



Children and Young People Scrutiny Committee

Date: Wednesday, 6 September 2023

Time: 10.00 am

Venue: Council Chamber, Level 2, Town Hall Extension

Everyone is welcome to attend this committee meeting.

There will be a private meeting for Committee Members only at 9.30 am in the Council Antechamber.

Access to the Public Gallery

Access to the Public Gallery is on Level 3 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

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Membership of the Children and Young People Scrutiny Committee

Councillors –

Reid (Chair), N Ali, Alijah, Amin, Bano, Bell, Fletcher, Gartside, Hewitson, Judge, Lovecy, Ludford, McHale, Muse, Nunney, Sadler and Sharif Mahamed

Co-opted Members -

Mr G Cleworth, Miss S Iltaf, Ms K McDaid, Canon Susie Mapledoram, Mrs J Miles, Ms L Smith and Mr Yacob Yonis

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 19 July 2023.

Pages

7 - 26

To receive the minutes of the meetings of the Ofsted Subgroup held on 14 June 2023 and 26 July 2023.

5. School Places

Report of the Strategic Director (Children and Education Services)

Pages

27 - 38

This report provides an overview of Manchester's current school age population and the numbers forecast for future academic years. It also details work previously undertaken to create additional school places to ensure Manchester meets its sufficiency duty.

The report shows that demand for school places continues to increase and outlines the work that is planned to achieve sufficiency of places across the City in response to this continued growth.

6. School Attendance in 2022 / 2023

Report of the Strategic Director of Children and Education Services

Pages

39 - 50

This report provides a summary of attendance data in Manchester

for the academic year 2022/2023. It also reviews some of the activity that has taken place over the course of the last academic year and outlines the strategic approach for 2023/2024 for Committee Members.

- 7. Manchester Inclusion Strategy Update** Pages
Report of the Strategic Director for Children and Education 51 - 70
Services

This report provides an update on the implementation of Manchester's Inclusion Strategy 2022-2025 and an overview of the key priorities and next steps.

- 8. Overview Report** Pages
Report of the Governance and Scrutiny Support Unit 71 - 82

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 – Mr Yacob Yonis
- 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. To help facilitate this, the Council encourages anyone who wishes to speak at the meeting to contact the Committee Officer in advance of the meeting by telephone or email, who will then pass on your request to the Chair for consideration. 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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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, 29 August 2023** by the Governance and Scrutiny Support Unit, Manchester City Council, Level 2, Town Hall Extension (Library Walk Elevation), Manchester M60 2LA

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Children and Young People Scrutiny Committee

Minutes of the meeting held on 19 July 2023

Present:

Councillor Reid – in the Chair
Councillors Alijah, Amin, Bell, Gartside, Hewitson, Lovecy, McHale, Muse, Nunney, Sadler and Sharif Mahamed

Co-opted Voting Members:

Mr G Cleworth, Parent Governor Representative

Also present:

Councillor Rahman, Deputy Leader
Councillor Bridges, Executive Member for Early Years, Children and Young People
Councillor Butt, Deputy Executive Member for Early Years, Children and Young People
Councillor Hitchen, Chair of the Communities and Equalities Scrutiny Committee
Superintendent Chris Downey, Greater Manchester Police (GMP)
Detective Inspector Chris Chadderton, GMP

Apologies:

Councillors Bano, Fletcher, Judge and Ludford
Canon S Mapledoram, Representative of the Diocese of Manchester
Ms L Smith, Primary Sector Teacher Representative

CYP/23/29 Minutes

Decision

To approve as a correct record the minutes of the meeting held on 21 June 2023.

CYP/23/30 Youth Justice Business Plan 2023/24: Preventing and Diverting Children and Young People from the Criminal Justice System

The Committee considered the report and presentation of the Strategic Director of Children and Education Services which outlined the vision, priorities, performance, and impact being achieved in preventing and diverting children and young people from the criminal justice system.

Key points and themes in the report and presentation included:

- Vision and strategy;
- Governance and leadership arrangements;
- Youth Justice service model;
- Progress against priorities from 2022/23;
- Impact and feedback;
- Priorities for 2023/24; and
- Innovation and developments.

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

- To welcome the progress made and the joined-up working that was taking place;
- How robust was the diagnosis of Foetal Alcohol Spectrum Disorder (FASD);
- Where schemes used mentors, how were they recruited and trained and did they reflect the culture and heritage of the children they were supporting;
- Requesting further detail of the early intervention work; and
- The over-representation of mixed heritage and black boys in the Criminal Justice system and what were officers doing to try to understand their lived experience.

In response to the question about FASD, the Assistant Director (Early Intervention and Prevention) reported that work was taking place to improve awareness of this from the Early Years. She advised that there was a higher prevalence of additional needs among children in the Youth Justice system and she outlined some of the support available, including speech and language therapy and psychotherapy, as well as the role of Personal Education Plans. She stated that it was important to ensure that children had the right diagnosis and to look behind the behaviour and acknowledged that this was an area for further work. In response to Members' questions, she outlined some of the work taking place in different parts of the city to prevent and divert children and young people from the criminal justice system including community pilots, work in schools and Youth Zones and work by Greater Manchester Police (GMP). She informed Members about the key elements of the early intervention work, which included bringing partners together to identify issues early, co-ordination and leadership, restorative practices and mentoring and looking at the wider offer for the family. In response to a Member's comments, she recognised that the role of communities and families was crucial and outlined some of the work taking place. In response to a Member's question, she confirmed that there were plans to use remand fostering in future. In response to a question about supporting young people into employment, she stated that the service worked with Careers Connect and the Virtual School and a range of partners on this. In response to a further question, she said that she could provide the Member with the requested data on the demographic profile of staff.

The Head of Youth Justice reported that Youth Justice mentors were volunteers from the community, that children were matched with volunteers from their own communities, that they tried to ensure that mentors were culturally appropriate and that they were well-trained. He outlined some of the other support his service offered to children which included a musician-in-residence and an artist-in-residence, Child and Adolescent Mental Health Services (CAMHS), psychotherapy, including art therapy and drama therapy, specialist Cognitive Behavioural Therapy (CBT) and Restorative Practitioners, who taught children how to problem solve and worked with children on their identity and self-esteem. He stated that this work took place within a participatory youth practice framework and a trauma-informed, strength-based approach.

In response to a Member's question, the Strategic Director of Children and Education Services stated that engagement with children on preventative work needed to start

at the top end of primary school as it was a key stage of transition at which they were becoming more independent and influenced by peers.

Superintendent Chris Downey from GMP informed the Committee about child-centred policing, stating that in many circumstances this included not criminalising the child but that it needed to go beyond this and include taking the right action to prevent them from entering the Criminal Justice system in future, looking at the causes of the behaviour, how to prevent a reoccurrence and consulting with partners to find the right support for the child.

The Head of Youth Justice acknowledged that there was a lot of work to do to address the over-representation of mixed heritage and black boys in the Criminal Justice system. He stated that his service now had a very diverse staff, including in leadership and management roles, which helped to challenge their practice, language and decision-making, and that staff had received extensive training in this area. He stated that the participatory youth practice framework, which underpinned the work of the service, was about fairness, equality, children's rights and understanding children's lived experiences and how that had influenced their presenting behaviours, which staff then articulated to the courts. He stated that his service was collaborating with AFRUCA, to strengthen its approach, including having a Culture and Identity Worker who worked with children on identity and self-esteem. A Member stated that it was important for staff in Youth Justice to receive training to begin to understand and empathise with the lived experience of these children. The Assistant Director (Early Intervention and Prevention) reported that all staff in Youth Justice had attended Let's Talk About Race and Unconscious Bias training as well as work led by staff within the service. The Strategic Director of Children and Education Services reported that the Council was currently undertaking the discovery phase of the Child Friendly City work and that it was likely that identity, including racism and discrimination, would emerge as a key area of importance raised by the children and young people. Therefore, he suggested that the issues raised by the Member could be addressed in the report that the Committee was due to receive on the Child Friendly City work, as this would include how the city was responding to what young people said was important to them.

The Chair suggested that it would be useful for Members to undertake Unconscious Bias training.

In response to a question from the Chair on the use of stop-and-search on young black men, Superintendent Chris Downey acknowledged that this was disproportionate, although in Manchester the data indicated that the use of stop-and-search was intelligence-led, as approximately 20% of stop-and-searches had positive outcomes and around 18% led to arrests, which compared well nationally. He stated that the use of stop-and-search was targeted on crime hotspots and based on intelligence, being proactive in particular areas based on this, but that the result was that young black men were disproportionately stopped and searched and he outlined the work taking place to review why this was happening.

The Chair of the Communities and Equalities Scrutiny Committee welcomed the report, while recognising that there was more work to be done. She asked officers about Manchester children attending schools outside of the city's boundaries and

joined up working across local authority boundaries. She also commented on the importance of embedding the poverty strand of equalities into this work and expressed concern about understaffing in the Complex Safeguarding Hub.

The Strategic Director of Children and Education Services assured Members that there were protocols for working across local authority boundaries and good relationships and communication with neighbouring authorities.

The Chair highlighted the role of and responsibility of schools in managing pupil behaviour, in partnership with families, communities and partner agencies, and how behaviour by Looked After Children was responded to and how that differed from the ways families might treat their own children who had committed a minor offence at home. She informed Members about the planned visit to Wetherby Young Offenders Institution in September. She expressed concern that a request to visit Barton Moss Secure Children's Home had not been approved. She also commented on the impact of the pandemic and delays in court hearings.

The Deputy Leader emphasised the depth and breadth of the work taking place and the complexity of the context this work was taking place in. He highlighted the impact of child poverty and commented, that, while Making Manchester Fairer would work to address this, more investment from the national Government was also needed.

Decision

That Unconscious Bias training be made available to Members.

CYP/23/31 Serious Youth Violence

The Committee considered the report and presentation of the Strategic Director of Neighbourhoods which outlined the vision, priorities and performance measures for the city set out in the Serious Violence Strategy.

Key points and themes in the report and presentation included:

- The national and local context;
- Governance and connectivity;
- Serious violence in Manchester;
- The Serious Violence Strategy, including the consultation and learning from reviews;
- Priority areas of activity;
- Implementation plan;
- The Serious Youth Violence Framework, a multi-agency method and holistic approach; and
- Measures of success.

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

- The use of "joint enterprise" against Black, Asian and Minority Ethnic young people;

- The treatment of young people who were arrested;
- The link between school exclusion and youth violence; and
- The context of these problems, including the city's large criminal economy, the demand for drugs from students and young professionals coming to the city, the need for large number of vulnerable young people to be exploited to support this, the challenges facing young people growing up in Manchester and the attraction to those young people of seeming to be able to make easy money.

Superintendent Chris Downey from GMP advised that joint enterprise was only rarely used and that he would endeavour to find the figures requested by the Member on its use by GMP and provide them to him. He acknowledged a Member's comments that being arrested could be a very traumatic experience for a young person, although, he advised, that in some situations, it was necessary. He stated that the use of handcuffs was now limited, rather than routine, that there were Mental Health professionals in custody suites who assessed everyone who was brought in and that young people would also have an "appropriate adult" to support them, either a family member or friend or someone from the commissioned Appropriate Adult service.

The Strategic Director of Children and Education Services highlighted that the Committee would be receiving a report on School Inclusion at its next meeting. He reported that work was taking place with GMP and colleagues from across Greater Manchester to make improvements in relation to young people held in custody, including reducing the number of young people placed in custody suites and reducing the length of time they were held there.

In response to a Member's question about work with faith groups, the Community Safety Lead stated that it was recognised that voluntary and community groups, including faith groups, had a wealth of expertise and skills and that they contributed to this work, and she provided an example of this work. She acknowledged the Member's comments about the wider context of serious youth violence and reported that the Joint Needs Assessment of serious and organised crime sought to understand these issues, looking at statistics and connections, and that work was taking place to respond to these different elements, for example, through the GMP Challenger Team and through the Complex Safeguarding Hub. She also recognised the importance of learning from best practice elsewhere and stated that the Greater Manchester Violence Reduction Unit had the resources to seek out and share best practice.

The Chair emphasised the importance of engaging with Manchester NHS Foundation Trust on this issue. She commented on police working with schools, expressing concern that the current arrangements were not working and asking the Executive Member for Early Years, Children and Young People to follow this up. She also expressed concern that it was easy for children to buy knives over the internet.

Decision

To note the report.

CYP/23/32 Annual Report of Complex Safeguarding Hub (CSH)

The Committee considered the report and presentation of the Strategic Director of Children and Education Services which summarised the partnership arrangements in place in Manchester to respond to children at risk of exploitation, including practice model, governance and assurance activity. In addition, key performance and assurance data articulated the progress and impact of the CSH in Manchester.

Key points and themes in the report and presentation included:

- An overview of the CSH and its purpose;
- The referrals to the CSH;
- Governance arrangements;
- Complex Safeguarding Team offer;
- Impact;
- Missing from Home and Care; and
- Priorities for the future.

In response to Members' questions about children missing from home and care, the Assistant Director (North and Complex Safeguarding) reported that the data was monitored in a monthly and annual report and that there had been an increase after the pandemic, with children being out in their communities more, noting that there was also always a rise in figures during the summer as children stayed out when the evenings were lighter. She reported that there were no missing children in Manchester who had not returned, stating that missing children were tracked and that there was a process, including strategy meetings, to ensure that they knew where children were.

In response to a Member's question about social media, Detective Inspector Chris Chadderton from GMP stated that there were a lot of referrals in relation to this. He reported that his service had Digital Media Investigators and that social media was monitored, within the legislation, to recover evidence and identify perpetrators seeking to abuse children. The Chair expressed concern that artificial intelligence could be used to abuse children.

The Strategic Director of Children and Education Services reported that, when children had been missing for a period of time, there was an internal mechanism to escalate this and that, when there were frequent episodes of an individual child going missing, the reasons for this were looked into. He reported that online grooming and exploitation was a key priority area for the Safeguarding Partnership, looking at how to raise awareness of the dangers and put safeguards in place.

A Member stated that the previous Committee visit to the offices at Greenheys Police Station had been useful and suggested arranging a further visit.

Decision

To endorse the proposed priorities for 2023/34.

CYP/23/33 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 Members that the date of the October meeting was likely to be moved.

Decision

To note the report and agree the work programme.

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Children and Young People Scrutiny Committee – Ofsted Subgroup

Minutes of the meeting held on 14 June 2023

Present:

Councillor Lovecy – in the Chair
Councillors Fletcher and Reid

Apologies:

Councillors Bano, Bell and Ludford
Mr Y Yonis

CYP/OSG/23/09 Minutes

In response to a Member's question, the Senior School Quality Assurance Officer confirmed that a monitoring inspection of St Matthew's RC High School had taken place since the last meeting; however, the report had not yet been published.

Decision

To approve as a correct record the minutes of the meeting held on 15 March 2023.

CYP/OSG/23/10 Ofsted Inspections of Manchester Schools

The Subgroup received a list of all Manchester schools which had been inspected since the last meeting and the judgements awarded.

The Senior School Quality Assurance Officer provided Members with an overview of the inspections which had taken place since the last meeting. She stated that Ofsted had carried out 64 inspections of Manchester schools this academic year, which was unprecedented, but a large proportion of the reports had not yet been published. She reported that 89% of Manchester schools were judged to be good or better, which was higher than the averages for England and the north-west. She stated that 90.4% of Manchester primary schools were judged to be good or better, which was higher than the average for England, although slightly lower than the average for the north-west. She reported that 82.8% of secondary schools in Manchester were judged to be good or better, which was higher than the averages for England and the north-west.

The Senior School Quality Assurance Officer explained that her team was regularly identifying the key areas for improvement from Ofsted reports and sharing the key themes with school leaders, who had found this useful, and with the Quality Assurance professionals that the Council engaged to support school improvement. She highlighted some of the key themes, including the curriculum and its specific component knowledge, the sequencing of the curriculum and the knowledge they wanted pupils to build up over time, pedagogical choices, adaptive teaching, staff training, school leaders monitoring how well the curriculum was being implemented, assessment and ensuring that phonics teaching matched the choices of books for pupils. She reported that, where a school was struggling significantly, the areas of safeguarding, behaviour and attitude and attendance were also key themes. She

outlined the support provided to schools, both universal and targeted support, based on a termly risk assessment. She informed Members about a series of forthcoming training sessions for school leaders, including a webinar in July on adaptive teaching led by Adam Sproston (His Majesty's Inspector and Specialist Adviser for Special Educational Needs and Disability and Alternative Provision at Ofsted). She also informed the Subgroup about an intensive attendance pilot in targeted schools across the city, subject leader networks and the development of a programme of sessions for senior leaders on the key recurring themes from Ofsted inspections, which would be implemented in the autumn term.

A Member asked whether Subgroup Members could observe the forthcoming webinar training and the Senior School Quality Assurance Officer agreed to this. In response to a Member's comments about safeguarding, she informed Members that schools, including academies, were required to complete an annual safeguarding audit, under Section 175 of the Education Act 2002, and that these were collected and analysed by the Council and followed up through the Council's Safeguarding Team if there were any issues. She reported that more targeted support on safeguarding was provided in response to local intelligence or a reach out from a school or could be triggered by Ofsted complaints, public complaints or Councillor enquiries. She advised that, where safeguarding was raised as an area of concern in an Ofsted report, a full local authority safeguarding review would take place, leading to a report with recommendations.

In response to a Member's question, the Senior School Quality Assurance Officer reported that the cultural capital element of the curriculum should be incorporated into the planning stage of the curriculum, taking into account the context of the school and the experiences of pupils, and that school trips should have a specific focus and rationale, related to the curriculum. In response to a Member's comments on the costs to parents, particularly in light of the cost-of-living crisis, she reported that some costs could be subsidised through the Pupil Premium but, where some of the cost needed to be passed on to parents, schools gave parents as much notice as possible so that they could save up and that school leaders were very resourceful in getting things free or at reduced cost. She also highlighted the Holiday Activities and Food (HAF) Programme which provided activities such as arts and sport during school holidays for children in receipt of Free School Meals and other children identified as being vulnerable or whose families were struggling. The other Senior School Quality Assurance Officer in attendance informed Members about work the Council was doing with school leaders to poverty-proof the school day.

Noting that there were three Greater Manchester local authorities with better Ofsted judgements than Manchester, Members asked about sharing good practice and working together at a Greater Manchester level. The Senior School Quality Assurance Officer stated that the Council was part of a Greater Manchester network of local authority officers in education, which had half-termly meetings to share good practice and also had an email group to share knowledge and ask for help.

The Chair asked whether there had been any surprises in the reports, for example, in relation to the four schools which were likely to receive an early Section 5 graded inspection and the attendance issues raised in specific reports, including Baguley Hall Primary School.

The Senior School Quality Assurance Officer reported that the four schools the Chair referred to had been highlighted through her team's risk assessment. She stated that the inspections for these schools had not given complete assurance to Ofsted's inspectors that the schools would retain their good judgement if they were subject to a full graded inspection. She reported that her team told the schools concerned that they had an opportunity over the next 12 months to prove that they were still a good school and that her team and the Quality Assurance professionals were working with the schools to support them with this. She informed Members that Baguley Hall Primary School had had a support and challenge meeting with the Director of Education and stated that additional support on attendance was being provided, including commissioning an audit of attendance, which would look at attendance issues holistically. The Chair expressed concern about schools being able to afford the additional staff to undertake outreach work with families.

In response to a question from the Chair about the impact of the pandemic, the Senior School Quality Assurance Officer reported that school leaders recognised the impact of the pandemic and had worked, with support from the Council, to adapt the curriculum to plug the most significant gaps, as well as accessing other sources of support to help their pupils. She reported that Ofsted inspectors were still asking schools about the impact of the pandemic but were expecting there to be fewer issues than 12 months ago and to be able to see what school leaders had done to address these issues. A Member highlighted a discussion at a recent meeting of the Children and Young People Scrutiny Committee about identifying children with Special Educational Needs and Disability (SEND) at a young age and how it was difficult to differentiate them for children with delays in their development caused by the pandemic.

Decision

To note the reports.

CYP/OSG/23/11 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.

The Early Years Quality Assurance Lead provided Members with an overview of the inspections which had taken place since the last meeting, stating that there were a few additional ones which the Scrutiny Support Officer would circulate after the meeting. She reported that 94% of Manchester daycare settings were judged to be good or outstanding. She highlighted the recruitment and retention issues that many early years settings were struggling with and the impact of not having a consistent workforce in terms of training, having a key person for each child and meeting the specific needs of individual children.

She reported that the main themes from reports about outstanding settings were that the children's independence was supported well, children's needs were understood, with the curriculum being built around that, and that staff read regularly to children and encouraged a love of reading. For settings which were judged to be less than

good, she advised that some of the key themes related to staffing, including lack of stability in the workforce, the need for a more robust staff induction and continuing professional development, safer recruitment practices, which training would be rolled out on, as well as issues related to the curriculum. In relation to recommendations concerning safeguarding, she stated that there had been a reduction in the number of recommendations related to risk assessments and hygiene practices since the last meeting, although there had been one report where hygiene practices had been raised as an area of concern. She stated that work was taking place to promote better hygiene practices in settings and that this was improving. She informed the Subgroup about the support available to settings, which included a wide range of training, including the Department for Education (DfE) Experts and Mentors programme, the professional development programme and training on supporting children with SEND. She expressed concern that some settings were unable to attend development forum meetings due to staffing issues; however, she advised that information was also sent out to settings and discussed during visits to individual settings.

In response to Members' questions, the Early Years Quality Assurance Lead reported that the settings which had been judged as inadequate were still operating, that they were having at least a monthly visit from her team, who were providing support and feedback, and that they could continue to care for existing children who were eligible for the two-year-old and three-year-old offer but could not take on any additional eligible children. In response to further questions about the two settings judged as inadequate, she advised that Little Angels was a very new setting, which her team was providing support to, while Building Blocks Blackley was an established setting. She advised that, following the departure of Building Blocks Blackley's manager, the area manager was now running this setting, they were working closely with her team and it was expected that they would potentially be judged as good by the time of their next inspection. She supported a Member's comments about settings learning from other settings in the area which were judged as outstanding and outlined the support being provided to settings judged as inadequate, including peer support.

The Early Years Quality Assurance Lead outlined some of the changes that the government was proposing in relation to early years staff, including removing the requirement for Level 3 practitioners to hold a GCSE in mathematics and changes relating to staff to child ratios. The Chair requested that Members be provided with information on these changes, including the consultation. A Member asked whether Ward Councillors were informed when a setting in their ward was judged as inadequate. The Early Years Quality Assurance Lead reported that the Executive Member for Early Years, Children and Young People was informed but that she did not know whether he passed this on to Ward Councillors. The Member stated that she would discuss this with him.

Decision

To note the reports.

CYP/OSG/23/12 Terms of Reference and Work Programme

The Chair requested that the Subgroup receive a report on childminders at a future meeting.

Decisions

1. To note the Terms of Reference and Work Programme, subject to the above addition.
2. To arrange visits to Xaverian College, Brighter Beginnings Newton Heath and Building Blocks Blackley.
3. That the Chair will consider any additional school visits to be arranged and inform the Scrutiny Support Officer.

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Children and Young People Scrutiny Committee – Ofsted Subgroup

Minutes of the meeting held on 26 July 2023

Present:

Councillor Lovecy – in the Chair

Councillors Fletcher and Reid

Mr Y Yonis, Co-opted Member (Parent Governor Representative)

Apologies:

Councillor Ludford

CYP/OSG/23/13 Minutes

Decision

To approve as a correct record the minutes of the meeting held on 14 June 2023.

CYP/OSG/23/14 Ofsted Inspections of Manchester Schools

The Subgroup received a list of all Manchester schools which had been inspected since the last meeting and the judgements awarded.

The Senior School Quality Assurance Officer provided Members with an overview of the inspections which had taken place since the last meeting. She reported that an unprecedented number of Ofsted inspections had taken place this year, with 74 Manchester schools being inspected, which was comprised of 46 ungraded inspections, 23 graded inspections and 5 monitoring visits; however, only 56 of the reports had been published so far. She reported that 88% of Manchester schools were judged to be good or outstanding, which was above the national average.

The Senior School Quality Assurance Officer reported that the same recurring themes were seen in the most recently published reports and that these were being communicated to schools. She stated that there was still a strong emphasis on the curriculum and that key themes included component knowledge, the sequencing of the curriculum, adaptive learning for children with Special Educational Needs and Disability (SEND), leaders monitoring the impact of the curriculum, assessment and reading and phonics.

The Senior School Quality Assurance Officer highlighted some of the key points from the inspection of St Francis RC Primary School, which had been judged as inadequate. She stated that behaviour was often an area of concern at schools which were judged as inadequate and that this was often connected to the quality of education, as an engaging, progressive curriculum encouraged better behaviours for learning from the children.

The Senior School Quality Assurance Officer updated Members on the series of webinars for school leaders focusing on the key themes from the Ofsted inspections. She reported that there would be additional work with schools around adaptive teaching, building on the webinar which had taken place, and that the subject-specific

work would continue. She stated that all schools had been RAG-rated and would receive an appropriate level of support, with all schools receiving at least one visit from a Quality Assurance professional per year and those identified as needing a higher level of support receiving more frequent visits.

The other Senior School Quality Assurance Officer present reported that her team was in the process of identifying the schools which were likely to be inspected in the next academic year, that a risk assessment process would be carried out for those schools in September to identify the ones who might need further support and that information on this could be provided at the next meeting.

The Chair expressed concern about small, one-form entry primary schools which did not have a strong specialist lead for all subjects. She asked for further information in relation to Saviour CE Primary School, Cheetwood Primary School and St Francis RC Primary School, including whether issues had been identified, and additional support provided, prior to the inspections taking place.

The Senior School Quality Assurance Officer reported that Saviour CE Primary School had been identified as a school causing concern through the risk assessment process and that the Council had brokered support for the school, funded by the Council, from October 2021 until the time of the inspection. She reported that significant progress had been made, that if the inspection had taken place a few months later, it was likely that a good outcome would have been achieved and that it was anticipated that the school would be judged good by the time of its next inspection.

The Senior School Quality Assurance Officer reported that Cheetwood Primary School had had a new Headteacher in September 2022 and so had received additional Quality Assurance support during this academic year, with the curriculum and leadership being identified as areas requiring support. She advised that, although progress had been made, by the time of the inspection in May 2023, this progress had not been sufficient for the inspectors to be assured that it was still a good school; however, she advised that her team was confident that the school's leaders were in a stronger position now to achieve a good judgement at the next inspection.

The Senior School Quality Assurance Officer provided an overview of the situation in relation to St Francis RC Primary School, which had been judged as inadequate. She reported that it had been 14 years since its last full inspection, when it had been judged as outstanding, during which time there had many changes to the Ofsted framework. She stated that it had been identified, following the retirement of the previous Headteacher, that the school's self-evaluation was not accurate and additional support was required and she reported that her team had then brokered leadership from another school during the period when there was no Headteacher in place, put in place support for governors and undertaken several audits, which had highlighted areas for improvement. She reported that the Council had then provided intensive support to the school to address these areas and build capacity within the school and had monitored progress; however, by the time of the inspection, there had not been sufficient improvements to secure a better judgement. She outlined the next steps that had taken place after this judgement, with the Council and the

Diocese of Salford working together to secure effective governance of the school, setting up a joint executive body. She reported that meetings had taken place with parents, who were very supportive of the school and of securing improvements for their children's education and that mechanisms were being put in place for ongoing communication with parents. She informed Members that the school had now received an Academy Order from the Department for Education and that it was expected that school would join the Emmaus Catholic Academy Trust; however, there was likely to be a significant period of time before the school joined the Trust and the Council was committed to continuing to work with the school to secure improvements during this interim period, commissioning support from a national leader of education, continuing to provide support from a highly experienced Quality Assurance professional and continuing to hold Support and Challenge meetings between school leaders and the Council's Director of Education.

A Member who was also a Ward Councillor for Gorton and Abbey Hey stated that it was important to have communication with Ward Councillors and she expressed concern that she had not been able to arrange a meeting with the Headteacher of St Francis RC Primary School. She asked for a briefing with all three Ward Councillors regarding the school and that she meet with the Headteacher in September. She highlighted that the school also served children from neighbouring wards.

The Senior School Quality Assurance Officer reported that Ward Councillors for Gorton and Abbey Hey had been invited to a meeting before the report for St Francis had been published. In response to the Member's request for more frequent communication, she stated that there would be further opportunities to share information with Ward Councillors, including inviting them to attend future meetings with parents and the local community.

A Member commented on the demographics of the families whose children attended St Francis and advised that, due to their culture and being appreciative of the education their children were receiving, they might not express concerns about the school in a way which triggered action to be taken. The Chair commented that, where schools had a high number of relatively recent immigrant parents, it was important to be aware that parents might be less likely to make complaints. The Senior School Quality Assurance Officer reported that another issue in this case was the Government's decision not to routinely inspect schools which had been judged as outstanding. In response to a Member's question about whether the Emmaus Catholic Academy Trust had the capacity to support all the schools that were becoming part of the Trust, she stated that the Regional Director would be responsible for providing challenge to them on this. In response to a further question, she stated that it was likely that St Francis would receive a monitoring visit in the autumn or spring term.

A Member welcomed the many positive Ofsted reports for Manchester schools. She expressed concern about the approach of adaptive learning and about mixed-ability classes in high schools. She asked that Subgroup Members be invited to future webinars, which was supported by the Chair.

The Chair reported back on the recent visit to St Matthew's RC High School, which had been attended by Members of the Subgroup and two Ward Councillors. She

stated that, since the school had joined the Emmaus Catholic Academy Trust, Ward Councillors felt that there had been a lack of communication between them and the school, although following this visit the Headteacher had agreed to set up a separate meeting with them. She highlighted the constructive role that Ward Councillors could play, in relation to all Manchester schools. The Senior School Quality Assurance Officer recognised this point and stated that her team would raise this as part of their discussions with school leaders and governors.

The Chair reported that it had been useful to have the Ward Councillors on the visit as they were aware of work that had already been taking place in relation to school improvement and she stated that it was important for the school to have evidence of the progress being made. She also expressed concern that some year groups were on school trips on the day of the visit so it was difficult for Members to fully assess what pupil behaviour was like. The Senior School Quality Assurance Officer reported that the recent Ofsted monitoring inspection of the school had been positive, despite it taking place earlier than expected, and that these regular monitoring visits would take place until the school came out of special measures. A Member stated that she had spoken to Year 10 pupils during the visit, who had commented on improvements within the school.

The Chair expressed concern that a cohort of pupils who had been through the school had not received a good enough quality of education and might need extra support to develop the skills they needed. She highlighted the Headteacher's concerns about future admissions to the school. The Senior School Quality Assurance Officer reported that this would be dealt with by the Admissions Team, based on parental preference, and, where appropriate, through the In-Year Fair Access Protocol.

Decision

To request that Subgroup Members be invited to future webinars.

CYP/OSG/23/15 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.

The second Senior School Quality Assurance Officer in attendance provided Members with an overview of the inspections which had taken place since the last meeting. She reported that 95% of early years settings in Manchester were judged to be good or outstanding as were 93% of childminders, despite the challenges that the sector was experiencing. She reported that there had been an increase in complaints triggering early years inspections. She highlighted some of the main themes from the reports, stating that strengths included the development of communication and language, adapting the curriculum for individual children, particularly those with English as an Additional Language (EAL) and supporting children with SEND, while the development of children's independence was an area for improvement for some settings. She outlined some of the support being provided to settings, which included a range of training, for example on phonological awareness, a pre-registration course for childminders and termly development

forums. She provided an update on the Government's two Early Years consultations. She reported that the first of these, which related to staff to child ratios, had already closed and the changes would be implemented from September. She advised that the second consultation, which related to mathematics qualifications for Early Years Level 3 staff and creating two separate provider-specific versions of the Early Years Framework, was still currently open.

In response to a Member's comments about recruitment issues in the Early Years sector, the Senior School Quality Assurance Officer acknowledged that this was an issue and stated that work was taking place to look at sufficiency for the proposed expansion of childcare funding from April 2024. A Member who was also the Chair of the Children and Young People Scrutiny Committee requested that an item on Early Years Sufficiency be considered at a future meeting of the Committee. A Member also requested that details of the proposed expansion of free childcare and the timeline for its roll-out be emailed to Subgroup Members.

Decisions

1. To note that the Children and Young People Scrutiny Committee will receive a report on Early Years Sufficiency at a future meeting.
2. To request that details of the proposed expansion of free childcare and the timeline for its roll-out be emailed to Subgroup Members.

CYP/OSG/23/16 Terms of Reference and Work Programme

Decision

To note the Terms of Reference and Work Programme.

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**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee – 6 September 2023

Subject: School Places

Report of: Strategic Director (Children and Education Services)

Summary

This report provides an overview of Manchester’s current school age population and the numbers forecast for future academic years. It also details work previously undertaken to create additional school places to ensure Manchester meets its sufficiency duty. In 2023 this resulted in 92% pupils who applied on time for a year 7 place being allocated a place at a 1st to 3rd preference school on national offer day which is an increase from the previous year and 99 % of children who applied on time for a reception place being allocated a 1st to 3rd preference school on national offer day.

The report shows that demand for school places continues to increase and that between January 2022 and January 2023 the school population grew by 1,028. This increased demand for places is particularly evident at secondary phase as larger cohorts move through the primary phase and also in demand for special school places. This report outlines the work that is planned to achieve sufficiency of places across the City in response to this continued growth.

Recommendations

The Committee is recommended to consider and comment on the information contained in this report.

Wards Affected: All

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

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

Manchester Strategy outcomes	Summary of how this report aligns to the OMS/Contribution to the Strategy
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	The ongoing growth of the City's education sector will continue to create opportunities for employment in schools and those businesses which are involved in the supply of goods and transport services.
A highly skilled city: world class and home-grown talent sustaining the city's economic success	A sufficiency of high-quality education provision which is easily accessible to families will provide future generations with the skills and behaviours to benefit from the City's economic success.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Schools are environments in which the diversity and talent of Manchester's children and young people is celebrated. Pupils are supported and encouraged to achieve their aspirations and maximise their potential.
A liveable and low carbon city: a destination of choice to live, visit, work	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	Investment in existing and new education provision will enhance the City's attractiveness to potential residents and contribute to the development of high-quality neighbourhoods.

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

- Equal Opportunities Policy
- Risk Management
- Legal Considerations

Financial Consequences – Revenue

The additional primary and secondary school places will be funded from Dedicated School Grant. The funding is based on pupil numbers and pupil characteristics. Start-up costs of new mainstream school's set-up through Local Authority free school presumption will be funded by Manchester's Dedicated Schools Grant growth fund.

The additional special school places will be funded through the high needs block of the Dedicated Schools Grant.

Financial Consequences – Capital

Investment in a new mainstream and special school places will be resourced from the High Needs Capital and Basic Need grants within the current Capital Programme

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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.

1.0 Introduction

- 1.1 This report provides an overview of Manchester's current school age population and the numbers forecast for future academic years. It also details work previously undertaken and that which is planned to achieve a sufficiency of school places.

2.0 Background

- 2.1 The Council has a legal duty to secure sufficient school places and achieves this through the commissioning of additional capacity in existing schools or by developing new schools using its basic need capital allocation and undertaking a free school presumption process or through the national free schools' route. This additional capacity is commissioned based on forecasts of future demand across primary, secondary, and specialist provision.

3.0 The School Age Population

- 3.1 Our Manchester has a focus on children having the best start in life and a positive and successful educational experience, attending a good or better school. Ensuring that residents have access to high quality schools within their local area is central to achieving the Our Manchester Strategy. Achieving a sufficiency of high-quality school places to meet need continues to require considerable investment, strategic planning and partnership with schools and school providers across the city, as the overall number of pupils continue to increase year on year and, increasingly, throughout each year.
- 3.2 The range of factors which influence demand for school places is extensive and complex. It includes birth rate, migration to and movement around the City, the impact of welfare reforms, new housing developments, and changing patterns of parental preference for schools, restrictions on the supply of school places outside the City e.g., neighbouring authorities, changing economic circumstances and successful regeneration.
- 3.3 In recent years there has been a slowing of the birth rate in some areas of the city which is forecast to continue. As a result of this, several schools are experiencing reduced demand for admissions into reception and, in some cases, lower key stage 1 numbers. This can result in funding challenges due to the way the Department for Education use census data to allocate funding. These lower numbers do not generally persist into key stage 2 as pupils arriving in-year to the city top-up cohorts as they progress. This trend will continue to be monitored, and where necessary, schools will be supported to adjust to varying demand.
- 3.4 The COVID19 pandemic, associated lockdowns, and restrictions of movement resulted in reduced in-year demand for school places. Since restrictions ended there has been a significant increase in demand for school places by those arriving in the city. This is placing considerable pressure on all secondary schools and some primary settings in specific locations and year groups.

- 3.5 In addition to the growth in demand post pandemic, Manchester has also received a significant volume of international new arrivals including Afghan and Ukrainian nationals who arrived in the city as part of the Government's resettlement schemes requiring school places.
- 3.6 The school census (PLASC – Pupil Level Annual School Census) is a statutory data return to the Department for Education which takes place during the autumn, spring, and summer terms and collects information about individual pupils. The annual school census completed in January 2023 showed 82,950 pupils attending Manchester Schools compared to 81,922 pupils in January 2022 – this snapshot shows growth of 1,028 pupils across the mainstream primary and secondary phases within a year.
- 3.7 Manchester's year 7 mainstream cohort was 6859 and further demand is anticipated throughout the year as families continue to arrive in the city. All children who applied on time for a year 7 place received an offer with 76% being allocated a place at their 1st preference school on national offer day. Manchester's Reception mainstream cohort was 6310 and further demand is anticipated throughout the year as families continue to arrive in the city. All children who applied on time for a reception place received an offer with 95% being allocated a place at their 1st preference school on national offer day. Manchester's statistics for both national offer days are published on the Council's website and are attached as an appendix to this report.
- 3.8 Projections of anticipated pupil demand were submitted to the Department for Education (DfE) in July 2022 as part of the School Capacity Survey (SCAP). The forecasts identify the projected number of places required to meet the Council's sufficiency duty and determine its Basic Need funding allocation for future years.

Academic Year	Y0	Y1	Y2	Y3	Y4	Y5	Y6
2022-23	6415	6864	7074	7225	7147	7350	7322
2023-24	6301	6529	6900	7128	7298	7194	7434
2024-25	5722	6414	6563	6952	7200	7345	7277
2025-26	5710	5824	6447	6613	7022	7247	7430

Academic Year	Y7	Y8	Y9	Y10	Y11
2022-23	6890	6767	6646	6427	6331
2023-24	6985	6986	6831	6723	6471
2024-25	7066	7083	7050	6909	6771
2025-26	6900	7166	7149	7130	6958

- 3.9 As part of the overall growth there is ongoing demand for specialist places. Nationally, the actual numbers and proportion of pupils with an Education Health and Care Plan (EHCP) have increased with the overall percentage now at 4.3% of the whole school population. Within the Manchester school

population, the January 2023 census showed that 5.4% of the school population have an EHCP (5,034 pupils). In Manchester the number of pupils attending special schools is growing and now stands at 2.3% of the total school population.

4.0 Approach to Securing Sufficient School Places

- 4.1 In response to the increasing demand for school places the Council continues to work with its partners to develop additional places in targeted areas, utilising capital funding provided by the Government to the Council for this purpose (known as Basic Need capital funding), as well as through access to some additional sources of funding where possible and the development of free schools through the Government's free school scheme.
- 4.2 In recent years the Council has undertaken four successful free school presumptions which led to the establishment of three new secondary schools and one new primary. This means that the Council used capital funding to build the school and then coordinates the process to identify a multi academy trust to run the school which is then recommended to the DfE. The most recent being a new secondary school in Longsight Ward known as Co-op Academy Belle View which opened in September 2021 in temporary accommodation at Connell College. The school moved into in permanent building in January 2023. New schools established through the Free School Presumption route will be expected to work to local admission arrangements and contribute to the City's priorities for its children and young people.

5.0 Actions to Secure Sufficient School Places

Primary Phase

- 5.1 The continued attractiveness of the city centre as a place to live and work and ongoing residential growth is expected to result in additional demand for primary school places as more residents choose to remain in the area when starting a family.
- 5.2 In response to this forecast demand the Council is working with Renaker Build to establish a new primary school as part of the Crown Street phase 2 development. The school will provide 210 places for primary age children along with a 26-place nursery. It will be funded by S106 and basic need capital and is expected to open in 2024. A free school presumption has been completed with The Laurus Trust appointed as operator.
- 5.3 Olive Primary School which is a centrally funded free school - remains in the pipeline and is expected to open in 2024 at a site in the Cheetham area. The school will be part of the Star Academies Trust and offer a total of 420 places.

Secondary Phase

- 5.4 Historical growth of primary cohorts is continuing to drive increased demand for places at secondary schools along with new arrivals to the city. In response

to this demand the Council commissioned a significant programme of expansions and new schools funded from Basic Need capital and worked with the DfE to secure the delivery of centrally funded free schools.

School	Age Range	Delivery Route	Opened	Places
Dean Trust	11-16	MCC Free School	2015	1200
MEA Central	11-16	MCC Free School	2016	1050
Eden Boys Leadership Academy	11-18	DfE Free School	2017	600
Eden Girls Leadership Academy	11-18	DfE Free School	2017	600
CHS South	11-16	DfE Free School	2018	1200
Co-op Academy Manchester	11-16	MCC Expansion	2018	720
Didsbury High School	11-18	DfE Free School	2019	1050
Dean Trust	11-16	MCC Expansion	2020	150
Co-op Academy Belle Vue	11-16	MCC Free School	2021	1200
Our Lady's RC High School	11-16	MCC Expansion	2022	150

- 5.5 A further two pipeline secondary schools are planned to open and will be delivered by the DfE as part of the central free school programme. There has continued to be pressure on secondary school places in Wythenshawe following the DfE's decision to close Newall Green High School in 2021 and also in the north of the City. The City Council strongly opposed the closure of Newall Green High School and following representation to the DfE regarding the need for a 4th secondary school in Wythenshawe, it has been agreed by the DfE that Dixons Newall Green Academy will open in 2023 and is set to provide a total of 700 places at the former site of Newall Green High School in Baguley. For some time now the plan is for another approved free school provided by The Dean Trust to open in 2028 providing 1050 places at a site in Newton Heath. The Council and Your Housing Group are continuing to work together with the DfE to ensure that there is continued progress towards opening this school.
- 5.6 Work is ongoing to identify further opportunities for creating additional places in secondary schools in areas where there is significant in-year demand and large numbers of children transitioning from primary settings.

Special Schools

- 5.7 There are currently 14 Special schools established in the City organised across primary and secondary. In addition, 20 schools have resourced provision (RP) for between 7 and 15 children at each site in excess of their mainstream cohorts. Resourced provision is setup in dedicated environments within the school's accommodation.
- 5.8 Special schools and resourced provision in Manchester are operating at or close to capacity with few options remaining to create additional places in existing accommodation. Data shows that there is continuing demand which

correlates with growth in the City's population and mainstream pupil cohort as well as earlier identification of children who will require specialist provision. Meeting the needs of this vulnerable cohort will require that Specialist provision is organised effectively and efficiently across the City.

- 5.9 A significant number of council commissioned expansions have taken place to increase capacity within the specialist sector. In addition, the DfE have delivered one new primary special school in the north of the city. Details of capacity increases are noted in the following table.

School	Age Range	Delivery Route	Opened	Places
Prospect House	3-11	DfE Free School	2020	100
North Ridge High School	16-18	MCC Expansion	2021	36
Grange	4-19	MCC Expansion	2021	30
Camberwell Park	2-11	MCC Expansion	2021	80
Southern Cross (Roundwood site)	9-16	MCC Expansion	2021	67
Southern Cross (Castlefield site)	9-16	MCC Expansion	2021	50
The Barlow RC High School (Resourced Provision)	11-16	MCC Expansion	2022	16
The Birches	2-11	MCC Expansion	2022	8
Lancasterian	3-16	MCC Expansion	2022	26
Rodney House	4-11	MCC Expansion	2022	10
Gorton Primary (Resourced Provision)	3-11	MCC Expansion	2022	18
Melland High School	11-19	MCC Expansion	2023	64
Pioneer House	11-19	MCC Expansion	2024	40
William Hulme's Grammar School (Resourced Provision)	3-18	MCC Expansion	2024	30
Rushbrook Primary Academy (SEN Unit)	3-11	MCC Expansion	2024	40

- 5.10 In 2022 the DfE announced a new central free school round for local authorities to propose new special schools. Manchester submitted two proposals which were unsuccessful.
- 5.11 A new secondary special school built by the Council is about to start construction at a site in Miles Platting. The school will provide 150 places for pupils with an EHCP and is due to open in 2025. This new investment will be resourced from High Needs Capital and Basic Need grants. A free school presumption has been completed with a preferred academy sponsor having been communicated to the DfE. A decision will be made by the Department later in July as to whether the preferred sponsor will take the school forward to pre-opening phase.
- 5.12 Considering the ongoing high levels of demand for specialist provision across the City it is anticipated that further investment will be required to meet growth

in the cohort of children with an EHCP who require places in resourced provision, SEN Units, or special schools now and in the future. Continuing to provide more local specialist provision will enable the Council to meet need locally and reduce our costs on home to school travel and reduce revenue spending on independent specialist provision which is located outside of the City.

- 5.13 The Council continues to work with special schools, multi academy trusts, and mainstream schools to identify opportunities to increase the capacity of provision for pupils requiring specialist support. This will include the expansion of existing special schools and establishing resourced provision or SEN Units in mainstream settings. SEN Units will differ from resourced provision currently available within mainstream primary schools as they will meet a higher level of need within a mainstream setting and will enable children who would normally attend a special school to attend more local primary school to access this provision. This model is currently being explored and developed at Gorton Primary. Opportunities to increase specialist will be targeted at areas with the greatest demand to ensure provision is well located to meet community need and reduce travel distances of pupils.

6.0 Conclusion

- 6.1 The Local Authority has very strong partnerships with all schools and Multi Academy Trusts that work in the City. Through this collaboration, a significant number of new school places have successfully been created as both expansions of existing schools and the development of new schools to meet demand across the City. Projections show that there continues to be a need for additional places particularly across the secondary school sector and recent pressures have been exacerbated by pressure on secondary places in neighbouring Local Authorities, in year new arrivals to Manchester and a growing child population in the City. The Local Authority will continue to work with the DFE, Multi Academy Trust and school leaders in the City to explore options for creating additional secondary school and specialist places to ensure that there are sufficient places to meet projected demand.

7.0 Recommendations

- 7.1 The Committee is recommended to consider and comment on the information contained in this report.

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Appendix One

Reception Offer Day Statistics	2019	2020	2021	2022	2023
Total Manchester Applicants	7057	6921	6194	6123	6310
Offered Preference 1 (%)	91%	92%	94%	96%	95%
Offered Preferences 1-3 (%)	97%	98%	98%	99%	99%

Year 7 Offer Day Statistics	2019	2020	2021	2022	2023
Total Manchester Applicants	6593	6814	6783	6832	6859
Offered Preference 1 (%)	77%	74%	74%	77%	76%
Offered Preferences 1-3 (%)	92%	90%	89%	91%	92%

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Manchester City Council Report for Information

Report to: Children and Young People Scrutiny Committee – 6 September 2023

Subject: School Attendance in 2022 / 2023

Report of: Strategic Director of Children and Education Services

Summary

This report provides a summary of attendance data in Manchester for the academic year 2022/2023. It also reviews some of the activity that has taken place over the course of the last academic year and outlines the strategic approach for 2023/2024 for Committee Members.

Recommendations

- To note the progress made on school attendance in 2022/2023
 - To approve the strategic approach for 2023/2024 which both meets the DfE non statutory requirements and improves support to schools.
 - To approve the strategic approach for 2023/2024 which looks to build a partnership consensus around attendance so that a multi-disciplinary approach is embedded across Children's Services and wider agencies.
 - To build a 'think attendance' approach into Members ward level activity so that attendance at school is encouraged and promoted with all residents.
-

Wards Affected: All

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

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

Our Manchester Strategy outcomes	Summary of how this report aligns to the OMS
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities.	Effective Children and Education Services are critical to ensuring our children are afforded opportunities and supported to connect and contribute to the city's sustainability and growth.
A highly skilled city: world class and home-grown talent sustaining the city's economic success.	Ensuring children and young people are supported and afforded the opportunity to access and achieve in the city; empowered and supported by the delivery of a strong and cohesive system that works for all children.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities.	Improving education and social care services that are connected to the wider partnership build the resilience of children and families needed to achieve their potential and be integrated into their communities.
A liveable and low carbon city: a destination of choice to live, visit, work.	Improving outcomes for the children and families across the City, helps build and develop whole communities and increases the liability of the City
A connected city: world class infrastructure and connectivity to drive growth.	Successful services support successful families who are able to deliver continuing growth in the city

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Background documents (available for public inspection):

Department for Education *Working Together to Improve School Attendance*
[Working together to improve school attendance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

1. Overview - National Context

- 1.1 The Department for Education (DfE) published new guidance for improving school attendance in May 2022 entitled '*Working Together to Improve School Attendance*'. This guidance is non statutory, and has been produced to help schools, multi academy trusts (MATs), governing bodies, and local authorities maintain high levels of school attendance. Following public consultation and subject to Parliament, the Secretary of State has committed to this guidance becoming statutory when parliamentary time allows. The ambition is before September 2024.
- 1.2 For the most vulnerable pupils, regular attendance is an important protective factor and the best opportunity for needs to be identified and supported as well as achieving positive educational outcomes. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent) and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study).
- 1.3 The local authority has a crucial role in supporting pupils to overcome barriers to non- attendance and ensuring all children can access the full-time education to which they are entitled. As local authorities vary significantly in size, organisational approach and demographics, it is right that the specifics of attendance service delivery and how those roles are discharged should be determined locally to meet local needs of pupils, parents, and schools.
- 1.4 The expectations of Local Authorities in the guidance are as follows:

Local Authority Expectations	Rigorously track local attendance data to devise a strategic approach to attendance that prioritises pupils, pupil cohorts and schools	Legal intervention: take forward attendance legal intervention where voluntary support has not been successful or engaged with e.g., Fixed Penalty Notice	Monitor and improve the attendance of children with a social worker
Communication and advice: regularly bring schools together to communicate messages, provide advice and share best	Targeted Support Meetings: hold termly conversations with schools, using their attendance data to identify pupils and cohorts at risk of poor attendance and agree targeted	Multi-disciplinary support for families: provide access to early help support workers to work intensively with families to provide practical whole-family support where	Have a School Attendance Support Team which provides advice, guidance and support to schools

practice between schools and trusts within the area	actions	needed to tackle out of school barriers to attendance	
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1.5 The Secretary of State for Education has written to Directors of Children's Services with a call to support strong attendance from day one of the new academic year 23/24. In particular, she urged Local Authorities to mobilise wider services and staff who have contact with parents and children to help to communicate the importance of a strong return to school in September 2023.

2. Attendance Data Overview in 2022 / 2023

2.1 In 2022 / 2023 Manchester saw a slight increase in its overall absence rate and Persistent Absence (PA) rate in comparison to 2021 / 2022.

School Phase	2021 / 2022		2022 / 2023		
	% Attendance HT 1 – 5	% PA pupils for HT 1-5 (16 days missed)	% Attendance HT 1 – 5	% Persistent Absence (PA) pupils for HT 1-5 (16 days missed)	Severe Absence (SA) Pupil 50% attendance or under
Primary	94%	20.3%	93.9%	20.6%	1.6%
Secondary	92.5%	24.7%	91.7%	25.7%	5.6%
Special	82%	54%	83.2%	51.6%	17.5%
CITY	93%	23.5%	92.6%	24%	3.9%

* SA unavailable in 2021/2022

National Data

	Overall	Primary	Secondary	Special
National*	92.6%	94%	90.8%	87%
Manchester	92.6%	93.9%	91.7%	83.2%

*DfE data is currently 'experimental and representative of a sample of 87% of schools nationally.

2.2 Further observations of overall 2022/2023 data:

- Primary was in line with attendance in 21/22 with the biggest drop in attendance at the secondary phase. Special Schools saw an increase in overall attendance and a reduction in persistent absence compared to last year.
- 2022 / 2023 was a challenging year for school attendance. Around Christmas time schools were impacted by public health concerns (scarlet fever etc) and

there were five teacher strike days within the course of the year. From the strike day analysis there was a demonstrable impact on attendance for schools with partial openings, where the strike day fell on a particular day towards the end of the week and on attendance when schools were open between strike days.

- Of the 7.4% absence across all schools this academic year, 4.2% was authorised absence (e.g. illness, medical appointments) and 3.2% was unauthorised absence (e.g. holidays, no reasons given, arrival after register closes).
- Attendance Code analysis shows that 0.57% of unauthorised absences were related to holidays taken in term time.
- National Data from the DfE is currently classed as 'experimental' but it does provide an indication of how Manchester LA compares to other local authorities. National data shows a positive correlation to the Manchester data for primary.
- Manchester secondary school attendance data is better than the national averages. However, Manchester special school attendance is below the national average.
- The ward level analysis (see appendix 1) shows that the area in the City most affected by absence is Wythenshawe. Outlier schools within the locality have been offered multi-disciplinary support through a Team Around the School intervention or a Targeted Support Meeting. More information on 2022/23 strategic work can be seen under section 3.
- There remains disproportionality in attendance for some ethnic groups post-pandemic (see appendix 2). However, support and intervention is being provided to schools through the Targeted Support Meetings (see 3.5) and termly networks.

3. Overview of Attendance Work in 2022-23

Strategic Overview

- 3.1 There has been a significant amount of work on attendance throughout the academic year with the overall aim of shifting the focus of the Council's approach from a largely statutory/legal function to one that is more focussed on school and family support. The continued development of strong partnership working to support schools has included:
- the promotion of the Anxiety Based School Avoidance (ABSA) pathway;
 - the launch of the Inclusions Strategy Toolkit;
 - access to early help support where attendance is a concern;
 - Collaboration with M Thrive where low level mental health or anxiety is impacting pupils.
- 3.2 In October 2022, the Council hosted an **Attendance Conference** at the Ethiad Stadium. 220 delegates attended the event representative from over 90 schools. The Conference delivered national updates, advice and guidance from OFSTED, DfE and National Leaders of Education. The aim of the conference was to raise the profile of school attendance and provide strategic updates from the national regulatory bodies including the DfE in light of proposed

legislation changes from September 2022.

- 3.3 An important requirement of *working together to improve school attendance* is the delivery of **Targeted Support Meetings (TSM)**. These are termly meetings held with every school that focuses on the school's attendance data and pupils causing concern. We have piloted an approach in 2022/23 with 10 schools (including both primary and secondary schools in Wythenshawe) as we look to develop our strategic approach in 2023/24. The TSM pilot has been well received by schools who have appreciated input from the attendance team on a range of areas including strategy, policy and pupil level advice and guidance. The TSM model will be rolled out to all 186 schools over the course of the next academic year.
- 3.4 Good collaboration between children's social care and schools forms a vital part of improving attendance for some families. This year we have piloted a new framework in Wythenshawe which improves the communication between schools and the 'front door' where the lack of school attendance is deemed 'neglectful'. This will be rolled out to all areas in Autumn 2023 with the aim of improving pathways into front line services if appropriate.
- 3.5 Support and challenge to families on school attendance is a central part of social work. As well as improving access to Children's Services where this is required we have also been looking at further developing how to build strong education action into social work plans. For example, challenging families to improve their children's school attendance.
- 3.6 In Manchester, for many years school attendance forms a significant part of the school quality assurance process. Live school attendance data is collected directly from schools, reported to senior officers weekly and analysed each half term. A half termly attendance report is provided to all schools so they can review their performance against other schools in the city. Other performance information is reviewed at monthly School Quality Assurance meetings. In cases where there have been specific concerns about a school's attendance, the headteacher and chair of governors are invited to attend a support and challenge meeting for a discussion about what the school is doing to improve attendance and what is needed for it to improve. The outcome of this meeting may be, for example, the offer of an attendance audit or a multiagency team around the school.
- 3.7 In addition to this, attendance data for the City is regularly reported at headteacher briefings and this information is also shared with Chairs of Governors.

Statutory Attendance

- 3.8 A core function of the attendance team is the deployment of statutory intervention or prosecution to protect the pupil's right to an education. In 2023:
- the team issued 8,650 fixed penalty notices (to end of July 2023). 75% of

these are for holidays taken in term time;

- PACE (Police and Criminal Evidence) interviews were re-introduced for families who have multiple attendance offences. The family are invited to provide evidence, but it also gives them an opportunity to have face-to-face conversations about some of the barriers they face.
- 542 notifications were issued which resulted in 243 orders for School Attendance Orders (SAO), for failing families to register their child at a school. Following an SAO the vast majority of families accept the offer of a school place.

4. Strategic Approach 2023 / 2024

- 4.1 In order to deliver the requirements of the DfE '*Working Together to Improve School Attendance*' and to maintain and improve city rates in line with national averages, we have developed a strategic approach for 2023 / 24 that fulfils both our statutory requirements and continues to build partnership working on attendance with schools and wider services across the city.
- 4.2 The main focus for 2023/24 will be rolling out the DfE's Targeted Support Meeting (TSM) model which recommends that all schools have a targeted support meeting every term with local authority officers. This would require 546 meetings in Manchester and therefore the approach in the city will be to provide at least one targeted support meeting for all schools next year and thereafter proportionate to need. As well as being a requirement of the new DfE guidance, our pilot (mentioned in 3.5) has shown that the outcomes for school are 'positive' as a result of these conversations.
- 4.3 In partnership with One Education we have coordinated a comprehensive Manchester Attendance training and traded offer for schools in 23/24 to supplement the targeted support meetings. This includes bespoke training sessions for strategic leaders in schools to support the development of effective attendance strategy and resources in school.
- 4.4 Maintaining a focus on attendance with our Children's Services workforce is another key area of focus. In 2023 we will:
- Continue with support sessions for social work teams looking for support on education.
 - Continue the work of the virtual school in improving social work plans to reflect positive education outcomes
 - Host a Children's Services staff engagement event in September with an attendance focus.
 - Co-locate three attendance officers in our three Early Help Hubs to support with education/attendance queries.
- 4.5 Mobilising the workforce of all teams that come into contact with children was the challenge from the Minister of State for Education and in 2023 / 2024 we will:

- Take an Attendance Charter to our Children’s Board to enable partners to sign up to a shared approach for tackling school absence. Each agency/service will be expected to support the breaking down of out of school barriers to attendance and will commit to do so through the shared charter. The request will be for services to add attendance to their service delivery plans in terms of key actions they can deliver and support.
- Improving our connections with health services such as GPs and Mental Health commissioning to ensure all agencies ‘think attendance’. For example, making sure families return to school following a medical appointment rather than take a day off and looking at opportunities for services to deliver appointments in school so attendance is not impacted.
- In partnership with Education Psychologists, review the Anxiety Based School Avoidance (ABSA) pathway so schools can support young people where mental health is affecting their engagement with school. The ABSA pathway will be a key support tool for schools when addressing needs in this difficult area.
- Implementation of the strategic approach will be monitored through the Manchester Attendance Steering Group which will promote a multi-disciplinary approach to improving attendance.

5. Conclusions and Recommendations

- 5.1 School attendance has not returned to pre-pandemic levels and the focus in 2023/24 will be on the support needed for schools, services and most importantly families to improve absence levels. However, it is recognised that this is a significant and long-term challenge.
- 5.2 The TSM approach allows us to reallocate resources within Education to directly support schools whilst the ongoing work and ‘call to action’ with frontline teams will support the breaking down of out of school barriers to attendance.
- 5.3 We will endeavour through a multi-disciplinary approach to support schools in removing barriers and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.
- 5.4 Members are asked:
- To note the progress made on school attendance in 2022/2023.
 - To approve the strategic approach for 2023/2024 which both meets the DfE requirements and improves support to schools.
 - To approve the strategic approach for 2023/2024 which looks to build a partnership consensus around attendance so that it is considered everybody’s business.
 - To consider a ‘think attendance’ approach into their ward level activity so that attendance at school is encouraged and promoted with all residents.

Appendix 1 - Ward Level Data Analysis

Ward	Attendance	Percentage of 10% PA Pupils	Percentage of 50% SA Pupils
CITYWIDE	92.6%	24%	3.9%
Ancoats & Beswick	91.9%	23.5%	4.9%
Ardwick	91.9%	24.4%	6.1%
Baguley	91.5%	26.6%	4.2%
Brooklands	87.4%	37.9%	9.4%
Burnage	93.3%	21.4%	2.1%
Charlestown	90.0%	28.8%	6.1%
Cheetham	93.9%	18.3%	1.5%
Chorlton	95.6%	11.7%	0.4%
Chorlton Park	89.3%	29.4%	9.6%
Clayton & Openshaw	94.2%	18%	2.0%
Crumpsall	90.6%	30.6%	3.6%
Didsbury East	91.5%	23.6%	5.3%
Didsbury West	91.6%	25.6%	4%
Fallowfield	92.2%	27.4%	2.7%
Gorton & Abbey Hey	93.8%	19.2%	2.4%
Harpurhey	92.3%	19.3%	4.2%
Higher Blackley	90.9%	24.9%	6.0%
Hulme	94.7%	15.4%	1.2%
Levenshulme	92.5%	23.3%	2.8%
Longsight	92.3%	25.5%	2.7%
Miles Platting & Newton Heath	93%	20.7%	3.0%
Moss Side	92.7%	23.2%	4.3%
Moston	93.7%	18.9%	2.3%
Northenden	90.4%	27.3%	4.6%
Old Moat	93.2%	19.6%	3%
Rusholme	92.4%	23.6%	3.8%
Sharston	92.1%	25.3%	1.9%
Whalley Range	92.7%	25.0%	2.3%
Withington	93.4%	20.9%	1.3%
Woodhouse Park	90.9%	26.5%	5.1%

* By schools in the ward

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Appendix 2 - Ethnicity Level Data Analysis

Ethnicity	No. of Pupils	Attendance
CITY		92.6%
White Traveller of Irish Heritage	>100	76.3%
White Gypsy/Roma	245	82.2%
White Irish	264	87.1%
Unknown	5415	88.1%
Mixed White and Black Caribbean	2137	88.4%
White British	24988	89.7%
Any Other Mixed Background	2928	91%
White and Asian	1302	91.2%
Black Caribbean	1144	91.8%
Asian Pakistani	13657	92.4%
Asian Bangladeshi	1769	92.5%
Any Other White Background	3883	92.9%
White and Black African	1474	93.2%
Asian Indian	2198	93.4%
Other Ethnic Group	6656	93.5%
Any Other Asian Background	2156	94.1%
Any Other Black Background	2931	95.3%
Black African	9810	96.1%
Chinese	1037	97.1%

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**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee – 6 September 2023

Subject: Manchester Inclusion Strategy Update

Report of: Strategic Director for Children and Education Services

Summary

This report provides an update on the implementation of Manchester's Inclusion Strategy 2022-2025 and an overview of the key priorities and next steps.

Recommendations

The Committee is asked to consider the content of this report and attached draft of the revised Inclusion Strategy, reflect and comment upon:

- The significant progress that has been made since the launch of both the original Inclusion Strategy in November 2019 and the refreshed 2022-25 Strategy.
 - The key priorities and next steps which have been identified for the coming academic year.
-

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

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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.

- Children and Young Person's Scrutiny report on Manchester's Promoting Inclusion and Preventing Exclusion Strategy, June 2019
- Manchester Inclusion Strategy, November 2019
- Children and Young Person's Scrutiny report providing an update on the implementation of the Manchester Inclusion Strategy 8 January 2020.
- Children and Young Person's Scrutiny Committee report providing an update on the implementation of the Inclusion Strategy 2019-2022, an overview of the draft revised strategy for 2022-25 and key priorities for the coming year.
- The Manchester Inclusion Strategy 2022-2025 [Policies and strategies - Manchester Inclusion Strategy | Manchester City Council](#)

1.0 Introduction

- 1.1 The Manchester Inclusion Strategy (2019-2022) was launched in November 2019 in response to an annual increase, both locally and nationally in school exclusions over a number of years. The year long, Manchester multi-agency consultation on the reasons for these exclusions and the approaches which helped or could help to prevent exclusion indicated the need for a city-wide strategy which put a strong emphasis on promoting high-quality inclusive practice for all children and young people rather than on a more limited focus of merely preventing exclusions
- 1.2 The global, COVID-19 must clearly be acknowledged and the unprecedented changes this brought to the lives and educational experiences of children and young people, their families and to early years settings, schools and post 16 settings. Much has been learned from this period and this learning has been reflected in the revised Manchester Inclusion 2022-2025 which was launched in September 2022.
https://www.manchester.gov.uk/directory_record/376574/manchester_inclusion_strategy
- 1.3 The Manchester Citywide Inclusion Statement was developed in consultation with wide ranging partners. It states, **“We believe it is important that every child and young person in our early years’ settings, schools and post 16 provisions, whatever their age, identity, circumstance or ability, has a sense of belonging, feels respected and is valued for who they are.”** This important statement aligns fully with Manchester City Council’s ambition for the city to be ‘child friendly’ and gain UNICEF Child Friendly City accreditation.
- 1.4 The following report gives an overview of the Inclusion Strategy work that has been undertaken during 2022-23. It demonstrates the growing sense of cohesion across the rich and multiple workstreams being implemented to promote inclusion across Manchester. Through the wide-ranging work with education settings, parent, carers, children and young people and other partners it is clear, that Manchester’s conversation about inclusion has significantly expanded since 2019. Inclusion has become a vital part of the implementation of all improvement priorities and initiatives. The report acknowledges that schools’ use of suspensions and exclusions remains, in line with national trends, a challenge. It identifies the priority work to be carried out by all partners during 2023-24 to address this concern and to continue to improve the experiences and outcomes of children and young people through city-wide inclusive approaches.

2.0 Manchester Inclusion Strategy activity since July 2022.

2.1 Summary of what has been delivered to support improvements in inclusive universal provision

Since July 2022 the following activity has been delivered to support improvements in the universal offer to children and young people:

- Embedded a multi-agency 'Team Around the School' model for targeted schools where high levels of need have been identified. There have been five Team Around the School multiagency meetings during 2022-23. This process has led to a number of schools having different, more strengths-based conversations about young people and how best to meet their needs through a revised, whole school approach to inclusion.
- One of the biggest initial requests from education settings during the 2018 Inclusion Strategy consultation was for an Inclusion Toolkit to be developed. The Manchester Inclusion Strategy Toolkit, developed by One Education Ltd.'s Educational Psychology Team, was piloted during the summer term of 2022. The toolkit, openly available to download via the link below was launched in September 2022 and widely promoted including via Headteacher briefings, SENCo & Designated Teacher and Designated Safeguarding Leads Networks, Post 16 Reference Group, the Youth Justice Service and Social Work Teams. <https://www.oneeducation.co.uk/inclusiontoolkit>
- Thematic training sessions and leaflets linked to the Inclusion Strategy Toolkit have been developed and made available to education settings and wider services. These include training sessions and leaflets focusing on:
 - Use of the toolkit
 - School belonging
 - Anxiety based school avoidance
 - Adverse Childhood Experiences (ACEs)
 - Emotional regulation
 - Covid legacy – supporting children with Autistic Spectrum Condition (ASC).
 - Strategic Inclusion Planning at Leadership Conference
- Worked with Parents and Carers to produce a parent leaflet and guide to the Inclusion Strategy.
- The M-Thrive digital front door has been launched and continues to develop giving information about the M-Thrive offer across the city which provides a single point of entry, front door approach to the emotional wellbeing and mental health offer for young people aged 5-18. The service is designed to advise, guide, signpost and get help for young people within Manchester currently facing mental health and emotional wellbeing issues. [M-Thrive | Home](#)
- Equality, Diversity & Inclusion training has been developed and delivered via The Healthy Schools service. <https://www.manchesterhealthyschools.nhs.uk/events/language-of-inclusivity-and-anti-racism-training-pre-recorded-session-download>
- Proud Trust LGBT+ Inclusion Training sessions commissioned by the Virtual School for education settings and MCC Education Services. <https://www.theproudtrust.org/schools-and-training/training-for-professionals/>

- Work between the Virtual School and Agent Academy and the Northwest Business Leadership Team to conduct research into the values of young people, including those from Black, Asian and Minority Ethnic backgrounds, having access to diverse role models to support them to develop and pursue their career aspirations. As an outcome of this research, produced material can be used with young people in educational settings.
- There has been lots of different activity to engage with different groups of Manchester Children and Young People. One of the most extensive engagement exercises has involved wide-ranging conversations with young people through the Our Year campaign. This consultation enhanced our understanding of the things that are important to young people and informed not only the Our Year plans and submission to become a Child Friendly City but also the development of the Manchester Inclusion Strategy Toolkit and associated training.
- Legacy of COVID training and support to schools.
- In September over 100 schools were represented by over 200 delegates at a Manchester School Attendance conference. The conference focused on the new DfE guidance, Working Together to Improve School Attendance [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/working-together-to-improve-school-attendance)
- The Think Equal- Programme is a Greater Manchester Initiative to teach social and emotional learning to children aged 3-6 years. To date the programme has been initiated in 105 Manchester schools. [Think Equal in Greater Manchester - Supporting Social Emotional Development and Wellbeing in the Early Years - Mental Health \(gmintegratedcare.org.uk\)](https://gmintegratedcare.org.uk/think-equal-in-greater-manchester-supporting-social-emotional-development-and-wellbeing-in-the-early-years-mental-health)
- Dingley's Promise initiated which is an Early Years Inclusion Programme. Manchester is one of the 30 local areas that are participating in the Dingley's Promise Early Years Inclusion programme. With the support of Comic Relief funding, Dingley's Promise charity will be delivering a series of ten courses to Manchester's Early Years practitioners, spread over 5 years, to improve inclusive practice when working with young children with Special Educational Needs and/or Disabilities (SEND). It is expected that the training and shared resources will increase learners' awareness of the needs of all children, especially those with SEND, and their confidence in supporting the learning and well-being of all children in their setting. The programme places a strong emphasis on co-production with parents and carers. Over 150 Manchester Early Years settings, schools and child minders have registered and begun to access the training.
- A spring term Key Stage 2 – 3 Transition conference was attended by over 100 Manchester Schools. Effective transition practice and paperwork was shared along with the findings from a piece of pupil voice research by the Manchester Metropolitan University and information about the 2023 transition read offer. This year around 8,000 copies of 'The Lion Above the Door' by author Onjali Q Rauf has been given to Manchester Year 6 pupils. The initiative is to help pupils as they prepare for their new secondary schools and

to keep them reading over the summer. The initiative is organised by Read Manchester in partnership with Manchester City Council.

- Development of the Primary Ordinarily Available provision offer. This has been co-produced with parents and carers to describe the support, strategies and activities that are available to children and young people with additional needs in Primary settings, regardless of formal diagnosis or commissioned specialist support.
- A dedicated officer within the Education team was appointed specifically to focus on work to support refugee families. This has greatly supported timely communication and progressing actions to support children, young people and families.
- 5 SEND reviews and 10 safeguarding reviews of schools across the City have been conducted during 2022-23. Both exercises have provided supported, reflective spaces for schools to identify their good practice, areas for development and key improvement actions to take forward.
- Manchester recommissioned its Post 16 NEET Prevention and Reduction Service. The successful provider was Career Connect. Strong multi-agency partnership work with schools and colleges is being undertaken across the city to ensure the early identification of and support for young people who are at risk of becoming not in education, employment and training (NEET) as well as supporting young people who are currently NEET towards and into appropriate provision.
- Autism in Schools work has been undertaken in six high schools to promote and share good practice. This is due to be expanded in a further three high schools. This project has been a collaboration between the Community Speech and Language Therapy team, the CAMHS Speech and Language Therapy Team, One Education educational psychologists, and the University of Manchester's Speech and Language Therapy department and Psychology and Mental Health department. The aim is to create environments within mainstream schools that can support autistic young people to form connections with other autistic and neurodivergent young people.
- Outreach support and advice has been delivered by our specialist schools to schools throughout the year with a strong focus on the effective delivery of Quality First Teaching to young people with additional needs.
- We currently have 120 Rights Respecting Schools in the City with 22 more who are working towards the bronze award. Of these:
 - 47 schools are at Bronze level (6 of these have been achieved since 2022)
 - 42 schools are at Silver level (7 of these have been awarded since April 2022)
 - 31 schools are at Gold level (11 new since April 2022 plus 6 Gold reaccreditations).

Initial data indicates that many of these schools have lower rates of exclusion and suspension than schools that are not involved in this programme. There will be further analysis carried out on this.

- The Virtual School Team has been working with Agent Academy and the Northwest Business Leadership Team to undertake some local research into the value of young people having access to diverse role models when thinking about their career aspirations. The research findings will be used to support the development of resources and materials to be used with young people in educational settings. There will be further information during 2023-24.

2.2 Summary of what has been delivered to support improvements in early intervention.

Since July 2022 the following activity has been delivered to support improvements in early intervention to identify and meet the additional needs of children and young people:

- Group consultation on meeting the needs of learners with social emotional mental health needs has been made available for all schools. These online sessions are facilitated by Educational Psychologists and the Head of Outreach in the City of Manchester Learning Partnership.
- Inclusion training for parents and carers on understanding and meeting their children's needs has begun to be delivered via the 150 Manchester Primary schools and Early Years settings who have signed up to the Early Years Dingley's Promise Inclusion Programme.
- The refresh of the school cluster model is helping to ensure the right conversation is happening at the right time and strengthening relationships and communication between Designated Safeguarding Leads (DSLs) and Social Workers.
- The Autumn term Post 16 Inclusion Conference raised the profile of the Manchester Inclusion Strategy and encouraged Post 16 settings to make use of the Inclusion Strategy Toolkit to support young people towards and into Post 16 provision and to attend and achieve well in their chosen programmes.
- The Manchester Virtual School has been working closely with the Manchester Youth Justice Service to implement a strengthened multi-agency approach to supporting the education, employment and training of all young people accessing their service through an electronic Personal Education Plan (ePEP).
- Implementation of the new Manchester Alternative Provision (AP) Framework. This was the first year of a new approach which involves schools commissioning Alternative Provision directly and holding the accountability for attendance, progress, outcomes and reviewing the young person's education offer. The aim is that Alternative Provision should be used by schools as a time limited intervention providing targeted support early to reduce preventable exclusions and not as a final destination or as an alternative to

permanent exclusion. The Local Authority has supported the development of a framework of Alternative Provision which offers a range of part time and full time offers which is available to our schools to commission provision from. The Education team also has a dedicated officer working with providers and schools to match children to the most appropriate provision and identify gaps in the offers available.

- Mental Health Support Team and Thrive in Education in all secondary schools providing multi-agency working to support whole school approaches. The Mental Health in Schools Teams have undertaken a mapping exercise of the different types of Universal, targeted and specialist activities taking place in targeted schools. This has included input from students on their views of the different types of interventions.
- A Secondary outreach offer for children with social emotional mental health needs was implemented during 2022-23 with a priority focus on providing earlier intervention to young people in Key Stage 3 to support schools to understand young people's underlying needs and how best to support them and thus reduce the risk of suspension and exclusion. This offer is being expanded from September 2023.
- There has been a strong focus throughout 2022-23 on education settings, social workers and other multiagency services working in partnership to use of the About Me template and approach to prevent children and young people with SEND and their families having to keep repeating their story to different professionals at different times. Good practice in the use of the About Me template has been promoted in education and social care training sessions and via the About Me stand at the Local Offer drop-ins.
- Promoted the use of the Anxiety Based School Avoidance toolkit to support young people struggling to attend school. [Anxiety Based School Avoidance | Help & Support Manchester](#)
- There have been regular on-line NEET Prevention Panels in each Locality. These have been attended by Manchester's Post 16 Lead, local mainstream and special schools, the Virtual School, the Work and Skills Team, Post 16 Commissioning colleagues, Career Connect and Manchester's school Attendance Lead. These conversations support the early identification of young people at risk of becoming not in education, employment and training and provide a problem-solving space to consider the best way to support them towards and into a positive destination.
- We have implemented the first year of the SAFE Taskforce (**S**upport **A**ttend **F**ulfill **E**xceed) which is a DFE grant funded intervention to support young people at risk of becoming involved in Serious Youth Violence. Analysis of data from GMP/ Childrens Services and Education sources demonstrated that schools remain the safest place for young people to be, and consequently any intervention should aim to support them to attend well and to engage positively with the schools' expectations, to avoid exclusion or suspension.

- Evidence provided by the DFE through the Youth Endowment Fund suggested that the intervention that would have the best impact with this type of issue was mentoring. The SAFE task force comprising of secondary headteachers and other partners made the decision to fully invest in this, in a phased approach, offering 12 months of intense support for young people considered at risk. This would be scaled over the first year, with all schools receiving some offer by the end of the first year. There are xx targeted schools across the City who all have 2 fte mentors allocated to the school this year and the remaining secondary schools will access 2 days per week from a mentor from September.
- To date, 8 mentoring organisations have been commissioned and 280 young people across the city have been offered a mentor to support them for the remainder of their year 8 into year 9. From year 2 of the project the focus will shift to Year 7 pupils with 460 young people accessing the support offered.
- Initial feedback from the project is that schools value the additional support, and when young people engage with their mentor it is having a positive effect. Improved attendance, engagement with learning and improved mental health are all being reported by schools and mentors. Funding is secured until April 2025 and the Mentor organisations have been added to the Alternative Provision Framework to enable ongoing commissioning of this intervention beyond the life of the project.

2.3 Summary of what has been delivered to support improvements through the continuum of provision & specialist support.

Since July 2022 the following activity has been delivered to support improvements through the continuum of provision and specialist support to identify and meet the additional needs of children and young people:

- There has been a successful Secondary Special Free School Presumption which will lead to increased special school capacity with a new Secondary Special School being opened in the north of the city in September 2024. In addition to this there have been a number of special school expansions across the City with 615 new places created in recent years.
- A new commissioner, specifically for Post 16 provision has been recruited, is in post and working with partners to develop a cost-effective offer for young people aged 16 plus with SEND.
- Manchester's Healthy Schools Team has continued to develop and deliver "Behind the Behaviour" training which, as an element of the Inclusion Strategy Toolkit, is supporting schools to develop their understanding of and proactive response to children and young people's unmet support needs.
- Children and Parents (CAPs) Service is a multi-agency team made up of Clinical Psychologists, Specialist Health Visitors, and Parent Group Leaders providing community-based psychological support to Manchester families with children under 5. As well as seeing families directly, the service also offers

specialist consultation and training to Early Years and other professionals working with infants.

- The Disabled Children's Social Work Teams are now based in Localities with a Virtual Team within Early Help. Work has been undertaken to review and improve the Short Breaks process and offer. Through this work a strong and ever-evolving community of practice with parents and carers and Education, Health and Social Work colleagues has been developed. This continues to contribute to improvements in the ongoing work of the Disabled Children's Social Work Teams.

2.4 Summary of what has been delivered to ensure that exclusion from educational settings is only ever used as the last resort and that when it is used good quality support is in place to support the child or young person

Since July 2022 the following activity has been delivered to prevent the unnecessary use of exclusion and to ensure that young people who are excluded receive the right support to meet their needs:

- School attendance, suspension and permanent exclusions data have been systematically shared via the locality based In-Year Fair Access panels (IYFAP), School Network meetings and broadcasts to enable schools to have a city-wide view of exclusion. This has enabled schools to compare their own use of suspensions and exclusions with other provisions across the city and to reflect on their strong practice and areas for development.
- Support and Challenge conversations have continued to take place with schools and academy trusts regarding high levels of suspensions and exclusions. Reasons behind any increased use of exclusion have been discussed and actions, including multi-agency involvement, to address this have been explored and taken forward.
- The review and restructuring of the Manchester Secondary PRU has been completed and the PRU had a positive OFSTED inspection in Autumn 2022. The main focus of the PRU is now to provide high quality provision to children and young people who have been permanently excluded from mainstream schools and to support them towards appropriate Key stage 3, 4 and 5 destinations depending on their age and support needs.
- There is now a specialist task force in place at Manchester secondary Pupil Referral Unit. This is a DfE led pilot project consisting of a multiagency team of specialists, collocated within the PRU. The overarching aims of this pilot are to reduce the risks of children becoming victim to any aspect of Serious Violence, by working to improve their outcomes through collaborative working: to identify our children's barriers to learning and their understanding of the world around them, (for example; difficulties attending and engaging with school, ability to understand their behaviours), offering the correct assessment, support or intervention at the right time to remove or navigate around these barriers. The offer is consent based, with a focus on developing

trusted relationships with children and their families, using the ‘think family approach’; using active listening to enable a better understanding of children’s lived experiences and then collectively identifying SMART targets to positively move forward. The task force uses a tiered model of support, this consists of Tier 1 workers; Restorative Practitioners, Engagement Workers, Family Worker and Youth Workers who work to develop and establish trusted relationships with children and families. In addition, Tier 1 workers are also upskilled by our Tier 2 Specialists to deliver targeted and preventative interventions, and will also, when necessary, broker relationships with Tier 2 Specialists when further assessments and interventions are required. Tier 2 specialists include; Complex Safeguarding, CAMHS, Youth Justice, Speech and Language Therapist, Educational Psychologist, Counsellor or POST 16 worker. All PRU staff have access to regular reflective practice, advice and guidance drop-in sessions with task force specialists; CAMHS, SALT & Educational Psychologists.

- The Virtual School Team have been attending regular meetings with Post 16 providers to discuss care-experienced young people and those supported by the Youth Justice Service where there have been concerns raised both about difficulties with securing a college place or the risk of early withdrawal from programmes and/or exclusion. These conversations have further strengthened multi-agency working. During the year over 30 Post 16 exclusions have been prevented.
- Restorative approaches are, with the support of Remedi, embedded within Complex Safeguarding checks and support education settings to understand young people’s needs and how best to support them.

3.0 What we know about Inclusion across the city

- 3.1 Examining the impact of the Inclusion Strategy is in itself a complex exercise as it can’t be assessed by looking at hard, quantitative data alone. One of the major differences which has emerged since the Strategy was first launched in 2019 is that there is a different and more strengths-based conversation happening across the city about what Inclusion means and the implications of this for our work with children, young people and families. Before looking at some of the inclusion related data we hold, it is important that we also consider some of the comments that have been made by education settings and partners about Inclusion Strategy related work.

Feedback from education settings and parents and carers about the Inclusion Strategy Toolkit and associated training sessions have included:

- *“The toolkit is an amazing resource that will help us so much on many different levels. Thank you!”*
- *“The toolkit is so helpful and practical. From a place of scepticism I was entirely won over!”*
- *“This training and the toolkit are really informative, inspiring and validating!”*
- *“Really enjoyed the session, really informative with lots of take away ideas to support in the classroom”*

- *“Extremely informative with lots of clear steps on how to support children and staff.”*

As we approach the end of the summer term in 2023 we are looking at our end of year data to show progress that has been made and to identify key priorities for the coming year.

- 3.2 Anecdotally we know that high rates of suspensions and permanent exclusions have been a challenge across the country during 2022-23. This is born out in Manchester’s provisional 2022-23 suspensions and exclusions data. The provisional suspension rate in Manchester shows an increase from 3.9% in 2021-22 to 4.6%. At the end of June, the rate of permanent exclusions was 0.16% which was slightly above the provisional end of year 2021-22 data of 0.14%. This data will change over the coming months as exclusions currently in process are either upheld or rescinded.

Within this overall figure we have seen an increased number of permanent exclusions of Manchester residents attending schools in neighbouring authorities. Colleagues in the Attendance and Exclusions team, Senior School Quality Assurance Officers and members of the Virtual School Team have all had regular conversations throughout the year with colleagues in Manchester and out of area schools to explore how potential permanent exclusions can be avoided. These conversations have led to over 40 exclusions being discontinued or rescinded. Continuing to have early conversations to prevent exclusions with Manchester Schools, schools outside Manchester and with our education colleagues in other Local Authorities continues to be a priority for 2023-24.

- 3.3 We also need to be mindful that this increase in permanent exclusions is partially as an outcome of our strategy to improve our city-wide practice in the effective use of Alternative Provision. In Manchester we have taken proactive steps towards promoting the use of Alternative Provision as an early intervention to personalise the curriculum for young people experiencing difficulties rather than merely as an alternative to the use of permanent exclusion. Our secondary Pupil Referral Unit’s main purpose has shifted this year from providing a city-wide Alternative Provision (AP) offer, to providing education for young people who have been permanently excluded. This means that we are now confident that the young people attending our Secondary PRU, are in the main, young people who have been permanently excluded rather than young people still on the roll of their mainstream school who are accessing indefinite periods of alternative provision. Further work will continue with our schools during 2023-24 to develop enhanced approaches to supporting young people so a permanent exclusion is not required. This includes promoting best practice in the use of Alternative Provision as a timebound, early intervention with young people experiencing difficulties.
- 3.4 By the end of June 2023 overall school attendance in Manchester was positive at 92.6% which, compared with the current DFE national data shows that Manchester is at the national average overall and outperforms the national average at secondary. Wide-ranging attendance improvement work will

continue during 2022-23 with a particular focus on supporting young people who are persistently or severely absent from school including those with anxiety-based school absence and on improving the attendance of children and young people who have an allocated social and/or youth justice worker.

- 3.5 Manchester continues to perform well in its work to prevent young people becoming not in education employment and training (NEET) as they move towards and into Post 16 provisions. By the end of June there were 4.9% of 16- and 17-year-olds known to be NEET including 1.0% with an unknown destination. This is in-line with our 2021-22 figure which was the lowest ever figure for Manchester Young People and is better than national and other core cities.
- 3.6 88% of our schools are judged to be good or better by Ofsted, which remains above the national average, and 100% of our 6th form and FE colleges are also judged as good or better. Manchester is extremely proud of our school and colleges, and this is a great achievement and testament to the strong and talented school and college leaders we have in our city.
- 3.7 Following a positive Local Area SEND inspection in November 2021 and a DfE visit to discuss our SEND and Inclusion practice in September 2022, Manchester has been asked by the DfE to be the lead Regional Change Partner for the Northwest region in implementing the national SEND and AP plan from September 2023. This not only shows the confidence that the DfE has in Manchester and its partnership but provides us all with a great opportunity to inform and influence national policy on SEND and Alternative Provision going forward. Our Inclusion Strategy and Inclusion Strategy Toolkit were two of a number of approaches used in Manchester that the DfE were particularly interested in and positive about.

4.0 Priority Inclusion Strategy Activity for 2023-24

A multi-agency workshop took place in May 2023 to reflect on the progress that had been made over the past year and to identify priority activities for 2023-24 in each of the four strands of the strategy:

- Strand 1: Inclusive universal provision
- Strand 2: Early intervention
- Strand 3: High quality continuum of provision and specialist support
- Strand 4: Exclusion as a last resort

4.1 Priority actions to support further improvements in inclusive universal provision during 2023-24

- Implement new school attendance guidance from DfE including the offer of targeted support meetings for all schools to identify and plan for children persistently absent.
- Manchester City Council has commissioned the Belong Network to lead a social cohesion project with schools in the north of the City. The sessions will

provide a space for professionals to reflect on and share their experiences, and to explore tools and sources of support for school communities.

- To continue to progress the Think Equal Programme roll out in all Reception Classes and the Bingley's Promise roll out in all settings and Child Minders sharing emerging learning and good practice from the implementation of both programmes.
- Promote the updated Inclusion Strategy Toolkit, available to download from September, with new content including:
 - Equality and Diversity
 - Neurodiversity
 - Supporting transitions
 - Knife crime
 - Children and Young People with parents in prison
 - Acquired brain injury and/or epilepsy
 - Inclusion audit tool
 - Specific advice for Early Years settings in each chapter.
 - Specific advice for Post 16 settings in each chapter.
 - Leaflets to download for each of the six good practice areas
 - Parent Inclusion Toolkit Guidance
- Work initially with schools and later with Early Years and Post 16 settings, parents/carers, young people and partners to develop a suite of model, inclusive, relational policies which reflect our Inclusion Statement, Guiding Principles and the Rights of the Child.
- Provide a refreshed rolling inclusion training programme for early years settings, schools, Post 16 settings, governors and other professionals. New training modules to include:
 - Voice of the child, how settings gather this and respond.
 - Teenage brain development
 - How do we listen to young people who are being given regular internal exclusions/detentions
- Continue to grow and develop the work with the Post 16 Pathway Partnership and work together to implement the new Post 16 voice framework.
- Build on the outcomes of Virtual School Northwest June Post 16 Conference to ensure system wide understanding, positive engagement and joint working by social workers, youth just workers, Post 16 providers, Designated Teachers, Designated Safeguarding Leads, work and skills colleagues, Career Connect in key reforms and drivers including:
 - Post 16 qualification reforms
 - Post 16 Pupil Premium
 - Stable Homes built on love consultation
 - Promoting the education of children with a social worker
 - New ILACS care leaver judgement

- Continue to work closely with schools, Post 16 settings, services and the Career Connect NEET prevention service to identify, as early as possible, and support young people who are at risk of becoming NEET.
- To work with schools and partners to ensure they are well-equipped to effectively balance making reasonable adjustments to scaffold the curriculum for children and young people with additional needs whilst ensuring they have access to the full curriculum offer and entitlement.

4.2 Priority actions to support further improvements in early intervention during 2023-24

- Implement the Kickstarter programme to address the educational needs of children in Key Stage 1 as a result of lost learning during the pandemic. The aims of the programme include:
 - Improved outcomes for children in terms of EYFS scores, phonics results and KS1 outcomes
 - Improved attendance of children in this age group.
 - Accelerated progress for targeted children based on an initial baseline
 - Increased take up of community offers including childcare
 - Reduced number of requests for Education Health and Care Plans (EHCPs)
- Work with schools, young people and parents and carers to develop guidance on re-integration and support meetings post suspension.
- Further embed the use of the Youth Justice PEP to improve the educational experience and outcomes of young people supported by the Youth Justice Service.
- Continue to work closely with schools, Post 16 settings, services and the Career Connect NEET prevention service to identify, as early as possible, and support young people who are at risk of becoming NEET.
- Work with education settings, young people, parents and carers and other partners to strengthen our focus on the well-being, experiences, support needs and outcomes of Girls in response to the findings of the Greater Manchester BeeWell Survey and also an increase in the number of girls being excluded in the city.
- Work through the Think Equal Programme to help address the lowest Good Level of Development outcomes.
- Develop an outreach offer to schools by the Manchester Secondary PRU Specialist Taskforce to support early intervention and reduce the risk of exclusion.
- Continue to implement SAFE programme across secondary schools so that all schools are accessing mentoring and identify and share good practice case studies and learning from this work.

- Continue promoting good practice in the use of short to medium term Alternative Provision as an early intervention by:
 - Working with schools and Alternative Provisions to identify and share good practice in the early use of Alternative Provision
 - Work with schools to identify, develop and share good practice in the use internal alternative provision and part time timetables.
 - Analyse the use of single and multiple suspensions and work with schools to explore how the Alternative Provision and Reasonable adjustment are being used to effectively prevent the need for suspension.
 - Implement the Part Time Alternative Provision Pilot which will aim to encourage schools to do more, early, upstream intervention with a clear focus on improving a child's outcomes.
- Further develop the quality assurance and oversight of Alternative Provision in the city. This includes introducing a quality assurance offer for registered AND unregistered independent provisions with oversight from a dedicated Senior Schools Quality Assurance officer in the Education team.
- Continue to implement the Social Emotional Mental Health outreach and support work.
- Further develop attendance and exclusions data reporting for children with a social worker and work with social worker managers, IROs and Designated Safeguarding Leads to inform social workers and IROs conversations and the development and review of CiN and CP plans.

4.3 Priority actions to support further improvements in the continuum in provision and specialist support during 2023-24

- Work with multiagency colleagues and M-Thrive to further develop Anxiety Based School Avoidance resources including:
 - Policy
 - Tools for schools & education settings
 - Training for parents and carers
 - Social media guidance & resources
- Work with employers through the Supported Internships Forum and the Work and Skills Team to develop more supported internships.
- Work with schools, parents/carers and young people to further develop the Year 10 Chance programme for young people receiving multiple suspensions.

4.4 Priority actions during 2023-24 to ensure exclusion is only ever used as the last resort and that young people who are excluded are well supported.

- Further funding for the extension of the Task Force around Manchester Secondary PRU has been secured and we are now in the process of

restructuring the taskforce, using learning and outcomes to date to revise this offer. Over the next year further impact data will be used to plan for the future sustainability of this offer.

- Work with schools, parents/carers, young people and multiagency partners to develop citywide guidance on permanent exclusion thresholds to ensure consistency of decision making and equity of experience for young people.
- Monitor Via the IYFAP & the EHCP routes the numbers of children returning to schools from our Pupil Referral Units following a permanent exclusion.
- Work with parents and carers to develop an exclusion advocacy offer for other parents and carers including:
 - Development of guidance to help parents and carers know what different schools offer and provide.
 - Equalizing the power dynamic so that parents and carers are actively involved.
 - Ensuring that parents and carers experience a sense of belonging within the education setting's community.
 - Identification and dissemination of existing good practice (knowledge of this in some of our primary schools).
- Develop on-line exclusions training for governors which adheres to statutory guidance and remains true to our Inclusion Statement, Guiding Principles and the Rights of the Child.
- Work with Post 16 settings, parents/carers & young people to develop good practice guidance on preventing the use of exclusion and early withdrawals through the early identification of need, and use of appropriate interventions and reasonable adjustments.

5.0 Conclusion

The work that has been undertaken since 2019 to implement the Manchester Inclusion Strategy is supporting the city to achieve its partnership vision to ensure Manchester children and young people live safe, happy, healthy, successful and independent lives. During that time, Manchester's multi-agency partners have increasingly worked with dedication and creativity, during incredibly challenging times, to identify and support the needs of children, young people and their families in inclusive and personalised ways.

Manchester now has the challenge, as it works towards becoming a UNICEF Child Friendly City, to build upon the improvements achieved so far and to continue to enhance the experiences and outcomes of children and young people.

The Inclusion Strategy also provides a comprehensive outline of how Manchester's Children and Young People's Partnership will contribute to

progressing the Making Manchester Fairer Strategy to address health inequalities arising from poverty. [Making Manchester Fairer | Making Manchester Fairer | Manchester City Council](#)

The first three years of the strategy have reinforced the importance of all partners working together with children, young people and their families to bring our inclusion statement below to life through robust, innovative and relationship-based approaches. Work will continue during 2023-24 to accelerate and enhance the improvements that have already been achieved. The programme Manchester will engage in with the DFE as a regional change partner to implement the national SEND and AP plan will also support this work in the City going forward and will hopefully provide an opportunity to inform national policy and practice in this area.

“We believe it is important that every child and young person in our early years’ settings, schools and post 16 provisions, whatever their age, identity, circumstance or ability, has a sense of belonging, feels respected and is valued for who they are.”

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**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee – 6 September 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
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 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	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
		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.	A visit to Wetherby Young Offender Institution has been arranged for 11 September 2023.	Rachel McKeon, Governance and Scrutiny Support Officer
20 July 2022	CYP/22/36 The impact of COVID-19 on	To request data on the ethnicity and geographical spread of CAMHS referrals, in order to be	A response to this recommendation has been requested and will be circulated to Members.	Al Ford, Director of CAMHS/Rachel McKeon,

Date	Item	Recommendation	Action	Contact Officer
	children and young people's mental health and well-being	able to identify any gaps.		Governance and Scrutiny Support Officer
21 June 2023	CYP/23/25 Update: Education Climate Change Action Plan 2022-24	To recommend that consideration be given to partnering schools with allotments and parks.	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
19 July 2023	CYP/23/30 Youth Justice Business Plan 2023/24: Preventing and Diverting Children and Young People from the Criminal Justice System	That Unconscious Bias training be made available to Members.	A response to this recommendation will be reported back to the Committee via the Overview report.	Rachel McKeon, Governance and Scrutiny Support Officer

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 **25 August 2023** 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>Block Contract for the Provision of New Arrivals Hub for Unaccompanied Asylum-Seeking Children (Age 16+) (2023/06/08A)</p> <p>The appointment of Provider for New Arrivals Hub for Unaccompanied Asylum-Seeking Children (Age 16+)</p>	<p>Strategic Director - Children and Education Services</p>	<p>Not before 8th Jul 2023</p>		<p>Report and recommendation</p>	<p>Sarah Austin, Strategic Lead - Commissioning sarah.austin@manchester.gov.uk</p>

<p>Block Contract for the Provision of Supported Accommodation for Unaccompanied Asylum-Seeking Children (Age 16+) (2023/06/08B)</p> <p>The appointment of Provider for the Provision of Supported Accommodation for Unaccompanied Asylum-Seeking Children (Age 16+) up to 40 units</p>	<p>Strategic Director - Children and Education Services</p>	<p>Not before 8th Jul 2023</p>		<p>Report and recommendation</p>	<p>Sarah Austin, Strategic Lead - Commissioning sarah.austin@manchester.gov.uk</p>
<p>Take a breath - Residential accommodation (2023/07/06A)</p> <p>To implement a residential accommodation model to support hospital discharge and prevent hospital admission for children and young people.</p>	<p>Strategic Director - Children and Education Services</p>	<p>Not before 6th Aug 2023</p>		<p>Report and Recommendations</p>	<p>Sarah Austin, Strategic Lead - Commissioning sarah.austin@manchester.gov.uk</p>
<p>The Provision of a Manchester Sensory Support Service (2023/07/03A)</p> <p>The appointment of Provider for the Provision of a Manchester Sensory Support Service</p>	<p>Strategic Director - Children and Education Services</p>	<p>Not before 3rd Aug 2023</p>		<p>Report and Recommendation</p>	<p>Mike Worsley, Procurement Manager mike.worsley@manchester.gov.uk</p>

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

Wednesday 6 September 2023, 10 am (Report deadline Thursday 24 August 2023)

Item	Purpose	Lead Executive Member	Strategic Director/ Lead Officer	Comments
School Places	To receive an update report on school places.	Councillor Bridges	Amanda Corcoran	
School Attendance	To receive an update report on school attendance. To include work taking place in relation to children who have not returned to school after the pandemic.	Councillor Bridges	Amanda Corcoran	See May 2023 minutes.
Inclusion	To receive a report on school inclusion, including an update on Alternative Provision.	Councillor Bridges	Amanda Corcoran	See December 2021 minutes
Overview Report	The monthly report includes the recommendations monitor, relevant key decisions, the Committee's work programme and any items for information.	-	Rachel McKeon	

Friday 13 October 2023, 10 am (Report deadline Tuesday 3 October 2023) **Please note the new meeting date******

Item	Purpose	Lead Executive Member	Strategic Director/ Lead Officer	Comments
Ghyll Head	To receive a report on Ghyll Head Outdoor Education and Activity Centre.	Councillor Bridges	Neil Fairlamb/ Yvonne O'Malley	
Youth, Play and	To receive an update report on Youth, Play and Participation.	Councillor Bridges	Neil Fairlamb/	

Participation			Neil MacInnes/ Jaffer Hussain	
Youth Investment Fund	To receive an update report on the Youth Investment Fund.	Councillor Bridges	Neil Fairlamb/ Neil MacInnes/ Jaffer Hussain	
Sufficiency	To receive a progress report, with a focus on supported accommodation registration with Ofsted.	Councillor Bridges	Paul Marshall/ Sean McKendrick	
Overview Report		-	Rachel McKeon	

Wednesday 8 November 2023, 10 am (Report deadline Friday 27 October 2023)

Item	Purpose	Lead Executive Member	Strategic Director/ Lead Officer	Comments
Update on mental health and wellbeing	To receive an update report on mental health and wellbeing, including support for schools and settings, and to invite a representative from Child and Adolescent Mental Health Services (CAMHS) to this meeting.	Councillor Bridges Councillor Midgley	Paul Marshall	See September 2021 minutes
Child-Friendly City Update	To receive an update on Manchester's work towards becoming a UNICEF UK Child-Friendly City, to include how staff are enabled to begin to understand and empathise with young people's lived experience, regarding race and equality and diversity.	Councillor Bridges	Paul Marshall	

School Attainment	To receive a report on school attainment.	Councillor Bridges	Amanda Corcoran	
Early Years Sufficiency	To receive a report on Early Years Sufficiency.	Councillor Bridges	Amanda Corcoran	To be confirmed. November or December.
Overview Report		-	Rachel McKeon	

Items To Be Scheduled

Item	Purpose	Executive Member	Strategic Director/ Lead Officer	Comments
Manchester Sensory Support Service Commission	To receive an update report at a future meeting.	Councillor Bridges	Amanda Corcoran	January 2024 (to be confirmed) See March 2022 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
School Streets	To receive a report on School Streets.	Councillor Bridges Councillor Rawlins	Amanda Corcoran	Invite Chair of the Environment, Climate Change and Neighbourhoods Scrutiny Committee
Independent Review of	To receive a report on the Independent Review of Children's Social Care.	Councillor Bridges	Paul Marshall	

Children's Social Care				
Domestic Abuse and Children	To receive a report on the impact of domestic abuse on children and the Safe and Together programme.	Councillor Bridges	Paul Marshall	See March 2023 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
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	
Personal Social Health and Economic (PSHE) Education	To receive a report on PSHE education in schools.	Councillor Bridges	Amanda Corcoran	
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 on how schools are progressing with work to address the impact of the pandemic on children's learning.	Councillor Bridges	Amanda Corcoran	See December 2022 minutes
Road Safety Around Schools	To consider a report on road safety around schools.	Councillor Rawlins Councillor	Kevin Gillham Amanda	To be confirmed See January 2023 minutes.

		Bridges	Corcoran	
Early Years and Health Visiting Service	To receive a further report at an appropriate time.	Councillor Bridges	Paul Marshall	See May 2023 minutes.
Supported Lodgings	To receive a report on supported lodgings becoming subject to regulation and the work taking place to prepare for this.	Councillor Bridges	Paul Marshall	See June 2023 minutes.

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