

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.		<p>Outcome: Learners feel safe; discriminatory behaviour is consistently challenged and addressed</p> <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		<p>Outcome: Inclusion is embedded in mainstream; needs met earlier without defaulting to statutory escalation.</p> <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.		<p>Outcome: Needs identified sooner; timely help prevents escalation</p> <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.		<p>Outcome: Improved engagement, safety, belonging, and attainment for GRT learners</p> <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		<p>Outcome: Co-production shapes policy and practice so that lived experience informs improvement</p>

	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.

	<p>Providing inclusive learning opportunities in post-16 education, ensuring accessibility for all young people, including those with SEND.</p>	<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.
<p>1.5(b)</p>	<p>Developing additional targeted provision to meet the needs of groups of children at risk of disengagement from learning post-16</p>	<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

Every child and young person will feel safe throughout their educational journey, giving them the best possible chance of reaching their potential

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).

			<ul style="list-style-type: none"> (iv) % of staff trained in anti-bullying, equality, online safety and safeguarding refreshers. (v) Reduction in behaviour incidents linked to safety concerns (including peer-on-peer).
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> <ul style="list-style-type: none"> (i) % of staff with in-date safeguarding training (DSL, level 1, Prevent, online safety). (ii) % of staff completing annual safeguarding knowledge check / competency assessment. (iii) % of new starters receiving safeguarding induction within the first week. (iv) Staff self-reported confidence levels in recognising and responding to concerns (survey) (v) Outcomes of LA/BSCP audits reviewing staff understanding of procedures.
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> <ul style="list-style-type: none"> (i) % of vulnerable children with a transition plan in place (EHCP, CIN/CP, CWSW, SEND support). (ii) Quality of transition information shared between settings (timeliness and completeness). (iii) % of receiving settings confirming they have implemented transition recommendations. (iv) Reduction in safeguarding concerns arising within the first term after transition. (v) Parent/carer satisfaction with transition arrangements (survey)
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> <ul style="list-style-type: none"> (i) % of reported travel-related safeguarding/behaviour incidents (reducing trend over time). (ii) % of schools implementing Safe Travel plans (walking routes, cycling safety, public transport guidance). (iii) % of pupils receiving travel safety education, including online/transport-based risks. (iv) Feedback from pupils on perceived safety when travelling. (v) % of SEND/transport-eligible children receiving timely travel risk assessments and transport arrangements.
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> <ul style="list-style-type: none"> (i) Number and rate of CME cases per term (overall trend).

			<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.

			(x) Number and nature of safeguarding incidents recorded across AP/EOTAS, monitored for reduction trends. (xi) % of critical safeguarding issues resolved within SLA timescales
2.4(c)	Agreeing Alternative Provision standards with a clear emphasis on safeguarding		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 (i) % of AP providers formally adopting the Local Authority AP Standards. (to be agreed) (ii) % of providers demonstrating evidence of safe practice (behaviour policies, supervision, secure premises, online safety). (iii) % of AP/EOTAS staff with in-date safeguarding, Prevent, and behaviour management training. (iv) % of providers with effective safeguarding reporting mechanisms, aligned with LA expectations. (v) Audit findings on safeguarding quality (accuracy, completeness, timeliness of reports). (vi) Reduction in safeguarding incidents within AP/EOTAS settings (trend). (vii) % of learners reporting that they feel safe within their provision (survey). (viii) % of risk assessments completed and reviewed within required timescales.
2.4(d)	Extending the training offer provided through the Partnership to all local providers		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 (i) % of AP/EOTAS providers participating in LA-led or partnership-led CPD programmes (termly/annual). (ii) % of staff completing mandatory training modules, including safeguarding, trauma-informed practice, SEND, behaviour, and de-escalation. (iii) Coverage rate: average number of training sessions attended per provider (iv) % of providers evidencing improved practice following CPD (from QA visits, observations, learner outcomes) (v) % of CPD delivered in partnership with schools, colleges, health or specialist services, evidencing whole-system development. (vi) Improvement in learner engagement, attendance and behaviour, particularly for learners with SEND or SEMH needs.
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.
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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)
3.4(b)	Ensuring a wide range of curricula and qualifications are available through the providers on the Alternative Provision Directory	<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+).

			<ul style="list-style-type: none"> (v) % learners accessing at least one accredited vocational/technical unit aligned to their ILP. (vi) % providers evidencing reasonable adjustments (assistive tech, sensory/environmental adaptations, trauma-informed practice). (vii) % EHCP provisions delivered as specified; therapy timeliness where commissioned.
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> <ul style="list-style-type: none"> (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). (ii) ≥90% of sessions rated “useful/very useful” by attendees; clear success criteria and take-away resources shared after every session. <ul style="list-style-type: none"> a. English & maths: improved diagnostic use and feedback fidelity evidenced in work scrutiny/assessment moderation. b. Vocational & technical: improved assignment planning, standardisation and employer involvement noted in QA. c. Improved progress in KS4 English/maths resit cohorts where joint approaches are deployed. d. Increased employer encounters and work-related learning hours in KS4 where post-16 partners co-deliver. e. Reduction in post-16 “no offer/no show” for Year 11 learners from supported schools. (iii) 100% of participating schools share agreed transition datasets (incl. SEND profiles, reasonable adjustments, risk flags) (iv) Proportion of schools with a Careers Leader and access to qualified careers advice. (v) Event registers/feedback forms (termly) for transition and CIAG events demonstrate upward engagement trend
3.5(b)	Collaboratively expanding the Higher Education and Adult Skills offer aligned with industry needs		<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)
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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

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

<p>4.5(e)</p>	<p>Supporting Lifelong Learning by offering work experience, college placements and volunteering opportunities to Key Stage 4 students, apprentices, care-leavers and adult volunteers</p>	<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
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DRAFT

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

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

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.

- (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

Outcome: Proactive, evidence-led sufficiency planning that anticipates demand shifts and reduces both shortages and inefficient surplus capacity.

- (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 ±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 (±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 ≥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.
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