



Children and Young People Scrutiny Committee

Date: Wednesday, 10 February 2021
Time: 10.00 am
Venue: Virtual meeting - Webcast at
<https://vimeo.com/507030768>

Advice to the Public

The Local Authorities and Police and Crime Panels (Coronavirus) (Flexibility of Local Authority and Police and Crime Panel Meetings) (England and Wales) Regulations 2020

Under the provisions of these regulations the location where a meeting is held can include reference to more than one place including electronic, digital or virtual locations such as internet locations, web addresses or conference call telephone numbers.

To attend this meeting it can be watched live as a webcast. The recording of the webcast will also be available for viewing after the meeting has concluded.

Membership of the Children and Young People Scrutiny Committee

Councillors –

Abdullatif, Sameem Ali, Alijah, Chohan, Cooley, Hewitson, Kilpatrick, Lovecy, McHale, Madeleine Monaghan, Reeves, Reid, Sadler, Stone (Chair) and Wilson

Co-opted Members -

Ms S Barnwell, Ms Z Derraz, Mr L Duffy, Ms J Fleet and Mrs J Miles

Agenda

1. Urgent Business

To consider any items which the Chair has agreed to have submitted as urgent.

2. Appeals

To consider any appeals from the public against refusal to allow inspection of background documents and/or the inclusion of items in the confidential part of the agenda.

3. Interests

To allow Members an opportunity to [a] declare any personal, prejudicial or disclosable pecuniary interests they might have in any items which appear on this agenda; and [b] record any items from which they are precluded from voting as a result of Council Tax/Council rent arrears; [c] the existence and nature of party whipping arrangements in respect of any item to be considered at this meeting. Members with a personal interest should declare that at the start of the item under consideration. If Members also have a prejudicial or disclosable pecuniary interest they must withdraw from the meeting during the consideration of the item.

4. Minutes

To approve as a correct record the minutes of the meeting held on 13 January 2021.

5 - 10

5. Update on Schools and Settings and their Response to COVID-19

Report of the Director of Education

11 - 24

This report provides a further update on the impact of COVID on schools and settings in the City. The report also provides some information collected during the Autumn term on what children and young people were telling us about the impact of COVID. The report outlines the support that continues to be provided to our schools and settings and also to our families through use of the winter COVID grant.

6. Children and Education Services Budget 2021/22 - to follow

7. Overview Report

Report of the Governance and Scrutiny Support Unit

25 - 34

This report provides the Committee with details of key decisions that fall within the Committee's remit and an update on actions resulting from the Committee's recommendations. The report also includes the Committee's work programme, which the Committee is asked to amend as appropriate and agree.

Information about the Committee

Scrutiny Committees represent the interests of local people about important issues that affect them. They look at how the decisions, policies and services of the Council and other key public agencies impact on the city and its residents. Scrutiny Committees do not take decisions but can make recommendations to decisionmakers about how they are delivering the Our Manchester Strategy, an agreed vision for a better Manchester that is shared by public agencies across the city.

The Children and Young People Scrutiny Committee reviews the services provided by the Council and its partners for young people across the city including education, early years, school standards and valuing young people.

In addition to the elected members the Committee has seven co-opted member positions. These are:

- Representative of the Diocese of Manchester – Vacant
- Representative of the Diocese of Salford – Mrs Julie Miles
- Parent governor representative – Ms Samantha Barnwell
- Parent governor representative – Vacant
- Parent governor representative – Ms Zainab Derraz
- Secondary sector teacher representative – Mr Liam Duffy
- Primary sector teacher representative – Ms Joanne Fleet

The co-opted members representing faith schools and parent governors are able to vote when the Committee deals with matters relating to education functions.

The Council wants to consult people as fully as possible before making decisions that affect them. Members of the public do not have a right to speak at meetings but may do so if invited by the Chair. If you have a special interest in an item on the agenda and want to speak, tell the Committee Officer, who will pass on your request to the Chair. Groups of people will usually be asked to nominate a spokesperson. The Council wants its meetings to be as open as possible but occasionally there will be some confidential business. Brief reasons for confidentiality will be shown on the agenda sheet.

The Council welcomes the filming, recording, public broadcast and use of social media to report on the Committee's meetings by members of the public.

Agenda, reports and minutes of all Council Committees can be found on the Council's website www.manchester.gov.uk

Smoking is not allowed in Council buildings.

Joanne Roney OBE
Chief Executive
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Further Information

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

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This agenda was issued on **Tuesday, 2 February 2021** by the Governance and Scrutiny Support Unit, Manchester City Council, Level 3, Town Hall Extension (Lloyd Street Elevation), Manchester M60 2LA

Children and Young People Scrutiny Committee

Minutes of the meeting held on 13 January 2021

This Scrutiny meeting was conducted via Zoom, in accordance with the provisions of the Local Authorities and Police and Crime Panels (Coronavirus) (Flexibility of Local Authority and Police and Crime Panel Meetings) (England and Wales) Regulations 2020.

Present:

Councillor Stone – in the Chair
Councillors Abdullatif, Cooley, Hewitson, Kilpatrick, Lovecy, Madeleine Monaghan, Reeves, Reid and Wilson

Co-opted Voting Members:

Ms S Barnwell, Parent Governor Representative
Ms Z Derraz, Parent Governor Representative

Co-opted Non Voting Members:

Mr L Duffy, Secondary Sector Teacher Representative

Also present:

Councillor Bridges, Executive Member for Children and Schools
Councillor Murphy, Deputy Leader

Apologies:

Councillors Alijah and McHale
Ms J Fleet, Primary Sector Teacher Representative

CYP/21/01 Minutes

Decision

To approve as a correct record the minutes of the meeting held on 2 December 2020.

CYP/21/02 Children and Education Services Budget 2021/22

The Committee received a report of the Strategic Director of Children and Education Services which outlined the financial management and leadership of the Directorate's budget, the financial position which included demography, growth of demand and a series of savings options proposed by officers aligned to the remit of the Committee to contribute to the Council's duty to achieve a balanced budget in 2021/22. The report also set out the impact the options would have on residents and the workforce. It noted that the Council's budget proposals for 2021/22 and onwards would be subject to further refinement following feedback from public consultation and scrutiny committees and that final budget proposals would be made to Scrutiny and Executive in February 2021. The report reflected the fact that the Council had declared a climate emergency by making carbon reduction a key consideration in the Council's planning and budget proposals.

Officers referred to the main points and themes within the report, which included:

- The background and context;
- Directorate budget approach;
- Directorate Revenue Budget 2021/22 and proposed savings;
- Changes to the report since it was last considered at the Committee's meeting on 4 November 2020;
- The impact on the workforce and Manchester residents; and
- Next steps.

Some of the key points and themes that arose from the Committee's discussions were:

- Whether the proposed savings rated as "red" in the table appended to the report could be looked at again and whether there were any alternatives that could be considered;
- Concern about the proposal relating to the Children and Parent Service, outlined at point 4.56 in the report, noting the considerable benefits of early intervention in improving outcomes for children and families and reducing the need for more expensive interventions later on;
- The impact of COVID-19 on families and on Children's Services;
- Request for further clarification on the information relating to residential placements, including the plans for Lyndene Children's Home;
- Concern about the proposed cut to funding for interventions to support the improvement of maintained schools outlined at points 4.47 and 4.48 in the report; and
- Request for further clarification on the savings relating to Unaccompanied Asylum Seeking Children (UASC) and the impact of these.

The Strategic Director of Children and Education Services informed the Committee that, as the majority of the Dedicated Schools Grant (DSG) was allocated to schools and 47% of the Children's Services budget was spent on care provision for children, the opportunities and areas of the budget where savings could be made was limited. He advised that these areas were interconnected so changes in one area of the service would have an impact elsewhere and that none of these proposals were without risk.

In response to Members' comments about the impact of the pandemic, the Strategic Director of Children and Education Services advised that there had been an increase in requests for advice and support and an increase in referrals to Children's Services, which had included an increase in issues relating to domestic abuse but that the number of children becoming Looked After had not significantly increased so far. He advised that it was a challenging situation as it was more difficult to predict future demand. He also outlined some of work that was currently being developed to support children and families during this time, including short break provision for children attending special schools, sessions for children and young people, similar to the summer holiday provision, and help with paying utility bills for families who were struggling financially.

The Strategic Director of Children and Education Services informed Members that Lyndene was a commissioned children's home and that the children and young people being placed there predominantly had additional health needs, learning disabilities and autism spectrum disorder. He outlined work taking place with health colleagues to commission specialist provision and re-purpose the home to improve outcomes for these children. He suggested that the Committee might want to look at this work further at a future meeting.

In response to a Member's question, the Strategic Director of Children and Education Services clarified that it was proposed to re-purpose three Child and Adolescent Mental Health Services (CAMHS) workers to work with foster families to reduce the risk of foster care placements breaking down. He informed Members that unplanned endings of foster care placements could result in significantly increased costs if the young person had to be placed in a residential children's home.

The Strategic Director of Children and Education Services reported that, as Manchester was now receiving more UASC, this enabled the work to support them to be more intelligence-led and for better commissioning arrangements, based on contracts for supporting a number of young people rather than buying ad hoc support for individual children. He informed the Committee that the Home Office had also recently increased the grant payment to the Council for UASC. Therefore, he advised, that the savings in this area did not represent a reduction in the quality of support provided to these young people. He suggested that the Committee might want to look at the work taking place to secure settled status for these young people.

In response to a Member's question, the Strategic Director of Children and Education Services outlined the support provided to Care Leavers and advised the Committee that a report providing more information on this would be submitted to the next meeting of the Corporate Parenting Panel.

The Chair noted the improvements that had been made in Children's Services in recent years, expressed disappointment that the Council had been put in this financial position due to the level of funding provided by the national government and expressed concern that this could impact on these services in future.

Decisions

1. That the Committee does not support the proposal for the revised parenting commission at 4.56 in the report, which would reduce the number of families receiving this support, and believes that this reduction in early intervention would result in increased costs later on.
2. That the Committee does not support the proposed cut to funding for interventions to support the improvement of maintained schools outlined at points 4.47 and 4.48 in the report, particularly in light of the impact that COVID-19 is having on children's education.
3. To receive further information on the plans to re-purpose Lyndene Children's Home in a future report.

4. That the Committee will monitor the impact of the transformation of CAMHS.

CYP/21/03 Update on Schools and Their Response to COVID-19

The Committee received a report of the Director of Education which provided a further update on the impact of COVID-19 on schools in the city and how this had been responded to during the Autumn term 2020. Members were also provided with an update on how the situation had changed since the report had been published.

Some of the main points and themes highlighted by the Director of Education included:

- The remote learning offer;
- How the COVID Winter Grant was used to make provision over Christmas for children and young people eligible for Free School Meals;
- The announcement the previous week that schools and colleges would only be open for vulnerable children and children of critical workers, with other children accessing remote learning from home;
- The cancellation of GCSE and A-level examinations, noting that the Council and schools were still awaiting further guidance on how pupils' grades would be assessed; and
- Testing for COVID-19 in schools.

The Executive Member for Children and Schools expressed concern about how the situation had been managed by the Department for Education (DfE) and outlined the challenges that schools had faced.

Some of the key points and themes that arose from the Committee's discussions were:

- Sharing the Executive Member's concern about the way the situation had been managed by the national government, in particular the Secretary of State for Education, including that decisions were being made late and were not well communicated;
- The impact of this on schools and pressure on schools' senior leadership teams;
- To thank officers and the Executive Member for their work supporting schools during this challenging time;
- The challenges that schools were facing due to the high number of families who met the criteria for being critical workers;
- To highlight that schools and colleges offering vocational qualifications to students in Key Stage 4 and Key Stage 5 were informed that the examinations did not have to go ahead less than 12 hours before they were due to start;
- That it was important to remember and to continue to remind government that Manchester schools had been dealing with high infection rates since September 2020, including over 17,000 pupils having to self-isolate, and the impact this had had;
- Request for more information on COVID-19 testing in schools, including whether it would be voluntary;

- The challenges of remote learning, including pupils' access to the internet and devices and whether the expectations for the amount of remote learning taking place were sustainable;
- The impact of the pandemic on pupils in Years 10 and 12 who were due to take GCSE and A-level examinations in 2022;
- Concern that there was a lack of consistency between schools about requiring staff to come into the school building to deliver online lessons; and
- That providing food parcels to families who were entitled to Free School Meals instead of vouchers or money was inappropriate and stemmed from negative attitudes towards and lack of trust in working class families.

The Director of Education clarified that COVID-19 testing in schools was currently voluntary and only for secondary and college-age students who were attending school. She reported that, even where families had internet access, many did not have a separate device for each school-age child to use and that feedback indicated that secondary-age children were being given priority for this in many families; however, she advised that remote learning did not have to take place online. She reported that children who did not have access to remote learning or a quiet space at home to work were now classed as vulnerable pupils who could continue to attend school but that this added to the challenges schools were facing with the number of pupils who met the eligibility criteria for attending school. She advised Members that, even if pupils were awarded fair GCSE and A-level grades which took into account the additional challenges children in this region had faced, they would still have missed out on their education and parts of the course content.

The Executive Member for Children and Schools supported the Committee's comments regarding Free School Meals. He expressed concern about the quality of some of the food parcels provided to families and that benefits were not sufficient for people to be able to feed their children. He advised Members that both schools and families were in a difficult position regarding the issue of which children should be in school and that there needed to be better communication to employers about who should or should not still be going into work and appropriate financial support put in place. He informed Members of the positive feedback from schools about the support they had received from the Council during the pandemic.

In response to Members' questions, the Director of Education reported that Alternative Provision was required to remain open for all pupils and that supplementary schools could stay open, although many supplementary schools had chosen to move to remote learning, and that both these types of settings were being provided with support and guidance by her team. She outlined how the Council was working to achieve a consistent approach across the city, liaising with trade unions and sending Frequently Asked Questions (FAQs) and other communications to all schools.

Decisions

1. To thank the Director of Education and her team for all the support they have provided to schools during the pandemic and to ask her to pass those thanks on.

2. To agree that the Chair of the Committee writes to the Prime Minister and the Secretary of State for Education to raise concerns that the Secretary of State is not fit for the post.

CYP/21/04 Our Manchester Strategy Reset - Draft Strategy

The Committee received a report of the Strategic Director of Children and Education Services which provided an update on the draft *Our Manchester Strategy – Forward to 2025* reset document. A draft of the reset Strategy was appended to the report. The report noted that achieving Manchester’s zero carbon target was reflected throughout the work on the Our Manchester Strategy reset and would be clearly captured in the final reset document.

The main points and themes within the report included:

- The background to the Our Manchester Strategy reset;
- Our Manchester Strategy – Forward to 2025;
- Final design and communications; and
- Next steps.

A Member expressed concern that, although the COVID-19 pandemic was referred to in the Strategy, it did not fully reflect the impact of the pandemic across all areas of the Strategy. The Deputy Leader advised Members that it was difficult to fully reflect how the situation would develop as it was still changing but that it was important to ensure that the city was in the right position to react to changes and to enable local residents to benefit. He reported that the Strategy was subject to change and that the Council had tried to engage on it with residents who would not normally respond. He informed Members that the Strategy aimed to set down key principles and a vision of where the city should be in five years’ time.

Decision

To note the report and to thank everyone for their work on the Strategy.

CYP/21/05 Overview Report

A report of the Governance and Scrutiny Support Unit was submitted. The overview report contained key decisions within the Committee’s remit, responses to previous recommendations and the Committee’s work programme, which the Committee was asked to approve.

The Chair informed the Committee that he had discussed with another Committee Member the impact of the pandemic on the mental health of young people and their families, including both positive and negative aspects, and a suggestion that the Committee should receive a report about this at a future meeting. He advised that he would discuss this with officers after the meeting.

Decision

To note the report and agree the work programme, subject to the above comment.

**Manchester City Council
Report for Resolution**

Report to: Children and Young People Scrutiny Committee – 10 February 2021

Subject: Update on schools and settings and their response to COVID-19

Report of: Director of Education

Summary

This report provides a further update on the impact of COVID on schools and settings in the City. The report focuses on how schools and settings have responded to during the first month of the new term while learning has been delivered remotely to the majority of children and young people with only vulnerable children and children of critical workers being offered on site learning at their school. The paper summarises the most recent Government guidance and how this is being implemented. It provides an update on the numbers of children accessing onsite provision and the numbers of positive cases across our schools and settings. The report also provides some information collected during the Autumn term on what children and young people were telling us about the impact of COVID. The report outlines the support that continues to be provided to our schools and settings and also to our families through use of the winter COVID grant.

Recommendations

The committee is asked to recognise the challenges faced by school and setting leaders at this time and discuss the measures being taken by schools and colleges to ensure children and young people are safe, able to learn at home and attending schools where this is appropriate. The committee are asked to comment on what children and young people have told us about the impact of COVID. The committee is also asked to comment on the support provided by the Local Authority for schools and settings.

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.
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Manchester Strategy outcomes	Summary of how this report aligns to the OMS
A thriving and sustainable city: supporting a diverse and	It is important we build a safe, healthy, happy and successful future for all of Manchester's children so

distinctive economy that creates jobs and opportunities	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 homegrown 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 choose to visit, live and work.
A connected city: world class infrastructure and connectivity to drive growth	Continually improve outcomes for all children and 'reduce the gap' against the national attainment average

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Background documents (available for public inspection):

September opening of schools and colleges for all children and young people - paper presented to Children and Young People Scrutiny Committee 5th September 2020

Update on opening of schools and colleges for all children and young people - paper presented to Children and Young People Scrutiny Committee October 2020

Special Educational needs and disability update and the response to COVID-19 – paper presented to Children and Young People Scrutiny Committee October 2020

Update on opening of schools with a focus on school attendance – paper presented to Children and Young People’s Scrutiny Committee November 2020

Update on schools and their response to COVID19 - paper presented to Children and Young People’s Scrutiny Committee January 2021

1.0 Introduction

- 1.1 In Manchester, during the Autumn term the majority of schools remained open to all pupils within the context of high rates of COVID-19 infections across the City and Greater Manchester. All schools were open to all of their statutory school age pupils by 14th September and overall attendance during the first half of the Autumn term school attendance was 94% if absence related to isolation as a result of COVID-19 is discounted which is positive and much higher than initially anticipated.
- 1.2 On 4th January 2021 the Government announced that with immediate effect schools would be closed to the majority of their pupils who would be required to learn from home and that schools should only offer onsite provision to vulnerable children and children of critical workers. Initially, there was no further guidance on this and schools had to make their own decisions on who to invite into school as well as implement their remote learning offer. However, subsequently there has continued to be regular Government guidance issued to school and setting leaders each week. We are also now aware that schools will not fully open to all of their pupils until 8th March at the earliest and that schools will be given two weeks notice about full reopening so that they have time to prepare for this. Currently we are unaware of what the plans are for full reopening and for example whether this will be staggered initially.
- 1.3 This report provides an update following on from previous reports on the impact of COVID on schools and settings for the first month of the spring term. The paper summarises the most recent Government guidance and how this is being implemented. It provides an update on the numbers of children accessing onsite provision and the numbers of positive cases across our schools and settings. The report also provides some information collected during the Autumn term on what children and young people were telling us about the impact of COVID. The report outlines the support that continues to be provided to our schools and settings and also to our families through use of the winter COVID grant.

2.0 Numbers of positive cases of COVID19

- 2.1 As of the 16th November 2020 the reporting of positive cases within Early years settings and schools, was brought 'in house'. Previously schools reported cases via several routes including Greater Manchester hub, Public Health England and the DfE helpline etc. This scattered approach to reporting resulted in inconsistent advice to schools with regards to contact tracing and the resulting data being held by various sources. Settings and schools can now report positive cases via one online form to the local Manchester Test and Trace (MTAT) Team. The MTAT team, staffed by nurses, are also available by phone to give immediate and accessible advice to school leaders on complex clinical issues related to contact tracing.
- 2.2 Feedback from settings has been that this process has greatly enhanced the ability for schools to confidently contact trace in a timely manner and has provided Health colleagues and Education a centralised more accurate data

set to report from and identify areas of concern. Schools have continued to report positive cases for all of their staff and children when they are made aware of these even though they do not have all children and staff on site – the numbers outlined below therefore do not only include children who are accessing provision on site but cover children and young people where positive cases continue to be reported by parents/carers to the school.

- 2.3 Since the introduction of the locally led system in November, we have been notified of a total of 1,366 cases. During the period between 18/12/20 and 29/01/21, a total of 462 cases were reported to Manchester Test and Trace and of these, 35% of all reported cases in school and early years settings were children, 34% were teaching staff and 27% non-teaching staff. An average of 30 children (from a school age population of almost 90,000) have been reported as COVID-19 positive by schools each week during this period. However, it is to be noted that the data provided for the last 6 week period, will be impacted by the Christmas break, fewer children returning to school in early January due to the current national restrictions in place and also the increase in lateral flow tests now being used by the majority of school staff which identifies asymptomatic cases.
- 2.4 Throughout January, the majority of reported cases continue to be in primary or secondary school settings. Reported cases in secondary schools have steadily declined over the reported period with a weekly average of 12 cases and this reflects that there are significantly fewer children in secondary school accessing on site provision. The highest number of cases each week consistently being seen in Key Stage 2.
- 2.5 During this six-week period an average of 600 children and 163 staff have been required to self-isolate per week. Positively, cases reported demonstrate that a high proportion of schools are making their own independent decisions on identifying contacts of reported cases and instructing to self isolate. There is also a reduction in the numbers of children and adults having to self isolate in response to a positive case in January due to lower numbers of children and staff in school and with some children and staff there are no other school contacts because they are at home anyway.
- 2.6 Information on positive cases in schools and early years settings since reporting arrangements changes

WEEK ENDING	TOTAL POSITIVE CASES	POSITIVE CHILDREN	POSITIVE ADULTS	ISOLATING CHILDREN	ISOLATING ADULTS
20/11/20	183	121	62	3715	196
27/11/20	209	132	77	3965	319
04/12/20	177	123	54	3049	258
11/12/20	175	110	65	3647	234
18/12/20	160	88	72	2817	178
Following numbers are during 2 week Christmas break and partial closure of schools					
25/12/2	74	48	26	1025	80

1/1/21	12	5	7	31	2
8/1/21	36	14	22	72	40
15/1/21	111	37	74	743	221
22/1/21	112	42	70	1075	468
29/1/21	115	32	83	638	162

*excludes visitors

- 2.7 This data can be further broken down to understand the positive test results over the last 6 week period as follows

Early Years	Primary	Secondary	Special	All Through	Sixth Form
96	206	71	21	22	40

*excludes settings not falling within above categories

- 2.8 The Population Health Team are currently working on using the data reported by schools to identify themes/trends and cross reference with data held by other teams. As the online form that schools use to report cases can be amended as needed, questions were added week beginning the 25/01/21 to help analyse data around lateral flow testing and asymptomatic cases in schools and early years settings.

3.0 Numbers of children on site

- 3.1 Following the Prime Minister's announcement on the evening of 4th January that schools should close the following day to majority of their pupils in order to reduce community transmission of coronavirus, schools were initially asked to offer places to pupils who were considered vulnerable and children of critical workers using a pre-existing list of posts considered as critical by the government. No further guidance or indication was provided regarding numbers of pupils who could or should be on site to access their education. Consequently, the Local Authority provided some advice to schools to support them with their planning during the first few days. This advice requested that schools prioritised their vulnerable pupils for on site provision including those children with Education, health and care plans (EHCP), those known to social care and also children who did not cope well with the first lock down in March 2020. It also requested that schools prioritised children of Health and Care workers when considering children of critical workers. In addition to this, it was acknowledged that schools had to balance the number of on site places offered with the numbers of staff available to work on site (taking into account those who are clinically extremely vulnerable and those self isolating) and also the requirement to provide daily remote learning for children not on site and carry out welfare checks. Schools were also required to review their risk assessments.
- 3.2 Subsequent Guidance provided by the DFE also specified that special schools and alternative provision should offer on site provision to all children who want a place due to their vulnerability and that nursery setting, nursery schools and nursery classes should remain open for all children. This guidance also advised that schools should not limit the number of places they offer on site

and that all children of critical workers should be offered a place in school although it did ask that where possible critical workers should work from home and not send their children to school.

- 3.3 On Monday 11 January 2021, all Manchester schools were asked to complete a return to indicate the number of critical worker and vulnerable children invited to attend settings, capturing critical worker place requests, places offered, vulnerable places offered, including children with EHCPs. Settings were also asked to identify which other cohorts of vulnerable pupils were asked to attend school. The data below is based on returns from 170 settings, including sixth form colleges.
- 3.4 Of the cohorts offered places in school, all schools reported offering places for children of critical workers, which was the highest category. This was followed by Child in Need and Child Protection as next highest priority groups. It is reassuring to note that 30 schools have offered places to children vulnerable to exploitation online, 109 schools are supporting children with mental health needs. 134 of 170 schools have invited CYP who struggle with learning remotely to attend school.
- 3.5 Number of returns by district were as follows: North 50, Central 67, South 53. The school offer is similar in north and central, but higher in south. The offer in north averages at 27% of the total number of pupils on roll. The school offer in central averages at 25% and the school offer in south average is 33%. This is slightly higher, as it includes special schools who have more children attending and also has higher number of critical worker children attending. Overall, there has been an increase in school places offered and taken up since previous national lockdown, especially in schools in central Manchester.

Data by sector based on 170 returns
Offer of places as a % of Number On Roll

Primary	34%
High School	14%
Sixth Form	3%
Special	72%
Alternative Provision	53%

- 3.6 Schools also complete a daily return on a portal for the DFE which provides us with an overview of numbers of children attending on site each day and how this compares with national and regional data. This data does show that the numbers of children on site have increased each week as schools invite more children to attend and also because more children are taking up places which have been offered. Schools are working hard to ensure that in particular vulnerable children do take up a place when it is offered and social workers, early help and other agencies are also supporting with this.
- 3.7 As a snapshot, on 26th January data from the portal showed that 16.2% of our 5 to 11 pupil cohort are on a school site (11,086 children) which is above the average for England. Of these, 6193 are children of critical workers. 39.3% of

children with an EHCP are also accessing on site provision (above regional and national), 47.7% of children with a social worker (above regional and national) and 14.5% of children on free school meals (above regional and national).

4.0 Early Year settings

- 4.1 The vast majority of our Early Years settings have remained open to all children in line with Government guidance – 125 settings are open across the City with 9 closed. Approximately 3260 children are continuing to attend settings each day. This is broadly in line with the number of children who were attending in the Autumn term – so although the numbers are lower than we would usually expect, they have not reduced during the lock down period.
- 4.2 There are 404 childminders continuing to operate with 709 children attending and 184 closed. Currently, 23 child minders providing for school age children during school hours.

5.0 Lateral Flow testing

- 5.1 Just before the end of term, the Government announced that from 4th January, they would be introducing testing in secondary schools and colleges. Lateral flow tests are rapid turnaround tests that can process COVID-19 samples on site without the need for laboratory equipment in approximately 30 minutes. They can be undertaken by non-medically qualified individuals trained on how to administer the test and read results. All secondary schools and colleges were sent a supply of LF tests and provided with a standard operating procedure and training to set up testing spaces. DFE guidance includes the following uses for lateral flow tests of staff and pupils:

- 1. Test as many secondary pupils and students on their return to secondary schools and FE colleges as possible. This means two LFDs tests three to five days apart.**
- 2. Carry out weekly testing of school and college staff.**

These measures will identify some, although not all, cases of Covid-19 who don't have symptoms - who will then self-isolate. This will reduce the risk of the virus spreading within schools.

Initially, there had been a third use of Lateral flow testing planned for use in schools and colleges:

- 3. Carry out daily testing for seven days of pupils and students and staff who are close contacts of a positive case.**

This use of lateral flow tests is proposed in order to allow pupils and staff who are close contacts of a positive case to come back into school, who would otherwise have been at home self-isolating. However, this third use of lateral flow tests has currently been paused by the DFE following advice from

Directors of Public Health who are concerned that using lateral flow tests in this way could increase the risk of transmitting Covid-19 infection in school, at a stage of the pandemic when rates of Covid-19 are high. This is because lateral flow tests don't identify all cases of Covid-19 – there are some 'false negative' results.

- 5.2 More recently, there has been a further change whereby children and staff who test from a LF test no longer need to have this test confirmed by a standard PCR test (where a test result is obtained/analysed in a Laboratory).
- 5.3 Secondary schools were offered some support to help them to set up their testing sites from the Council. This has included support with their risk assessments and also visits to the Council's LF testing centre at FC Utd to look at the layout and process. Schools and colleges are now providing an offer of testing for their staff and some are also offering this to the pupils who are on site. Feedback has generally been that testing is going well and schools wanted to start with staff to better understand the process and did not want to test children until they were confident in this. However, school leaders have expressed concern about how this process will be manageable for all of their pupils once schools fully reopen.
- 5.4 In addition, to testing in secondary schools and colleges, primary schools have in the last week been sent a supply of LF tests for their staff to administer at home. In the interim period primary school staff were able to access a LF test as one of the Council's LF sites across the city. This provision has now been made available to staff in early years settings.

6.0 Remote Learning

- 6.1 The majority of children and young people in the city are currently at home accessing education remotely. Since September, provision of remote learning is statutory. Following the announcement of the current lock down the DFE also changed the requirement for remote learning and schools now need to provide an average of: 3 hours per day for pupils in key stage 1; 4 hours per day in key stage 2 and 5 hours per day in secondary and post 16. Schools also need to set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects and:
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
 - have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
 - gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
 - enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

6.2 Remote learning does not have to be digital and in fact many of our schools have a more blended approach and in some schools the offer is entirely paper based. However, due to the increasing reliance on digital devices and access to wifi, there is an increasing focus on ensuring as many children as possible have access to a digital device and internet connection during this period of lockdown.

6.3 Schools have received the following laptops/equipment from the DfE.

In the Summer term:

- All schools received laptops to support all children subject to a child protection plan and laptops to support children classed as Child in Need in Years 3 and above.
- High schools received laptops to support disadvantaged Year 10 pupils (2019/20 cohort). This number varied according to their number of pupil premium students.
- High schools received a small number WiFi dongles from the DfE to support pupils. These dongles are still providing connectivity.

In the Autumn Term:

- Schools could draw down additional laptops to support pupils working from home when isolating after a positive Covid case in the school. Some schools are yet to claim these laptops.

January 2021:

- Schools can apply on behalf of families to increase the mobile data with their mobile provider through a DfE scheme. This information has been distributed to schools.
- Schools are now able to claim their full allocation of laptops from the DfE if they have not already accessed them.
- X box and Playstation games consoles can be used to access Google classroom and Microsoft teams and this has been promoted to schools.

6.4 The Local Authority also asked schools to complete a quick audit on access to devices and wifi. This has been completed by 82 schools and settings across the city. It was aimed at primary but some secondary and special schools have completed it too.

This audit has shown that there is still a significant shortfall in devices/access to wifi in some schools despite a significant number of laptops being allocated to schools through the DfE and schools using their own resources to also provide devices. The Local Authority is working with GMCA and businesses to look at whether more devices can be made available and matching offers of help to schools where there are specific gaps.

7.0 Safeguarding

- 7.1 Since the partial closure of schools, the Safeguarding in Education team has continued to provide information, guidance and support across the education sector. Regular newsletters, updates and weekly online drop-in sessions have enabled school staff to be assured in carrying out their safeguarding duties. Designated safeguarding lead training has moved online too, in order that DSLs remain current in their training.
- 7.2 During the first national lockdown, schools were advised to create an appendix to their school safeguarding policy to reflect new arrangements. A model Manchester policy was created by the Safeguarding team and this has now been adapted to reflect the current arrangements during lockdown, including, for example, the different expectations for remote learning and the increased cohorts of 'vulnerable' children to be encouraged to attend their setting. Furthermore, a safeguarding prompts checklist has also been shared with all settings to support them in ensuring they have kept appropriate safeguarding arrangements in place at this time.
- 7.3 School clusters, were established in October 2020 in each ward of the city, building peer support for schools with termly networks and attendance from neighbourhoods, children's social care, attendance, safeguarding, early help, school nursing and others, as requested. In February the next cluster meetings will take place with a focus on the safe and together model. This is in response to the concerns of increased domestic abuse during lockdown and to support schools in their support for families following operation encompass notifications.
- 7.4 Support for parents has been provided in the form of webinars delivered by One Education's education psychology team advising how to help their children with remote learning. This has been promoted through the parent carer forum and has had a really good uptake.

8.0 Mental Health and Wellbeing

- 8.1 The Wellbeing for Education DFE grant established in August 2020 has allowed us to commission Healthy Schools to deliver training and support to all of our schools and colleges across the city, including alternative provision and the independent sector, to support all our children and young people at this time. The initial phase of training is almost complete. Mental Health leads in almost every setting have now attended training to support children with anxiety, bereavement, stress and trauma support. The training includes a focus on staff and parent wellbeing and it has been fantastic to see our schools offer sessions for families already. The next phase of the training will continue to support settings with bespoke guidance for delivering their whole school support. Through the commission healthy schools has also provided materials for settings to use as they rollout the mental health whole school approach. In the last two weeks 252 professionals from schools across the city have continued with the training, even whilst managing the remote learning

offer. On 3 February 2021 there will be a headteacher wellbeing session delivered by healthy schools.

9.0 Free School Meals during term time

- 9.1 Schools normally receive funding for Free School Meals (FSM) to provide children with a meal for the term time period and are required to make provision for children on benefits related free school meals when they are not in school due to COVID19. During the first few weeks of term, schools were provided with guidance from the DFE that set out expectations and standards for the provision of food to children not in school. The DFE also agreed to fund schools to support them with these arrangements. In addition, with effect from 18th January 2020 schools have been able to access a national voucher scheme.

10.0 COVID winter grant – hardship fund and free school meals

- 10.1 On 8th November the government announced that they were making £170m available to Local Authorities as part of a COVID winter grant. The objective of this grant is to provide support to vulnerable households and families with children affected by the pandemic throughout winter period and where alternative assistance is not available. Local Authorities have the flexibility to develop a local approach that best fits this objective. Items covered by this grant include food, energy, water, and other financial support. The grant covers the period from December to end of March 2021.
- 10.2 Manchester's grant allocation is **£2.581m**. At least 80% of a local authority's spend on the grant must be on families with children including pre-school and children up to and including age 19 (on 31st March 2021) - **£2,065m** of Manchester's grant. Up to 20%, **£0.516m** can be used on residents without children and this includes young people who are care leavers and those with special educational needs.
- 10.3 Executive committee approved the decision to prioritise the provision of supermarket vouchers for children eligible for benefit related free school meals and other financially disadvantaged children and young people during the two week Christmas holiday and February half term. Work is currently underway to order and distribute supermarket vouchers to schools for children to cover February half term week. Unlike over Christmas, many more schools have now set up their own systems for providing support for children on free school meals during term time and so more schools have opted to continue to use this system over half term and will be reimbursed for this by the Local Authority.

In addition, to provision for meals over the school holidays, the Local Authority has allocated funding from this grant to establish a hardship grant for families who are struggling over winter. This process allows a discretionary payment to be made for a child where there are concerns identified that a family is experiencing hardship. This scheme has now been shared with schools, settings and colleges.

11.0 Children and young people's views about COVID

11.1 Using a variety of sources of information which captures our engagement with children and young people including personal education plans, review meetings etc as well as some direct engagement activities such as surveys and focus groups, we have collated some of the main things that children and young people are telling us about COVID. This information was captured before the current lockdown period and has come from different cohorts of children and young people including Young Carers, young people with special educational needs /disability, young people working with services such as Early Help, Alonzi House or Youth Justice, our children and young people and care leavers.

11.2 Children and young people have told us that they are worried about the following things:

Health and wellbeing

- their mental health
- loss of confidence and worried about 'going back to normal'
- missing friends
- lonely and isolated
- missing routine
- missing hugs
- their physical health deteriorating as lack motivation to exercise
- health of their family members and those they care for
- worrying about parents' welfare and health
- whether they can still have contact with parents (where they do not live with them)

Future and aspirations

- interruption to their education
- falling behind at school
- worry about not sitting exams and therefore grades will not reflect true ability
- transition to next destination
- opportunities available in the future
- uncertainty

Communication

- blurring of home and school through remote learning
- often feel overloaded or bombarded with information
- confusing media and information – what to believe
- changing guidance is confusing

Finances

- household income
- redundancy

11.3 There were also positive outcomes mentioned by children and young people. These were mentioned by a lot of children and particularly younger children and included:

- Enjoying online activities – a whole range of activities were referred to
- Enjoying online learning and having a laptop
- Stronger relationships with families and those caring for them at home
- Being in school especially being in a smaller group
- More time to relax and play at home

12.0 Conclusion

12.1 There continue to be many unknowns for our children and young people and education leaders. Schools and settings are reporting higher levels of anxiety among children and staff during this period of lockdown. It is still not clear when schools or colleges will be allowed to reopen to all of their children and young people and how this will be organised. There continues to be uncertainty about what will replace examinations this summer for year 11s and year 13 and we are awaiting the outcomes of a recent consultation on this. Education leaders have also expressed concern about how tight the timescales will now be for whatever is put in place as an alternative to exams if young people are not returning to school until March. There are of course also huge concerns about the about the learning that our children and young people are missing while they are not in school, added to that which was lost last year in the summer term. This is in addition to the other benefits of being in school or college for children and young people.

12.2 The Local Authority has continued to provide support to our schools and settings with regular communication, information, virtual meetings and individual advice and support to school and setting leaders when required. We continue to hear the most positive stories as well about our children and young people and their response and resilience at this time and also how innovative and flexible our schools and settings are being in order to ensure our children and young people are safe, well and able to learn at home or at school.

13.0 Recommendations

13.1 The committee is asked to recognise the challenges faced by school and setting leaders at this time and discuss the measures being taken by schools and colleges to ensure children and young people are safe, able to learn at home and attending schools where this is appropriate. The committee are asked to comment on what children and young people have told us about the impact of COVID. The committee is also asked to comment on the support provided by the Local Authority for schools and settings.

**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee – 10 February 2021

Subject: Overview Report

Report of: Governance and Scrutiny Support Unit

Summary

This report provides the following information:

- Recommendations Monitor
- Key Decisions
- Items for information
- Work Programme

Recommendation

The Committee is invited to discuss the information provided and agree any changes to the work programme that are necessary.

Contact Officer:

Name: Rachel McKeon
Position: Scrutiny Support Officer
Tel: 0161 234 4997
Email: rachel.mckeon@manchester.gov.uk

Wards Affected: All

Background Documents (available for public inspection):

None

1. Monitoring Previous Recommendations

This section of the report contains recommendations made by the Committee, responses to them, if they will be implemented, and if it will be, how this will be done.

Date	Item	Recommendation	Action	Contact Officer
8 January 2019	CYP/19/05 Youth and Play Services	To request the needs analysis ranking information for the 32 wards in Manchester.	A response to this recommendation has been requested and will be circulated to Members by email.	Amanda Corcoran, Director of Education
9 October 2019	CYP/19/39 Skills for Life	To request that the Council work to ensure that, as far as possible, all settings are involved in Skills for Life, including independent schools, and that officers look into how Skills for Life could be incorporated into the contracts when Our Children are placed in non-Council-owned residential settings.	A response to this recommendation will be reported back to the Committee via the Overview report.	Amanda Corcoran, Director of Education
6 November 2019	CYP/19/46 Ghyll Head Outdoor Education Centre	To recommend that officers look into how Ghyll Head could be used by families whose children are on the edge of care.	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Neil Fairlamb, Strategic Lead (Parks, Leisure, Events and Youth)
6 November 2019	CYP/19/46 Ghyll Head Outdoor Education Centre	To request that consideration be given as to how Members and the Friends of Ghyll Head can be engaged in the work of the Stakeholder Board.	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Neil Fairlamb, Strategic Lead (Parks, Leisure, Events and Youth)
6 November	CYP/19/47 Youth Strategy	To request demographic information on the young	A response to this recommendation has been requested and will be reported	Neil Fairlamb, Strategic Lead

2019	and Engagement	people accessing youth services, particularly the youth hubs, including by ward.	back to the Committee via the Overview report.	(Parks, Leisure, Events and Youth)
6 November 2019	CYP/19/48 Youth and Play Services - Young Manchester	To request that clear information on the availability of toilet facilities, for example, in park cafes, be included on signage in parks.	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Neil Fairlamb, Strategic Lead (Parks, Leisure, Events and Youth)
5 February 2020	CYP/20/11 The Council's Updated Financial Strategy and Budget reports 2020/21	To request a short note in a future Overview Report on the tendering process for the Educational Psychology service.	A response to this recommendation will be reported back to the Committee via the Overview report.	Amanda Corcoran, Director of Education
4 March 2020	CYP/20/16 Improving Children's Outcomes Through Collaboration and Working in Partnership in a Locality	To request further information on how the Manchester University NHS Foundation Trust is dealing with smoking around its hospital sites and to note that the Executive Member for Children and Schools will circulate a briefing note on work that is already taking place to address smoking in pregnancy.	A response to this recommendation will be reported back to the Committee via the Overview report.	Paul Marshall, Strategic Director of Children and Education Services
22 July 2020	CYP/20/26 Manchester's Transformation Plan for Children and Young	To request that school governors be included in the plans for schools and that CAMHS and the support on offer be included on the agenda of a future Chair of Governors	A response to this recommendation will be reported back to the Committee via the Overview report.	Amanda Corcoran, Director of Education

	People's Mental Health and Wellbeing	briefing.		
2 December 2020	CYP/20/51 Early Help Evaluation (2015 - 2020)	To ask officers to consider how Councillors could help with this work and to circulate a note to the Committee Members on this.	A response to this recommendation has been requested and will be circulated to Members.	Julie Heslop, Strategic Head of Early Help
2 December 2020	CYP/20/51 Early Help Evaluation (2015 - 2020)	To request that the Early Help Project Manager provide information on the number of families, in relation to the presentation slides on areas of the city and the sustainability of impacts.	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Ed Haygarth, Early Help Project Manager

2. Key Decisions

The Council is required to publish details of key decisions that will be taken at least 28 days before the decision is due to be taken. Details of key decisions that are due to be taken are published on a monthly basis in the Register of Key Decisions.

A key decision, as defined in the Council's Constitution is an executive decision, which is likely:

- To result in the Council incurring expenditure which is, or the making of savings which are, significant having regard to the Council's budget for the service or function to which the decision relates, or
- To be significant in terms of its effects on communities living or working in an area comprising two or more wards in the area of the city.

The Council Constitution defines 'significant' as being expenditure or savings (including the loss of income or capital receipts) in excess of £500k, providing that is not more than 10% of the gross operating expenditure for any budget heading in the in the Council's Revenue Budget Book, and subject to other defined exceptions.

An extract of the most recent Register of Key Decisions, published on **1 February 2021** containing details of the decisions under the Committee's remit is included below. This is to keep members informed of what decisions are being taken and, where appropriate, include in the work programme of the Committee.

Register of Key Decisions:

Subject / Decision	Decision Maker	Decision Due Date	Consultation	Background documents	Officer Contact
<p>Early Years & Education System (EYES) - Additional Funding (2020/09/01A)</p> <p>The approval of revenue expenditure for additional costs attributed to the implementation of the Liquidlogic EYES module, funded by a transfer to the revenue budget from the Capital Fund.</p>	<p>City Treasurer (Deputy Chief Executive)</p>	<p>Not before 30th Sep 2020</p>		<p>Checkpoint 4 Business Case</p>	<p>Amanda Corcoran, Director of Education a.corcoran@manchester.gov.uk</p>
<p>Young Manchester Funding (2019/12/06A)</p> <p>To finalise the contract value for the continuation of funding to Young Manchester</p>	<p>City Treasurer (Deputy Chief Executive)</p>	<p>Not before 4th Jan 2020</p>		<p>Manchester Youth Offer Strategy</p>	<p>Lisa Harvey Nebil lisa.harvey-nebil@manchester.gov.uk</p>
<p>Youth Offer Strategy (2019/12/11B)</p> <p>To agree a Youth Offer Strategy for the next 3 years and complete the production of the strategy document</p>	<p>Strategic Director (Neighbourhoods)</p>	<p>13 Jan 2020</p>		<p>Manchester Youth Offer Strategy</p>	

Subject / Decision	Decision Maker	Decision Due Date	Consultation	Background documents	Officer Contact
<p>Future model of care for Lyndene Children's Home (2020/07/24C)</p> <p>To agree a new model of residential, short breaks and edge of care support care at Lyndene Children's home.</p>	Strategic Director - Children and Education Services	Not before 22nd Aug 2020		Report and Recommendation	Sarah Austin sarah.austin@manchester.gov.uk
<p>Contract for the Provision of Children's Residential Care Services in Manchester (2020/07/24D)</p> <p>The appointment of a Care Provider to deliver Children's Residential Care Services in Manchester following a tender exercise.</p>	Strategic Director - Children and Education Services	Not before 22nd Aug 2020		Report and Recommendation	Sarah Austin sarah.austin@manchester.gov.uk
<p>COVID winter grant to support food provision for children and young people over the Christmas holidays and February half term holiday.</p> <p>Manchester has been allocated £2.581m as a COVID winter grant. A minimum of 80% of this grant must be spent on families with children. The grant covers the</p>	Executive	9 Dec 2020		D2 COVID Winter Grants for food provision to Children	Amanda Corcoran, Director of Education a.corcoran@manchester.gov.uk

Subject / Decision	Decision Maker	Decision Due Date	Consultation	Background documents	Officer Contact
<p>period from 1st December to 31st March 2021.</p> <p>The decision is to agree to support food provision for c43,000 children and young people over the Christmas holidays and February half term holiday</p>					
<p>Contract for the Provision of Domestic Violence & Abuse Services Lot 1 - Child to Parent Violence & Abuse Project Lot 2 - Children and Young People affected by Domestic Violence & Abuse (2020/12/23A)</p> <p>The appointment of Provider to deliver the service.</p>	Executive Director of Adult Social Services	Not before 1st Feb 2021		Report and Recommendation	Delia Edwards, Domestic Abuse Reduction Manager delia.edwards1@manchester.gov.uk
<p>Q20347 Consultant for EYES data Migration. 2019/04/25A</p> <p>Contract is to support Manchester City Council with the migration of their Education Management System away from Capita One towards the Liquidlogic EYES solution.</p>	City Treasurer (Deputy Chief Executive)	Not before 1st Jun 2019		Report and Recommendation	Jon Nickson j.nickson@manchester.gov.uk

**Children and Young People Scrutiny Committee
Work Programme – February 2021**

Wednesday 10 February 2021, 10.00am (Report deadline Friday 29 January 2021)				
Item	Purpose	Executive Member	Strategic Director / Lead Officer	Comments
COVID-19 Update	To receive a further update, to focus on school attendance data and any new developments or significant changes to the current situation. To include information on children and young people's mental health.	Councillor Bridges	Paul Marshall/Amanda Corcoran	See January 2021 minutes
Budget 2021/22 – final proposals	The Committee will consider refreshed budget proposals following consideration of the original officer proposals at its November 2020 meeting and (any) revised budget proposals at its January 2021 meeting.	Councillor Bridges	Paul Marshall/Amanda Corcoran/Reena Kohli	Executive Report
Overview Report	The monthly report includes the recommendations monitor, relevant key decisions, the Committee's work programme and any items for information.		Rachel McKeon	

Wednesday 10 March 2021, 10.00am (Report deadline Friday 26 February 2021)				
Item	Purpose	Executive Member	Strategic Director / Lead Officer	Comments
COVID-19 Update	To receive a further update, to focus on school attendance data and any new developments or significant changes to the current situation.	Councillor Bridges	Paul Marshall/Amanda Corcoran	
School Governance	To receive a report on school	Councillor	Amanda Corcoran	

	governance to include: <ul style="list-style-type: none"> Recruitment including vacancies for Local Authority Governors and recruitment of Black, Asian and Minority Ethnic (BAME) governors How Parent Governors can be supported to play a full role in the governing body 	Bridges		
Unaccompanied Asylum Seeking Children (UASC)	To receive a report on UASC, including work to secure a permanent status.	Councillor Bridges	Paul Marshall	
Lyndene Children's Home	To receive a report on the re-purposing of Lyndene Children's Home to provide edge of care services.	Councillor Bridges	Paul Marshall	See January 2021 minutes
Overview Report			Rachel McKeon	

Items To Be Scheduled				
Item	Purpose	Executive Member	Strategic Director/ Lead Officer	Comments
Remote Learning	To receive a report on remote learning, to include a particular focus on Years 11 and 13 and information on the numbers of pupils who are able to access any streamed lessons or online learning that is being made available.	Councillor Bridges	Amanda Corcoran	See November 2020 minutes
Children and Young People's Plan 2020 - 2024	To receive an annual report on the progress of this work.	Councillor Bridges	Paul Marshall	See November 2020 minutes

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