeted social campaigns for under-engaged groups, maintain the editorial calendar, and include BeebotAI promotion in all hub communications; report annual engagement metrics.	
Governance: Strong multi-agency governance structures are in place to shape the service delivery of Family Hubs.	Establish a strategic partnership board bringing together stakeholders from children's services as well as public health and NHS to collaborate on the vision for Best Start	Director of Early Years, Skills & Education / Director of Public Health, Bury Council	September 2028	Operate the Best Start Board as a standing strategic forum; review Year-2 delivery, refresh Year-3 priorities and publish an annual board impact statement with clear accountability lines.	
	Establish an operational group to sit beneath the Best	Early Years Service	September 2028	Continue monthly operational oversight; transition proven pilots into routine delivery; maintain a live risk and milestone tracker and report exceptions to the Board.	

	Start Board and drive progress at pace against our operational delivery plans	Manager, Bury Council			
	Establish a partnership board for each individual hub that includes partners from health, social care and the voluntary and faith sector	Children's Improvement Delivery Officer and Lead Officer for Family Hubs and Parenting, Bury Council	November 2028	Maintain neighbourhood partnership boards as ongoing governance bodies; complete an annual review of Terms of Reference and local action plans and escalate systemic issues to the operational group.	
	Parental voice will be strengthened through parent forums, quarterly performance monitoring and surveys	Family Hubs Leads, Bury Council	Ongoing	Complete an annual review of parent forum outcomes; publish 'you said we did' reports; use survey findings to inform service redesign and include parent representatives in local governance.	