

# Children and Families Overview and Scrutiny Committee

## Agenda

---

**Date:** Monday, 25th March, 2019  
**Time:** 1.30 pm  
**Venue:** Committee Suite 1,2 & 3, Westfields, Middlewich Road,  
Sandbach CW11 1HZ

---

The agenda is divided into 2 parts. Part 1 is taken in the presence of the public and press. Part 2 items will be considered in the absence of the public and press for the reasons indicated on the agenda and in the report.

It should be noted that Part 1 items of Cheshire East Council decision making and Overview and Scrutiny meetings are audio recorded and the recordings will be uploaded to the Council's website

### **PART 1 – MATTERS TO BE CONSIDERED WITH THE PUBLIC AND PRESS PRESENT**

1. **Apologies for Absence**

2. **Minutes of Previous meeting** (Pages 3 - 6)

To approve the minutes of the meeting held on 28 January 2019

3. **Declarations of Interest**

To provide an opportunity for Members and Officers to declare any disclosable pecuniary and non-pecuniary interests in any item on the agenda.

4. **Whipping Declarations**

To provide an opportunity for Members to declare the existence of a party whip in relation to any item on the agenda

---

For requests for further information

**Contact** Katie Small

**Tel:** 01270 686465

**E-Mail:** [katie.small@cheshireeast.gov.uk](mailto:katie.small@cheshireeast.gov.uk) with any apologies

5. **Public Speaking/Open Session**

A total period of 15 minutes is allocated for members of the public to make a statement(s) on any matter that falls within the remit of the Committee.

Individual members of the public may speak for up to 5 minutes, but the Chairman will decide how the period of time allocated for public speaking will be apportioned, where there are a number of speakers.

Note: In order for officers to undertake any background research, it would be helpful if members of the public contacted the Scrutiny officer listed at the foot of the agenda, at least one working day before the meeting to provide brief details of the matter to be covered.

6. **Child and Young Person's Story**

To receive a case study on education in Cheshire East.

7. **Annual Education Report 2017-18** (Pages 7 - 50)

To give consideration to the annual education report 2017-18

8. **SEND Reforms Task and Finish Report - Update on Recommendations** (Pages 51 - 86)

To receive an update on the SEND Reforms Task and Finish Group recommendations

9. **Sustainable Modes of Transport Strategy**

To receive a presentation on the Sustainable Modes of Transport Strategy

10. **Forward Plan** (Pages 87 - 92)

To give consideration to the areas of the forward plan which fall within the remit of the Committee.

11. **Work Programme** (Pages 93 - 110)

To give consideration to the work programme

**CHESHIRE EAST COUNCIL****Minutes of a meeting of the Children and Families Overview and Scrutiny Committee**

held on Monday, 28th January, 2019 at Committee Suite 1,2 & 3, Westfields,  
Middlewich Road, Sandbach CW11 1HZ

**PRESENT**

Councillor Rhoda Bailey (Chairman)  
Councillor A Moran (Vice-Chairman)

Councillors M Beanland, L Durham, D Flude, M Grant, O Hunter, G Merry,  
M Warren, M J Weatherill and J Rhodes

**47 APOLOGIES FOR ABSENCE**

Apologies for absence were received from Councillors M Deakin and L Jeuda.

**48 MINUTES OF PREVIOUS MEETING**

Consideration was given to the minutes of the meeting held on 10 December 2018.

**RESOLVED**

That the minutes be approved as a correct record and signed by the chairman.

**49 DECLARATIONS OF INTEREST**

There were no declarations of interest.

**50 WHIPPING DECLARATIONS**

There were no whipping declarations.

**51 PUBLIC SPEAKING/OPEN SESSION**

There were no members of the public present wishing to speaking.

**52 CHILD AND YOUNG PERSON'S STORY**

J Cooper attended the meeting to outline a young persons story which resulted in a family requiring early help and support from the Council, including being rehoused, access to the Children's Centre and post natal depression groups, nurse provision for siblings. The interventions put in place enabled the family to stay together

Members raised questions relating to the work of health visitors and whether or not any issues could have been picked up earlier. It was noted that the 0-19

Healthy Child Programme was being recommissioned which would be a suitable opportunity to enable any improvements to the service to be considered.

### **53 REDESIGN OF EARLY HELP SERVICES**

The Committee received a presentation outlining the progress made in the redesign of the Early Help Services. The presentation detailed:

- The background
- Summary of changes
- The current prevention and support service
- Family support
- Family Focus
- early years and child care
- youth support
- what's working well
- what needs to happen

It was agreed that an update on the impact of the redesign of the service and a specific report on family focus and the recovery plan be brought back to the committee at a later date.

#### **RESOLVED**

That an update on the impact of the redesign of the service and a specific report on family focus and the recovery plan be brought back to the committee at a later date.

### **54 PROGRESS IN RESPECT OF CHILDREN'S HOME COMMISSION**

The Committee received an update on the progress to date with commissioning of children's homes. In relation to paragraph 5.11 it was noted that the Committee would receive a briefing on the process for external agencies setting up in Cheshire East including:

- the cared for children sufficiency duty for good quality, local provision
- locality impact assessments required for Ofsted registration
- planning requirements
- exploring the difference between establishing and Ofsted regulated children's home and an unregulated 16+ provision.

It was agreed that a planning officer should be requested to attend that meeting.

#### **RESOLVED**

That a further update report be considered at a future meeting of the committee and that a planning officer be requested to attend that meeting.

### **55 CHILDREN AND FAMILIES PERFORMANCE SCORECARD - QUARTER 2**

Consideration was given to the performance scorecard for quarter 2. There continued to be some areas of performance rag rated as red which were outlined in the report. The following comments were made:

It was noted that there was a dip in timeliness in quarter 2 in relation to the percentage of assessments completed within 45 days due to staffing pressures during the summer period. This coincided with the introduction of a new style of assessment aligned with Signs of safety. Training for Members on Signs of safety would be rolled out from May 2019.

The increase in the number of children being electively home educated was a concern. More home visits would take place to check the quality of the education, however home educated children were not required to follow the national curriculum or take G.C.S.Es.

In relation to children missing from education, it was noted that the majority of them were year groups 10&11 and that the reasons for not attending would be circulated to the committee.

Members raised concerns regarding migrant children, it was noted that Cheshire East used all the intelligence available to support families, however there may be some families that the council were unaware of. It was agreed that a report on this would be considered by the Committee in due course.

RESOLVED

1. That the reasons for children being missing from education be circulated to the committee.

### 56 FORWARD PLAN

Consideration was given to the areas of the forward plan which fell within the remit of the Committee.

RESOLVED

That the forward plan be received.

### 57 WORK PROGRAMME

Consideration was given to the work programme. It was agreed that the following items would be added to the work programme:

- Update on redesign of early help services
- Family Focus and Recovery Plan
- Migrant Children

It was also agreed that the CAMHS would be deferred until June 2019.

RESOLVED

That the work programme be updated to reflect the items above.

The meeting commenced at 1.30 pm and concluded at 3.30 pm

Councillor Rhoda Bailey (Chairman)



*Working for a brighter future together*

## **Children and Families Overview and Scrutiny Committee**

---

**Date of Meeting:** 25 March 2019

**Report Title:** Annual Education Report 2017-18

**Portfolio Holder:** Cllr Jos Saunders

**Senior Officer:** Jacky Forster: Director of Education & Skills

---

### **1. Report Summary**

Every year, the Education & Skills Directory presents a summary of its work with schools for consideration by DMT and Overview and Scrutiny Committee.

The 2017-18 report – see separate paper, captures the performances of our schools as well as the considerable work which the Local Authority leads/oversees in terms of support, challenge and interventions with our schools.

The continuing fragmentation of the education landscape provides increasing challenges in managing and leading on school improvement – the Local Authority role is pivotal to coordinating key workstreams for the benefit of young people.

This information has been used in recent monitoring and challenge sessions with NW Peers and with Ofsted.

This report and meeting will also provide a powerpoint presentation at the meeting of key messages which will then be shared to OSC members.

### **2. Recommendation/s**

- 2.1. To receive the detailed report which celebrates the successes across the educational sector in Cheshire East as well as identifying future work and priorities.
- 2.2. To recognise the continuing work to provide a localised system of school improvement in the absence of a clear national agenda.

### **3. Reasons for Recommendation/s**

This report captures in one place the considerable work of the Education & Skills Directory, in association with other C&F services, in supporting schools in both their successes and priority workstreams going forward. The increasing focus on

vulnerable groups of learners and vulnerable schools is critical in showing the range of interventions which best improves outcomes in targeted schools

#### **4. Other Options Considered**

The format of this report is similar to previous years in providing an overall summary report and then using the meeting to reinforce key themes of work and its impact.

#### **5. Background**

The attached detailed report provides the detailed breakdown of the outcomes for Cheshire East learners across all key stages of education. There is a lot of detail in this report and the content reflects the considerable work across the Education & Skills Directory and wider services to best meet the changing needs of all our learners.

In capturing key messages, the following themes are seen as critical in terms of how we utilise all available resources and in working closely with regional and national systems to both support and challenge schools.

- Categorisation Process 18/19 – Achievements & Alerts
- Meetings with Regional Schools Commissioner and Ofsted
- Latest work on the SSIF programme with targeted schools
- Case Studies – Cornerstone / EHE/CME
- New Ofsted Framework – impact on our schools.

These strategic themes will be covered during the meetings as part of a structured presentation to OSC members.

#### **6. Implications of the Recommendations**

##### **6.1. Legal Implications**

Legal services are heavily involved in any academisation processes and non-compliance – e.g. Penalty Notices for school absence.

##### **6.2. Finance Implications**

There are significant financial implications linked to the available budgets for schools ( linked to National Funding Formula ) to staff and resource their work to raise standards.

##### **Policy Implications**

Policy implications will reflect the work on providing both support and challenge to schools. An example of this is the changing approach to school categorisation.



**6.3. Equality Implications**

An assessment has not been completed at this point.

**6.4. Human Resources Implications**

These include the availability of Authority services to provide high quality services to support all aspects of school improvement

**6.5. Risk Management Implications**

Management of risks would be a central role in a wide range of context including SEN assessments, impact of school intervention programmes and budget management.

**6.6. Rural Communities Implications**

There are some implications for rural communities especially in terms of the sufficiency of school places and school budgets.

**7. Implications for Children & Young People/Cared for Children**

There are direct implications for children and young people based upon their academic outcomes and supporting vulnerable learners

**7.1. Public Health Implications**

Limited direct implications

**8. Ward Members Affected**

Local Ward members are affected by this report

**9. Consultation & Engagement**

Not applicable

**10. Access to Information**

See attached report with this covering paper.

**11. Contact Information**

Any questions relating to this report should be directed to the following officer:

Name: Jacky Forster : Director of Education

Mark Bayley /Claire Williamson

Job Title: Heads of Service

Emails:

[Jacky.forster@cheshireeast.gov.uk](mailto:Jacky.forster@cheshireeast.gov.uk)

[mark.bayley@cheshireeast.gov.uk](mailto:mark.bayley@cheshireeast.gov.uk)

[claire.williamson@cheshireeast.gov.uk](mailto:claire.williamson@cheshireeast.gov.uk)



**This page is intentionally left blank**

**Report to : DMT : 4<sup>th</sup> March & Overview & Scrutiny Committee : 25<sup>th</sup> March**

## **Overview Report : Education Performance 2017-18**

### **Introduction: Cheshire East Context**

There are a total of **155 schools**, which incorporate 124 primary schools, 25 secondary schools (includes 1 UTC and 1 Studio School), 5 Special Schools, 1 Nursery School and a pupil referral unit. This includes 10 resource provisions. We currently have **76 academies and 79 maintained schools** (August 2018).

There is a new special free school due to open in 2020, and we have submitted proposals for a further special school and AP provision in wave 13. There is an extensive school expansion programme in place to ensure sufficiency of places over the next 10 years.

In terms of **Post 16 provision** within school settings, there are 16 out of the 25 secondary schools which offer 16-19 courses. Post 16 provision is also available within our Special Schools.

Cheshire East has 3 **FE colleges** and a large local training provider. Apprenticeships are available with all 4 providers as are full time and part time courses, which conform to the National Study Programme. This year has also included the Supported Internship offer.

In Cheshire East we have 499 **Early Years Settings** (329 delivering the **Free Entitlement**) consisting of:

- 15 maintained nurseries
- 2 community schools
- 26 academy nurseries
- 176 private, voluntary and independent settings
- 213 childminders (110 delivering the free entitlement).

In terms of sector working, there are **4 identified Teaching School Alliances** three of which are located within the Macclesfield area. There is an absence of provision in the south of the borough

### **1. Relationships**

Cheshire East considers it has strong relationships with the following key organisations

**RSC (West Midlands):** – Structured meetings and liaison between Director and Head of Service on identified areas of concern/strategic planning. A new RSC lead has now been appointed – Andrew Warren.

**IMPACT:** Appointment of IEB and Emergency SSIF funding for Primary schools (Aug/Sept18)  
Example : Christ the King Primary - £77,000 successful SSIF funding

**IMPACT:** Two strategic events where RSC have presented to large Cheshire East audiences

**Primary & Secondary Heads Associations:** Timetabled events attended by all schools with dedicated Authority agenda – positive engagement and resulting actions.

IMPACT: Behaviour support/Attendance networks established

IMPACT: GDPR compliance – e learning module established with 2000+ users

IMPACT: Wave 13 bids & SSIF actions finished.

IMPACT: Agreed data sharing agreements to establish formal and informal levels of support

IMPACT : Agreed New Headteachers Support Programme.

**Teaching Schools and Regional TSA Leads:** Dedicated officer to act as link to TSC and four local Teaching Schools to influence and shape levels of need.

IMPACT: Sharing of Teaching School directory of levels of support to all schools.

**SSIF Steering Group:** Established representation across two successful Cheshire East SSIF bids with all schools involved

IMPACT: see specific data from programme to date.

SSIF latest DfE RAG rating: Green ( highest rating possible )

## 2. System Capacity

Cheshire East has a strong supply of experienced and dedicated system leaders which are being actively deployed to address critical areas of concern in individual schools and to support strategic priority work streams:

IMPACT: All schools in the summer 2018 received an up to date directory of system leaders and Teaching School support options.

IMPACT: 21 System Leaders deployed across 39 schools - focus on disadvantaged learners

IMPACT: 17 system leaders deployed in cluster working - focus on Maths

IMPACT: System leaders deployed to support 'High Concern' schools at risk of poor Ofsted outcome which resulted in a Macclesfield Primary avoiding inadequate judgement and a Nantwich Primary at risk of inadequate judged good by time of inspection.

IMPACT : 9 system leaders supporting new Headteachers to Cheshire East Schools

Current work includes agreed SLA to support new Headteachers and revised support to 'Intensive' schools linked to our categorisation of all schools.

The strategic oversight of system leaders is a major area of concern in that the Authority strongly believes that without its proactive approach with Teaching Schools and the Teaching School Council, limited work would be coordinated and undertaken.

## 3. Priorities 2017 and Impact

The following table capture the work and impact of identified priorities for 2017 which was reported through to our Education & Skills Board and School Associations:

Theme	IMPACT	RAG
-------	--------	-----

Improving Maths and Disadvantaged outcomes – Primary and Secondary.	Successful SSIF bid round 2 with 39 targeted schools – following summer 2018 results, real evidence of impact across three work streams.	
English & EAL	Successful SSIF bid with Aspirer TS focused upon primary reading. Funded EAL project focused on Crewe schools Positive Writing outcomes at KS2 – Authority now above national figure at EXP+ following intensive programme of work across clusters of schools	
Boys Performance – KS4	19/23 schools involved in major conference and mentoring programme targeted at boys/ disadvantaged underperformance. Currently being evaluated as to overall impact	
Emotionally Healthy Schools Programme	Strong multi-agency working across schools and agencies to structure better supply for learners requiring mental health support.	

**Note:** The Emotionally Healthy schools programme is currently out for re-tendering for commencement in April

#### 4. National Programmes of work: SSIF Round 2 Successful Bid

At the end of March 2018, Cheshire East launched its SSIF programme with 39 schools across Cheshire East and Cheshire West and Chester. Cheshire East is the named lead for this programme involving over 10 Teaching School Alliances and involving three distinct work streams:

- Improving outcomes for Disadvantaged learners – a clear target for both Authorities at KS2 and KS4
- Improving Maths outcomes – a priority for core subjects at KS2 and KS4
- Improving parental engagement with hard to reach families – commissioned through 'Achievement for All'

Whilst the programme still has 9 months to run, the following data shows the direction of travel for those Cheshire East primary schools involved and the impact this work is having not only on outcomes for learners but also on improving strategic leadership of vulnerable schools and the more effective deployment and accountability of system leaders.

Similar positive trend are being seen at the end of KS4 in our 5 Secondary SSIF schools

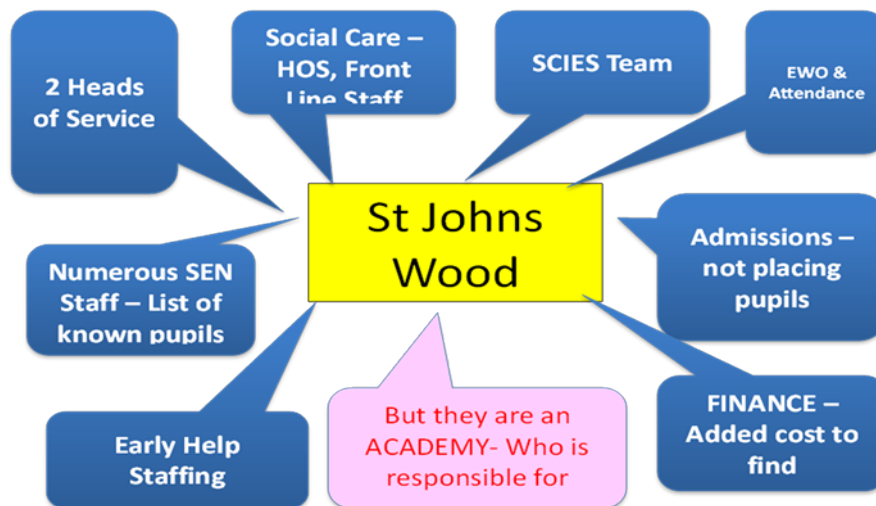
	Cohort		Maths			RW/N			Maths Progress		
CE Schools : 15			Exp	Exp	Diff	Exp	Exp	Diff	Exp	Exp	Diff
	17	18	17	18		17	18		17	18	
	12	7	83	86	3	67	57	-10	4.7	2.1	↓
	9	14	44	50	6	33	36	3	-3.9	-2.9	↑
	12	11	57	45	-12	29	36	7	0.1	-2	↓
	12	16	33	44	11	33	44	11	0.9	-2.8	↑
	4	5	25	60	35	0	60	60	0.2	0.5	↑
	11	16	9	50	41	0	38	38	-8.1	-4.3	↑
	17	16	41	44	3	29	19	-10	-5.8	-6.9	↓
	18	19	61	63	2	39	53	14	-3.6	-0.6	↑
	12	12	75	92	17	67	67	-	4.3	2.2	↓
	14	11	29	36	7	21	36	15	-3.5	-4.2	↓
	12	9	75	67	-8	42	44	2	0.2	0	-
	7	13	86	69	-17	57	62	5	-1.8	-2.1	↓
	20	17	25	47	14	20	35	15	-5.4	-2.7	↑
	38	31	63	81	18	42	74	32	0.5	0.9	↑
	15	17	67	81	14	60	74	14	-2.2	-4	↓

Note : 17 / 18 relates to the last two years – 2017 and 2018 in the first line

## 5. Development of a collaborative approach to vulnerable pupils in schools

Following St John Woods Special School academy going into special measures (despite approaches to RSC and concerns being raised with the trust.) due to the needs of vulnerable pupils not being met the Local authority has reflected and improved arrangements across services and with partners for raising concerns and working together efficiently to improve outcomes and safeguard pupils.

The diagram below demonstrates the range of LA professionals who were working with the schools. In addition other agencies including police, Youth offending, camhs were working with the school and had concerned



Significant intervention had been put in place by the LA before the inspection (recognised by Ofsted) and intensified post inspection with the LA leading their own review which resulted in a clear action plan shared with the trust and RSC specifying immediate actions time bound expectations of measurable improvements.

The LA removed a number of children from the school and has prevented of any new starters at the provision, until we are satisfied children will be safe and receive an acceptable standard of education and support.

As result of a range of multi-agency strategy meetings to discuss the needs of individual pupils we have raised awareness to professionals across services of need to escalate and act on areas of concern in a timely manner. This has led to new ways of working which further improve collaborative working.

Continued monitoring and challenge of the school and trust remain in place.

## Strengths/Impact of last year's interventions



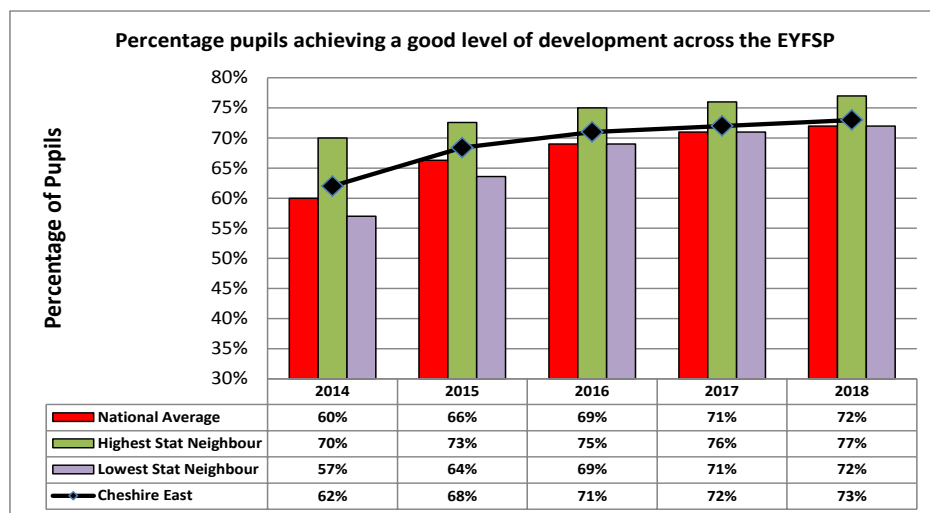
- Learning on the child's journey through SEND process magnified and used to inform future planning of services.
- Informed practice in terms of joint working across Early Help, SEND and Children Social care to ensure that the child's voice is heard and embedded in practice.
- Clear improvements made within the academy to address initial concerns.
- Children placed in the right provision with the quality of teaching and learning improving.
- Children are safe and their wellbeing and safety is recognised and prioritised
- RSC has put in place a delay on further schools joining the trust.

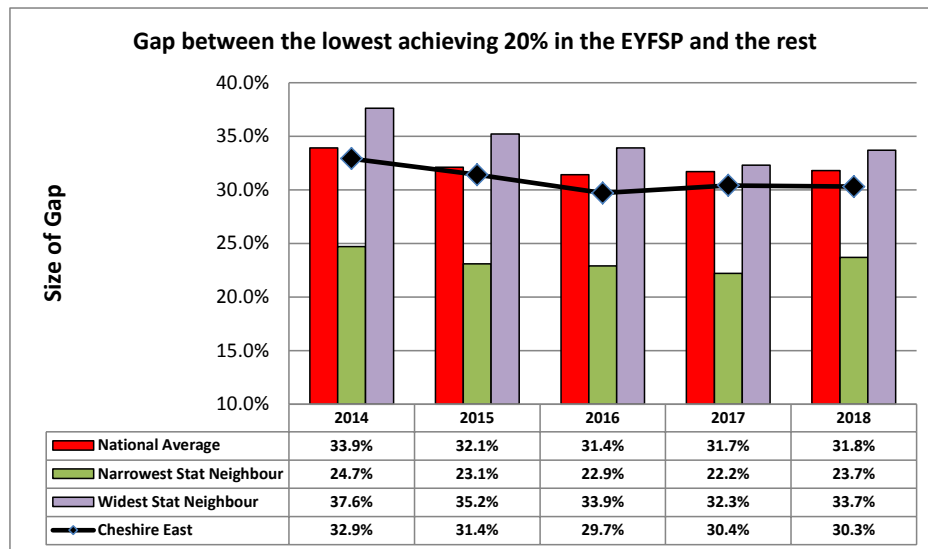
## Areas of focus for current year

- Multi agency children missing out on education meetings to ensure all services and agencies work together to ensure the best support for children and families and to have a solution-based approach using signs of safety.
- Through the multi-agency meeting identify schools where there are concerns about their approach to meeting the needs of pupils and keeping them safe.
- Develop a locality model looking at working around clusters of schools. Developing a Social Worker in schools' model.
- Develop changing model for academies in such circumstances
- Continue to monitor the academy to continue to make progress against a clear set of actions

## 6 Analysis of Provisional Performance of Schools : 2017- 18

### 6a. Early Years





Comparison of RA and Non-RA schools showing percentage of children at or above the expected level in the CLL and Literacy areas of learning

		15-16		16/17		17/18		Change 2016 to 2018	
		RA	Non-RA	RA	Non-RA	RA	Non-RA	RA	Non-RA
LA	Girls	84.4%	92.9%	84.3%	90.5%	84.3%	90.5%	-0.1%	-2.4%
	Boys	70.7%	84.0%	76.4%	83.3%	67.3%	84.0%	-3.4%	0.0%
	All	77.4%	88.4%	80.0%	86.8%	75.5%	87.2%	-1.9%	-1.2%
Und	Girls	82.1%	93.0%	85.8%	90.1%	84.9%	90.9%	2.8%	-2.1%
	Boys	72.5%	85.0%	74.2%	84.2%	71.8%	85.2%	-0.7%	0.2%
	All	77.2%	88.9%	79.5%	87.0%	78.0%	88.0%	0.8%	-0.9%
Spkg	Girls	81.4%	92.8%	83.8%	90.0%	82.7%	90.5%	1.3%	-2.3%
	Boys	70.7%	83.8%	73.8%	83.5%	71.3%	84.5%	0.6%	0.7%
	All	75.9%	88.2%	78.4%	86.7%	76.7%	87.4%	0.8%	-0.8%
Read	Girls	71.5%	85.1%	71.6%	82.7%	76.2%	82.6%	4.7%	-2.5%
	Boys	56.4%	73.8%	58.8%	73.9%	58.4%	75.3%	2.0%	1.5%
	All	63.8%	79.3%	64.7%	78.2%	66.9%	78.9%	3.1%	-0.4%
Write	Girls	69.2%	84.0%	70.1%	82.0%	76.2%	81.8%	7.0%	-2.2%
	Boys	54.2%	68.5%	57.5%	70.4%	54.5%	71.8%	0.3%	3.3%
	All	61.6%	76.0%	63.3%	76.1%	64.9%	76.7%	3.3%	0.7%
GLD	Girls	67.3%	81.2%	70.1%	78.9%	75.1%	78.9%	7.8%	-2.3%
	Boys	52.0%	65.3%	54.9%	67.2%	54.0%	69.1%	2.0%	3.8%
	All	59.5%	73.1%	61.9%	72.9%	64.1%	73.8%	4.6%	0.7%

## Analysis

There has been a 1.4% increase in the number of children achieving a good level of development against a national figure of 0.8% and a very slight reduction in the gap between the lowest performing 20% and the rest, although this compares favourably with the national and statistical neighbours figures which have widened slightly.

Cheshire East outcomes for targeted groups demonstrate slight gains for boys, summer born children, children eligible for free school meals and children living in the most disadvantaged areas.

## Strengths/Impact of last year's interventions

For the children accessing the Raising Attainment Programme

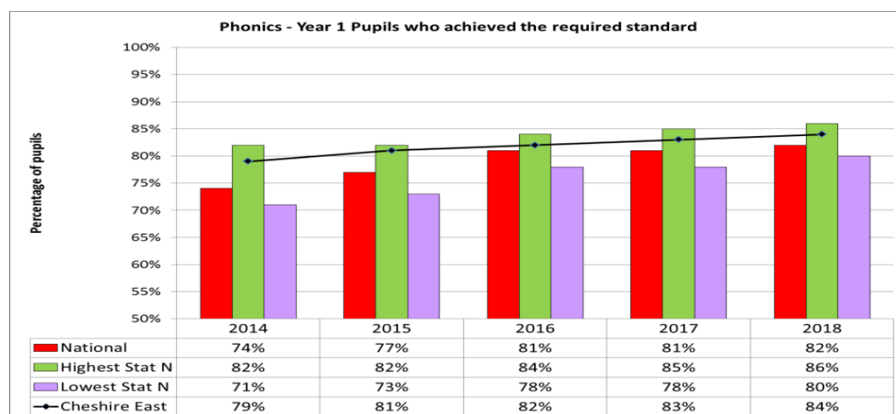
- There has been an increase in the number of children at or above the expected levels in most aspects of communication and language and literacy

- Improvements are particularly marked in the areas of Reading and Writing.

## Areas of Focus for current year

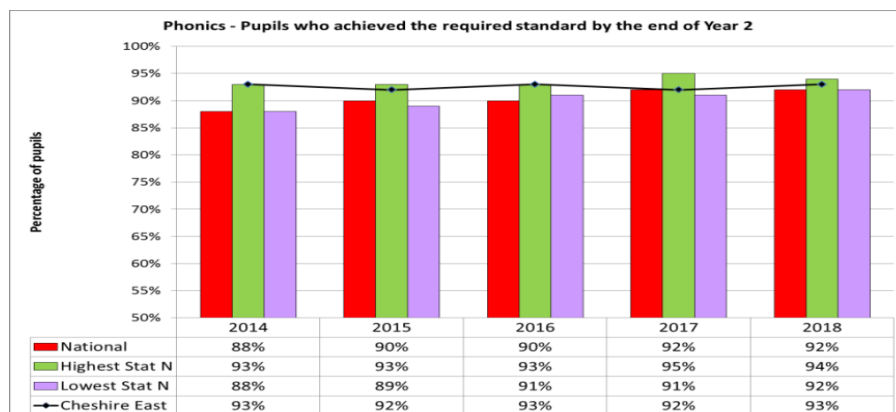
- Communication, Language and Literacy will continue to be a key area of focus this year. Our targeted package of support will build on the previous Raising Attainment programme and will continue to focus on schools based in areas of deprivation and/or on a Children's Centre site.
- All maintained nurseries and schools providing 2 year old provision will be offered the opportunity to attend training based on the LA self-evaluation tool "Are you ready for me – now I'm 2?"
- The Early Years pilot project will work closely with four schools providing free early education for 2/3/4 year olds to raise emotional health and wellbeing for both children and adults. Learning from this project will form the basis of a toolkit, enabling all local EYFS provision to benefit from the experiences and identification of effective practice demonstrated.

## 6b. Key Stage 1



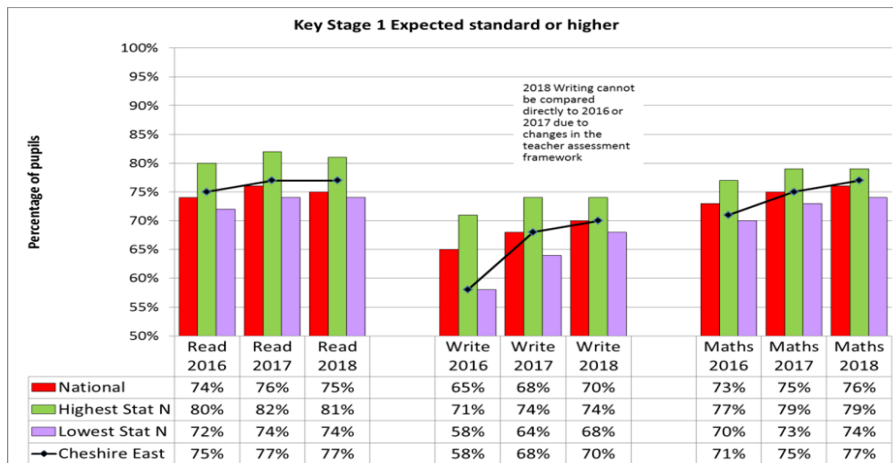
Pupils achieving the required standard in phonics by the end of year 1: -

- Cheshire East had an increase of 1 pp on last year, which is the same change seen nationally
- Ranked =41<sup>st</sup> nationally compared to =33<sup>rd</sup> last year
- Ranked =3<sup>rd</sup> against statistical neighbours compared to 2<sup>nd</sup> last year



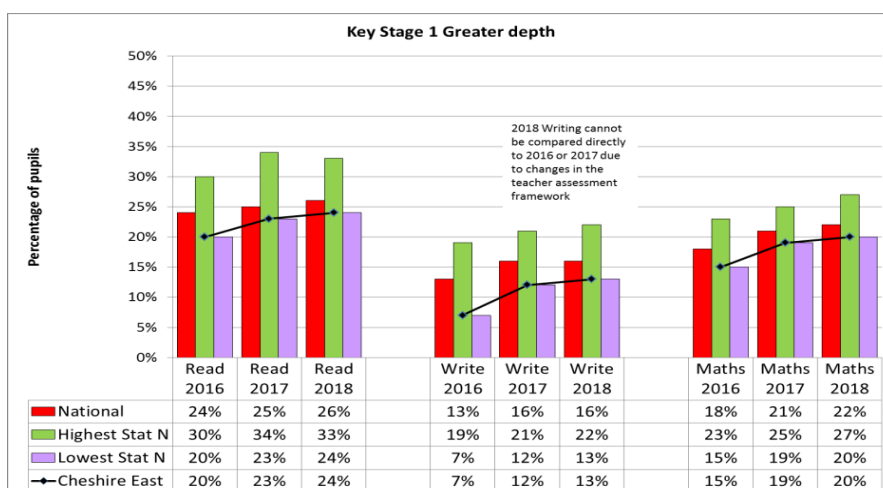
Pupils achieving the required standard for phonics by the end of year 2:-

- Cheshire East had an increase of 1 pp on last year, whereas nationally there was no change
- Ranked =16<sup>th</sup> nationally compared to =49<sup>th</sup> last year
- Ranked =2<sup>nd</sup> against statistical neighbours compared to =7<sup>th</sup> last year



Pupils achieving the expected standard or higher: -

- Cheshire East writing and maths had an increase of 2 pp on last year. Nationally, writing also increased by 2 pp and maths increased by 1pp.
- Cheshire East Reading was unchanged, but nationally there was a decrease of -1 pp.
- Reading
  - Ranked =43<sup>rd</sup> nationally compared to =45<sup>th</sup> last year
  - Ranked =4<sup>th</sup> against statistical neighbours compared to =6<sup>th</sup> last year
- Writing
  - Ranked =72<sup>nd</sup> nationally compared to =77<sup>th</sup> last year
  - Ranked =9<sup>th</sup> against statistical neighbours compared to =8<sup>th</sup> last year
- Maths
  - Ranked =50<sup>th</sup> nationally compared to =74<sup>th</sup> last year
  - Ranked =4<sup>th</sup> against statistical neighbours compared to =8<sup>th</sup> last year



Pupils achieving the higher standard: -

- Cheshire East had an increase of 1 pp for each subject compared to last year. Nationally, reading and maths also increased by 1 pp, but writing was the same as last year.

- Reading
  - Ranked =94th nationally compared to =97th last year
  - Ranked lowest against statistical neighbours, the same as 2016 and 2017
- Writing
  - Ranked =115<sup>th</sup> nationally compared to =129<sup>th</sup> last year
  - Ranked =10<sup>th</sup> against statistical neighbours, which is little different to being ranked last in 2016 and 2017
- Maths
  - Ranked =100<sup>th</sup> nationally compared to =93<sup>rd</sup> last year
  - Ranked =10<sup>th</sup> against statistical neighbours, compared to 11<sup>th</sup> in 2016 and =10<sup>th</sup> in 2017.

### Key Stage 1 Overall Analysis

- Cheshire East performs strongly in phonics especially at the end of Year 2 where we are equal 18<sup>th</sup> compared to all Authorities.
- In terms of expected standards, Cheshire East has slightly improved its position overall with positive directions of travel in reading and maths.
- At higher standards, performance is below that which is expected.

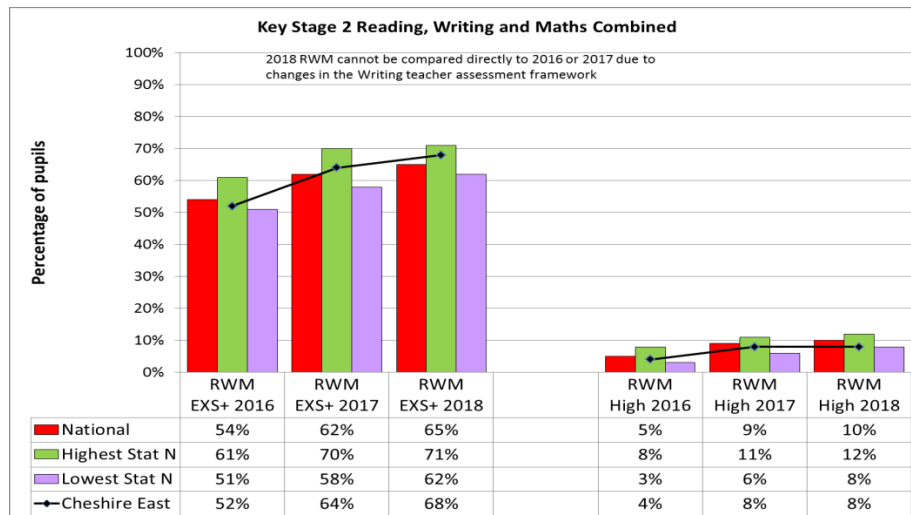
### Strengths/Impact of last year's interventions

- Significant work has been undertaken with all schools through a programme of cluster working to address significant concerns as identified in 2016.

### Areas of Focus for current year

- To continue to address teacher assessment processes especially in relation to higher standard outcomes which show low performance compared to statistical neighbours and all Authorities.
- To see real impact of SSIF bid through Aspirer with focused work on reading outcomes.
- To see continuing impact of SSIF programme on Maths outcomes and disadvantaged learners
- To embed early work on curriculum planning ahead of September 2019 with real focus on curriculum design and intent – commitment of schools to embrace curriculum principles and best practice.

### 6c. Key Stage 2 (based on revised 2018 results)

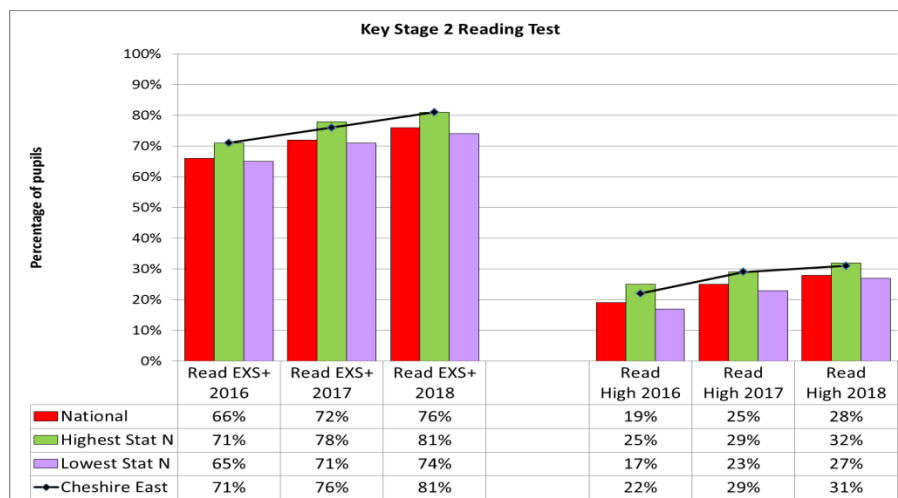


Reading, Writing and maths combined at the expected standard or higher: -

- Cheshire East has an increase of 4 pp on last year compared to a national increase of 3 pp
- Ranked =39th nationally compared to =46th last year
- Ranked =2nd against statistical neighbours compared to 4th last year

Reading, Writing and maths combined at a higher standard:-

- Cheshire East result was the same as last year, whereas nationally there was an increase of 1 pp.
- Ranked =109th nationally compared to =79th last year
- Ranked =9th against statistical neighbours, which is the same as last year

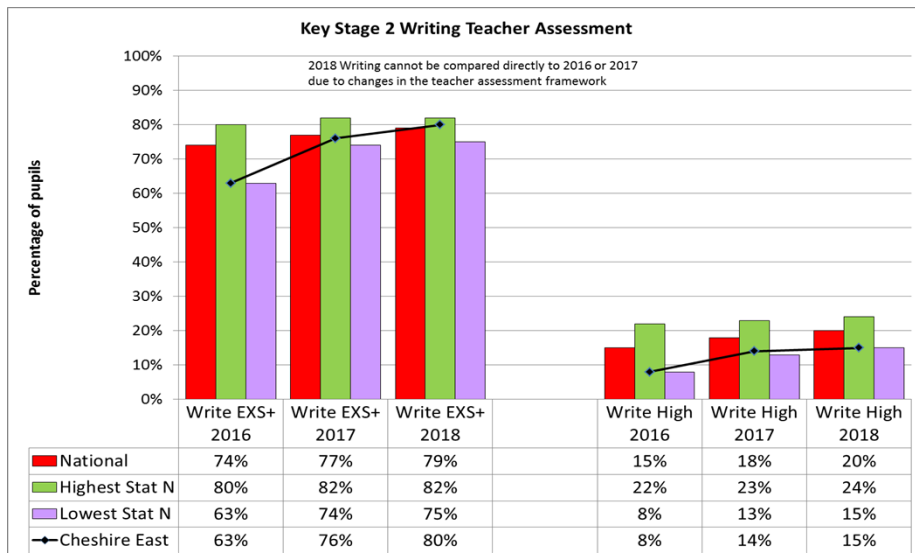


Reading at the expected standard or higher:-

- Cheshire East has an increase of 5 pp on last year compared to a national increase of 3 pp
- Ranked =12th nationally compared to =27th last year
- Ranked =1st against statistical neighbours compared to =2nd last year

Reading at the higher standard:-

- Cheshire East has an increase of 2 pp on last year compared to a national increase of 3 pp
- Ranked =31st nationally compared to =22nd last year
- Ranked =4th against statistical neighbours compared to =1st last year

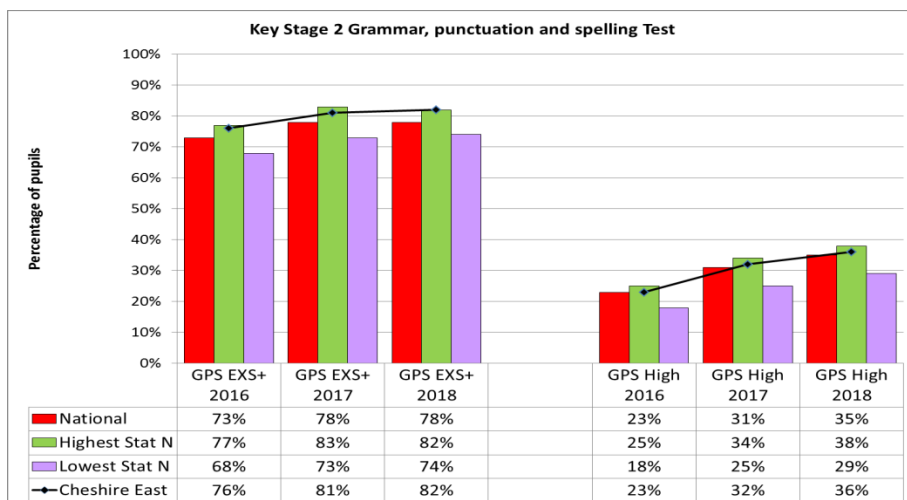


Writing at the expected standard or higher:-

- Cheshire East has an increase of 4 pp on last year compared to a national increase of 2 pp
- Ranked =53rd nationally, an improvement from =86th last year
- Ranked =3rd against statistical neighbours compared to =6th last year

Writing at the higher standard:-

- Cheshire East has an increase of 1 pp on last year compared to a national increase of 2 pp
- Ranked =137<sup>th</sup> nationally compared to =125<sup>th</sup> last year
- Ranked the lowest against statistical neighbours compared to 11<sup>th</sup> in 2016 and 10<sup>th</sup> last year



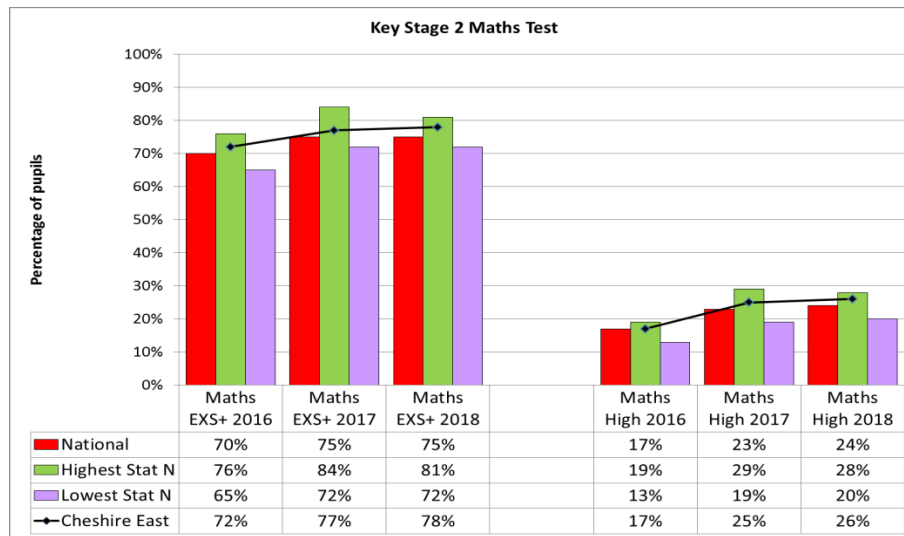
Grammar, punctuation and spelling at the expected standard or higher:-

- Cheshire East has an increase of 1pp on last year, but nationally there was no change
- Ranked =26th nationally compared to =30th last year
- Ranked =1st against statistical neighbours compared to 2nd last year

Grammar, punctuation and spelling at the higher standard:-

- Cheshire East has an increase of 4pp on last year, which is the same as the national increase

- Ranked =55th nationally compared to =59th last year
- Ranked =2nd against statistical neighbours, the same as last year

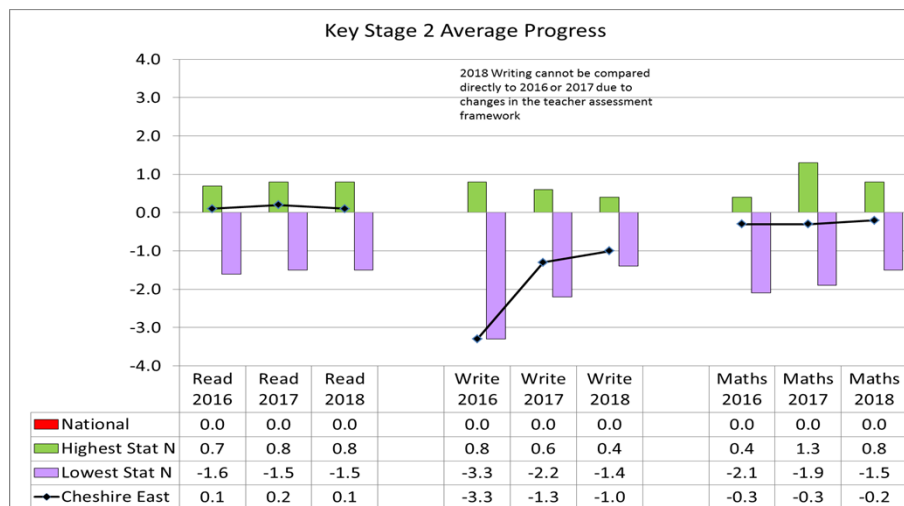


Maths at the expected standard or higher:-

- Cheshire East has an increase of 1pp on last year, but nationally there was no change
- Ranked =47<sup>th</sup> nationally compared to =51<sup>st</sup> last year
- Ranked =2<sup>nd</sup> against statistical neighbours which is the same as last year

Maths at the higher standard:-

- Cheshire East has an increase of 1pp on last year, which is the same as the national increase
- Ranked =40<sup>th</sup> nationally compared to =42<sup>nd</sup> last year
- Ranked 3<sup>rd</sup> against statistical neighbours, which is the same as last year



Average progress: -

- Cheshire East saw an improvement in writing and maths progress, but our averages remained below national. Our reading progress is lower than last year, but still slightly better than national.
- Ranked =72<sup>nd</sup> for reading, =142<sup>nd</sup> for writing and =90<sup>th</sup> for maths versus national
- Ranked 3<sup>rd</sup> for reading, 10<sup>th</sup> for writing and =2<sup>nd</sup> for maths versus statistical neighbours



## Analysis

- Overall headlines shows strong outcomes across most indicators at expected standards – particular strength seen in reading – top 20 for all Authorities
- Writing has seen a 17ppt improvement over last three years which reflects the significant work to address assessment variations seen regionally and nationally – Authority is now above national for expected standard compared to being 11ppts below.
- Whilst we have positive trends for expected standards, higher standards remain a key area for improvement especially in writing.
- Maths outcomes do not reflect positive trends for other core indicators.
- 2 schools are below the Floor standards (Calveley and Christ the King)
- 3 schools are Coasting (Alsager Highfields, Brereton and Christ the King)

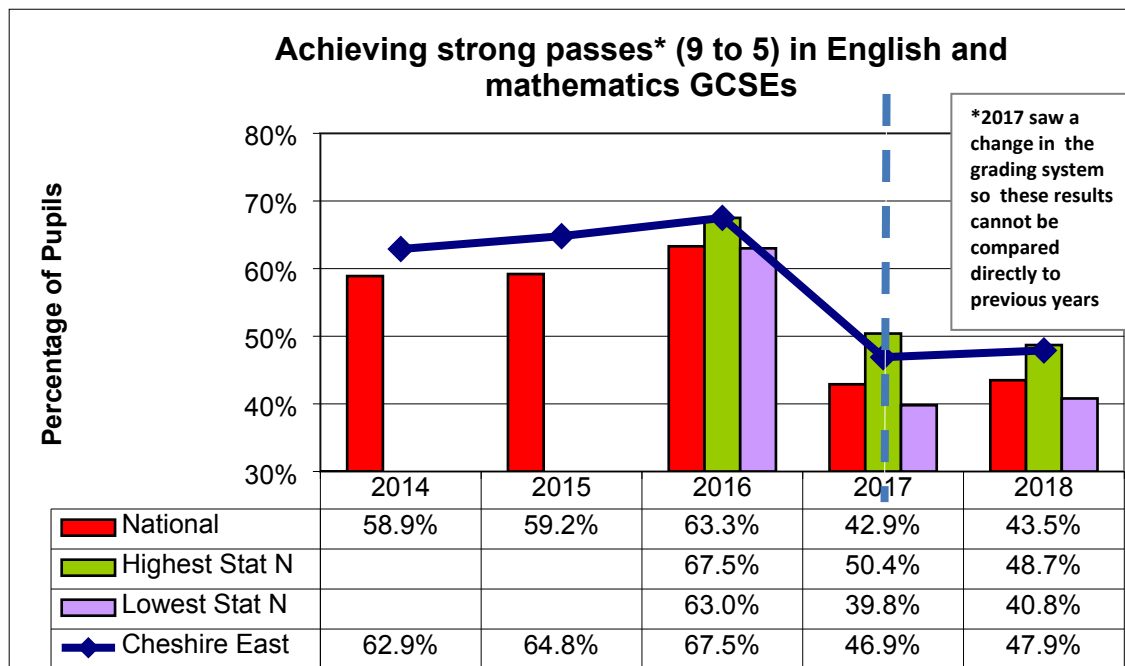
## Strengths/Impact of last year's interventions

- The impact of the SSIF programme is already beginning to be seen in the targeted schools in maths – this is very much hoped to be extended during the remainder of the programme.
- In terms of teaching assessment processes, the Authority has done significant work with all schools through a programme of cluster working to address significant concerns as identified in 2016. This work has been recognised by many schools. Improvements seen as KS2 in expected standards now need to be extended to higher standards.

## Areas of Focus for current year

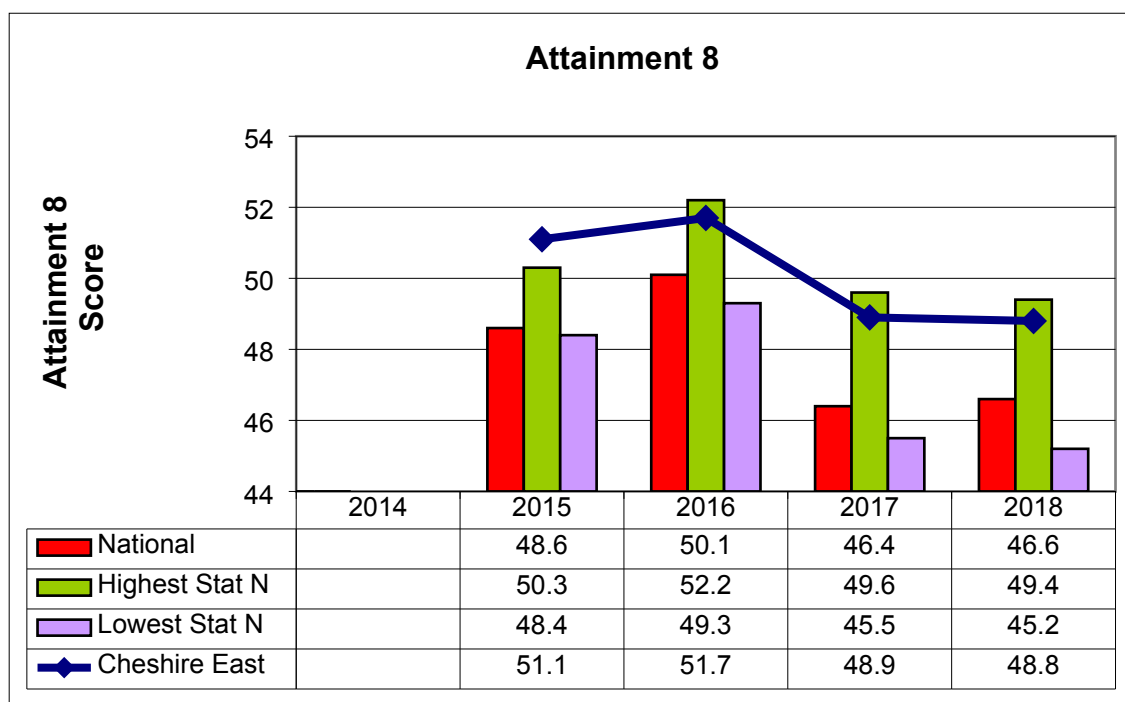
- To continue to address teacher assessment processes especially in relation to higher standard outcomes which show lower performance compared to Statistic Neighbours and all Authorities.
- To see real impact of SSIF bid through Aspirer with focused work on reading outcomes.
- To see continuing impact of SSIF programme on Maths outcomes and disadvantaged learners
- To embed early work on curriculum planning ahead of September 2019 with real focus on curriculum design and intent – commitment of schools to embrace curriculum principles and best practice.

## 6d. Key Stage 4



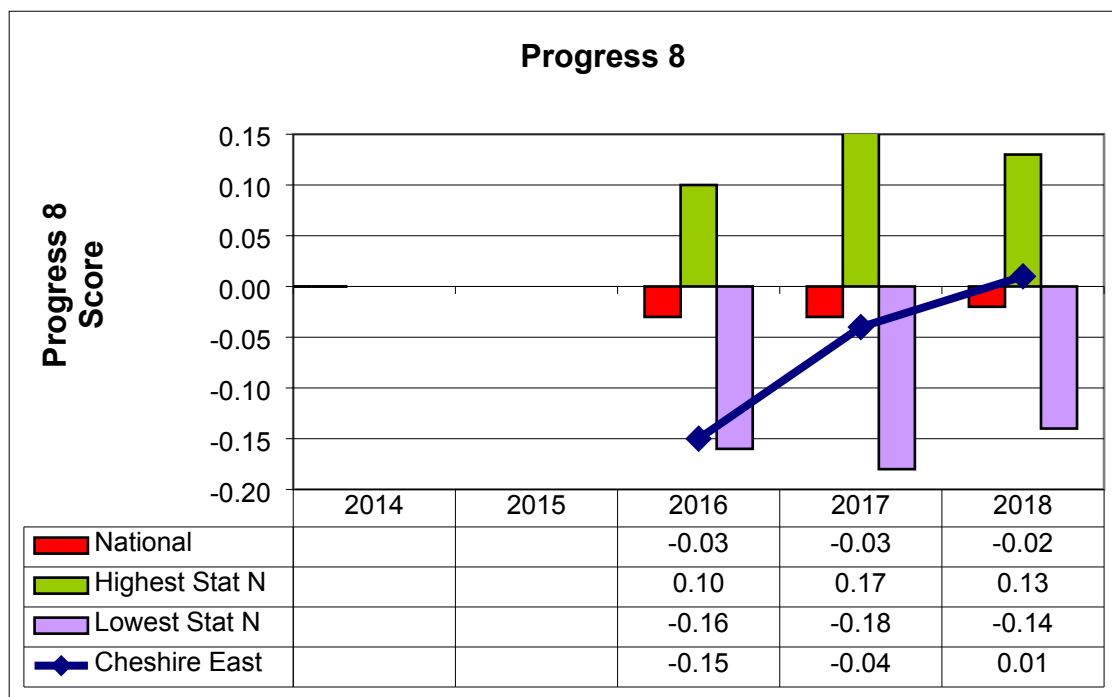
Pupils achieving strong passes in English and mathematics GCSEs key points: -

- 1pp increase on last year's performance, higher than the national increase of 0.6pp
- Ranked 31<sup>st</sup> nationally from 36<sup>th</sup> last year
- Ranked 3<sup>rd</sup> against statistical neighbours from 4<sup>th</sup> last year



Attainment 8 key points,

- Decrease by 0.1 on last year compared to an increase of 0.2 nationally
- Ranked 36<sup>th</sup> nationally compared to 32<sup>nd</sup> last year
- Ranked 2<sup>nd</sup> against statistical neighbours compared to 3<sup>rd</sup> last year



Progress 8 key points,

- Improvement on last year
- National ranking up to 58 from 75
- Ranked 5<sup>th</sup> when compared to statistical neighbours the same as last year

## Analysis

- Overall, performance at the end of KS4 remains strong and trends are positive – strong performance against statistical neighbours in most core indicators.
- Particularly pleasing to see P8 performance now show a positive figure – positive three year trend here from 110<sup>th</sup> to 58 over this period.
- Performance of boys particularly strong over recent years leading to better overall outcomes.

## Strengths/Impact of last year's interventions

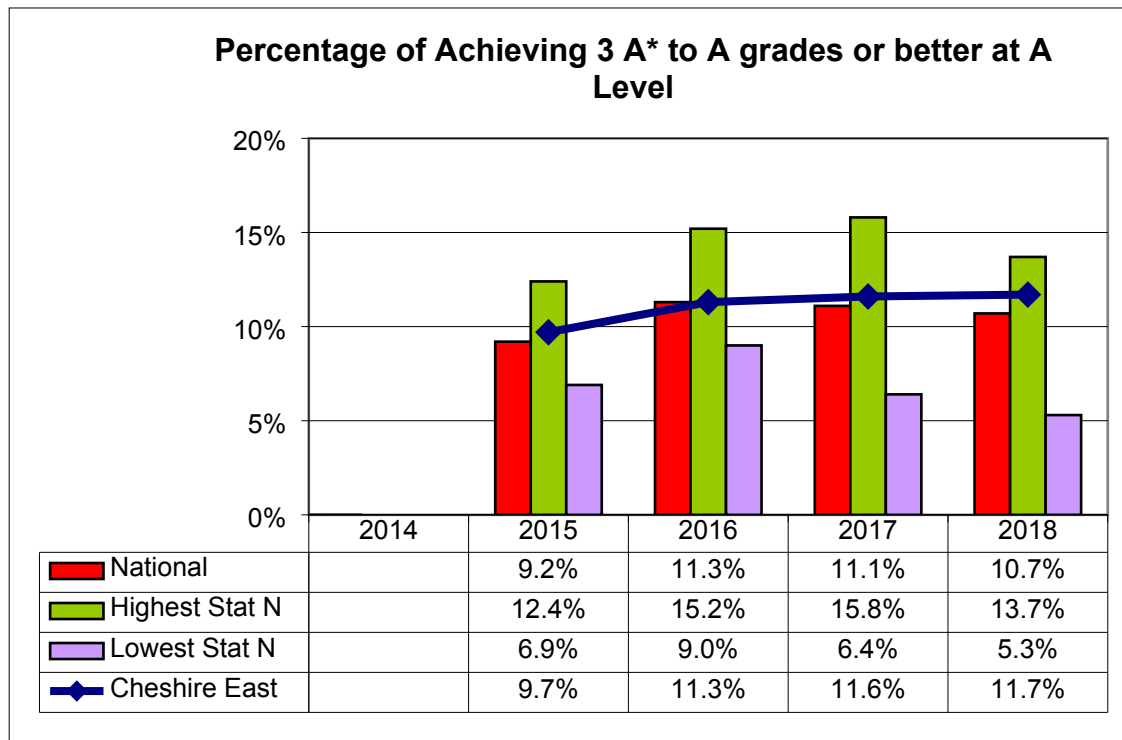
- Programme of school to school support focussed upon boys having impact on overall performance.
- Increased focus across schools on sharing best practice especially in relation to Progress 8 had impact.
- Formal and informal support on maths (including SSIF programme of work) again had impact – e.g. school networks on GCSE entry levels

## Areas of Focus for current year

- To embed early work on curriculum planning ahead of September 2019 with real focus on curriculum design and intent – commitment of schools to embrace curriculum principles and best practice. KS4 work also includes analysis of curriculum structures across all 24 schools to share methodologies and best practice.

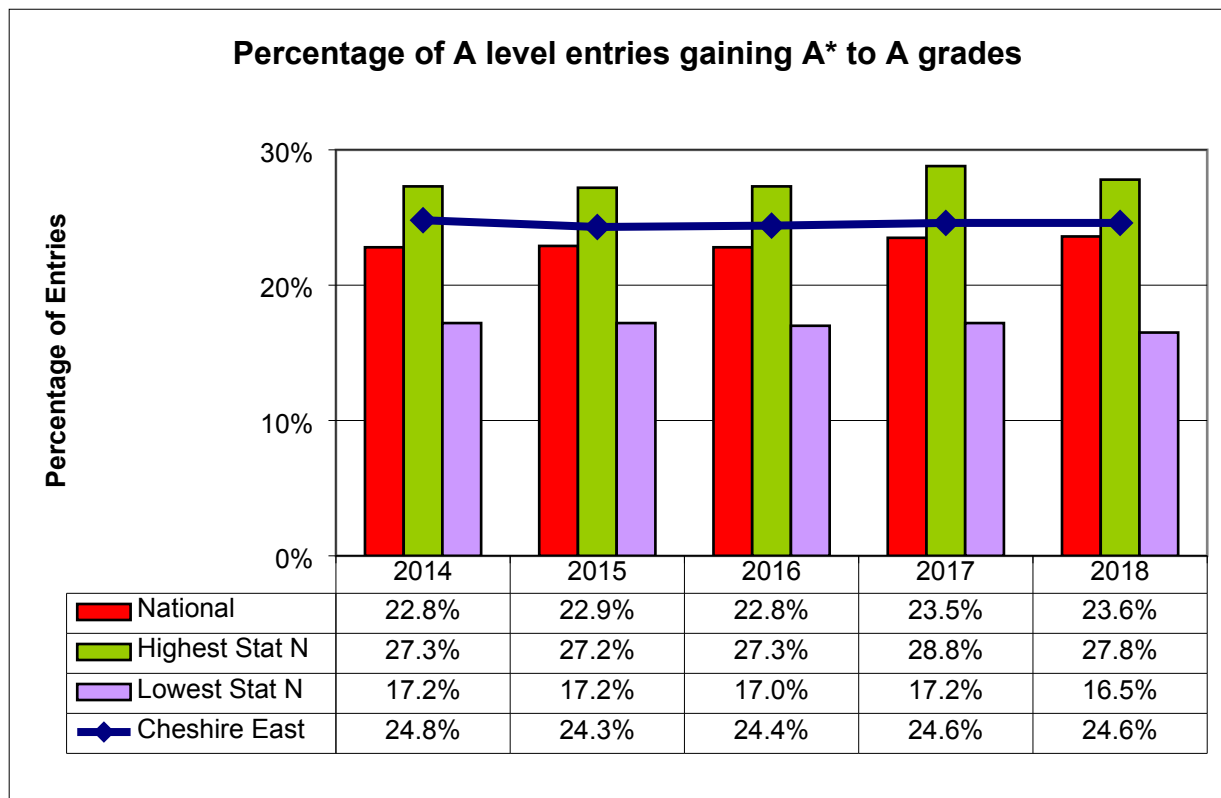
- Extend the positive learning from the SSIF schools to a wider group of CE schools.
- To further embed boy's initiative to better measure impact.

## 6e. Key Stage 5



Pupils achieving 3 A\* to A grades or better key points: -

- Slightly up on last year by 0.1% whereas the national result has dropped by 0.4%
- Our national ranking has improved from 46 to 43
- We remain 5<sup>th</sup> when compared to our statistical neighbours



Pupils achieving A\* to A grades or better:

- Remained the same as last year but is 1.0% above the national result
- Our national ranking has improved from 44 to 42
- We are ranked 6<sup>th</sup> when compared to our statistical neighbours last year we were 5<sup>th</sup>

## Analysis

- Post 16 performance remains consistently strong overall – variations are minimal over the last three years.

## Strengths/Impact of last year's interventions

The Authority did not undertake detailed interventions at this Key Stage last year although informal support between schools was encouraged.

## Areas of Focus for current year

At present, no structured programmes planned.

## 6f. Level 2 and Level 3 Qualifications: Post 16 Colleges

	A level students				Academic Students				Applied General Students				Technical Level Students			
	APS per entry		APS expressed as a grade		APS per entry		APS expressed as a grade		APS per entry		APS expressed as a grade		APS per entry		APS expressed as a grade	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Cheshire College - South & West	31.5	29.2	C	C	31.7	29.1	C+	C	34.2	11.9	Dist	Pass-	32.3	30.2	Dist	Dist-
Reaseheath College	-	-	-	-	26.8	33.8	C-	C+	31.8	-	Dist	-	31.9	24.3	Dist	Merit
Macclesfield College	22.2	-	D+	-	22.2	-	D+	-	34.5	-	Dist	-	33.2	-	Dist	-
Cheshire East (all schools and colleges)	32.0	32.0	C+	C+	32.2	32.1	C+	C+	37.7	32.8	Dist	Dist-	32.4	24.9	Dist	Merit
National (state funded schools & colleges)	31.1	32.1	C	C+	31.3	32.3	C	C+	35.7	28.4	Dist	Merit+	32.3	28.1	Dist	Merit+

## 7. Outcomes for Vulnerable Groups

See end of report for actual tables of results.

The work over the last 3 years to tackle gaps in performance for named vulnerable groups and their peers has been considerable and has utilised a range of interventions based upon national evidence to show those which have proven to have the greatest impact. The diversity of this work and the impact on key groups is captured below in terms of identifying some real successes although fully mindful that there is much work still to undertake to further improve outcomes:

### a. Disadvantaged learners and those with FSM

Out of the 14 key indicators across all Key Stages, 13 of these have shown a 2/3 year improvement in performance for vulnerable children with 8 indicators showing more than a 5ppt increase. A real success has been seen at the end of KS2 with an increase of 17 pts for learners achieving combined Reading, Writing and Maths at the national expected level.

Whilst the gaps to national performance continue to close, there is still further work required to achieve outcomes consistently at national thresholds.

### b. SEN Support

Out of the 14 key indicators across all Key Stages, all 14 of these have shown a 2/3 year improvement in performance for vulnerable children with 5 indicators showing more than a 5ppt increase. A real success has been seen at the end of KS2 with an increase of 13 pts for learners achieving Reading at the national expected level. This figure is now 5pts above the national figure

Whilst the gaps to national performance continue to close, there is still further work required to achieve outcomes consistently at national thresholds.

### c. SEN Statement /EHCP

Out of the 14 key indicators across all Key Stages, 9 of these have shown a 2/3 year improvement in performance for vulnerable children with 1 indicator showing more than a 5ppt increase. A significant achievement is that again this year, performance compared to national is very strong with 12 out of 14 indicators showing Cheshire East out-performing the national figure.

d. English as an Additional Language (EAL) ( Cohort size: KS2 = 255)

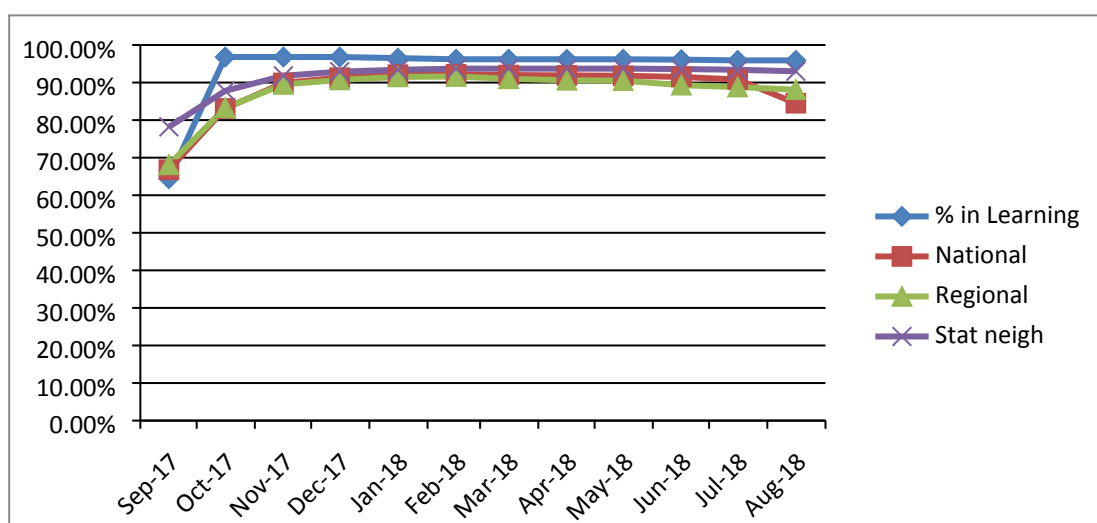
Out of the 14 key indicators across all Key Stages, 13 of these have shown a 2/3 year improvement in performance for vulnerable children with 8 indicators showing more than a 5ppt increase. A real success has been seen at the end of KS2 with an increase of 23 ppts for learners achieving combined Reading, Writing and Maths at the national expected level.

Whilst the gaps to national performance continue to close, there is a much stronger profile in terms of our performance against national with 5 indicators above the national range and 2 in line.

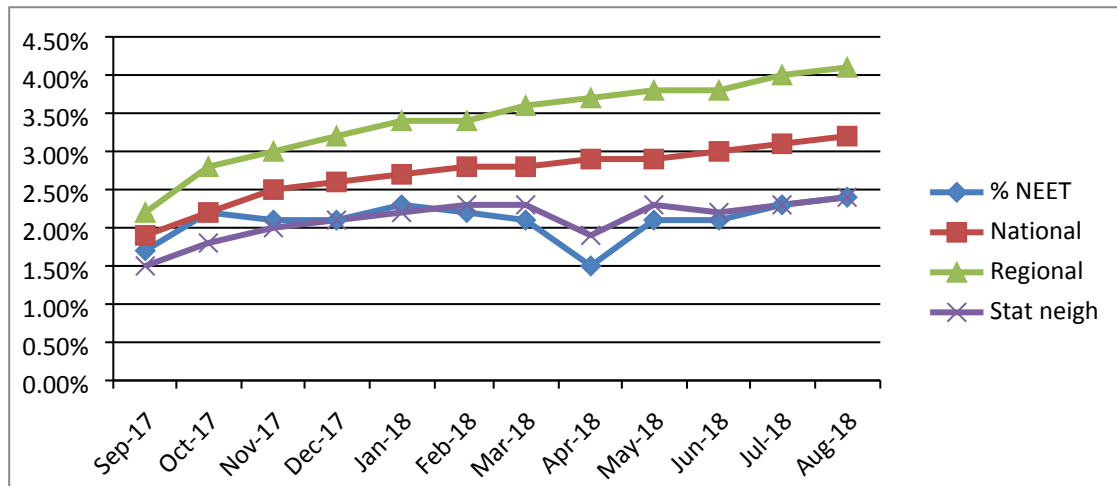
## 8. Post 16 Participation

The 'Raising of Participation Age' (RPA) legislation has put duties onto Local Authorities to monitor and report on the level of participation of those young people aged 16yr and 17yrs. This data is collected and monitored via the Youth Support Service in Cheshire East and also includes data on those who are NEET (Not in Education Employment or Training) and also the Not Known (no confirmed destination) figures. It is important to note that the NEET and Not Known figures are linked, and the way these figures are reported will change in the next year to show this figure combined.

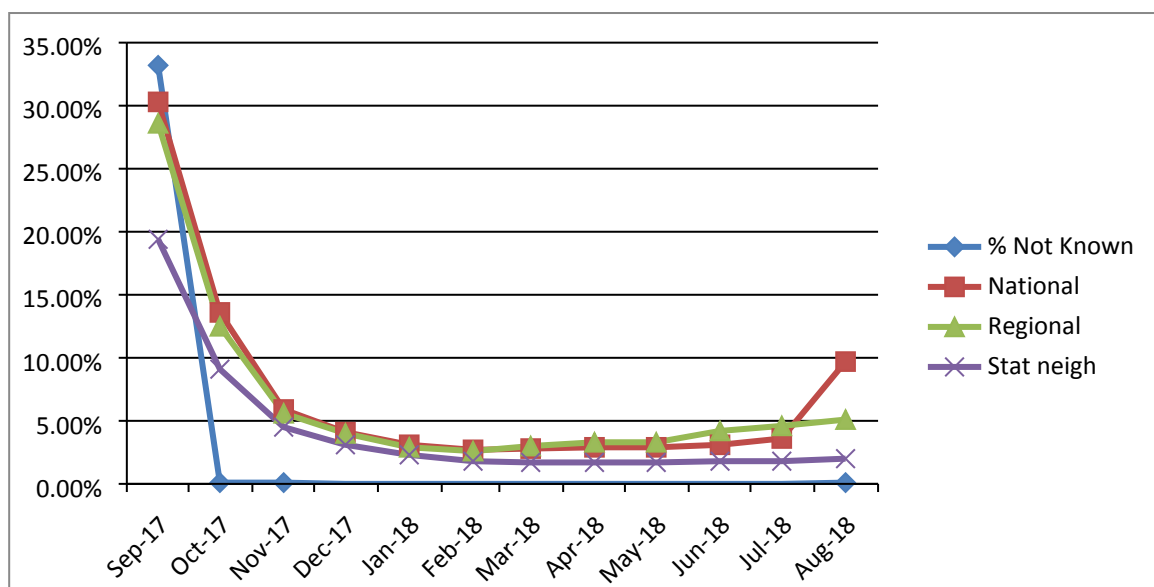
### 8.a Participation Rates



### 8.b NEET (Not in Education Employment or Training)



### 8.c Not Known



### Analysis

NEET (Not in Education Employment or Training) figures show that Cheshire East performs better than the National and Regional.

The Not Known figure is very significant, as this shows how well the Authority know what the young people in the area are engaged in.

The post 16 destinations of young people in Cheshire East is mainly within the further education sector. However, many young people go into formal training and apprenticeships. In July 2018 there were 411 young people in apprenticeships and 453 in formal work-based employment/training. An area for development is the supported internship model of progression, and this has increased this year from 8 to 30.

### Impact of Last year's interventions:



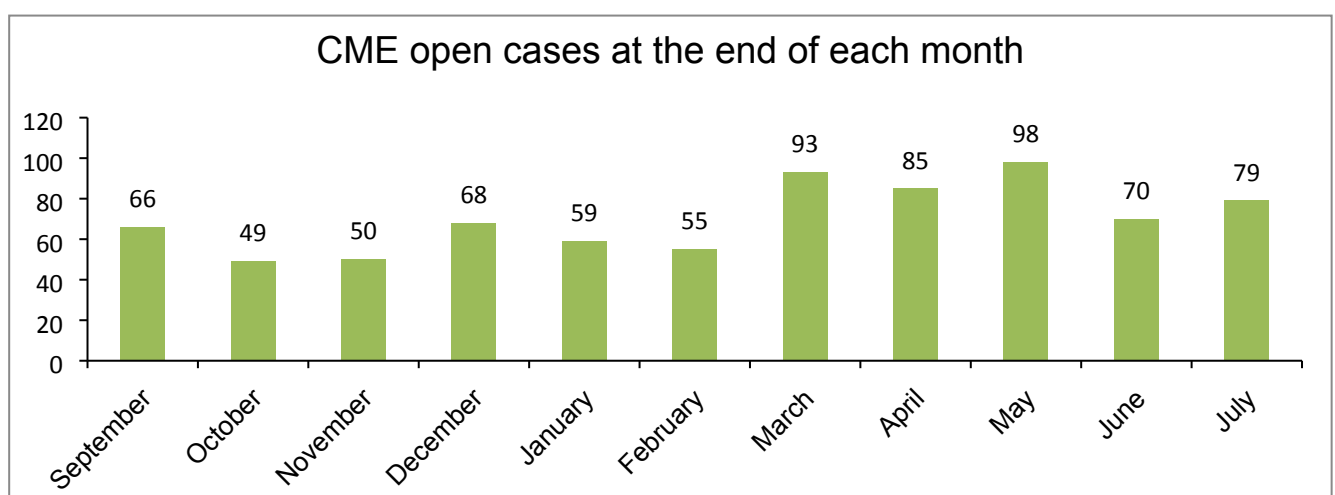
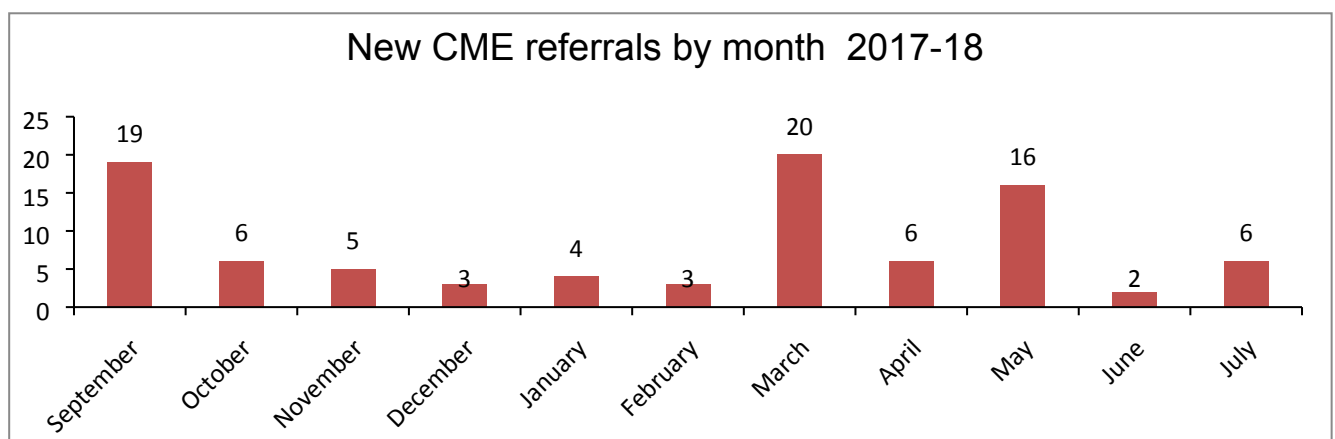
- Cheshire East has one of the lowest figures for Not Known destinations, which means that we know accurately the activity of young people and are therefore able to target our limited resources to those who need this most.
- Percentage into learning has been consistently excellent and is above National, Regional and statistical neighbours.

## Areas of Focus for current year

- The key focus is to further reduce the NEET figures to be in line with our statistical neighbours and to do so without an increase in our Not Known figure. The Youth Support Service will further target resources on the young people who are NEET and look to engagement and provision to further increase learning.

## 9. Inclusion

### 9 a. Children Missing Education



## Analysis

- There is an increase in CME referrals in September which is due to children and young people not taking up their offered place at points of transition.

- Other increases are following school holidays and or linked to reminders to schools on statutory requirements

## Strengths/Impact of last year's interventions

- Dedicated lead CME fulltime officer monitors and reduces cohort size with dedicated admin support. A family support worker supports current complex cases back in to schools.
- Working with Early Years Team to try to increase the number of applications for primary school places. This has included writing an article for the Early Years bulletin to inform Early Years Providers of the need to know where their children will be attending school.
- Increased relationships with Independent schools
- New online line referral form

## Areas of focus for current year

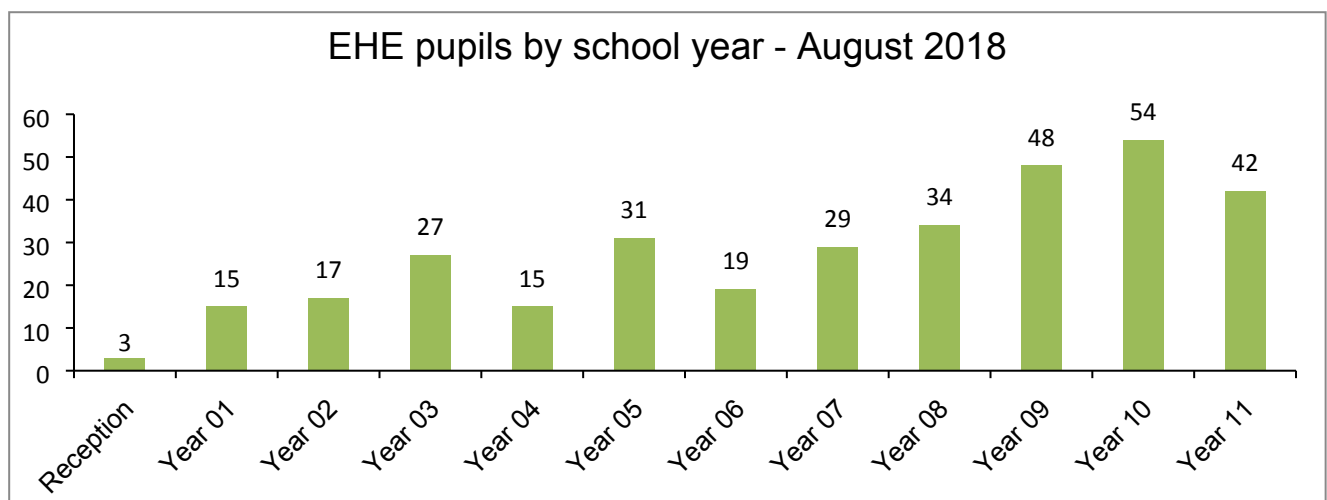
- Embed and extend the family support model to provide interventions and support for families.
- Analyse trends in CME by age, gender, location, ethnicity producing termly reports and at implementing targeted projects to address any issues highlighted.
- Multi agency meetings to ensure a coordinated response with clear measure next steps and actions to reduce the time children and young people are out of school

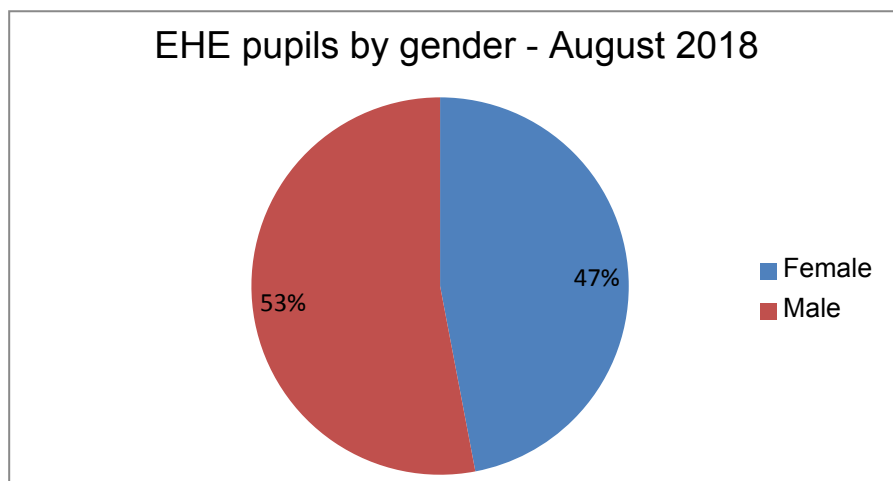
## 9b. EHE

August 2018 – 334

August 2017 - 329

August 2016 – 326





## Analysis

- The trend is increasing, however 50 EHE children returned to school last year, and between 1/9/18 – 17/9/18 32 registered with schools.
- A greater proportion of boys are home educated
- The number of EHE increase in years 9,10 and 11.

## Strengths/Impact of last year's interventions

- The number accessing college provision has increased in recent years for Yr 10/11
- Reaseheath College offered Maths/English GCSE for Yr 10 children attending the 14-16 provision.

## Areas of Focus for current year

- Increase challenge and expectations of families withdrawing children to home educate.
- Monitor numbers deregistering by school and challenge schools where these are high.
- Continue to promote initial conversations with parents and school prior to deregistration.
- Feedback from the questionnaire suggested greater links/access to examination centres, thus, schools and colleges are being approached to explore.
- Further promote activities such as Interserve, Youth Support for older EHE children.
- Utilise Family Support Workers to ensure at least annual visits to ensure an appropriate fulltime education is in place.

## 9c. Attendance

Attendance	CE 15/16	Eng. 15/16	CE 16/17	Eng. 16/17	CE 17/18
Primary	96%	96%	96%	96%	96%
Secondary	95%	95%	95%	94%	94%
Special		91%	85%	90%	86%

Level of Persistent Absenteeism	CE 15/16	Eng. 15/16	CE 16/17	Eng. 16/17	CE 17/18
Primary	8%	8%	7%	8%	8%
Secondary	12%	13%	11%	14%	17%

Special		27%	30%	29%	33%
---------	--	-----	-----	-----	-----

## Analysis

Attendance at mainstream schools remains good, equal to the national average.

No primary school has attendance below 93% and only 32 out of the 127 with returned data had attendance below 96%.

15 out of the 22 reporting secondary schools had attendance of 94% or above while 2 secondary schools reported attendance below 90%.

The persistent absence rate amongst secondary schools varies significantly. Half the schools have a rate equal to or below the national average.

Two out of five 5 special schools had attendance above 90%. One special school has had significant issues during 2017/18.

## 9.d Fixed Penalty Notices

	2015-2016	2016-2017	2017-2018
Absence	194	220	154
Holiday	588	0	1152
Grand Total	782	220	1306

## Analysis

- The number of FPN has increase significantly over time.
- There was a decrease in 2016/17 while there were no FPN issued for holiday's while the court case for the Isle of Wight case was in process.

## Strengths/Impact of last year's interventions

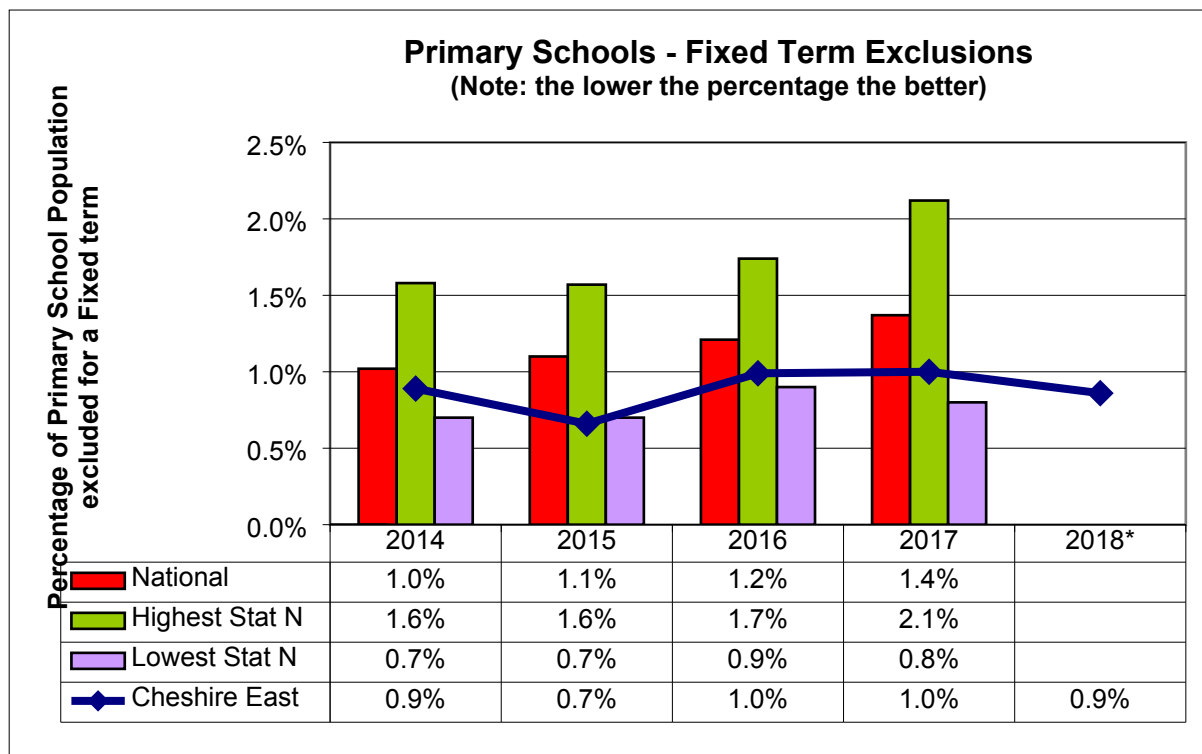
- Education welfare offer has been reviewed this year. There is a core offer to all schools with an enhanced offer to maintained schools. Support to maintained schools will be prioritised where there are higher levels of persistent absence and/or lower attendance. Where capacity allows academies will be able to buy back additional support.
- Universal support is offered for register checks, which produces feedback for schools on their strengths and development areas regarding attendance and recommendations as to how this can be improved.

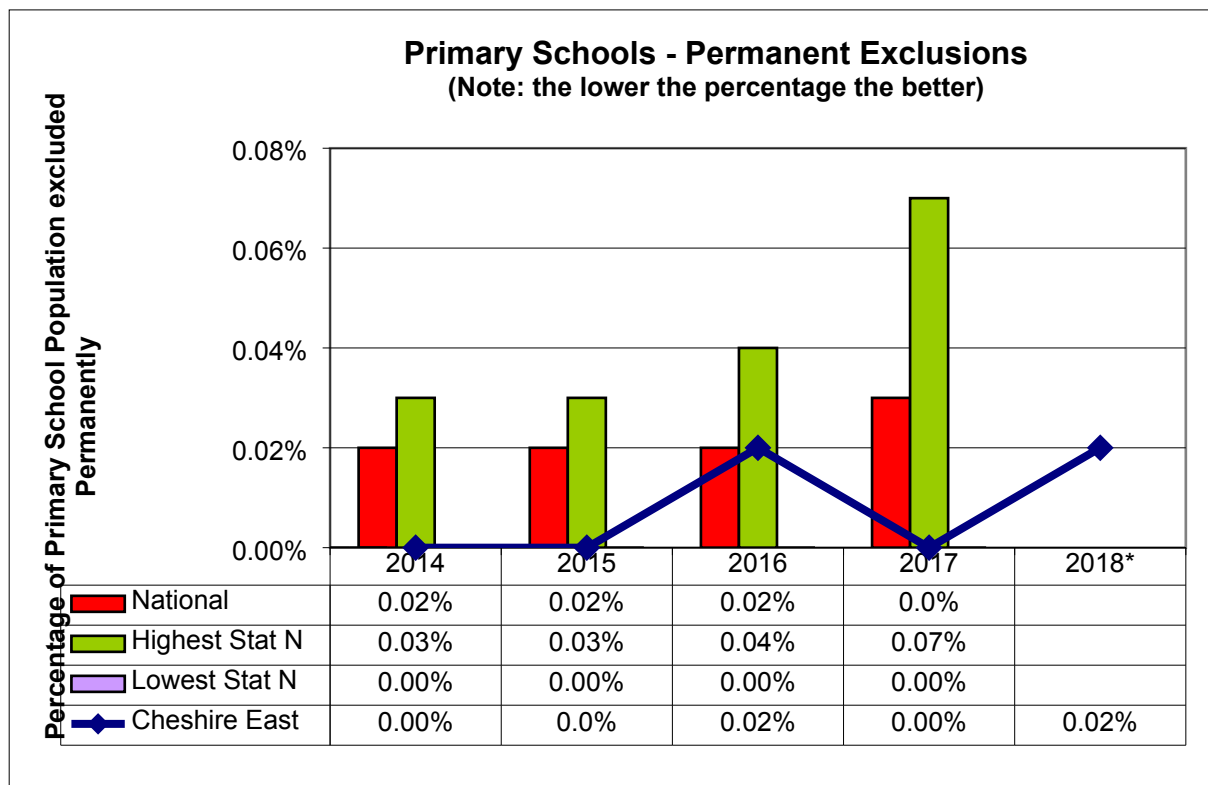
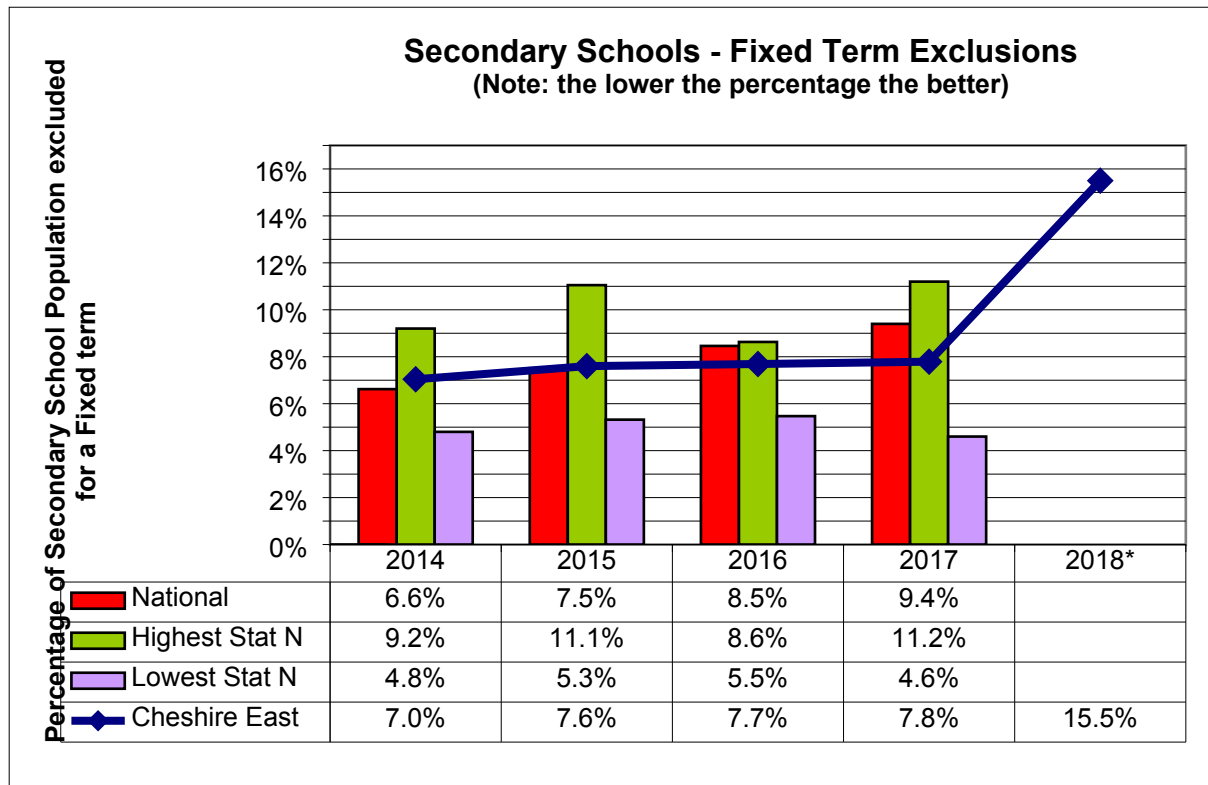
- From Sept 2018 all maintained schools have been allocated 10 hours of support to be used for advice, assemblies, late gates or case work in addition to any purchased support.
- Targeted intervention linked to school categorisation has led to clear improvements
- Schools are supported with the issuing of fixed penalty notices. Education Welfare Officers will attend Attendance Management Meetings when warning letters have been issued to offer advice on how pupils and families can improve attendance. Council Officers will assess requests for FPN and process through courts if appropriate.

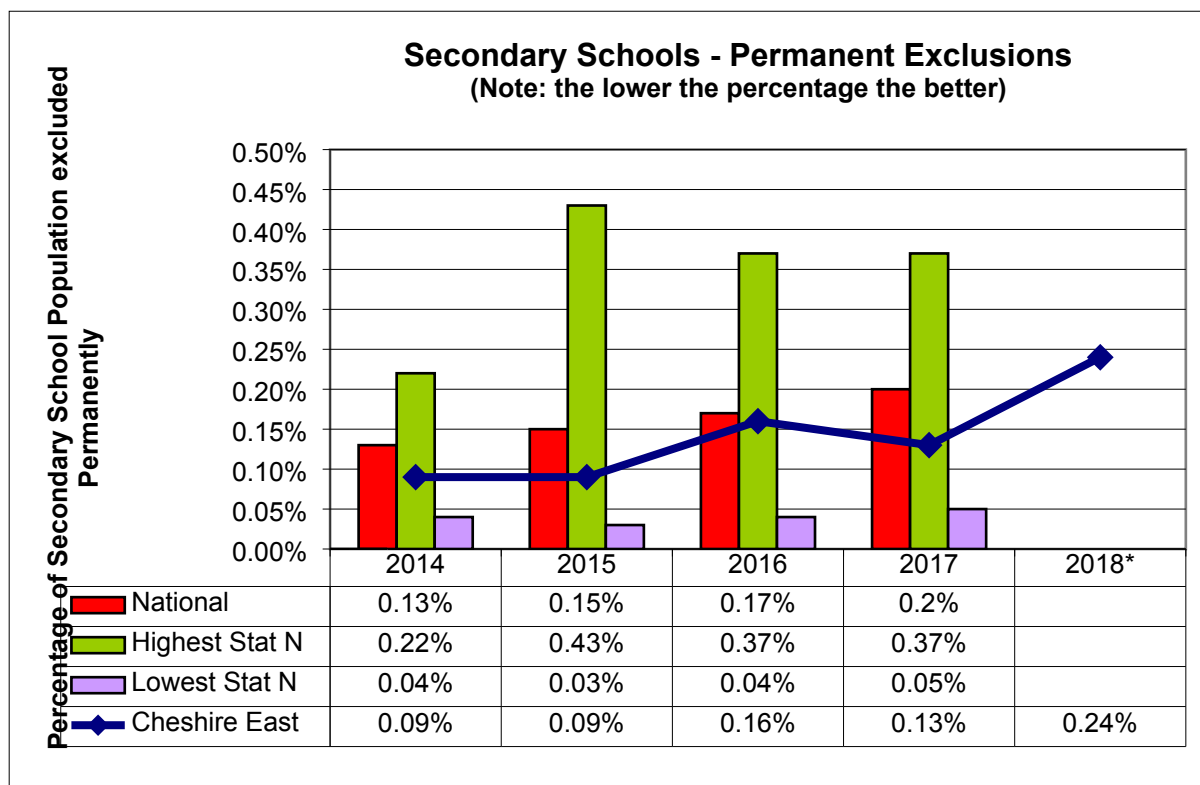
## Areas of Focus for current year

- Allocation of additional support to all maintained schools
- Increase support and advice to schools on ways to support pupils and families
- Develop short term intervention package to be delivered by Family Support Workers
- Enhance multi-agency working so that emerging issues re attendance at school or pupil level are addressed as early as possible.

## 9 d. Exclusions







## Analysis

Number of Independent Review Panels has increased with 4 this year. 2 were quashed and the school refused to reinstate. 1 was upheld and 1 was advised to reconsider and subsequently reinstated.

The number of permanent exclusions within Cheshire East are currently increasing year on year. There are a number of reasons for this:

- A rise in the number of “one-off” offences.
- A culture of ‘zero tolerance’ in some schools. Particularly one academy, the issue has been raised with the RSC and MAT but currently no improvement
- The number of permanent exclusions issued for persistent disruptive behaviour is high.

## Strengths/Impact of last year’s interventions

- Working creatively with schools to achieve best outcomes for children and young people e.g. the Welfare and Behaviour conference. Setting up working groups to develop and share at best practise.
- Joint working with agencies to support children, families and schools identifying unmet needs e.g SEND, attachment issues and poor parenting, referring on to specialist agencies such as CAMHS where necessary.
- Collaborative support and cooperation between schools has increased and is evident in the Fair Access Panels where discussions take place regarding vulnerable children and strategies are agreed between all the schools around the table to support the pupil and each other.
- The Local Authority has agreed to match fund for alternative provisions so that each Fair Access Panel (of which there are 4 in Cheshire East) can set up provision with the aim of reducing permanent exclusions. 3 panels have bought into this. Two provisions are

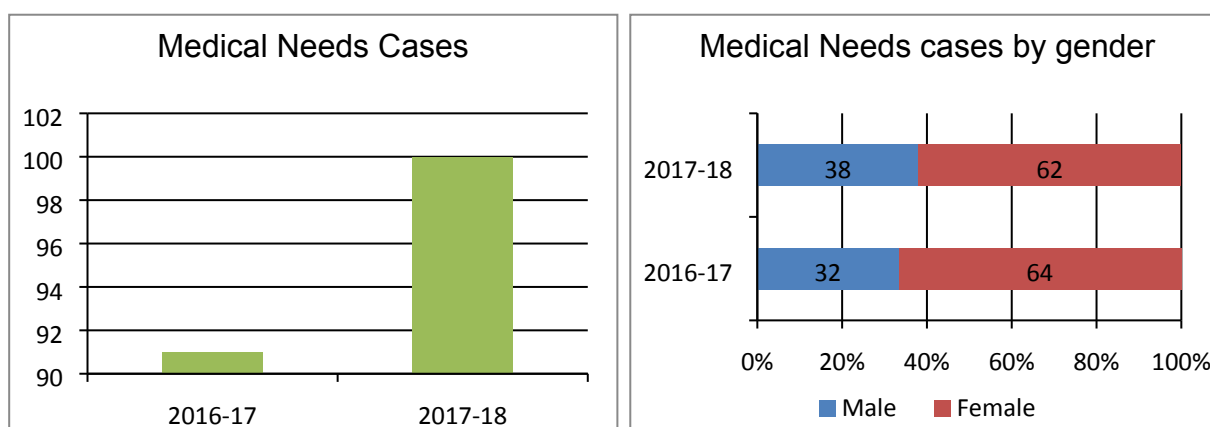
already up and running and the 4th is due to commence in Crewe in 2018/19. Work with the fourth area is ongoing.

- An increase in the number of our excluded children exiting the Pupil Referral Unit returning to mainstream school in a measured and planned way.
- Development of Cornerstone, the Primary Behaviour and Early Intervention Provision is supporting children at primary age with behaviour support strategies to support them to return into mainstream education. This has resulted in 0 permanent exclusions at primary school age.
- Nine permanent exclusions have been rescinded in 2017/18 where managed moves have been established and successful.
- Increased training for Head teachers, Governors and Clerks regarding Exclusions Guidance 2017.
- Increased challenge of schools at Independent Review.

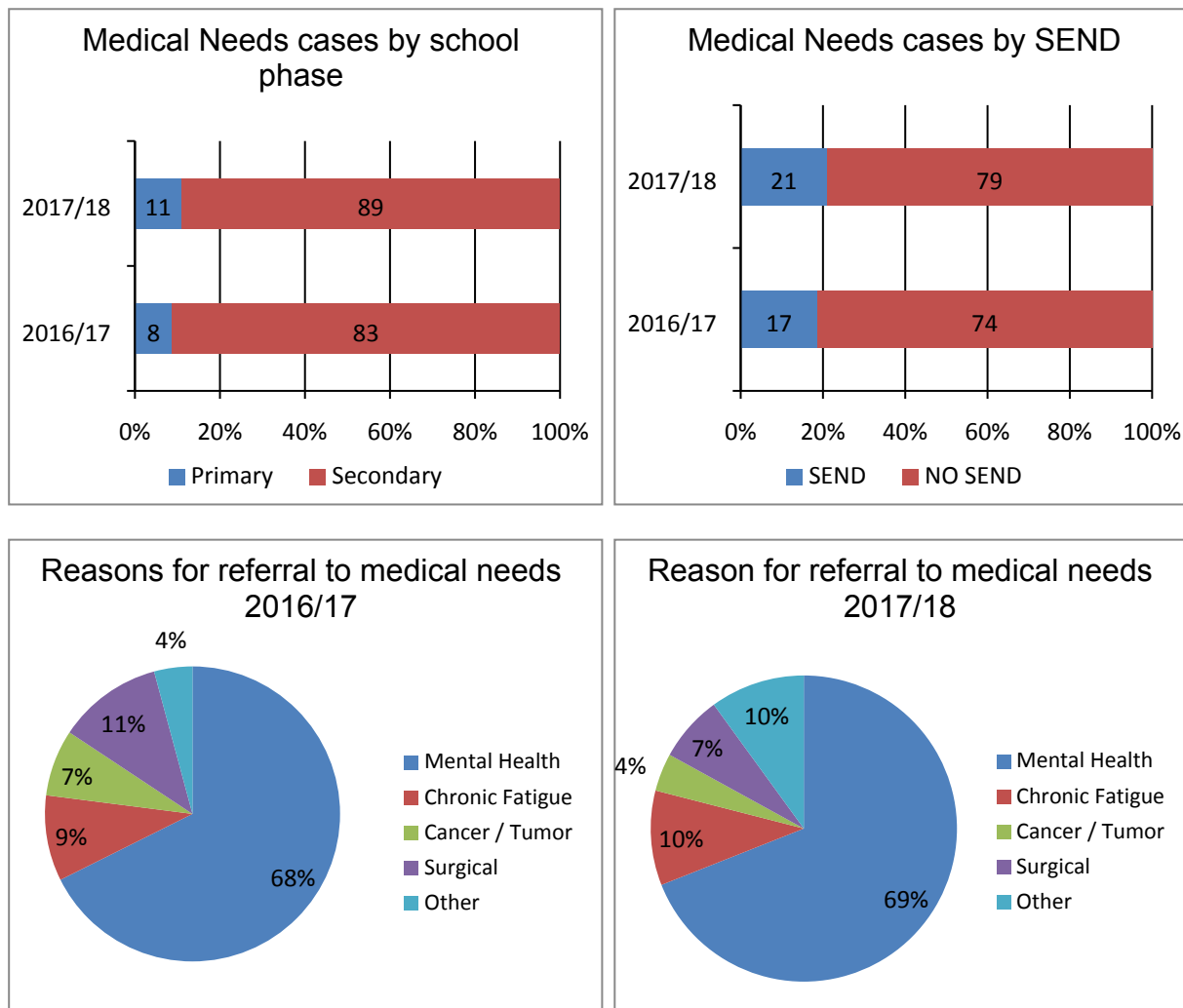
## Areas of Focus for current year

- To Increase Primary Behaviour and Early Intervention Provision with an offer in Central and South Cheshire, with proposals to develop a site in the East of Cheshire if this is successful. Both sites will offer assessment places with a target of reducing fixed and permanent exclusions at Primary level.
- Challenging schools that refuse to admit children via the Fair Access Protocol and progressing to the 'Direction' process which can be lengthy and therefore delays swift admission.
- Working with schools with high levels of fixed term exclusions and permanent exclusions. Promoting the need for early identification of vulnerable students and working to implement effective strategies rather than a zero tolerance approach.
- Develop the offer available to support children with identified mental health issues, which is increasingly leading to exclusion.

## 9e. Education of Pupils with Medical Needs







## Analysis

Children within the service go on to complete formal exams and achieve well despite their medical condition. Many students undertake a variety of GCSE subjects, other students may take alternative exams such as functional skills if more appropriate. 20 pupils were supported through their GCSE examinations at the end of year 11. Of these 20 students 60% gained a grade C or above in English, 60% level 4 or above in Maths and 55% grade C or above in Science. For many of these students the greatest achievement was to sit the examinations and achieve a grade despite their medical condition.

## Strengths/Impact of last year's interventions

- The Service encourages all children to attend part of the school day if their health allows, which supports future reintegration and ensuring they retain a connection with the school.
- Online learning is put in place where a child's condition means that they cannot access 1 to 1 tuition, or in some cases along side a tutor to supplement the education that they receive. All children are enrolled on SAM learning, which they can access at any point for a variety of subjects and through which their teachers can set homework.
- Schemes of work and assessments are provided by the child's school so that they are able to access (as far as possible) the same education and materials as their peers. Work is adapted by the individual's tutor to meet the needs of the child and address any gaps in their education

- Monthly reports are produced by the teachers detailing the learning outcomes of the lesson and the interactions and achievements of the students. These reports are shared with schools each month and families each half term.
- The team manager has developed links with CAMHS and initiated a system for regular communication between the two services in order to best support the child and their reintegration into school.
- The team employs 21 qualified and experienced teachers of English, Maths and Science. All teachers are required to take part in a bespoke CPD programme delivered by the Teaching School to ensure they stay informed of current practice within schools and changes in curriculum.
- Student and parent feedback is highly positive about the service with children stating that feel they supported by the tutors and make good progress in their education.
- All year 11 students with the service secured places in further education, apprenticeships or training. The medical needs tutors support students that are identified as being at risk of NEET by liaising closely with the education providers, family and tutoring in their chosen college where possible.

### Areas of focus for current year

- To further support children effectively, the Team Manager will meet regularly with the SEND Service Manager to discuss overlapping cases and keep teachers informed of developments with EHC plans and any proposed changes to tuition.
- The Medical Needs Team has been reshaped into a Tuition Team and will provide tuition for Cared for Children and SEND pupils, to replace use of agency tutors, this will improve the quality of tuition they receive.
- The Tuition Team Manager is to be invited to join the Emotionally Healthy Schools Group to support schools in working with children with mental health problems and try to reduce the number of referrals made to the team through early intervention.
- Further work within schools to reduce the time children are out of education by promoting the role of the Medical Needs Service across all schools.

## 10. Ofsted Inspections across Cheshire East – 2017-18

The following table presents a summary of the profile for Cheshire East as at the end of the academic year 2017-18. It is important to note that Ofsted continue to ‘target’ their inspections throughout the year with an increasing number of inspection being of the shorter one day format ( Section 8 ) in ‘Good’ Schools. In particular, they will focus on schools where there are trends of ‘higher risk’ which increases the risk of some inspections moving down in terms of a potential conversion to a full Section 5 inspection.

### Summary of Overall Effectiveness Gradings based on full inspection reports published by the end of October 2018

Primary (including Westminster)	Grading	No of Schools	% of Schools
	Outstanding		
		30	24.0%

<b>Nursery School)</b>	<b>Good</b>	82	65.6%
	<b>Requires Improvement</b>	10	8.0%
	<b>Inadequate</b>	3	2.4%
	<b>Total</b>	125	
<b>Outstanding &amp; Good</b>		112	89.6%
<b>Secondary (including The Studio, UTC, PRU and AP schools)</b>	<b>Grading</b>	<b>No of Schools</b>	<b>% of Schools</b>
	<b>Outstanding</b>	6	24.0%
	<b>Good</b>	14	56.0%
	<b>Requires Improvement</b>	3	12.0%
	<b>Inadequate</b>	1	4.0%
	<b>New School not inspected yet</b>	1	4.0%
	<b>Total</b>	25	
<b>Outstanding &amp; Good</b>		20	80.0%
<b>Special (includes NAS)</b>	<b>Grading</b>	<b>No of Schools</b>	<b>% of Schools</b>
	<b>Outstanding</b>	3	60.0%
	<b>Good</b>	1	20.0%
	<b>Requires Improvement</b>	0	0.0%
	<b>Inadequate</b>	1	20.0%
	<b>New School not inspected yet</b>	0	0.0%
	<b>Total</b>	5	
<b>Outstanding &amp; Good</b>		4	80.0%
<b>All Schools</b>	<b>Grading</b>	<b>No of Schools</b>	<b>% of Schools</b>
	<b>Outstanding</b>	39	25.2%
	<b>Good</b>	97	62.6%
	<b>Requires Improvement</b>	13	8.4%
	<b>Inadequate</b>	5	3.2%
	<b>New School not inspected yet</b>	1	0.6%
	<b>Total</b>	155	
<b>Outstanding &amp; Good</b>		136	87.7%

A useful analysis of Ofsted Inspections shows that within the year 2018 ( Jan 18 – Dec 18), 26 short or full inspections took place within this year. The breakdown of these shows that :

7 Academy Inspections took place with 80% found to be outstanding/Good  
 1 Free School Inspection took place with 100% found to be outstanding/Good.  
 18 maintained schools took place with 82% found to be outstanding/Good

During this 12 month period, only one school was judged to be inadequate which was an Academy School.

As a result of certain Inspection outcomes, the Authority has increased its use of intervention powers in terms of the appointment of IEBs and Pre-warning notices. This is a deliberate action especially in terms of assessing the effectiveness of school governance to respond within allocated days.

Increasing challenge has been put to RSC teams where academy performance has been seen to be of concern. There still remains a poor response to identified schools where a change of sponsor is felt to be needed.

The Ofsted outcomes for some schools have allowed for some success with SSIF emergency funding but again this is a very drawn out and slow process.

## 11. APPENDICES

### Summary of Vulnerable Groups

The following tables give a breakdown of performance of specific groups for each Key Stage

**Cheshire East Vulnerable Groups Results Summary**

13-Feb-19

Results for children attending Cheshire East Schools

	CE 2016	CE 2017	CE 2018	Change 16 17 (pp)	Change 17 18 (pp)	National 2016	National 2017	National 2018
<b>Gender</b>								
<b>Foundation Stage Profile</b>								
Good level of development Boys	63.6%	66.0%	67.6%	2.4	1.6	62.1%	64.0%	65.0%
Good level of development Girls	79.5%	77.9%	78.5%	-1.6	0.6	76.8%	77.7%	78%
Gender gap (pp)	15.9	11.9	10.9			14.7	13.7	13.4
<b>Key Stage 1</b>								
Phonics Year 1 Boys	79%	80%	82%	1	2	77%	78%	79%
Phonics Year 1 Girls	87%	87%	87%	0	0	84%	85%	86%
Gender gap (pp)	8	7	5			7	7	7
Reading EXS+ Boys	70%	73%	73%	3	0	70%	71%	71%
Reading EXS+ Girls	80%	81%	80%	1	-1	78%	80%	80%
Gender gap (pp)	10	8	7			8	9	9
Writing EXS+ Boys	50%	61%	63%	11	2	59%	62%	63%
Writing EXS+ Girls	66%	76%	78%	10	2	73%	75%	77%
Gender gap (pp)	16	15	15			14	13	14
Mathematics EXS+ Boys	71%	74%	76%	3	2	72%	74%	75%
Mathematics EXS+ Girls	71%	76%	78%	5	2	74%	76%	77%
Gender gap (pp)	0	2	2			2	2	2
<b>Key Stage 2 - Revised 2018</b>								
Reading EXS+ Boys	66%	73%	79%	7	6	62%	68%	72%
Reading EXS+ Girls	76%	80%	83%	4	3	70%	75%	79%
Gender gap (pp)	10	7	4			8	7	7
Writing EXS+ Boys	55%	70%	74%	15	4	68%	70%	72%
Writing EXS+ Girls	72%	82%	86%	10	4	81%	82%	84%
Gender gap (pp)	17	12	12			13	12	12
GPS EXS+ Boys	69%	77%	78%	8	1	68%	73%	73%
GPS EXS+ Girls	82%	85%	86%	3	1	78%	81%	82%
Gender gap (pp)	13	8	8			10	8	9
Mathematics EXS+ Boys	72%	77%	78%	5	1	70%	75%	75%
Mathematics EXS+ Girls	73%	77%	77%	4	0	70%	75%	76%
Gender gap (pp)	1	0	1			0	0	1
Read, Write & Maths EXS+ Boys	46%	61%	65%	15	4	50%	57%	61%
Read, Write & Maths EXS+ Girls	59%	67%	71%	8	4	57%	65%	68%
Gender gap (pp)	13	6	6			7	8	7
Reading average progress Boys	-	-0.1	-0.1	-	0.0	-	-0.3	-0.4
Reading average progress Girls	-	0.6	0.4	-	-0.2	-	0.3	0.4
Gender gap (pp)	-	0.7	0.5	-		-	0.6	0.8
Writing average progress Boys	-	-2.2	-1.8	-	0.4	-	-0.8	-0.8
Writing average progress Girls	-	-0.5	-0.2	-	0.3	-	0.8	0.8
Gender gap (pp)	-	1.7	1.6	-		-	1.6	1.6
Maths average progress Boys	-	0.2	0.4	-	0.2	-	0.6	0.7
Maths average progress Girls	-	-0.8	-0.9	-	-0.1	-	-0.7	-0.7
Gender gap (pp)	-	1.0	1.3	-		-	1.3	1.4
<b>Key Stage 4 - Provisional 2018</b>								
English & Maths GCSEs achieving a strong pass (9 to 5) Boys	-	45%	45%	-	-0.5	-	40%	40%
English & Maths GCSEs achieving a strong pass (9 to 5) Girls	-	49%	51%	-	2.6	-	46%	47%
Gender gap (pp)	-	3.2	6.3	-		-	6	
Attainment 8 Boys	49.5	46.6	46.2	-2.9	-0.4	47.8	43.8	43.9
Attainment 8 Girls	53.9	51.3	51.4	-2.6	0.1	52.4	49.1	49.4
Gender gap	4.4	4.7	5.2			4.6	5.3	
Progress 8 Boys	-0.28	-0.20	-0.23	0.1	-0.03	-0.16	-0.24	-0.25
Progress 8 Girls	-0.02	-0.11	0.26	-0.1	0.37	0.11	0.18	0.22
Gender gap	0.26	0.09	0.49			0.27	0.42	0.47

	CE 2016	CE 2017	CE 2018	Change 16 17 (pp)	Change 17 18 (pp)	National 2016	National 2017	National 2018
<b>FSM and Disadvantaged</b>								
<b>Foundation Stage Profile - Free School Meals</b> (Cohort sizes 2016 is 282, 2017 is 296, 2018 is 297)								
Good level of development FSM	45%	52%	52%	7.3	0	54%	56%	57%
Good level of development Not FSM	73%	73%	75%	-0.2	2	72%	73%	74%
FSM Gap (pp)	28.5	21	23			18	17	17
<b>Key Stage 1 – Free School Meals</b> (Cohort sizes 2016 Phonics 298, KS1 338, 2017 Phonics 331, KS1 314, 2018 Phonics 352, KS1 )								
Phonics year 1 FSM	65%	66%	70%	1	4	69%	68%	70%
Phonics year 1 Not FSM	84%	85%	85%	1	0	83%	83%	84%
FSM Gap (pp)	19	19	15			14	15	14
Reading EXS+ FSM	54%	58%	57%	4	-1	60%	61%	60%
Reading EXS+ Not FSM	77%	78%	79%	1	1	77%	78%	78%
FSM Gap (pp)	23	20	22			17	17	18
Writing EXS+ FSM	38%	48%	50%	10	2	50%	52%	53%
Writing EXS+ Not FSM	60%	70%	72%	10	2	68%	71%	73%
FSM Gap (pp)	22	22	22			18	19	20
Mathematics EXS+ FSM	53%	55%	60%	2	5	58%	60%	61%
Mathematics EXS+ Not FSM	73%	77%	78%	4	1	75%	78%	79%
FSM Gap (pp)	20	22	18			17	18	18
<b>Key Stage 2 Disadvantaged - Revised 2018</b> (Cohort size 2016 is 821, 2017 is 836, 2018 is 863)								
Reading EXS+ Disadvantaged	55%	59%	67%	4	8	53%	60%	64%
Reading EXS+ Not Disadv	75%	81%	85%	6	4	73%	78%	80%
Disadvantaged gap (pp)	20	22	18			20	18	16
Writing EXS+ Disadvantaged	44%	58%	65%	14	7	64%	66%	67%
Writing EXS+ Not Disadv	68%	80%	84%	12	4	79%	82%	83%
Disadvantaged gap (pp)	24	22	19			15	16	16
GPS EXS+ Disadvantaged	60%	66%	69%	6	3	61%	67%	67%
GPS EXS+ Not Disadv	80%	85%	86%	5	1	79%	83%	82%
Disadvantaged gap (pp)	20	19	17			18	16	15
Maths EXS+ Disadvantaged	53%	58%	61%	5	3	58%	63%	64%
Maths EXS+ Not Disadv	77%	82%	82%	5	0	76%	81%	81%
Disadvantaged gap (pp)	24	24	21			18	18	17
Read, Write & Maths EXS+ Disadv	32%	42%	49%	10	7	39%	48%	51%
Read, Write & Maths EXS+ Not Disadv	58%	70%	73%	12	3	61%	68%	70%
Disadvantaged gap (pp)	26	28	24			22	20	19
Reading average progress Disadv	-	-0.8	-0.7	-	0.1	-	-0.7	-0.6
Reading average progress Not Disadv	-	0.5	0.4	-	-0.1	-	0.3	0.3
Disadvantaged gap (pp)	-	1.3	1.1	-		-	1.0	0.9
Writing average progress Disadv	-	-2.0	-1.5	-	0.5	-	-0.4	-0.4
Writing average progress Not Disadv	-	-1.2	-0.9	-	0.3	-	0.2	0.2
Disadvantaged gap (pp)	-	0.8	0.6	-		-	0.6	0.6
Maths average progress Disadv	-	-1.4	-1.3	-	0.1	-	-0.6	-0.6
Maths average progress Not Disadv	-	0.0	0.0	-	0.0	-	0.3	0.3
Disadvantaged gap (pp)	-	1.4	1.3	-		-	0.9	0.9
<b>Key Stage 4 – Disadvantaged</b> Provisional 2018 (Cohort size 583)								
English & Maths GCSEs achieving a strong pass (9 to 5) Disadv	-	22%	20%	-	-1.2	-	25%	25%
English & Maths GCSEs achieving a strong pass (9 to 5) Not Disadv	-	52%	54%	-	1.6	-	50%	50%
Disadvantaged gap (pp)	-	30.5	33.3	-		-	25.2	
Attainment 8 Disadv	39.7	35.8	34.5	-3.9	-1.3	41.2	37.1	36.8
Attainment 8 Not Disadv	54.4	51.6	51.7	-2.8	0.1	53.5	49.9	50.3
Disadvantaged gap	14.7	15.8	17.2			12.3	12.8	
Progress 8 Disadv	-0.74	-0.72	-0.66	0.02	6	-0.38	-0.40	-0.44
Progress 8 Not Disadv	-0.03	0.09	0.15	0.12	6	0.11	0.11	0.13
Disadvantaged gap	0.71	0.81	0.81			0.49	0.51	

	CE 2016	CE 2017	CE 2018	Change 16 17 (pp)	Change 17 18 (pp)	National 2016	National 2017	National 2018
<b>SEND Support</b>								
<b>Foundation Stage Profile</b> (Cohort sizes 2016 is 194, 2017 is 191, 2018 is 188)								
Good level of development SEN Support	19%	23%	22%	4	-1	26%	27%	28%
Good level of development Not SEND	75%	75%	77%	0	2	75%	76%	77%
SEND gap (pp)	56	52	55			49	49	49
<b>Key Stage 1</b> (Cohort Sizes 2016 Phonics 289, KS1 400, 2017 Phonics 325, KS1 428, 2018 Phonics 311, KS1 438)								
Phonics Year 1 SEN Support	44%	43%	48%	-1	5	46%	47%	48%
Phonics Year 1 Not SEND	87%	88%	88%	1	0	86%	87%	89%
SEND gap (pp)	43	45	40			40	40	41
Reading EXS+ SEN Support	29%	33%	30%	4	-3	32%	34%	33%
Reading EXS+ Not SEND	81%	83%	83%	2	0	82%	84%	84%
SEND gap (pp)	52	50	53			50	50	51
Writing EXS+ SEN Support	15%	19%	18%	4	-1	22%	23%	25%
Writing EXS+ Not SEND	64%	75%	77%	11	2	74%	77%	79%
SEND gap (pp)	49	56	59			52	54	54
Mathematics EXS+ SEN Support	27%	32%	32%	5	0	33%	35%	36%
Mathematics EXS+ Not SEND	77%	81%	83%	4	2	80%	83%	84%
SEND gap (pp)	50	49	51			47	48	48
<b>Key Stage 2 - Revised 2018</b> (Cohort size 2016 is 377, 2017 is 474, 2018 is 465)								
Reading EXS+ SEN Support	35%	36%	48%	1	12	32%	38%	43%
Reading EXS+ Not SEND	77%	83%	87%	6	4	74%	80%	83%
SEND gap (pp)	42	47	39			42	42	40
Writing EXS+ SEN Support	14%	26%	34%	12	8	32%	34%	38%
Writing EXS+ Not SEND	70%	85%	88%	15	3	84%	87%	88%
SEND gap (pp)	56	59	54			52	53	50
GPS EXS+ SEN Support	31%	36%	43%	5	7	32%	39%	39%
GPS EXS+ Not SEND	83%	89%	89%	6	0	83%	87%	87%
SEND gap (pp)	52	53	46			51	48	48
Maths EXS+ SEN Support	35%	35%	39%	0	4	36%	41%	42%
Maths EXS+ Not SEND	79%	84%	84%	5	0	78%	84%	84%
SEND gap (pp)	44	49	45			42	43	42
Read,Write & Maths EXS+ SEN Support	8%	16%	21%	8	5	16%	21%	24%
Read,Write & Maths EXS+ Not SEND	59%	72%	76%	13	4	62%	71%	74%
SEND gap (pp)	51	56	55			46	50	50
Reading average progress SEN Support	-	-1.2	-0.4	-	0.8	-	-1.2	-1.0
Reading average progress Not SEND	-	0.5	0.3	-	-0.2	-	0.3	0.3
SEND gap (pp)	-	1.7	0.7	-		-	1.5	1.3
Writing average progress SEN Support	-	-4.4	-2.9	-	1.5	-	-2.2	-1.8
Writing average progress Not SEND	-	-0.8	-0.7	-	0.1	-	0.5	0.5
SEND gap (pp)	-	3.6	2.2	-		-	2.7	2.3
Maths average progress SEN Support	-	-2.3	-1.4	-	0.9	-	-1.1	-1.0
Maths average progress Not SEND	-	0.1	0.0	-	-0.1	-	0.3	0.3
SEND gap (pp)	-	2.4	1.4	-		-	1.4	1.3
<b>Key Stage 4 Provisional 2018</b> (Cohort size 180)								
English & Maths GCSEs achieving a strong pass (9 to 5) SEN Support	-	8%	9%	-	1.4	-	16%	17%
English & Maths GCSEs achieving a strong pass (9 to 5) Not SEND	-	50%	51%	-	1.6	-	48%	49%
SEND gap (pp)	-	41.8	42	-		-	32.3	32
Attainment 8 SEN Support	31	27	27	-4	0	36	32	32
Attainment 8 Not SEND	53	51	51	-2	0	53	50	50
SEND gap	22	24	24			17	18	18
Progress 8 SEN Support	-0.93	-0.83	-0.72	0.10	0.11	-0.38	-0.43	-0.43
Progress 8 Not SEND	-0.11	0.02	0.09	0.13	0.07	0.06	0.07	0.08
SEND gap	0.82	0.85	0.81			0.44	0.50	0.51

	CE 2016	CE 2017	CE 2018	Change 16 17 (pp)	Change 17 18 (pp)	National 2016	National 2017	National 2018
<b>SEND Statement and EHCP</b>								
<b>Foundation Stage Profile</b> (Cohort sizes 2016 is 54, 2017 is 44, 2018 is 51)								
Good level of development EHCP/statement	11%	4%	4%	-7	0	4%	4%	5%
Good level of development Not SEND	75%	75%	77%	0	2	75%	76%	77%
SEND gap (pp)	64	71	73			71	72	72
<b>Key Stage 1</b> (Cohort sizes 2016 cohort Phonics 62, KS1 67, 2017 Phonics 69, KS1 65, 2018 Phonics 63, KS1 85)								
Phonics Year 1 EHCP/statement	24%	30%	21%	6	-9	18%	18%	19%
Phonics Year 1 Not SEND	87%	88%	88%	1	0	86%	87%	89%
SEND gap (pp)	63	58	67			68	69	70
Reading EXS+ EHCP/statement	22%	18%	17%	-4	-1	14%	14%	13%
Reading EXS+ Not SEND	81%	83%	83%	2	0	82%	84%	84%
SEND gap (pp)	59	65	66			68	70	71
Writing EXS+ EHCP/statement	7%	11%	12%	4	1	9%	9%	9%
Writing EXS+ Not SEND	64%	75%	77%	11	2	74%	77%	79%
SEND gap (pp)	57	64	65			65	68	70
Mathematics EXS+ EHCP/statement	13%	14%	14%	1	0	14%	14%	13%
Mathematics EXS+ Not SEND	77%	81%	83%	4	2	80%	83%	84%
SEND gap (pp)	64	67	69			66	69	71
<b>Key Stage 2 - Revised</b> (Cohort size 2016 is 125, 2017 is 93, 2018 is 97)								
Reading EXS+ EHCP/statement	21%	24%	20%	3	-4	14%	15%	16%
Reading EXS+ Not SEND	77%	83%	87%	6	4	74%	80%	83%
SEND gap (pp)	56	59	67			60	65	67
Writing EXS+ EHCP/statement	12%	16%	22%	4	6	13%	13%	13%
Writing EXS+ Not SEND	70%	85%	88%	15	3	84%	87%	88%
SEND gap (pp)	58	69	66			71	74	75
GPS EXS+ EHCP/statement	19%	25%	21%	6	-4	15%	16%	16%
GPS EXS+ Not SEND	83%	89%	89%	6	0	83%	87%	87%
SEND gap (pp)	64	64	68			68	71	71
Maths EXS+ EHCP/statement	17%	20%	21%	3	1	15%	15%	15%
Maths EXS+ Not SEND	79%	84%	84%	5	0	78%	84%	84%
SEND gap (pp)	62	64	63			63	69	69
Read,Write & Maths EXS+ EHCP/statement	9%	11%	13%	2	2	7%	8%	9%
Read,Write & Maths EXS+ Not SEND	59%	72%	76%	13	4	62%	71%	74%
SEND gap (pp)	50	61	63			55	63	65
Reading average progress EHCP/statement	-	-3.4	-3.2	-	0.2	-	-3.7	-3.8
Reading average progress Not SEND	-	0.5	0.3	-	-0.2	-	0.3	0.3
SEND gap (pp)	-	3.9	3.5	-		-	4.0	4.1
Writing average progress EHCP/statement	-	-6.4	-4.5	-	1.9	-	-4.3	-4.1
Writing average progress Not SEND	-	-0.8	-0.7	-	0.1	-	0.5	0.5
SEND gap (pp)	-	5.6	3.8	-		-	4.8	4.6
Maths average progress EHCP/statement	-	-4.9	-3.4	-	1.5	-	-4.1	-3.8
Maths average progress Not SEND	-	0.1	0.0	-	-0.1	-	0.3	0.3
SEND gap (pp)	-	5.0	3.4	-		-	4.4	4.1
<b>Key Stage 4</b> Provisional 2018 (2016 cohort size 101, 2017 cohort 103, 2018 cohort 118))								
English & Maths GCSEs achieving a strong pass (9 to 5) EHCP/statement	-	16%	12%	-	-4	-	5%	5%
English & Maths GCSEs achieving a strong pass (9 to 5) Not SEND	-	50%	51%	-	1.6	-	48%	49%
SEND gap (pp)	-	33.9	39.5	-		-	42.6	43.2
Attainment 8 EHCP/statement	27	24	20	-3	-4	17	14	14
Attainment 8 Not SEND	53	51	51	-2	0	43	50	50
SEND gap	26	27	31			26	36	36
Progress 8 EHCP/statement	-0.76	-0.96	-1.04	-0.20	-0.08	-1.03	-1.04	-1.08
Progress 8 Not SEND	-0.11	0.02	0.09	0.13	0.07	0.06	0.07	0.08
SEND gap	0.65	0.98	1.13			1.09	1.11	1.16



	CE 2016	CE 2017	CE 2018	Change 16 17 (pp)	Change 17 18 (pp)	National 2016	National 2017	National 2018
<b>EAL</b>								
<b>Foundation Stage Profile</b> (Cohort sizes 2016 is 260, 2017 is 296, 2018 is 305)								
Good level of development EAL	55%	56%	57%	1	1	63%	65%	66%
Good level of development Not EAL	73%	73%	74%	0	0.9	71%	73%	73%
EAL gap (pp)	18.1	17.1	17			8	8	7
<b>Key Stage 1</b> (Cohort sizes 2016 Phonics 299, KS1 258, 2017 Phonics , KS1 291, 2018 Phonics 314, KS1 310)								
Phonics Year 1 EAL	78%	77%	80%	-1	3	80%	81%	82%
Phonics Year 1 Not EAL	83%	84%	85%	1	1	81%	82%	83%
EAL gap (pp)	5	7	5			1	1	1
Reading EXS+ EAL	59%	62%	64%	3	2	70%	72%	73%
Reading EXS+ Not EAL	76%	78%	78%	2	0	75%	77%	76%
EAL gap (pp)	17	16	14			5	5	3
Writing EXS+ EAL	40%	55%	63%	15	8	64%	67%	69%
Writing EXS+ Not EAL	59%	69%	71%	10	2	66%	69%	70%
EAL gap (pp)	19	14	8			2	2	1
Mathematics EXS+ EAL	62%	69%	68%	7	-1	72%	74%	75%
Mathematics EXS+ Not EAL	72%	76%	78%	4	2	73%	76%	76%
EAL gap (pp)	10	7	10			1	2	1
<b>Key Stage 2 - Revised</b> (2016 cohort size 178, 2017 is 186, 2018 is 255)								
Reading EXS+ EAL	58%	68%	73%	10	5	61%	67%	71%
Reading EXS+ Not EAL	71%	77%	82%	6	5	68%	73%	77%
EAL gap (pp)	13	9	9			7	6	6
Writing EXS+ EAL	49%	76%	75%	27	-1	75%	77%	77%
Writing EXS+ Not EAL	64%	76%	80%	12	4	74%	77%	79%
EAL gap (pp)	15	0	5			1	0	2
GPS EXS+ EAL	72%	81%	78%	9	-3	75%	80%	79%
GPS EXS+ Not EAL	76%	81%	82%	5	1	72%	77%	77%
EAL gap (pp)	4	0	4			3	3	2
Maths EXS+ EAL	72%	77%	79%	5	2	74%	78%	77%
Maths EXS+ Not EAL	72%	77%	78%	5	1	69%	75%	75%
EAL gap (pp)	0	0	1			5	3	2
Read, Write & Maths EXS+ EAL	39%	58%	62%	19	4	52%	61%	63%
Read, Write & Maths EXS+ Not EAL	53%	64%	68%	11	4	54%	62%	65%
EAL gap (pp)	14	6	6			2	1	2
Reading average progress EAL	-	1.5	1.7	-	0.2	-	0.3	0.6
Reading average progress Not EAL	-	0.2	0.1	-	-0.1	-	-0.1	-0.1
EAL gap (pp)	-	1.3	1.6	-		-	0.4	0.7
Writing average progress EAL	-	0.7	1.6	-	0.9	-	1.4	1.3
Writing average progress Not EAL	-	-1.4	-1.2	-	0.2	-	-0.3	-0.2
EAL gap (pp)	-	2.1	2.8	-		-	1.7	1.5
Maths average progress EAL	-	2.8	3.4	-	0.6	-	2.1	2.1
Maths average progress Not EAL	-	-0.4	-0.4	-	0.0	-	-0.4	-0.4
EAL gap (pp)	-	3.2	3.8	-		-	2.5	2.5
<b>Key Stage 4 Provisional 2018</b> (Cohort size 122)								
English & Maths GCSEs achieving a strong pass (9 to 5) EAL	-	46%	44%	-	-1.8	-	44%	44%
English & Maths GCSEs achieving a strong pass (9 to 5) Not EAL	-	47%	48%	-	1.1	-	43%	43%
EAL gap (pp)	-	0.9	3.8	-		-	1.6	1
Attainment 8 EAL	50.0	47.6	48.0	-2	0	50.0	47.7	48.0
Attainment 8 Not EAL	52.0	49.0	48.8	-3	0	50.0	46.3	46.5
EAL gap	2.0	1.4	0.8			0	-1.4	-1.5
Progress 8 EAL	0.44	0.60	0.37	0.16	-0.23	0.40	0.50	0.49
Progress 8 Not EAL	-0.17	-0.07	-0.12	0.10	-0.05	-0.09	-0.11	-0.10
EAL gap	0.61	0.67	0.49			0.49	0.61	0.59



# **Children and Families Overview and Scrutiny**

**SEN Task and Finish Report**

**Update on recommendations**

## Recommendation 1 - Recommendation accepted in principle

That the shortfall in provision, particularly for those with moderate learning difficulties and autism be addressed.

## Update

- A SEN sufficiency statement was produced in 2017/2018 which identified any gaps in local SEN provision. As a consequence a plan was developed to create an additional 270 SEN places.
- An update to the sufficiency statement will be undertaken to ensure that an evidence base exists to support further places to be.

## Recommendation 2 - Recommendation accepted

That all schools be encouraged to welcome children with SEN.

## Update

- All schools are required to be inclusive.
- The SEN team promote education in the first instance be through **the local** mainstream school.
- The SEN toolkit supports all schools with strategies to meet children's needs
- The Inclusion Quality Team work with schools to develop capacity and support schools to retain children with SEN

## Recommendation 3 - Recommendation accepted

That working relationships between partners and the sharing of information continue to be improved, particularly in the production of the EHCP's.



# Update

- The Partnership Board includes all key partners.
- There are proposals to move to a locality delivery model which will further support improved working relationships.

## Recommendation 4 - Recommendation accepted in principle

That EHCPs be produced as a word document to enable all partners to amend them.

# Update

- EHCPs are now shared in word format routinely but on request. The plans is to develop Liquid Logic so that partners can directly write their advice into the EHCP.

## Recommendation 5 - Recommendation accepted

That EHCPs avoid jargon, be written in plain English and celebrate what the child can do.

# Update

- Quality assurance of all plans takes place. This includes a check on plain English and jargon.
- All plan writers have attended training.
- Signs of safety strengths based approach to be embedded across the service

## Recommendation 6 - Recommendation accepted

That further training and support be given to all partners to ensure that referrals are complete and of suitable quality.

## Update

- Social Care and Health colleagues have updated their guidance for input into EHCP needs assessments and training has been or is planned for all staff.
- The needs assessment checklist has been updated and training provided to SENCOs.
- Evidence shows that the quality of submission for needs assessments is improving.

## Recommendation 7 - Recommendation accepted

Systems need to be implemented and support provided to ensure parents are kept fully up to date on the production of an EHCP.



## Update

- Initial face to face coproduction meetings are held. Feedback has been very positive.
- Once all the information has been received a second face to face coproduction meeting takes place to develop the Education, Health and Care Plan (EHCP).
- SEND Officers are required to keep parents up to date on a fortnightly basis but due to capacity this has not always been possible.

## Recommendation 8 - Recommendation accepted

That the Multi Agency Moderation Panel and its processes be reviewed.

## Update

- A review has taken place with a new panel arrangement in place. A rota has been created so that other professionals e.g. Head teachers , SENCOs can gain experience of being a panel member
- All panel members included on the rota have attended training so they know what is expected of panel members

## **Recommendation 9 - Recommendation accepted in principle**

That a Cheshire East accredited Educational Psychologist system be introduced to deal with and accept private reports.

## Update

- The code of practice states that the Local Authority should request psychological advice and information from an educational psychologist who should normally be employed or commissioned by the local authority.
- We now commission Locum Educational Psychologists where capacity is needed.

## Recommendation 10 - Recommendation accepted

That a review of the specialist support services be reviewed to ensure they are fully fit for purpose.

## Update

- A peer review of specialist services has been undertaken and following this there will be consultation with unions and staff to restructure the service to ensure it is fit for purpose and has the appropriate capacity.



## Recommendation 11 - Recommendation accepted

That a review of the tribunal services be undertaken.



## Update

- The tribunal arrangements have been reviewed and SEN Management Team;
  - consider if steps can be taken to avoid tribunal.
  - consider if there is any learning
  - ensure we are confident that our case is strong and in the best interest of the child
- Where a tribunal takes place a reflective review will be undertaken to ensure learning.

## Recommendation 12 - Recommendation accepted

That a further Task and Finish Group be established to investigate the local offer for 16 – 25 year olds.

# Update

- The Task and Finish Group has been established and the review is underway.

## Recommendation 13 - Recommendation accepted in principle

That Cheshire East explores an equipment store to be used by all schools.

# Update

- The recommendation is accepted in principle but further consideration will need to be given to taking this forward including a fully costed business case.

## Recommendation 14- Recommendation accepted

That early year's providers are supported with the right knowledge, training and resources, to identify children with SEN and apply for an EHCP.

# Update

- Training has been provided to early years settings.
- A continuing training programme is in place and support is in place to enable early years settings to identify SEN needs.

## Recommendation 15- Recommendation accepted

That further work be undertaken to promote personal budgets and a policy be introduced.



# Update

- A Personal Budget Policy already exists but further work to promote the policy is required. This will be addressed through the improvement plan

## Recommendation 16- Recommendation accepted

That Schools Forum be requested to review the distribution and methodology of funding.

# Update

- Schools Forum has established a Task and Finish Sub Group which is considering SEN funding levels and funding methodology. The sub group is due to report in Spring 2019.

## Recommendation 17- Recommendation accepted

That Schools Forum be requested to review the distribution and methodology of funding.

## Update

- Schools Forum has established a Task and Finish Sub Group which is considering the SEN funding levels and funding methodology. The sub group is due to report in the Spring 2019.

# Questions

## Question Time





## **FORWARD PLAN FOR THE PERIOD ENDING 30<sup>TH</sup> JUNE 2019**

This Plan sets out the key decisions which the Executive expects to take over the period indicated above. The Plan is rolled forward every month. A key decision is defined in the Council's Constitution as:

"an executive decision which is likely –

- (a) to result in the local authority incurring expenditure which is, or the making of savings which are, significant having regard to the local authority's budget for the service or function to which the decision relates; or
- (b) to be significant in terms of its effects on communities living or working in an area comprising one or more wards or electoral divisions in the area of the local authority.

*For the purpose of the above, savings or expenditure are "significant" if they are equal to or greater than £1M."*

Reports relevant to key decisions, and any listed background documents, may be viewed at any of the Council's Offices/Information Centres 5 days before the decision is to be made. Copies of, or extracts from, these documents may be obtained on the payment of a reasonable fee from the following address:

Democratic Services Team  
Cheshire East Council  
c/o Westfields, Middlewich Road, Sandbach Cheshire CW11 1HZ  
Telephone: 01270 686472

However, it is not possible to make available for viewing or to supply copies of reports or documents the publication of which is restricted due to confidentiality of the information contained.

A record of each key decision is published within 6 days of it having been made. This is open for public inspection on the Council's Website, at Council Information Centres and at Council Offices.

This Forward Plan also provides notice that the Cabinet, or a Portfolio Holder, may decide to take a decision in private, that is, with the public and press excluded from the meeting. In accordance with the Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012, 28 clear days' notice must be given of any decision to be taken in private by the Cabinet or a Portfolio Holder, with provision for the public to make representations as to why the decision should be taken in public. In such cases, Members of the Council and the public may make representations in writing to the

Democratic Services Team Manager using the contact details below. A further notice of intention to hold the meeting in private must then be published 5 clear days before the meeting, setting out any representations received about why the meeting should be held in public, together with a response from the Leader and the Cabinet.

The list of decisions in this Forward Plan indicates whether a decision is to be taken in private, with the reason category for the decision being taken in private being drawn from the list overleaf:

1. Information relating to an individual
2. Information which is likely to reveal the identity of an individual
3. Information relating to the financial or business affairs of any particular person (including to authority holding that information)
4. Information relating to any consultations or negotiations, or contemplated consultations or negotiations, in connection with any labour relations matter arising between the authority or a Minister of the Crown and employees of, or office holders under the authority
5. Information in respect of which a claim to legal and professional privilege could be maintained in legal proceedings
6. Information which reveals that the authority proposes (a) to give under any enactment a notice under or by virtue of which requirements are imposed on a person; or (b) to make an order or direction under any enactment
7. Information relating to any action taken or to be taken in connection with the prevention, investigation or prosecution of crime

If you would like to make representations about any decision to be conducted in private at a meeting, please email:

Paul Mountford, Executive Democratic Services Officer  
[paul.mountford@cheshireeast.gov.uk](mailto:paul.mountford@cheshireeast.gov.uk)

Such representations must be received at least 10 clear working days before the date of the Cabinet or Portfolio Holder meeting concerned.

Where it has not been possible to meet the 28 clear day rule for publication of notice of a key decision or intention to meet in private, the relevant notices will be published as soon as possible in accordance with the requirements of the Constitution.

The law and the Council's Constitution provide for urgent key decisions to be made. Any decision made in this way will be published in the same way.



## Forward Plan

Key Decision and Private Non-Key Decision	Decisions to be Taken	Decision Maker	Expected Date of Decision	Proposed Consultation	How to make representation to the decision made	Private/ Confidential and paragraph number
CE 18/19-43 Families Achieving Change Together	To authorise the start of a tender process to establish a devolved children's social work model (Families Achieving Change Together (FACT)), and provide delegated authority to the Executive Director People in consultation with the Portfolio Holder for Children and Families to award the contract to the FACT service.	Cabinet	12 Mar 2019		David Leadbetter	N/A
CE 18/19-45 Rural Action Plan	The Council has identified rural matters as a strategic priority and has undertaken to build a strong and resilient rural economy with strong, supportive rural places and communities. The report will present a Rural Action Plan for approval relating to the period 2019/20 – 2021/22.	Cabinet	12 Mar 2019		Brendan Flanagan, Head of Rural and Cultural Economy	N/A

<b>Key Decision</b>	<b>Decisions to be Taken</b>	<b>Decision Maker</b>	<b>Expected Date of Decision</b>	<b>Proposed Consultation</b>	<b>How to make representation to the decision made</b>	<b>Private/ Confidential and paragraph number</b>
CE 18/19-46 ASDV Review Update	To approve the recommendations in the report, including any recommendations to the Portfolio Holder for Finance and Communication for decision.	Cabinet	12 Mar 2019		Sean Hannaby, Director of Planning and Environment	Fully exempt - paras 3 & 4
CE 18/19-48 Supported Local Bus Service Review - Procurement Proposals for Little Bus Service	To recommend changes to the Little Bus services beyond the existing service contract. The proposed changes will secure improvements in the quality and extent of the Little Bus operations whilst realising savings targets within the Medium Term Financial Strategy.	Cabinet	9 Apr 2019		Richard Hibbert	Fully exempt - paras 3 & 4
CE 18/19-49 Crewe Hub Station	To take all necessary actions to progress the Crewe Hub, including land acquisition and preparation of an evidence base for an Enterprise Zone.	Cabinet	11 Jun 2019			N/A

<b>Key Decision</b>	<b>Decisions to be Taken</b>	<b>Decision Maker</b>	<b>Expected Date of Decision</b>	<b>Proposed Consultation</b>	<b>How to make representation to the decision made</b>	<b>Private/ Confidential and paragraph number</b>
CE 18/19-38 Malbank School and Sixth Form College - Authority to Let a Contract	To seek approval to delegate authority to the Executive Director of People to authorise the entering into of a construction contract for the creation of additional pupil places at Malbank School and Sixth Form College.	Cabinet	9 Jul 2019		Jacky Forster, Director of Education and 14-19 Skills	N/A
CE 18/19-47 Proposed Expansion of Middlewich High School	To seek approval for the proposed expansion of Middlewich High School from 700 to 775 places for implementation from September 2020, subject to due consideration of any feedback received during informal consultation. In addition, to seek approval to delegate to the Executive Director People authority to enter into a construction contract for additional places at the School.	Cabinet	9 Jul 2019		Jacky Forster, Director of Education and 14-19 Skills	N/A

<b>Key Decision</b>	<b>Decisions to be Taken</b>	<b>Decision Maker</b>	<b>Expected Date of Decision</b>	<b>Proposed Consultation</b>	<b>How to make representation to the decision made</b>	<b>Private/ Confidential and paragraph number</b>
CE 18/19-44 Local Transport Plan	Cheshire East Council as the Local Transport Authority has a duty to produce, and keep under review, a Local Transport Plan (LTP) in accordance with the Local Transport Act 2008. Council will be asked to approve the LTP for adoption following consideration by Cabinet.	Council	18 Jul 2019		Richard Hibbert	N/A

## **Children and Families Overview and Scrutiny Committee**

---

**Date of Meeting:** 25 March 2019

**Report Title:** Work Programme

**Portfolio Holder:** Cllr Jos Saunders

**Senior Officer:** Acting Director of Legal Services

---

### **1. Report Summary**

- 1.1. To review items in the Work Programme listed in the schedule attached, together with any other items suggested by Committee Members.

### **2. Recommendation**

- 2.1. That the work programme be reviewed.

### **3. Reasons for Recommendation**

- 3.1 It is good practice to review the work programme and update accordingly

### **4. Other Options Considered**

- 4.1. There are no further options to consider.

### **5. Background**

- 5.1.1 The schedule attached has been updated following the last meeting of the committee.

- 5.1.2 Members are asked to review the schedule attached to this report, and if appropriate, add new items or delete items that no longer require any scrutiny activity. When selecting potential topics, Members should have regard to the Council's new three year plan and also to the general criteria listed below, which should be applied to all potential items when considering whether any Scrutiny activity is appropriate.

- 5.1.3 The following questions should be asked in respect of each potential work programme item:

- Does the issue fall within a corporate priority;
- Is the issue of key interest to the public;

- Does the matter relate to a poor or declining performing service for which there is no obvious explanation;
- Is there a pattern of budgetary overspends;
- Is it a matter raised by external audit management letters and or audit reports?
- Is there a high level of dissatisfaction with the service;

5.1.4 If during the assessment process any of the following emerge, then the topic should be rejected:

- The topic is already being addressed elsewhere
- The matter is subjudice
- Scrutiny cannot add value or is unlikely to be able to conclude an investigation within the specified timescale

## **5.2 Medium Term Financial Strategy**

5.2.1 The council's Medium Term Financial Strategy 2019-22 will be used as an additional tool to support the forward planning and work programming of matters by the four overview and scrutiny committees.

5.2.2 Published alongside this covering report are the key figures extracted from the Strategy document for the Cabinet portfolios relating to the remit of this committee.

## **6. Implications**

### **6.1. Legal Implications**

6.1.1. There are no legal implications at this stage.

### **6.2. Finance Implications**

6.2.1. There are no financial implications at this stage

### **6.3. Equality Implications**

6.3.1. There are no equalities implications at this stage.

### **6.4. Human Resources Implications**

6.4.1. There are no human resources implications at this stage.

**6.5. Risk Management Implications**

6.5.1. There are no risk management implications at this stage.

**6.6. Rural Communities Implications**

6.6.1. There are no implications for rural communities.

**6.7. Implications for Children & Young People**

6.7.1. There are no implications for children and young people at this stage.

**6.8. Public Health Implications**

6.8.1. There are no direct implications for public health.

**7. Ward Members Affected**

7.1. All.

**8. Access to Information**

8.1. The background papers can be inspected by contacting the report author

**9. Contact Information**

9.1. Any questions relating to this report should be directed to the following officer:

Name: Katie Small

Job Title: Scrutiny Officer

Email: [Katie.small@cheshireeast.gov.uk](mailto:Katie.small@cheshireeast.gov.uk)

**This page is intentionally left blank**



Date: <b>25.3.19</b> Time: 1.30pm Venue: Committee Suite, Westfields	Date: <b>24.6.19</b> Time: 1.30pm Venue: Committee Suite, Westfields	Date: <b>23.9.19</b> Time: 1.30pm Venue: Committee Suite, Westfields	Date: <b>25.11.19</b> Time: 1.30pm Venue: Committee Suite, Westfields	Date: <b>27.1.20</b> Time: 1.30pm Venue: Committee Suite, Westfields	Date: <b>23.3.20</b> Time: 1.30pm Venue: Committee Suite, Westfields
--	--	--	---	--	--

<b><u>Item</u></b>	<b><u>Purpose</u></b>	<b><u>Lead Officer</u></b>	<b><u>Portfolios</u></b>	<b><u>Suggested by</u></b>	<b><u>Scrutiny role</u></b>	<b><u>Corporate priorities</u></b>	<b><u>Date</u></b>
Response to the SEND Task and Finish Group Report and update on the action plan (OFSTED Inspection)	To receive the cabinet response to the send task and finish group report and an update on the action plan following the recent OFSTED inspection	Acting Executive Director of People	Children and Families	Committee / Portfolio Holder	Monitor implementation and effectiveness of scrutiny recommendations	People have the life skills and education they need in order to thrive	25.3.19
Sustainable Modes of Transport Strategy	To receive a presentation/oral update.	Acting Executive Director of People	Children and Families	Director	Post-decision scrutiny	People live well and for longer	25.3.19
Annual Education Report and Future Proofing of Maintained Schools	To review the annual report for 2016/17- to include an update on SSIF and receive an update on future proofing of rural schools.	Acting Executive Director of People	Children and Families	Acting Executive Director of People	Performance monitoring	People have the life skills and education they need in order to thrive	25.3.19
Children and Families Performance	To receive quarterly performance indicators for services within the	Acting Executive Director of	Children and Families	Ofsted / CLT	Performance monitoring	A responsible, effective and	25.3.19

<b><u>Item</u></b>	<b><u>Purpose</u></b>	<b><u>Lead Officer</u></b>	<b><u>Portfolios</u></b>	<b><u>Suggested by</u></b>	<b><u>Scrutiny role</u></b>	<b><u>Corporate priorities</u></b>	<b><u>Date</u></b>
Scorecard	remit of the committee.	People				efficient organisation	
Emotional Health and Wellbeing -CAMHS	To scrutinise tier 3 and 4 of the service and monitor the success of the out of hours service.	Acting Executive Director of People	Children and Families	Committee	Performance monitoring / ongoing review	People live well and for longer	24.6.19
Corporate Parenting Annual Report	To review the annual report for 2017/18 <ul style="list-style-type: none"> <li>Review outcomes</li> <li>Review revised strategy</li> </ul>	Acting Executive Director of People	Children and Families	Committee	Performance monitoring / committee report	A responsible effective and efficient organisation.  People live well and for longer	23.9.19
Annual Adoption Report	To consider the annual adoption report.	Acting Executive Director of People	Children and Families	Acting Executive Director of People	Performance monitoring / Committee report	A responsible effective and efficient organisation.  People live well and for longer	23.9.19

**Briefing Notes**

- Supported childcare for 2/3 year olds
- Multi Academy Trusts MATS - Update, including role of Cheshire East Council and how work together with partners and academisation of schools – June 2019
- Regulating children's residential homes

**Possible Future/ desirable items**

- Domestic Abuse Commission– update on impact of new provision
- FACT 22 Update – June 2019
- Children not accessing full time education – spot light review July 2019
- Changes to NHS – impact on children's services – November 2019
- Locality working – new ways of working – partners to be invited
- Overview of Lifelong learning
- Children Missing from home
- family Focus and recovery plan
- Migrant Children
- Children's Home Commission – planning officer to attend
- Redesign of early help services – further update.

Future meeting to be held at UTC, Crewe (to include a tour) – November 2019

**This page is intentionally left blank**

Portfolio Holder for  
Children & Families

<b>Cllr Jos Saunders Summary</b>	<b>2019/20 MTFS Feb 2018 £m</b>	<b>2019/20 Latest Props £m</b>
Children's Social Care	1.524	1.981
Education and 14-19 Skills	(0.048)	0.914
Prevention and Support	0.394	2.180
People Directorate	-	(0.500)
<b>Total Policy Proposals</b>	<b>1.870</b>	<b>4.575</b>

<b>Children's Social Care</b>	<b>2019/20 £m</b>	
Growth Bid Cared for Children and Care Leavers	0.700	42
Extension of the Fact22 model	0.300	43
Review of allowances for children previously cared for	(0.075)	45
Funding of Social Workers	0.400	
Pay and Pensions	0.656	59
<b>Total</b>	<b>1.981</b>	

<b>Education and 14-19 Skills</b>	<b>2019/20 £m</b>	
Children and Families Transport (merged)	(0.059)	14
Transport - parental subsidy for Available Walking Routes phase 2 (merged)	(0.070)	14
Children & Families Transport Policy Review (merged)	(0.160)	14
Children & Families Transport Policy Review - later years savings required (merged)	0.560	14
Provide School Meals Subsidy	0.210	15
Extension of Traded Service Opportunities with Schools	0.040	19
Pay and Pensions	0.393	59
<b>Total</b>	<b>0.914</b>	

<b>Prevention and Support</b>	<b>2019/20 £m</b>	
Early Years Team Income	(0.020)	16
People Directorate Business Management Service	0.345	17
Realignment of Children's Services funding streams	0.600	18
Legal Issues (as per Steve Reading email 27/11/18)	0.052	
Democratic Issues (as per Steve Reading email 27/11/18)	0.055	
Independent Reviewing Officer (IRO) Service	0.126	
Provide Additional Capacity for Special Educational Needs Service	0.500	
Pay and Pensions	0.522	61
<b>Total</b>	<b>2.180</b>	

<b>People Directorate</b>	<b>2019/20 £m</b>	
Review and reduction of contract values (Children's Services)	(0.500)	38
<b>Total</b>	<b>(0.500)</b>	

<b>2019/20 as at MTFS Feb 18 Children's Social Care</b>	<b>2019/20 £m</b>
Care Placements	1.000
Pay and Pensions	0.524
<b>Total</b>	<b>1.524</b>

<b>2019/20 as at MTFS Feb 18 Education and 14-19 Skills</b>	<b>2019/20 £m</b>
Children and Families Transport	(0.059)
Transport - parental subsidy for Available Walking Routes phase 2	(0.070)
Children & Families Transport Policy review	(0.160)
Provide Schools Meal Subsidy	0.210
Pay and Pensions	0.031
<b>Total</b>	<b>(0.048)</b>

<b>2019/20 as at MTFS Feb 18 Prevention and Support</b>	<b>2019/20 £m</b>
Pay and Pensions	0.394
<b>Total</b>	<b>0.394</b>

<b>2019/20 as at MTFS Feb 18 Prevention and Support</b>	<b>2019/20 £m</b>
<b>Total</b>	<b>-</b>

2019/20 Latest Proposals **4.575**

2019/20 MTFS Feb 2018 **1.870**

**This page is intentionally left blank**

## Outcome 3 – People have the life skills and education they need in order to thrive

<b>What this means:</b>	Children and young people get a good start in life, and are prepared for the world of work. Everyone is equipped to live independent, self-sufficient lives, and to realise their particular talents and abilities.		
<b>What the Council will focus on:</b>	<b>1. Securing the Best Start in Life</b>	<b>2. Highest Achievement for All Learners</b>	<b>3. Inclusion</b>
<b>What this will look like:</b>	Pupils will be school ready and have a firm foundation for a good education at the end of Early Years Foundation stage.	Academic achievement and employability will be outstanding in Cheshire East.	Vulnerable children and young people are supported to achieve their potential and increase aspirations.

## Key Priorities

Ensuring that our children and young people get a good start in life, have the education and skills to prepare them for adulthood, fulfilling their career aspirations and providing a highly skilled workforce for the future is a priority for the Council. To achieve this, we need to maintain and continue to further increase the number of education settings from early years to further education which are recognised as good or outstanding.

The 'Parenting Journey', our universal offer of parenting support from pre-birth to starting school, has been established to ensure that all young people get a good start in life. It integrates and joins up our support for families in the early years across education, health and care. We will further improve our targeted offer to our vulnerable 0-2 year old children by ensuring that they have access to targeted speech, language and communication tools to ensure that they have the best possible start. We will continue to out-perform all of our peers to maximise 30 hours of free childcare, ensuring that children get to school ready to learn and thrive.

Having sufficient good or outstanding school places is a priority as this makes Cheshire East a good place to live and learn. The Council has an ambitious plan for the creation of additional school places, both in mainstream and special educational needs settings over the next ten years. Plans for a new 40 place school in Crewe to meet the needs of children with social, emotional and mental health are progressing along with the expansion of places in Alsager, Congleton, Nantwich, Sandbach and Wilmslow, with early discussions taking place in other areas.

We continue to celebrate strong educational outcomes for young people of all ages. However, we recognise the outcomes for some of our more vulnerable children could be better. In 2018 we were successful in attracting funding across Cheshire East to help to improve the outcomes for these children. This project will continue

into 2019 and we will ensure improvements are embedded and learning is shared across all schools and not just those which participated.

The timeliness and quality of education, health and care plans (EHCPs) for children and young people with special educational needs remains a high priority for the Council and its partners, along with the development of an autism strategy and continuation of the development of local provision to meet needs of children and young people locally. We will look to achieve improvement in this area, working jointly with partners and parents and carers in coproduction and delivery.

Safeguarding in our educational settings is strong, but we will continue to build on this by further developing arrangements to support children who are not accessing a full time mainstream education. There will be a targeted support and intervention for families and greater support for education settings will be explored.

We will continue to champion the need for increased funding for education settings in Cheshire East, seeking the continued support of Local MPs. Monitoring the financial stability of our maintained schools will remain a priority. We will develop a clear core offer to all schools (maintained and academies) and provide clarity on the additional offer and support to our maintained schools, with a specific focus of the sustainability of our rural schools, who provide a valuable contribution to the education infrastructure.

We have great success in that 99% of our young people progress in education, employment or training at age 16. We have a number of approaches to supporting the skills of young people across various services and we will look to strengthen the governance and strategic approach to the way these different services work together to develop a skills strategy which contributes to the economic wellbeing of families. We will continue to focus our efforts to support



the most vulnerable pupils to achieve positive destinations into jobs or training when they leave school maintaining existing high performance standards that our learners deserve.

### Challenges

- Financial sustainability of education settings, many of which are forecasting increasing deficit budgets over the next three years.
- Improving the timeliness and quality of education, health and care plans through an integrated, child centred approach across partners and services.
- A potential increasing number of children who are not accessing full time education or who have been excluded from school.
- Creating additional school places required as a consequence of housing developments and demographic growth, without destabilising existing schools through expanding other schools too soon.
- To bring together the range of services which provide support to improve the skills of young people and families and develop a strategic approach through improved governance.
- Develop a stronger focus on evidence based support for the families of children and young people most vulnerable to the poorest outcomes.

### Opportunities

- Further develop the 'Parenting Journey' so it has maximum impact on giving young children the best start in life.
- Create a locality focus, agreeing specific localities across the borough, to harness shared assets and create virtual teams across sectors to better support joint working with children and families at the centre.
- To build on the strong relationship with all schools through East Cheshire Association of Primary Heads (ECAPH) and Cheshire East Association of Secondary Heads (CEASH) to embed a sustainable sector led approach to education and skills with a focus on the curriculum and transition arrangements.
- Utilise the performance data and intelligence on our schools to provide targeted support for maintained schools at risk of not achieving at least a good Ofsted inspection and provide challenge to academy trusts, where needed, through the Regional Schools Commissioner.
- Work with clusters of maintained schools to develop a clear local authority offer which aligns with development of a potential locality approach to delivery of services creating a team around the school model.
- Embed the learning from the school improvement project to sustain improved education outcomes for our most vulnerable children and young people.

**Proposals to vary the Budget under Outcome 3 (Education) are focused on these areas:**

<b>Changing the way we work</b> <i>Managing services in a way that gets more for less. Investing in modern technology to get better quality outputs, eliminating duplication and streamlining processes.</i>	<b>2019/20</b> <b>£m*</b>	<b>2020/21</b> <b>£m*</b>	<b>2021/22</b> <b>£m*</b>
<b>Children and Families Transport (Revenue Savings) [14]</b>  Review of transport policies and delivery arrangements to achieve efficiencies. Work with the current school transport provider, Transport Service Solutions, to explore all options to provide a more cost effective solution. Provide support for ongoing management of transport provision and change programme.  <i>Impact on Education Participation and Pupil Support Service Budget =</i>	<b>+0.271</b>	<b>-0.009</b>	<b>-0.289</b>
<i>*Values represent a +/- variation to the Cheshire East Council approved budget for <a href="#">2018/19</a>.            Values are not cumulative</i>			

<b>Income generation</b> <i>Charging strategies for each service area to increase income where appropriate based on market rates and considering the price elasticity of demand for services.</i>	<b>2019/20</b> <b>£m*</b>	<b>2020/21</b> <b>£m*</b>	<b>2021/22</b> <b>£m*</b>
<b>Provide Schools Meal Subsidy (Revenue Investment) [15]</b>  Expectation of income targets from school meals to be removed due to increased food prices and competition from other providers.  <i>Impact on Education Infrastructure and Outcomes Service Budget =</i>	<b>+0.210</b>	<b>+0.210</b>	<b>+0.210</b>
<b>Early Years Team Income (Income Generation) [16]</b>  This proposal is to increase the income from selling training, conferences and materials from the Early Years Team both to local early years providers and to other local authorities beyond the basic universal offer.  <i>Impact on Preventative Services Service Budget =</i>	<b>-0.020</b>	<b>-0.020</b>	<b>-0.020</b>
<i>*Values represent a +/- variation to the Cheshire East Council approved budget for <a href="#">2018/19</a>.            Values are not cumulative</i>			

<b>Investment in services</b> <i>Investment will be put into systems that support key services and into other assets to ensure they remain fit for purpose. The impact of capital spending will be managed at affordable levels.</i>	<b>2019/20</b> <b>£m*</b>	<b>2020/21</b> <b>£m*</b>	<b>2021/22</b> <b>£m*</b>
<b>People Directorate Business Management Service (Revenue Investment) [17]</b>  To align the business management and support functions in Children and Adult Services to provide a People Directorate Business Management Service. The team is currently staffed with a number of temporary positions, funded from temporary grant budgets. This funding ends on 31 <sup>st</sup> March 2019. The aim is to establish these posts on a permanent basis from April 2019 and to extend its functions across the People Directorate.  <i>Impact on People – Children and Families Service Budget =</i>	<b>+0.345</b>	<b>+0.345</b>	<b>+0.345</b>
<b>Realignment of Children's Services funding streams (Revenue Investment) [18]</b>  Provide additional funding to help manage pressures mainly within Special Educational Needs Placements.  <i>Impact on People – Children and Families Service Budget =</i>	<b>+0.707</b>	<b>+0.707</b>	<b>+0.707</b>
<i>*Values represent a +/- variation to the Cheshire East Council approved budget for <a href="#">2018/19</a>.            Values are not cumulative</i>			

<b>Investment in services</b> <i>Investment will be put into systems that support key services and into other assets to ensure they remain fit for purpose. The impact of capital spending will be managed at affordable levels.</i>	<b>2019/20</b> <b>£m*</b>	<b>2020/21</b> <b>£m*</b>	<b>2021/22</b> <b>£m*</b>
<b>Provide Additional Capacity for Special Educational Needs Service (Revenue Investment) [NEW]</b>  <p>In order to meet our statutory requirements it is necessary to ensure there is sufficient resource in the service to meet the increase in demand and address backlogs. We have seen a 25% increase in the number of education, health and care plans over recent years but there has been no increase in capacity in the service. In order to meet the statutory requirement to finalise within 20 weeks of receiving a request there is a need to increase the number of SEND Keyworkers and Educational Psychologists. This will be part of a fundamental restructure of the service which improves efficiency within the process and improves outcomes for children and families.</p> <p><i>Impact on People – Children and Families Service Budget =</i></p>	<b>+0.500</b>	<b>+0.500</b>	<b>+0.500</b>
<b>Extension of Traded Service Opportunities with Schools (Revenue Investment) [19]</b>  <p>This business case continues to widen our ability as a Council to shape and influence our trading arrangements with Schools/Educational Institutions. This proposal is to request a small growth item to invest in detailed analysis of current trading arrangements in order to consider future models of delivery and establish savings/efficiencies based upon a structured evaluation of existing trading arrangements.</p> <p><i>Impact on Education Infrastructure and Outcomes Service Budget =</i></p>	<b>+0.040</b>	<b>+0.040</b>	<b>+0.040</b>
<p><i>*Values represent a +/- variation to the Cheshire East Council approved budget for <a href="#">2018/19</a>.</i></p> <p><i>Values are not cumulative</i></p>			

**This page is intentionally left blank**