



## **Children and Young People Scrutiny Committee**

Date: Wednesday, 9 October 2019

Time: 10.00 am

Venue: Council Antechamber, Level 2, Town Hall Extension

Everyone is welcome to attend this committee meeting.

There will be a private meeting for members of the Committee at 9.30 am in Committee Room 6, Room 2006, Level 2 of the Town Hall Extension.

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## **Membership of the Children and Young People Scrutiny Committee**

### **Councillors –**

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

### **Co-opted Members -**

Mr A Arogundade, Mr L Duffy, Mr R Lammas, Mrs J Miles, Dr W Omara and Ms Z Stepan

## Agenda

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**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 4 September 2019.

Pages  
7 - 14

**5. Skills for Life**

Report of the Director of Education

Pages  
15 - 24

Skills for Life is a universal approach that promotes the use of a common language to describe five key skills and a commitment to increase opportunities for children and young people to practice, reflect and record these skills. This report outlines the process, findings and the next steps for the Skills for Life project which was piloted in 2018/19 with a number of schools and settings.

**6. Attainment Headline Outcomes 2019 (provisional)**

Report of the Director of Education

Pages  
25 - 42

The report provides a summary of the 2019 provisional outcomes of statutory assessment at the end of the Early Years Foundation Stage, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5.

**7. Liquidlogic Case Management System - Implementation**

Report of the Strategic Director of Children's and Education Services

Pages  
43 - 50

The Liquidlogic Children's System (LCS) has been operational since 23 July 2019. This report provides an update on progress,

following the implementation of the new system.

**8. Leaving Care Service**

Report of the Strategic Director of Children's and Education Services

Pages  
51 - 64

This report provides an update on progress and positive impact being made by the Leaving Care Service.

**9. Overview Report**

Report of the Governance and Scrutiny Support Unit

Pages  
65 - 76

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

## Information about the Committee

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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 – Vacant
- Representative of the Diocese of Salford – Mrs Julie Miles
- Parent governor representative – Mr Ade Arogundade
- Parent governor representative – Dr Walid Omara
- Parent governor representative – Ms Zaneta Stepan
- Secondary sector teacher representative – Mr Liam Duffy
- Primary sector teacher representative – Mr Russell Lammas

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

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

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Smoking is not allowed in Council buildings.

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## Further Information

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

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This agenda was issued on **Tuesday, 1 October 2019** by the Governance and Scrutiny Support Unit, Manchester City Council, Level 3, Town Hall Extension (Lloyd Street Elevation), Manchester M60 2LA

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## Children and Young People Scrutiny Committee

### Minutes of the meeting held on 4 September 2019

#### Present:

Councillor Stone – in the Chair

Councillors Sameem Ali, Hewitson, T Judge, Kilpatrick, Lovecy, Reeves, Reid, Sadler and Wilson

#### Co-opted Voting Members:

Ms Z Stepan, Parent Governor Representative

#### Co-opted Non Voting Members:

Mr L Duffy, Secondary Sector Teacher Representative

Councillor Bridges, Executive Member for Children and Schools

Julia Stephens-Row, Former Independent Chair of Manchester Safeguarding Children Board (MSCB)

Superintendent Rebecca Boyce, Greater Manchester Police (GMP)

Nicola Marsden, Assistant Director, Children's Community Health Services

Jenny Lewis, Head of Health Visiting, Central Locality Area

#### Apologies:

Councillors Alijah, Cooley and Madeleine Monaghan

Dr W Omara, Parent Governor Representative

Mr A Arogundade, Parent Governor Representative

Mrs J Miles, Representative of the Diocese of Salford

### CYP/19/32 Minutes

A Member updated the Committee about the visit which had been arranged to the South Youth Justice Office, as requested at the 17 July meeting. She reported that the Members who had attended the visit had been very impressed and felt that the service had made progress over the last few years. She informed Members that staff listened to the young people and used a range of interventions, with the focus on enabling them to be able to engage effectively with adults and organisations, give them identity and a sense of purpose and get them onto a different pathway. She expressed concern that the caseloads appeared to be quite high for some teams. She also highlighted conversations that had taken place about child criminal exploitation and the need to ensure that those involved in exploiting young people were not able to visit them when they were in custody. She recommended that the Committee visit Wetherby Young Offenders Institute (YOI) and Barton Moss Secure Care Centre.

#### Decisions

1. To approve as a correct record the minutes of the meeting held on 17 July 2019.
2. To arrange a visit for Members to Wetherby Young Offenders Institute (YOI)

and Barton Moss Secure Care Centre and to note that the former will take place once the new governor is embedded in their role.

### **CYP/19/33 Annual Report of Manchester Safeguarding Children Board April 2018 – March 2019**

The Committee received a report of the Strategic Director of Children and Education Services and Julia Stephens-Row, the former Independent Chair of Manchester Safeguarding Children Board (MSCB) which provided an overview of the MSCB Annual Report for the period from April 2018 - March 2019. The full report was appended.

The main points and themes within the report included:

- Background information;
- Business priorities; and
- Future challenges and improvement.

Julia Stephens-Row informed the Committee that the report would be submitted to the Health and Wellbeing Board at the end of October and that the Committee could provide its comments for that meeting.

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

- That this was a good, comprehensive report;
- To ask whether there had been any prosecutions in Manchester in relation to Female Genital Mutilation (FGM);
- Work to address neglect and child obesity;
- The importance of partnership working, particularly in relation to tackling "county lines" (where vulnerable young people from the city were exploited by criminal gangs to transport and sell drugs in other areas), given the way this crossed borders into other local authority and police areas;
- The importance of consistent, effective training for teachers and other professionals on recognising signs of neglect or other safeguarding concerns; and
- The work of the Local Authority Designated Officer (LADO), who managed allegations against adults who worked with children.

Julia Stephens-Row informed Members that there had only been one successful prosecution for FGM in the country, which had not been in Manchester. She reported that she had attended a conference on FGM where the North West Chief Crown Prosecutor had outlined the challenges in pursuing prosecutions for FGM but that she had been reassured that the Crown Prosecution Service would pursue prosecutions as necessary. She advised Members that, in her view, the key focus of work in this area, was to encourage women and girls to come forward and ensure that they were supported and protected.

Julia Stephens-Row reported that the MSCB had refreshed the Neglect Strategy and was continuing to fully roll-out the use of the neglect tool, which had already been



used in a number of cases. She informed Members about a range of work to address child obesity, primarily lead by the Population Health Team. She advised Members that this included a refresh of the Obesity Strategy which linked into the MSCB's Neglect Strategy. The Strategic Head of Early Help reported that early intervention was the best approach to tackling obesity so, in addition to learning from serious cases, work was taking place to reduce obesity through the Early Help Offer.

Julia Stephens-Row reported that work to address county lines required good links between organisations across the country as young people were being moved across borders. The Strategic Head of Early Help informed Members about the 'Trapped' campaign against child criminal exploitation and outlined some of the work taking place to address this problem through policies, training and complex safeguarding operations. She reported that it had been recognised that young people going missing from home was a significant risk factor so the established processes for dealing with children who went missing from home were now being used to enable early identification and intervention. The Executive Member for Children and Schools recommended that the 'Trapped' video be circulated to Members of the Committee, to which the Chair agreed.

The Strategic Director of Children and Education Services informed Members about the work of the Education Safeguarding team and how they worked with clusters of schools. He offered to provide further information on this in a future report. The Executive Member for Children and Education Services commented that partnership working and a change of culture were central to a lot of the issues raised during this item and suggested that, when the Committee received future reports on locality working and safeguarding arrangements, officers should include more information on these aspects.

Julia Stephens-Row reported that work had been done to raise the profile of the LADO role, although some organisations were better than others at referring cases. She informed Members that the LADO provided advice to organisations on dealing with allegations and that not all cases progressed to investigations.

The Executive Member for Children and Schools and the Chair thanked Julia Stephens-Row for her work as the Independent Chair of the MSCB.

## **Decisions**

1. To note the publication of the Manchester Safeguarding Children Board (MSCB) Annual report 2018–2019.
2. To recognise the need to promote the importance of safeguarding of children and young people across the Council and in the services that are commissioned ensuring that safeguarding is at the heart of all that is delivered.
3. To request that the 'Trapped' video be circulated to Members of the Committee.

4. To request that an extract of the minutes for this item be provided to the Health and Wellbeing Board when they discuss this report.

### **CYP/19/34 Child Sexual Exploitation**

The Committee received a report of the Strategic Director of Children and Education Services which provided the context to the Local Government Association (LGA) Peer Review on Child Sexual Exploitation (CSE) and an update on progress that had been made against areas identified for further development.

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

- Background information, including the independent assurance exercise, commissioned by the Greater Manchester Mayor, to explore the current and future delivery models across the region in response to CSE, which had yet to publish its findings;
- Findings of the LGA Peer Challenge; and
- Progress since and in response to LGA Peer Challenge findings.

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

- That the publication of the Greater Manchester findings on CSE had been delayed and how this was impacting on the work;
- Whether the practices referred to in the report under section 5 were working well; and
- Record-keeping, including how the implementation of the new case management system Liquid Logic was progressing.

The Strategic Director of Children and Education Services informed the Committee that it was not yet known when the Greater Manchester report would be published. He advised that this was a retrospective review of how CSE had been dealt with 15 years ago; however, regardless of when this was published, the Council, GMP and partner agencies would continue to work together to address current CSE. He outlined how current practice on CSE was reviewed and challenged through multi-agency safeguarding audits via MSCB, through Operation Phoenix peer support and challenge and through ad hoc peer challenges, such as the recent LGA Peer Challenge. He also recognised the role of scrutiny in challenging the work on CSE.

The Strategic Head of Early Help informed Members that the introduction of the Achieving Change Together Model and Clinical Psychology Case Formulation had improved understanding of young people, their vulnerabilities and resilience and different areas of their lives. She reported that the Peer Challenge findings had emphasised the importance of the balance between building relationships with young people and ensuring effective plans were put in place and that mechanisms such as My Safety Planning meetings were being used to achieve this.

Superintendent Rebecca Boyce from GMP informed Members about an ongoing investigation into CSE involving multiple offenders and multiple victims, reporting that this had recently resulted in the successful prosecution of four offenders. She

reported that this had been achieved through multi-agency working via the Complex Safeguarding Hub. The Strategic Director of Children and Education Services reported that practice was now intelligence-led rather than complaint-led, which had been the historical approach. He suggested that Members visit the Complex Safeguarding Hub, to which the Chair agreed.

The Strategic Director of Children and Education Services informed Members that the implementation of Liquid Logic had been successful but that moving to a new system did present some challenges which the Deputy Director of Children's Services was working with staff to resolve. He advised the Committee that this would have some impact on data reporting over the next few months and that Ofsted had been informed of this. He suggested that the Committee receive a report on this at its next meeting.

### **Decisions**

1. To receive a further update report, including the impact of the identified actions within the annual Complex Safeguarding Report 2019/20.
2. To request that a visit to the Complex Safeguarding Hub be arranged for Committee Members.

### **CYP/19/35 Early Years Service**

The Committee received a report of the Strategic Director of Children and Education Services which provided an overview of the Early Years Offer in the city and the outcomes from the Early Years Delivery Model (EYDM) and the Healthy Child Programme.

The main points and themes within the report included:

- Strategic Priorities and Governance Arrangements;
- The EYDM;
- The Use of the Ages and Stages Questionnaire 3 (ASQ3) in the Model;
- The Sure Start Core Purpose;
- The Healthy Child Programme;
- Health Visitor pressures impacting on performance;
- ASQ3 Developmental Review outcomes;
- Communication and Language Pathway;
- Support for parenting; and
- Summary of impact.

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

- The importance of Early Years for a child's brain development and school readiness;
- What progress was being made in recruiting to Health Visitor roles, following the additional funding secured from Manchester Health and Care

Commissioning (MHCC) to provide some additional Health Visitor training places;

- The uptake of the offer of the free childcare places for two and three-year-olds; and
- Concern about the number of children with a delay in the development of their language skills.

Nicola Marsden, Assistant Director of Children's Community Health Services, reported that stages one to five of the eight-stage delivery model had been rolled out and that the contacts made were broadly in line with the national picture. She outlined the contacts made with and support available to mothers and their children under the age of five. She advised Members that recruiting Health Visitors was more of an issue than funding for posts.

Jenny Lewis and the Strategic Lead (Children and Young People's Population Health) outlined the work to recruit to Health Visitor posts and investment in Health Visitor training. The Strategic Lead reported that, to become a Health Visitor, candidates needed to be a qualified nurse and then undertake a one-year training programme. She reported that increasing the starting salary for trainees had led to an increase in high quality applicants as nurses had previously been deterred from undertaking the training as it had meant taking a pay cut.

The Early Years Strategic Lead reported that a recent childcare sufficiency audit had shown that there were enough childcare places across the city as a whole but that some areas had a small shortfall and that the Council was working with providers and agencies to address this. She informed Members that there had been a national decrease in the take-up of the two-year-old childcare offer, primarily due to changes in the benefit system, but that in Manchester the take-up of places was at 70%. She advised Members that take-up of the three-year-old offer was at 96% in Manchester.

The Strategic Head of Early Help informed Members that targeted work was taking place to help parents to develop their child's language skills. Nicola Marsden reported that children who required additional support in speech and language development were identified at the two-year-old review and were referred to commissioned services.

## **Decisions**

1. To request a report in respect of the outcome and findings from the Local Government Association Peer Challenge in the Early Years and the Quality Assurance arrangements.
2. To support the Health Visitor requirement for additional staffing and for the pay for training to become a Health Visitor to be commensurate with other nursing roles.
3. To request that further information on take-up of the two-year-old offer be incorporated into a future report.

4. To note that the Ofsted Subgroup would also be considering reports and carrying out visits in relation to Early Years, and that this included all Early Years settings, including childminders.

**CYP/19/36 Update on National School Absence 2017/18 and Autumn Term 2018/19, Manchester's Provisional Absence Data for HT1-5 2018/19 and School Attendance Statutory Action**

The Committee received a report of the Director of Education which provided an update on school absence for the academic year 2017/18 comparing Manchester's school absence data with national data. It also reported on the national absence data for the autumn term 2018/19 for primary and secondary schools and Manchester's provisional school absence data for half terms one to five in 2018/19.

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

- Overall absence data;
- Persistent absence data;
- Absence data for pupils with Special Educational Needs and Disability (SEND);
- Absence data broken down by other pupil characteristics;
- School attendance statutory action; and
- Key priorities.

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

- To welcome this report and recognise the hard work of all involved in achieving these figures, which compared favourably with other Greater Manchester authorities, statistical neighbours and the national average;
- To thank Tracey Dunn, Lead for School Attendance and Education Other than at School (EOTAS), who was leaving the Council, for her work in this area;
- How was the education of children recorded as being home educated monitored; and
- Concern that rewards for good attendance could disadvantage pupils with low attendance due to medical conditions.

The Executive Member for Children and Schools informed Members of the role the Early Help Hubs were playing in helping families to improve school attendance. The Lead for School Attendance and EOTAS reported that partnership working between the School Attendance Team and the Early Help Hubs had significantly reduced the number of parents being prosecuted over their child's attendance, while achieving improvements in their attendance.

The Head of Schools Quality Assurance and Strategic Lead SEND reported that the Council had always had a robust approach to ensuring that children in Elective Home Education (EHE) were safe and receiving a suitable education. She advised Members that the national government had recently strengthened its stance and that the Council was reviewing its policy in light of the government's new guidance.

The Lead for School Attendance and EOTAS informed the Committee that schools were encouraged to recognise pupils who had made progress in improving their attendance, not just those who had 100% attendance.

**Decision**

To request that the Committee receive a report on Elective Home Education (EHE) once the Council's policy has been updated in light of the government's guidance.

**CYP/19/37 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.

**Decision**

To note the report and agree the work programme.

## Manchester City Council Report for Information

**Report to:** Children and Young People Scrutiny Committee – 9 October 2019

**Subject:** Skills for Life

**Report of:** Director of Education

### Summary

Skills for Life is a universal approach that promotes the use of a common language to describe five key skills and a commitment to increase opportunities for children and young people to practice, reflect and record these skills. This report outlines the process, findings and the next steps for the Skills for Life project (formally Curriculum for Life) which was piloted in 2018/19 with a number of schools and settings.

### Recommendations

Members are requested to note how the approach has developed through the pilots and comment on the plans to progress this work in 2019/2020.

**Wards Affected:** All

### Alignment to the Our Manchester Strategy Outcomes (if applicable)

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	Skills for Life is a new and exciting approach that acknowledges that the economy needs a skilled workforce to be successful. Skills for Life promotes the development of five skills to ensure that our children and young people are ready and able to contribute towards our distinctive and growing economy.
A highly skilled city: world class and home-grown talent sustaining the city's economic success	Skills for Life will create practical opportunities for children and young people to identify, experience and reflect on their skills development as well as working alongside businesses and employers to ensure our children and young people have pathways into employment and are able and willing to support cities economic success.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Skills for Life will be embedded into a broad range of projects and initiatives to ensure maximum and varied promotion across different communities in Manchester to ensure local communities have the

	opportunity that they need to develop and succeed.
A liveable and low carbon city: a destination of choice to live, visit, work	Skills for Life will work in partnerships with key agencies so that children and young people understand how their skills can support them to have a positive impact on the climate change agenda.
A connected city: world class infrastructure and connectivity to drive growth	

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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.

- Curriculum for Life report to Children and Young People Scrutiny Committee: 18th June 2018.
- Outcomes from the Economy Scrutiny Workshop with Young People report to Economy Scrutiny Committee: 03rd January 2018.
- Preparing for Future Life Opportunities - The Challenges Faced by Young People of Manchester Scrutiny Seminar report to Economy Scrutiny Committee Workshop: 01st November 2017.
- Curriculum for Life report to Children and Young People Scrutiny Committee: 10th October 2017.



## **1.0 Introduction**

1.1 This report provides an update on the progress made since July 2018 with regards to the development of Skills for Life, formally known as Curriculum for Life. This paper will highlight the key findings of the pilot project and the next steps to further develop and embed Skills for Life across Manchester.

## **2.0 Background**

2.1 In 2016, 24,406 young people aged 11-18 (Manchester residents) voted in the national Make Your Mark ballot with Curriculum for Life (now rebranded as Skills for Life) winning the vote. Young people clearly communicating that the education that they receive does not prepare them for life. To respond to this Manchester City Council carried out focus groups with over 240 young people and 100 professionals to explore and identify the best approaches to be piloted and to move the agenda forward.

2.2 The pilot for Skills for Life was based upon the five skills of Communication, Problem Solving, Self-belief, Self-management and Teamwork. These skills aligned to a series of thematic set of challenges, which were developed to broaden perspectives on the multiple opportunities for skills to be woven through sessions with children and young people. The Skills for Life pilot lasted six months and was tested out in 28 education and youth settings and engaged over 1600 primary, secondary and SEN young people in Manchester.

2.3 See appendix 1 for examples of the activities that took place in pilot settings.

## **3.0 Evaluation Process**

3.1 Evaluation sessions and surveys took place with teachers, youth workers and foster carers who had taken part in the pilot project. Alongside this the voice of young people has been present throughout, including in the initial consultations, the pilot project and also in the evaluation process. As part of the evaluation process all sites including children and young people were asked specifically to comment and feedback on the five skills, the thematic challenges and recording tools and resources received. A summary of those findings are included within this paper.

## **4.0 Findings**

4.1 The five skills as a foundation to the approach were viewed very positively with multiple settings commenting on how they were 'a great foundation' and are the 'building blocks to life' which can help children and young people prepare for social and economic independence. Pilot sites liked it that the skills were evidence based, overarching and that were applicable to different situations and contexts.

4.2 As part of the evaluation process there has been a strong response from pilot sites that the skills should be embedded into new and existing projects and that this 'should not be another thing'. Several providers recognised that the five skills could play an integral part in bridging the gap at key transition points, particularly between Key Stage 2 and Key Stage 3. Schools highlighted that this transition point can be

challenging in terms of information exchange particularly those schools who receive students from a number of feeder schools and a universal approach underpinned by the skills could aid this process.

4.3 As part of the pilot project networks with employers were identified and evaluation sessions clearly highlighted that further work must take place to ensure that Skills for Life is an opportunity which increases young people's' chances to access employment and this could be promoted through school/workplace visits, work experience and also as part of recruitment and selection.

4.4 Settings were clear that Skills for Life should remain 'simple, flexible and be universally recognised across Manchester' and this must include working with wide and diverse projects, providers and businesses.

4.5 Some of the quantitative data included:

- 89% of professionals linked Skills for Life in with existing projects taking place with 52% of schools promoted Skills for Life as part of PSHE demonstrating the universality and multiple application of the five skills for life.
- 89% of professionals stated that the challenges helped to increase awareness of the breadth of opportunities for children and young people to develop skills.
- 75% of professionals stated that the challenges worked to promote skills development. This was evidenced through baseline tools, pupil demonstrations and in the language that the children and young people used.
- 95% of children and young people surveyed liked working on the challenges.
- 90% of young people surveyed felt that they learnt something by taking part.

4.6 As part of the pilot, settings received paper-based recording tools designed to encourage children and young people to reflect and record their progress. The findings in relation to use of the recording tools was very low. The reasons for this were clearly communicated from the original planning sessions right through to the evaluation session. Feedback and concerns were in relation to the fact that the recording tools were paper based which meant that it would be difficult to track and encourage young people to keep and complete. From the onset it was also communicated that if Skills for Life to be considered meaningful then they should be recorded properly online.

- 88% agreed that there is a need for a city-wide recording tool for children and young people to record and reflect on their skills development. The majority of settings that agreed that any recording must be online, contemporary and engaging for children and young people.

4.7 A number of settings that dropped out of the pilot project early on were asked to consider what a recording tool should look like, there was an overwhelming consensus about the importance of online tracking and recording for children and young people.

4.8 Some of their feedback is clustered here:

- 'Young people need an online portal/tracking tool to record their evidence, this would need to include cross curricula mapping to find out where this could fit.'
- 'For this to be effective it would need an online recording tool/passport for younger children that could be transferred over at transition. The website/portal should allow young people to upload their work, record and reflect on their development.'
- 'This would be useful as there is a lack of recording opportunity in school'

4.9 All of the findings including the quantitative and qualitative data provided as part of this consultation and evaluation process have led the recommendations and action for the year ahead.

## **5.0 Skills for Life Branding**

5.1 As part of the evaluation, settings were asked to comment on the name, branding and icons distributed as part of the pilot project. The key findings received were regarding the original name, Curriculum for Life, which pilot sites and young people commented sounded too formal, too school focused and quite boring. As a result of this, children and young people were asked what the new name should be and 'Skills for Life' was selected as it was the simplest and the most applicable to the project.

5.2 The Communications team have done further work on the branding for Skills for Life and each skill now has a link colour as well as there now being a logo for Skills for Life.

5.3 See Appendix 2: Skills for Life Logo and Icons

## **6.0 Skills for Life Launch**

6.1 The Skills for Life launch took place at the Etihad stadium to provide feedback on the pilot projects and to promote the new logo and icons. The event was attended by Cllr Rahman and Cllr Bridges and attended by over 150 professionals and 30 stall holders. All stall holders were asked to display how their work contributes towards the development of the five skills and to consider how they could weave the skills into their projects in the future. Some providers have already embedded Skills for Life into projects and these include: Ghyll Head outdoor education have already redesigned their activity booklet based on the five skills, One Million Mentors have aligned the skills to their twelve week mentoring programme and Healthy Schools are focusing on the promotion of the five skills as part of their Voice Box pupil participation network.

## **7.0 Recommendations and Priority Actions 2019/2020**

7.1 These recommendations and priority actions are based upon the findings of the pilot project and of the evaluation sessions that took place with young people and professionals. It is essential that the Skills for Life continues to be underpinned by Our Manchester values and involves children and young people in this developmental process.

7.2 The priority actions for development of Skills for Life are:

- The development of a universal toolkit which will include promotional materials, activities and resources which will support schools, youth and MCC providers and other projects to embed and promote Skills for Life into their setting.
- Join existing networks of businesses, employers, SEND providers and youth providers to share information, explore ideas on the most effective ways to promote and publicise the Skills for Life so that it is widely recognised and embedded across Manchester.
- Work in partnership with Senior Schools Quality Assurance Officers and schools to develop and pilot a primary to secondary transitions package underpinned by the five skills.
- Identify relevant digital platforms and pilot an online tool which would allow young people to record and reflect on their skills development as part of Skills for Life.

## **8.0 Conclusion/Summary**

8.1 Skills for Life is a universal approach that promotes the use of a common language to describe five key skills and a commitment to increase opportunities for children and young people to practice, reflect and record these skills. The development of the Skills for Life toolkit will support practitioners to review their practice and to identify opportunities for children and young people to develop their skills as part of new or existing projects. Through campaigns and promotional materials, Skills for Life will raise the profile of the skills agenda so that children and young people understand the importance and relevance, especially in the emerging and challenging landscapes of today. Alongside this, the findings of the pilot project clearly demonstrated a need for a contemporary and engaging online portal, which encourages reflection and recording of skills. It is proposed that going forward an online portal is piloted to explore how this could work.

8.2 In Manchester, Skills for Life is not only needed for young people and employers but also, for the cultural capital of our city. It is important that the development of this work is seen as a way of supporting our children and young people to have the skills to be able to grow up happy, healthy, safe and successful.

## **Appendix 1: examples of the activities that took place in pilot settings.**

### **Special Educational Needs (SEN) Schools**

- Piper Hill adapted challenges to meet the needs of their students and broke them down into ten small steps to success to ensure that every child was able to achieve something appropriate to their stage of development.
- Northridge High School focused on weaving the skills throughout their pastoral and enrichment curriculum rather than piloting the format of challenges. The students have also developed an app called Take 5 which enables them to start recording their Skills for Life.
- Melland High School took one of challenges and worked with their students to develop a project tackling air pollution and idling near the school grounds. The students worked together in different teams to solve problems and practised all five skills as part of this one challenge.
- Pioneer House chose a sample of home challenges and core challenges and students attempted them through lessons delivered in school. Students recorded their progress as part of these sessions.

### **Mainstream schools**

- At Loreto High School, Skills for Life was led by the School Council. The skills were woven into International Women's Day campaigns, as well as asking speakers visiting the school to share how they currently use the five skills in their employment. The school also wove the skills into their elections so that students had to demonstrate their skills as part of this recruitment process.
- Manchester Health Academy piloted the challenges with their year 7 students in a nurture group. Alongside this student were also involved in the planning of a Great British Spring Clean Up event in Wythenshawe park which was delivered in partnership with pupils from Rackhouse Primary school.
- Manchester Key Stage 4 Pupil Referral Unit applied the skills to what they were doing already and aligned the skills to topics taught in PSHE and alongside the I Matter sessions delivered in school.

### **Primary Schools**

- At Rackhouse Primary, the pupils invited the Red Cross into school to deliver lifesaving skills and refugee education session as well as the students attempting the home challenges within school.
- At Cavendish Primary parents attended Skills for Life assemblies and a number of parents were invited to speak out about how they use the skills in their profession. The year 3 students also completed a number of the challenges at home.

- In St Johns Primary in Chorlton the year 4 council planned and led a whole school initiative and fundraiser which was underpinned by the Skills for Life. The students delivered an evaluation of their project as well as their Skills for Life chant and cheer leading routine to Jeff Smith, Labour MP at the awarding event held at Loreto High School.
- Armitage Primary piloted multiple challenges with their vulnerable learners' group who completed between 10-15 challenges each.
- St Mary's Moston piloted the project predominantly with year 4 students, however the skills were promoted throughout the whole school. The skills were themed to assembly topics and awards were given out on a weekly basis.

### **Youth Settings**

- 4ct developed a complete programme of activities over two of their youth clubs which included first aid training, jumble sales, a community clean up and the planning of a Christmas social. The children were awarded certificates for their skills development and for taking part.
- Wythenshawe Community Housing Group (WCHG) launched a 'Help the Homeless' project which focused on one challenge to develop the five skills. The young people planned, promoted and hosted a complete banquet and bake sale which raised over £300 for charity. As well planning the event the young people performed a short drama about the issues facing homeless people.
- Manchester Youth Council wove the skills throughout their weekly meetings and encouraged members to take responsibility for different elements of the meetings. The skills were also aligned to their monthly debating session.
- Manchester Youth Zone linked the challenges with their volunteering programme and referenced the five skills alongside the DofE award which was already taking place at the centre.

## Appendix 2: Skills of Life Branding



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## Manchester City Council Report for Information

**Report to:** Children and Young People Scrutiny Committee – 9 October 2019

**Subject:** Attainment Headline outcomes 2019 (provisional)

**Report of:** Director of Education

### Summary

The report provides the Committee with a summary of the 2019 provisional outcomes of statutory assessment at the end of the Early Years Foundation Stage, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5.

### Recommendations

Members are asked to note the outcomes and review the recommended next steps.

**Wards Affected:** All

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

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	Improving educational outcomes will contribute to Manchester's young people becoming happy, safe and highly skilled and have increased life chances. Improved educational outcomes will enable Manchester's young people to contribute to the economic growth and take advantage of the job opportunities created.
A highly skilled city: world class and home grown talent sustaining the city's economic success	Improving educational outcomes amongst the Manchester school population is essential for young people to gain qualifications and contribute to Manchester's economic success.

A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Analysis of attainment allows for identification of priorities with the aim of improving attainment outcomes for all children and particularly children eligible for Free School meals, disadvantaged children, children with SEND. Improving attainment outcomes will ensure all young people have the best possible opportunity to succeed.
A liveable and low carbon city: a destination of choice to live, visit, work	An improving school system will make Manchester an attractive place to live and work.
A connected city: world class infrastructure and connectivity to drive growth	An improving education system contributes to generating future growth by a highly skilled workforce and young people committed to reducing the carbon footprint.

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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.

Annual provisional attainment outcome reports (October 2017, October 2018)  
Annual validated attainment outcome reports (March 2017, October 2018)

## 1.0 Introduction

- 1.1 Schools and the Council are committed to developing and sustaining a high quality education system for Manchester. The overall attainment outcomes for Manchester in 2019 indicate improvements in Key Stage 4 and 5 which reflects an improving school system. Following five years of sustained improvements in the primary sector there has been a slight decline in outcomes. These results need to be considered against a backdrop of year on year improvements and an increasing proportion of good or better schools in Manchester with a particularly strong primary sector.

By the end of the academic year 2018/19, 90% of Manchester schools were judged to be good or outstanding by Ofsted. This is above the national average of 86% and reflects a significant improvement in the secondary sector, with 74% of secondary schools judged good or better in June 2019 compared to 54% in January 2018. It is really pleasing to note that 88% of all pupils in Manchester attend a good or better school which is 4% above the national average; this equates to 93% of primary pupils attending a good or better school and 79% of secondary pupils.

- 1.2 This report presents the headline outcomes based on provisional performance data for 2019.

National comparative data for EYFS, Phonics and KS1 is based on emerging figures and have not been released by the DfE. They are therefore subject to change. Final and validated data is expected between October and December 2019 for each Key Stage.

A further report will be presented early in March with a detailed analysis of the progress and performance of specific groups of children and young people. This will include for example by ethnicity, gender, those entitled to free school meals, pupil premium, children with Special Educational Needs (SEN) and Our Children. The further report will also include analysis of performance compared with other local authorities across Greater Manchester as well as cities that are Manchester's statistical neighbours.

## 2.0 Headlines

Based on the **provisional data**, outcomes for key aspects of school achievement, attendance and exclusions are as follows

**Early Years Foundation Stage (EYFS):** Following 5 years of sustained improvement in EYFS, early indicators suggest that achievement in Manchester declined by 1% in 2019 whilst nationally achievement remained the same. Therefore, Manchester's gap to national has increased to 6%.

**Year 1 Phonics Test:** The percentage of pupils meeting at least the required standard in the phonics check in Y1, has decreased in Manchester by one percentage point. The difference between national outcomes (82%) and those in Manchester (79%) is three percentage points.

**Key Stage 1:** The percentage of pupils in Manchester working at the expected standard at KS1 remained the same in Reading and Science but declined in Writing and Maths. The percentage of pupils in Manchester working at the higher standard at KS1 declined in all subjects in 2019 compared to results in 2018. All Manchester outcomes at KS1 are below the national outcomes.

**Key Stage 2:** Provisionally, 60% of pupils in Manchester have met the expected standard in reading, writing and maths combined compared with 65% nationally. At this time of year, Manchester's unvalidated data is usually approximately three percentage points lower than the national average. This is because the data does not take into account the significant number of pupils' outcomes that will be discounted due to the fact that they have had less than two years' experience in the English primary school education system. On average, once the data has been validated, Manchester outcomes typically increase by between two and three percentage points, which would mean 2019 results are expected to be slightly below the national average after a number of years in which results have been broadly in line.

Provisionally, 9% of Manchester pupils achieved the higher standard in reading, writing and maths combined; which is the same as 2018.

The progress made in reading, writing and maths at KS2 continues to be statistically significantly better than the national average.

**Key Stage 4:** Nearly all GCSEs in 2019 now provide a 1-9 grade rather than a letter grade; this indicates that these outcomes are coming from the new suite of GCSEs that have been designed to be more rigorous and to be assessed by a final exam at the end of two years of study.

There has been an improvement in the percentage of Manchester children achieving English and Maths at both grade 4+ and grade 5+. 57.2% of pupils gained a grade 4+ in English and Maths GCSE in Manchester and 36.1% of pupils gained a grade 5+ in English and Maths GCSE in Manchester.

National and regional provisional GCSE data is expected to be released in mid-October.

**Key Stage 5:** 2017 was the first year when reformed A-levels were taught as a linear course with one exam at the end.

In 2019 Manchester outcomes show an increase in the percentage of students achieving the highest A level grades. Overall, the percentage of students achieving A\*-E decreased slightly to 98%, which is above the national outcome of 97.6%. Nationally, the results have remained stable compared with 2018.

### 3.0 Early Years Foundation Stage (EYFS)

#### 3.1 Context

Since 2012 schools have been following the Early Years Foundation Stage (EYFS). The 17 Early Learning Goals within the EYFS are organised across 7 areas of learning. The 7 areas of learning include the three prime areas of:

- personal, social and emotional development;
- physical development and
- communication and language

and the 4 specific areas of:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Each area of learning is made up of two or three Early Learning Goals (ELGs). These are set out in the table below:

7 areas of learning ( <b>prime in bold</b> )	Early Learning Goal (ELG)
<b>communication and language</b>	Listening and attention; Understanding; Speaking
<b>physical development</b>	Moving and handling; Health and self-care
<b>personal, social and emotional development</b>	Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships
Literacy	Reading; Writing
Mathematics	Numbers; Shape, space and measures
understanding the world	People and communities; The World; Technology
expressive arts and design	Exploring and using media and materials; Being imaginative

Children are assessed against the ELGs and judged to be at one of three levels; either **an emerging, expected or exceeding** level of development. Each level is given a points score. Emerging = 1 point, expected = 2 points and exceeding = 3 points. These point scores are referred to as average point scores (APS).

To achieve the national **Good Level of Development** (GLD) measure, children must achieve at least the **expected** level in the 8 ELGs within the prime areas of learning and literacy and mathematics.

### 3.2 EYFS Outcomes:

The three year trend for GLD is outlined below. **Detailed comparisons with national averages will be available in October.**

	% GLD								
	2017			2018			2019		
	LA	Nat.	Diff	LA	Nat.	Diff	LA	Nat.	Diff
<b>All</b>	66%	71%	-5%	67%	72%	-5%	66%	72%	-6%

In 2019 GLD outcomes at the end of EYFS declined in Manchester for the first time since 2014. Early indicators suggest that whilst achievements in Manchester declined by one percentage point, nationally achievement remained the same. Manchester's gap to national has therefore increased to 6%.

The outcomes for the 7 areas of learning are outlined below:

	2017	2018	2019
<b>Communication and Language</b>	74%	76%	75.3%
<b>Physical Development</b>	80%	82%	81.7%
<b>Personal, social &amp; emotional development</b>	79%	80%	79.1%
<b>Literacy</b>	67%	69%	67.4%
<b>Mathematics</b>	71%	73%	71.4%
<b>Understanding the world</b>	75%	76%	76.7%
<b>Expressive arts and design</b>	79%	80%	81.9%
<b>Prime Learning goals</b>	72%	74%	72.3%
<b>Specific learning goals</b>	63%	66%	64.9%
<b>All learning goals</b>	63%	65%	64.4%

Compared with emerging figures at the same time last year, outcomes in the prime learning goals, specific learning goals and overall have all declined when compared to 2018.

Across the 7 broad areas of learning, achievement remains lowest in Literacy and Literacy achievement is two percentage points lower than last year.

Overall, more children achieve the expected level or above in the prime learning goals, than the specific learning goals.

8% more children achieve the expected level of development in communication and language compared to Literacy.

The provisional outcomes for each individual ELG are outlined below:

	Manchester			
	Emerging	Expected	Exceeding	Expected or Exceeding
<b>Listening and attention</b>	20.3%	62.0%	17.7%	79.7%
<b>Understanding</b>	20.5%	61.7%	17.8%	79.5%
<b>Speaking</b>	21.1%	63.7%	15.2%	78.9%
<b>Moving and handling</b>	14.9%	71.1%	14.0%	85.1%
<b>Health and self-care</b>	14.0%	72.0%	14.0%	86.0%
<b>Self-confidence and self-awareness</b>	16.6%	68.5%	14.9%	83.4%
<b>Managing feelings and behaviour</b>	17.1%	69.6%	13.2%	82.9%
<b>Making relationships</b>	15.2%	71.5%	13.3%	84.8%
<b>Reading</b>	30.3%	53.4%	16.3%	69.7%
<b>Writing</b>	32.2%	57.3%	10.5%	67.8%
<b>Numbers</b>	26.9%	59.5%	13.6%	73.1%
<b>Shape, Space and measures</b>	25.8%	62.5%	11.7%	74.2%
<b>People and communities</b>	21.1%	67.4%	11.5%	78.9%
<b>The World</b>	21.6%	66.1%	12.3%	78.4%
<b>Technology</b>	11.0%	75.5%	13.5%	89.0%
<b>Exploring media and materials</b>	15.9%	71.7%	12.4%	84.1%
<b>Being imaginative</b>	16.2%	71.8%	12.0%	83.8%

There has been an increase in the expected levels of achievement of Technology, Exploring Media and Materials and Being Imaginative. The expected levels of achievement remains static in Moving and Handling, Health and Self-care, People and communities and The World while all other learning goals have declined. The outcomes were lowest in writing at 68% and reading at 70% and highest in technology at 89%.

#### 4.0 **Key Stage One Phonics Test: Year 1**

This is the eighth year that the phonics check has been completed in schools. Working at or above the expected standard nationally, requires a score of 32+ points. *This data is provisional from NCER (National Consortium for Examination Results). Official provisional national figures were not available at the time of writing this report.*

#### 4.1 **Outcome Summary**

The percentage of Year 1 pupils in Manchester, working at or above the expected standard in phonics, decreased by one percentage point in 2019. Early indications show that the national average has remained the same. This widens the gap between Manchester and national to three percentage points.

Year 1 Phonics									
Score	2017			2018			2019		
	Manc	Nat	Diff	Manc	Nat	Diff	Manc	Nat	Diff
<b>32+</b>	79%	81%	-2%	80%	82%	-2%	79%	82%	-3%
<b>0-31</b>	20%	17%	3%	18%	16%	2%			
<b>A/D</b>	2%	2%	0%	2%	2%	0%			

A breakdown of national results that are below 32 and where pupils were absent/disapplied is not yet available.

## 5.0 Key Stage One Outcomes

### Context:

Since 2016, pupils have no longer been assessed using levels. Outcomes are measured by those children achieving the expected standard or achieving the higher standard. Outcomes reflect the primary curriculum, which was introduced in 2014 and has set higher standards in England.

The system of assessment identifies whether children are meeting the national expected standard in the four assessment subjects; reading, writing, maths and science or working at a higher standard in reading writing or maths.

*The DfE had not released the provisional national figures at the time of writing this report. Any comparative national figures used in this section are based on emerging figures available on the data collection website. These comparisons have been used to give an early indication of Manchester's position.*

### 5.1 Key Stage One Outcome Summary

### 5.2 Percentage of pupils achieving the expected standard

The table below shows that in 2019 the percentage of pupils achieving at least the expected standard in reading and science has remained the same; has declined by two percentage points in maths and by one percentage point in writing.

The difference between outcomes in Manchester and those nationally is now 4 % for reading, science and maths; this reflects a slight narrowing of difference in science but an increased gap in maths.

	% achieving expected standard								
	2017			2018			2019		
	Manc	Nat	Diff	Manc	Nat	Diff	Manc	Nat	Diff
<b>Reading</b>	71%	76%	-5%	71%	75%	-4%	71%	75%	-4%
<b>Writing</b>	65%	68%	-3%	67%	70%	-3%	66%	69%	-3%
<b>Maths</b>	72%	75%	-3%	74%	76%	-2%	72%	76%	-4%
<b>Science</b>	77%	83%	-6%	78%	83%	-5%	78%	82%	-4%



### 5.3 Percentage of pupils achieving the higher standard

The table below shows that in 2019 the percentage of pupils achieving the higher standard declined in Reading, Writing and Maths compared to 2018. Reading and Maths declined by one percentage point and Writing declined by two percentage points.

The difference between outcomes in Manchester and those nationally increased by one percentage point in writing and maths and remained the same in reading.

The greatest difference continues to be in reading.

	% achieving higher standard								
	2017			2018			2019		
	Manc	Nat	Diff	Manc	Nat	Diff	Manc	Nat	Diff
<b>Reading</b>	20%	25%	-5%	22%	26%	-4%	21%	25%	-4%
<b>Writing</b>	14%	16%	-2%	14%	16%	-2%	12%	15%	-3%
<b>Maths</b>	18%	20%	-2%	20%	22%	-2%	19%	22%	-3%

## 6.0 Key Stage Two (KS2) Provisional Results

### 6.1 Context

*These results are provisional and have not been adjusted for any international new arrivals. These amendments will be reflected in the final statistical release.*

Since 2016, pupils have no longer been assessed using levels. The outcome measure is the proportion of pupils achieving the expected standard or achieving the higher standard.

At this time of year, Manchester's unvalidated data is usually approximately three percentage points lower than the national average. This is because the data does not take into account the significant number of pupils' outcomes that will be discounted due to the fact that they have had less than two years' experience in the English Primary School education system. On average, once the data has been validated, Manchester outcomes typically increase by between two and three percentage points.

### 6.2 Percentage of pupils achieving the expected standard

The table below shows the provisional outcomes for pupils in 2017, 2018 and 2019. It also shows the actual outcomes for 2017 and 2018. For Manchester, the 2017 and 2018 outcomes improved in every subject from provisional to final; it is expected that 2019 outcomes will also improve from provisional results publication to the final validated results which will be reported on in detail in March 2020.

Provisionally, 60% of pupils in Manchester have met the expected standard in reading, writing and maths combined compared with 65% nationally.

The percentage of pupils in Manchester achieving the expected standard in reading, writing and maths separately are all below the national average based on provisional data. The largest gaps are in reading, writing and science where the gap to national is five percentage points. The smallest gap is in Grammar, Punctuation and Spelling (GPS) with a gap of one percentage point.

At this time of year, Manchester's unvalidated does not take into account the significant number of pupils' outcomes that will be discounted; due to the fact that they have had less than two years' experience in the English Primary School education system.

If the same increases are made as last year once data has been validated, Manchester's outcomes could once again be at national for maths.

The average scaled scores of 104 in maths and 106 in GPS are the same as the national average, and the same as 2018, while the average scaled score in reading remains one mark below the national at 103.

			Provisional 2017	Final 2017	Difference Provisional 2017-Final 2017	Provisional 2018	Final 2018	Difference Provisional 2018-Final 2018	Provisional 2019	Difference Provisional 2018-2019	% increase Final 2018 to provisional 2019
Manchester	Meeting Expected Standard	RWM	58%	60%	+2%	60%	62%	+2%	60%	0	-2%
		Reading	66%	69%	+3%	70%	72%	+2%	68%	-2%	-4%
		Writing TA	72%	75%	+3%	73%	75%	+2%	73%	0	-2%
		Maths	74%	75%	+1%	73%	75%	+2%	76%	+3%	+1%
		GPS	76%	79%	+3%	76%	78%	+2%	77%	+1%	-1%
		Science TA	76%	78%	+2%	77%	79%	+2%	78%	+1%	-1%
	Average Scaled Score	Reading	103	103	0	104	105	+1	103	-1	-2
		GPS	106	106	0	106	107	+1	106	0	-1
		Maths	104	104	0	104	104	0	105	1	1
National	Meeting Expected Standard	RWM	61%	61%	0	64%	64%	0	65%	+1%	+1%
		Reading	71%	72%	+1%	75%	75%	0	73%	-2%	-2%
		Writing TA	76%	76%	0	78%	78%	0	78%	0	0
		Maths	75%	75%	0	76%	76%	0	79%	+3%	+3%
		GPS	77%	77%	0	78%	78%	0	78%	0	0
		Science TA	82%	82%	0	82%	82%	0	83%	+1%	+1%
	Average Scaled Score	Reading	104	104	0	105	105	0	104	-1	-1
		GPS	106	106	0	106	106	0	106	0	0
		Maths	104	104	0	104	104	0	105	1	1

### 6.3 Percentage of pupils achieving the higher standard

The table below shows the provisional outcomes for pupils in 2017, 2018 and 2019. It also shows the actual outcomes for 2017 and 2018. For Manchester, in 2017 and 2018 the outcomes improved slightly in reading, writing and GPS from provisional to final. Manchester results reflect national results. There has been an increase nationally in Maths and a decrease in reading outcomes nationally.

Provisionally, 9% of Manchester pupils achieved the higher standard in reading, writing and maths combined. This is the same as 2018 and is two percentage points below provisional figures nationally.

There is an improvement in the final outcomes from 2018 to the provisional outcomes in 2019 in maths.

There has been a one percentage point increase for pupils achieving the higher standard in GPS and a three percentage point increase for pupils

achieving the higher standard in maths. Reading saw a decrease of two percentage points in Manchester and a one percentage point decrease nationally.

			Provisional 2017	Final 2017	Difference Provisional 2017-Final 2017	Provisional 2018	Final 2018	Difference Provisional 2018-Final 2018	Provisional 2019	Difference Provisional 2018-2019	% increase Final 2018 to provisional 2019
<b>Manchester</b>	<b>Achieving Higher Standard</b>	<b>RWM</b>	7%	7%	0	9%	9%	0	9%	0	0
		<b>Reading</b>	20%	21%	+1%	25%	26%	+1%	23%	-2%	-3%
		<b>Writing TA</b>	14%	15%	+1%	16%	16%	0	16%	0	0
		<b>Maths</b>	23%	23%	0	22%	23%	+1%	25%	+3%	+2%
		<b>GPS</b>	32%	33%	+1%	36%	37%	+1%	37%	+1%	0
<b>National</b>	<b>Achieving Higher Standard</b>	<b>RWM</b>	9%	9%	0	10%	10%	0	11%	+1%	+1%
		<b>Reading</b>	25%	25%	0	28%	28%	0	27%	-1%	-1%
		<b>Writing TA</b>	18%	18%	0	20%	20%	0	20%	0	0
		<b>Maths</b>	23%	23%	0	24%	24%	0	27%	+3%	+3%
		<b>GPS</b>	31%	31%	0	34%	34%	0	36%	+2%	+2%

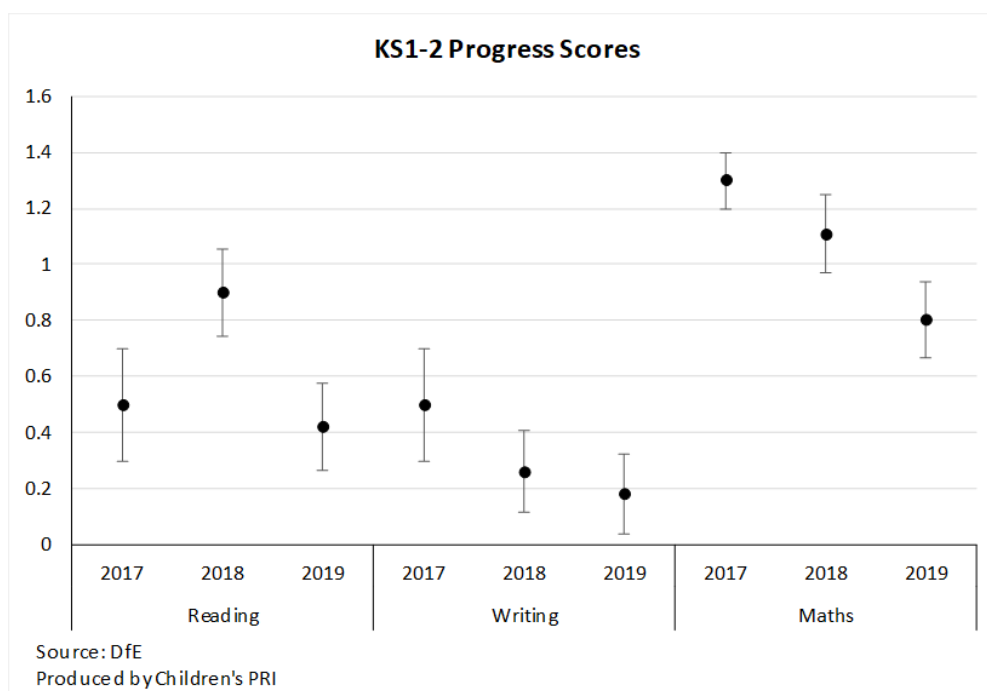
#### 6.4 Progress from KS1-KS2

Progress scores were introduced in 2016 to measure the progress that pupils had made relative to other pupils nationally who had the same level of prior attainment. The national score for this measure in all subjects is zero.

The DfE have not publicly released progress scores for 2019 yet therefore there are no comparisons available.

The Manchester progress scores shown in the table below have therefore been calculated internally.

Manchester's provisional progress scores fell for all subjects in 2019. However, the progress made in all subjects continues to be statistically significantly better than the provisional national average.



## 7.0 Key Stage 4 GCSE

*National and regional provisional GCSE data was not available at the time of writing this report. It is expected to be released mid-October. These results are therefore internally calculated from provisional outcomes provided from schools on results day and liable to change.*

### 7.1 Context

In recent years there have been significant changes to Key Stage 4 performance measures which have had significant impact on GCSE results nationally. Three years ago there was a move away from the headline measure of 5+ A\* - C including English and Maths to new secondary accountability measures of Attainment 8 and Progress 8.

In 2017 the more challenging GCSEs in English Language, English Literature and mathematics were examined for the first time. These reformed GCSEs were graded on a 1-9 numerical grade. Grade 4 is the closest match to a 'C' grade at GCSE.

In 2018 and 2019 an increasing number of reformed GCSEs graded on a numerical 1-9 grade have been assessed with very few legacy GCSEs.

Attainment 8 and Progress 8 scores are based on pupils' results across eight subjects with a double weighting for English and Mathematics.

Attainment 8 provides a point score for the school that is essentially the student average point score across eight subjects. In 2019 Ebacc is being reported as an average point score for the first year.

The school's progress 8 score measures the progress of pupils from the end of primary school. It is based on a calculation that uses each students' average point score from Key Stage 2 and compares this to their outcomes at the end of Key Stage 4.

## 7.2 Provisional Headlines

In 2019 Manchester LA provisional results show an improvement across all accountability measures.

- 2019 GCSE results for English and Maths at grade 4 and above have improved from 2018 by 1.7% to 57.2%.
- 2019 GCSE results for English and Maths at grade 5 and above have improved from 2018 by 0.5% to 36.1%.
- 2019 GCSE results for English at grade 4 + is 72.2% and shows an improvement on available provisional outcomes from last year
- 2019 GCSE results for Maths at grade 4 + is 61.5 % and shows an improvement on available provisional outcomes from last year
- The provisional 2019 attainment 8 score is 44.1

The accountability measures of progress 8, Ebacc average point score and pupil destinations are not yet available. Progress 8 cannot be accurately measured until the national figures have been agreed and are released by the DfE. This is an average figure for the progress made by all pupils in a school. This is calculated using each pupil's KS2 starting points and then measuring how much progress they make in their KS4 achievements. The average of this across all starting points and all outcomes is what generates the progress 8 score for a school.

*National attainment data and local and national progress data will not be available until October.*

	Final 2016/17			Final 2017/18			Provisi onal 2018/19	Diff
	Manc	Nat	Diff	Manc	Nat	Diff	Manc	
% 4+ in English & Maths	54.3%	59.1%	-9.6%	55.5%	59.4%	-3.9%	57.2%	1.7%
% 5+ in English & Maths	34.9%	39.6%	-4.7%	35.6%	40.2%	-4.6%	36.1%	0.5%
% 4+ in English Lang.	61.6%	65%	-3.4%	61.3%	65%	-3.7%	72.2%	10.9%
% 5+ in English Lang.	44.5%	49%	-4.5%	43.4%	49%	-5.6%	55.3%	6.3%
% 4+ in Maths	59.4%	65%	-5.6%	60.1%	65%	-4.9%	61.5%	1.4%
% 5+ in Maths	40.3%	46%	-5.7%	40.7%	46%	-5.3%	40.9%	0.2%

*Note: It is not determined whether the provisional English results collected relate to English Language or English Literature, or the higher of the two subjects.*

## 8.0 Key Stage 5 A Level

### 8.1 Context

2019 is the third year that student outcomes based on the reformed linear A level syllabuses have been published.

### 8.2 Provisional Headlines

In 2019 Manchester outcomes shows an increase in the percentage of students achieving the highest A level grades. This contrasts with a slight decrease nationally in those achieving the highest grades.

The percentage of students achieving a grade A\* has increased by 0.3 percentage points to 6.7.

The percentage of students achieving grade A\*- A is 22.9%; an increase of two percentage points compared with 0.7 percentage points in 2018, but a decrease of 1.7 percentage points compared with 2017.

Overall the percentage of students achieving A\*-E decreased slightly to 97.9%, which is above the national outcome of 97.6%.

Nationally, the results have remained stable compared with 2018 with outcomes changing at most 0.3 percentage points.

## **9.0 Conclusion**

This year's provisional results demonstrate consolidation and progress at Key Stage 4 and 5 and need to be considered against a backdrop of an improving proportion of good or better schools and within the context of sustained improvement in outcomes within the primary sector for the previous five years.

The challenge remains to diminish the difference to national at all Key Stages and to decrease the variability in outcomes across the city. Support and intervention has been planned for schools based on these provisional outcomes, Ofsted outcomes and intelligence from the LA Quality Assurance (QA) reports and interventions. This support and intervention has been brokered through the Manchester School Improvement Partnership with representation from all the Manchester Teaching Schools and the National Leaders in Education in the city. The LA will continue to fund a Quality Assurance visit and report for each school in the city in the autumn term and further intervention and support will be planned for the year.

Manchester's Quality Assurance Protocol has been revised following the introduction of the new Ofsted framework in September 2020.

A more detailed analysis of outcomes by pupil groups will be presented in March 2020 following the publication of all validated data.

## **10.0 Next Steps**

- To develop a detailed analysis of outcomes at all Key stages at a district level to gain an understanding of the targeted approach needed in different localities.
- Continue to work in partnership with the Manchester School Improvement Partnership and Manchester teaching schools to focus on Reading outcomes at all Key stages through the delivery of a bespoke training programme focusing on a play-based approach to the teaching of phonics; targeted school to school support at KS1 and KS2 and through the evaluation and continuation of the Inference programme delivered to targeted secondary schools.
- Develop a pilot programme to address low GLD outcomes, targeting a cluster of schools and settings within a locality. The programme will address low literacy outcomes with a focus on a literacy rich environment, skills development for practitioners and common activities that can take place across the transition point.
- In partnership with the teaching schools, target identified schools for inclusion in bespoke intervention programmes including expanding the Maths Mastery intervention programme working across primary and secondary schools to include a greater number of secondary schools with below average Maths results.



- Continue to promote importance of reading with children and parents through the Read Manchester campaign and the development of Manchester as a literacy hub.
- Continue to broker support and intervention for schools through the Manchester School Improvement Partnership and Teaching Schools in the City and region to strategically influence school improvement and reduce the gaps to national averages.
- To work with senior leaders across the city, through the Manchester Schools Alliance to ensure they are leading a curriculum that meets the needs of their learners.

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## Manchester City Council Report for Information

**Report to:** Children and Young People Scrutiny Committee – 9 October 2019

**Subject:** Liquidlogic case management system - implementation

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

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### Summary

The Liquidlogic Children's System (LCS) has been operational since 23rd July 2019.

The implementation of this system which is increasingly considered to be the best Integrated Children's System (ICS) and is an important 'enabler' within the Children and Education Services Directorate priorities to deliver the Council's ambition and determination to deliver an excellent service to Manchester's children and their families.

The Liquidlogic Children's System will not only equip practitioners with the best technology; it will also enable in time Manchester's children's services be more mobile and dynamic in their engagement with children, their families and 'integration' with key partner organisations.

The purpose of this report is to provide an update on progress, following the implementation of the new system.

### Recommendations

Members are requested to consider the implementation of the liquid logic system and seek assurance as to its success and progress to embed the system and its functionality in practice to support the continued improvement of children's services and strategic planning.

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### Wards Affected: All

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

Manchester Strategy outcomes	Summary of how this report aligns to the OMS
A thriving and sustainable city: supporting a diverse and	N/A

distinctive economy that creates jobs and opportunities	
A highly skilled city: world class and home grown talent sustaining the city's economic success	Through the acquisition of new technologies and services Manchester may attract investment as companies look to get a presence in the city
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	ICT will look to support communities through Social Value initiatives with new and existing suppliers.
A liveable and low carbon city: a destination of choice to live, visit, work	ICT will look to support carbon reduction through the use of technology as well as suppliers who demonstrate good practice in this space.
A connected city: world class infrastructure and connectivity to drive growth	ICT is upgrading all council buildings with fit for purpose network and WiFi.

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**Background documents (available for public inspection):** None

## **1.0 Introduction**

- 1.1 This report provides an update on progress following the recent go-live of the Liquidlogic Children's System (LCS).
- 1.2 While the scope of the project also includes Adults and Finance services, the focus of this report is Children's Services.
- 1.3 The report will include:
  - An overview of why the project was required.
  - An update on the project implementation and current status.
  - An overview of performance reporting.
  - Opportunities for Children's Services following the implementation of LCS.

## **2.0 Background**

- 2.1 The purpose of a children's social care system is to:
  - Provide practitioners with case management and record keeping tools, to support the safeguarding of children; and
  - Provide management and performance oversight on the care provided to children in scope of a Local Authorities Children's Services.
- 2.2 Since October 2008, the children's social care system used by Manchester City Council (MCC) is Frameworki (known internally as Micare), which is provided by Core Logic. Frameworki had been heavily customised for Manchester's needs which also limited its reporting functionality.
- 2.3 Following an extensive procurement exercise in 2017, Liquidlogic's suite of systems was identified as being most suitable for MCC's requirements; including the Liquidlogic Children's System (LCS).

## **3.0 Rationale for Change**

- 3.1 Frameworki didn't align to Manchester's strategy in relation to the integration of services, such as with the technical challenges involved in sharing data. There were also performance issues with Core Logic (Frameworki provider), which presented a risk to social care delivery.
- 3.2 The procurement exercise provided an opportunity for MCC to identify a system and supplier, which was more suited to MCC's strategic and operational requirements. From a children's services perspective, a system better supporting the move to a locality delivery model and associated arrangements was key.
- 3.3 The implementation of the Liquidlogic Children's System (LCS) is not a solution to some of the challenges that exist today. It was always anticipated that it will take time to improve data accuracy and develop the required performance reports.

## **4.0 Project Delivery**

- 4.1 The project to implement the Liquidlogic Children's System (and other Liquidlogic projects) commenced in October 2017. This is a complex and large scale change; the kind that organisations would undertake once every 10-20 years.
- 4.2 Liquidlogic has been designed to follow best practice in both social work, performance reporting and financial management; as opposed to practice conforming to the system. A core objective of the project was the streamlining of core statutory processes and enabling insights to the effect of social care interventions on the lives of our citizens via sophisticated performance and management information tools.
- 4.3 The change programme can be described as having three components:
  - System implementation and the start of the business change required to go-live with the new systems.
  - Ongoing business change activity to embed the systems within our organisation.
  - Continuous improvement to ensure best practice use of Liquidlogic is in place across our organisations.
  -
- 4.4 With the systems now in place, the current focus is embedding the systems within the service and leveraging the opportunities that they bring. In tandem, the impact of the new system is challenging the recording culture in parts of the services and highlighting areas where business processes can be streamlined.

## **5.0 Data Quality**

- 5.1 As was expected and common with the migration from 1 system to another the transfer of data requires remedial work. This will take time to work through the system as staff adapt to the new system and begin recording in the LiquidLogic system for the first time. Liquidlogic has more mandatory fields and data validations which will not allow staff to enter information incorrectly in many areas or to move onto the next step until the previous one has been completed. Therefore, over time data quality will increase as children's records are updated in Liquidlogic; as will performance reports as they get 'built' tested and implemented. Line manager oversight, support and supervision; setting clear recording standards will be important to embed and develop the system.
- 5.2 The Performance Reporting and Intelligence Service have already and will continue to produce data quality reports to support the service and staff complete the aforementioned remedial work to correct errors and identify training needs. This has worked well previously, with a high level of engagement from managers within the service. Whilst the quality of the data will see a gradual improvement, it is anticipated by April 2020, the data quality for our performance reports/indicators will be stable and reliable. Exceptions to this are where some indicators are measured over a full year or over multiple

years such as re-referrals and adoption timeliness respectively. Progress is being monitored closely by Managers the Directorate Leadership Team.

## **6.0 Benefits**

6.1 Among the benefits the new systems will deliver are:

- Less time at the desk typing into systems
- Transparency regarding the costs of care
- Improved insight regarding case progression and compliance to practice and statutory standards
- A better quality of service delivery to citizens via oversight and improved case management tools.

## **7.0 Performance Report Building**

7.1 In conjunction with Children's Services, performance report building has been prioritised into four categories which are listed below and reflective of operational and business planning importance;

- Critical - the majority have now been built and are being used or are out for testing. A small number have not yet been built due to issues outside of PRI control but which we are trying to resolve as soon as possible in conjunction with the ICT Project Team and Children's Services.
- High, where the report is required for the production of month-end reports from the new system - some of these are available now, others are out for testing and the remainder will be completed in phases by the end of August, September and October.
- Medium, where the report is needed for the first set of quarterly reports we produce. These will be completed in time for quarterly reporting in October.
- Low, where the report is needed for the first annual set of reports. These will be completed ready for statutory reporting preparation in early 2020. These are all for internal use within PRI for the data returns.

7.2 A further category was added for any new requests that have come in since the project started and work on those will be picked up once the higher priority reports have been completed.

7.3 Good progress is being made with over 40% of reports having been built, despite the main report building period having clashed with completing year-end statutory data returns for the DfE and Ofsted; which have been successfully completed. At the time of writing (25/09/2019) 65 reports have been signed off out of a total of 245 (27%). A further 26 reports (11%) are out for testing with managers in Children's Services. 12 more reports (5%) have been built but have not yet passed internal checks carried out by PRI, before they can be tested by the Service.

7.4 All reports built for the Service are User Acceptance Tested by the service before being released for use. Reports that are only used by PRI, for reporting purposes, are being tested and signed off in-house. These will be "Live"

reports as the system allows people to refresh the data whenever they want which is a major improvement, but does mean reports take a little longer to construct and build. PRI officers have now attended each of the management team meetings of parts of the service for which reports are available to show them how to access the reports that are already available on a self-service basis. A “mop-up” session has also taken place to pick up anyone unable to attend those meetings.

- 7.5 LiquidLogic have produced a bespoke Front Door Dashboard which will be an integrated part of the application. This is expected to be available in October and will enable managers in the Advice and Guidance Service to report on the processes between Contact and Referral, including re-referrals.

## **8.0 Contingency arrangements for a focused visit and or inspection**

- 8.1 The Annex A child level data report is required by Ofsted for a focused visit or inspection. It has to be produced within 36 hours of a visit being announced. Prior to Liquidlogic implementation, PRI ran the Annex A report daily, accompanied every two weeks by a data quality report which enabled the service to see where there were recording errors and rectify them.

- 8.2 Liquidlogic provides an in-built automated Annex A report that can be run at any time. However, some of the decisions about data migration taken prior to the go-live date means that this report does not now return all of the required information. Annex A is made up of 11 lists, some of which request data over the previous three months, six months or the past year. Much of this data was recorded in Micare and was not migrated in a form from which reports can pull data. As a contingency, the Annex A data from Micare is being merged with data from the inbuilt LL report. Whilst this is more time consuming than an automated report, it is being resourced by PRI as a critical business process. A data quality report will be reinstated at the end of September 2019.

## **9.0 System(s) strategy**

- 9.1 The implementation of the Liquidlogic Children’s System provides a strong foundation to build upon. This provides an opportunity to integrate with other systems, such as health, and support Manchester’s locality working agenda.
- 9.2 It is essential that the development of the Liquidlogic systems does not stagnate. A “Phase 2” project is required to further develop systems, in order to align to further changes in social care practice, such as with Children’s locality model; failure to progress a phase 2 project would be a missed opportunity and arguably inhibit the benefits and impact of services being delivered in a locality.
- 9.3 A “Provider Portal” will be deployed as an early part of Phase 2, and thus some of the transformational benefits of the programme will start to be realised. By enabling external providers of care (Foster carers, Residential Schools, Care Homes and Homecare Providers), to submit the “actual” services they have delivered electronically, they will enjoy increased timeliness



and accuracy of payments, whilst being presented with a facility to report and track their invoices.

- 9.4 The “Delegation” or “Professional” Portal will streamline processes where partner agencies make contributions to care and other plans. A social worker can simply send out, via a secure and encrypted email, sections or whole documents from within the case management systems to be completed, and on return, the information is simply automatically added to the case record. This will save 100s of hours per year for each social worker, who presently has to cut and paste, or retype lengthy documents into the case record on behalf of their public sector colleagues.
- 9.5 An example of the benefits of a phase 2 project is the Early Years and Education System (EYES) which has recently commenced. This will see Liquidlogic’s EYES product replacing the current Education system: ONE provided by Capita. Once implemented, MCC will have an integrated Social Care, Early Years and Education systems. This provides a single, integrated view of a child; meaning that practitioners have one system to access the required data, as opposed to two. For example, social workers will see whether or not children on their caseloads have attended school in a real time view; Education colleagues will be able to view, at a high level, the activities and circumstances of vulnerable children and young people.
- 9.6 CareCentric (known within Manchester as the “Manchester Care Record”) provided an integrated health and social care record. This has predominantly been used by Adult Social Care, however the capability is there to extend this to Children’s Social Care. The Liquidlogic Phase 2 project will explore this further.

## **10.0 Summary**

- 10.1 The implementation of a Children’s Social Care system is a complex project for any organisation. It involves deploying a system and adopting new ways of working, to over 1000 users. However, the benefits and opportunities are far reaching and outweigh short term challenges.
- 10.2 The delivery of the new system lays a key foundation for Children’s Services. While Frameworki was cumbersome, the Liquidlogic Children’s System is widely recognised as intuitive, adaptive and the best in the social care systems field.
- 10.3 The change programme associated with the new system isn’t finished, with the next 3-6 months representing the “bedding in” of the system, which will underpin the further transformation that lies ahead. It was always anticipated that this would be required following the system implementation.
- 10.4 A number of exciting developments lie ahead, which would not be possible had the new system not been implemented: integration with health systems and an integrated social care, education and early system are just two of the developments planned.

## **11.0 Recommendations**

- 11.1 Committee Members are invited to consider the content of this report, the progress made to date and seek assurance as to the mitigation of risks to practice and performance reporting; whilst acknowledging the future plans involving the Liquidlogic Children's systems.

## **Manchester City Council Report for Information**

**Report to:** Children and Young People Scrutiny Committee – 9 October 2019

**Subject:** Leaving Care Service

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

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### **Summary**

Following attendance at Children and Young People Scrutiny Committee in March 2019 which followed the decision to transfer the management and leadership of the Leaving Care Service from a third party provider to Manchester City Council, committee members requested a further update. The Leaving Care Service has made great strides, particularly around the workforce, partnership working, providing education opportunities for young people and widening the accommodation options available to our young people.

The purpose of this report is to update Scrutiny Committee Members on progress and positive impact being made by the service. Our ambition is to ensure our Care Leavers experience a safe, happy, healthy and successful life; one in which they are:

- Better prepared and supported to live independently
- Have improved access to education, employment and training
- Experience stability in their lives, feel safe and secure
- Receive improved access to health support
- Achieve financial stability

### **Recommendations**

The Children and Young People Scrutiny Committee are invited to;

1. Note the progress and success that has been achieved since March 2019 and since October 2018 when the Leaving Care Service transferred to Manchester City Council.
  2. Consider and comment on the developments planned to improve the service and in turn the experiences and outcomes of our young people.
  3. Consider a further update in a specified timescale.
- 

**Wards Affected:** All

## Alignment to the Our Manchester Strategy Outcomes

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	The progress made in terms of offering education, employment and training opportunities to children and young people has been very good. We are in a very strong position in terms of providing a broad spectrum of opportunities, which in turn we are gradually seeing uptake from young people.
A highly skilled city: world class and home grown talent sustaining the city's economic success	Our Care Leavers will offer us our employees of the present and the future. As Corporate Parents, we are committed to offering each individual young person an opportunity that is suited and matched to their skills, in line with their goals and ambitions. The Care Leaving Service intends to be the driving force behind this - linking in with our own Council services and local employers / partners.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	The Leaving Care Partnership Meetings have continued to go from strength to strength, widening the group and also maintaining established relationships. The sub-groups from these meetings are driving the service delivery plan and making an impact on the key priorities.
A liveable and low carbon city: a destination of choice to live, visit, work	Our young people are proud to be from Manchester, and we have to show our dedication to providing a service that stands above that of others. Our partnership work, our young-person focussed, tenacious staff team are key highlights. In addition, we remain the only care leaving service providing a service from 8am to 8pm, setting us apart from the rest.
A connected city: world class infrastructure and connectivity to drive growth	Now fully embedded in house, and with the endorsement of a Peer Review, we can now evidence that the Leaving Care Service is accessible across the city, to peers, partners and young people. More young people are open to and accessing the service than ever before, including young people over 21 years old returning to the service. We want to listen to young people's experiences and ensure this shapes the design of our delivery going forward.

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**Background documents (available for public inspection):**

None

## **1.0 Update on Care Leaver Service**

Since the previous report performance in March 2019, the Leaving Care Service has continued to improve and, in turn, the outcomes for our children and young people have also continued to improve.

The service is confident in its progress towards providing a good service in which all our young people are safe, stable and are given the skills to achieve successfully in their chosen education or employment destination. The next step on this journey is to work towards delivering a consistently high quality service through a delivery model that is shaped by a combination of the whole service directorate plan and by young people's feedback and views on the service they have received.

In June 2019 the service received a Peer Review from another Local Authority, without links to Manchester, that has been graded by Ofsted to be good. The outcome and recommendations from this Review are detailed further in the report.

### **1.1 Workforce**

Following the appointment of a permanent management team in April 2019, the team has remained stable and all staff have been retained. Since that date a further seven members of staff have been successful in achieving appointments to permanent contracts with Manchester City Council. A number of staff are due to return to work from maternity leave in September. The Leaving Care Service is fully staffed at present, with a small number of agency staff being used as necessary. Staff morale is good in the service, which is creating an environment for good practice to flourish. Personal Advisors are committed and passionate to achieve the best possible outcomes for our care leavers.

Ensuring our workforce is skilled and informed, and has qualifications commensurate to the role is a key priority for us. We have worked closely with the Learning and Development Team and Salford University to develop a Level 4 Children, Young People and Families Practitioner Apprenticeship. Having completed a skills audit with the whole team, we are confident that those being put forward for this apprenticeship will qualify with enhanced knowledge, skills and understanding which will positively impact on overall service improvement and the quality of the experience of our young people.

Our staff report that they feel safe and supported at work. We know that when staff receive regular, positive and reflective supervision this improves staff retention and ensures consistency for young people in terms of their allocated worker. Since May 2019 there has been an average supervision compliance rate of 98%.

The recent Peer Review highlighted caseloads in the service. One of the recommendations of the Peer Review was to complete a benchmarking exercise across other Local Authorities, to compare how this figure matches

with others. This work is now completed, with variable numbers across services - some authorities have caseloads upwards of 30 - 35, whereas others are able to offer caseloads of 25 - 30. It is important to note that most authorities have not established a formalised offer for their young people aged 21 - 25 following the recent change in legislation, which is impacting upon their caseloads. Manchester has developed a coherent offer for this cohort of young people, with very good outcomes becoming evident for our 'returning' young people. At the aforementioned benchmarking exercise, Manchester's offer to 21+ young people was highlighted as a piece of good practice that we intend to share with a wider audience. Upon consultation with the DfE's National Adviser on Care Leavers, it was advised that caseloads should average 25, therefore we intend have increased the number of Personal Advisers posts from 32 to 34. We have recruited to these posts - with employees who were previously Student Social Workers on the team having recently started. This will reduce caseloads to approximately 27 in the first instance, with projections indicating that this will reduce further by Summer 2020.

## 1.2 Performance, Assurance and Quality of Practice

The following table provides statistical information on the performance of the team. These figures are a significant improvement on performance from before the service came back in-house in October 2018. Figures are accurate as at July 2019, prior to the transfer to the Liquid Logic computer system.

Key Performance Indicators	MCC (June 19)	Core Cities (17/18)	SN (17/18)	NW (17/18)	England (17/18)
In Touch	84%	89%	91%	92%	88%
Suitable Accommodation	78%* (95%)	84%	86%	87%	84%
EET	53%* (70%)	48%	50%	50%	51%
With a Pathway Plan Reviewed 6 monthly	96%  77%				
Awareness of Entitlements	87%				

*NB \* These figures are for 18, 19 & 20 yr olds currently in touch to enable direct comparison. Figures in brackets below are for all young people currently in touch with the service.*

To provide further information, the DfE expect that Local Authorities make the assumption that those young people 'not in touch' are both not in suitable accommodation and not in education, employment or training. This changes the statistics somewhat, as is evident in the figures in brackets. This data

indicates that when we are in touch with our young people, we are excellent at ensuring they are in suitable accommodation (95%) and better than any statistical neighbour at ensuring they are in education, employment or training (70%). The challenge is to improve our 'in touch' performance, which in turn improves performance in the other areas.

The team has improved significantly in terms of their quality assurance compliance, and we are starting to see more audits being graded 'Good' or 'Outstanding'. Although we are still taking learning from those cases graded 'Requires Improvement', we can evidence an improvement in the consistent quality of service being provided. We can evidence this through our newly developed 'Success Tracker' which provides details of successes, progress and achievements our young people have made. However, it is accepted that there is more work to be done in this area of improving the quality of our service delivery, and evidencing this on young people's case records.

## **2.0 Update - Key Priorities of Service Delivery Plan**

### **2.1 Voice and Influence of Our Young People**

We have continued to hold sessions with young people in which we have sought their views and experiences, for example the recent Peer Review and the last Corporate Parenting Panel was very well attended by young people. We have also completed a survey to young people to which 20 responses have been received, all positive about the service received. The further motivation for this survey was to canvas interest in the upcoming young person-led Participation Board (name to be decided by the young people), as previously referred to in the report. The inaugural meeting of this Board has taken place and young people have fed back to us that they would like more engagement events and more access via technological options. Therefore, the plan is to hold Engagement Events for young people at least once per month and to expand our technology options, through a website and social media platforms. An Engagement Event was held in August 2019; details of which are available later in the report.

### **2.2 Education, Employment and Training**

This area of work has been very successful and we are consistently offering opportunities to young people to enhance their Education, Employment and Training (EET) outcomes. We have developed and introduced a model built on the experience of the work of the Virtual School and the continuing working relationship with North West Business Leaders. This model works on the principle of providing EET opportunities for our young people on the basis of three crucial elements for each offer:

Element 1. World of Work Tour - young people are invited to meet employer(s) / businesses to gather full understanding of the sector or in cases where a specific job / apprenticeship is on offer, they will have the opportunity to find out about the job roles and the general working environment.



Element 2. Work Experience - following Element 1 - young people are invited to attend an agreed period of work experience. This gives the young person the opportunity to see, feel and experience all aspects of the job. During this period, they are supported by an employer mentor and the service's Career Coach (contracted from Career Connect with a specific remit for supporting our young people who are not in education, employment or training). This period provides the employer with an opportunity to observe the young people in an informal / less pressured manner. In turn, this ultimately benefits young people who may be low in confidence or have issues that may have previously been a barrier for them applying for EET opportunities.

Element 3. Apprenticeship or Job Offer - following Element 2 - all young people are automatically invited to an informal interview. In all cases, the young people are encouraged to attend interview preparation support sessions with the aforementioned Career Coach or in specific instances with one of our partners such as The Prince's Trust. Young people who are successful are offered continued support and mentoring; those who are not successful are given feedback and supported towards other EET opportunities.

Wider from this model, we have recognised that this does not serve all our young people, especially those NEET young people who - for various reasons - are struggling to step up to the world of work. Therefore, we have developed a partnership with Greater Manchester Youth Network and intend to recruit two members of support staff to work explicitly with this cohort of young people to develop their self-confidence, stability and mental preparation, readying them for entering the aforementioned 'world of work' model. The ambition is to ensure that there is an EET option for all our young people, regardless of their qualifications, level of engagement and readiness for work.

The service is starting to see the real outcomes of this work coming to fruition, with specific examples available of young people progressing via a route made available from these partnership opportunities. An example of the model:

Manchester City Council's Disability Supported Accommodation Service (DSAS) and Day Care Service, agreed to ring-fence seven Apprenticeship positions for our young people. A total of 13 young people expressed an interest. All 13 attended the world of work element where they met the employers, staff and residents. A total of 12 young people expressed an interest to attend the two-week work experience. At present, the young people are mid-way through their first week and doing very well. We are all confident that all seven positions will be filled, and those unsuccessful will benefit greatly from the experience supporting them to move towards other education, employment and training opportunities.

Additional areas to report:

### Mentoring

We are continuing to work with One Million Mentors, the North West Business Leaders and Key Partners in order to secure mentors for our young people.

The first matching panel was held in July. Thirteen young people were matched to industry mentors. The next matching panel will be held in October where a further 15 young people will be matched as the pool of mentors grows. All mentors are registered with the One Million Mentors service and complete mandatory training before being matched.

### We Mind the Gap

This is a project that supports young women not in employment, education and training to improve their confidence and achieve EET status. The first cohort of young people have now completed the project and a graduation took place at Gorton Monastery on the 1st August. It was an amazing evening which celebrated the success of all five young people who started and completed the programme. These young women are great examples of the positive impact of the work we have been doing, and have taken every opportunity that was presented to them. They are now looking forward to moving into the world with real opportunities, real choices and longer term employment. The second cohort of young people will commence in the very near future. Based on the success of the first cohort, the project will be expanded to include ten young people, in collaboration with our partnership with the DWP.

## **2.3 Improving the Independence Skills of Our Young People**

The Peer Review helped us to focus on some of the areas in this priority that required attention, e.g. equipping PA's with skills / tools and ensuring risk assessment / risk management tools were available. As previously discussed, these are now in place and will be embedded into the new systems. In addition, short training sessions will be held with staff in order to develop assessment skills and provide tools for supporting young people to become equipped for independent living.

In June we held a Joint Service Event with the Permanence Service. This was very positively received, as it was the first occasion both services had been brought together for a training day, with feedback reporting the relationships between the service will improve following this event. A key topic for discussion was transitions and ensuring young people are ready and prepared for adult life. It was positive to share thoughts and ideas and assist practitioners to understand differing roles and responsibilities. In addition, it was an opportunity to share good practice examples that can be taken forward by staff in the future.

## **2.4 Improving the Suitable Accommodation Options for Our Young People**

We are working hard to improve the accommodation options for children and young people as they progress to adulthood. We have seen 39 young people now have clear plans to progress to their own tenancy from supported accommodation. This not only reduces the costs, but is also an indication of some of the effective planning being completed by the staff. In addition, we have managed to secure tenancies for 30 young people since the last report

through the 'Band One' prioritisation system - a process that is working very well currently.

We are committed to widening the accommodation options for young people and have a number of innovations going forward. The first is our project at the former children's home in Seymour Road. We plan to relocate the team to this unit, who will be based on the ground floor. On the first floor we will have three trainer flats and three taster flats which young people can access as part of their step-down from care to supported living and eventually to independent living. We are looking to have the building work completed by January 2020. Secondly, we are working with our partners in The House Project to develop a scheme in which ten young people at a time, on a rolling programme, access the project to firstly prepare themselves for independent living and then move into a tenancy that will eventually become their own. We have worked closely with our Registered Providers to ensure the availability of the tenancies, and are looking to recruit a Project Lead in the next three months with a view to recruiting the first group of young people towards the end of the year.

## **2.5 Improving the Health Outcomes of Our Young People**

The aforementioned availability of CAMHS consultations for over-18 young people, has been a key advancement in this area.

We are continuing to raise the awareness of the Care Leaving Service and accessing relevant groups and panels in this area, with partners in Transitions and Probation / Youth Justice.

Going forward the sub-group is working on ensuring all young people have access to their Health Summaries and working with partners to improve mental health support (using emotional health services such as YASP and the Big Life Project). In addition, we have linked in with a local GP service who are offering free access to surgery for Care Leavers.

## **2.6 Peer Review**

In June 2019 another Local Authority, from a London borough, came to visit the Leaving Care service for three days as part of a Peer Review. This was a welcome scrutiny for us, and we were grateful for the experience and feedback. The inspectors met with Personal Advisers individually, a focus group of professionals, partners and managers and two focus groups with young people.

The Review had three main focus areas:

- Voice of the child and engagement
- Leadership and culture
- Entitlements and Partnership Working

The key positive findings were as follows:

- Available data showed significant improvement in performance which is bringing Manchester in line with statistical neighbours and the region in relation to in-touch and suitable accommodation. Performance in relation to EET is particularly strong, exceeding statistical neighbours and the England average.
- Managers have an improved understanding and grasp of progress and areas requiring further work.
- All staff and partners reported that there is a visible leadership team. However, young adults do not necessarily know who the senior leaders are or how they could escalate concerns.
- There is a strong commitment to Corporate Parenting from Elected Members. The Lead Member for Children's Services has a comprehensive understanding of promoting positive outcomes for children.
- The Strategic Plan and regional vision is a strength and is well understood across services and wider partnership.
- Staff spoke positively about the culture of the organisation and their collaborative relationships with partners. Staff described a shared ownership of the work and practice having moved away from a commissioned and target orientated approach to service delivery. The transition of the Leaving Care Service from Barnardos to the Local Authority has resulted in a move from a commissioned focused approach to a whole service ownership of the Leaving Care Service.
- There is a positive narrative from staff at strategic and operational levels regarding the partnerships which they have with statutory agencies and the third sector. For example, Achieving Change Together model; We Mind The Gap; Manchester Settlement project; Citizen's Advice and the National Youth Advocacy Service. There is evidence of strong collaborative working, especially strong between the Permanence and Leaving Care Service.
- There is evidence of strong partnership working to address education, employment and training outcomes for Care Leavers. For example, as highlighted by the work of the education, employment and training sub-group to the Leaving Care Partnership Group.
- There is good evidence of young people feeling valued and supported by their Personal Advisers, particularly in relation to celebrating key achievements.
- Young people felt valued being included in recruitment campaigns for staff.

The recommendations, and our subsequent reflective responses are detailed below:

Recommendation	Response / Activity
Detailed review against regional and national benchmarking in relation to caseloads.	See above comments in paragraph 3.1
Improve consistency and recording of supervision. Purposeful and focussed approach, which support planning throughout.	Now embedded into Children's Services, the Leaving Care management team can adopt the Supervision Policy which promotes reflective supervision and addresses the six golden threads in the

	<p>sessions held individually with staff. We know that the previous management team did not provide consistent supervision evident on young people's files, however our audits evidence that this is improving and utilising the Supervision Policy this action will be carried forward.</p>
<p>Ongoing training, briefings and quality assurance mechanisms to support improved consistency in quality of case recording.</p>	<p>We have continued with our Signs of Safety Reflective Practice weekly sessions with staff, and intend to widen these to more focussed areas of the role. The embedded quality assurance framework addresses quality of case recording, and we can evidence gradual improvement with this.</p>
<p>Staff could benefit from training in relation to effective techniques for engagement and direct work with young people including particular groups such as UASC and young people within the youth justice system.</p>	<p>The aforementioned weekly sessions with staff will be widened to include these recommendations. In addition, we have made excellent partnerships with Youth Justice, with a Youth Justice practitioner based in the team directly. In addition, we have established a partnership with Greater Manchester Immigration and Asylum Unit who are offering bespoke services to our staff and training to staff on the issues faced with Unaccompanied Asylum Seeking Children.</p>
<p>Consider implementing independent / peer reviewing of post-18 complex cases.</p>	<p>We are establishing a system in which the management team operate a 'dovetail' system in which they quality assure and approve review reports from alternating team members, providing a level of independent oversight. In addition, we are working with the IRO service to establish a working agreement in which they will remain involved in certain cases for the first review post-18.</p>
<p>Strengthen accessibility to the mental health and emotional wellbeing offer to Care Leavers.</p>	<p>As part of our effective partnership work in the Health sub-group, we have established a consultation service for Personal Advisers to speak with a Clinical Psychologist in CAMHS on an appointment basis to discuss young people's access to mental health services or other interventions that could be effective.</p>
<p>Further work required to establish a</p>	<p>This is now fully integrated into the new</p>

consistent approach to risk assessment.	Liquid Logic assessment and planning processes in which staff have to assess risk for all young people as part of the overall pathway planning process. This provides a clear space for providing information on risk and risk management plans for young people, strengthening what was in place previously.
Further work is required to improve the quality of pathway planning focussed on SMART working, co-production and accessibility to young people.	<p>This is part of our ongoing service improvement / delivery. We have three key actions to improve the quality of practice:</p> <ul style="list-style-type: none"> <li>● A minimum of one direct observation per month by managers with the findings from the observation being discussed with the staff member in a reflective feedback session.</li> <li>● Improve the skills of our practitioners to assess the needs of young people by providing them with: <ul style="list-style-type: none"> <li>○ Assessment tools used by the wide social work workforce.</li> <li>○ Specific training on understanding and responding effectively to the information gathered through assessment conversations with young people.</li> </ul> </li> <li>● Improving the quality of our in-touch records with young people - focussing on our relationships and ensuring the in-touches are completed through direct work and not via email/ telephone.</li> </ul>
Specific work in relation to proactive planning for children and young people returning home.	We have worked closely with the Permanence team on their drive with supporting young people to return home, and engaging young people's families is a key part of our six golden threads. We intend to develop this further, by engaging staff on specific learning sessions on the rehabilitation of young people to their families, providing tools on how to assess and plan for this more substantially.

<p>Review of communication opportunities with young people, including local offer, entitlements, group provision, opportunities to access events.</p>	<p>This is a key improvement priority for the service, and we want young people to shape and design what this looks like. We will establish a young person-led Participation Board by September where we will seek their views on how best to deliver this recommendation. Also in August, we have our inaugural Clothing Event for young people where we have teamed up with private clothing companies to provide free clothing for young people in which we can deliver in a wide-scaling engagement event. Also, the updated Financial Entitlements offer has been completed and is going through the relevant approval mechanisms. We want to use the Care Leavers Board to tell us how to share this information when it is completed.</p>
<p>Promote the brand and identity of the Leaving Care service across stakeholder groups.</p>	<p>This recommendation was very positive for us. It informed us that the service can now move away from the previous legacy and start to 'label' Manchester Leaving Care service in a manner and style that is individual to our newly established culture of a professional, committed and young person-led provision. All our events and awareness raising sessions going forward will promote the 'brand' and state positively the pride we have in our work and service to the young people of Manchester.</p>

## 2.7 Greater Manchester Wider Work

Manchester continues to be a lead in the work being completed with the other Leaving Care services across Greater Manchester. As part of the subgroup looking to establish financial stability for Care Leavers across GM, we are developing a cross-boundary agreement on the financial entitlements for Care Leavers, ensuring there is some consistency for young people living in different authorities. We are also part of the Education, Employment and Training subgroup which is looking to expand opportunities being made available across the region instead of there only being individual local arrangements. In addition, we are working with the other authorities to promote events such as the launch of the Care Leaver Covenant in November 2019 and the upcoming Greater Manchester Care Leaver Awards in October 2019.

### **3.0 Summary**

In summary, the Leaving Care Service is making great strides, with real outcomes and a positive difference for children and young people. We will continue with the implementation of our service delivery plan, focussing on providing a consistently good quality of service with a strong management team providing robust grip and oversight. We have the ambition of young people shaping and designing our service, and we believe we have the plans in place to ensure this happens resulting in a service that everyone can be proud of.



**Manchester City Council  
Report for Information**

**Report to:** Children and Young People Scrutiny Committee – 9 October 2019

**Subject:** Overview Report

**Report of:** Governance and Scrutiny Support Unit

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**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.

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**Contact Officer:**

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**Wards Affected:** All

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**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
5 September 2017	CYP/17/40 School Place Planning and Admissions	To request further information on the number of siblings who have been allocated places at different schools.	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Michelle Devine, Interim Head of Access
6 November 2018	CYP/18/55 Promoting Inclusion and Preventing Exclusion	To request that information on the final destination of pupils who attended the Secondary PRU following permanent exclusion be circulated to Members of the Committee.	A response to this recommendation has been requested and will be circulated to Members by email.	Amanda Corcoran, Director of Education
8 January 2019	CYP/19/05 Youth and Play Services	To request the needs analysis ranking information for the 32 wards in Manchester.	A response to this recommendation has been requested and will be circulated to Members by email.	Amanda Corcoran, Director of Education
5 March 2019	CYP/19/15 School Governance Update	To note that the Committee has previously requested a briefing session on the new Ofsted Framework, to be arranged when the details of the Framework are known, and to request that an invitation to this be extended to all Members.	This briefing will take place on 20 November 2019.	Rachel McKeon, Scrutiny Support Officer
19 June 2019	CYP/19/22 Manchester's Promoting	To request that the figures on fixed-term exclusions from the Secondary PRU this year be	A response to this recommendation has been requested and will be circulated to Members by email.	Amanda Corcoran, Director of

	Inclusion and Preventing Exclusion Strategy	circulated to Members of the Committee.		Education
19 June 2019	CYP/19/22 Manchester's Promoting Inclusion and Preventing Exclusion Strategy	To note that the Executive Member for Children and Schools will circulate the date of the Strategy launch event and to request that Members also be provided with information on the national day of Rights Respecting Schools.	A response to this recommendation has been requested and will be circulated to Members by email.	Rachel McKeon, Scrutiny Support Officer
17 July 2019	CYP/19/27 Update on the Youth Justice Service	To arrange a visit for Members of the Committee to one of Youth Justice Services' premises.	This recommendation has been completed.	Rachel McKeon, Scrutiny Support Officer
4 September 2019	CYP/19/32 Minutes	To arrange a visit for Members to Wetherby Young Offenders Institute (YOI) and Barton Moss Secure Care Centre and to note that the former will take place once the new governor is embedded in their role.	The visit to Barton Moss Secure Care Centre has been arranged for 10 October 2019. The visit to Wetherby YOI will take place once the new governor is embedded in their role.	Rachel McKeon, Scrutiny Support Officer
4 September 2019	CYP/19/33 Annual Report of Manchester Safeguarding Children Board April 2018 – March 2019	To request that the 'Trapped' video be circulated to Members of the Committee.	A response to this recommendation has been requested and will be circulated to Members by email.	Rachel McKeon, Scrutiny Support Officer

4 September 2019	CYP/19/33 Annual Report of Manchester Safeguarding Children Board April 2018 – March 2019	To request that an extract of the minutes for this item be provided to the Health and Wellbeing Board when they discuss this report.	An extract of the minutes will be provided to the Health and Wellbeing Board.	Rachel McKeon, Scrutiny Support Officer
4 September 2019	CYP/19/34 Child Sexual Exploitation	To request that a visit to the Complex Safeguarding Hub be arranged for Committee Members.	This visit has been arranged for 15 October 2019.	Rachel McKeon, 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 **1 October 2019** 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
<b>Capital Investment in schools Ref: 2016/02/01D</b>  The approval of capital expenditure in relation to the creation of school places through new builds or expansions.	City Treasurer (Deputy Chief Executive)	Not before 1st Mar 2019		Business Case	Amanda Corcoran, Director of Education a.corcoran@manchester.gov.uk
<b>Early Years &amp; Education System (EYES) Implementation</b>  The approval of capital and revenue expenditure for the implementation of the Liquidlogic EYES module and migration of data from the current system (ONE provided by Capita) to EYES	City Treasurer (Deputy Chief Executive)	Not before 1st Jul 2019		Checkpoint 4 business case	Ross Milhench r.milhench@manchester.gov.uk
<b>Youth Strategy- Youth and Play Commissioning (2019/09/03A)</b>  To agree the Youth Offer Strategy for the next three years and the allocation of funds to Young Manchester to enable the priorities of the strategy to be achieved.	Executive	16 Oct 2019		Youth Offer Strategy	Lisa Harvey Nebil lisa.harvey-nebil@manchester.gov.uk
<b>Q20347 Consultant for EYES data Migration. 2019/04/25A</b>  Contract is to support Manchester	City Treasurer (Deputy Chief	Not before 1st Jun 2019		Report and Recommendation	John Nickson j.nickson@manchester.gov.uk

Subject / Decision	Decision Maker	Decision Due Date	Consultation	Background documents	Officer Contact
City Council with the migration of their Education Management System away from Capita One towards the Liquidlogic EYES solution.	Executive)				

**Children and Young People Scrutiny Committee  
Work Programme – October 2019**

<b>Wednesday 9 October 2019, 10.00am (Report deadline Friday 27 September 2019)</b>				
<b>Item</b>	<b>Purpose</b>	<b>Executive Member</b>	<b>Strategic Director/ Lead Officer</b>	<b>Comments</b>
Skills for Life	To receive an update report.	Councillor Rahman	Amanda Corcoran	See July 2018 minutes Invite Chair of Economy Scrutiny Committee
School Attainment	To receive a summary of the 2019 provisional outcomes of statutory assessment at the end of the Early Years Foundation Stage, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5.	Councillor Bridges	Amanda Corcoran	
Liquid Logic presentation	To receive a presentation on the implementation of the Liquid Logic case management system.	Councillor Bridges	Paul Marshall/ Sean McKendrick	
Leaving Care Service	To receive a further report to monitor the progress being made to improve outcomes for Our Young People.	Councillor Bridges	Paul Marshall/Abu Siddique/Nick Whitbread	See March 2019 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	

<b>Wednesday 6 November 2019, 10.00am (Report deadline Friday 25 October 2019)</b>				
<b>Item</b>	<b>Purpose</b>	<b>Executive Member</b>	<b>Strategic Director/ Lead Officer</b>	<b>Comments</b>
School Exclusions	To receive data on school exclusions.	Councillor Bridges	Amanda Corcoran	
Infant Mortality and Childhood Obesity Strategies	To receive updates on the Infant Mortality and Childhood Obesity Strategies.	Councillor Bridges	David Regan/ Sarah Doran	See January 2019 minutes Invite Chair of Health Scrutiny Committee
Youth Offer Strategy	To receive a report on the revised Youth Offer Strategy.	Councillor Rahman	Fiona Worrall/ Lisa Harvey-Nebil	
Youth and Play Services	To receive a report which focuses on qualitative data, including evidence of impact, outcomes and young people's feedback relating to the Youth and Play Fund 2018/19.	Councillor Rahman	Fiona Worrall/Ruth Denton	See January 2019 minutes
Overview Report		-	Rachel McKeon	

<b>Wednesday 4 December 2019, 10.00am (Report deadline Friday 22 November 2019)</b>				
<b>Item</b>	<b>Purpose</b>	<b>Executive Member</b>	<b>Strategic Director/ Lead Officer</b>	<b>Comments</b>
Children's Services and the Manchester Local Care Organisation (MLCO)	To receive a presentation which provides an update on the development of the Children's Services Locality Model and partnership working with the MLCO, to include Early Help and the Early Years New Delivery Model.	Councillor Bridges	Paul Marshall	Invite Chair of Health Scrutiny Committee



Annual Independent Reviewing Officer (IRO) Report	To receive the Annual IRO Report.	Councillor Bridges	Paul Marshall/Julie Daniels	See May 2018 minutes
Overview Report		-	Rachel McKeon	

<b>Items To Be Scheduled</b>				
<b>Item</b>	<b>Purpose</b>	<b>Executive Member</b>	<b>Strategic Director/ Lead Officer</b>	<b>Comments</b>
Edge of Care	To request a further report in the new municipal year to update Members on the progress and impact of this work.	Councillor Bridges	Paul Marshall/ Sean McKendrick/ Julie Heslop	See February 2019 minutes
Multi Agency Safeguarding Arrangements	To request an annual report and an update report.	Councillor Bridges	Paul Marshall	See February 2019 minutes
Population Health Needs of Manchester Children	To request an update report in 12 months' time.	Councillor Bridges	David Regan/Sarah Doran/Paul Marshall	See December 2018 minutes Invite Chair of Health Scrutiny Committee
Promoting Inclusion and Preventing Exclusion	To request a report to include: <ul style="list-style-type: none"> <li>citywide school exclusion performance data once the 2017-18 validated exclusions data is published, including information on the reasons for exclusions.</li> <li>an update on the work to promote consistent, legally-compliant information-sharing at transition stages.</li> <li>an update on the independent review of the use</li> </ul>	Councillor Bridges	Amanda Corcoran	See June 2019 minutes

	of fixed-term exclusions in the specialist provisions across the city for young people who experience Social, Emotional and Mental Health Needs (SEMH), including the Secondary Pupil Referral Unit (PRU), and information on the destinations of pupils at the PRU.			
Supplementary Schools	To receive a further report on supplementary schools at an appropriate time.	Councillor Bridges	Amanda Corcoran	See November 2018 minutes
Update on the Youth Justice Service	To request an update report in 12 months' time to include anonymised case studies and information on the issues that Members raised at the meeting on 17 July 2019, including children with SEND and Black and Minority Ethnic (BAME) children in the Youth Justice system.	Councillor N Murphy	Paul Marshall/ Marie McLaughlin	See July 2019 minutes Invite Chair of Communities and Equalities Scrutiny Committee
<b>Regular items</b>				
Annual Independent Reviewing Officer (IRO) Report	To receive the Annual IRO Report.	Councillor Bridges	Paul Marshall/Julie Daniels	
Early Years	To receive a quarterly update.	Councillor Bridges	Amanda Corcoran	See 2 January 2018 minutes
Looked After Children (LAC) and Corporate Parenting (Annual Independent Reviewing Officer Report)	To receive an annual report on the work of the Corporate Parenting Panel. To include an update on recent developments in respect of LAC and corporate parenting. To include the future role/best use of existing children's homes including best practice within other local authorities and models of practice.	Councillor Bridges	Paul Marshall	See May 2018 minutes
Manchester Safeguarding Children Board (MSCB)	To receive the MSCB's Annual Report. To include the report of the Local Authority Designated Officer (LADO).	Councillor Bridges	Paul Marshall / Julia Stephens-Row	
Proxy Indicators	To receive quarterly presentations of the proxy indicators outlined in the report considered by the	Councillor Bridges	Paul Marshall/ Sean	See June 2018 minutes

	Committee in June 2018 and to request that these presentations also include information on school attendance and exclusions.		McKendrick/ Amanda Corcoran	
School Attendance and Attainment	<p>To receive regular reports regarding attainment and attendance.</p> <p>Future reports to include:</p> <ul style="list-style-type: none"> <li>• information on the use of flexi-schooling in Manchester and on children who are not included in the school attendance figures because they are waiting for a school place or are being home schooled</li> <li>• information on the performance of pupils with SEND in special schools compared to those in mainstream schools and further information on the progress and outcomes for children from ethnic groups which are currently performing less well, including white British children</li> <li>• the work taking place to support the four secondary schools in Wythenshawe and improve the educational outcomes for the pupils, including any good practice which can be shared with other areas of the city</li> </ul>	Councillor Bridges	Amanda Corcoran	See 30 January 2018 and March 2019 minutes
School Governance	To receive a yearly report on school governance.	Councillor Bridges	Amanda Corcoran	
Special Educational Needs and Disability (SEND)	To receive regular reports on SEND.	Councillor Bridges	Amanda Corcoran	

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