



Children and Young People Scrutiny Committee

Date: Wednesday, 11 January 2023

Time: 2.00 pm

Venue: Council Antechamber, Level 2, Town Hall Extension

Everyone is welcome to attend this committee meeting.

There will be a private meeting for Committee Members only at 1.30 pm in the Council Antechamber.

Access to the Council Antechamber

Public access to the Council Antechamber is on Level 2 of the Town Hall Extension, using the lift or stairs in the lobby of the Mount Street entrance to the Extension.

There is no public access from any other entrance.

Filming and broadcast of the meeting

Meetings of the Children and Young People Scrutiny Committee are 'webcast'. These meetings are filmed and broadcast live on the Internet. If you attend this meeting you should be aware that you might be filmed and included in that transmission.

Membership of the Children and Young People Scrutiny Committee

Councillors –

Reid (Chair), Abdullatif, Alijah, Amin, Bano, Cooley, Gartside, Hewitson, Johnson, Judge, Lovecy, Sadler and Sharif Mahamed

Co-opted Members -

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

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 7 December 2022.

Pages

5 - 16

To receive the minutes of the meeting of the Ofsted Subgroup held on 23 November 2022.

5. Ofsted Improvement Plan - to follow

6. Our Year - to follow

7. School Governance Update

Report of the Director of Education

Pages

17 - 30

This report outlines the support and future planned developments that the City Council will provide to assist with fostering effective school governance across the City including: governor recruitment, governor support and resources.

8. Overview Report

Report of the Governance and Scrutiny Support Unit

Pages

31 - 40

The monthly report includes the recommendations monitor, relevant key decisions, the Committee's work programme and any items for information.

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 decision-makers 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 – Canon Susie Mapledoram
- Representative of the Diocese of Salford – Mrs Julie Miles
- Parent governor representative – Dr Walid Omara
- Parent governor representative – Ms Katie McDaid
- Parent governor representative – Mr Gary Cleworth
- Secondary sector teacher representative – Miss Saba Iltaf
- Primary sector teacher representative – Ms Laura Smith

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.

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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
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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, 3 January 2023** by the Governance and Scrutiny Support Unit, Manchester City Council, Level 2, Town Hall Extension (Library Walk Elevation), Manchester M60 2LA

Children and Young People Scrutiny Committee

Minutes of the meeting held on 7 December 2022

Present:

Councillor Reid – in the Chair
Councillors Alijah, Amin, Bano, Cooley, Gartside, Lovecy, Sadler and Sharif Mahamed

Co-opted Voting Members:

Mr G Cleworth, Parent Governor Representative

Co-opted Non-Voting Members:

Ms L Smith, Primary Sector Teacher Representative

Also present:

Councillor Bridges, Executive Member for Children Services
Kim Stevenson, Nursery in the Park

Apologies:

Councillors Abdullatif, Hewitson, Johnson and Judge
Miss S Iltaf, Secondary Sector Teacher Representative
Canon S Mapledoram, Representative of the Diocese of Manchester

CYP/22/57 Minutes

Decision

To approve as a correct record the minutes of the meeting held on 9 November 2022.

CYP/22/58 Youth, Play & Participation Service (YPPS) Grants Framework 1st July 2023 to 31st March 2025

The Committee considered the report of the Strategic Director of Neighbourhoods which followed on from the update on the Youth and Play Commissioning Arrangements which was presented to Executive on 20 October 2021. The report to Executive set out an alternative delivery model to be designed and developed following the decision to transfer responsibility for commissioning from Young Manchester. The purpose of this report was to provide the Committee with the outcome from the design and development work and to set out the proposed Youth, Play and Participation Service's commissioning process and framework including timescales for the implementation of the proposed new arrangements. The Committee was invited to comment on the report before its submission to the Executive on 14 December 2022.

Key points and themes in the report included:

- Strategic national and local context;

- Principles of investment;
- Governance and decision-making processes;
- Funding;
- Timeline;
- Service requirements;
- Quality assurance, impact and monitoring;
- Other considerations; and
- Next steps.

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

- Support for this approach;
- How would it be ensured that the young people's advisory panel was representative;
- Suggesting that schools and parents could be engaged with to reach young people whose voices were not currently being heard and young people with Special Educational Needs and Disability (SEND);
- Ensuring that families and young people were aware of the activities which were available for them;
- Communication between the Ward Councillors selected to be part of the district Members' Advisory Panels and other Ward Councillors in the district; and
- Smaller community groups who did not have experience in or confidence to bid for grants but who were doing good work in their local community and how they could be supported to bid for funding and to adapt and grow to meet the needs of the area.

The Head of the Youth, Play and Participation Service reported that work was taking place to develop and expand young people's participation, including around decision-making and service provision, by his own team, working with Children and Education Services colleagues, and by upskilling the sector. He stated that, when decisions were being made about district-based youth provision, young people from that district should be involved in the decisions. He advised that the details of how this would work were still being fully developed and that more information would be provided in a future report. He reported that there had been a good uptake of the Youth Investment Fund from small grassroots organisations, including ones which were Black, Asian and Minority Ethnic (BAME)-led, and that officers would be looking at how this could be expanded. He stated that they would also be looking at how smaller organisations could access the Holiday Activities and Food (HAF) programme funding. He agreed that communicating the offer to children and young people was important and advised that funded projects would be expected to publicise their offer and that his team would be working with neighbourhood teams, and with other colleagues and partner organisations, to communicate what was available in the local area. In response to a Member's question about opportunities for new Councillors to learn more about what was going on in their ward and to engage with this work, he advised that he would be open to any invitations to meet with Ward Councillors in their ward. He asked Members to let him know of any local groups they were aware of which were doing good work with young people in their

area and to help to promote initiatives that they could be involved in such as HAF and workforce development opportunities. In response to a Member's question about the statistics from the census, he advised that they were looking at this and would provide an update at a later date.

The Executive Member for Children's Services referred to areas of the city, particularly in north Manchester, from where fewer applications for funding were received and work which was taking place to address this. He advised that Member involvement would be an important part of the new process as he felt that this had been an area of weakness previously. He asked Members to let him know if they were interested in being on one of the district Member panels and advised that he was also arranging meetings for all Ward Councillors to enable them to give their views.

The Chair advised that it was important to audit this work very quickly, including identifying any gaps, for example BAME-led groups. She expressed concern that applications would be predominantly for youth provision rather than play activities for younger children and advised that it was important to encourage groups which provided play activities for younger children to apply for funding and to ensure that any gaps identified were addressed. However, subject to these comments, she reported that she was happy with the direction that this work was taking.

Decision

To support the direction of the work taking place, subject to Members' comments.

[Councillor Alijah declared a personal interest as the Chair of the Hideaway Youth Project]

[Councillor Reid and Councillor Lovecy declared a personal interest as members of the Members' Advisory Panel for their district]

CYP/22/59 Post-16 EET Strategic Plan 2022-25

The Committee considered the report of the Director of Education which provided an update on work done by the Council to increase the number of young people accessing EET (education, employment or training) opportunities in the city, aligning with the city's economic priorities. It also outlined the plans for this work moving forwards, with the strategic plan developed to coincide with the Our Manchester Forward to 2025 Strategy and Manchester Inclusion Strategy 2022-25. The paper highlighted the challenges the city would have in ensuring sufficiency of places for young people wanting to continue in education due to the growth of the school population. It outlined the work that had been done to date including promoting opportunities for post 16 providers to access capital funding through bids to the Department for Education (DFE) and actively encouraging the submission of applications to open new provision through the free school process.

Key points and themes in the report included:

- Post-16 provision;
- Young people not in Education, Employment or Training (NEET);

- The Risk of NEET Indicator (RONI);
- Post-16 EET Strategic Action Plan 2022-25; and
- Governance.

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

- Support for vulnerable young people;
- The resources needed for the expansion of STEM (science, technology, engineering and mathematics) subjects;
- Post-16 education for young people with Special Educational Needs and Disability (SEND);
- To request that Wythenshawe councillors be briefed on what was going on in their area; and
- Careers advice including for girls and young people who were less academic.

The Director of Education reported that STEM was one of the most in-demand areas where work was having to take place to try to increase capacity, whereas demand for subjects such as modern foreign languages and history was reducing. The Post-16 Lead informed Members that Manchester College had invested significantly in upgrading its facilities for STEM subjects in recent years and that other providers had put in bids for funding to improve their facilities. In response to a question about additional staffing that would be needed for the expansion of STEM subjects, the Director of Education stated that this was not something which had been raised by the post-16 settings.

The Director of Education advised Members that there was a strong post-16 sector for pupils with SEND, with most special schools having a sixth form, a strong offer from mainstream providers such as Manchester College and Loreto College and supported internships. She encouraged Members to visit one of the special schools' sixth forms. She informed Members about an event which had taken place recently with businesses about employing more young people with SEND.

In response to a question about vulnerable young people, the Post-16 Lead outlined work to identify, in conjunction with schools, young people who were at risk of becoming NEET and to work collaboratively across teams and with partners to address this. He informed Members about the post-16 steering group, which included a range of stakeholders, including the Virtual School, Youth Justice, Care Leavers and EHCP (Education Health and Care Plan) Teams, contributing to an action plan for targeted support, and the introduction of NEET prevention panels which provided an opportunity for schools to get advice and put early intervention strategies in place. He reported that approaches to careers advice varied across schools and post-16 settings, with some schools having their own in-house career services and some commissioning a service. He reported that the Council used Career Connect, which worked to prevent young people becoming NEET. He informed Members how his team was working with the Work and Skills Team on the quality assurance of school career services and about work to encourage targeted groups, such as girls, into areas in which they were under-represented. In response to a Member's question, he outlined some of the support available to young people who wanted to start their own business.

In response to a comment from the Chair about young people travelling across local authority boundaries for post-16 provision, the Director of Education reported that the Council had commissioned a sufficiency report which had looked at the number of young people coming into and going out of the city to access post-16 provision. In response to a question from the Chair, she informed Members about Manchester College's work to rationalise its buildings, improving the facilities and modernising their offer. She suggested that Members could visit their facilities, in the city centre or at Openshaw.

The Chair suggested that the government should provide funding for more secondary schools to expand to include their own sixth form and that Members should lobby the government about funding for post-16 places. She advised that the issue of pay in Further Education needed to be addressed. She expressed concern that the entry requirements for T Level qualifications would exclude some young people. She requested that a more detailed report be provided to a future meeting, including utilising social value, changes in the number of places available at Manchester College, whether Manchester Adult Education Service (MAES) could be utilised more and information from the sufficiency report which had looked across the Greater Manchester area.

Decision

To request a more detailed report at a future meeting, including utilising social value, changes in the number of places available at Manchester College, whether Manchester Adult Education Service (MAES) can be utilised more and information from the sufficiency report looking across the Greater Manchester area.

CYP/22/60 Attainment Headline outcomes 2022 (provisional)

The Committee considered the report of the Director of Education which provided a summary of the 2022 provisional outcomes of statutory assessment at the end of the Early Years Foundation Stage, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5. The report described how outcomes for children in the primary phase had declined nationally as a result of the pandemic and that the impact in Manchester was far more significant than elsewhere especially for younger children who had missed out on most of their early years and were now in year 1. The report concluded with a list of actions which were being progressed to address some of the gaps in learning including a proposal for additional support to year 1 cohorts in some of schools in the most deprived areas of the city.

Key points and themes in the report included:

- Headline outcomes based on provisional performance data for 2022 for:
 - Early Years Foundation Stage (EYFS);
 - Year 1 Phonics Test;
 - Key Stage 1;
 - Key Stage 2;
 - Key Stage 4; and
 - Key Stage 5; and

- Next steps.

The Executive Member for Children's Services drew Member's attention to a letter he had written to the Education Secretary, highlighting the impact of the pandemic on younger children in the city, and warned of the negative consequences if this was not addressed.

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

- To support the Executive Member's comments about the importance of taking action to address the impact of the pandemic on children;
- How to support children in the areas that they had fallen behind in during the pandemic without reducing time spent on play, which was also important to their development; and
- Recognising the hard work of Manchester teachers and other school staff, the ongoing challenges facing them and that the impact on children from not being in school demonstrated what an important difference schools made to children's development.

The Assistant Director of Education reported that the response from the national government to addressing the learning debt from the pandemic had focused on tuition; however, she advised that very young children had a deficit of social interaction, were not ready for sitting and learning and needed to do a lot of play and have a rich language environment. She reported that Manchester schools were responding to this by adapting the curriculum for the younger age groups, looking at where the gaps were for their pupils and responding to that. She advised that neither Ofsted nor the Council's Quality Assurance Team would support forcing children into learning activities which they were not yet ready for.

The Director of Education expressed concern that the impact of the pandemic on children would be forgotten as there was no quick solution to this and it would need sustained effort over a number of years, particularly for younger children. She reported that different age groups appeared to have responded differently, with children in Reception and Year 1 being very lively and not ready to sit and learn but with younger children who had been born in lockdown and were now going into nursery tending to be quiet and passive, so different approaches would be needed.

The Chair drew Members' attention to information she had circulated from the FFT Education Data Lab on attainment at Key Stage 1 following the pandemic. She advised that the pandemic had had the most impact on more deprived areas, in particular in the north-west. She suggested that research could be done through one of the universities. She reported that the validated attainment data would come back to the Committee. She highlighted the effects that the pandemic had had on babies and young children and how family circumstances had impacted the effect it had on children, for example, whether parents had the time and the academic ability to support their children's learning. She requested that the Committee receive a further, more detailed report at an appropriate time on how schools were progressing with this work.

Decisions

1. To note that the Committee will receive the validated attainment data when this is available.
2. To request a further, more detailed report at an appropriate time on how schools are progressing with work to address the impact of the pandemic on children's learning.

CYP/22/61 An update on the structural condition surveys for Council-owned Early Years buildings and future works

The Committee considered the report of the Director of Education, following on from a report which went to Executive in June 2021 which approved £3m capital to be spent on priority safety work for Council owned Early Years buildings, many of which were also used to provide daycare for children. This report provided an update on the structural condition surveys for these Council-owned Early Years (EYs) buildings and the development of a priority capital works programme which would lead to the inclusion of these buildings in the Asset Management Programme (AMP). In addition, there was an update on the progress made on reviewing lease arrangements for the private day care providers which occupied these buildings and the ongoing management of the early years estate.

Key points and themes in the report included:

- Main issues;
- Priority capital spend on the Early Years estate 2022/23;
- Phase 2 Early Years estate capital priorities 2023/24; and
- Review of tendered daycare leases.

Kim Stevenson from Nursery in the Park stated that her site had been selected for improvement work and that she wanted more information on what was proposed for her building, stating that energy efficiency, in particular insulation, was important, along with building repairs. The Executive Member for Children's Services reported that the priorities for the works on Early Years buildings included making them safe and improving energy efficiency. He suggested that Ms Stevenson meet with the Lead for Statutory Area Early Years Access and Sufficiency to discuss proposals for her building, advising that he could also attend the meeting, if that would be helpful.

In response to a Member's question about the closure of Moss Side Children's Centre, the Director of Education advised that the costs of bringing the building to an acceptable standard would have used almost the whole capital allocation for this work, that there was sufficient daycare provision within that area and that other services which had previously been delivered from that location had been re-located to an alternative site. She reported that the Council had worked with the daycare provider which had been based in that building to facilitate them moving to an alternative building. In response to a question about the future use of the vacant building, she advised that this was now within Corporate Property's portfolio but that she could ask them to speak to the Member, who was also a Ward Councillor for Moss Side, about the future use of the site.

In response to questions from the Chair, the Executive Member for Children's Services advised that this work was an ongoing process, that there were further issues to be considered and that the Committee could expect to hear more about this in future.

Decision

To note the report.

CYP/22/62 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 of the Ofsted Subgroup invited additional Members to join the Subgroup.

Decision

To note the report and agree the work programme.

Children and Young People Scrutiny Committee – Ofsted Subgroup

Minutes of the meeting held on 23 November 2022

Present:

Councillor Lovecy – in the Chair
Councillors Gartside and Reid

CYP/OSG/22/11 Minutes

The Chair reported that Members had visited King David High School and that it had been a very useful visit. The Committee Support Officer reported that she was following up the request for a visit to St Mary’s RC Primary School and that the Executive Headteacher of Lily Lane Primary School had requested that the visit to her school be arranged for January 2023, as she had only recently started in post.

Decision

To approve as a correct record the minutes of the meeting held on 27 July 2022.

CYP/OSG/22/12 Ofsted Inspections of Daycare Providers

The Subgroup received a list of all Manchester daycare providers which had been inspected since the last meeting and the judgements awarded along with copies of the inspection reports.

In response to a Member’s question, the Senior Quality Assurance Officer (Early Years) explained that out of schools clubs previously received outstanding, good, requires improvement or inadequate grades from Ofsted and that Manchester had had many outstanding out of schools clubs. Inspections of these clubs now resulted in a judgement of “met” or “not met”. However, she highlighted that the reports for these clubs read well and that there were not any actions or recommendations that improvements were required. Therefore, she advised, that these recent inspections could be viewed as being at least “good” in terms of the previous grading system.

The Senior Quality Assurance Officer (Early Years) provided an overview of the current situation and key themes from the reports. She reported that 95% of Early Years settings in the city were judged to be “good” or “outstanding”, which compared well against other Greater Manchester authority areas. She informed Members that 12 inspections of daycare providers had taken place since September but that 6 had not been published yet. She informed Members that one Early Years setting had received an “inadequate” judgement and had subsequently closed. She outlined that recruitment and retention of staff and, in particular, qualified staff was a challenge for the sector. She highlighted the positive impact of out of school settings having good links with their feeder schools, which impacted positively on teaching and learning and outcomes for children. For the Early Years settings, she reported that key positive areas within the reports were the focus on communication and speech and language development

The Senior Quality Assurance Officer (Early Years) informed Members about the actions being taken by her team in response to the published reports and feedback from the inspectors for settings whose report had not yet been published, including more targeted prioritisation of visits. She informed the Subgroup about two Department for Education (DfE) programmes that Manchester was involved in. The Experts and Mentors programme enabled seven settings to receive bespoke support from an expert or mentor, funded by the DfE. PDP3 provided 20 weeks of online training and development for practitioners, which was free to undertake with backfill funding available for practitioner's time. She advised that, in the previous year, eight childminders and a number of schools had completed the PDP3 course but that none of the practitioners in Early Years settings had completed the course, due to recruitment and retention issues. She advised that it was a high-quality course which had provided good outcomes and received good feedback. Her team wanted to ensure that more settings and childminders took up this offer at this time. A Member asked to be sent a link to information about the PDP3 course.

The Senior Quality Assurance Officer (Early Years) informed Members that her team was delivering "ready for inspection" training to settings which were due to have Ofsted inspections soon. She reported that a Development Forum for early years settings and childminders took place three times a year and that this looked at lessons learned from Ofsted inspections, for example, safer sleeping practices and the sequencing of the curriculum. She advised that no safeguarding actions had been identified in the reports published so far, which were included in the papers for the meeting, but that any actions identified in future reports would be taken forward with the settings. She reported that her team supported Early Years Managers to support their staff's wellbeing and improve retention but also advised them on managing staff performance issues. She advised that, when a setting closed in an area, her team alerted other early years settings of the opportunity to recruit staff from that setting. She informed Members about work with Manchester College to get students ready for the workplace and reported that the College advertised vacancies at Early Years settings in the city to their students at the end of the year. She reported that the Manchester Quality Assurance Framework supported ongoing and in-depth leadership and management qualities in Early Years. She advised that all Early Years settings, including childminders, were receiving at least one visit a year from the Quality Assurance Team.

A Member who was also the Chair of the Children and Young People Scrutiny Committee recommended that the Committee receive a report on Early Years at a future meeting. She highlighted that the Committee would be considering an item on Early Years Buildings at its December meeting. The Chair of the Subgroup proposed that the Subgroup look at the childminding sector at a future meeting.

A Member expressed concern at pay levels within the Early Years sector and about the English and Mathematics requirements to progress to Level 3 T Level qualifications. She noted that many parents were choosing to send their young children to nurseries rather than schools due to the hours they were open. Regarding inspection reports which were due to be published shortly, she asked to be informed of those which were judged as inadequate to which the Senior Quality Assurance Officer (Early Years) agreed.

In response to a question about what happened to funding for two-and-three-year-olds if a setting was judged to be inadequate, the Senior Quality Assurance Officer (Early Years) reported that the setting could keep their current children but could not take on any more, which could affect their sustainability, and that some settings did decide to close. She advised that, if a setting was making enough progress but Ofsted had not been to re-inspect them, the Council did have discretion to reinstate their funding. In response to a Member's question about settings which were closing for other reasons, she advised that she was only aware of one which was closing as the owner was retiring and had not been able to agree a price to sell the business. In response to a question from the Chair about take-up of the Development Forum, she advised that approximately 40% to 45% of daycare providers attended and that all the information from the Forum was sent out to other providers. She reported that about 30% of childminders attended their Development Forums and that evening and weekend meetings were offered for these. She advised that a Forum meeting was also held for Out of School settings, which had been well-attended, although the last one had been less well-attended. She reported that staffing levels and maintaining ratios could be a challenge for some settings in attending meetings. In response to a question from the Chair about whether there was a sustainable level of daycare provision across the city, she suggested that the Access Sufficiency Manager could be invited to a future meeting to provide information on this. The Chair suggested that this could be part of the item going to the Children and Young People Scrutiny Committee.

In response to a question from the Chair, the Senior Quality Assurance Officer (Early Years) explained the range of out of school settings, including settings which were located within schools but run by an external provider, some which were run by the schools themselves, and were either inspected as part of the school's inspection or separately if they were on the early years register, and some which were standalone providers in a building, serving a number of local schools. She explained that there were also other types of provision, such as homework clubs, study clubs or sports clubs which did not come under the same type of inspection. In response to a question from the Chair, the Senior Schools Quality Assurance Officer confirmed that the monitoring of Homework Clubs sat under the Safeguarding in Education Team.

In response to comments from the Chair about engaging with settings attached to mosques, the Senior Schools Quality Assurance Officer outlined the means by which the Safeguarding in Education Team could engage with settings and that signposting to services and other organisations was a way of maintaining this involvement. In response to a Member's comments about the cost of living, she advised that the Council and schools were looking at what more could be done to address this and outlined some of the actions that schools were already taking.

In response to a question from the Chair, the Senior Quality Assurance Officer (Early Years) confirmed that Collyhurst Nursery School and Children's Centre had not been judged as "outstanding" overall because the provider had not notified Ofsted of a change to registration details, although they had been judged as "outstanding" in all other areas.

Decisions

1. To recommend that the Children and Young People Scrutiny Committee receive a report on Early Years at a future meeting, including sustainability and sufficiency within the sector.
2. That the Subgroup will consider an item on the childminding sector at a future meeting.

CYP/OSG/22/13 Terms of Reference and Work Programme

Members agreed that at the next meeting the Subgroup should consider all the reports for schools and daycare providers which had been published since today's meeting but focus on the main themes that had emerged from the reports rather than going through each report individually.

Decision

To note the Terms of Reference and Work Programme, subject to the above comment.

**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee – 11 January 2023

Subject: School Governance Update

Report of: Director of Education

Summary

This report outlines the support and future planned developments that the City Council will provide to assist with fostering effective school governance across the City including: governor recruitment, governor support and resources.

Recommendations

To note the report and make any comments about the work that has taken place and is planned to support effective governance.

Wards Affected: All wards

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

The report highlights work that has been undertaken and is planned with governors to support the target for a zero-carbon City.

Effective Governance strives to support a learning and education system that enables children to be informed and understand environmental issues and the negative impact of carbon; promoting safe and healthy lives.

Equality, Diversity and Inclusion - the impact of the issues addressed in this report in meeting our Public Sector Equality Duty and broader equality commitments

The report highlights the continued work to promote Equality, Diversity and Inclusion to governors and the part it plays in developing effective governance.

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 school governance strives to support improved educational outcomes which will enable Manchester's young people to contribute to the economic growth and take advantage of the job opportunities created
A highly skilled city: world class and home grown talent sustaining the city's economic success	Supporting effective school governance in the City to increase accountability of schools in order to increase the quality of education and educational outcomes for children and young people. Improving educational outcomes amongst the Manchester school population is essential for young people to gain qualifications and contribute to Manchester's economic success.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	School governors are volunteers and the role assists residents to increase their employability skills and become actively involved in their communities. Effective school governance strives to ensure all children and young people have the opportunity to fulfil their potential and therefore make a contribution in their communities and beyond.
A liveable and low carbon city: a destination of choice to live, visit, work	Effective school governance strives to increase the quality of education provision which will make Manchester an attractive place to live and work and create schools of choice. Investment in modern, energy efficient and high quality education infrastructure drives reductions in carbon across the estate of schools.
A connected city: world class infrastructure and connectivity to drive growth	Effective school governance strives to increase the quality of education provision which will enhance the City's attractiveness to potential residents and contribute to the development of high quality neighbourhoods.

Contact Officers:

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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.

- Report to Children and Young People Scrutiny Committee - 5 March 2019, School Governance Update
- Report to Children and Young People Scrutiny Committee - 10 March 2021, School Governance Update

1.0 Introduction

- 1.1 The City Council is fully committed to supporting school governors and trustees and wishes to thank this large volunteer workforce for the continued commitment, professionalism and expertise that they provide in Manchester. In addition, the City Council recognises the support provided by a range of employers in the City who support their staff to contribute to this vital role, along with supporting their development.
- 1.2 Governors continue to support our schools and families as they navigate through times of financial pressures and the cost of living. In addition, governors will play a role in the implementation of the some of proposals set out in the White Paper published by the Government in April 2022, 'Opportunity for all: Strong schools with great teachers for your child'. In particular, the proposal that all schools will join a Multi-Academy Trust by 2030 which in spite of the Schools Bill not progressing is still the DFE's direction of travel. Joining a Multi-Academy Trust is a governing body decision.
- 1.3 This report outlines the support and future planned developments that the City Council will provide to assist with fostering effective school governance across the City including: governor recruitment, governor training, development and resources.

2.0 Governor Recruitment

- 2.1 Local Authority (LA) governor applications are made through the [Manchester Jobs Website](#), which contains a job description and fact sheet to assist prospective volunteers to understand the role. Candidates are invited to interview with two senior officers and vetting checks are undertaken. The process provides an opportunity to understand more fully the skills and qualities of the prospective governors, to support appropriate LA governor nominations to be made to maintained schools, in order to meet their skills requests.

In addition, to nominating LA governors to maintained schools, schools and academies also approach the School Governance Unit directly for assistance with co-opted governor and academy board vacancies.

- 2.2 Information about becoming a governor is also available on the [Council Website](#). Videos of some of our governors talking about their experiences have been developed recently and will also be available to view on the website shortly.

Virtual Sessions are now offered so that prospective volunteers can find out more about the role prior to applying and the sessions are also advertised via Eventbrite. Governance was showcased as part of the Council's social media campaign for National Volunteer Week in May 2022.

In addition, the School Governance Unit reaches out to volunteers who are registered on the Department of Education (DfE) funded governor recruitment site [Inspiring Governance](#).

- 2.3 Feedback from recent applicants has been that they have found the interview process very enjoyable, and it has helped them understand the requirements of the role more fully. All volunteers who are interviewed are provided with induction training to support them to understand the governor role and Manchester's priorities.
- 2.4 From September 2022 to November 2022 we have had 9 new applications. 1 applicant has been placed, 2 placements are in progress, 1 applicant is having pre-placement checks undertaken and 5 are awaiting interviews in January.
- 2.5 At the end of November 2022 there were 9 LA governor vacancies outstanding in the City: All Saints CE Primary (Newton Heath), Baguley Hall Primary, Charlestown Primary, Lancasterian School, Ravensbury Primary, Ringway Primary, St Joseph's RC Primary, St Willibrord's RC Primary and The Divine Mercy RC Primary.

In addition, 24 co-opted vacancies from maintained schools and 4 academy governor vacancies have been registered with the School Governance Unit. One of the co-opted and one of the academy vacancies are in process.

- 2.6 The following tables outline the data with respect to governor recruitment since September 2019. The data does not reflect the entire cohort of governors in the City but does provide information on a much smaller cohort of new recruits.

Governor Applications September 2019 – September 2022

Application Stage	Sept 2019 to Sept 2020	Sept 2020 to Sept 2021	Sept 2021 to Sept 2022
Applications in total	34	47	25
Governors placed	12 (35%)	28 (60%)	9 (36%)
Placements in progress	0 (0%)	1 (2%)	1 (4%)
Awaiting placement	3 (9%)	2 (4%)	0 (0%)
Pre-Placement Checks	0 (0%)	0 (0%)	8 (32%)
Awaiting Interview	0 (0%)	0 (0%)	1 (4%)
Withdrawn/Unresponsive	19 (56%)	16 (34%)	6 (24%)

Governor Vacancies and Appointments up to end of November 2022

Governor Vacancies/ Appointments	19/20	20/21	21/22	22/23
No of LA Governor vacancies at the start of the academic year	14	22	17	13
LA governors appointed	4	13	10	2 filled 2 in process*
Other governor vacancies assisted with	4	6	12	2 in process*

* Up to end of November 2022

Applications by Ethnicity September 2019 – September 2022

Ethnicity	Sept 2019/20	Sept 2020/21	Sept 2021/22
Total number of applications	34	47	26
White/White British-English/Welsh/Scottish/NI/British	13 (38%)	24 (51%)	16 (61%)
White/ White British – Eastern European	0 (0%)	5 (11%)	0 (0%)
White/ White British - Other	0 (0%)	0 (0%)	1 (4%)
Asian/Asian British - Bangladeshi	2 (6%)	0 (0%)	0 (0%)
Asian/Asian British - Chinese	1 (3%)	0 (0%)	0 (0%)
Asian/Asian British - Indian	5 (15%)	1 (2%)	0 (0%)
Asian/Asian British - Pakistani	3 (9%)	7 (15%)	0 (0%)
Black/African/Caribbean/Black British -Black African	5 (15%)	2 (4%)	3 (11%)
Black/African/Caribbean/Black British - Black British	2 (6%)	2 (4%)	1 (4%)
Black/African/Caribbean/Black British - Black Caribbean	1 (3%)	1 (2%)	0 (0%)
Black/African/Caribbean/Black British – Somali	0 (0%)	1 (2%)	0 (0%)
Black/African/Caribbean/Black British – Other Black	0 (0%)	0 (0%)	1 (4%)
Mixed/Multiple Ethnic Groups - Black Caribbean and White	0 (0%)	1 (2%)	0 (0%)
Mixed/Multiple Ethnic Groups - Black African and White	0 (0%)	0 (0%)	1(4%)
Other Mixed/multiple ethnic group	0 (0%)	1 (2%)	1 (4%)
Any other ethnic background	2 (6%)	1 (2%)	0 (0%)
Prefer not to say	0 (0%)	1 (2%)	2 (8%)

Applications by Protected Characteristic September 2019 – September 2022

Characteristic	Sept 2019 to Sept 2020	Sept 2020 to Sept 2021	Sept 2021 to Sept 2022
Applications in total	34	47	26
Gender			
Male	18 (53%)	15 (32%)	8 (31%)
Female	16 (47%)	31 (66%)	17 (65%)
Prefer not to say	0 (0%)	1 (2%)	1 (4%)
Age			
16-25	4 (12%)	0 (0%)	1 (4%)
26-39	2 (6%)	5 (11%)	0 (0%)
40-64	0 (0%)	3 (6%)	0 (0%)
Not provided	28 (82%)	39 (83%)	25 (96%)
Sexual Orientation			
Heterosexual / Straight	32 (94%)	40 (85%)	21 (81%)
Gay	0 (0%)	1 (2%)	3 (11%)
Bisexual	0 (0%)	2 (4%)	1 (4%)
Prefer not to say	2 (6%)	4 (9%)	1 (4%)
Disability			
No	32 (94%)	47 (100%)	25 (96%)
Yes	2 (6%)	0 (0%)	1 (4%)
Religion			
Christian	2 (6%)	4 (9%)	0 (0%)
Muslim	2 (6%)	3 (6%)	0 (0%)
No Religion	1 (3%)	0 (0%)	1 (4%)
Prefer not to say	1 (3%)	1 (2%)	0 (0%)
Not provided	28 (82%)	39 (83%)	25 (96%)

- 2.7 The National Governance Association (**NGA National Survey September 2022: [School and trust governance 2022 - National Governance Association \(nga.org.uk\)](https://www.nga.org.uk)**) answered by 4,185 respondents noted that number of governing board vacancies is at its highest since 2016. 38% of respondents reported that their school or trust have two or more vacancies on their governing board, an increase of five percentage points from last year and an increase of seven percentage points from 2016. Roughly three in five governance volunteers are women, this has been a similar result every year since they began asking this question.

In Manchester, we are back down to pre-pandemic levels for LA Governor vacancies but have seen an increase in the number of co-opted vacancies being registered with the School Governance Unit, with 7 governing bodies having 2 co-opted vacancies. Manchester has a similar ratio to the NGA survey with respect to more volunteer applicants being female.

- 2.8 In a recent survey in which 118 governors responded from across the City, the following results were collected:

Question	Response
Do you feel your governing body is representative of the community it serves?	Yes - 70% No - 30%
Do you feel your governing body has a range/balance of voices (from both within and outside your community)?	Yes - 79% No - 21%
Do you struggle to get Parent Governors to put themselves forwards for election?	Yes - 40% No - 60%

- 2.9 When asked who was missing from our governing bodies the top five responses were:
- Governors with disabilities
 - Governors from a range of black and minority ethnic groups
 - Governors from a range of sexual orientations
 - Young Governors (under the age of 40)
 - Governors with a range of religious beliefs
- 2.10 When respondents were asked to tick all the routes they used to recruit governors the most popular response was, by asking for recommendations from people they knew. The second two routes were using a national governor recruitment agency and asking the Council School Governance Unit for assistance.
- 2.11 Governors felt that the Council could support governor recruitment by continuing to offer support with governor recruitment, produce videos of governors talking about the role and governing body meetings to help people understand the role more.
- 2.12 In summary, looking at the data and the results of the governor survey we are starting to attract a diverse range of governor applications to fill Local Authority governor positions and 79% of governing bodies feel that they have a diverse range of voices on their boards. However, when governors were asked who was missing on their boards, governors did feel there was still work to do to increase diversity even further. In addition, governing boards have said that the most popular way to recruit governors is through recommendations from people known to the board. This recruitment process does not always lead to a diverse range of voices around the table especially from outside the school community.

The Department for Education (DfE) outline the importance of seeking governors from outside the school community in the [DfE Governance Handbook](#):

“Boards should welcome and thrive on having a sufficiently diverse range of individuals, viewpoints and/or experiences, since open debate leads to good decisions in the interests of the whole school/trust community.

Boards must ensure they understand the full diversity of the cultural and religious context of the school and the community it serves.

Having some people on the board who have no close ties with the school, or who come from outside the faith or ethnic group of the majority of pupils, can help ensure that the board has sufficient internal challenge to the decisions it makes and how it carries out its strategic functions.”

The School Governance Unit will be supporting governing bodies by reaching out to a range of diverse community groups and undertaking targeted internal reach out to Council staff through for example, staff groups and leadership programmes. However, ultimately it is for Governing bodies themselves to consider how they recruit a governing body that best represents the community they serve and includes governors with a balance of skills. The Local Authority only appoints Local Authority governors which in some schools may only be 1 governor. The conversation will also continue through our Chairs’ Briefings and themed governor events, as outlined in section 3 to explore new ways to recruit governors to maintain effective governance through building diverse governing bodies.

3.0 Governor Support and Resources

3.1 Chairs’ Briefings

Attendance at Chairs Briefings maintains good engagement from our schools and Multi-Academy Trusts. Topics explored last year in 2021-2022 included: Covid updates, exclusions guidance for governors, safeguarding, Ofsted preparation, governor well-being and the Education White Paper. The Autumn Term 2022 meeting included: educational outcomes 2022, further updates about the White Paper, including a discussion about possible expectations for Multi-Academy Trusts in the City and a Finance update. Future Chairs Briefings in 2023 will continue the conversations about the White Paper, Climate Action Plans, Diversity in Governance and monitoring attendance and behaviour.

Academic Year 2020 – 2021

- Average of 72 governors at each termly meeting
- 63% of schools and academies represented
- 50% of Multi-Academy Trusts represented

Academic Year 2021 – 2022

- Average of 51 governors at each termly meeting
- 50% of schools and academies represented
- 56% of Multi-Academy Trusts represented

Autumn Term 2022

- 42 governors attended
- 24% of schools and academies represented

- 30% of Multi-Academy Trusts represented

3.2 Themed Events for Governors

In 2021-2022, we started to trial themed events for governors offering both face to face and virtual approaches. Attendance is starting to build at these sessions and the number of schools represented at meetings was 22% and 24% of Multi-Academy Trusts in the academic year 2021-2022.

All the themed events received positive feedback, with the chance to share and discuss with other governors being the most important aspect.

We will continue to promote and consult governors about these sessions to maximise attendance, whilst also acknowledging that governors are volunteers who do already provide a large amount of time to the role.

Events 2021-2022

- Autumn 2021 we ran a safeguarding and exclusions themed face to face 'Gov Meet' which was attended by 11 governors. Governors examined scenarios and shared best practice.
- The theme for the Spring Term 2022 was Whole School Approaches to Creating a Sustainable Diversity, Equality and Inclusion (DEI) Strategy and was attended by 22 governors. The virtual session was organised in partnership with the Bright Futures Teaching School Hub and delivered by Diverse Educators. The session examined the agenda within the curriculum, pastoral care, staffing, school environment and policies.
- A face to face session for governors was held at part of the Bee Green Education Summit in Summer Term 2022 and attended by 18 governors. Two governing bodies shared the work of their school's climate action plans and governors were provided with: an overview of ways to reduce school's carbon footprints, the DfE Sustainability and Climate Change Strategy for Education and questions to challenge their schools around the agenda.

Events 2022-2023

- In Autumn Term 2022 we held a virtual Diversity in Governance session, which was attended by 11 governors. The session explored the case for diverse governance, explored the research undertaken by the [National Governance Association Increasing Participation in School and Trust Governance 2021](#) and discussed new ways to reach out and recruit a more diverse range of governors.
- Further themed events for governors are being planned around: safeguarding, handling school complaints and climate action plans.

3.3 Chairs Development Programme

The Council has funded a Chairs Development Programme which is being delivered in partnership with the National Governance Association (NGA). There are 27 new, experienced and aspiring chairs taking part in the programme which commenced in November 2022 and runs through to June 2023. The programme includes: 3 virtual sessions, a face to face session, access to the NGA online learning materials and the opportunity to peer observe each others board meetings. Participants also have the option to have a mentor session and 360 degree appraisal at an extra cost to be met by their schools.

3.4 Clerks Meeting

In the Autumn Term 2022, the School Governance Unit held a meeting for clerks who operate in the City, 9 clerks attended. The session examined the role of the clerk in effective governance and explored the School Governance Unit resources to support effective governance. Feedback was very positive and clerks have requested another session in the Summer.

3.5 Resources for Governors on the Schoolshub Website

The [Schoolshub Website](#) is a password protected website available to school leaders and governors in Manchester. There is a range of information on the website for governors including the Manchester Governors' Handbook which signpost governors by theme to local and national information. New resources have been developed and posted on the Schoolshub Website this year including:

- Joining a Strong Trust
- Effective Governance
- Ofsted Guidance for Governors
- Induction Guidance and Framework for Governor Development

The School Governance Unit also provides regular email updates to chairs, clerks and LA governors for dissemination to all governors in Manchester.

4.0 School Quality Assurance

- 4.1 The Council offers all schools and academies in Manchester, an annual Quality Assurance Report which is undertaken by an external quality assurance professional. The report is a useful tool for governors providing an external view of their school's progress. Governors are invited to attend the meeting to discuss the report with the head teacher and the external professional. This year governors were asked to reflect on how they monitor the impact of the curriculum on outcomes for pupils and the school's policies and practices and the impact they have on behaviour and attendance.

Reports are currently being analysed to identify any areas/ themes that could be covered as part of Chairs' Briefings and/ or further resources to support governors.

- 4.2 Where challenges are identified through the Quality Assurance process which highlight a school would benefit from support, the head teacher and Chair of Governors/CEO of the Trust are invited to attend a Support and Challenge Board with the Director of Education. The purpose of this meeting is to explore any concerns in detail, review progress towards action plans for improvement and any additional support that may be required.

Examples of support provided to governing bodies in response to schools identified through the Quality Assurance process includes:

- Advice, support and bespoke training sessions for the chair/governing body from the School Governance Lead and/ or the Senior School Quality Assurance Council Officers
- Assisting with sourcing governors to strengthen the governing body
- The offer of additional funding to undertake an external review of governance, develop an action plan and a programme of training for the governing body

- 4.3 In the last academic year 2021-2022, the school governance unit supported 3 governing bodies and funded 3 external reviews of governance. The process was welcomed by the governing bodies and has assisted them to develop action plans for development and strengthen their membership. One of the schools supported received a positive comment from Ofsted about the support provided: *“Training from the local authority has improved governors’ ability to hold you and other leaders to account, for example, through appropriate questions”*

So far this academic year 2022-2023, one governing body has been provided with funding for an external review of governance and one governing body has been provided with a training session to support their development. Additional schools will be identified for support in 2023, through the analysis of the Quality Assurance Reports.

- 4.4 The Department of Education (DfE) also allows Local Authorities to refer schools for a funded external review of governance where the school has a ‘requires improvement’ Ofsted judgement with ‘requires improvement’ for ‘leadership and management’. We referred one school in April 2022 to receive a DfE funded external review of governance to support their development and they are currently working through their action plan to develop their effectiveness.

5.0 Conclusion

- 5.1 There will undoubtedly continue to be further challenges for governors to navigate through in the future, particularly in relation to financial pressures and making decisions with respect to the implementation of the Government’s Schools White Paper. It is clear however, that we have a dedicated group of volunteers in the City who embrace these challenges, keeping our children

and young people, along with the 'family of schools' approach at their core to support our schools.

- 5.2 The Council remains committed to supporting governing bodies and Multi-Academy Trusts to recruit a diverse range of governors. We will be developing more videos and reaching out to a range of communities and businesses to promote governance.
- 5.3 We will continue to offer virtual and face to face Chairs' Briefings and themed governor events to provide governors with the chance to network and remain updated about local and national developments.
- 5.4 Priorities for the School Governance Strategy in the City over the next 12 months will include:
- Continued support with governor recruitment for schools and academies in Manchester
 - Development of further videos for use by schools and academies to promote governance in Manchester
 - Engagement with a diverse range of communities and businesses to promote governance
 - Continued challenge to governing bodies to review the diversity of their membership, their approaches to governor recruitment and how they provide induction and assistance to new governors.
 - Continued focus on the role of governors in carbon reduction and school climate action plans
 - Continued governance support and challenge to schools identified through the School Quality Assurance Process
 - Continued focus in School Quality Assurance Reports on governance to maintain and challenge the role that school governance plays as part of the leadership and management of the school

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**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee – 11 January 2023

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.

Wards Affected: All

Contact Officer:

Name: Rachel McKeon

Position: Scrutiny Support Officer

Tel: 0161 234 4997

Email: rachel.mckeon@manchester.gov.uk

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 will be incorporated into a future report.	Neil Fairlamb, Strategic Director (Neighbourhoods)
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 has been requested and will be reported back to the Committee via the Overview report.	Neil Fairlamb, Strategic Director (Neighbourhoods)
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 Director (Neighbourhoods)
4 March 2020	CYP/20/16 Improving Children's Outcomes Through Collaboration and	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	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Paul Marshall, Strategic Director of Children and Education Services

Date	Item	Recommendation	Action	Contact Officer
	Working in Partnership in a Locality	Schools will circulate a briefing note on work that is already taking place to address smoking in pregnancy.		
22 July 2020	CYP/20/26 Manchester's Transformation Plan for Children and Young People's Mental Health and Wellbeing	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 briefing.	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Amanda Corcoran, Director of Education
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
9 February 2022	CYP/22/11 Annual Virtual School Head's Report	To arrange a visit to Wetherby Young Offender Institution and Barton Moss Secure Children's Home, in conjunction with the Communities and Equalities Scrutiny Committee.	These visits are being arranged, in discussion with the Committee Chairs.	Rachel McKeon, Governance and Scrutiny Support Officer

Date	Item	Recommendation	Action	Contact Officer
20 July 2022	CYP/22/36 The impact of COVID-19 on children and young people's mental health and well-being	To request data on the ethnicity and geographical spread of CAMHS referrals, in order to be able to identify any gaps.	A response to this recommendation has been requested and will be circulated to Members.	Al Ford, Director of CAMHS/Rachel McKeon, Governance and Scrutiny Support Officer
9 November 2022	CYP/22/52 Children and Education Services Budget 2023/24	Noting that the Committee is not expecting a further budget report until February 2023, to request that Councillors be kept updated on the financial situation outside of the meetings.	A briefing note will be provided to all Councillors in January 2023.	Carol Culley, Deputy Chief Executive and City Treasurer

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 **30 December 2022** 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>Contract for the provision of support and interventions for Children and Young People affected by Domestic Violence & Abuse (2022/11/29A)</p> <p>The appointment of Provider(s) for support and interventions for Children and Young People affected by Domestic Violence & Abuse.</p>	<p>Strategic Director (Neighbourhoods)</p>	<p>Not before 29th Dec 2022</p>		<p>Report and Recommendation</p>	

**Children and Young People Scrutiny Committee
Work Programme – January 2023**

Wednesday 11 January 2023, 2pm (Report deadline Friday 30 December 2022)

Item	Purpose	Lead Executive Member	Strategic Director/ Lead Officer	Comments
Ofsted Update	To receive an update on progress in response to the Ofsted Inspection of Local Authorities Children's Services (ILACS) of Manchester's Children's Services.	Councillor Bridges	Paul Marshall	
Our Year	To receive an update on Our Year, including the transition to 2023 and the journey to becoming a UNICEF UK Child-Friendly City.	Councillor Bridges	Paul Marshall	
School Governance	To receive an update on school governance.	Councillor Bridges	Amanda Corcoran/ Ruth Bradbury	
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 8 February 2023, 2pm (Report deadline Monday 30 January 2023)

Item	Purpose	Lead Executive Member	Strategic Director/ Lead Officer	Comments
2023/24 Budget Report	Consideration of the final 2023/24 budget proposals that will go onto February Budget Executive and Scrutiny and March Council.	Councillor Akbar Councillor	Carol Culley/ Paul	

	To include a report on the Dedicated Schools Grant (DSG),	Bridges	Marshall/ Vandhna Kohli	
Thriving Babies, Confident Parents	To include information on the support available for families, including midwives, health visitors and the role of Sure Start.	Councillor Bridges	Paul Marshall/ Sean McKendrick	
SEND Annual Report	To receive the SEND Annual Report.	Councillor Bridges	Amanda Corcoran	
Overview Report		-	Rachel McKeon	

Wednesday 8 March 2023, 2pm (Report deadline Monday 27 February 2023)

Item	Purpose	Lead Executive Member	Strategic Director/ Lead Officer	Comments
Overview Report		-	Rachel McKeon	

Items To Be Scheduled

Item	Purpose	Executive Member	Strategic Director/ Lead Officer	Comments
Provision of Services by One Education	To receive a report on the provision of services by One Education.	Councillor Bridges	Amanda Corcoran	See March 2021 minutes
Special Educational	To receive a report on the SEND	Councillor	Amanda Corcoran	

Needs and Disability (SEND) Green paper	Green Paper.	Bridges		
Locality work with Manchester Local Care Organisation (MLCO)	To receive a report on locality work with MLCO.	Councillor Bridges Councillor T Robinson	Paul Marshall	
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
Lyndene	To receive a further report on Lyndene in 12 months' time.	Councillor Bridges	Paul Marshall	See March 2021 minutes
Update on wellbeing and mental health and support for schools and settings and education for children unable to attend school due to ill health	To receive a further report on this and to invite a representative from CAMHS to this meeting.	Councillor Bridges Councillor Midgley	Paul Marshall	See September 2021 minutes
Youth and Play	To receive a further report on Youth and Play commissioning arrangements at an appropriate time.	Councillor Bridges	Fiona Worrall/Neil Fairlamb	See October 2021 minutes
Adoption	To receive a report on adoption which includes what difference the move to Adoption Counts has made in providing stable adoption placements for Our Children and what happens when an adoption breaks down.	Councillor Bridges	Paul Marshall	See November 2021 minutes
Pupil Referral Unit (PRU) and Alternative Provision	To receive an update report in approximately 12 months' time.	Councillor Bridges	Amanda Corcoran	See December 2021 minutes

Elective Home Education (EHE)	To receive a report on EHE. To include up-to-date figures on children who are not in school, including those whose parents have chosen EHE, with a breakdown by areas of the city.	Councillor Bridges	Amanda Corcoran	See January 2022 and October 2022 minutes
School Attendance and Attainment	To receive regular reports regarding attainment and attendance.	Councillor Bridges	Amanda Corcoran	
Health Visiting	To consider health visiting at a future meeting.	Councillor Bridges Councillor Midgley	Paul Marshall	See March 2022 minutes.
Manchester Sensory Support Service Commission	To receive an update report at a future meeting.	Councillor Bridges	Amanda Corcoran	See March 2022 minutes.
Personal Social Health and Economic (PSHE) Education	To receive a report on PSHE education in schools.	Councillor Bridges	Amanda Corcoran	
Thriving Babies and Care	To receive a report on thriving babies and care. To include information on fetal alcohol syndrome.	Councillor Bridges	Paul Marshall/Sean McKendrick	See July 2022 minutes
Post-16 EET Strategic Plan 2022-25	To receive a more detailed report, including utilising social value, changes in the number of places available at Manchester College, whether Manchester Adult Education Service (MAES) can be utilised more and information from the sufficiency report looking across the Greater Manchester area.	Councillor Bridges	Amanda Corcoran	See December 2022 minutes
Attainment	To request a more detailed report at an appropriate time on how schools	Councillor Bridges	Amanda Corcoran	See December 2022 minutes

	are progressing with work to address the impact of the pandemic on children's learning.			
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