



Children and Young People Scrutiny Committee

Date: Wednesday, 9 February 2022

Time: 2.00 pm

Venue: Council Chamber, Level 2, Town Hall Extension

This is a **Supplementary Agenda** containing additional information about the business of the meeting that was not available when the agenda was published

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Membership of the Children and Young People Scrutiny Committee

Councillors –

Reid (Chair), Abdulatif, Sameem Ali, Alijah, Bano, Benham, Collins, Cooley, Foley, Hewitson, Lovecy, McHale, Nunney and Sadler

Co-opted Members -

Mr G Cleworth, Miss S Iltaf, Ms K McDaid, Mrs J Miles, Dr W Omara and Ms L Smith

Supplementary Agenda

- 4. Minutes** 5 - 8
- To receive the minutes of the meetings of the Ofsted Subgroup held on 19 January 2022.
- 6. Children and Education Services Directorate Budget 2022/23** 9 - 36
Report of the Strategic Director for Children's and Education Services
- Following the Spending Review announcements and provisional local government finance settlement 2022/23 the Council is forecasting a balanced budget for 2022/23, a gap of £37m in 2023/24 and £58m by 2024/25. This report sets out the high-level position.
- 7. Annual Virtual School Head's Report** 37 - 82
Report of the Director of Education
- The report from Manchester's Virtual School Head for Our Children and Young People provides an overview of the work that has been undertaken, through the Corporate Parenting Partnership, during 2020-21 to promote the education, employment and training of the Children and Young People in the care of Manchester (referred to as Our Children and Young People from this point), Manchester Care Leavers, Previously Looked After Children who attend education settings within Manchester and Young People supported by the Youth Justice Service.
- 8. COVID-19 Update** 83 - 108
Report of the Assistant Director of Education
- This report is one of a series of scrutiny reports on the impact and consequence management of COVID 19 on children and their families. This report provides an update on the return of children and young people to education following the Christmas break and the arrangements in place in schools and colleges to report and manage COVID19. The report has a particular focus on the bespoke offer to increase uptake of the vaccine in children and young people aged 12 to 15 and address inequalities therefore reducing disruption to children's education and learning.
- School attendance continues to be positive, despite the impact of the Omicron variant and is subject to regular monitoring and intervention.

Further Information

For help, advice and information about this meeting please contact the Committee Officer:

Rachel McKeon
Tel: 0161 234 4497
Email: rachel.mckeon@manchester.gov.uk

This supplementary agenda was issued on **Thursday, 3 February 2022** by the Governance and Scrutiny Support Unit, Manchester City Council, Level 2, Town Hall Extension (Library Walk Elevation), Manchester M60 2LA

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Children and Young People Scrutiny Committee – Ofsted Subgroup

Minutes of the meeting held on 19 January 2022

Present:

Councillor Lovecy – in the Chair
Councillors Hewitson, Nunney and Reid

Apologies:

Councillor Foley

CYP/OSG/22/01 Minutes

Decision

To approve as a correct record the minutes of the meeting held on 24 November 2021.

CYP/OSG/22/02 Ofsted Inspections of Manchester Schools

The Subgroup received a list of all Manchester schools which had been inspected since the last meeting and the judgements awarded. The Senior School Quality Assurance Officer provided an overview of this information and informed Members that the inspection report for St Patrick's RC Primary School had been published since the agenda was issued. She suggested that the Subgroup consider this report at its next meeting, to which the Chair agreed.

The Subgroup considered the recent Ofsted report for All Saints Primary School, which stated that there had been no change to the school's overall judgement of good as a result of the section 8 inspection. However, the report noted that the evidence gathered suggested that the inspection grade might not be as high if a full inspection were carried out now and stated that the next inspection would be a full section 5 inspection. The Senior School Quality Assurance Officer advised that the school had not had a permanent head and deputy head for a period of time and had been identified by the Council as needing additional support. She outlined the support that had been provided including Support and Challenge meetings, chaired by the Director of Education, to which the Head and Chair of Governors were invited, as well as additional quality assurance visits and additional support from the Senior Schools Quality Assurance Officer allocated to their school. She reported that her service had also brokered additional leadership support from Armitage C of E Primary School, which was judged as an outstanding school. She highlighted some of the key themes within the report including the curriculum, reading and phonics and the alignment between Early Years and the Key Stage 1 curriculum, advising that her team and the school had already been aware that these were key areas for improvement. She advised that the section 5 inspection would take place within 2 years. She highlighted the challenges faced by smaller schools and advised that the partnership with Armitage Primary School had worked well and that a more formal partnership arrangement was being considered. A Member commented that the foundation stage had been modelled before the phonics test was introduced. She advised that the new Head was doing a good job and that the school was engaging

with the local area. In response to a question from the Chair, the Senior Schools Quality Assurance Officer advised that the school engaged with cluster working and was now more outward facing. She reported that the partnership working with Armitage Primary School was beneficial to both All Saints and Armitage as they could utilise expertise within both schools. The Chair commented that schools needed subject leaders for its curriculum subjects and that this was more challenging for smaller schools. She highlighted the benefits of sharing good practice between schools and welcomed that All Saints Primary had a good strategy for improvement.

The Subgroup considered the recent Ofsted report for Peel Hall Primary School. The report stated that there had been no change to the school's overall judgement of good as a result of the section 8 inspection but that the evidence gathered suggested that the inspection grade might not be as high if a full inspection were carried out now. It further stated that the next inspection would be a full section 5 inspection. The Senior Schools Quality Assurance Officer provided the Subgroup with background information about the school, including poor Key Stage 2 results a few years ago, a new Headteacher being appointed and additional support which had been put in place. She reported that the school had already been aware of and working to address the areas which were then identified in the Ofsted inspection as areas for improvement. She highlighted the key points from the report and advised that an experienced Headteacher from another school was still mentoring Peel Hall's new Head and that her team was continuing to provide additional support in preparation for the full inspection within the next 2 years. In response to a question from the Chair, she advised that this was not as formal a partnership as the one between All Saints and Armitage but that there were clear areas that the other Head was providing support on. A Member reported that it was a shock for children when they moved from a small primary school to high school. She advised that the issue of small schools should be considered, including looking at whether they should join up with other schools, at least for staff development activities. She suggested that this could be something that the Children and Young People Scrutiny Committee could look at, in addition to looking at school improvement more broadly. In response to a Member's question, the Senior Schools Quality Assurance Officer reported that every school had an assigned Senior Schools Quality Assurance Officer and that, where needed, Quality Assurance professionals were brokered to work with schools on areas for improvement. She advised that Peel Hall would also continue to have Support and Challenge meetings. She further clarified that the schools that the Subgroup was looking at in this meeting were receiving support from a Senior Schools Quality Assurance Officer, a Quality Assurance professional, Support and Challenge meetings and through a partnership arrangement, with the exception of Rack House Primary School which was only considered to require the universal offer of an assigned Senior Schools Quality Assurance Officer.

The Subgroup considered the recent Ofsted report for Rack House Primary School which had been judged as good. The Senior Schools Quality Assurance Officer informed the Subgroup that the school had received a short inspection in March 2018 under the previous Ofsted framework where it had been judged as continuing to be a good school. She added that the 2018 report had advised that the school could be moving towards being outstanding and that, therefore, its next visit should be a full section 5 inspection. She advised that, due to COVID-19, this next inspection had been delayed, taking place 3 and a half years later and under a new Ofsted

framework. She drew Members' attention to the achievements and the areas for improvement within the report. A Member expressed concern at the level of detail provided within Ofsted's new style of report and asked if the school was provided with more detail on what it needed to improve on. The Senior Schools Quality Assurance Officer advised that this detail was only communicated to the school. She reported that the inspection process was now more collaborative, that feedback was given to the school throughout the process and that the headteacher could observe the meeting between the inspectors where they reported back on the evidence gathered. A Member expressed concern that this information was not available to parents and Ward Councillors. The Senior Schools Quality Assurance Officer advised that the onus was on schools to communicate this information to parents and that some schools put their school improvement plan on their website. A Member highlighted that this school and many Manchester schools had provision for children from 2 years old upwards. She suggested that the Children and Young People Scrutiny Committee look at Early Years at a future meeting.

The Subgroup considered the recent Ofsted report for Saviour C of E Primary School. There had been no change to the school's overall judgement of good as a result of the section 8 inspection. However, the report stated that the evidence gathered suggested that the inspection grade might not be as high if a full inspection were carried out now and that, therefore, the next inspection would be a full section 5 inspection. The Senior Schools Quality Assurance Officer informed the Subgroup that this was a small primary school and some of the key areas identified for improvement were phonics, reading and the curriculum. She advised that the concern that governors were not going far enough in holding leaders to account was being addressed. In response to a question from the Chair, she confirmed that there had been a high turnover of teachers at the school and that this issue would be explored. A Member expressed concern that faith schools could be more reluctant to partner with non-faith schools or schools from different denominations which was an issue if there were not many other Church of England schools in an area. In response to a question from the Chair, the Senior Schools Quality Assurance Officer advised that there were opportunities for cluster working, that many schools were in a number of different clusters in relation to different issues and that her team encouraged and signposted schools to work with others.

Decisions

1. That the Subgroup will consider the Ofsted inspection report for St Patrick's RC Primary School at its next meeting.
2. To write to all the schools whose reports were considered at the meeting, following their recent inspection reports and the Subgroup's discussion.
3. To arrange a visit to All Saints Primary School.

CYP/OSG/22/03 Terms of Reference and Work Programme

Members noted that the next meeting would be on 2 March 2022. A Member commented that more Members were needed for the Subgroup and that this would be raised at the Children and Young People Scrutiny Committee meeting.

Decision

To approve the Terms of Reference and Work Programme.

Manchester City Council Report for Resolution

Report to: Children and Young People Scrutiny Committee - 8 February 2022
Executive Committee - 16 February 2022

Subject: Children and Education Services Directorate Budget 2022/23

Report of: Strategic Director for Children's and Education Services

Summary

Following the Spending Review announcements and provisional local government finance settlement 2022/23 the Council is forecasting a balanced budget for 2022/23, a gap of £37m in 2023/24 and £58m by 2024/25. This report sets out the high-level position.

The finance settlement was towards the positive end of forecasts and no actions beyond those outlined in November are required to balance next year's budget. As reported to November Scrutiny meeting officers identified savings and mitigations totalling c£7.7m which are subject to approval.

The settlement was for one year only and considerable uncertainty remains from 2023/24. A longer-term strategy to close the budget gap is being prepared with an estimated requirement to find budget cuts and savings in the region of £60m over the next three years. In addition, £30m of risk-based reserves have been identified as available to manage risk and timing differences

Included in the report are the priorities for the services in the remit of this committee. Appended are details on the initial revenue budget changes proposed by officers and the planned capital programme.

The report also includes 2022/23 Dedicated Schools Grant. Notification was received on the 16th December 2021 and totals £627.682m. The overall increase in grant since last year is £25.055m. The biggest change in the grant is due to 2.8% per pupil related increase in part of the grant that supports primary and secondary schools, £9.441m uplift in the high needs block which totals £19.944m plus £5.111m increase that reflects the change in pupil numbers. The proposed Schools Budget for 2022/23 has been agreed in consultation with Schools Forum on the 18th January 2022.

Budget options outlined in the report are deemed to be deliverable and there is a level of confidence that most of the options are "the right thing to do" and have been developed in line with the Directorate budget strategy.

This report which for ease of reference is structured as follows.

Section 1 Summary of Council Budget

Section 2	Current Budget Position
Section 3	Scrutiny of Draft budget proposals and budget report
Section 4	Next Steps
Section 5	Children and Education Services Context and Priorities
Section 6	Conclusion
Appendix one	Budget Overview
Appendix two	Dedicated Schools Grant
Appendix three	Capital Budget

Recommendations

The Scrutiny committee is recommended to:

1. Note the forecast medium term revenue budget position.
2. Consider the content of this report and comment on the proposed changes which are relevant to the remit of this scrutiny committee.

The Executive is recommended to approve these budget proposals.

Wards Affected: All

Environmental Impact Assessment - the impact of the issues addressed in this report on achieving the zero-carbon target for the city

The budget reflects the fact that the Council has declared a climate emergency by making carbon reduction a key consideration in the Council's planning and budget proposals.

Manchester Strategy Outcomes	Summary of the Contribution to the Strategy
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	Effective Children and Education Services are critical to ensuring our children are afforded opportunities and supported to connect and contribute to the city's sustainability and growth.
A highly skilled city: world class and home-grown talent sustaining the city's economic success	Ensuring children and young people are supported and afforded the opportunity to access and achieve in the city; empowered and supported by the delivery of a strong and cohesive system that works for all children.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Improving education and social care services that are connected to the wider partnership; build the resilience of children and families needed to achieve their potential and be integrated into their communities.

A liveable and low carbon city: a destination of choice to live, visit, work	Improving outcomes for the children and families across the City, helps build and develop whole communities and increases the liability of the City
A connected city: world class infrastructure and connectivity to drive growth	Successful services support successful families who can deliver continuing growth in the City.

Full details are in the body of the report, along with implications for:

- Equal Opportunities
- Risk Management
- Legal Considerations

Financial Consequences Revenue

The changes included within this report are officer proposals and, subject to Member comments and consultation, these will be included as part of the 2022/23 budget preparation.

Financial Consequences – Capital

None directly arising from this report.

Background documents (available for public inspection):

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy, please contact one of the contact officers above.

Children and Education Services Budget Report 2021/22
Children and Young People Scrutiny 10th February
Executive 17th February 2021

Children and Education Services Directorate Budget 2022/23
Scrutiny Committee 10th November 2021

Executive – 17 January 2022 Subject: Provisional local government finance settlement 2022/23 and budget assumptions

Contact Officers:

Name: Paul Marshall
Position: Strategic Director for Children and Education Services
Telephone: 0161 234 3952
E-mail: p.marshall1@manchester.gov.uk

Name: Amanda Corcoran
Position: Director of Education

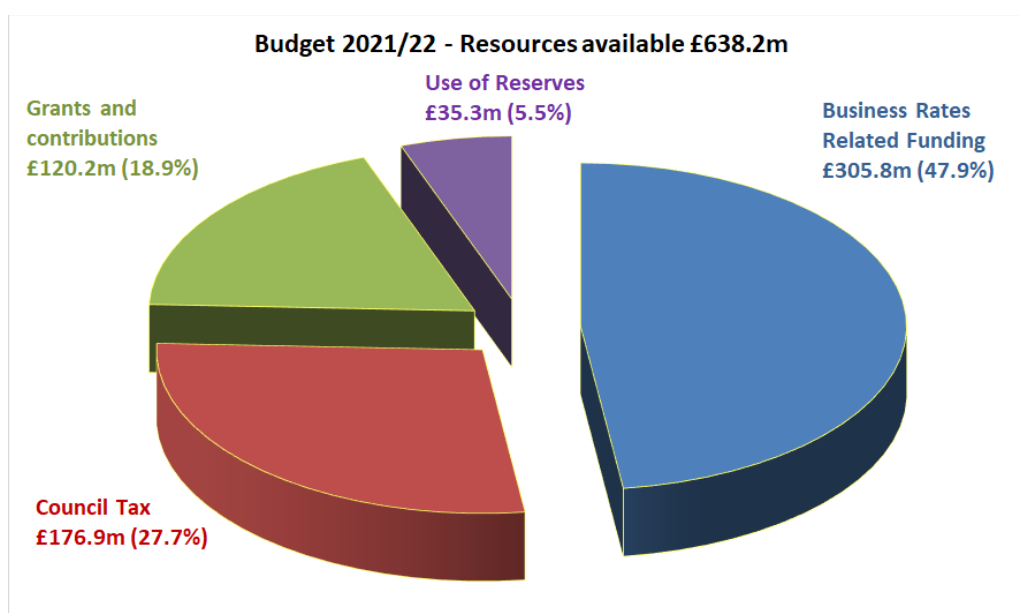
Telephone: 0161 234 4314
E-mail: a.corcoran@manchester.gov.uk

Name: Sean McKendrick
Position: Deputy Director Children's Services
Telephone: 0161 234 3952
E-Mail: Sean.McKendrick@manchester.gov.uk

Name: Reena Vandhna Kohli
Position: Directorate Finance Lead - Children, Education and Schools
Telephone: 0161 234 4235
E-mail: reena.kohli@manchester.gov.uk

1.0 Introduction and Context

- 1.1 On 27 October 2021, the Chancellor of the Exchequer, Rishi Sunak MP, delivered the Spending Review and Autumn budget 2021 to the House of Commons. The Spending Review sets the quantum of funding available for local government whilst the Finance Settlement, which followed on 16 December 2021, sets out the distribution to individual local authorities.
- 1.2 The finance settlement has been front loaded and includes several one-off distributions of funding. It is also a one-year settlement. Therefore, considerable uncertainty remains in relation to the position after 2022/23.
- 1.3 The Local government funding reform work will be restarted in the Spring. This means that the Fair Funding Review and baseline reset are both going to be under consideration again, for possible implementation in 2023/24. This will change on how funding between different local authorities is distributed.
- 1.4 The final budget position for 2022/23 and beyond will be confirmed at February Executive. This will be after the key decisions confirming the Collection Fund position and Council Tax and Business Rates base have been made and the Final Finance Settlement is received. It is unlikely that there will be any significant changes to the Provisional Settlement.
- 1.5 The Council's 2021/22 net revenue budget is currently funded from four main sources which are Council Tax, Business Rates, government grants and contributions and use of reserves. In recent years as central government funding has reduced and business rates retention has been introduced the ability to grow and maintain the resources raised locally has become even more important for financial sustainability and is integral to the Council's financial planning.
- 1.6 The following chart shows the current breakdown of resources available.



2.0 Current budget position

2.1 The indicative medium-term position is shown in the table below, full details are provided in the settlement and budget report to 17 January Executive meeting.

	Revised 2021 / 22 £'000	2022 / 23 £'000	2023 / 24 £'000	2024 / 25 £'000
Resources Available				
Business Rates Related Funding	156,416	338,092	322,337	340,330
Council Tax	176,857	208,965	206,620	217,197
Grants and other External Funding	120,243	104,533	87,374	85,374
Use of Reserves	184,667	36,781	30,592	15,573
Total Resources Available	638,183	688,371	646,923	658,474
Resources Required				
<i>Corporate Costs</i>	120,232	133,058	110,211	114,849
<i>Directorate Costs</i>	517,951	555,313	573,494	601,172
Total Resources Required	638,183	688,371	683,705	716,021
Shortfall / (surplus)	0	0	36,782	57,547

2.2 The budget assumptions that underpin 2022/23 to 2024/25 include the commitments made as part of the 2021/22 budget process to fund ongoing demand pressures as well as provision to meet other known pressures such as inflation and any pay awards (estimated at 3% from 2022/23). Whilst this contributes to the scale of the budget gap it is important that a realistic budget is budget set which reflects ongoing cost and demand pressures.

2.3 Officers have identified options to balance the budget in 2022/23 which are subject to approval. The detail relevant to this scrutiny remit is included at Appendix One. If these proposals are supported a balanced budget will be achieved. In addition, £30m of risk-based reserves have been identified as available to manage risk and timing differences.

3.0 Scrutiny of the draft budget proposals and budget reports

3.1 The reports have been tailored to the remit of each scrutiny as shown in the table below. This Committee is invited to consider the proposed changes which are within its remit and to make recommendations to the Executive before it agrees to the final budget proposals in February 2022.

Date	Meeting	Services Included
8 February 2022	Resources and Governance Scrutiny Committee	Chief Executives Corporate Services Revenue and Benefits / Customer and Welfare Support Business Units
8 February 2022	Communities and Equalities Scrutiny Committee	Sport, Leisure, Events Libraries Galleries and Culture Compliance and Community Safety Housing Operations including Homelessness Neighbourhood working
9 February 2022	Health Scrutiny Committee	Adult Social Care and Population Health
9 February 2022	Children and Young People Scrutiny Committee	Children and Education Services Youth and Play
10 February 2022	Environment and Climate Change Scrutiny Committee	Waste and Recycling Parks Grounds maintenance
10 February 2022	Economy Scrutiny Committee	City Centre Regeneration Strategic Development Housing and residential growth Planning, Building Control, and licensing Investment Estate Work and skills Highways

4.0 **Next Steps**

4.1 The proposed next steps are as follows:

- Executive (16 February) receive proposed budget
- Resources and Governance Budget Scrutiny – 28 February
- March Council - approval of 2022/23 budget - 4 March
- New Municipal Year – early options around 2023/24 & 2024/25 discussed with members

5.0 **Service Context**

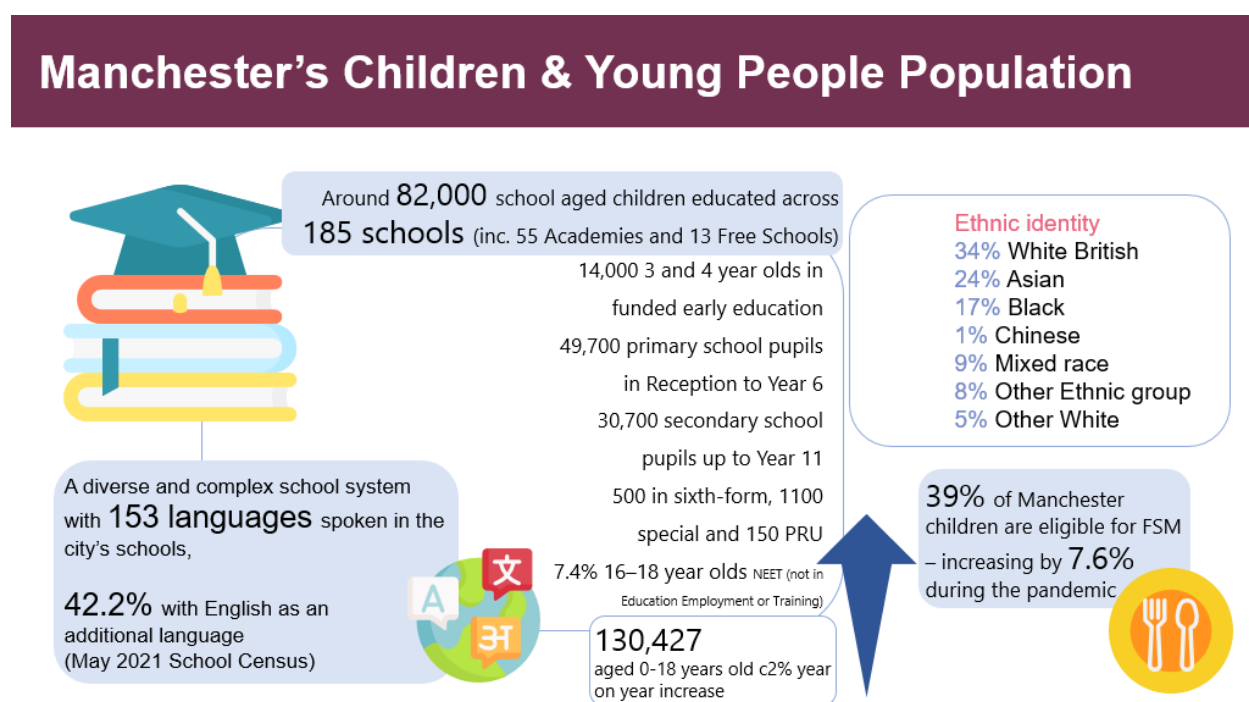
5.1 In Manchester we are proud and passionate about improving their lives and experiences. Therefore, relationship matters as we: listen; work with children and families in their communities; collaborate and build effective partnerships. Together we build on the strengths of families/communities, use knowledge and evidence to inform our focused and purposeful activity to give our children the best possible experience and outcomes.

5.2 In recognising the disruptive and detrimental impact of the COVID pandemic on children and young people in respect of their emotional, social and

educational development. In September 2020, the City Council Executive resolved to dedicate 2022 to the city's children and young people; branded as '2022, Our Year'. This will involve working in partnership with the public and private sector to celebrate their resilience and successes whilst creating opportunities to have experiences that contribute to helping them build a successful future. This will be a key part of the City's COVID recovery.

- 5.3 The City has a diverse population with many communities and 153 languages spoken in schools. The overall population has continued to grow over the past two decades and Manchester is home to 547,627 residents of which around 130,000 children and young people aged 0 to 18 years - 23% of the population; of which 39% are eligible for a free school meal and 42.2% with English as additional language. Over the last ten years Manchester's child population has grown at an annual rate of circa 2%, Illustration one sets out the Manchester's child population demographics.

ILLUSTRATION ONE:



- 5.4 The Children and Education Services Directorate effectively is responsible for delivering the Council's statutory duties and responsibilities in respect of children in need of help, support and protection, as set out in illustration two. Whilst at the same time ensuring they have access to a high-quality education and learning

ILLUSTRATION TWO:

Manchester's Children & Young People In Need of Targeted/Specialist Help, Support and Protection

Manchester's children and young people in need of help, support and protection:

5,282 Children in Need, of which:

- 575 are on Child Protection Plans
- 1,436 are Looked After
- 1,112 Care Leavers
- 57 are currently open to Youth Justice

DfE Analysis of the Child in Need cohort from March 2020 showed **56%** had Special Educational Needs

There were **5,569** Education, Health and Care Plans managed by Manchester at the end of October 2021



- 5.5 In delivering the Council's statutory duties and responsibilities, the Directorate also contributes to other strategies, such as those outlined in Manchester's Children and Young People's Plan, supporting Manchester's Children and Young People to be healthy, well and safe (Healthy, cared for people), enabling clean, safe and vibrant neighbourhoods through promoting the welfare of young people (Neighbourhoods) and reducing demand through reform and enabling our workforce to be the best they can be (Well-managed Council). It also plays a leading role in ensuring our young people are equipped with the skills they need to benefit from the growth of the city (Growth that benefits everyone) and ensures there are sufficient and high-quality places in local schools and early years settings.
- 5.6 The priorities, guiding principles and behaviours of Our Manchester, run throughout all key strategies and approaches being taken forward in the city from the overarching Children and Young People's Plan (Our Manchester, Our Children) through to Early Help, Our Promise to Looked After Children and Care Leavers, All Age Disability Strategy, Inclusion Strategy, Youth Justice Plan, Valuing Young People and Young Carers Strategy; as well as contributing to other strategy/delivery plans to improve the experiences and outcomes for our children and young people.
- 5.7 Throughout the COVID pandemic, Children's and Education services and their partners have sought to continue to ensure the delivery of the services that underpin Our Children's strategy; our strategic objectives are children live safe, happy, health and successful lives. Within the safeguarding partnership the system has drawn from the pre-COVID shared vision for Manchester's children, supported by a range of strategies and approaches to minimise impact of the pandemic on all children.
- 5.8 Since March 2020, the service has operated under the working premise of "business as usual but doing things differently"; transitioning into 'working with agility'. These mission statements reflect the Directorate's commitment to the city's children and young people to ensure their welfare, education is

safeguarded and promoted. As such the service has, throughout the pandemic, mindful of relevant health and safety advice, continued to work directly with children and their families and encouraged children and young people to attend their school or setting. It is to credit of our staff, the Directorate has shown significant creativity and flexibility in their approach to service provision in this context, whilst at the same time supporting the partnerships capacity to continue to develop collaboration in the knowledge that some families require a co-ordinated multi agency level of support to safeguard children.

Service Delivery – Education Services

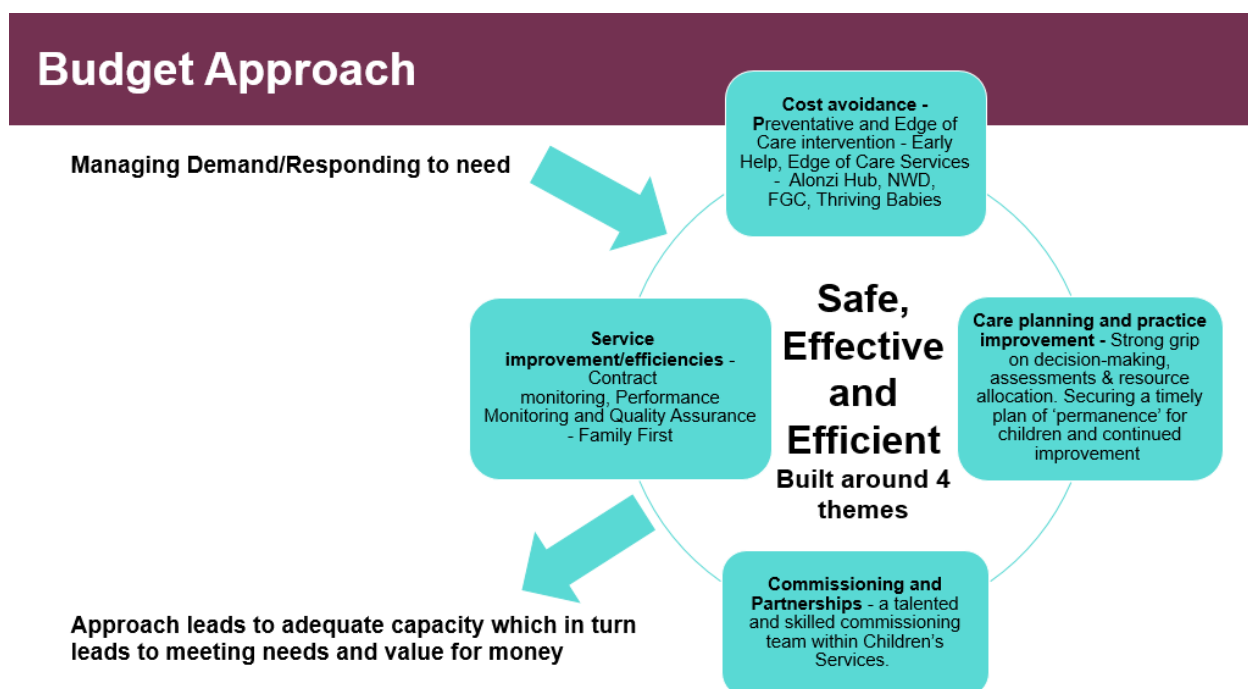
- 5.9 This service budget represents the Council's responsibilities for education and learning other than those funded by the Dedicated Schools Grant. It includes school admissions, place planning, home to school transport and school crossing patrols. It also includes some support for children with SEND such as short breaks and respite care, support for inclusion and other groups of vulnerable children and the education of children looked after through the Virtual School.
- 5.10 Within the Manchester school population, the January 2021 census showed that 17.7% of pupils have Special Education Needs. This was made up of 13.4% who have their needs met at SEN (Special Educational Needs) Support level and 4.3% of the school population who have an Education, Health and Care plan (EHCP). The census shows that the number of pupils who have their needs met through SEN Support or an EHCP is increasing. The percentages of pupils at SEN Support level and EHCP are higher than the latest national comparison data but in Manchester there is a strong correlation between measures of deprivation and the number of EHCPs. At May 2021 Manchester currently supported 5,159 Education, health and care plans for children and young people up to age 25.
- 5.11 The overall Ofsted outcomes for Manchester in 2021 showed:
- 96% of Early years settings and 92% childminders were judged to be good or better.
 - 88.8% of schools are good or better which is above national average (86.00%) and shows a continually improving system.
 - 92.50% of Manchester primary schools and 69.20% of secondary schools are judged by Ofsted to be good or outstanding (with 5 new secondary schools still waiting a judgement).
 - all post 16 provision is judged to be good or better in the City.
- 5.12 Ensuring children and young people access high quality education has remained high priority throughout the pandemic and the Council have continued their robust quality assurance of schools via quality assurance professionals as well as providing ongoing communication, advice and support for school and setting leaders on a variety of issues throughout this time.

Service Delivery – Children’s Services

- 5.13 This service brings together the Council’s duties in relation to children in need, child protection, looked after children and young people with care experience (leaving care service). It includes a range of services targeted to support families and help to avoid the need for children to come into care. It also provides short breaks and respite care services for disabled children and their families as well as Youth Justice Services. The budget recognises the costs associated with increased numbers of children requiring help, support and protection and the complexity of their needs. The Directorate’s budget approach, as set out in Illustration three is built upon four themes:

1. **Cost avoidance** – preventive, timely and edge of care intervention
2. **Care planning** - and continuous practice improvement
3. **Commissioning** - collaboration and partnerships
4. **Service improvement/efficiencies**

ILLUSTRATION THREE



- 5.14 Following Ofsted’s inspection in 2017 which judged Manchester’s Children’s Services to no longer be inadequate, the service has continued to make progress and improvements in the experiences, outcomes and quality of services provided to children and their families. The trajectory of continuous improvement has been sustained as reflected in later Ofsted focused visits (in 2018 and 2019), Peer Reviews and a Local Government Association Peer Reviews.
- 5.15 Despite a 28% increase in the City’s child population since 2011 the number of looked after children has not increased at the same rate. There has been a reduction in the rate per ten thousand from 131 to 111. In terms of national

comparisons between 2008 and 2020 Manchester saw a reduction of 2% in numbers of children and young people in care compared to a 35% increase nationally over same period.

- 5.16 Our rate of 'children in need' at 424 per 10,000 is lower than the 433 rate in 2018/19, despite pandemic pressures. 12% of children discharged from care in the last 6 months have gone onto be the subject of Special Guardianship maintaining close levels to 2018/19. Adoption rates sets to return to pre-pandemic rates. Attributable to timelier and quality of intervention, over time there has been a significant decrease in the number of children subject to child protection planning reducing from 74.7 per 10,000 at the end of 2018/19 to 56.3 per 10,000 at the end of 2018/19, outperforming statistically similar, northwest and core city authorities.
- 5.17 In addition, there has been a reduction in the number of children and young people subject to child protection plans from 787 at the end of 2018/19 to 572 in December 2021. The percentage of children subject to Child Protection Plans with up-to-date reviews continue to increase, at 96% at the end of 2020/21 the rate was higher than all comparators - regional, statistical neighbours, core cities and the national average.
- 5.18 The improvements in both Children and Education Services have in part been associated with continued and strengthening partnerships that support even greater collaboration and robust leadership; underpinned by an effective performance/assurance framework. A recent Local Government Association peer review recommends that IT and Business Support offers supporting the service should be reviewed in order to better meet service needs.

Priorities for this year and next:

- 5.19 Engagement from our children and young people has shown that that there needs to be a strong focus on education, environment, health and equality, diversity and inclusion in the delivery of the '2022 Our Year' approach. The ultimate ambition will be for Manchester to be recognised by UNICEF as a Child Friendly City by 2024.
- 5.20 The Children and Young People's Plan 2020 - 2024 - translates the Our Manchester priorities into a vision for 'building a safe, happy, healthy and successful future for children and young people'. The Council are passionate about children and young people. This is reflected not only in the way the Directorate work with them, but in all aspects of our service planning, commissioning and delivery of services. This is a value-based approach that involves a relentless drive and focus on improving all areas of children's and young people's lives, underpinned by a strength based, can do attitude.
- 5.21 To support the delivery of the city's strategic priorities the Children and Education Directorate Plan outlines the following key priorities for the next 2 years:

1. Recognise and value the voices of children and young people in all areas of our work, listening to them and responding to what they tell us
 2. Support and develop children's readiness for school and adulthood embedded in an approach to early intervention and early help
 3. Everyone's a leader - an empowered, capable, confident and stable workforce; effective in the management of risk, performance and planning for children
 4. Continually improve outcomes for all children and 'close the gap' against the national attainment averages
 5. Greater collaboration and partnerships consolidate children's services locality model to support and promote children living in stable, safe and loving homes - achieving 'permanency' to safely reduce the number of children looked after and/or in need of a statutory service.
 6. Ensure there is a sufficient range and choice of high-quality early years, school, college and youth provision for all children and young people
 7. Develop and implement a specialist service/offer for children with complex needs.
- 5.22 A timely intervention preventing the unnecessary escalation of children's needs is still a key Directorate priority, as is the range and choice of provision for those children who are looked after by the Council and our care leavers. The Directorate operates within a national context of a changing regulatory framework which has an increased focus on.
- 5.23 Maintaining the Directorate's commitment to the quality of social work practice and management oversight and ensuring the education system is inclusive, delivers good or outstanding schools and meets the needs of all learners. This requires the Directorate to adapt, anticipate and respond to the challenges with purpose and focus.
- 5.24 The budget options for savings have been informed by the Directorate Budget approach to deliver safe, effective and efficient services, the progress and impact of the services to date. This approach has been developed by thinking through the way in which the Directorate can meet its statutory duties and make the maximum contribution to the priorities for the city, as set out in the earlier parts of this report. In some cases, this is by increasing the pace of implementing the already identified reforms and services improvements as a way of making financial savings by reducing demand for expensive, reactive services. In other cases, this is by choosing options for service reductions which will have the least damaging impact on the achievement of our priorities.

Key actions on tackling diversity and inclusion

- 5.25 The Directorate works together with Manchester's citizens and our partners to understand our diverse communities, improve life chances, and celebrate diversity. There is a commitment to understanding and addressing the effects and impacts of its activities for the diverse range of people using the service. To achieve the Directorate is committed to undertaking where required and

monitor equality analysis of new or altered functions, to ensure they are accessible and inclusive and do not cause adverse equality impacts. The Directorate will use the Council's Equality Impact Assessment framework to do this. It will strengthen evidence bases to show the differential experiences of individual identity groups in Manchester accessing Council services, remove barriers and proactively respond to make these as fair and equitable as possible.

- 5.26 Education services provide support and challenge to schools to address gaps in attainment and disproportionality in attendance and exclusion between black, Asian and other ethnic minority groups in the city. They are encouraging all schools to sign up to the Diverse Curriculum Charter developed by Afzal Khan and developing a plan in collaboration with Teaching School hub and school leaders to ensure the school workforce and school leadership better reflects the diversity in the city.
- 5.27 As an employer the Directorate seeks to ensure a fair and inclusive working environment which recognises, values and responds to the dynamics and opportunities of a diverse workforce. The Children's Services Plan has five key focus areas of: reverse mentoring, recruitment, training, mentoring and personal development opportunities for all and having ongoing and transparent conversations about race equality.

Key actions Contribution to Council's energy and carbon reduction targets

- 5.28 The Directorate contributes towards the Council's energy and carbon reduction. More specifically it is working on developing a comprehensive action plan that outline steps to be taken to reduce impact on climate change across the Directorate including in schools, colleges and early year settings. It will seek to identify any key initiatives in other Local Authorities/cities and see if transferable to Manchester and ensure the Council is connected into national/pilot initiatives to reduce carbon usage and can access funding available to implement.
- 5.29 The Council plans to commission detailed condition surveys, updated floor plans, and refreshed net capacity assessments. The updated suite of information will be used to effectively prioritise capital investment in the school estate and enable it to make a substantial contribution towards the Council's energy and carbon reduction targets.

6.0 Conclusion

- 6.1 Overall, the settlement announcements were towards the positive end expectations. It is expected that mitigations in the region of £7.7m, as previously identified, will be sufficient to balance the 2022/23 budget.
- 6.2 Officers have estimated the future resources available based on the information available. This results in forecast gap of £37m in 2023/24 increasing to £58m in 2024/25.

- 6.3 The focus will now be on identifying savings and mitigations to keep the council on a sustainable financial footing. It is proposed that budget cuts and savings of £60m over three years are developed for member consideration. £60m equates to just under 12% of 2022/23 directorate budgets. In addition, £30m of risk-based reserves have been identified as available to manage risk and timing differences

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Appendix one**Budget Overview**

The Children and Education Services net annual budget for 2021/22 is £118.701m and is illustrated in Table one and two alongside the indicative budgets through to 2024/25.

Table one: Base budget 2021/22

Service Area	2021/22 Gross Budget	2021/22 Net Budget	2021/22 Budgeted Posts (FTE)	2022/23 Net Budget
	£'000	£000		£000
LAC Placements	54,761	40,326	34	47,359
LAC Placements Services	7,394	6,507	86	6,495
Permanence & Leaving Care	23,260	14,633	15	14,853
Children Safeguarding Service Areas	43,087	35,698	742	37,378
Education Services	6,860	5,642	70	6,289
Home to School Transport	10,232	10,161	127	10,245
TYSS	841	341		841
Children's Strategic Management and Business Support	5,497	5,393	117	5,380
Total	151,932	118,701	1,191	129,021

Medium Term Financial Plan

The Council's medium term financial plan shows that the budget is expected to increase to over £135m by 2024/25 as it supports demand and demographic pressures expected to materialise over the next three years.

Table Two: Indicative Three-Year Budget

		2022/23			2023/24			2024/25		
Service Area	Net Budget	Savings	Other changes	Net Budget	Savings	Other changes	Net Budget	Savings	Other changes	Net Budget
	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000
LAC Placements	40,326	-2,375	9,408	47,359		3,481	50,840		2,134	52,974
LAC Placements Services	6,507	-43	32	6,495			6,495			6,495
Permanence & Leaving Care	14,633	-2	222	14,853			14,853			14,853
Children Safeguarding Service Areas	35,698	1,076	604	37,378	-100		37,278	-100		37,178
Education Services	5,642	625	22	6,289			6,289			6,289
Home to School Transport	10,161	-30	294	10,425		285	10,710		285	10,995
TYSS	341	500		841			841			841
Children's Strategic Management and Business Support	5,393	-41	28	5,380			5,380			5,380
Total	118,701	-292	10,611	129,021	-100	3,766	132,687	-100	2,419	135,006

The 2021/22 budget process saw the Council develop savings and efficiency plans of over £48m over the three years to 2023/24. Overall, savings of £12.359m were agreed, and have mostly been achieved other than:

- Supported Accommodation - £1m of the £1.767m is delayed and will be achieved next year in full as more suitable provision with registered housing providers becomes made available November 2021.
- Multi-Agency Placements – almost 60% of the £1m has been achieved, it is not yet known whether this saving will be achieved in full next year, this will be dependent on the agreements made at panel.

Approved Budget Changes Agreed in 2021/22

The following budget changes were approved as part of the 2021/22 budget setting process:

- **£1.050m savings 2022/23** relate to placements. Some of the savings are the full year impact of 2021/22 placements. There is a level of confidence that the options presented were reflective of the Directorate's budget strategy promoting a preventative, focused and purposeful intervention and delivering value for money. This includes delivering services to children with high/complex needs who need to be 'looked after' by the council through transforming services and increasing the range and choice of placements (sufficiency). Most of these options are underpinned by commissioning activity. 2023/24 and 2024/25 savings total £100k per annum.
- **£2.611m of the 2021/22 and £1.409m of the 2022/23 savings** are one-off and reverse in the following year. The 2021/22 budget planning process acknowledged that not all the options could be fully realised in 2021/22-2022/23 and it was approved that the reserves can be used on an one-off basis to smooth out transition reductions in budget. These reserves have now been used and the expenditure will be funded by increasing the available budget.
- To balance the 2021/22 budget, the Directorate reviewed their reserves. Following the review, the Directorate were able to support their budget position by **£7.135m**. The medium-term financial plan assumes this will be funded from mainstream budget 2022/23 onwards and represents an increase in the funding supported corporately and an increase in the Children's Services net budget.
- **£2.293m for Demographic Growth** - Changing levels of demand through population growth and complexity of need are calculated and provision made within the budget, overall, the population of children in the city is expected to increase by 3%. The 2023/24 and 2024/25 demographic changes total £2.357m and £2.419m, respectively.

The following budget changes are new pressures or savings and are part of the 2022/23 budget setting process:

- **Staff budgeting and vacancy factor review - £444k saving** - Except for senior graded posts (SS1 and above) positions are currently budgeted at the top of grade less a vacancy factor. This factor is 2.5% in many service areas, higher vacancy factors are adopted in a limited number of service areas (where appropriate). A 1% increase to the vacancy factor would more accurately reflect the fact that many employees are not at the top of the grade and the current levels of turnover and would generate budget savings.
- **Early Years £400k** - In 2012, as part of the austerity cuts, the Council took the decision to withdraw from the direct provision of day-care services to move to a new model, with the Council acting as commissioner of day-care services. As the condition of the estate has deteriorated maintenance costs are higher than day care providers anticipated and can afford. A review of the current arrangements with tendered day-care has been concluded and Executive have agreed a capital investment of £3m to improve the condition of these buildings. However, this is a 3-year programme and current projections indicate an ongoing budget shortfall.
- **National Insurance increase £318k** - The Government has confirmed that National Insurance rates will rise from April 2022, a change which was initially announced in September. There will be a new 1.25% tax on workers and employers to fund health and social care. Added cost to the employer has been recognised in the budget.
- **Annual Fostering Uplift £457k** - Children Services has worked to deliver a more attractive offer to foster care, an effective marketing campaign, develop skills within the in-house fostering service and plan for conversion of external foster carers to become internal foster carers as part of the new procurement framework arrangement being developed in the North West. An external commission to review the current offer to in-house foster carers compared to external agencies was completed by 31st January 2019. The current offer from Manchester City Council's Fostering Agency is increasingly positive and comparable to external agencies. In order to maintain this the service is seeking to uplift in-house foster care offer by 2.1% to be applied April 2022 onwards. Alongside this there is a continued focus on Special Guardianship Orders, this will be achieved through increased confidence in the 'offer' and 'conversion' from long-term fostering arrangements.

The net impact of the changes above resulted in proposed budget increases of £10.319m in 2022/23, a further £3.666m in 2023/24 and additional £2.319m 2024/25, the table below outlines the movement in the budget since last year.

Table Three - Budget Movement 2021/22 - 2022/23

	Changes	Budget £m
2021/22 Baseline Budget		118.701
Budget Adjustments Agreed 2021/22		
<u>Savings</u>		
Full Year Impact of 2021/22 savings	-1.050	
Reversal of One-off Savings	2.611	
One-off Savings that impact 2022/23	-1.409	
		0.152
<u>Growth</u>		
Previously Funded from a reserve	7.135	
Demography	2.293	
		9.428
Budget Adjustments Proposed 2022/23		
<u>Savings</u>		
Staffing and Vacancy Factor Review	-0.444	
		-0.444
<u>Growth</u>		
Early Years	0.400	
National Insurance increase	0.318	
Fostering Uplift	0.465	
		1.183
Sub Total		10.319
2022/23 Budget		129.020

Investment

The report to January Executive set out that the funding announced for 2022/23 makes available £12m to fund additional pressures and emerging risks and that, in line with the agreed approach, "this is used across a three-year period. Full detail of suggested priorities for funding will be presented to the Executive in February 2022. This could include priorities such as anti-poverty measures, waste and street cleaning".

In line with the updated Corporate Plan included elsewhere on the agenda and reflecting the political priorities of the Council, the budget includes a proposal to invest a further £500k into youth provision. The planned use of that funding will be developed with the purpose of strengthening youth provision in every ward and to ensure the ongoing operation of the Woodhouse Park active lifestyle Centre.

Whilst Youth and Play is included in the scope of the committee it is not part of the Children's and Education Services budget. The investment outlined in the paragraph above is therefore not included in the budget tables provided in the report.

Emerging Pressures

- Looked After Children placement costs** - There continues to be a growing child population in Manchester with increasing need for a statutory intervention – as showed by the growth in SEND, requests for Social Care intervention and Short Breaks (17%, 12%, 69% respectively). This attributed to increased vulnerabilities in the community such as family poverty, domestic violence and detrimental impact on mental health and associations with the impact of COVID. To manage the increased need of children and their families for services there has been continued investment in targeted, 'front door', edge of care services and approach to permanency. Up to now this has had a positive impact on managing these increased pressures. This coupled with an ongoing high performing Early Help/Edge of Care services indicate the Directorate has shown a certain level of resilience in the response to the increase in children and families needs because of COVID. However, due to the pandemic there is an emerging risk of increased need for children to require a specialist intervention and becoming looked after; leading to placement costs being over and above those factored in the budget already. The Council holds both general and earmarked reserves which include contingencies to manage budget risk. To manage risk of significant rises in placement costs next year it is proposed that the Directorate's current underspend is placed in a reserve.
- Legal Costs £1m** - Legal proceedings are taking 14 weeks longer than they did at pre-pandemic and due to this there is an increase in the reported overspend as additional external legal support is being commissioned from another council. An internal review of costs is currently underway to better understand and respond to reissued Public Law Outline (national guidance). It is anticipated that the learning from the review will help the Legal team and Children Services to manage down the current overspend. At this stage it is planned that the budget funding Children's solicitors and externalised legal will be moved to the area managing the solicitors and commissioning externalised legal support; this is anticipated to increase oversight and control of financial spend. A final decision on the necessary virements and budget adjustments will be proposed to Executive once the work has been finalised.
- Home to School Transport** – Where a pupil is entitled to receive free home to school transport this is for the journey at the start and end of the school day. In response to representation from families the Council has launched a review of elements of the transport assistance offer and delivery of it. It is expected that the review recommendations will be known later in the year. There is a risk that the review recommendations will lead to additional expenditure. This would place additional pressure on the Children's Services budget.

- School Improvement Grant – The School Improvement Grant**, £50m is allocated annually to Councils to provide school improvement for maintained schools. It is allocated based on the number of schools which continue to be maintained by the Council and covers an academic year. In 2021/22 Manchester's school improvement grant was £398k this covers 110 schools. In early January 2022, the Department of Education confirmed that it will cut the grant by 50% next year and remove 100% of the grant by April 2023. Manchester is seeking to manage to the 50% reduction in grant through efficiencies.
- School Condition Surveys £100k** - The Council is committed to raising standards of attainment in all schools and believes that the quality of school premises plays a key part in achieving this aim. The survey should be undertaken every 5 years and would be used to: identify what work is needed to maintain the estate; consider how much works might cost; prioritise work within available funds, understand if the nature of the buildings change. This will also inform and ensure that the Council is in a stronger position to submit capital bids, such as the Priority School building programme. This investment will deliver improvements in conditions, reduce health and safety risks, and make a substantial contribution towards the Council's energy and carbon reduction targets. The surveys will be undertaken at community, voluntary controlled and foundation schools where the council is the responsible body. Surveys will be completed in batches with the first 10 schools per annum prioritised for a visit based on data, age of building and known issues.

Table Four – Subjective Analysis 2021/22 - 2022/23

	<u>2021/22</u> <u>Budget</u>	<u>2022/23</u> <u>Indicative</u> <u>Budget</u>
Subjective Heading	£'000	£'000
Expenditure:		
Employees	60,005	59,879
Running Expenses	429,091	459,868
Capital Financing Costs	-	-
Contribution to reserves	51	52
Total Subjective Expenditure	489,147	519,799
Less: Other Internal Sales	-	-
Gross Expenditure	489,147	519,799
Income:		
Government Grants	352,552	380,440
Contributions from Reserves	10,552	2,966
Other Grants Reimbursements and Contributions	6,050	6,050
Customer and Client Receipts	1,275	1,275
Other Income	47	47
Total Net Budget	118,701	129,021

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Appendix two - Dedicated Schools Grant

The Dedicated Schools Grant (DSG) for 2022/23 £627.682m. Councils receive and manage the DSG within four blocks: schools, central school services, high needs and early years. A large proportion of this is paid directly to schools and other settings to provide for the majority of education services. A proportion of the DSG is provided for local authorities to deliver education services.

There has been an overall increase in DSG since last year of £25.055m, the table below details the movement compared to last year:

- **£19.944m** of the change is due to increases in the grant formula. £9.990m increase in the school block and £8.746m uplift in the high needs block. Part of this increase is due to the city having greater need, free school meals pupils have increased by further 3.9% since last year, which is given a heavier weighting in the formula. Early years block increase of £1.368m relates to increase in hourly rates for early years. Central services block has reduced by £160k
- **£4.865m** of the increase relates to increases in pupil numbers
- **£246k** increase in growth fund, for new and expanding schools. Increase is based on pupil growth between October 2020 and October 2021 and increases to unit funding rates.

Table two: Dedicated Schools Grant

DSG 2022/23 v. 2021/22					
	Schools	Central School Services	High Needs	Early Years	Total
	£m	£m	£m	£m	£m
2022/23	475.054	3.796	110.024	38.808	627.682
2021/22	456.200	3.902	100.584	41.942	602.627
Difference	18.853	-0.105	9.441	-3.134	25.055
The difference is a result of the change in £m:					
Formula	9.990	-0.161	8.746	1.368	19.944
Pupil Numbers	8.617	0.055	0.695	-4.502	4.865
Growth Fund	0.246				0.246
Difference	18.853	-0.105	9.441	-3.134	25.055

The DSG arrangements 2022/23 are the same as 2021/22, the grant will continue to be allocated in the four blocks, as shown on the table below. £582.659m of the overall DSG will be allocated individual school budgets and £45.023m retained centrally by the authority.

Table three: Dedicated Schools Grant Individual Schools and Retained School Budget

Block	Schools	Central Services Schools	High Needs	Early Years	
Retained School Budgets	1.861	3.796	37.226	0.940	4.823
Individual School Budgets	473.193	0	72.798	37.868	583.859
DSG 2022/23	475.054	3.796	110.024	38.808	627.682
Retained School Budgets	1.1	3.902	33.884	1.569	40.455
Individual School Budgets	455.1	0	66.699	40.372	562.171
DSG 2021/22	456.200	3.902	100.583	41.942	602.627

In January 2022 the Executive approved changing the basis for the funding allocation across individual primary and secondary school budgets, in order to allow schools a longer adjustment period before introduction of the direct national funding formula. Consultation has been undertaken with all schools and through Schools Forum meetings in September and November 2021. The proposed Schools Budget for 2022/23 has been agreed in consultation with Schools Forum on the 18th January 2022, the budget included the following changes:

- All Manchester primary and secondary schools should receive a per pupil increase between 2% minimum and up to 3.2% on pupil-led funding.
- Central services school block funding has reduced on a per pupil basis by 2.5% despite there being no reduction in functions councils are required to provide.
- The high needs block has increased by £9.441m in 2022/23, this should enable the Council to manage existing and anticipated pressures next year, in addition to being able to cover most of the previous year shortfall. Although the planned recovery was not achieved last financial year the Council is confident at this stage that most of deficit can be recovered 2022/23 and the residual recovered by year three, 2023/24 as planned.
- Early year rates have increased by 21p and 17p per hour in the two-year-old and three and four-year old offer respectively. Final notifications of the adjustment to funding of the two-year-old and the three and four-year-old offer will be received in July 2022 and July 2023.

Appendix three – Capital budget and pipeline priorities

The current forecast for the approved capital programme, as at period 9 in 2021/22, is shown below alongside the funding to be used. Details on potential future investment opportunities are also shown, but these remain subject to approval.

Approved Capital Programme

Service Area	2021/22	2022/23	2023/24	2024/25	Total
	£'000	£'000	£'000	£'000	£'000
Basic Need grant for school places	23,954	31,580	24,671		80,205
School Maintenance programme	5,106	2,836			7,942
Other	2,045	3,242			5,287
Total	31,108	37,658	24,671	0	93,434

Funding of Approved Capital Programme

Service Area	2021/22	2022/23	2023/24	2024/25	Total
	£'000	£'000	£'000	£'000	£'000
Grant	30,473	34,297	24,671		89,441
External contributions		2,700			2,700
Revenue Contribution to Capital	65				65
Capital Receipts	540				540
Borrowing	27	661			688
Total	31,105	37,658	24,671	0	93,434

Future Investment Priorities

The following projects are potential future investment opportunities, which may be brought forward in the future:

- Future school place demand will continue to be monitored, alongside any further Free School Programme approvals, to ensure that the Council meets its statutory duty to provide sufficient places. This may be in the form of new school builds or expansions to existing schools.
- School maintenance projects will continue using the government grant provided. The projects to be undertaken will consider the condition of school buildings.

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**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee – 9 February 2022

Subject: Annual Virtual School Head's Report providing an overview of the work of Manchester's Virtual School Team to promote the Education, Employment and Training of Our Children and Young People during 2020-21.

Report of: Director of Education

Summary

The report from Manchester's Virtual School Head for Our Children and Young People provides an overview of the work that has been undertaken, through the Corporate Parenting Partnership, during 2020-21 to promote the education, employment and training of the Children and Young People in the care of Manchester (referred to as Our Children and Young People from this point), Manchester Care Leavers, Previously Looked After Children who attend education settings within Manchester and Young People supported by the Youth Justice Service.

The report shows that in spite of the continued challenges posed by the global pandemic, improvement activity involving all partners has been ongoing, our children and young people have continued to be well supported in their Education, Employment and Training and most importantly they have continued to attend and access learning, make progress and achieve well.

The presentation version of the full Virtual School Head's report is attached for those who would like more detailed information. It provides comprehensive information about the impact of the different types of work that has been undertaken, challenges faced, the progress and outcomes that have been achieved by young people and next steps for further improvement.

Recommendations

The committee is asked to consider the content of this report, reflect and comment upon:

- The work of the Manchester Virtual School Team and multi-agency partners to promote the education, employment and training of Our Children and Young People and those young people supported by the Youth Justice Service.
-

Wards Affected: All

Environmental Impact Assessment - the impact of the issues addressed in this report on achieving the zero-carbon target for the city

Through the learning and education system children are informed and understand environmental issues and the negative impact of carbon; promoting safe and healthy lives.

Manchester Strategy outcomes	Summary of how this report aligns to the OMS
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	It is important we build a safe, healthy, happy and successful future for all of Manchester's children so that they can benefit from and contribute to the sustainability of Manchester thriving, economically diverse and successful. Children and Education Services work with all schools and early years settings in Manchester to promote children's learning and engage with those children and their families who need help, support and protection. The aim is for children to be safe, healthy and make progress in terms of education, training, social development so that they are successful and contribute and benefit from living in Manchester.
A highly skilled city: world class and home-grown talent sustaining the city's economic success	Children and young people matter in Manchester. The work of the Children and Education Directorate is driven by a commitment to provide opportunities and achieve positive outcomes, building a safe, happy, healthy and successful future for all of the city's children and young people
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Increase the influence Manchester's children and young people have on decisions that impact on them by supporting and enabling their voice to be heard; promoting a fair and inclusive place to live and work.
A liveable and low carbon city: a destination of choice to live, visit, work	A safe and effective children and education system is important to promote the awareness and inclusion of children in the engagement of wider societal issues; which together with a successful education offer make Manchester a place parents and carers choose to visit, live and work.
A connected city: world class infrastructure and connectivity to drive growth	Continually improve outcomes and opportunities for all children and 'reduce the gap' against the national attainment average

Contact Officers:

Name: Amanda Corcoran
Position: Director Education Services
Telephone: 0161 234 4314
E-mail: amanda.corcoran@manchester.gov.uk

Name: Jane Johnson
Position: Virtual School Head
Telephone: 0161 219 6913
E-mail: jane.johnson@manchester.gov.uk

Background documents (available for public inspection):

None

1.0 Introduction

- 1.1 The Government guidance, Promoting the Education of Looked After and Previously Looked After Children, <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children> outlines the Statutory responsibilities of Local Authorities, including each Local Authority's Virtual School Head. The corresponding guidance, The Designated Teacher for Looked After and Previously Looked After Children, <https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children> outlines the statutory duties for education settings.
- 1.2 The report from Manchester's Virtual School Head for Our Children and Young People provides an overview of the multi-faceted work that has been undertaken, through the Corporate Parenting Partnership, during 2020-21 to promote the education, employment and training of the Children and Young People in the care of Manchester (referred to as Our Children and Young People from this point), Manchester Care Leavers and Previously Looked After Children who attend education settings within Manchester. It provides information about the impact of the different types of work undertaken and about the progress and outcomes that have been achieved by young people.
- 1.3 The report also provides information about the joint work between the Virtual School Team and the Manchester Youth Justice Service to strengthen the multi-agency work to promote the education of all young people supported by the Youth Justice Service.
- 1.4 The 2020 global COVID-19 pandemic has, over the past two years, placed unexpected, wide ranging and multiple pressures on Children and Young People and those who support them. One outcome of the pandemic has been that the national 2019-20 and 2020-21 end of Key Stage Assessments have not been undertaken. The outcomes data provided within this report is based on the grades that were awarded to Our Children and Young People based on teacher assessment and predicted grades.
- 1.5 Unless otherwise stated, the data within this report refers to children and young people who have been in the care of Manchester for 12 months or more as of 31st March 2020.
- 1.6 During 2020-21 the Virtual School Team has been working hard with Social Workers, Designated Teachers, Personal Advisers, Carers, Youth Justice colleagues, Independent Reviewing Officers, other services and partners to support Our Children and Young People, from 2- 25 years, in their Education, Employment and Training and to enable them to attend well, make good progress, achieve good outcomes and to progress into positive destinations at every stage.
- 1.7 The views, wishes and feelings of Our Children and Young People about their education and life as a whole, summarised in the full Virtual school Head's Report, inform and sit at the heart of the Virtual School approach. The work of

the Virtual School has informed and influenced the development of Manchester's Inclusion Strategy

https://secure.manchester.gov.uk/directory_record/376574/manchester_inclusion_strategy

- 1.8 In all of our conversations, quality assurance, advice, guidance and training the whole team is, in line with the Manchester Inclusion Strategy, focused on ensuring that every child and young person, whatever their age, identity, circumstances or ability, experiences a sense of belonging, feels respected and valued for who they are and is effectively supported to lead a safe, happy, healthy and successful life. The full Virtual School Head's report provides an insight into the views, wishes and feelings expressed by our Children and Young People during 2020-21.

2.0 Background – Key educational headlines for Children and Young People

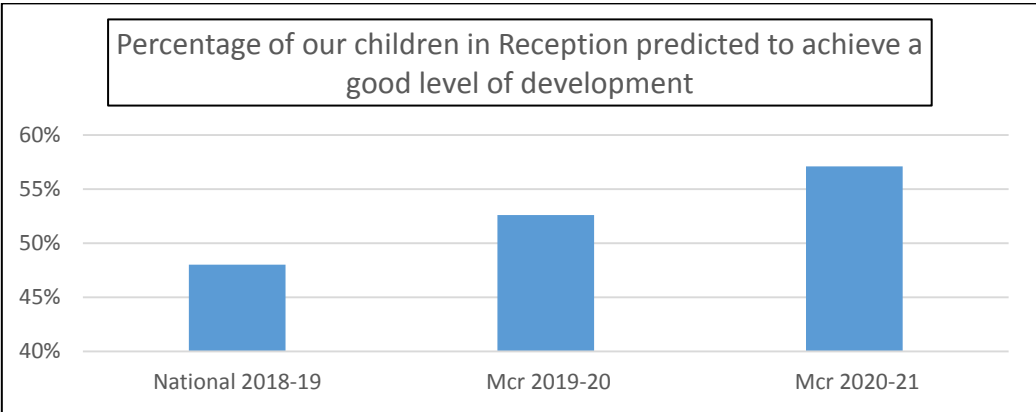
2.1 Summary of the outcomes achieved through the work of the Virtual School

- Children and young people with an approved, up-to-date Personal Education Plan (PEP) in place; EYFS - 73%, Year 1– Year 11 – 96.4% & Post 16 – 89.5%.
- 82% of children in Reception – Year 11 attend good or better schools,
- Maintained overall attendance of 88% during 2020-21 with 94% attendance by half term 1 2021-22.
- Reduced fixed term exclusions from 292 in 2018-19 to 191 in 2020-21.
- Prevented 3 Post 16 exclusions.
- Prevented 5 exclusions of young people supported by Youth Justice.
- Supported children into new schools in a timely way.
- Increased the number of 16-& 17year-olds in full-time EET from 65.7% in 2018-19 to 71%.
- Increased the number of 16- & 17-year-olds who are currently NEET and who are accessing positive activity supporting them towards and into EET from 28% in 2018-19 to 47%.
- Secured employment opportunities for Young People including within the Our Town Hall project and with other construction companies.
- Provisionally 37% of Young people in Year 11 were assessed by their schools as having achieved grade 4+ in their English and maths GCSEs and 12.3% achieved grade 5+ in their English and maths GCSEs.
- Ensured the right transition support is in place for young people at key transition points.

2.2 Outcomes for Our Children in Reception

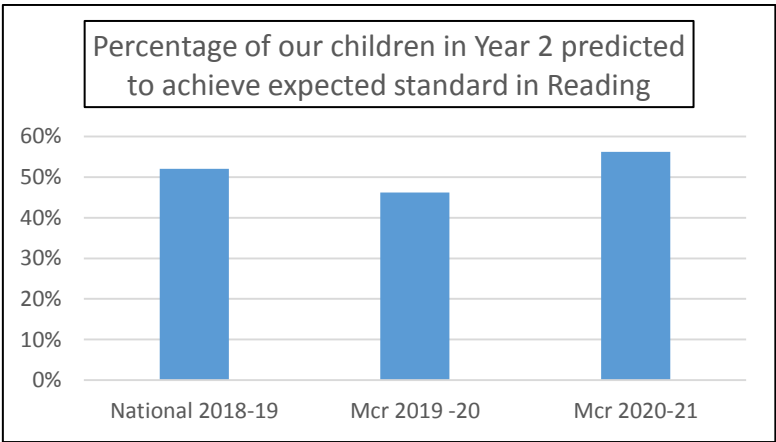
- Designated Teachers have reported that 68.7% of children are on track to achieve a good level of development. This is an increase from 51.3% the same time on in 2020.
- Designated Teachers have assessed that 75% of children are making the expected level of progress regardless of their ability.

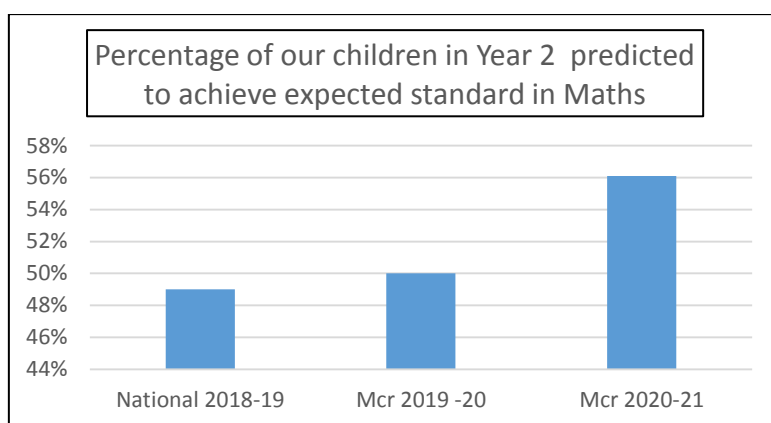
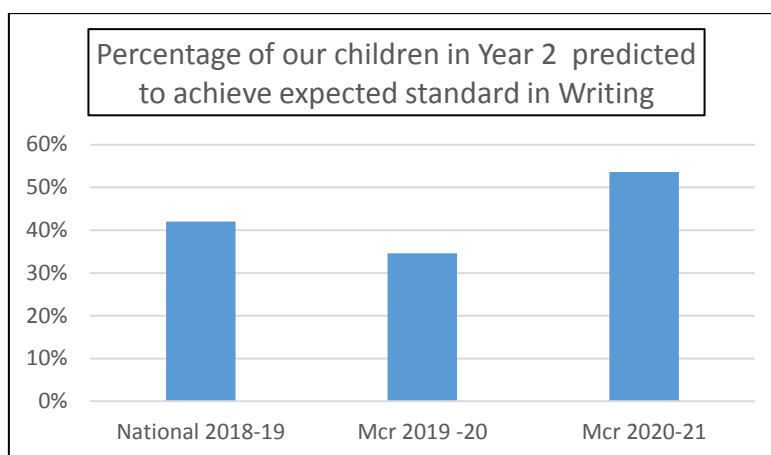
- Overall DTs report the positive impact Pupil Premium has made the main use has been learning resources (24.7%), interventions (15.3%) and 1:1 support (12.9%)



2.3 Outcomes for Our Children in Key Stage 1

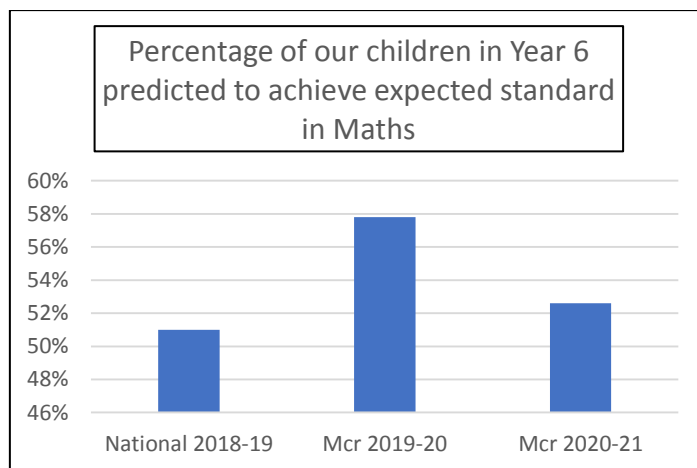
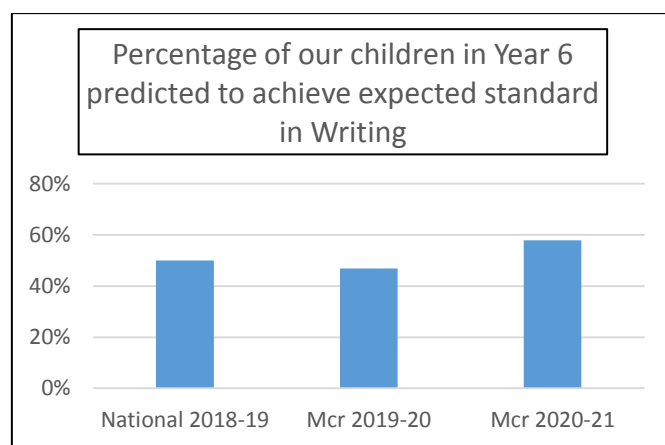
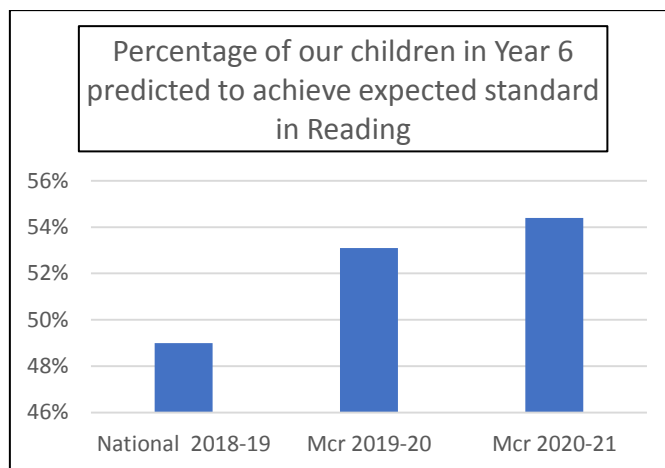
- 56.1 % of children have been assessed by their school to be reaching national standards in reading, an increase from 46.2% in 2019-20
- 53.6 % of children have been assessed by their school to be reaching national standards in writing, an increase from 34.6% in 2019-20
- 56.1% of children have been assessed by their school to be reaching national standards in maths, an increase from 50% in 2019-20
- 75.6% of children are reported by their schools to be making at least expected progress in reading.
- 58.5% of our children are reported by their schools to be making at least expected progress in writing
- 65.8% of our children are reported by their schools to be making at least expected progress in science.
- Overall, DTs report positive impact of Pupil Premium. The main uses in Key Stage 1 have been 1:1 support (26.2%), therapeutic interventions (23.1%) & school interventions (12.3%).





2.4 Outcomes for Our Children in Key Stage 2

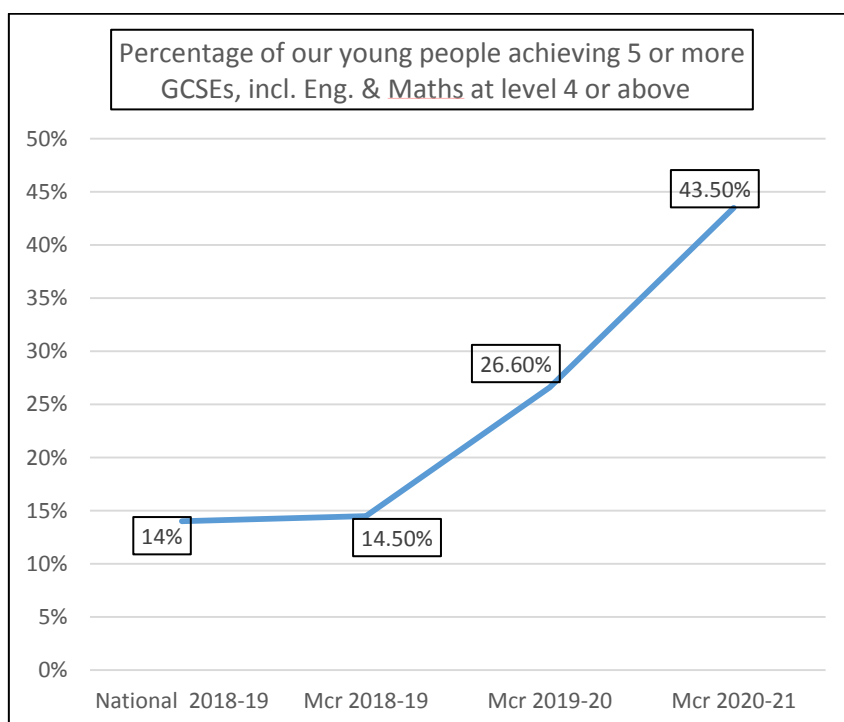
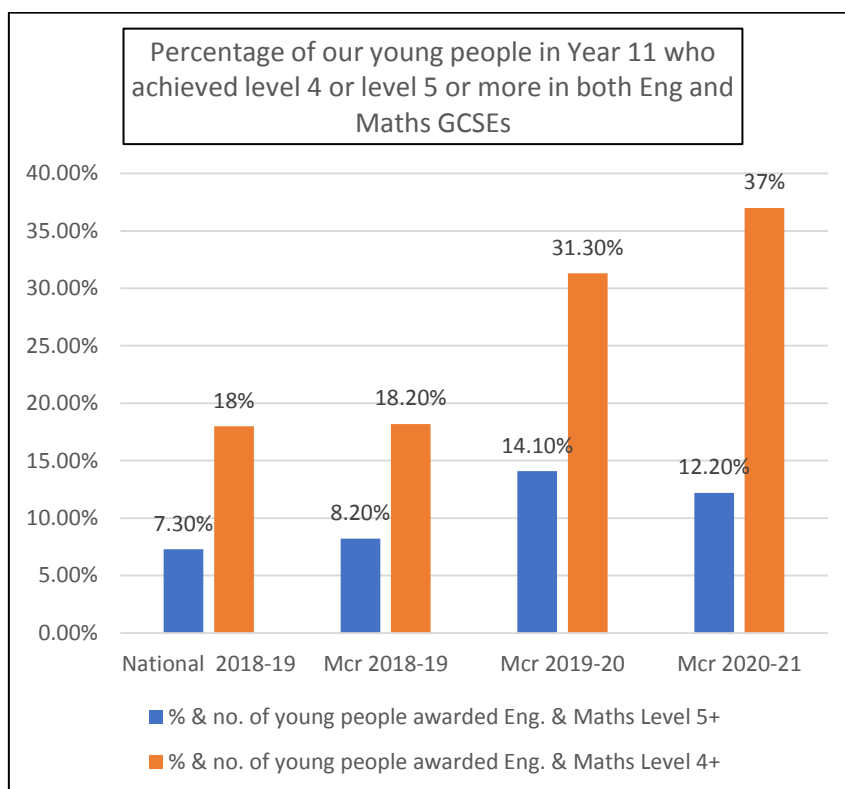
- 54.4% of children have been assessed by their school to be reaching national standards in reading, an increase from 53.1% in 2019-20
- 57.9% of children have been assessed by their school to be reaching national standards in writing. an increase from 46.9% in 2019-20
- 52.6% of children have been assessed by their school to be reaching national standards in maths. This is a decrease compared with the 57.8% of children achieving this measure in 2019-20
- 49.1% of children have been assessed by their school to be reaching national standards in Grammar, Punctuation and Spelling (GPS), an increase from 37.5% in 2019-20
- 82.4% of children are reported by their school to be making at least expected progress in reading.
- 75.4% of our children are reported by their school to be making at least expected in science and maths regardless of their ability.
- Overall DTs report positive impact of Pupil Premium. The main uses in Key Stage 2 have been therapeutic interventions (16.3%), 1:1 School support (9.7%), and music (6.5%)



2.5 Outcomes for Our Young People in Key Stage 4

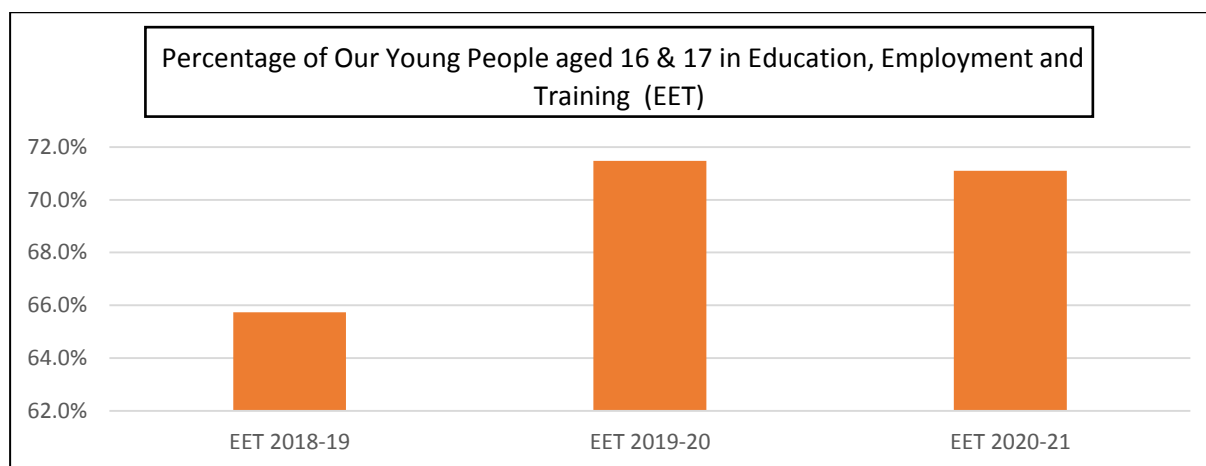
- 33% of young people in Year 10 were assessed as being on track to achieve Grade 4 or above in English and maths by the end of Key Stage 4.
- 65.5 % of Year 10s were assessed by their schools to be making expected progress.
- 37% of young people are reported by schools to have achieved 4+ in both English and maths GCSEs which is an increase on 2019-20 at 31.3%
- 12.2% of young people are reported by schools to have achieved 5+ in both English and maths GCSE.

- 71.6% of Year 11s were entered for GCSEs an increase from 2019-20 at 66.6%.
- 43.5% of young people who were entered for GCSEs achieved 5 GCSEs Grade 4 and above including English and Maths, an increase from 2019-20 at 26.6%
- Overall DTs report the positive impact of Pupil Premium The main uses have been tuition (28.1%), IT equipment (25.9%) and resources (11.1%).



2.6 Outcomes for Our Young People in Key Stage 5

- 80.7% of young people achieving Pre-Entry Level qualifications
- 81.4% of young people achieving Entry Level qualifications (some continuing across academic years)
- 76.1% of young people achieving Level 1 qualifications
- 80% of young people achieving Level 2 qualifications
- 90.77% of young people achieving Level 3 qualifications



2.7 Outcomes for Unaccompanied Young People

- 89% of all those young people enrolled on ESOL courses, achieved 2 or more qualifications in functional skills and personal development
- 92% of all those young people enrolled on ESOL courses were retained in their education settings and are either continuing or progressing on to the next level of study

2.8 Outcomes for Young People who are Care Leavers

- 8.6% (98 young people) aged 18-25 are in Higher Education and 5 young people are being supported at Masters Level.
- 12 young people attended and completed bespoke CSCS Card training course resulting in immediate 50% conversion rate into employment/training
- 18 young people engaged with We Mind The Gap, bespoke intensive support programme
- 79 young people accessed ring fenced EET opportunities with over 50% positive success rate over the year

2.9 Outcomes for Young People Supported by the Youth Justice Service

- 86% of Young People attended schools judged by Ofsted to be good or better.
- 53.5% of all young people supported by the Youth Justice Service had a PEP in place by Summer 2021

- 70% were entered for GCSEs, which is about the same for young people who have been looked after for 12 months or more at 71.6%
- 9.5% of young people achieved 4+ in both English and Maths 9.5% and achieved 5+ in both English and Maths.

3.0 Attendance at Education Settings – what has been achieved during 2020-21

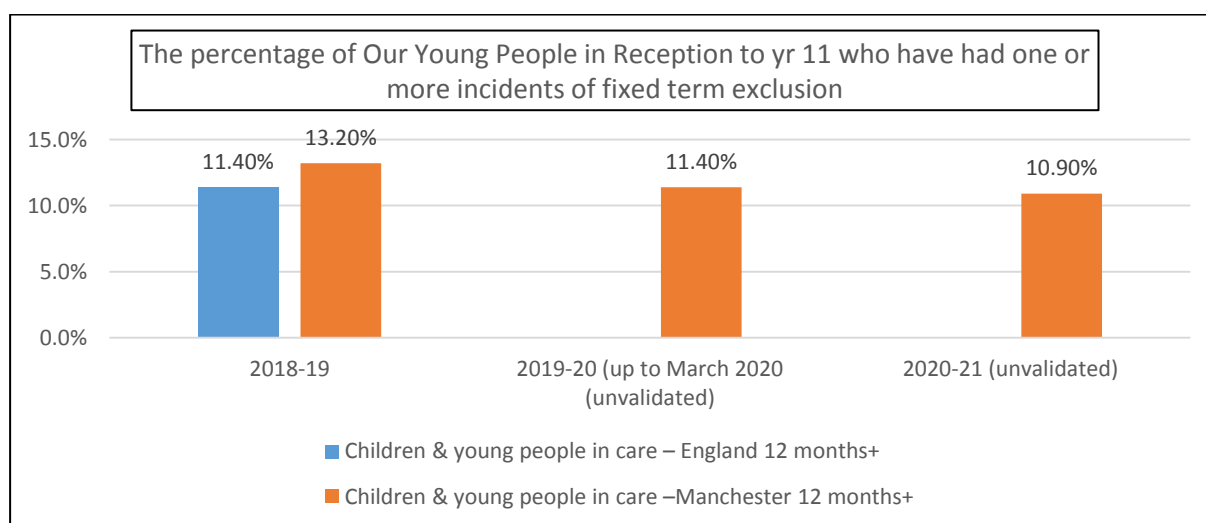
- Continued monitoring of attendance through use of the Manchester COVID contact page within each young person's Personal education Plan (PEP).

School attendance 2020-21:

- 91.2% attendance in Primary
- 85.6% attendance in secondary
- 88% attendance in all mainstream schools
- 87.8% attendance in special schools
- **Autumn term 2020-21** attendance was very positive and in-line with 2019-20 at 94.8%
- **Post 16 average attendance** 78.80% at end of June 2021
- 55.38% of children in Post 16 settings had attendance between 75% and 100%
- 6.92% of children in Post 16 settings had attendance below 25%

3.1 Exclusions from Education settings

- Reduction in the percentage with one of more incident of fixed term exclusion from 13.2% in 2018-19 provisionally to 10.9% in 2020-21.
- Reduction in the number of secondary fixed term exclusions from 258 in 2018-19 to 146
- Prevention of 3 Post 16 exclusions.
- Prevention of 5 exclusions for young people supported by Youth Justice.



4.0 Conclusion

2020-21 has presented many opportunities as well as significant challenges including those arising from the COVID-19 pandemic. The Virtual School Head and Virtual School Team would like to acknowledge the hard work of all the children and young people during 2020-21 and to thank them for their engagement and participation in developing and reviewing their Personal Education Plans (PEPs). We ran a 2020-21 Achievement Awards process to celebrate Young People's achievements, but unfortunately this could not be a face-to-face event. 250 young people were nominated, and certificates, vouchers and trophies were distributed. We look forward to being able to celebrate young people's achievements back in the Whitworth Hall in the University of Manchester during 2021-22.

4.1 The Virtual School Team would also like to acknowledge the hard work of all the partners who have worked to support the Education, Employment and Training of all of Manchester's Children and Young People including Designated Teachers, Social Workers, Educational Psychologists, Youth Justice colleagues, Independent Reviewing Officers, Leaving Care Personal Advisers, Carers and family members. Key information from this report will be shared with all partners who are involved in the care, education, employment and training of Our Children and Young People.

4.2 2021-22 brings with it a cautious sense of optimism for us all as confidence increases in the ability to safely have face-to-face contact with children and young people and with colleagues. The Virtual School looks forward to the benefits of face-to-face networks, training session and working alongside social work colleagues in the different locality buildings. We know from young people's PEPs that overall, they are glad to be back accessing learning in person. We hope that next year's Virtual School Head's report will be one that reflects that face-to-face learning could take place throughout 2021-22.

4.3 **During 2021-22 the key high-level priorities for the Virtual School are to:**

- Ensure all young people are being appropriately supported through their PEPs in their education and well-being, in the wake of the global pandemic.
- Refresh our Virtual School training offer to the wider workforce working to promote the Education, Employment and Training (EET) of Our Children and Young People, offering face-to-face training wherever possible including with a focus on literacy, equality and diversity, trauma and attachment, listening and responding to the views of young people and supporting positive transitions.
- Promote a strong focus on listening to what is important to young people in relation to their circumstances and personal identity through the revised voice section within the PEP.
- Continue to reduce the number of young people receiving fixed term exclusions through early intervention, appropriate assessment and reasonable adjustment.

- Continue to work with partners to embed the use of the Youth Justice PEP and improve the educational experience, attendance, progress, outcomes and progression of young people supported by the Youth Justice Service.
- Continue the close working between the Virtual School and the Leaving Care Service to further improve young people's education, employment and training experiences, outcomes and progression and to continue to reduce the number of young people not in education, employment and training.
- Continue the close work of the Virtual School with Manchester's Work and Skills Team and local employers to further expand and support young people into high quality, well supported employment and training opportunities.
- Ensure the new Virtual School duties to promote the education of children and young people, (aged birth to 18 years) with a social worker are effectively implemented. In Manchester this will be delivered within the context of the Manchester Inclusion Strategy.
- Ensure the successful Manchester Post 16 Pupil Premium bid is effectively implemented, and impact evidenced and shared with the DfE and other key partners.

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MANCHESTER
CITY COUNCIL

Virtual School Head's Report

An overview of 2020-21

Introduction

During 2020-21 the Virtual School Team has been working hard with Social Workers, Designated Teachers, Personal Advisers, Carers, Youth Justice colleagues, Independent Reviewing Officers, other services and partners to support Our Children and Young People, from 2- 25 years, in their Education, Employment and Training and to enable them to attend well, make good progress, achieve good outcomes and to progress into positive destinations at every stage.

The views, wishes and feelings of Our Children and Young People about their education and life as a whole, inform and sit at the heart of the Virtual School approach. The work of the Virtual School has informed and influenced the development of Manchester's Inclusion Strategy https://secure.manchester.gov.uk/directory_record/376574/manchester_inclusion_strategy In all of our conversations, quality assurance, advice, guidance and training the whole team is, in line with the Manchester Inclusion Strategy, focused on ensuring that every child and young person, whatever their age, identity, circumstances or ability, experiences a sense of belonging, feels respected and valued for who they are and is effectively supported to lead a safe, happy, healthy and successful life. This report provides an insight into the views, wishes and feelings expressed by our Children and Young People during 2020-21.

During 2020-21 the Virtual School Team refreshed its action plan. The key priorities for the Virtual School are to ensure:

- Manchester has a highly skilled, confident, competent and aspirational Virtual School and wider workforce working to promote the Education, Employment and Training (EET) of Our Children and Young People.
- All Our Children and Young People have their views heard, appropriately responded to and used to inform and influence service improvement.
- All Our Children and Young People are well supported to achieve good outcomes at every age and stage.
- All Our Children and Young People are well supported to access appropriate EET provision at every age and stage.
- All Our Children and Young People are well supported to attend well in their EET provision at every age and stage.
- All Our Children and Young People are well supported to have their needs met and to be fully included in their EET provision at every age and stage.
- All Our Children and Young People, are well supported to experience positive transitions at every age and stage.

Introduction continued

This report provides an overview of :

- What has been delivered.
- What has been achieved.
- What the challenges have been.
- What still needs to be done.

Unless otherwise stated, the data within this report refers to children and young people who have been in the care of Manchester for 12 months or more as of 31st March 2020.

Acknowledgements

2020-21 has presented many opportunities as well as significant challenges including those arising from the COVID-19 pandemic. The Virtual School Head and Virtual School Team would like to acknowledge the hard work of all the children and young people during 2020-21 and to thank them for their engagement and participation in developing and reviewing their Personal Education Plans (PEPs). We ran a 2020-21 Achievement Awards process to celebrate Young People's achievements, but unfortunately this could not be a face-to-face event. 250 young people were nominated, and certificates, vouchers and trophies were distributed. We look forward to being able to celebrate young people's achievements back in the Whitworth Hall in the University of Manchester during 2021-22.

The Virtual School Team would also like to acknowledge the hard work of all the partners who have worked to support the Education, Employment and Training of all of Manchester's Children and Young People including Designated Teachers, Social Workers, Educational Psychologists, Youth Justice colleagues, Independent Reviewing Officers, Leaving Care Personal Advisers, Carers and family members. Key information from this report will be shared with all partners who are involved in the care, education, employment and training of Our Children and Young People.

Jane Johnson
Virtual School Head
January 2022

Summary: Virtual School 2020-21

What have we delivered?

- Completion and quality assurance of PEPs from pre-school – Post 16.
- Ensuring all young people have an appropriate IT device to access learning.
- Provided advice, guidance, training and challenge to Designated Teachers, Social Workers, Personal Advisers, Foster Carers and Youth Justice staff.
- Early identification of and intervention for young people at risk of exclusion or becoming NEET.
- School directions for 12 children needing a school place with provision of interim tuition.
- A team redesign to ensure robust line management, strategic planning and strengthened focus on inclusion.
- A new Virtual School website. <https://www.manchester.gov.uk/virtualschools/>
- Introduced the Virtual Education, Employment and Training Opportunities (VEETO) briefings attended by Social Workers, Personal Advisors and Youth Justice Workers.
- Run repeated CSCS training sessions, including bespoke sessions for particularly vulnerable young people.
- Implemented a Youth Justice PEP for all young people supported by the service.

What difference have we made?

- Children and young people with an approved, up-to-date PEP in place; **EYFS** - 73%, **Year 1– Year 11** – 96.4% & **Post 16** – 89.5%.
- 82% of children in Reception – Year 11 attend good or better schools,
- Maintained overall attendance of 88% during 2020-21 with 94% attendance by half term 1 2021-22.
- Reduced fixed term exclusions from 292 in 2018-19 to 191 in 2020-21.
- Prevented 3 Post 16 exclusions.
- Prevented 5 exclusions of young people supported by Youth Justice.
- Supported children into new schools in a timely way.
- Increased the number of 16- & 17-year-olds in full-time EET from 65.7% in 2018-19 to 71%.
- Increased the number of 16 & 17 year olds who are currently NEET and who are accessing positive activity supporting them towards and into EET from 28% in 2018-19 to 47%.
- Secured employment opportunities for Young People including within the Our Town Hall project and with other construction companies.
- Provisionally 37% of Year 11s achieved grade 4+ and 12.3% achieved grade 5+ in English and maths GCSEs.
- Ensured the right transition support is in place for young people at key transition points.

What have been our challenges?

- Ensuring PEP meetings, other education meetings and Virtual School training continue to happen using on-line platforms.
- Monitoring the attendance, engagement and well-being of young people, wherever they live, through the ePEP system during periods of lockdown.
- Monitoring and supporting the health and emotional well-being of members of the team working remotely.

What do we still need to do?

- Implement the new Virtual School duty to promote the education of all children and young people with, or who have ever had a social worker.
- Implement plans within our successful DfE Post 16 Pupil Premium pilot bid.
- Revert to delivering more face-to-face training events including for foster carers, Designated Teachers, Social Workers, IROs and CEIAG leads.
- Further strengthen the relationships with employers to increase the number of high quality employment and training opportunities which can be accessed by Our Children and Young People.
- Collate, analyse and respond to the views being expressed by young people in relation to their identity and personal characteristics through our 2021-22 revised PEP template.
- Continue to improve the completion rate of PEPs for children in the EYFS and young people supported by the Youth Justice Service.
- Continue to develop the work of the team to promote equality, diversity and inclusion, with a particular focus on race, in relation to children and young people, team members, and the wider MCC workforce.

Virtual School Workforce Development

What has been delivered.

- Service redesign, staff recruitment and refreshed action plan to strengthen focus on inclusion at every age and stage.
- All staff well equipped to work from home.
- Regular full team meetings, sub-group and 1-1 meetings throughout the pandemic.
- Strong daily communication between and amongst the team members. Team walks when possible. Acknowledgement of birthdays and significant life events.
- Educational Psychology support and supervision.
- Attendance at the Virtual School Heads' Annual Conference.
- e-Learning modules including equality, diversity and inclusion, race equality, information governance, armed forces covenant, health and safety safeguarding & EYES system.
- Established a Virtual School Race Equality focus group
- Supporting team members back into face-to-face working

What has been achieved.

- Good staff attendance throughout the pandemic.
- Maintained a strong sense of belonging to a team with everyone supporting each other.
- Business as usual in promoting the Education of our children and young people, maintaining support and challenge to partners.
- Development opportunities promoted across the team.
- Staff booked on to refreshed managers' training.
- Different members of the team participating in recruitment panels.

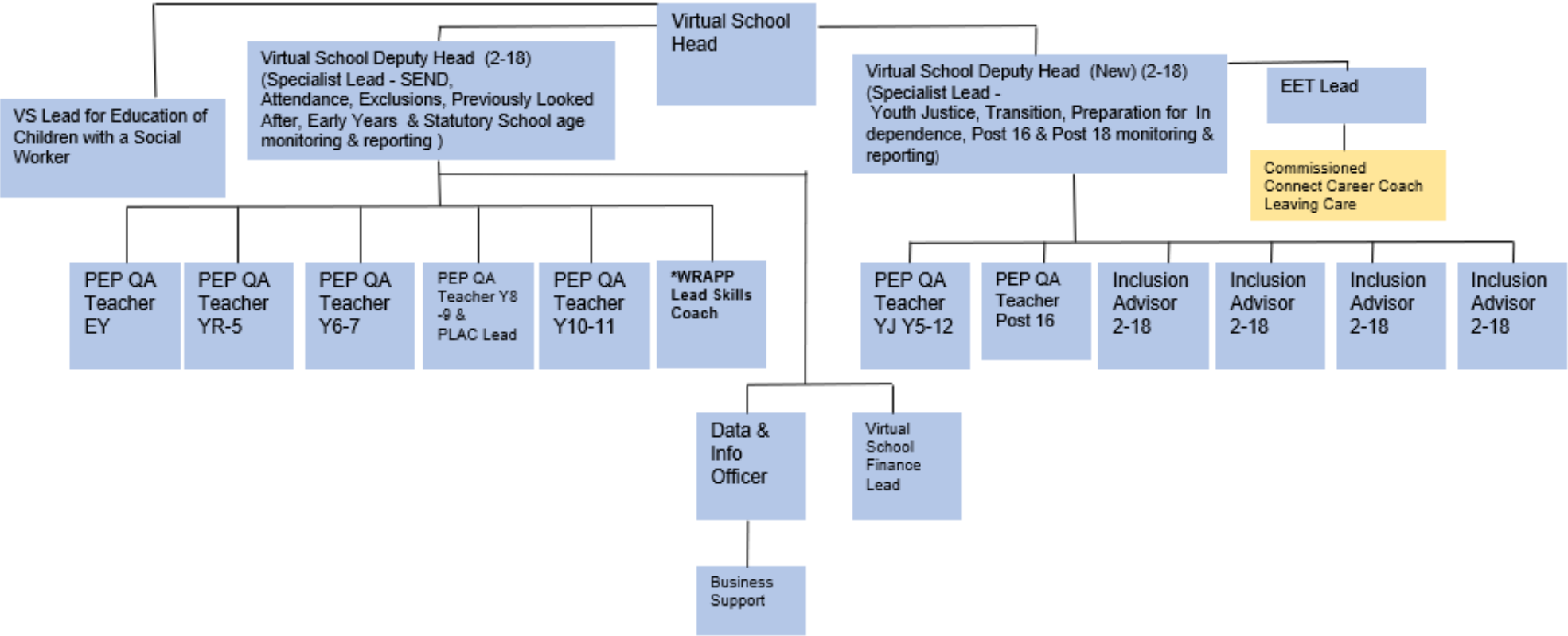
What the challenges have been.

- Face to face contact only been possible towards the end of the year.
- Ensuring new staff received a positive induction and began to feel a sense of belonging whilst working at home.
- Monitoring the health and emotional well-being of team members and responding effectively to need whilst all working at home.
- Ensuring staff had the appropriate equipment and IT access to ensure effective, agile working.

What still needs to be done.

- Introducing a model of group supervision facilitated by an Educational Psychologists.
- Identify more training and development opportunities for all members of the team to support service delivery and career progression.
- Recruit capacity to deliver new Virtual School duty to promote the education of all children with a social worker.
- Revisit and refresh our action plan and 1:1 sessions to ensure all staff are being well supported in their personal development, career aspirations and progression.
- Implement the new Virtual School duty to promote the education of children with a social worker.

Virtual School Structure - October 2021



Wider Workforce Development

What has been delivered.

- Virtual School advice and support to education settings, social workers, carers and other partners via phone, video calls, email and via the Manchester Virtual School website <https://www.manchester.gov.uk/virtualschools/> on promoting the education of Looked After and Previously Looked After Children.
- Educational Psychology consultation for Designated Teachers and Social Care staff to discuss inclusion needs of children and young people.
- Introduction of the Virtual Education, Employment and Training Opportunities (VEETO) on-line briefings.
- PEP training sessions for early years settings, schools, Post 16 providers, social workers and Youth Justice Team.
- Webinars for foster carers delivered by EPs, CAMHs, Secure Base, Foster Care training team and Virtual School focusing on supporting positive transitions, SEND processes, Promoting positive mental health and well-being and anxiety based school avoidance. Sessions developed following a foster carer survey.

What has been achieved.

- Verbal feedback about the on-line training, consultation and advice that has been delivered to education settings, social workers, carers and other partners has been that this has effectively supported them in their work to promote the education of the children and young people they support. Evidence of this positive support to children is reflected through many of the views expressed by children throughout the year, through the high quality of personal education plans and through the positive attendance, progress and outcomes of young people.

What the challenges have been.

- Face to face contact only been possible towards the end of the year so we have had to refine our delivery of training via on-line platforms.
- Members of the Virtual School Team would usually spend time each week with social workers and Leaving Care Personal Advisers in each of the Locality Offices and in The Beehive. This has not been possible during the pandemic.

What still needs to be done.

- Beginning to deliver wide ranging face-to-face training sessions. Dates have been booked and live training sessions and webinars prepared including Attachment Training.
- Re-establishing the rota of Virtual School staff being based in the Locality offices and the Beehive.
- Further develop the process by which we provide on-line training when necessary, including to enable access by colleagues from other Local authorities.
- Work with multi-agency colleagues to develop guidance and training on Promoting the Education of Children with a Social Worker.
- Work with other MCC colleagues to ensure high quality advice, guidance and training to education settings on promoting equality, diversity and inclusion including a strong focus on race, religion, gender, SEND and sexuality.

Children & Young People's Views, Wishes & Feelings – Early Years & Primary

What has been delivered.

- Children have shared their views throughout 2020-21 and these have been recorded in their termly PEP.
- Designated Teachers and social workers are encouraged through Virtual School training and PEP Quality Assurance feedback, to record the views of young people based on their ongoing conversations with them along with evidence as to how these views have been responded to.
- If a child is very young, experiences some form of SEND or is reluctant to talk Designated Teachers and Social Workers are also encouraged to record their observations of what seems to be going well for the child, what they seem to be worried about and what seems to help them.
- In children's PEPs we can see evidence of how their views wishes and feelings have been responded to, where this is not the case the Virtual School follows up with the Designated Teacher and/or social worker.

What the challenges have been.

Very few children in this age group talked about having any worries linked to the pandemic. The main things they have told us they are worried or concerned about are:

- Leaving their parents and carers when they go into nursery.
- Having bad dreams sometimes.
- Wanting to see members of their birth family more frequently.
- Being worried about members of their birth family being unwell.
- Playing with new friends or joining in with new activities.
- Being worried about decisions being made at court. Sometimes children want to have more time with or return to live with their birth families and sometimes they don't.
- Being worried about some lessons and wanting more help.
- One child said, "I don't like the germs."

What has been achieved.

Many children in the early years and primary age groups have told us that they are not worried about anything and that they generally feel happy at home and in their nursery or school. The types of things they say are going well include:

- Feeling happy and settled with the carers or parent/s they are living with.
- Spending time with members of their birth family.
- Having good friends and making new friends.
- Coming to school and enjoying their learning.
- Being back in school after lockdown and feeling happy and comfortable to be back in school.
- Feeling comfortable to be themselves in school.
- Playing with their toys and iPad. Dinosaurs and playdough get a mention!
- Celebrating special times including birthdays and Eid.
- Going on holiday, having days out, going swimming and attending clubs.

What still needs to be done.

In preparation for 2021-22, the Virtual School has amended the views template within the PEP to put a stronger emphasis on supporting children and young people of all ages to talk about the things that are important to them including in relation to their personal identity and protected characteristics. Effective use of this template needs to be promoted and embedded over the coming year to ensure we are capturing rich information about what is important to children and young people and responding, in the best possible way to support them. In addition to the strengths-based questions, (What I think is going well, what I am concerned about and what needs to happen) there is now also a section which opens;

"Please consider the things that are important to me in relation to my race, ethnicity, culture, religion, language, gender, and the people I love."

Children & Young People's Views, Wishes & Feelings – Secondary

What has been delivered.

- Young People have shared their views throughout 2020-21 and these have been recorded in their termly PEP.
- Designated Teachers and social workers are encouraged through Virtual School training and PEP Quality Assurance feedback, to record the views of young people based on their ongoing conversations with them along with evidence as to how these views have been responded to.
- In children's PEPs we can see evidence of how their views wishes and feelings have been responded to, where this is not the case the Virtual School follows up with the Designated Teacher and/or social worker

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What the challenges have been.

More young people in this age group talked about having worries than on the younger age groups. There were some worries linked to the pandemic. The main things they have told us they are worried or concerned about are:

- Going back into face to face lessons, having to wear masks and stay in bubbles
- Specific subjects that they felt they were behind in.
- Knowing which GCSE subjects they will be able to study from the ones they have chosen.
- Whether they will get the results they will need to go to college.
- Wondering about how they will get to college.
- Moving away from the people who support them in school when they start college.
- Being able to live with their birth family.
- Worrying about getting to school on time.

What has been achieved.

Many young people in the secondary age groups have told us that they are not worried about anything and that they generally feel happy at home and in school. The types of things they say are going well include:

- Attending school throughout lockdown.
- Feeling settled in their new school.
- Enjoying certain lessons, doing well in learning & feeling proud of their work.
- Having a laptop that works well.
- Going on school trips and doing fun activities including cooking.
- Spending face-to-face time with friends now that the lockdown restrictions have been lifted.
- Things going well at home with foster carers or parents.
- Getting on well with friends and members of their birth family.
- Having birthday parties and Eid celebrations.

What still needs to be done.

In preparation for 2021-22, the Virtual School has amended the views template within the PEP to put a stronger emphasis on supporting children and young people of all ages to talk about the things that are important to them including in relation to their personal identity and protected characteristics. Effective use of this template needs to be promoted and embedded over the coming year to ensure we are capturing rich information about what is important to children and young people and responding, in the best possible way to support them . In addition to the strengths-based questions, (What I think is going well, what I am concerned about and what needs to happen) there is now also a section which opens;

"Please consider the things that are important to me in relation to my race, ethnicity, culture, religion, language, gender, and the people I love."

Children & Young People's Views, Wishes & Feelings – Post 16 in Education, Employment and Training

What has been delivered.

- Young People have shared their views throughout 2020-21 and these have been recorded in their termly PEP.
- Designated Teachers and social workers are encouraged through Virtual School training and PEP Quality Assurance feedback, to record the views of young people based on their ongoing conversations with them along with evidence as to how these views are being responded to.
- In young people's PEPs we can see evidence of how their views wishes and feelings have been responded to, where this is not the case the Virtual School follows up with the Designated Teacher and/or social worker

What the challenges have been.

There were young people in this group that said they weren't worried about anything and others who were very clear about what their concerns were. The main things they have told us they are worried or concerned about are:

- Being able to remain living in the same area when they left care to be near friends.
- Feeling isolated.
- Moving on to the next stage of their education.
- Moving into independent accommodation and having enough money.
- Knowing what kind of support they will have when they leave care.
- Accessing driving lessons and passing their theory and practical tests.
- Applying for and achieving the grades they need to go to university.
- Being worried about there being future lockdowns because they prefer face-to-face learning.
- The health and well-being of members of their birth families.

What has been achieved.

The types of things young people in this age group said are going well include:

- Enjoying their courses in college or training centres and feeling they were doing well.
- Being happy about being back in face-to face learning and socialising with friends.
- Having good attendance.
- Having a mentor and finding the support helpful
- Looking after their physical and mental health by keeping to good routines, exercising.
- Submitting applications for university and receiving offers.
- Feeling happy at home and having positive or improving relationships.
- Feeling positive about keeping positive during periods of lockdown.
- Having driving lessons.
- Going on holiday.
- Doing voluntary work or looking forward to the prospect of doing some paid work.

What still needs to be done.

In preparation for 2021-22, the Virtual School has amended the views template within the PEP to put a stronger emphasis on supporting children and young people of all ages to talk about the things that are important to them including in relation to their personal identity and protected characteristics. Effective use of this template needs to be promoted and embedded over the coming year to ensure we are capturing rich information about what is important to children and young people and responding, in the best possible way to support them .

In addition to the strengths-based questions, (What I think is going well, what I am concerned about and what needs to happen) there is now also a section which opens; **"Please consider the things that are important to me in relation to my race, ethnicity, culture, religion, language, gender, and the people I love."**

Children & Young People's Views, Wishes & Feelings – Post 16 Not Currently in Education, Employment and Training

What has been delivered.

- Young People have shared their views throughout 2020-21 and these have been recorded in their termly PEP. This includes young people who are not currently in Education, Employment and Training.
- Social workers are supported and encouraged through Virtual School training and PEP Quality Assurance feedback, to record the views of young people based on their ongoing conversations with them along with evidence as to how these views have been responded to.
- In young people's PEPs we can see evidence of how their views, wishes and feelings have been responded to, where this is not the case the Virtual School follows up with the social worker and/or the young person's personal advisor.

What the challenges have been.

The young people in this group seemed to have more worries and concerns than children and young people in other groups. The main things they have told us they are worried or concerned about are:

- Finding employment and a means to earn money.
- Having more money.
- Their physical and mental health.
- Waiting to secure a college place.
- Not making good progress in gaining independence skills.
- Finding new employment after a period of furlough has come to an end.
- The pandemic having brought barriers to finding employment.
- What will be decided in court about their future care arrangements.
- Wanting to get their own space.

What has been achieved.

The types of things young people in this age group said are going well include:

- Making positive progress with completing their Youth Justice order.
- Being in a positive relationship with a girlfriend or boyfriend.
- Liking where they are living and managing their independence well.
- Being clear about where they will be living after they turn 18.
- Having the freedom to make choices and making good choices.
- Securing and attending positive learning activity.
- Being given a gym pass and attending the gym regularly.
- Improving their English.
- Being well organised, keeping their accommodation tidy and maintaining a good routine.
- Seeing friends and family.
- Managing their money well and feeling they are learning to budget.
- Feeling supported by others in their lives.

What still needs to be done.

In preparation for 2021-22, the Virtual School has amended the views template within the PEP to put a stronger emphasis on supporting children and young people of all ages to talk about the things that are important to them including in relation to their personal identity and protected characteristics. Effective use of this template needs to be promoted and embedded over the coming year to ensure we are capturing rich information about what is important to children and young people and responding, in the best possible way to support them .

In addition to the strengths-based questions, (What I think is going well, what I am concerned about and what needs to happen) there is now also a section which opens; **"Please consider the things that are important to me in relation to my race, ethnicity, culture, religion, language, gender, and the people I love."**

Children & Young People's Views, Wishes & Feelings – All Young People supported by the Youth Justice Service.

What has been delivered.

- Young People have shared their views throughout 2020-21 and these have been recorded in their termly PEP.
- Teachers, Youth Justice Workers and social workers are encouraged through Virtual School training and PEP Quality Assurance feedback, to record the views of young people based on their ongoing conversations with them along with evidence as to how these views are being responded to.
- Through the new Youth Justice ePEP we are beginning to see evidence of how their views, wishes and feelings have been responded to, where this is not the case the Virtual School follows up with the Designated Teacher, Youth Justice Worker and/or social worker

What the challenges have been.

A number of young people said they didn't have concerns. The main things young people have told us they are worried or concerned about include:

- Drinking too much alcohol sometimes.
- Relationship break-ups.
- Moving into the next year group.
- What other people think of me.
- Not getting on with teachers .
- Needing help with schoolwork and getting used to using college systems.
- Their own health and the health of family members.
- The outcome of court hearings.

What has been achieved.

The types of things young people supported by Youth Justice said are going well include:

- Going to school, enjoying certain lessons and doing well with revision and assessments and completing more schoolwork than before.
- Spending time at home and getting on well with family.
- Physical and mental health and emotional well-being.
- Beginning to establish a positive routine.
- Participating in sport including football and boxing.
- Getting on well with people at school.
- Being awarded a CSCS card and passing construction qualifications.
- Being offered a college place and starting to attend college.
- Getting a job and enjoying it.
- Attending Youth Justice appointments and feeling supported.

What still needs to be done.

In preparation for 2021-22, the Virtual School has amended the views template within the PEP to put a stronger emphasis on supporting children and young people of all ages to talk about the things that are important to them including in relation to their personal identity and protected characteristics. Effective use of this template needs to be promoted and embedded over the coming year to ensure we are capturing rich information about what is important to children and young people and responding, in the best possible way to support them .

In addition to the strengths-based questions, (What I think is going well, what I am concerned about and what needs to happen) there is now also a section which opens;

"Please consider the things that are important to me in relation to my race, ethnicity, culture, religion, language, gender, and the people I love."

Outcomes for Our Children in the Early Years

What has been delivered.

- A named Early Years PEP Quality Assurance Teacher providing advice, guidance, support and challenge and attendance at PEP meetings when appropriate.
- PEP Quality assurance of every PEP with written feedback to the Designated Teacher and Social Worker.
- Analysis of areas for development in Early Year PEP completion and actions for improvement agreed at the QA Board and being taken forward.
- Online PEP training for Designated Teachers and Social Workers.
- Telephone Educational Psychology consultation for all Designated Teachers and Social Workers.
- Information, advice and guidance available through the Virtual School Website.

What the challenges have been.

- Ensuring effective Personal Education Plans are in place for the two year old children who are not yet in provision.
- As part of their care plan 72% of 2 years old are not yet in an education provision.
- 56% of children aged 2- 4 years have been identified as having some SEND need.
- 41% of those identified with SEND have communication and interaction difficulties
- 13% of 2-4 year olds have one setting move this year.

What has been achieved.

- 64.3% children were entitled to the free 15 hours and of these 89% have taken up the offer with 37% having accessed more than 15 hours.
- 44.4% of children attending provision were judged by their setting to be making the expected level of progress
- 43.1% of children judged to be on track to achieve a good level of development.
- 95% of children had a positive transition into a confirmed reception destination in September 2021. Destinations are being confirmed for two children on adoption pathways.
- 73.1% of children, including those in reception, had an approved PEP in place with 54% being judged as good or outstanding. (PEPs requiring some improvement were still judged as effective plans. PEPs judged to be inadequate are not approved until recommended improvements are made)

What still needs to be done.

- Share and discuss 2020-21 Early Years data and analysis at Designated Teacher Networks and social worker training to identify key actions to be taken by DTs and Social workers to promote inclusion and further improve outcomes.
- Further developing work with social workers for two-year-old children to ensure effective PEPs are in place to support them towards and into provision.
- More training for private nursery staff on SEND, attachment and PEPs
- More work with the adoption and SGO teams to further strengthen education planning for children moving towards becoming previously looked after.
- Further extend the Local Authority's current Wellcomm training offer to all Designated Teachers to further strengthen their understanding of speech and language development and the communication approaches which effectively support children.

Outcomes for Our Children in Reception

What has been delivered.

- A named Early Years PEP Quality Assurance Teacher providing advice, guidance, support and challenge and attendance at PEP meetings when appropriate.
- PEP quality assurance of every PEP with written feedback to the Designated Teacher and Social Worker.
- Online PEP training for Designated Teachers and Social Workers.
- Advice, support and challenge regarding effective use of pupil premium and payment of additional funding to personalise support where appropriate.
- Telephone Educational Psychology consultation for all Designated Teachers and Social Workers.
- Information, advice and guidance available from team members and via the Virtual School Website.

What the challenges have been.

- An increase in the number of reception aged children from 39 in 2019-20 to 52 in 2020-21
- 15 children came into care during their Reception year
- 32.7% of children have an identified SEND with 52.9% of these being identified as having Social, Emotional and Mental Health (SEMH) Needs

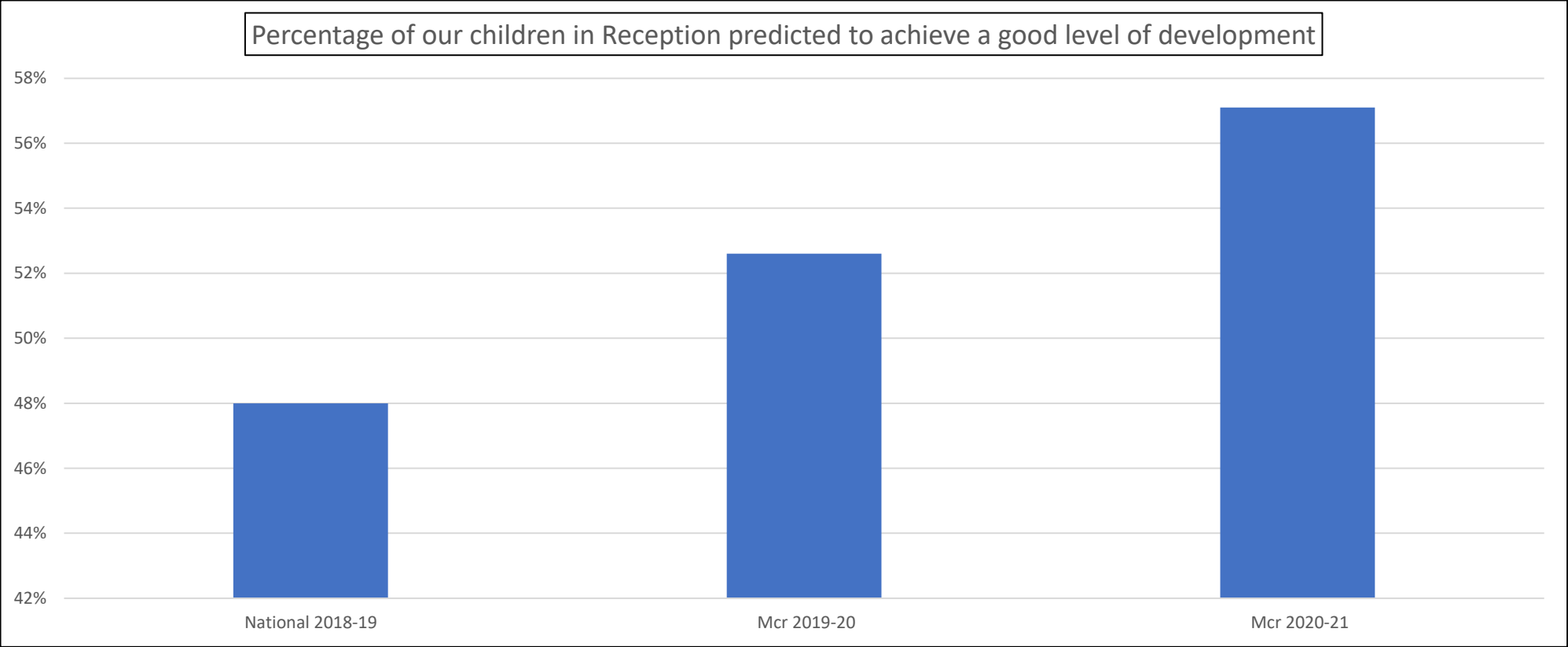
What has been achieved.

- Designated Teachers have reported that 68.7% of children are on track to achieve a good level of development. This is an increase from 51.3% the same time on in 2020.
- Designated Teachers have assessed that 75% of children are making the expected level of progress regardless of their ability.
- A decrease in the percentage of children in Reception having 1 or more school move from 47.4% in 2019-20 to 20% in 2020-21
- Overall DTs report the positive impact Pupil Premium has made the main use has been learning resources (24.7%), interventions (15.3%) and 1:1 support (12.9%)

What still needs to be done.

- Sharing and discussing Early Years and Reception data at Designated Teacher Networks and Social work training to identify actions to be taken by both to promote inclusion and further improve outcomes.
- Returning to more face-to-face training including a focus on new designated teachers, SEND, attachment, PEPs and DT networks. 2021-22 dates in place.
- Extend work with adoption and SGO teams to further strengthen education planning for children moving towards becoming previously looked after.
- Extend the Local Authority's current ELKLAN training offer to all Designated Teachers to further strengthen their understanding of speech and language development and the communication approaches which effectively support children.

Outcomes for Our Children in Reception



Outcomes for Our Children in Key Stage 1

What has been delivered.

- A named Year 1 to Year 5 PEP Quality Assurance Teacher providing advice, guidance, support and challenge and attendance at PEP meetings when appropriate.
- PEP Quality assurance of every PEP with written feedback to the Designated Teacher and Social Worker.
- Online PEP training for Designated Teachers and Social Workers.
- Advice, support and challenge regarding effective use of pupil premium and payment of additional funding to personalise support where appropriate.
- Telephone Educational Psychology consultation for all Designated Teachers and Social Workers.
- Information, advice and guidance available through the Virtual School Website.
- Advise and support re effective use of pupil premium

What the challenges have been.

- 42.6% of children in Year 2 had some form of SEND. Of these 16.7% had an EHCP. This is an increase from 2019-20 when 35.4% had an identified SEND with 10.4% having an EHCP.
- 29.6% of children with an identified SEND have SEMH as their primary need.
- Ensuring all children have access to appropriate IT devices during the pandemic.

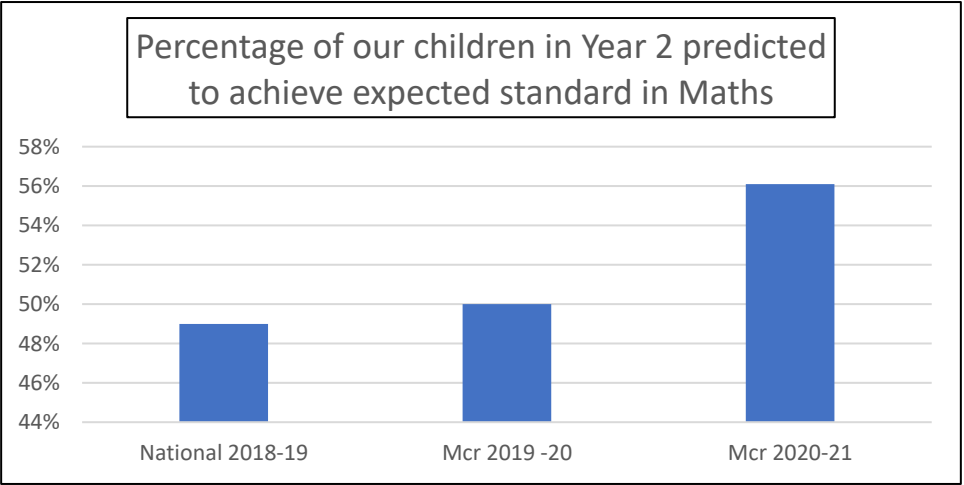
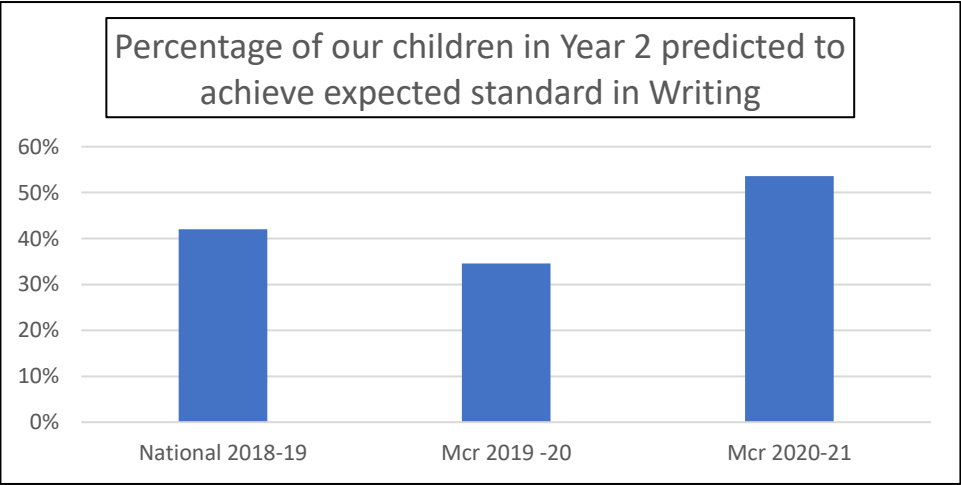
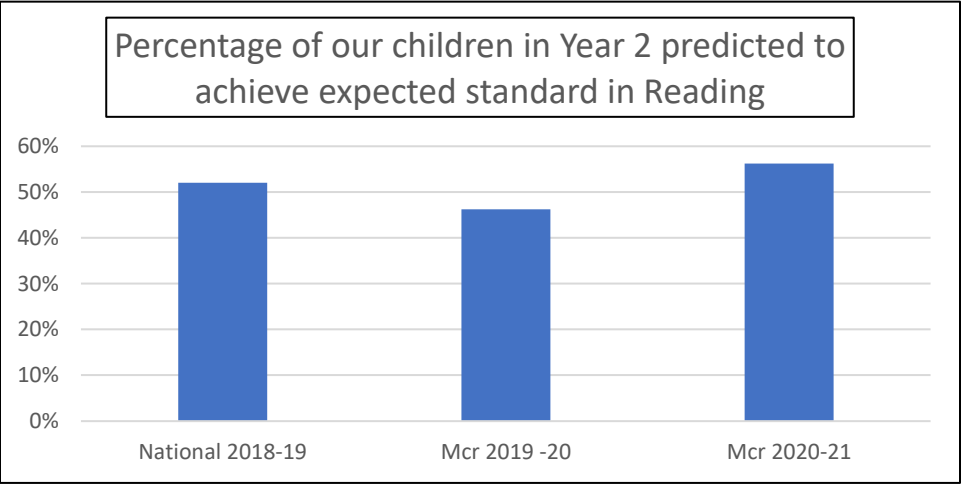
What has been achieved.

- 56.1 % of children have been assessed by their school to be reaching national standards in reading, an increase from 46.2% in 2019-20
- 53.6 % of children have been assessed by their school to be reaching national standards in writing, an increase from 34.6% in 2019-20
- 56.1% of children have been assessed by their school to be reaching national standards in maths, an increase from 50% in 2019-20
- 75.6% of children are reported by their schools to be making at least expected progress in reading.
- 58.5% of our children are reported by their schools to be making at least expected progress in writing
- 65.8% of our children are reported by their schools to be making at least expected progress in science.
- Overall, DTs report positive impact of Pupil Premium. The main uses in Key Stage 1 have been 1:1 support (26.2%), therapeutic interventions (23.1%) & school interventions (12.3%).

What still needs to be done.

- Sharing and discussing Key Stage 1 data at Designated Teacher Networks and Social work training to identify actions to be taken by both to promote inclusion and further improve outcomes. Highlight gender gap in predictions in all areas with more girls being predicted to achieve the expected standard in all areas than boys. This will also be monitored through PEPs.
- Returning to more face-to-face training including a focus on new designated teachers, SEND, attachment, PEPs and DT networks. 2021-22 dates in place.
- Extend work with adoption and SGO teams to further strengthen education planning for children moving towards becoming previously looked after.
- Extend the Local Authority's current ELKLAN training offer to all Designated Teachers to further strengthen their understanding of speech and language development and the communication approaches which effectively support children.

Outcomes for Our Children in Key Stage 1



Outcomes for Our Children in Key Stage 2

What has been delivered.

- A named PEP Quality Assurance Teacher providing advice, guidance, support and challenge and attendance at PEP meetings when appropriate.
- PEP quality assurance of every PEP and written feedback to the Designated Teacher and Social Worker
- Online PEP training for Designated Teachers and Social Workers.
- Telephone Educational Psychology consultation for all Designated Teachers and Social Workers.
- Information, advice and guidance available through the Virtual School Website.
- Advice, support and challenge regarding effective use of pupil premium and payment of additional funding to personalise support where appropriate.
- Advise and support re effective use of pupil premium
- Identification of children needing additional support at transition.
- Involvement of Virtual School Inclusion Advisers and targeted support from Assistant EPs for vulnerable young people at Key Stage 2 – 3 transition.

What has been achieved.

- 54.4% of children have been assessed by their school to be reaching national standards in reading, an increase from 53.1% in 2019-20
- 57.9% of children have been assessed by their school to be reaching national standards in writing. an increase from 46.9% in 2019-20
- 52.6% of children have been assessed by their school to be reaching national standards in maths. This is a decrease compared with the 57.8% of children achieving this measure in 2019-20
- 49.1% of children have been assessed by their school to be reaching national standards in Grammar, Punctuation and Spelling (GPS), an increase from 37.5% in 2019-20
- 82.4% of children are reported by their school to be making at least expected progress in reading.
- 75.4% of our children are reported by their school to be making at least expected in science and maths regardless of their ability.
- 97.6% had a confirmed Year 7 destination in September. Special School consultation was in progress for two children. Interim tuition was put in place for both children.
- Overall DTs report positive impact of Pupil Premium. The main uses in Key Stage 2 have been therapeutic interventions(16.3%), 1:1 School support (9.7%), and music (6.5%)

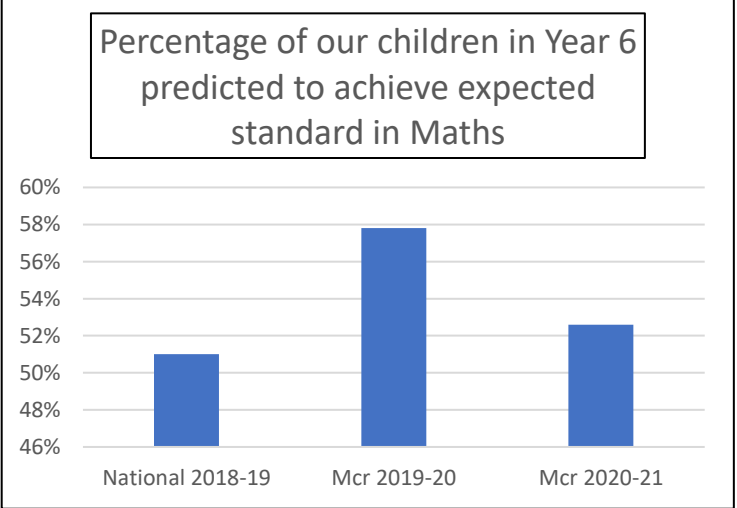
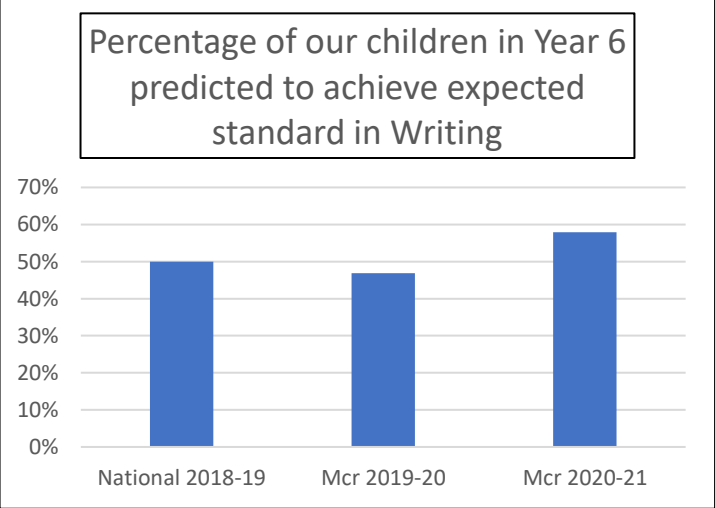
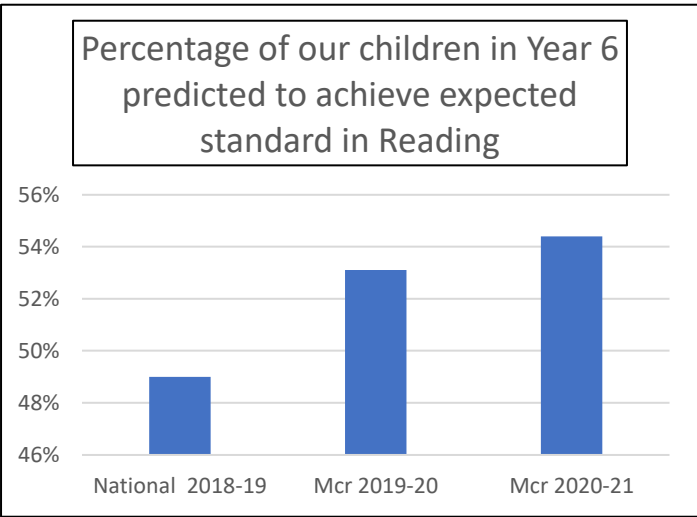
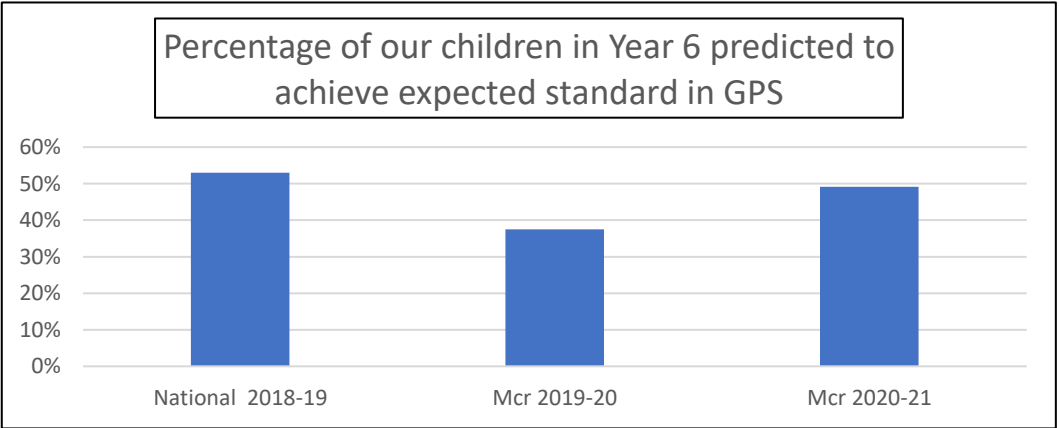
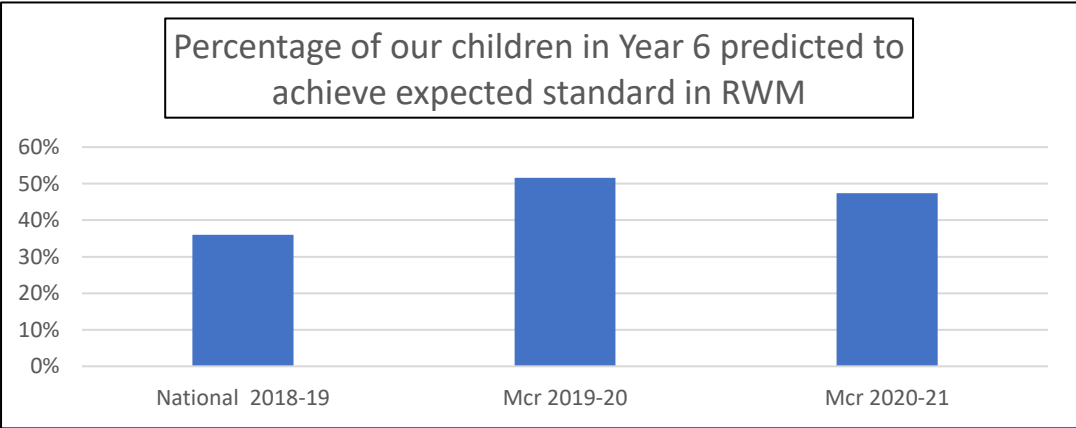
What the challenges have been.

- High level of fixed term exclusions in Year 6 – 22 children with one or more incident with 25 incidents in total.
- 68.4% of children in Year 6 had some form of identified SEND and of these 24.6% had an EHCP.
- Ensuring all children have access to appropriate IT devices.

What still needs to be done.

- Discussing Key Stage 2 data including fixed term exclusions data and analysis at Designated Teacher Networks and social worker training to identify actions to be taken by DTs and social workers to promote inclusion and further improve outcomes. Also discuss the progress being made in maths and the dip in children who have been assessed as achieving the expected standard in Grammar, Punctuation and Spelling (GPS) in 2020 & 2021 compared to 2019. This will also be monitored through children’s PEPs.
- More targeted trauma and attachment training to Designated Teachers of Key Stage 2 and Key Stage 3 to support positive transitions and to reduce fixed term exclusions.
- Targeted promotion of the Virtual School EP consultation service with Designated Teachers for Key Stage 2 and 3 children to support positive transition planning.
- Monitoring through the PEP process the intervention being put in place throughout the year to support children identified as needing addition Key Stage 2 – 3 transition.
- Targeted promotion of the Virtual School Assistant EP mentoring support for children preparing to move to Year 7.

Outcomes for Our Children in Key Stage 2



Outcomes for Our Young People in Key Stage 3

What has been delivered.

- A named Year 7, 8 & 9 PEP Quality Assurance teacher providing advice, guidance, support and challenge and attendance at PEP meetings when appropriate.
- PEP Quality Assurance of every PEP with written feedback to the Designated Teacher and Social Worker.
- Online PEP training for Designated Teachers and Social Workers.
- Educational Psychology phone consultation for all Designated Teachers and Social Workers.
- Advice, support and challenge regarding effective use of pupil premium and payment of additional funding to personalise support where appropriate.
- Identification of young people at risk of NEET from Year 7 and monitoring of plans to mitigate against this risk.
- Involvement of Virtual School Inclusion Advisers and targeted support from Assistant Educational Psychologists for vulnerable young people at transition.

What the challenges have been.

- 55.3% young people in Year 9 attend a school outside Manchester
- 73.4% of young people in Year 9 had an identified SEND need with 28.7% of these having an EHCP.
- Ensuring all children have access to appropriate IT devices.

What has been achieved.

- 37.2% of young people in Year 9 were assessed as being on track to achieve Grade 4 or above in English by the end of Key Stage 4.
- 28.7% of young people in Year 9 were assessed as being on track to achieve Grade 4 or above in maths by the end of Key Stage 4.
- 63.8% of Year 9s were assessed by their schools to be making expected progress in English.
- 53.2% of Year 9s were assessed by their schools to be making expected progress in maths.
- Overall DTs report the positive impact of Pupil Premium in Key Stage 3. The main uses have been, tuition (29.4%), IT devices (26.1%), music (9.8%), learning resources (6.5%) and therapeutic interventions (6.5%).

What still needs to be done.

- Sharing and discussing Key Stage 3 data and analysis at Designated Teacher Networks and social worker training to identify actions to be taken by DTs and social workers to promote inclusion and further improve outcomes.
- Returning to more face-to-face training including a focus on New Designated Teachers, SEND, Attachment, PEPs and DT Networks. 2021-22 dates in place.
- Monitoring through the PEP process the intervention being put in place throughout the year to support Young People to make good progress, achieve good Key Stage 4 outcomes and to achieve a positive transition to Post 16 destinations.

Outcomes for Our Young People in Key Stage 4

What has been delivered.

- A named Year 10 & 11 PEP Quality Assurance teacher providing advice, guidance, support and challenge and attendance at PEP meetings when appropriate.
- PEP Quality Assurance of every PEP with written feedback to the Designated Teacher and Social Worker.
- Online PEP training for Designated Teachers and Social Workers.
- Educational Psychology phone consultation for all Designated Teachers and Social Workers.
- Advice, support and challenge regarding effective use of pupil premium and payment of additional funding to personalise support where appropriate.
- Identification of young people at risk of NEET from Year 7 and monitoring of plans to mitigate against this risk.
- Involvement of Virtual School Inclusion Advisers and targeted support from Assistant Educational Psychologists for vulnerable young people at transition.

What the challenges have been.

- 60.8% young people in Year 11 attended a school outside Manchester
- Collecting the GCSE data from schools in the context of the pandemic with an earlier than usual results day.
- 71% of young people in Year 11 had an identified SEND need with 39.2% of these having an EHCP.
- Ensuring all children have access to appropriate IT devices.

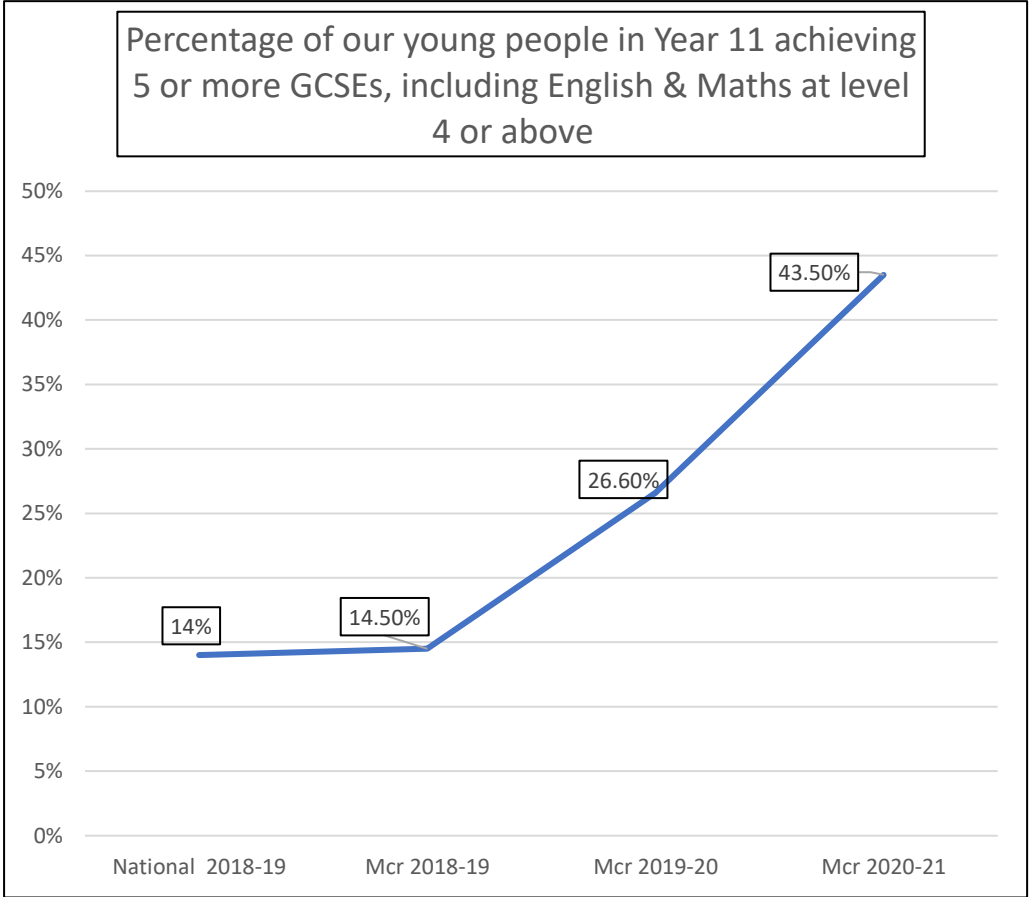
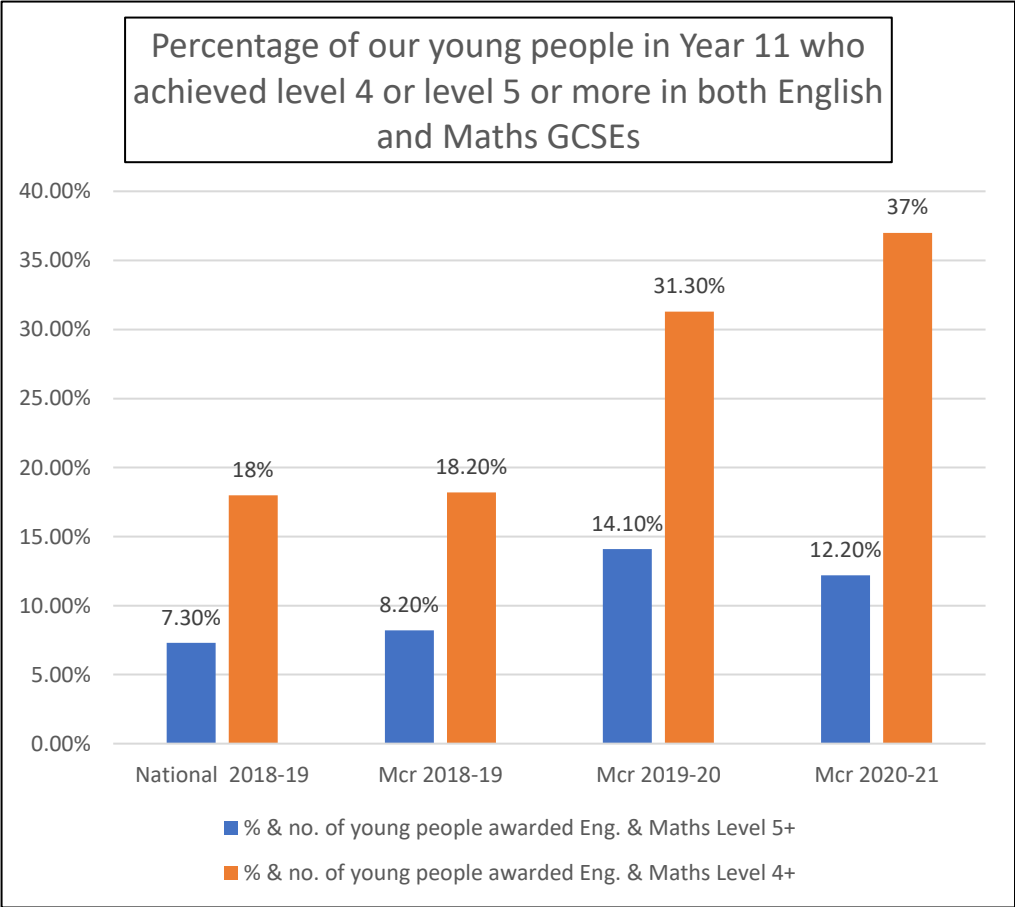
What has been achieved.

- 33% of young people in Year 10 were assessed as being on track to achieve Grade 4 or above in English and maths by the end of Key Stage 4.
- 65.5 % of Year 10s were assessed by their schools to be making expected progress.
- 37% of young people are reported by schools to have achieved 4+ in both English and maths GCSEs which is an increase on 2019-20 at 31.3%
- 12.2% of young people are reported by schools to have achieved 5+ in both English and maths GCSE.
- 71.6% of Year 11s were entered for GCSEs an increase from 2019-20 at 66.6%.
- 43.5% of young people who were entered for GCSEs achieved 5 GCSEs Grade 4 and above including English and Maths, an increase from 2019-20 at 26.6%
- 55.6% of all young people who achieved Grade 4 or more in English and Maths were from a Black Asian or Minority Ethnic background.
- Overall DTs report the positive impact of Pupil Premium The main uses have been tuition (28.1%), IT equipment (25.9%) and resources (11.1%).

What still needs to be done.

- Sharing and discussing Key Stage 4 data and analysis at Designated Teacher Networks and social worker training to identify actions to be taken by DTs and social workers to promote inclusion and further improve outcomes.
- Returning to more face-to-face training including a focus on New Designated Teachers, SEND, Attachment, PEPs and DT Networks. 2021-22 dates in place.
- Monitoring through the PEP process the intervention being put in place throughout the year to support Young People to make good progress, achieve good outcomes and to achieve a positive transition to Post 16 destinations.

Outcomes for Our Children in Key Stage 4



Outcomes for Our Young People in Key Stage 5

What has been delivered.

- A named Year 12 & 13 PEP Quality Assurance Teacher providing advice, guidance, support and challenge and attendance at PEP meetings when appropriate.
- PEP Quality Assurance of every PEP with written feedback to the Designated Teacher and Social Worker including for young people who are currently NEET.
- Online PEP training for Designated Teachers and Social Workers.
- Telephone Educational Psychology consultation for all Designated Teachers and Social Workers.
- Ongoing monitoring of young people at risk of NEET ensuring appropriate plans are in place to mitigate against this risk.
- Involvement of Virtual School Inclusion Advisers to support social workers, personal advisers and carers in supporting young people who are currently NEET towards and into provision.
- Manchester Virtual School Head Chairs the Northwest Virtual School Heads Post 16 Subgroup.

What the challenges have been.

- Collecting the Key Stage 5 data from Post 16 settings in the context of the pandemic with an earlier than usual results day.
- Some settings being reluctant to share the attendance data of our children and the achievement data of young people aged 18, due to interpretation of GDPR regulations and sharing of information agreements
- 46.93% of young people had an identified SEND need with 56.52% of these having an EHCP.
- Ensuring all children have access to appropriate IT devices.

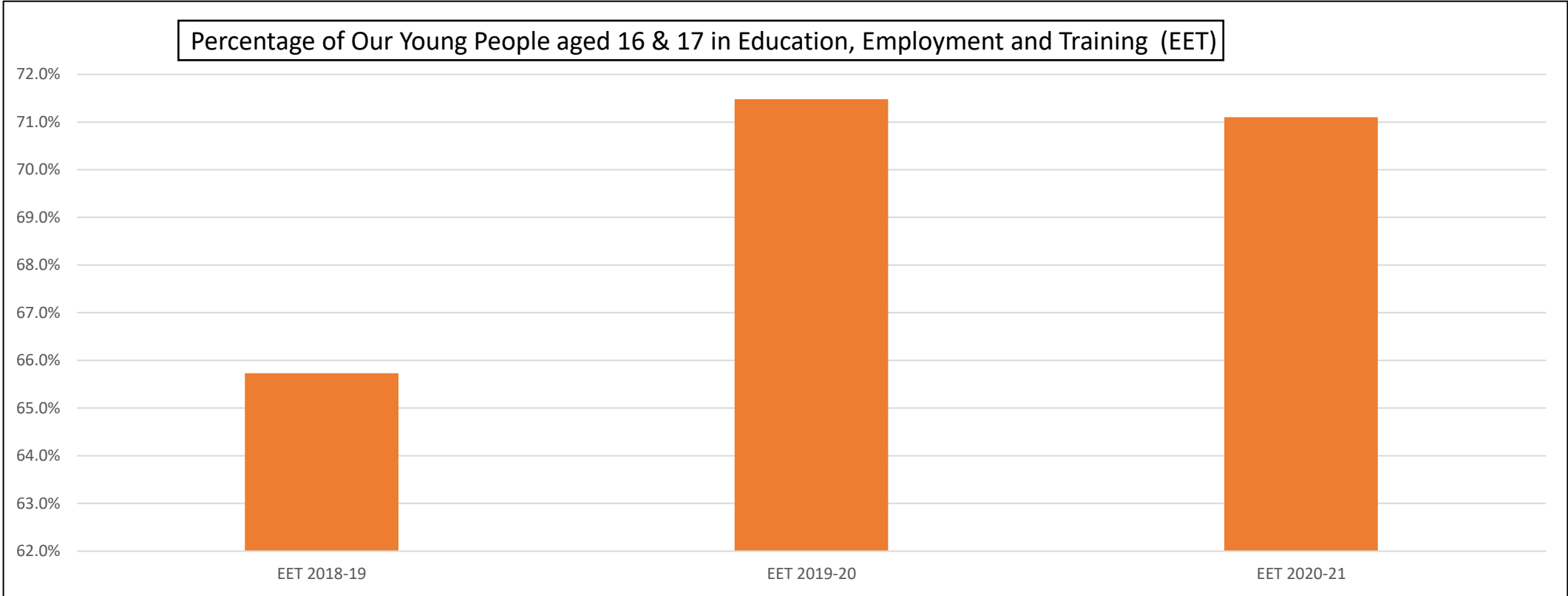
What has been achieved.

- Successful DfE Post 16 Pupil Premium Pilot bid.
- 80.7% of young people achieving Pre-Entry Level qualifications
- 81.4% of young people achieving Entry Level qualifications (some continuing across academic years)
- 76.1% of young people achieving Level 1 qualifications
- 80% of young people achieving Level 2 qualifications
- 90.77% of young people achieving Level 3 qualifications
- 78.16% Successful progression into Post 16 EET for the 21/22 academic year
- Virtual School input into House Project Steering Group, The Beehive Steering Group, The Post 16 Referral Hub, Supported Lodging and Staying Put Task & Finish group in order to ensure that education, employment and training is maintained as a focus in the planning for all Post 16 and Care Leavers

What still needs to be done.

- Highlight the importance of securing permission from the young person for ongoing collection of data – specific question in the PEP for DT's and SW to be aware of
- Sharing and discussing Key Stage 4 & 5 data and analysis at DT networks and social worker & personal adviser training to identify actions to be taken by all to promote inclusion and further improve outcomes.
- Returning to more face-to-face training including a focus on New Designated teachers, SEND, Attachment, PEPs and DT Networks. 2021-22 dates in place.
- Monitoring through the PEP process the intervention being put in place throughout the year to support Young People to make good progress, achieve good outcomes and to achieve a positive transition to Post 18 destinations.
- Implement our successful Post 16 Pupil Premium Pilot bid plan.
- Consideration of extending the ePEP monitoring until the end of the academic year in which the young person becomes 18 (Year 13)

Young People in Key Stage 5 in Education, Employment and Training (EET)



Outcomes for Our Care Leavers

What has been delivered.

- A named Virtual School Education, Employment and Training Lead providing advice, guidance, support, training and challenge to social workers and leaving care Personal Advisers.
- A named, co-located Career Connect worker working with the Virtual school EET Lead and Leaving Care Managers to provide advice, guidance, support and training to social workers and leaving care workers to support young people towards and into EET destinations.
- Introduction of the Virtual Education, Employment and Training Opportunities online briefings for social workers, personal advisers and partners.

What the challenges have been.

- Ensuring all children have access to appropriate IT devices.
- Maintaining engagement with remote learning offers for young people who were not able to attend regular place of learning

What has been achieved.

- Virtual School input into House Project Steering Group, The Beehive Steering Group, The Post 16 Referral Hub, Supported Lodging and Staying Put Task and Finish Group in order to ensure that education, employment and training is maintained as a focus in the planning for all Post 16 and Care Leavers.
- 8.6% (98 young people) aged 18-25 are in Higher Education and 5 young people are being supported at Masters Level.
- 12 young people attended and completed bespoke CSCS Card training course resulting in immediate 50% conversion rate into employment/training
- 18 young people engaged with We Mind The Gap, bespoke intensive support programme
- 79 young people accessed ring fenced EET opportunities with over 50% positive success rate over the year
- Improved collaboration with MCC Social Value procurement group, GM Delivery Group and Care Leaver Covenant partners such as John Lewis Partnership.

What still needs to be done.

- Further training with social workers and personal advisers to strengthen knowledge and understanding of the Post 16 and Post 18 Education, Employment and Training landscape.
- Further support and encouragement for Personal Advisers to attend PEP meetings for young people, particularly the final PEP before the young person becomes 18

Outcomes for all Young People supported by Youth Justice.

What has been delivered.

- Launch of the Youth Justice ePEP in January 2021 for all young people, not just those in our care, who are supported by the Youth Justice Service.
- A named Youth Justice PEP Quality Assurance Teacher providing advice, guidance, support and challenge and attendance at PEP meetings when appropriate.
- PEP Quality Assurance of every PEP with written feedback to the named Teacher Youth Justice Worker and/or Social Worker.
- Collection of Key Stage 4 data (GCSEs) undertaken for the cohort for the first time
- Delivery of ePEP training to all Youth Justice case managers and named teachers.
- Liaison with custodial setting to agree principles for information sharing and establishing input for the PEP process
- Bespoke CSCS card training offered to small group requiring intensive support due to low levels of literacy and numeracy

What the challenges have been.

- 63.3% have some form of identified SEND with 33.3% having an EHCP
- Working to ensure that all young people are in the right provision accessing the right support.
- Collecting the GCSE data from schools in the context of the pandemic with an earlier than usual results day.
- Ensuring all children have access to appropriate IT devices.
- Only 44.4% of young people entered for GCSE were entered for 5 or more.

What has been achieved.

- 86% of Young People attended schools judged by Ofsted to be good or better.
- Data sharing protocols and weekly data exchange between Youth Justice and Virtual School.
- Strengthened links between Youth Justice and Manchester Secondary PRU and The Endeavour Federation
- 53.5% of all young people supported by the Youth Justice Service had a PEP in place by Summer 2021
- Development of multi-agency support panels for young people with the most complex needs – at both statutory school age and Post 16
- Close working relationship between the YJ service, YJ PEP QA Teacher and VS EET Lead to develop ring fenced employment and training opportunities for young people supported by Youth Justice Service.
- 70% were entered for GCSEs, which is about the same for young people who have been looked after for 12 months or more at 71.6%
- 9.5% of young people achieved 4+ in both English and Maths 9.5% and achieved 5+ in both English and Maths.

What still needs to be done.

- Sharing and discussing the findings from the Youth Justice PEP data with key partners including schools, colleges, Youth Justice colleagues, social workers and the Youth Justice Board to identify actions to be taken by all to promote inclusion and further improve outcomes.
- Ensure young people are being entered for an aspirational number of appropriate qualifications.
- Returning to more face-to-face training including a focus on SEND, Attachment, PEPs and networking. 2021-22 dates in place.
- Monitoring through the PEP process the intervention being put in place throughout the year to support Young People to make good progress, achieve good outcomes and to achieve a positive transitions.
- Timely PEP completion for whole cohort

Unaccompanied young people.

What has been delivered.

- Making sure every unaccompanied young person received an age-appropriate education offer – either of a school place, interim 1-1 tuition, or access to Post 16 ESOL classes
- Improved offer to Post 16 young people including Summer school to support transition for late Summer arrivals
- Additional mentoring support available to those attending The Manchester College
- Agreed programme of enrichment activity to support young people's sense of belonging
- Trial of specialist weekly mentoring support
- Distribution of IT equipment, in conjunction with learning providers – including, laptops, tablets, iPad and Wi-Fi dongles

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What the challenges have been.

- Roll out of IT equipment and access to ongoing WiFi or data for those young people in semi-independent living arrangements where WiFi is not included
- Shortage of provision of ESOL for part of the year
- Increased demand for places at The Manchester College as facilities being accessed by many LA's within and outside of GM
- Progress of many has been slower due to online learning – more efficient progress made by learners experiencing face to face or classroom-based teaching
- Young people feeling more isolated due to lockdown and not becoming as familiar with the local area as quickly as when no restrictions in place, sometimes leading to frustrations with professionals at the length of time some things took
- A small number of young people not able to engage with an EET offer – due to ill health, desire to work in unregulated employment or prolonged period of missing from home

What has been achieved.

- 89% of all those young people enrolled on ESOL courses, achieved 2 or more qualifications in functional skills and personal development
- 92% of all those young people enrolled on ESOL courses were retained in their education settings and are either continuing or progressing on to the next level of study
- Development of stronger working relationships with New Arrivals Social Work team including delivery of PEP training and specialist Educational Psychologist and CAMHS training

What still needs to be done.

- To ensure that all young people continue to have appropriate access to a device for learning and can access WiFi in their home environment
- To work with colleges to ensure that ample provision for 16-18 year old learners is in place throughout the academic year and that waiting lists are kept to a minimum.
- To ensure that school places are applied for as swiftly as possible for unaccompanied young people in Year 11.

Accessing appropriate EET provision at every age and stage

What has been delivered.

- Education, Employment and Training advice, guidance support and challenge provided to DTs, Social workers, Personal Advisers and other partners.
- Monitoring through the PEP process, the experience and progress of children in Alternative Provision and in educational provision judged to be less than good.
- School directions for 12 children.
- High aspirations promoted from Early Years to Post 16 through the PEP process.
- Advice and guidance through the PEP Process to social workers and Personal Advisers on supporting young people, aged 16 & 17, who are currently NEET, towards and into positive EET destinations.
- Introduction of the Virtual Education, Employment and Training Opportunities (VEETO) on-line briefings for social workers, Personal advisers and partners.
- High levels of support to help young people consider and move into well-supported EET opportunities provided by MMC social value employers.
- Virtual School membership of monthly Education Access Board and Schools QA Board to escalate concerns and provide scrutiny of Virtual School service and outcomes.

What has been achieved.

- 82% of children in Reception – Year 11 attend good or better schools, a decrease on the previous year (92%) due to an increase in the percentage of schools which have not yet inspected from 4.4% to 9.4%. Only 1.8% of children attend inadequate schools. All of these children are of secondary age. This is a decrease from 2.5% in 2019-20.
- Of the 56 school aged young people supported by Youth Justice 86% attended good or better schools. Of these 12 young people were in our care, 2 were previously looked after, 3 were on Child in Need Plans and 4 on Child Protection Plans.
- All 12 school directions were successful, and the children started to attend their preferred school provision.
- By July 2021 71% of 16 & 17 year olds were in full-time EET, an increase from 65.7% in 2018-19. Of the 29% of young people who were NEET, 47% were accessing positive activity an increase from 28% in 2018-19
- Virtual School membership of the multi-agency SEND & Residential panels & input into some individual permanency planning and care plane review meetings to ensure EET is a key focus in all young people's plans.

What the challenges have been.

- Schools refusing to admit children to a school place on the grounds that they already cater for a high number of children with additional needs.
- During the pandemic, the availability of vocational opportunities greatly reduced as a result of the social distancing restrictions and companies furloughing their staff.
- Due to Covid closures in some post 16 settings, no capacity to enrol newly arrived Unaccompanied young people for a period of time, resulting in delay in access to formally structured learning

What still needs to be done.

- Revisiting the importance with all education settings of supporting children to develop Skills for Life .
- Support and challenge all partners to strengthen the work to promote aspiration throughout the young person's educational journey and to ensure that all young people with the aspiration and ability can attend HE.
- Earlier promotion and awareness raising of the support package for Higher Education which exists via the Leaving Care Service to encourage more young people to actively consider Higher Education.
- Promoting early conversations about ambition and aspiration with Unaccompanied young people and ensuring access to appropriate CEIAG regardless of language ability

Attendance at EET provisions at every age and stage.

What has been delivered.

- Assistance and challenge to social workers, carers, schools and Post 16 provisions to support the attendance of our young people during the pandemic.
- Promoting the Manchester school anxiety pathway where appropriate
- Close partnership working between the Virtual School and the Manchester Attendance and Exclusion team in promoting key messages .
- Use of the COVID contact page within the ePEP to maintain an overview of the whereabouts, educational offer, progress and well-being of children and young people during periods of lockdown.
- Virtual School membership of monthly Education Access Board and Schools QA Board to escalate concerns and provide scrutiny of Virtual School service and outcomes.
- Work with Adoption Counts to ensure the education of Previously Looked After Children is promoted.

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What the challenges have been.

- School closures in Jan – March not all young people took up the offer to attend schools
- Monitoring the attendance of children in the context of periods of lockdown and the school bubble system with, as a result of COVID infections, some young people being education at home and some in school .
- Ensuring all young people had the necessary IT and data they require.
- Not all Post 16 settings provided face to face offer throughout the duration of the pandemic, leading to difficulties for new enrolments for newly arrived (UASC) young people and a consistent educational offer for vulnerable young people

What has been achieved.

- Continued monitoring of attendance through use of the Manchester COVID contact page within the ePEP system.
- School attendance 2020-21:**
- 91.2% attendance in Primary
 - 85.6% attendance in secondary
 - 88% attendance in all mainstream schools
 - 87.8% attendance in special schools
 - Autumn term 2020-21 attendance was very positive and in-line with 2019-20 at 94.8%
 - Positive start to Autumn term 2021-22 attendance. By end of September - **All schools 94.7%, Primary 95.8% & Secondary 93.9%.**
 - 55.38% of children in Post 16 settings had attendance between 75% and 100%
 - 6.92% of children in Post 16 settings had attendance below 25%
 - Post 16 average attendance 78.80% at end of June 2021

What still needs to be done.

- Deliver networks to include both Attendance leads and Designated Teachers.
- Develop and deliver attendance training for Carers with the Manchester attendance and exclusion team
- Developing a more consistent approach to addressing absence in all Post 16 settings, ensuring that early identification of absence is highlighted to Virtual School and Social Work staff in order to provide more support.

High quality inclusion at every age and stage

What has been delivered.

- Virtual School Head leads on the Manchester Inclusion Strategy.
- https://secure.manchester.gov.uk/directory_record/376574/manchester_inclusion_strategy/category/1479/childrens_services Virtual School promoted the principles of the Inclusion Strategy with all partners working with young people who are in the care of Manchester, Previously Looked After and supported by Youth Justice.
- PEP format developed to further promote all aspects of inclusion.
- COVID contact page refined to monitor and promote safeguarding and engagement in learning.
- Early intervention and support for complex cases with multi agency involvement to prevent exclusion and ensure appropriate provision to support good progress and outcomes.
- Targeted use of Education Psychologists and Assistant Educational Psychologist support in education settings across the whole age range.
- Targeted use of pupil premium support appropriate personalisation.
- Audit of SEND status of children & young people and follow up conversations about concerns.

What has been achieved.

- Reduction in the percentage with one or more incident of fixed term exclusion from 13.2% in 2018-19 provisionally to 10.9% in 2020-21.
- Reduction in the number of secondary fixed term exclusions from 258 in 2018-19 to 146
- Prevented 3 Post 16 exclusions.
- Prevented 5 exclusions of young people supported by Youth Justice.
- More in depth understanding of different settings' approaches to identifying and addressing the SEND of young people.
- More in depth understanding of some Post 16 settings' inappropriate use of the early completion of courses.
- Successfully matching young people to aspirational opportunities through work with partners such as the EY Foundation and the House Project.
- Distribution of 409 IT devices and dongles plus devices purchased through Pupil Premium for children in Reception to Year 11.
- Identification of the need for a stronger emphasis on personal identity (linked to equality characteristics) when talking to young people as part of the PEP process.

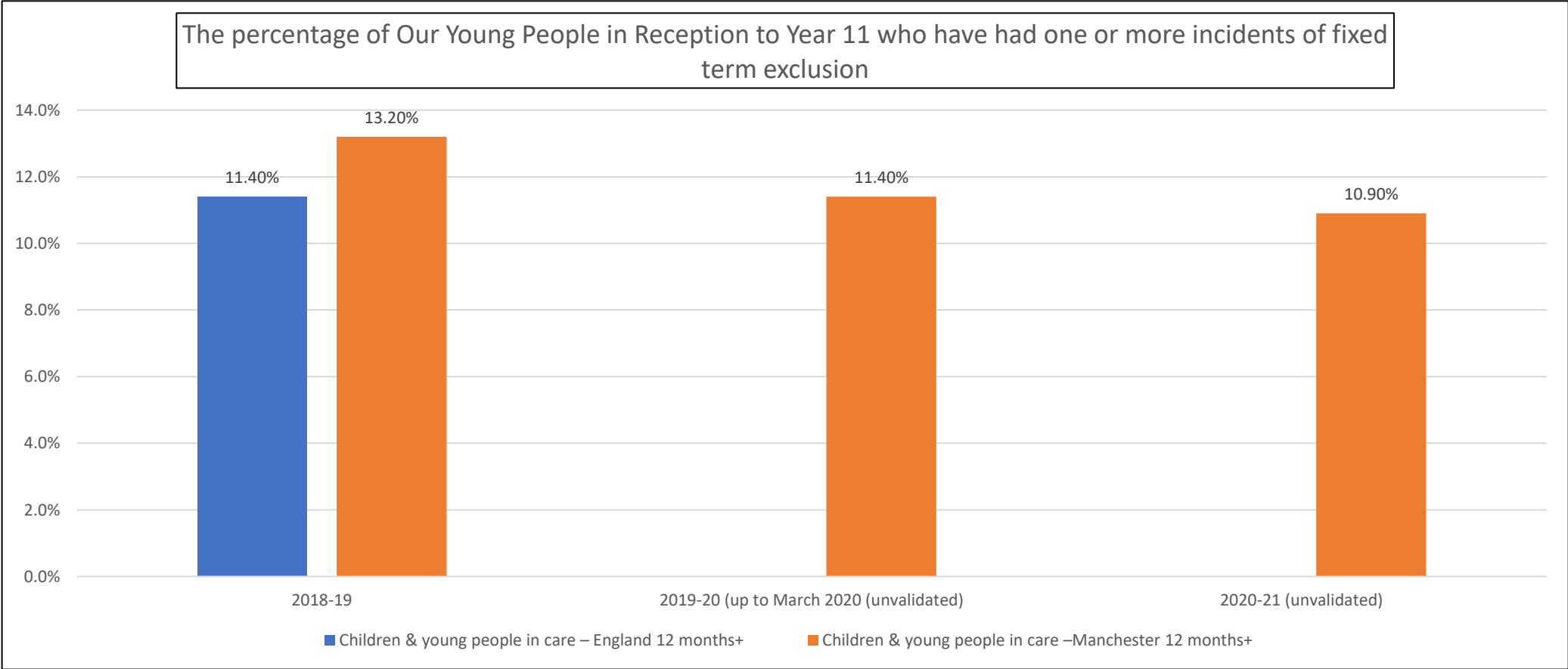
What the challenges have been.

- Understanding the implications of inclusion data within the context of COVID.
- Shift in the main reasons for fixed term exclusions from persistent disruptive behaviour to physical and verbal assault towards adults and peers.
- Shift in the main reasons for Post 16 disciplinary incidents from physical & verbal assault to non-attendance.
- Inconsistent recording by different settings of Post 16 attendance at on-line classes.
- Some settings' negative perceptions of children in care and those supported by Youth Justice.
- Ensuring all young people have access to appropriate IT devices and reliable wifi.

What still needs to be done.

- Work closely with education settings, especially Early Years and Post 16, to develop their offer to young people who require support as SEN Support level.
- Embed the use of our new student voice format in the PEP to celebrate young people's personal identities (linked to equality characteristics) and ensure all appropriately personalised support is in place to enable all young people to be safe, happy, healthy, successful and independent.
- Refresh inclusion focused training offer (face-to-face and online) including attachment, race equality, gender, sexuality, SEND & transition.
- Implement the new Virtual School duties to Promote the Education of Children with a Social Worker.

Our Children who have had one or more fixed term exclusion



Looking ahead to 2021-22

2021-22 brings with it a cautious sense of optimism for us all as confidence increases in the ability to safely have face-to-face contact with children and young people and with colleagues. The Virtual School looks forward to the benefits of face-to-face networks, training session and working alongside social work colleagues in the different locality buildings. We know from young people's PEPs that overall, they are glad to be back accessing learning in person. We hope that next year's Virtual School Head's report will be one that reflects that face-to-face learning could take place throughout 2021-22.

During 2021-22 the key high-level priorities for the Virtual School are to:

- Ensure all young people are being appropriately supported through their PEPs in their education and well-being, in the wake of the global pandemic.
- Refresh our Virtual School training offer to the wider workforce working to promote the Education, Employment and Training (EET) of Our Children and Young People, offering face-to-face training wherever possible including with a focus on literacy, equality and diversity, trauma and attachment, listening and responding to the views of young people and supporting positive transitions.
- Promote a strong focus on listening to what is important to young people in relation to their circumstances and personal identity through the revised voice section within the PEP.
- Continue to reduce the number of young people receiving fixed term exclusions through early intervention, appropriate assessment and reasonable adjustment.
- Continue to work with partners to embed the use of the Youth Justice PEP and improve the educational experience, attendance, progress, outcomes and progression of young people supported by the Youth Justice Service.
- Continue the close working between the Virtual School and the Leaving Care Service to further improve young people's education, employment and training experiences, outcomes and progression and to continue to reduce the number of young people not in education, employment and training.
- Continue the close work of the Virtual School with Manchester's Work and Skills Team and local employers to further expand and support young people into high quality, well supported employment and training opportunities.
- Ensure the new Virtual School duties to promote the education of children and young people, (aged birth to 18 years) with a social worker are effectively implemented. In Manchester this will be delivered within the context of the Manchester Inclusion Strategy.
- Ensure the successful Manchester Post 16 Pupil Premium bid is effectively implemented, and impact evidenced and shared with the DfE and other key partners.

Manchester City Council Report for Information

Report to: Children and Young People Scrutiny Committee – 9 February 2022

Subject: Update on COVID19 and the impact on the opening of schools and colleges.

Report of: Assistant Director of Education

Summary

This report is one of a series of scrutiny reports on the impact and consequence management of COVID 19 on children and their families. This report provides an update on the return of children and young people to education following the Christmas break and the arrangements in place in schools and colleges to report and manage COVID19. The report has a particular focus on the bespoke offer to increase uptake of the vaccine in children and young people aged 12 to 15 and address inequalities therefore reducing disruption to children's education and learning.

School attendance continues to be positive, despite the impact of the Omicron variant and is subject to regular monitoring and intervention.

Recommendations

Committee is asked to discuss the report, provide comment on the analysis provided within the report.

Wards Affected: All

Environmental Impact Assessment - the impact of the issues addressed in this report on achieving the zero-carbon target for the city

Our Manchester Strategy outcomes	Summary of how this report aligns to the OMS
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities.	Effective Children and Education Services are critical to ensuring our children are afforded opportunities and supported to connect and contribute to the city's sustainability and growth.

A highly skilled city: world class and home-grown talent sustaining the city's economic success.	Ensuring children and young people are supported and afforded the opportunity to access and achieve in the City; empowered and supported by the delivery of a strong and cohesive system that works for all children.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities.	Improving education and social care services that are connected to the wider partnership build the resilience of children and families needed to achieve their potential and be integrated into their communities.
A liveable and low carbon city: a destination of choice to live, visit, work.	Improving outcomes for the children and families across the City, helps build and develop whole communities and increases the liability of the City
A connected city: world class infrastructure and connectivity to drive growth.	Successful services support successful families who are able to deliver continuing growth in the City

Contact Officers:

Name: Andrea Daubney
Position: Assistant Director of Education
Telephone:
E-mail: andrea.daubney@manchester.gov.uk

Name: Marie Hall
Position: COVID Lead - education
Telephone:
E-mail: marie.hall@manchester.gov.uk

Background documents (available for public inspection):

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

Since July 2020 the Children and Young People's Scrutiny Committee has received a report in respect of Covid19, its impact and the Directorate response.

1.0 Introduction

- 1.1 Since 6th September, our schools and settings are once again fully open for all their children and young people and for school age children attendance is mandatory.
- 1.2 Schools and colleges have continued to receive regular communications from the Local Authority to support with planning and implementing changes to guidance and more recently regarding the vaccinations programme. This includes:
 - COVID Broadcasts to leaders reiterating messages around the support in place to support schools;
 - Revised Manchester Test and Trace (MTAT) online positive case reporting form to be used for schools to report into MTAT and allow monitoring of potential outbreaks/facilitate support /collect local data for infection in schools. This now incorporates reporting positive LFD tests in line with changes to government guidance;
 - Updated positive case management guidance from GM and MTAT including template letters for parents and carers;
 - A free direct phone line to MTAT for schools to report concerns about cases within their setting and receive advice around infection control/case numbers etc from clinically qualified staff;
 - A range of communication materials which can be shared with parents/carers and children/young people.

2.0 Main changes January 2022

There were three key changes for schools from 20th January 2022:

1. Secondary pupils are no longer required to wear face coverings in classrooms.
2. Secondary pupils continue to be required to wear face coverings in communal areas in schools.

However, In Manchester, school leaders have been encouraged to consider the respective school circumstances and apply appropriate measures such as mask wearing in communal areas, promoting effective hygiene measures and improving ventilation and social distancing etc, where the context warrants it. In response to increased infection rates the Director of Public Health has recommended that schools, settings and colleges should continue to wear masks in communal settings in schools, which is the approach recommended in other Greater Manchester local authorities. We've had positive feedback on this position from many education leaders particularly in settings which are continuing to experience high rates of infection.

3.0 Vaccinations

Vaccinations have been offered for all young people post 16 since mid-August. These have been promoted through Colleges and 6th forms when young

people have been enrolling for their courses. More than 56% of 16 and 17-year olds have now received a first dose of the vaccine.

As young people aged 12 to 15 years are now being advised to have a second dose of vaccine, we are working with colleagues in MLCO to deliver the roll out of a vaccination programme across schools which will enable young people to access a first vaccine if they have not had one, as well as providing a second dose for eligible pupils. The aim of the programme is to increase overall uptake of the vaccine in this cohort by developing a bespoke plan with each school which will specifically address the needs of their community. The relevant school leaders have now received information packs and comms to encourage engagement and take up, and direct contact is being made with leaders to begin to plan for delivery on site incorporating bespoke approaches where needed (see following presentation).

4.0 Positive cases

The table below shows the number of positive cases in Manchester schools from November through to January 2022.

The last few weeks of December saw cases peak with 442 positive children. Numbers have increased on return in January with the spread of the Omicron variant. However, despite this, previous changes to isolation rules which also applied to those under 18 continue to keep the numbers of isolating contacts much lower. This has had a positive impact on children being able to receive face to face Education, for example in week ending 7 July 2021, 10,552 children were absent/isolating as a contact of a positive case.

Our NHS colleagues continue to support schools, where needed, to manage cases within their settings, and observations are that our headteachers are making good decisions and managing cases well. There has been no school closures since schools opened in January and very few instances of classes unable to attend school due to teacher absence.

AUTUMN TERM 2	TOTAL CASES	CHILDREN	ADULTS	ISOLATING CONTACTS
5/11/2021	339	288	51	101
12/11/2021	403	325	78	23
19/11/21	392	317	75	88
26/11/21	493	396	97	25
3/12/2021	376	292	84	34
10/12/2021	487	378	109	49
17/12/21	623	442	181	306

SPRING TERM 1	Total Cases	CHILDREN	ADULTS	PRIMARY	SECONDARY	ISOLATING CONTACTS
7/1/2022	717	479	238	389	219	62
14/1/22	1715	1247	468	1078	346	98
21/1/22	2228	1750	478	1557	274	163

5.0 School Attendance

Early indications for this academic year, are that school attendance has been positive. Reports from the Autumn Term (September to Christmas break) show that attendance was 94.15% which is almost at pre pandemic levels (full attendance information for Autumn Term can be seen below).

The attendance team are continuing to work with schools to offer advice and support to increase pupil attendance.

Setting	Attendance
Primary	94.92%
Secondary	93.82%
Special	84.06%
All	94.15%

Schools returned from the Christmas break during the week commencing 3rd January, with secondary schools being allowed a staggered start to enable on-site testing of pupils. The table below shows school attendance for the first three weeks of term (3rd January – 24th January). The current number of pupils currently testing positive for Covid-19 is impacting on attendance, however, as isolation times and actual cases reduce, we expect this attendance to improve; this is currently subject to weekly monitoring by sector/setting.

Setting	Attendance
Primary	92.27%
Secondary	91.24%
Special	79.46%
All	91.45%

6.0 Conclusion

It has been a difficult start to the new school term for the majority of our schools and settings because of high infection rates which has impacted on staff absence. Access to supply staff has been challenging because of the high demand. However, in spite of this our schools and settings have continued to stay open and we have seen only a very small number of classes which have not been able to attend school due to high staff absences and they have accessed remote education for a short amount of time. In each of these cases, school leaders have been asked to prioritise vulnerable children for onsite education. Schools and settings who are continuing to see high rates of infection have welcomed the recommendation and support from the Director of Public Health to continue with face masks in communal areas for adults and pupils in secondary schools.

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12-15 COVID-19 Vaccination Programme System Plan January – 31st March 2022

Draft 0.4 25/01/22

Purpose, Aims & Objectives

The **purpose** of this document is to bring together all the aspects of the vaccination programme for 12 to 15 year olds (extended to 16 and 17 year olds in the case of those needing extra support to access vaccinations) into one plan. This programme includes the delivery of in-school vaccination being led by the Local Care Organisation (LCO), complemented by the out-of-school vaccination approach currently being coordinated by the Vaccination Programme PMO, and underpinned by a Health equity approach.

The **aim** of the vaccination programme for 12-15 year olds is to increase vaccine uptake (both doses and booster) amongst this cohort, ensuring health equity is a key driver behind where vaccination resources are deployed.

The impact of achieving higher vaccine uptake amongst this cohort should be a reduction in covid-related disruptions to children's education, and a reduction in transmission rates in the community.

Specific objectives

- To raise Manchester's vaccination position within English Local Authorities (currently 138/148)
- To close the vaccination coverage gap between ethnic groups with the highest /lowest coverage and within the LSOAs which are the most/least deprived in the city.
- Comprehensive vaccine offer delivered across all schools and non-mainstream schools/settings by 31st March 2022
- Develop learning and understanding of how to best increase vaccination coverage for this cohort within Manchester's most deprived populations.

Scope

The **scope** of vaccine roll out the Covid 12-15 Vaccine Task Group needs to monitor and assure was agreed on 14/01/21, as follows:

Children/Young People:

- 1st dose 12-15
- 2nd dose 12-15
- Booster 12 – 15 vulnerable
- Booster 16-17 if pupils in sixth form
- New children into the country.

Schools - all schools in Manchester & Trafford including:

- State
- Independent
- Faith
- Special
- Pupil Referral Unit
- Home schooled children.



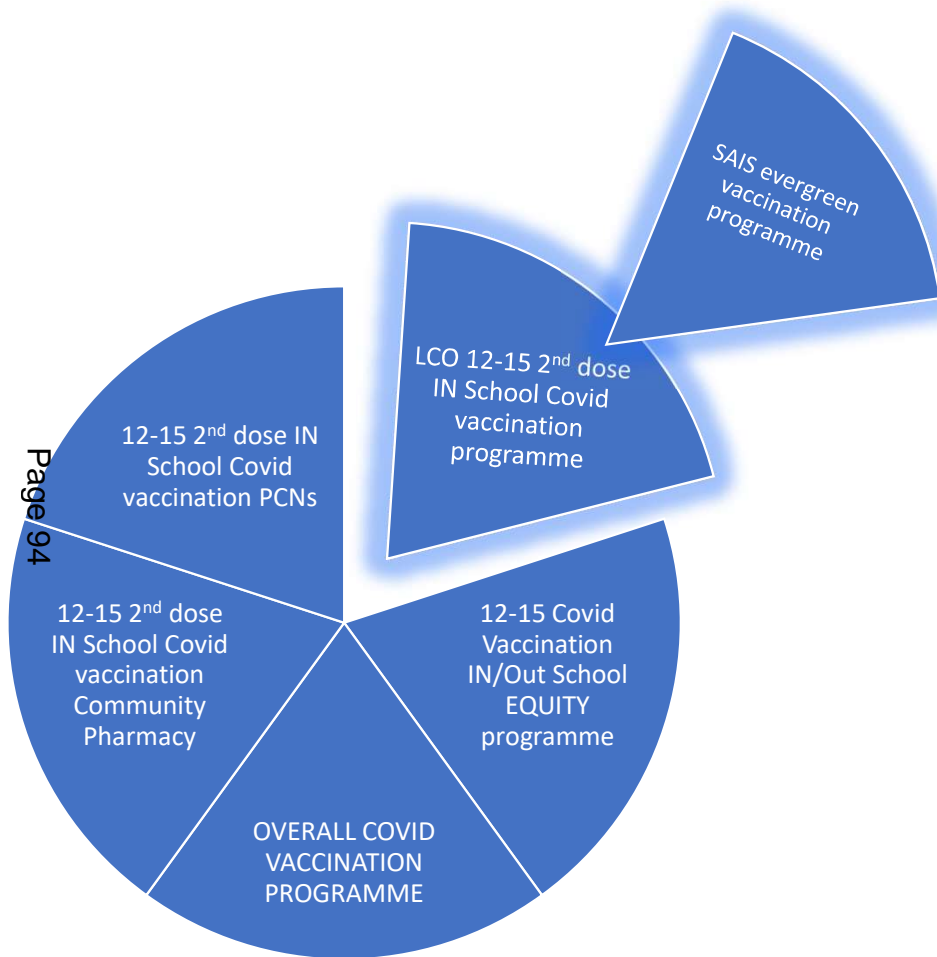
The In School Offer – LCO Led January – 31st March 2022



In School Offer – MLCO Led - BACKGROUND

- From September to December 2021 MFT/LCO School Aged Immunisation Services (SAIS) delivered an offer of first COVID-19 Vaccination to every school across Manchester.
- On 13th December NHS England and NHS Improvement (NHSE/I) released outline guidance on the next steps for the deployment of second phase COVID-19 vaccination for children and young people aged 12 to 15 following completion of Phase One. The second phase will run until the end of the Spring term, 31 March 2022. 'Termed the Spring Offer'.

In School Offer – CONTEXT



The SAIS 12-15-year-old second phase COVID-19 Vaccination Programme is only one element of multiple programmes running in parallel both in and out of school Jan- March (list not exhaustive):*

- Overall COVID-19 Vaccination Programme including first dose, adult Equity, adult boosters. 12-15 PCN /LVS & 12-15 Mass Vacc site offers.
- 12-15 second dose, In School community pharmacy offer
- 12-15 second dose In School PCN offer
- 12-15 COVID-19 Vaccination In and Out of school EQUITY programme.

(End Feb+):

- SAIS Core (evergreen) programme

**Subject to workforce and estates availability*

In School Offer – CONSIDERATIONS & INTERDEPENDENCIES

- Additional Equity and Inclusion work supported by LCO neighbourhood teams but led by Partners will include:
 - ✓ Identification of schools with less engagement or low vaccine uptake.
 - ✓ Plan of engagement and additional work with schools / communities.
 - ✓ This will run in parallel with SAIS second dose.
- Partner Provider
 - Agreement to deliver sub-contract as per MFT governance.
 - Model of delivery and Standard Operating Procedure (SOP) adherence.
 - Progress monitoring and addressing operational issues.
- Key Considerations with multiple parallel initiatives.
 - Communication of asks prior to agreement.
 - Confirmation of capacity to support.
 - Timely 360 communication of changes across several initiatives.
 - Capacity to deliver parallel initiatives.

In School Offer – LCO COMMS AND ENGAGEMENT

- LCO (internal)
- MFT
- Schools Headteachers Governors
- GM H&SCP
- MHCC
- MCC
- GMP
- Community Pharmacy
- Engaged and non-participatory PCNs



The Out of School Offer – Vaccination Programme PMO Led January – 31st March 2022

Out of School Offer – Vaccination PMO Led

The JCVI stated that from the 23rd August 2021 children and young people over 12 yrs with specific underlying health conditions that put them at risk of serious Covid-19, should be offered the Covid Vaccination. Following this advice, PCNs were able to opt in to provide over 12yrs vaccinations, and then were required to go through an assurance process led by the to approve the LVS for this cohort. In Manchester all LVS with the exception of Newton Heath (which is approved for 16+) now offer vaccinations for 12yrs+.

The out of school offer for 12yrs+ CYP can be accessed through the NBS which will enable them to book an appointment at the mass vaccination site, community pharmacies, and LVS in Manchester, pharmacies across Manchester a covid vaccination sites through the NBS

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- The key focus of the PMO moving forward is to ensure the communication of the out of school offer is clear for parents and for the priority school compliments the in - school offer
- LVS make appointment available via NBS for 12yrs+ and ensure that walk-ins are available for 12yrs+
- the peripatetic offer can support a whole family vaccination approach, particularly linked into the priority schools.
- appropriate invites are sent to the 'at risk' 12+ through the GP systems.
- that partners can take a targeted approach for particular cohorts within 12-17s e.g. children with LD, a LTCs enables to improve vaccine rates. This workstream will be linked to the 12-17s equity plan.

Out of School Offer – Vaccination PMO Led

The key next steps for the out offer are:

- Co-ordinate to deliver a mobile/outreach vaccination offer January to March, in partnership with PCN Local Vaccination Sites, working with, colleges and 6th forms, drawing on previous experience.
- To work with the INT leads and neighbourhoods to develop a whole family offer using the peripatetic service, and deliver a series of community popups, and be able to vaccinate from the 12yrs (to be confirmed by GM). This will compliment the in-school offer and also the wider engagement that is taking place in neighbourhoods with low take up.
- Confirm appropriate arrangements for 12-17s in PCNS which have not opted to vaccinate this cohort, and ensure that these are communicated to the eligible 12-17s so that an appointment can be secured (via Gateway, LVS, NBS or attend a walk in)

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Widely communicate the vaccine offer available across the city for the 12-17s to compliment the in-school offer.

- To work engage with schools and facilitate primary care professionals e.g. GPs to go into schools to talk to children and young people about covid and the vaccine.
- Agree the targeted cohorts to increase vaccination rates in the 'at risk' 12-17yrs.
- General engagement including:

Work with the Parent Carer Forum to understanding what information parents may want for the more complex children - this will be picked up with in the action plan for special schools.

Focus session with parents to understand the reasons why uptake is low amongst this group cohort

Development of Pod Casts for CYP

Health Equity Summary Plan

Children & Young People's Vaccination 12-17

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Purpose, Aims and Objectives

The **purpose** of this summary plan is to address health equity challenges arising from low vaccination coverage within Children and Young People's vaccination, particularly in response to data and intelligence on coverage for the 12-15 population. The proposal focuses initially on 'in school' settings. It will develop to include the wraparound support which can be provided from out of school vaccination settings.

The **aim** is to define the system priorities and rationale for enhanced delivery of the 1st and 2nd dose COVID19 vaccination for 12-17's, in order to ensure that health equity and increased vaccination coverage is the foundation of the approach in Manchester.

The **objective** is to provide an agreed framework for delivery planning in order to ensure system-wide co-ordination and action of additional activity to drive up coverage at a school and wider neighbourhood level

Timescale- the in school offer is to be made to all schools by half term, to be delivered by 31st March 2022. Out of school vaccination clinics are regularly available throughout the city via National Booking Service.

Vaccination Coverage 12-15's – Summary Data & Intelligence

- Vaccination data for children & young people registered with a Manchester GP showed that **33%** of 12-15 year olds had received a first dose vaccination (at 9/1/22). The Greater Manchester average is **43.4%**
 - Vaccination coverage in the **most deprived 10%** of LSOA areas is **25.5%** compared with **68.8 %** in the **least deprived 10%** of areas within the city.
 - Nationally Manchester is ranked **138th out of 148 boroughs** for 12-15 vaccination, just above Liverpool, Knowsley, Nottingham and several London boroughs (at 21/12/21)
- There are **seven wards** in the city where less than a quarter of the registered population aged 12-15 years have received a one or two doses of the vaccine. These are Ardwick (24.7%), Ancoats & Beswick (24.4%), Cheetham (23.0%), Harpurhey (23.0%), Miles Platting & Newton Heath (22.4%), Moss Side (22.4%) and Hulme (18.0%).
- In absolute terms, the wards that contain the largest number of children needing to be vaccinated are **Cheetham, Harpurhey and Moss Side.**

Vaccination Coverage 12-15's – Summary Data & Intelligence

- The **lowest coverage by ethnic group** from ward-based data is those describing their ethnicity as Arab (9.1%) followed by Black Caribbean (9.6%), mixed White & Black Caribbean children (17.1%) and children from an 'Other Black' background (18.1%). Coverage rates in the 12-15 year old age group are highest in children from a South Asian group (39.6%) and the White population (37.5%).
- However, there are **variations within particular ethnic groups**. For example, vaccination uptake in 12-15 year olds is over 50% in Indian (53.5%) and Bangladeshi (51.9%) children, but only 38% in Pakistani children and 32.8% in children from an 'Other Asian' background.

The coverage data for adult vaccination within wards and neighbourhoods and particular ethnic groups mirrors low 12-15 coverage and reflects the need for a **whole family/community approach**. Although there are concentrations of ethnic groups in certain areas of the city, for example, Pakistani families in Cheetham and Ardwick, and Black African/Black Caribbean families in Moss Side & Hulme and Ancoats/Clayton/Bradford and Harpurhey, this is not always the case. We will need an approach to reach these groups which is not entirely place-based, for example, by connecting to places of worship, culture, particular retail/high streets, outside the areas of residence.

Recommendation for Priority Mainstream Schools

Action: Develop a bespoke plan for each mainstream priority school working back from the scheduled visit date

This work will need to move at pace to meet the timeframe over the next few weeks. It should include an identified lead working with relevant engagement, SAIS and Education named partners. The component parts should include

- A bespoke written plan for each school, with an identified lead co-ordinator
- Active engagement and partnership with the Head/Principal to guide the approach
- Targeted engagement and communication support within the school and wider community including culturally competent approaches to support consent and vaccine confidence. This will ideally be done with someone who already has a good relationship with the school.
- Determination of any service offer needed in addition to the first in-school visit – eg. concurrent mobile/outreach offer for parents/families (whole family approach), link up with LVS offer, further access/taxi offers, a further in school visit
- Capture of learning from delivery in each school to inform future development

- It is likely that some but not all 12-17 year olds in special schools are in the JCVI 12-15 or 16+ 'at risk' cohorts and therefore will have been called forward for vaccination at PCN Local Vaccination Sites. As the intake will be from across the city (and wider) it is not possible to overlay ward/neighbourhood coverage data to get a clear understanding of the likely picture in these settings.
- We can only therefore indicate that the coverage rates appear low based on the consent and immunisation data from the In School Offer but this need to be treated with extreme caution, and for some non-mainstream settings we have no data.
- For Children & Young People in Hospital Schools settings the offer was made to through invitations to attend the North Manchester and Oxford Road half term clinics. These clinics were well attended overall however it is not possible to obtain data to assess effectiveness of coverage for those within the hospital school system. The Head of Hospital schools has indicated that further bespoke work may be needed.
- For children in home-schooled environments including vulnerable children offer was made to through invitations to attend the North Manchester and Oxford Road half term clinics.
- **In order to establish a more accurate position specific insight is needed from each setting. This should be a priority given the vulnerability of the young people concerned and the additional challenges there may be in delivering vaccination to this group.**

Recommendation for Special Schools/Non-Mainstream Settings

Recommended Action: Further investigation into vaccination coverage and the needs of children and young people on an individual school basis.

The proposed March visit date allows time to scope this work further, which will include

- Rapid engagement with the Heads Group of Special Schools with the support of MCC Education to understand the position and to assess how to establish vaccination coverage of first and subsequent doses
- Identify additional needs/ requirements at special schools /PRU including vaccination venues of choice (in/out of school) and other support and access needs (e.g. consent processes, individual plans and utilisation of calm clinics where appropriate.
- A **sub-group working on special schools/non-mainstream settings** likely to be needed
- Develop bespoke plans for each school as required

The ward-based data for 12-15's is reflected in our lowest coverage electoral wards for the **16-17 year old** population based on patient level data, which are Moss Side (29.6%), Hulme (27%), Ancoats & Beswick (34%), Miles Platting & Newton Heath (34.1%), Ardwick (34.8%), Harpurhey (35.6%), and Cheetham (35.7%).

All 16-17 year olds are now eligible to receive a booster dose three months following their second dose.

Young people may access a school or college offer in any part of the city. An evergreen offer is available at all out of school vaccination sites across the city, and targeted mobile/outreach clinics were delivered to support first doses of vaccination in those settings, with mixed uptake.

Recommended Action

- The Vaccination Programme Management Office will co-ordinate a to deliver a mobile/outreach vaccination offer January to March, in partnership with PCN Local Vaccination Sites, working with colleges and 6th forms, drawing on previous experience.
- 16-17 year olds in Special School settings should be picked up through the in-school delivery offer

Proposals Agreed at 12-15 Covid Vaccination

- Clear plan to be established for each priority school with identified single point of contact who will develop and report on plan.
- Coordination of the supplemental use of a pop up to enhance school offer where required, working with Vaccination PMO, to capture families (parents/carers) who may also come forward for a vaccination.
- Specific sub-group to work on Special Schools/Non-mainstream settings
- Commitment of Comms and Engagement to develop strategy and materials to support individual plans
- Engagement with Intrahealth to ensure open and two way communication to avoid clashing of programme timetables
- Operational plan and schedules affecting relevant schools to be regularly shared by MLCO
- Governance - regular update report to be co-ordinated via the 12-17 Leadership Team/PMO and presented at Task Group