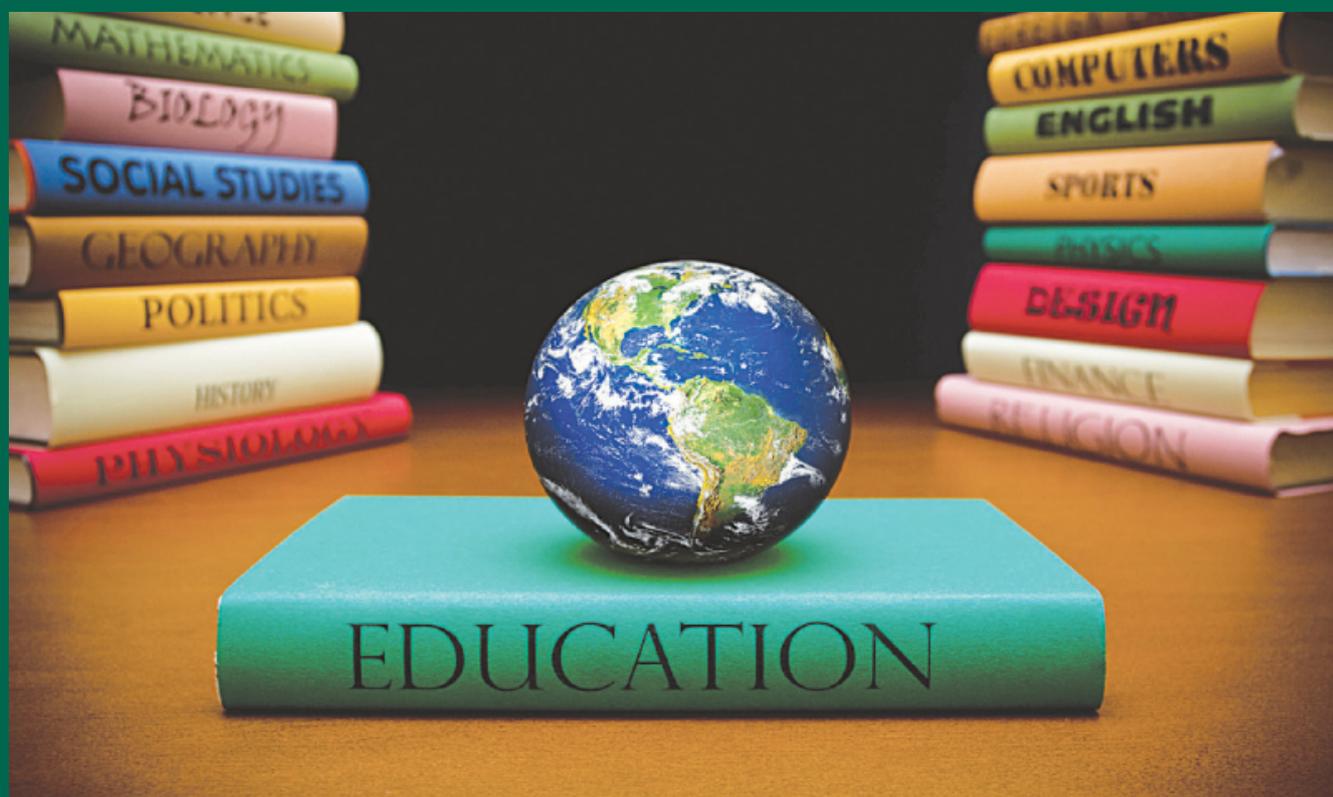


# Annual Education Report 2017

Cheshire East Council



**March 2018**

# Contents

| Section | Title   | Page |
|---------|---|------|
| 1.      | Introduction  | 3    |
| 2.      | Executive Summary                                   | 5    |
| 3.      | <b><u>Sector Developments</u></b>                   | 7    |
|         | 3.1 Pupil Place Planning                            | 7    |
|         | 3.2 Capital Programme                               | 15   |
|         | 3.3 Traded Services                                 | 16   |
|         | 3.4 School Improvement                              | 18   |
|         | 3.5 School Governance and Liaison                   | 21   |
|         | 3.6 Fair Funding                                    | 22   |
| 4.      | <b><u>Attainment &amp; Progress</u></b>             | 23   |
|         | 4.1 Early Years                                     | 23   |
|         | 4.2 Primary   | 27   |
|         | 4.3 Secondary                                       | 34   |
|         | 4.4 Post 16 Education                               | 37   |
|         | 4.5 Post 16 Participation                           | 42   |
|         | 4.6 Skills  | 44   |
| 5.      | <b><u>Attendance &amp; Exclusions</u></b>           | 47   |
|         | 5.1 Primary Attendance                              | 48   |
|         | 5.2 Secondary Attendance                            | 49   |
|         | 5.3 Exclusions                                      | 50   |
| 6.      | <b><u>Pupils Vulnerable to poorest outcomes</u></b> | 52   |
|         | 6.1 SEND  | 52   |
|         | 6.2 Cared for Children                              | 55   |
|         | 6.3 Disadvantaged (FSM)                             | 58   |
|         | 6.4 EAL   | 59   |
|         | 6.5 Gender  | 60   |
|         | 6.6 Elected Home Education                          | 61   |
|         | 6.7 Medical Needs Service                           | 62   |
| 7.      | <b><u>Vulnerable Pupils &amp; Safeguarding</u></b>  | 64   |
|         | 7.1 Safeguarding in Education Settings              | 64   |
|         | 7.2 CME   | 65   |
|         | 7.3 Critical Incident Support                       | 66   |
|         | 7.4 Health & Safety for schools                     | 66   |
|         | 7.5 Ofsted Complaints                               | 67   |
| 8.      | Ofsted Inspections                                  | 67   |
| 9.      | Appendices  | 70   |

# 1. Introduction

## Report Context

This report provides a review of progress and outcomes across Cheshire East for the academic year 2016-17. Education outcomes continue to out perform national averages. There are many opportunities for us to celebrate the successes outlined in this report and build upon these to highlight local educational excellence.

## The Role of the Local Authority

The roles and functions of the Local Authority continue to adapt and change as the changing national educational landscape embeds into a complex combination of maintained schools, growing Multi Academy Trusts (MATs), free schools of varying types and Alternative Providers (AP provision). Such a landscape challenges everyone in terms of decision making, accountability and effective monitoring. It would be very easy to become too focused upon processes and procedures and not on learners and their achievements.

What does remain clear is that the functions of the Local Authority remains. The methodology and approach to delivering such services continues to change as there is increasing requirement to consider commissioning of services and trading arrangements with schools especially academies. What can be said is that there has been a considerable strengthening of Local Authority accountability measures over the last 12 months which have been based upon a strengthening of policies and procedures alongside increased challenge.

The Local Authority is proud of its positive relationship with the vast majority of schools and its joint commitment with schools on effective school to school support. Equally, the Council has forged very productive relationships with the West Midlands Regional Commissioning Team and has been successful in grant bids (see SSIF section) to initiate further school improvement in targeted schools. Overall, the Local Authority continues to play a prominent role with all partners and remain focused upon promoting all learners to achieve to their full potential.

## Our Resources

The Local Authority is committed to maximising its resources and offer to schools but is equally aware that the increasing pressures on Authority budgets and those of schools makes the strategic work of the Authority more challenging. Nevertheless, Traded Services with schools remains strong in terms of buyback of Council lead specialist services (around £9.7 Million) as does our growing sector led improvement based around nine priority themes. A major change in the last 12 months has been to promote the use of sector leads from schools who greatly strengthen our resources and provide additional capacity to drive forward on key work streams and enhance the true meaning of sector led improvement.

## Our Approach

The successes we have achieved over the last 12 months would not have occurred without effective and open collaboration between all educational institutions, the Local Authority and other key stakeholders such as CAMHS services, Teaching School Alliances and 19+ service providers. This positive work reflects our approach as being one which will provide critical support to any provision at critical times of real need as well as establishing system leaders of the future through utilising the extensive range of excellent practitioners who work across the borough. Our approach therefore as a Local Authority is to champion best practice, broker support where necessary and act as the essential glue to ensure that the system works for the overall betterment of all learners.

This report provides an update on education and sector developments, attainment and progress at each key stage, considers cohorts vulnerable to poorer outcomes and the safeguarding arrangements in education settings.

### **The Role of the Local Authority**

Cheshire East Council is responsible for ensuring that every Child has a school place. In fulfilling responsibility the Council advocates that all children and young people in Cheshire East are entitled to a high quality educational experience so they can achieve their potential and progress to be active citizens who contribute to the economic wellbeing of the area.

Cheshire East is a high performing authority in terms of education outcomes with 92% of primary schools and 80% of secondary schools judged as either good or outstanding and with most education outcomes above the national average. In order to deliver the best educational opportunities Cheshire East Council will work with its schools and other key stakeholders to maximise parental choice in schools places, and increase fair access and diversity across the borough.

The Local Authority retains the statutory duty to ensure :

- every child has a school place
- the needs of pupils are met
- high standards for all pupils.

### **Accountability**

Cheshire East embraces academisation and continues to reshape education functions to recognise the increased accountability of academies but also to ensure high quality services for those who wish to remain as maintained schools. Relationships with other parties including the Diocese, Teaching Schools and Regional Schools Commissioner are critical to our success.

The Education and Skills Board has been introduced to provide oversight and accountability for Cheshire East education outcomes. Sector leads have been identified to lead on priority areas across Cheshire East. This has enabled Cheshire East to play an increasingly influential role in sub-regional improvement boards. Cheshire East sits within the West Midlands Region and in a sub-region with Cheshire West & Chester, Stoke and Staffordshire local authorities.

**Signed:**

**Jacky Forster**

**Mark Palethorpe**

**Cllr Jos Saunders**

## 2. Executive Summary

### Our successes

This report captures a wider range of initiatives and themes which illustrates the diversity of work which is being undertaken, either directly or through commissioning by the Local Authority. At a time of ever decreasing resources, this report clearly shows that the demand for quality services, effective support mechanisms and high quality monitoring remains as high as ever.

The response to the changing landscape for school improvement has meant that the Local Authority has had to quickly adapt to the national initiatives (e.g. SSIF) as well as broker more system leaders to lead on key priority work streams. This work is now beginning to gain momentum and there is growing evidence that school leaders are rising to the challenge of sustainable school to school support programmes. The very recent award of a Round 2 SSIF bid shows our status to lead on regional work and coordinate the work of teaching schools and MATs for the benefit of vulnerable schools and their learners.

Having transparent and robust policies and procedures allows all of our stakeholders to have confidence in our strategic work and see the impact on learners. Significant work has taken place to initiate major changes to systems – four clear examples are revised categorisation of schools, Fair Access Protocols, the monitoring of vulnerable schools as well as school organisation and capital programmes. Further work is planned in other key areas over the coming year.

Academic standards are a central pillar of this report and the considerable impact of the revised assessment frameworks across the primary sector in 2015-16 saw noticeable declines in performance linked to writing. It is extremely pleasing to report the impact of the work in this area over the last 12 months which has resulted in a significant improvement in standards. This work is another excellent example of collaboration between schools through revised cluster working. The report this year includes the achievements of a wider range of Post 16 achievements including 6<sup>th</sup> Form vocational courses and the outcomes for students at our Further Education Colleges. It is pleasing to see strong outcomes (Distinction) for technical qualifications and our Colleges collectively performing consistently above the national rate.

There is growing evidence that outcomes for our most vulnerable learners are improving year on year which is a clear success – however the rate of these improvements needs to be accelerated. As a higher achieving Authority, there remains a real challenge to close gaps in performance between vulnerable groups and their peers but the focus has to be to maximise the outcomes for every learner. Strategies appear to be having an impact but rates now need to be fast tracked. It is however pleasing to see greater evidence of impact of services such as Medical Needs in supporting very vulnerable learners who often cannot attend schools to complete their education. For many of these students, the greatest achievement was to sit the examinations and achieve a grade despite their medical condition. All year 11 students, supported by Medical Needs, went on to further education, apprenticeship or training with no student being classified as NEET.

Finally, as much as this report reflects the outcomes from schools and planned activity, there always remains the need to respond to urgent and often critical incidents or cases which just cannot be planned for. It is therefore important to recognise the work in areas such as critical incident support, responses to Ofsted safeguarding complaints and the work to address our responses to the Manchester bombing and Grenfell Tower tragedies as such work ensures wherever possible that the Education Directorate remains supportive of any school in any situation and without consideration of status.

## **Our areas for development**

- Strengthening and embedding a culture of school to school support is essential over the coming 2-3 years which maximises the skills and excellent practices which are found across our education providers with this expertise being effectively targeted at more vulnerable schools.
- Specifically, to promote sector leads to own and coordinate the agreed priorities so that clear yet aspirational targets are set which brings about better outcomes for our learners.
- Achieving better outcomes for all learners but with a real focus on the most vulnerable. Improvements seen in 2017 need now to be accelerated and sustained.
- Whilst attainment rates show positive outcomes, rates of progress at Key Stage 2 remain low and have to improve. It is hoped that the SSIF programme will accelerate rates of progress in targeted school but this area remains a critical priority.
- Increased focus needs to be provided to support the development of the personal skills of young people to equip them to be successful in employment, further education and training opportunities.
- To ensure schools, regardless of status work within statutory frameworks and are compliant in terms of the safety of all young people. This work involves strengthening relationships and monitoring with RSC teams to ensure every school delivers the best outcomes.
- To continue to build upon recent improvements in pupil place planning methodologies to ensure local children can attend local provision.
- To continue to engage and coordinate initiatives with other agencies to bring about improvements in learner outcomes especially where effective multi-agency working can improve efficiencies, communication leading to better successes for young people.
- Across the sector, to further strengthen formal agreements with Regional School Commissioning Teams to ensure that compliance and effective monitoring takes place for all schools regardless of status so that every Cheshire East young person receives the strongest and safest learner experience within our schools

## **Our priorities/plans**

This Annual Education Report will be shared, scrutinised and approved through the Education & Skills Board with a resulting strategic plan being drawn up which addresses our priority areas. This will then be the focus of our sector working over the coming 12 months and be the focus of operation working with School Associations and through our phase operational groups

### 3. Sector Developments

#### 3.1 Pupil Place Planning/Sufficiency – Strategic framework

As the Strategic Commissioner of School Places, Cheshire East Council has a statutory duty to:

- a) Review provision and establish future demands (S14, Education Act 1996);
- b) Commission sufficient school places for Cheshire East resident children (Education Act 2006);
- c) Promote choice, diversity, fair access and respond to parental representations when planning school places (Education Act 2006);
- d) Identify and work with sponsors to establish an Academy as first priority when a new school is needed (The Education Act 2011).

The Education Act 2011 explicitly focuses on the role of the local authority as commissioner of school places. This framework is not intended to identify school organisation requirements for specific schools. However, the priorities agreed by the Council, as set out within this document, will provide the framework for decision making in relation to the creation of new additional places to meet forecast demand.

This framework recognises the need to manage places on an area basis and in line with changing demographics. Judgements about how best to manage school places are not only concerned with ensuring that there are sufficient places available, but also about enhancing the quality of provision and promoting the highest possible standards where additional places are required.

The Cheshire East School Admissions Coordination Scheme sets out the Local Authority agreed process for coordinating applications for school places, for maintained schools. Academies and Voluntary Aided schools will have their own admissions scheme, on which they must consult. The Local Authority scheme allows parents three school preferences, and we encourage other admission authorities within Cheshire East to be in line with this to ensure equity and fairness to families. All preferences are considered on the basis of the published oversubscription criteria and only if more than one school can potentially be offered is the preference ranking used, with a single offer being made for the school ranked highest. In order to maintain parental satisfaction with the admissions process, the Local Authority carefully monitors demand for school places and aligns school places with parental demand, as far as practicable.

Current DfE guidance makes clear that local authorities should match school place supply as closely as possible to parental preference with a presumption in favour of the expansion of successful and popular schools. However, as a consequence this may create unused capacity in nearby schools. Cheshire East Council is committed to monitoring this, in particular to support our rural schools but responsibility remains with schools to proactively promote their offer, to become a school of preference.

Schools receive funding based on the number of pupils that were admitted the previous year. Therefore a school with declining admissions will receive reduced funding the following year which can create challenges for the school in managing class organisation and staffing levels. The Local Authority therefore assesses the risks in delivering too many school places in an area against the desire to optimise parental choice through the admissions process.

The School Organisation service aims to match the supply of school places as closely as possible with demand, and ensure education is provided as cost effective as possible. However, predicting demand for school places is a complex task because where children go to school involves a range of different factors, and as a result planning for school places is based on probabilities, not certainties. Therefore, whilst projections and school place planning may be made from robust data and calculations but they do not offer any guarantees.

Demand for school places is achieved through monitoring the level of surplus / shortfall of places across the planning areas by means of pupil forecasting. Demographic forecasts and preferences on admission applications are used to anticipate the greatest pressure. Cheshire East is classed as a 'net importer' of pupils, which is derived from a comparison between the number of children resident in other authorities attending a Cheshire East publicly funded schools and the number of Cheshire East resident children attending the same category of schools in other authorities.

An operational surplus of school places is considered necessary to accommodate reasonable journey times to school, some degree of parental choice, and flexibility to allow for these mid-year entrants.

In addition, to the annual admission arrangements for places in primary and secondary schools there is in year mobility which includes;

- movement of pupils from one Cheshire East school to another,
- children transferring from schools in other local authority areas, and
- children from other countries new to the area.

In year movement can only be facilitated where there is an operational surplus of places.

The Department for Education capital funding is provided to enable the local authority to create places to meet basic need and operates on the basis of allowing 2% surplus places in each planning area. The Local Authority will therefore apply a 2% operational surplus for each planning area when determining the need for additional places.

Effective school place planning must take into account the potential negative impact on some schools within an area if there are too many school places resulting in increased competition and budgetary pressures for less popular schools or schools serving areas with smaller school aged populations. In particular the local authority is committed to working creatively with rural schools to support them to remain sustainable as they provide an essential part of the local school infrastructure.

Capital funding for the provision of additional pupil places arriving from demographic need is provided by the Education Funding Agency (EFA) in form of the Basic Need Grant. The funding is provided on an annual basis. In order to obtain this funding the Local Authority submits pupil forecasts and school capacity information to the EFA each year. The gap between existing provision and projected need forms the basis of the capital allocation.

In addition developer contributions will be sought to fund additional provision arising from new housing. Wherever practical, pupils from new housing developments are accommodated at existing schools where sufficient permanent capacity already exists. Where additional places have to be provided, with the co-operation of the Local Planning Authority the Local Authority may seek to secure a developer contribution to fund the provision of any additional permanent places needed. This might involve contributions towards the expansion of an existing school or full or part payment of a new school.

Housing development will only be taken into account within the pupil forecasts when there is some level of certainty that the development will occur within the timeframe of the forecast. Certainty will be measured as the point at which the planning application has received approval. It is important to note, that all pupil yields generated from developer enquiries and planning applications will be taken into account in the order they are received when calculating subsequent developer contributions due to their cumulative effect on the demand for school places.

## Early Years Sufficiency

*Childcare plays a crucial role in the lives of most families. It enables parents to go out to work to contribute to a decent family income when they have very young children. A growing body of evidence shows that good pre-school childcare gives children a flying start and leads to better outcomes as they move through school. It also allows older children to take part in a wide range of interesting activities that fosters their personal development in a safe environment.*

(Securing Sufficient Childcare: Statutory guidance for local authorities in carrying out their childcare sufficiency duties (DCSF1, March 2010) )

The Childcare Act 2006 placed duties on all local authorities to secure sufficient childcare, so as far as is reasonably practicable, to support working parents and parents who are studying or training for employment, and to enable children to access their free entitlement. The duty applies to children up to the 1st September after they turn 14 years, or until they reach the age of 18 years in the case of children with a disability, and to secure sufficient provision of the free early education entitlement for 2, 3 and 4 year olds.

The Childcare Sufficiency Assessment 2015 took into account significant changes in Government policy including amendments to the welfare benefits system, the expansion of free early education and childcare for disadvantaged 2 year olds and the revised Code of Practice for funded 2, 3 & 4 year olds. The next assessment due in 2018 will take in to account further significant changes in government policy and expansion of the free early education entitlement to 30 hours for eligible children in working families.

The number of children eligible to access early education in Cheshire East is increasing. Future housing developments and population forecasts indicate an ever growing demand for childcare, particularly in the Crewe and Macclesfield areas. Feedback from childcare providers has identified key challenges for them in the current financial climate which impacts on their long term sustainability including changes in demand by parents. In addition, the impact of welfare reform and pressure on parents to go back to work, particularly in more deprived areas is likely to lead to changes in demand for childcare to meet the needs of parents. There are currently 582 providers in Cheshire East offering in excess of 8,000 childcare places.

All 3 and 4 year old children in England are entitled to 570 hours per year of free early education. It is usually taken as 15 hours a week for 38 weeks of the year, but parents can choose to take fewer hours per week over more weeks of the year. 101% of children in Cheshire East access their free entitlement (take up exceeds the population due to cross border claims). There are currently 313 providers of the free early education entitlement, with 88% of providers in the private / voluntary / independent sectors and 12% in schools.

The current focus is the extended entitlement for eligible 3 and 4 year olds. From 1 September 2017, children aged 3 and 4 from working families that meet an eligibility criteria can claim 1140 hours per year / 30 hours per week. This extended entitlement is an extra 570 hours per year / 15 hours per week in addition to the universal entitlement.

In advance of September 2017, 80% of parents in Cheshire East that claimed the 30 hours entitlement received confirmation of their 30 hours childcare entitlement and childcare place; the highest in England. The team successfully engaged childcare providers and parents in preparation for accessing the new entitlement in September and received acknowledgement from the DfE for achieving the highest number of eligibility checks out of all local authorities in England. This was largely due to Cheshire East gaining DfE accreditation early eligibility checking and the swift implementation of IT systems that support childcare providers and parents.

A capital grant was secured from the DfE via a competitive process in order to develop the IT systems that are now in place and continue to develop in line with legislative changes. Similarly, capital grant applications to the DfE were also successful for the creation of new childcare provision to deliver the 30 hours entitlement. The total grant funding awarded to the borough for this initiative was £1.1M.

The DfE measures take up of the extended free early education entitlement by comparing the number of eligibility codes issued with the number of eligibility codes verified (i.e. child in provision). The DfE sees this as a means of ensuring that those who require a place have a place. It does not monitor take up compared to the size of the total eligible population. Therefore, an authority area with low demand would score highly.

This methodology fails to recognise that not all codes issued can be verified due to the age of the child; they are not yet eligible to start in provision. Parents that apply early for a code would not have it verified for up to 3 months, i.e. the start of the term after the code is issued. Therefore, further analysis is required to establish if the unverified codes are due to the children not yet being eligible to take up provision.

The picture for Cheshire East as at 9 October 2017 was:

2168 codes issued – 265 not yet entitled to start = 1903 entitled

1736 verified / 1903 entitled = 91% take up

This compares with the DfE take up methodology of 80%.

Take up and supply is monitored to ensure sufficiency of provision. No sufficiency issues have been reported to date. However, autumn term has the lowest occupancy rates due to the 4 year olds leaving and starting school in September. Occupancy rates increase in spring and reach the maximum in summer term. In anticipation of increased demand in summer term 2018, an additional capital programme will be made available to support the creation of new places.

#### **Key Achievements:**

- Securing £1.1M capital from the DfE to create new provision for the 30 hours entitlement in 6 locations across the borough
- Achieving the highest confirmation rate of 30 hours eligibly checks in England of 91%
- Continuing to maintain provision for 2 year olds and increasing take up

#### **Priorities**

- Ensure sufficiency of places for 2, 3 and 4 year olds to access the free entitlement as the programmes become more widely known and take up increases
- Continuity of provision in the Crewe Children's Centre nurseries

## Mainstream – Primary/Secondary

The School Organisation & Capital service has recently published (February 2018) its strategic framework as well as the detailed summary of pupil forecasts for each planning area. Below is the overall summary for both the primary and secondary sectors.

### Primary Forecasts by Planning Area

When considering the total number of pupils on roll compared to the net capacity (pupil places) as at 1 May 2017, Cheshire East as a whole is forecasted to have sufficient places to meet the demographic basic need for primary pupils for 2017 to 2021 with the surplus maintained at 6% in 2017 decreasing to 5% from 2018 to 2021.

| Primary Pupil Forecasts<br>Reception to year 6<br>Shortfall (-) or Surplus Places (+) |      |      |      |      | Primary Pupil Forecasts<br>Reception to Year 6<br>% Shortfall (-) or Surplus (+) |      |      |      |      |
|---|------|------|------|------|--|------|------|------|------|
| 2017  | 2018 | 2019 | 2020 | 2021 | 2017   | 2018 | 2019 | 2020 | 2021 |
| 1779  | 1619 | 1647 | 1653 | 1682 | 6%   | 5%   | 5%   | 5%   | 5%   |

When additional pupils from the anticipated housing developments are included in the forecasts, there are still expected to be sufficient places in 2017 and 2018 but falling below the desired operational surplus of 2% from 2019 to 2021.

| Primary Pupil Forecasts<br>Reception to year 6<br>Shortfall (-) or Surplus Places (+) |      |      |      |      | Primary Pupil Forecasts<br>Reception to Year 6<br>% Shortfall (-) or Surplus (+) |      |      |      |      |
|---|------|------|------|------|--|------|------|------|------|
| 2017  | 2018 | 2019 | 2020 | 2021 | 2017   | 2018 | 2019 | 2020 | 2021 |
| 1431  | 788  | 358  | 60   | -86  | 5%   | 3%   | 1%   | 0%   | 0%   |

## Secondary Forecasts by Planning Area

When considering the total number of pupils on roll compared to the net capacity (pupil places) as at 1 May 2017 Cheshire East as a whole is forecast to have sufficient places to meet the demographic basic need for secondary pupils for 2017 to 2023 with the surplus decreasing during the forecast period from 3278 places (13%) in 2017 to 1179 places (5%) by 2023.

| Secondary Pupil Forecasts – Years 7-13<br>Shortfall (-) or Surplus places (+) |      |      |      |      |      |      | Secondary Pupil Forecasts – years 7-13<br>% Shortfall (-) or Surplus places (+) |      |      |      |      |      |      |
|---|------|------|------|------|------|------|---|------|------|------|------|------|------|
| 2017  | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2017  | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| 3278  | 2913 | 2400 | 1975 | 1765 | 1460 | 1179 | 13%   | 11%  | 9%   | 8%   | 6%   | 6%   | 5%   |

When additional pupils from the anticipated housing developments are included in the forecasts, there are still expected to be sufficient places in 2017 to 2020 (12% surplus falling to 1%). After this time there is an anticipated shortfall of 306 places (-1%) in 2021 increasing to 1440 places (-6%) by 2023.

| Secondary Pupil Forecasts – Years 7-13<br>Shortfall (-) or Surplus places (+) |      |      |      |      |      |       | Secondary Pupil Forecasts – Years 7-13<br>% Shortfall (-) or Surplus places (+) |      |      |      |      |      |      |
|---|------|------|------|------|------|-------|---|------|------|------|------|------|------|
| 2017  | 2018 | 2019 | 2020 | 2021 | 2022 | 2023  | 2017  | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| 3005  | 2207 | 1215 | 314  | -306 | -936 | -1440 | 12%   | 9%   | 5%   | 1%   | -1%  | -4%  | -6%  |

Based upon the above data, a structured programme of school expansions are currently being approved and initiated base upon the available forecasting data. There is always levels of risk in initiating such programmes of work due to variations in housing build and subsequent yields but the service regularly update their programmes based upon emerging intelligence and will focus wherever possible on completion for the September start of a new term.

### Key Achievements:

- Significant work has been undertaken by the School Organisation & Capital Team to fully review its processes for forecasting particularly in relation to the impact of local housing.
- Consultation with School Leaders including Governors has taken place across many planning areas to share up to date information.
- Schools are now more involved in decision making processes and the feedback on this work has been very positive.

### Priorities

- To continue to review all planning areas in terms of housing impact based upon revised methodologies.
- To further develop the specifications for potential free schools based around 5-7 locations.
- To continue to monitor all capital spending mechanisms especially those delivered through asset and facilities management.

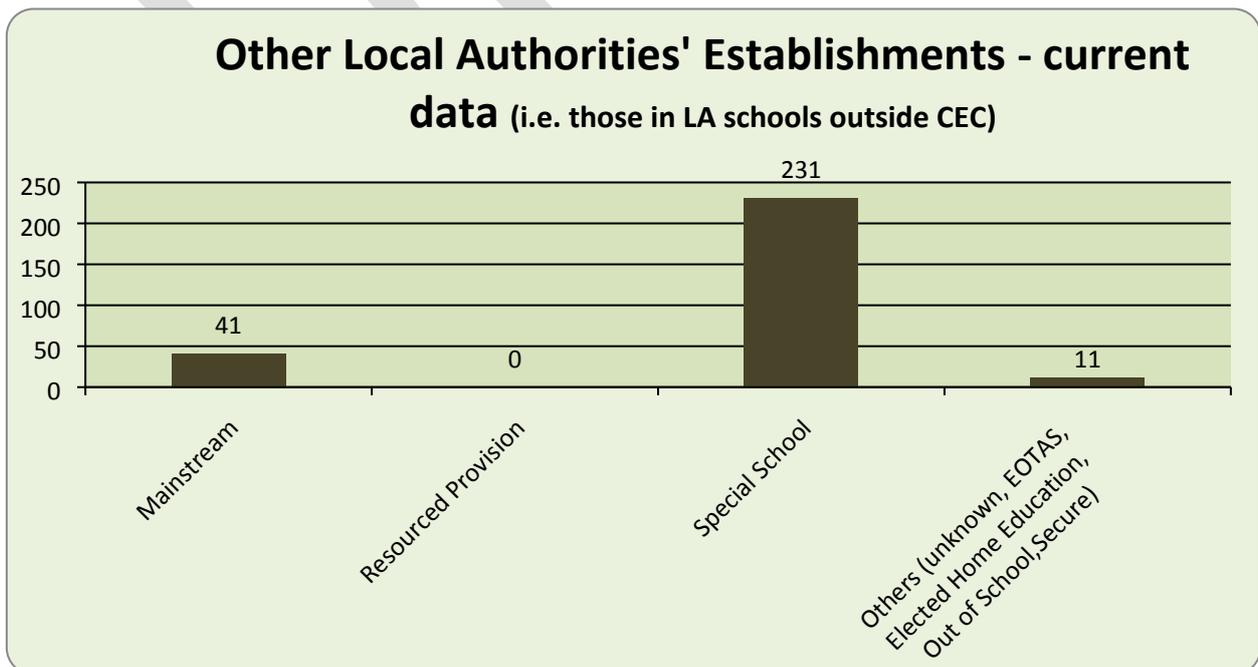
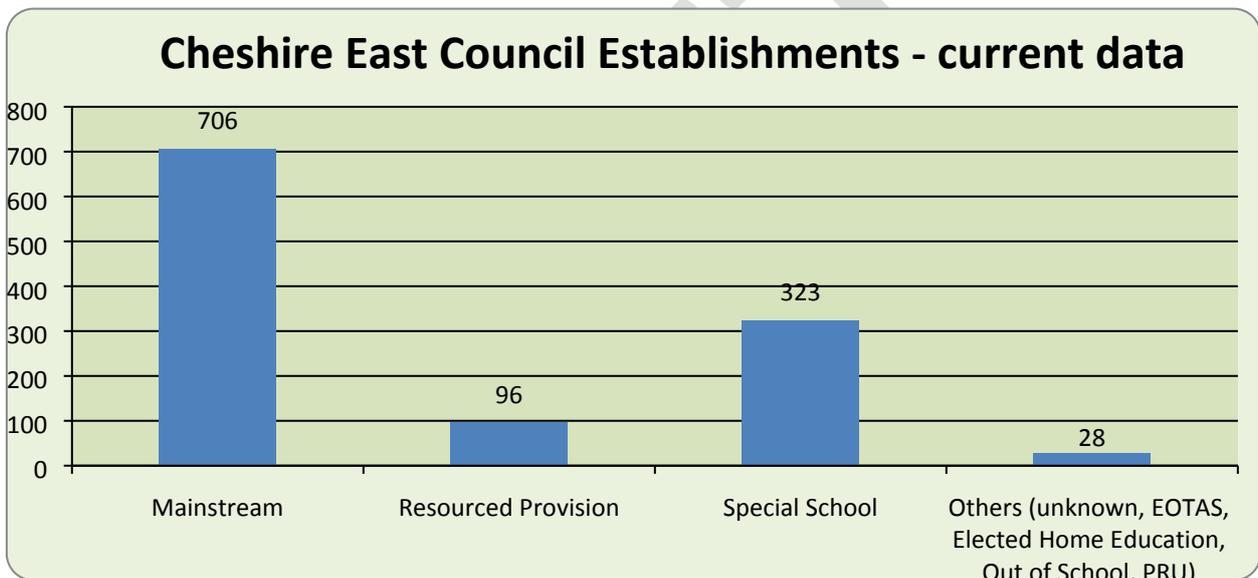
## Special Educational Needs (SEN)

### Context

The SEN agenda is an absolute priority for the Council and significant work has been undertaken in the last 12 months to provide a more robust understanding of SEN data and therefore priorities to address, clarity of governance as well as a programme to increase in-borough specialist SEN resources.

The Council is now in a stronger position to be able to address an imminent SEN OFSTED Inspection and much of this positive work has been driven through the work of the SEN Partnership Board.

The availability of the SEN Scorecard enables accurate analysis of trends especially relating to SEN learners who are out of borough. The following two tables show this theme in terms of the distribution of SEN learners within and outside Cheshire East educational establishments



Significant work has taken place over the last 12 months to draw together and consult upon a SEN strategy framework and SEN Self evaluation. Each of these key documents shows the strategic position of SEN resources and needs across the borough and our overall position in terms of successes and areas for development.

**Key Achievements:**

- The growing influence and decision making by the SEN Partnership Board and its five priority themes
- The SEN strategic Plan
- The structured SEN scorecard and its use in important decision making
- The production of the SEN 3 Year sufficiency statement
- The successful launch and implementation of the SEN Toolkit to improve inclusive practice in schools
- A 3 Year SEN Provision Plan
- A Phase 1 programme of capital investment into 6 schemes to increase SEN provision across the borough

**Priorities**

- To provide a systematic and timely response to the recent SEN inspection so that key lines of enquiry are addressed.
- To address better outcomes for SEN learners especially those at SEN support.
- To ensure that every aspect of the SEN inspection framework is carefully considered in advance of an imminent inspection
- To continue to strengthen collaborative working and embed positive developments relating to the SEN toolkit, Partnership Board workstreams and increased SEN provision across the borough.

### 3.2 Capital Developments/Provision

Capital funding for the provision of additional pupil places arising from demographic need is provided by the Education Skills Funding Agency (ESFA) in form of the Basic Need Grant. The funding is provided on an annual basis. In order to obtain this funding the Local Authority submits pupil forecasts and school capacity information to the EFA each year. The gap between existing provision and projected need forms the basis of the capital allocation.

In addition developer contributions have been sought to fund additional provision arising from new housing. Wherever practical, pupils from new housing developments are accommodated at existing schools where sufficient permanent capacity already exists. Where additional places have to be provided, with the co-operation of the Local Planning Authority the Local Authority has sought to secure a developer contribution to fund the provision of any additional permanent places needed. This involve contributions towards the expansion of an existing school or full or part payment of a new school.

Housing development will only be taken into account within the pupil forecasts when there is some level of certainty that the development will occur within the timeframe of the forecast. Certainty will be measured as the point at which the planning application has received approval. It is important to note, that all pupil yields generated from developer enquiries and planning applications will be taken into account in the order they are received when calculating subsequent developer contributions due to their cumulative effect on the demand for school places.

| Year                 | Basic Need Funding | Targeted Basic Need |
|----------------------|--------------------|---------------------|
| 2011-2012            | £1,548,915         |                     |
| 2012-2013            | £1,702,420         |                     |
| 2013-2015            | £4,850,889         | £2,517,340          |
| 2015-2016            | £2,797,194         |                     |
| 2016-2017            | £4,531,325         |                     |
| 2017-2018            | £4,691,977         |                     |
| 2018-2019            | £15,054,623        |                     |
| 2019-2020            | £0                 |                     |
| Total                | £35,177,341        | £2,517,340          |
| <b>OVERALL TOTAL</b> | <b>£37,694,681</b> |                     |

In terms of Section 106 contributions for education, as of October 2017, over 130 separate funding agreements had been signed which can be utilised to improve the sufficiency of pupil places. The table below summarises the total expected across each phase.

NOTE: these contributions will release funding up until 2030 in line with the Local Plan levels of need.

The Appendices show an overview of current programmes of work across planning areas.

|                    | Primary            | Secondary          | SEN               | Total              |
|--------------------|--------------------|--------------------|-------------------|--------------------|
| <b>Grand Total</b> | <b>£23,915,763</b> | <b>£13,245,249</b> | <b>£1,652,002</b> | <b>£38,813,013</b> |

## Alternative Provision

The Crescent ( Hungerford Primary School ) – provides provision for permanently or at high risk of permanent exclusion from primary schools and involves a programme of support to promote successful reintegration back into mainstream provision.

The Fermain Academy opened for the first time in September 2015 and supports students from across East Cheshire and is based in Macclesfield. The Academy supports individuals that struggle with conventional education and we work hard to support, engage and raise the aspirations of every student. Through a bespoke programme of study and varied approaches to a challenging curriculum, it is intended to constantly promote a 'love of learning'.

Oakfield Lodge Pupil Referral Unit – Provides for permanently excluded secondary learners as well as some outreach work to support schools with learners at risk of permanent exclusion.

Cheshire Alternative Provision School is located in Centenary Place, Congleton and is an independent AP provider. This mixed-sex school has a capacity of 50 pupils, aged from eleven up to sixteen.

### The Alternative Providers Directory

Cheshire East Council has replaced its previous printed Directory with an on-line version accessed through the Council's Live Well website. This increases accessibility and allows the information to be updated by providers as and when their offer changes, ensuring currency of content.

The Directory is accessed via the 'Education, Employment and Money Matters' button on the Live Well website. Currently 11 providers have listed their alternative provision offer and more are being encouraged to do so. Schools are urged to consider using alternative providers to deliver programmes that will help to re-engage their pupils, reduce the risk of them dropping out of education or training post-16 and support the Raising the Participation Age (RPA) strategy.

## 3.3 Traded Services

Cheshire East Council has for many years offered to schools a range of traded services which draws upon our specialist skills and expertise to support schools to manage their estate and support pupils and staff to work within legal and statutory frameworks. The offers to schools are amended each year to adapt to changing needs and regulations and these offers are publicised through a web based portal – CHESS – Cheshire east Educational services to Schools.

Schools can purchase these packages of support through this portal and the Council continues to communicate with schools via this route over the course of the year to ensure high quality service is provided. The table below shows the range of services and trading levels for the last two years.

Cheshire East schools Catering Service offers a very high quality and comprehensive offer to our schools. Not only does this service have a reach to around 100 schools in terms of direct delivery of catering services, it works very hard to deliver the highest quality of foods for our young people. Achieving the GOLD standard through the Soil association is something the Council is very proud of which means that locally sources and high quality foodstuffs are part of our everyday offer to schools. The budget for this service is around £36 Million per year.

| <b>Name</b>   | <b>16/17<br/>(Services &amp;<br/>Training)</b> | <b>17/18<br/>(Services /<br/>no training<br/>currently) at<br/>27.7.17</b> |
|---|--|--|
| Attendance Service  | £6,800.00                                      | £15,395.00   |
| Benefit Platform - Rewards Centre   | £4,851.75                                      | £6,093.00  |
| Communications & Media Relations  | £22,680.00                                     | £20,210.00   |
| Construction and Property Services (Asset Management Service)                               | n/a  | £1,400.00  |
| e-CWIP (HR Contractual Administration)  | £187,413.66                                    | £183,540.00  |
| e-CWIP (Payments and Income)  | £96,021.30                                     | £86,114.80   |
| e-CWIP (Payroll)  | £211,036.43                                    | £183,040.00  |
| Education All Risks Scheme  | £63,444.03                                     | £26,946.75   |
| Education HR Consultancy  | £389,659.63                                    | £372,965.64  |
| Education Library Service   | £255,045.00                                    | £211,205.00  |
| Environmental Health  | £46,217.00                                     | £43,730.00   |
| Facilities Management Service   | £137,901.00                                    | £154,510.00  |
| FFT Aspire Fischer Family Trust Schools Data Analysis                                       | £13,180.00                                     | £22,000.00   |
| Financial Management Support  | £243,011.24                                    | £234,705.00  |
| Health and Safety Management  | £93,992.91                                     | £87,785.79   |
| ICT Services  | £900,535.70                                    | £818,638.00  |
| Insurance   | £479,089.89                                    | £363,312.67  |
| Learning Outside the Classroom and Educational School Visits                                | £56,535.60                                     | £51,239.88   |
| Legal Services  | £102,000.00                                    | £93,400.00   |
| Long Term Sickness Insurance Scheme   | £165,043.00                                    | £145,968.00  |
| Newly Qualified Teachers  | £9,375.00                                      | £9,508.00  |
| Occupational Health   | £121,257.75                                    | £112,361.80  |
| School Governance & Liaison Service   | £243,977.96                                    | £259,628.46  |
| Science, Technology & Art Health & Safety Advice, Risk Assessment & Support (CLEAPSS & RPA) | £11,534.08                                     | £10,947.01   |
| Strategic Procurement Advice  | £4,400.00                                      | £2,000.00  |
| Teacher Assessment Moderation and National Test Monitoring Service (TAMNT)                  | £29,780.00                                     | £12,600.00   |
| Trade Union Facility  | £4,596.10                                      | £3,007.00  |
|   |  |  |
| <b>Total</b>  | <b>£3,899,379.03</b>                           | <b>£3,523,956.66</b>   |

### 3.4 School Improvement

As more schools become academies and the increasing role and function of the RSC teams in monitoring academies in terms of outcomes and accountability, the strategic priority for the Council is to act as the essential coordinator and facilitator of school improvement through harnessing all resources to maximise learner outcomes.

*Across the borough of Cheshire East, the following profile of schools currently exists ( February 2018)*

|    |                                     |    |                               |
|----|-------------------------------------|----|-------------------------------|
| 1  | Free School – Secondary             | 5  | Maintained Secondary          |
| 1  | Free School – Special               | 12 | Secondary Academy Converter   |
| 1  | Nursery                             | 3  | Secondary Academy Sponsor Led |
| 73 | Maintained Primary                  | 2  | Maintained Special            |
| 46 | Primary Academy Converter           | 1  | Special Academy Converter     |
| 5  | Primary Academy Sponsor Led         | 1  | Special Academy Sponsor Led   |
| 1  | Pupil Referral Unit                 | 1  | Studio School                 |
| 1  | Free School – Alternative Provision | 1  | University Technical College  |

#### **Academies v maintained schools**

Based upon the above school profile, the current position for Cheshire East shows that 47% schools are academies and 53% remain maintained.

There are now 32 known Multi Academy Trust (MAT) operating across Cheshire East. Some of these currently contain single schools but have the ability to grow as further schools convert. MATs include Fallibroome Trust, The Adelaide Academy Trust and The Aspire Educational Trust.

In November 2017, the revised school categorisation process resulted in 12 schools being identified as INTENSIVE and 32 as TARGETED (see below for detail). These schools are identified as our more vulnerable schools and therefore in requirement of additional support by local Authority interventions as well as other sector led initiatives.

Such schools are likely to be included in current and future SSIF bids (see later section) as well receiving support through sector leads including National Leaders in Education (NLE) and National Leaders in Governance (NLG).

Much work has been undertaken across all phases to generate a comprehensive review of specialist leaders and integrate the work of the FOUR Teaching School Alliances across Cheshire East to ensure all schools are aware of and can access support through such alliances.

#### **School categorisation & Interventions**

In November 2017, the Authority issued to all schools with a revised schools categorisation letter which outlined their 'status' in terms of their overall effectiveness and outcomes. Any process which makes judgements on the effectiveness and quality of provision must develop robust and meaningful criteria upon which decisions are taken. It is important to stress that the intention of this programme is to promote sustainable yet targeted support to schools in those areas where there is a definable level of need for a definable length of time. It is NOT an approach to Identify or 'label' a school which is 'failing'. Every school will both go through a cycle of improvement over several years which can see levels of vulnerability increase or decrease due to a complex range of factors. If we are effective, this policy will not only identify early the potential signs of vulnerability but provide the solutions through sector led improvement to identify and initiate solutions to address such emerging concerns.

Previously, judging or categorising schools has been fundamentally based upon school performance criteria alongside the outcomes from Ofsted. Whilst such evidence is both valid and important, schools can become vulnerable due to a wider range of factors which need to be recognised. The work of various Local Authority Service Teams addresses much of this wider agenda and therefore the process of categorisation has to now been broadened to encompass a more diverse range of factors. Again, this categorisation process should NOT be considered in a negative content. Every school, even those judged as outstanding by Ofsted are vulnerable in certain areas – one such factor will be the length of time since the last inspection. Therefore, in working with schools on this revised approach, it is essential to consider vulnerability in three ways; as a point in time, as a level of intensity and as a process which is solution focused.

#### Core and additional factors within the categorisation process

The recent review of existing or emerging factors which contribute to the categorisation of schools has identified the need to use a CORE set of factors – i.e. those which are seen as having greater weighting, alongside ADDITIONAL factors which may be more variable in their application of level of influence.

The three Core factors are summarised below:

1. School Performance/Pupil Outcomes
2. Safeguarding of Pupils
3. School Finance/ Budget Management

The additional factors which will also be considered include:

1. Educational Welfare Service.
2. Fair Access Protocol
3. SEND Service Teams
4. School HR Service
5. School Organisation & Capital schemes.
6. Ofsted Complaints
7. Virtual School
8. H&S issues

Note: The Local Authority may not hold all information for academies therefore judgment has to be applied and not on exact weighting.

#### Levels of Categorisation

In previous years, the Improving Outcomes Programmes (IOP) programme utilised 4 levels of categorises which were applied to every Cheshire East School. Predominantly, the majority of schools were judged as ‘universal’. In reviewing these categorised, it is felt that there needs to be some minor changes to these levels which we hope will help to provide greater clarity to the process.

The revised levels are:

##### Universal

*Schools where pupil achievements are consistently high, pupils are safe, long term financial management is strong and where there is limited evidence of vulnerability currently seen.*

##### Universal Plus

*As above but there are identified factor(s) which increase vulnerability often for a particular reason – e.g. New Headteacher/Governing Board.*

### Targeted

*Evidence shows a trend in certain factors which results in increased levels of vulnerability.*

### Intensive

*Evidence shows trends of sustained vulnerability which requires more long term support/challenge to accelerate whole school improvement.*

The 6 weekly Vulnerable Schools meetings provide an opportunity to review the progress of all school but especially those judged as Intensive and Targeted. Planned work initiated by the Authority or brokered via sector leads will be monitored via these meetings.

## **Strategic Regional Improvement Board (SRIB) & Strategic School Improvement Fund (SSIF)**

Cheshire East now sits within a national school improvement framework as part of the West Midlands Group governed through the Regional Schools Commissioner for this region – Christine Quinn. The RSC lead meets with the four sub regional Authorities – CE, CWAC, Staff and Stoke on a regular basis – this is known as the Sub Regional Improvement Board (SRIB) group. The Authority has meaningful dialogue with Christine Quinn and her team over a range of matters primarily linked to academy schools.

The £140 million Strategic School Improvement Fund is a grant to support primary, secondary, middle, all-through, alternative provision and special academies and maintained schools, and pupil referral units. It is intended to further build a school-led system, and aims to target resources at the schools most in need to improve school performance and pupil attainment; to help them use their resources most effectively, and to deliver more good school places.

The fund will support a broad range of school improvement activities including, but not limited to, improving leadership, governance, teaching methods and approaches, and financial health and efficiency. The fund will support medium- to long-term sustainable activities across groups of schools with a preference towards school-led provision, that is, support provided by schools, for schools.

Teaching schools, multi-academy trusts and local authorities can submit to the Department for Education applications for funding on behalf of the sector to address local improvement priorities across groups of schools. To ensure that support reaches those schools which need it most, and in the most effective way, we expect that, in shaping these applications, regional schools commissioners, multi-academy trusts, local authorities, the Teaching Schools Council, and diocesan representatives will work collaboratively with schools to bring together their local intelligence to identify shared improvement priorities.

The successfully submitted Round 2 bid, whilst retaining a collaborative approach across Teaching Schools, MATS and CWAC, was brokered and submitted as Cheshire East Authority as the named lead partner – Jacky Forster as named Senior Responsible Officer.

The overarching theme of this bid was targeted at improving outcomes for disadvantaged pupils (those eligible for Pupil Premium) who also have low maths outcomes and who have poor parental engagement/support. Both primary and secondary schools across the two Authorities were targeted using primarily 2016 school performance data. In total, 39 schools would be supported through this bid – 20 CE schools and 19 CWAC.

The above areas of focus strongly match the regional priorities as agreed by the SRIB group. In total, the value of funding applied for within this bid was £615,000.

Other bids were submitted by other stakeholders in the West Midlands region but primarily, only two bids directly impacted on CE schools – our own CE led bid and one lead by Aspirer Teaching

School Alliance (lead Ash Grove School in Macclesfield) which focuses upon literacy across KS2 and 3.

### **3.5 School Governance & Liaison**

A core function of the Education Directory is to establish and maintain highly effective communication routes with all schools. The work of the specialist Liaison officers is to act as the conduit for sharing and promoting a regular interface with schools which acts two ways and keeps all institutions updated and aware of emerging issues, changes in national and local policy as well as developing programmes of work or training.

The key forms of communication include:

- a. A weekly bulletin available to all schools which captures a wide range of information presented under structured headings.
- b. A termly Directors Report which provides detailed summaries of current or emerging themes which the Director of Education ascertains as being essential to all school leaders and Governors
- c. A Trading portal – CHESS which provides details of all current and emerging via a web based portal.
- d. Bespoke communications to all schools where a theme is considered of vital importance to all schools – e.g. School closures due to Snow, medical alerts.

In addition to the above, the Local Authority Governance & Liaison Service, in conjunction with the elected Governor committee undertake a comprehensive programme of training events for school governors to compliment the ongoing work to establish the highest quality leadership skills in our schools. This CPD programme draws upon specialist leads to provide up to date training and culminates in an annual summer Governor Conference where national speakers provide the strategic stimulus to challenge our leaders to embrace change management in line with emerging national trends and initiatives.

This year has seen the move to commission the use of Governor Hub with schools which is a web based resource which provides a range of advantages to school boards to self-manage their governance needs and draw upon resources available through on-line systems. This programme of work is currently being rolled out to schools at a reduced cost based upon a Local Authority commission.

#### **School Associations – Primary and Secondary**

Each sector has subscribed memberships of schools and holds a programme of strategic meetings where key themes and priorities are addressed and debated for the benefit of all schools

The primary sector (ECAPH) has a monthly meeting of Cluster leads who meet with the appointed Chair (currently Andy Hodgkinson) with each lead acting as a key link to promote cluster working. There are termly conferences for all schools as well as an annual residential conference. The Chair puts out a weekly newsletter of important messages to schools.

The secondary sector CEASH has bi-monthly meetings of all Headteachers with again key themes covered as raised by schools themselves.

For each phase, the interface between the two associations and the Local Authority continues to be strong and there are regular sessions at each meeting where in-depth discussions take place. These

are fundamentally based around the 9 strategic priority areas which have been agreed through the work of the Education & Skills Board with appointed sector leads acting as the conduit for change.

### 3.6 National Fairer Funding

Cheshire East welcomed a move to national fairer funding but when information became available in December 2016 there was frustration that the changes to funding would have a negative rather than expected positive impact.

This prompted a significant adverse reaction from councils and schools in many areas. Across Cheshire East a robust campaign was launched which involved Schools, Local Authority and MPs working together to lobby at every level.

The Cheshire East response was that a reduction in the basic per pupil amount was acceptable, as long as it provided enough funding to run a school where no other funding was triggered. The campaign included:

- Local representatives meeting with the minister.
- A number of local rallies
- Significant media engagement to demonstrate the potential impact of the changes
- Briefings held with all head teachers and Chairs of Governors to ensure a consistent message was contained within responses to the consultation, but without a common script.
- Parents supported by schools to put forward responses to the consultation
- A petition was submitted to the Secretary of State signed by all school and Local Authority
- Local representative met with Education Funding Agency officials to share robust evidence of the negative impact of the proposed changes.

**This demonstrated a true partnership and collaborative approach with residents, schools, the Local Authority and MPs working together with a shared and robust message and ask.**  
**Outcome**

In September 2017 the Government released the final outcome of the consultation processes to introduce a NFF for schools and high needs from 2018/19.

The outcome of the consultation resulted in an increase in funding of over £4m compared to a the proposed reduction in funding of -£4.1m (-2.1%) for Cheshire East schools. Also included is the introduction of minimum total per pupil funding levels:

- £3,300 Primary, £4,600 Secondary in 2018/19.
- £3,500 Primary, £4,800 Secondary in 2019/20.

The additional funding provided and minimum per pupil funding levels are recognition that the matters which were the basis of the Cheshire East Campaign.

In addition, High Needs Funding was initially proposed to have a 7.5% reduction for the Council. This has improved to an increase of 1.1%.

## 4. Attainment & Progress

### 4.1 Early Years

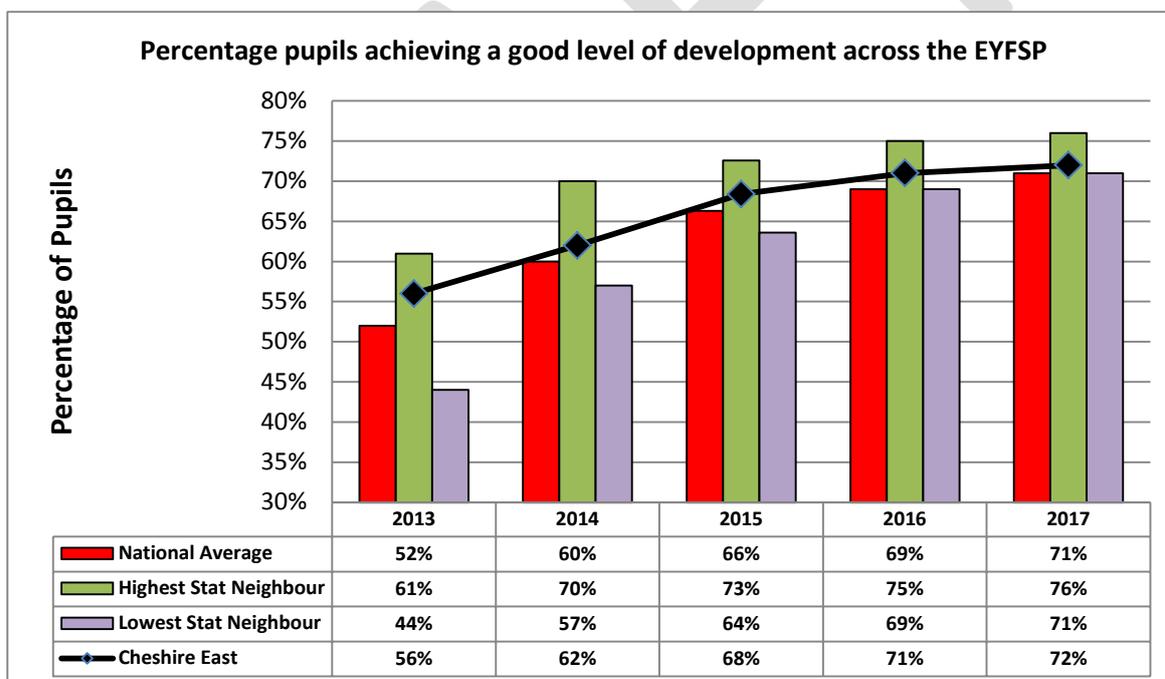
#### Context

At the end of the reception year children aged 4 – 5 are assessed as Emerging, Expected or Exceeding the 17 Early Learning Goals (ELGs) of the Early Foundation Stage Profile (EYFSP) giving a point scale from 1 to 3. Children are considered to have achieved a good level of development if they achieve at least the expected level in all eight of the ELGs in the three prime areas of learning plus literacy and mathematics.

This year assessments were received from 125 schools for 4259 pupils.

#### Attainment and Progress

##### Percentage of Pupils achieving a Good Level of Development over the last five years



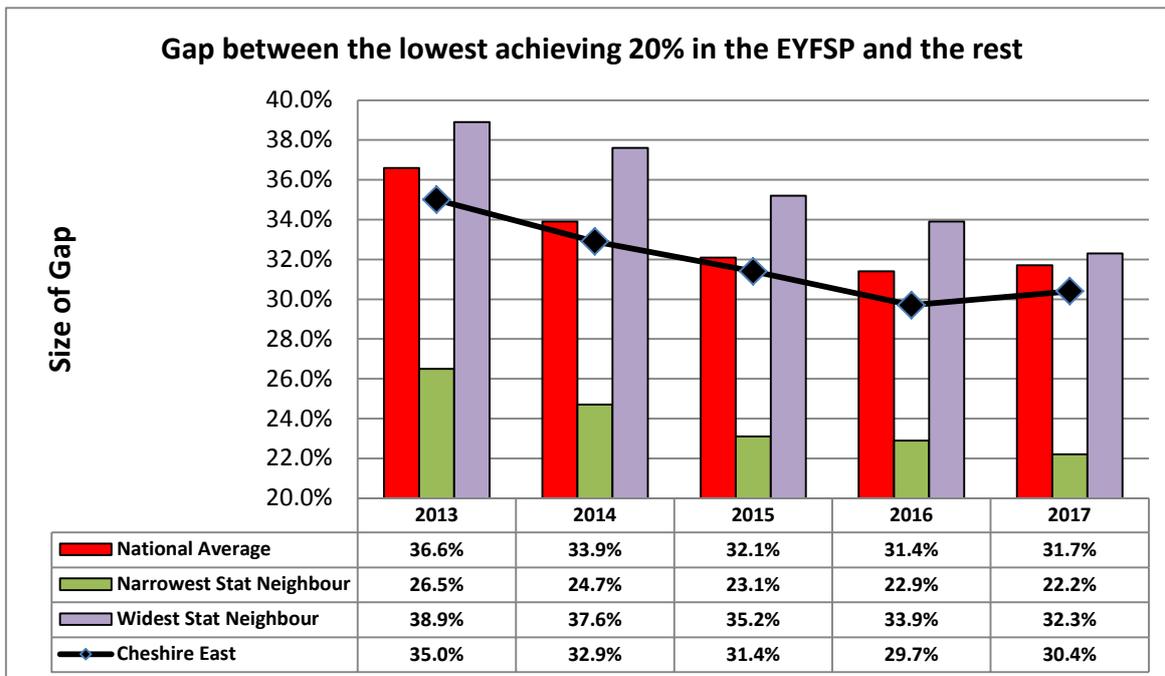
## Percentage of Pupils achieving at least the expected level in each of the 17 Early Learning Goals

Table 1 – Early Years Foundation Profile Outcomes 2016/17

|  | Cheshire East | National  | Highest Stat Neighbour | Lowest Stat Neighbour |                                  |
|--|---------------|-----------|------------------------|-----------------------|----------------------------------|
| <b>Communication and Language (at least expected in ALL Aspects of CLL)</b>                  | <b>82</b>     | <b>82</b> | <b>89</b>              | <b>81</b>             | <b>Good Level of Development</b> |
| • Listening and Attention  | 86            | 86        | 92                     | 85                    |                                  |
| • Understanding  | 86            | 86        | 92                     | 85                    |                                  |
| • Speaking   | 86            | 85        | 92                     | 85                    |                                  |
| <b>Physical Development (at least expected in ALL Aspects of PD)</b>                         | <b>87</b>     | <b>88</b> | <b>92</b>              | <b>87</b>             |                                  |
| • Moving and Handling  | 89            | 90        | 94                     | 89                    |                                  |
| • Health and Self-care   | 92            | 91        | 96                     | 90                    |                                  |
| <b>Personal, Social and Emotional Development (at least expected in ALL Aspects of PSED)</b> | <b>86</b>     | <b>85</b> | <b>91</b>              | <b>85</b>             |                                  |
| • Self-confidence and Self-awareness   | 90            | 89        | 94                     | 89                    |                                  |
| • Managing Feelings and Behaviour  | 89            | 88        | 93                     | 88                    |                                  |
| • Making Relationships   | 91            | 90        | 94                     | 89                    |                                  |
| <b>Literacy (at least expected in ALL Aspects of Lit)</b>                                    | <b>74</b>     | <b>73</b> | <b>78</b>              | <b>72</b>             |                                  |
| • Reading  | 77            | 77        | 83                     | 75                    |                                  |
| • Writing  | 75            | 73        | 79                     | 73                    |                                  |
| <b>Mathematics (at least expected in ALL Aspects of Mat)</b>                                 | <b>79</b>     | <b>78</b> | <b>83</b>              | <b>78</b>             |                                  |
| • Numbers  | 80            | 79        | 84                     | 79                    |                                  |
| • Shapes, Space and Measurement  | 83            | 82        | 88                     | 81                    |                                  |
| <b>Understanding the World (at least expected in ALL Aspects of UTW)</b>                     | <b>85</b>     | <b>84</b> | <b>92</b>              | <b>83</b>             |                                  |
| • People and Communities   | 87            | 86        | 94                     | 86                    |                                  |
| • The World  | 87            | 86        | 93                     | 86                    |                                  |
| • Technology   | 93            | 93        | 97                     | 91                    |                                  |
| <b>Expressive Arts and Design World (at least expected in ALL Aspects of EAD)</b>            | <b>87</b>     | <b>87</b> | <b>94</b>              | <b>84</b>             |                                  |
| • Exploring and using Media and Materials  | 89            | 89        | 95                     | 87                    |                                  |
| • Being Imaginative  | 89            | 88        | 95                     | 86                    |                                  |

DRAFT

A separate measure is made to assess the gap in achievement between the average score of the lowest scoring 20% of pupils and the median score of the other 80%



### Key Achievements:

- The percentage of children in Cheshire East achieving a Good Level of Development is still above the national figure and continues to increase but at a slower rate.
- Cheshire East children are more likely to be at or above the expected level in most of the Early Learning Goals than children nationally.
- The performance gap between the lowest performing children and the rest has grown this year, as it has nationally. On the plus side the gap in performance between boys and girls has seen a significant narrowing, partially due to a slight drop in the percentage of girls achieving the Good Level of Development but mainly due to a 2.5% increase in the number of boys achieving this level.
- Children's attainment raised and the gap narrowed in the schools in the top 30% through a targeted programme of training and support.
- Increase in children achieving age related expectations, at age 2, through the use of the WellComm screening tool and the provision of appropriate interventions and strategies.

### Priorities

- To continue the Raising Attainment programme of targeted training and support focussing on our most vulnerable children. This programme is delivered in close partnership with the Aspirer Teaching school.
- To maintain and develop the targeted work with the LAs Maintained Nurseries
- To continue to support our eligible 2 year olds to access their early education, monitoring and tracking their progress from their baseline, identifying children not reaching age related expectations and supporting the provision of appropriate support
- To maintain the LA focus on Communication and Language
- To maintain close working relationships with the health visiting service re the 2 Year Old Integrated Review.

## 2, 3 & 4 Year Old Take Up

### Take up of Funding for Early Years Education

| Take up of Early Years funding |             |             |             |
|--------------------------------|-------------|-------------|-------------|
|                                | Autumn 2016 | Spring 2017 | Summer 2017 |
| 2YO                            | 75%         | 76%         | 78%         |
| 3 & 4 YO                       | 96 to 98%   | 96 to 98%   | 96 to 98%   |

#### Key Achievements:

- Take up of the universal 15 hours of free early years education for three and four year olds continues to be very high. It is difficult to assess exact numbers and percentages as the term in which a child becomes eligible depends on when their birthday falls, population estimates for particular year groups are generally inexact and there is movement across the authority border.
- Take up of the 15 hours funding available for 2 year olds in families in receipt of particular benefits continues to grow slowly as it becomes more established.

#### Priorities

- To increase the take up of the 2 year old offer, supporting parents are appropriate
- To continue to monitor the hours accessed by children re the universal/extended offer

## 4.2 Primary Phase

### Context

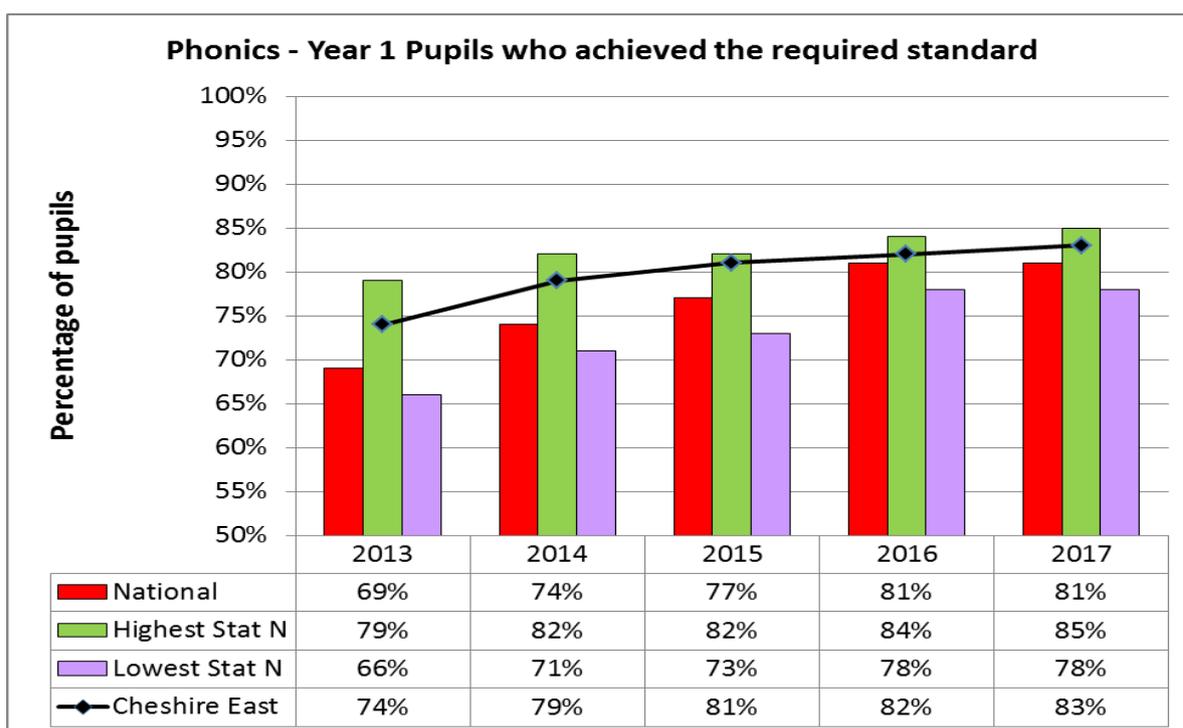
For 2017, KS1 national curriculum test outcomes have continued with Scaled scores as introduced in 2016. A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil scores in a test, based on the number of questions they answered correctly. Tests are developed each year to the same specification, but because the questions must be different, the difficulty of tests may vary slightly each year. This means we need to convert the raw scores pupils get in the tests into a scaled score, to ensure we can make accurate comparisons of pupil performance over time.

A scaled score of 100 will always represent the expected standard on the test. Pupils scoring 100 or more will have met the expected standard on the test. Pupils will take tests in the following curriculum areas:

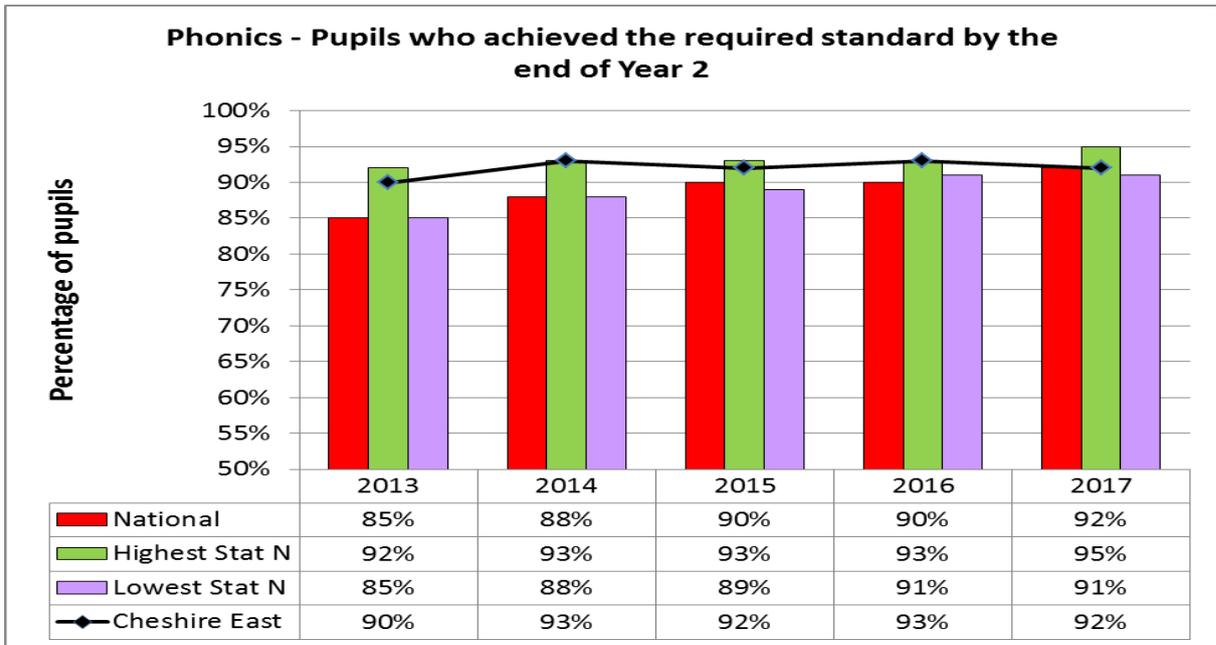
- English reading Papers 1 & 2
- English grammar, punctuation and spelling Papers 1 & 2
- mathematics Paper 1: arithmetic & Paper 2: reasoning

### Phonics

The phonics check was introduced in 2012.



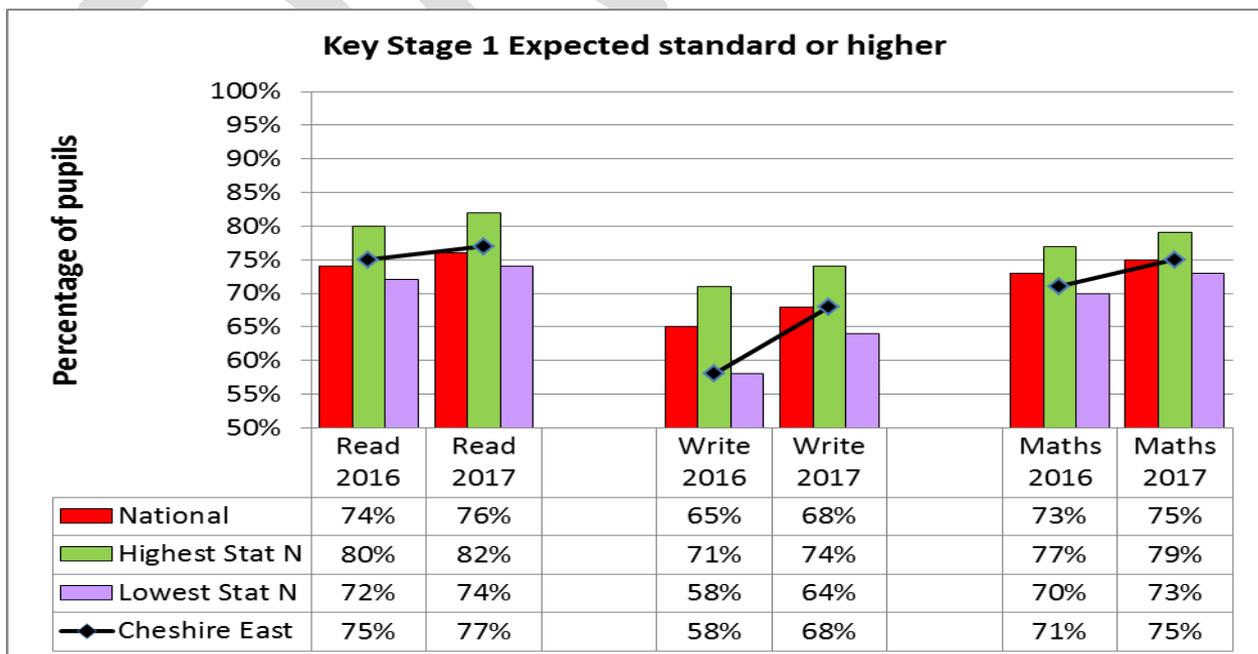
Cheshire East has improved the percentage of year 1 pupils achieving the required standard every year since the introduction of the phonics check. The 2017 figure is 83% and is 2pp above national. The only statistical neighbour to achieve a higher result than ours was Solihull. Two thirds of our primaries achieved the same or higher results than national. We were above the North West average by 3pp and shared first place within NW local authorities. Nationally we ranked equal 33<sup>rd</sup>.



Pupils who did not achieve the required standard or did not take the phonics check in Year 1 are eligible to take it at the end of Year 2. This year Cheshire East had a slightly lower percentage than last year, but matched national. We are no longer the highest of our statistical neighbour group and are 3 pp behind the highest results. We are 1pp above the North West average, equal 5th within the NW and ranked equal 59th nationally.

**Key Stage 1**

The new national curriculum has been taught in all local authority maintained primary schools, and some academies, in England since September 2014. Those pupils who are at the end of Key Stage 1 (KS1) (completion of Year 2 – aged 6-7) in May 2017 were the second cohort to be assessed against the new national curriculum.



This year Cheshire East results at the expected standard or higher improved. Writing saw the biggest increase, improving by 10 pp. Writing and maths are now equal to national, with reading 1pp above national. Nationally, our rank order position for reading is equal 45<sup>th</sup>. Our writing was equal 77<sup>th</sup> and maths equal 74<sup>th</sup>, but these are greatly improved on last year when they were equal 138<sup>th</sup> and equal 93<sup>rd</sup> respectively.

When compared to statistical neighbours for reading we are equal 6<sup>th</sup> and for both writing and maths we are equal 8<sup>th</sup>. Within the North West, for reading we are 4 pp above the average and in equal 2<sup>nd</sup> place compared to other local authorities in the group. For writing, we are 2pp above the average and in equal 5<sup>th</sup> place. We are 2 pp above the average for maths and in equal 4<sup>th</sup> place.

## Key Stage 2

The new national curriculum has been taught in all local authority (LA) maintained primary schools, and some academies, in England since September 2014. Those pupils who are at the end of KS2 in May 2017 were the second cohort to be assessed against the new national curriculum.

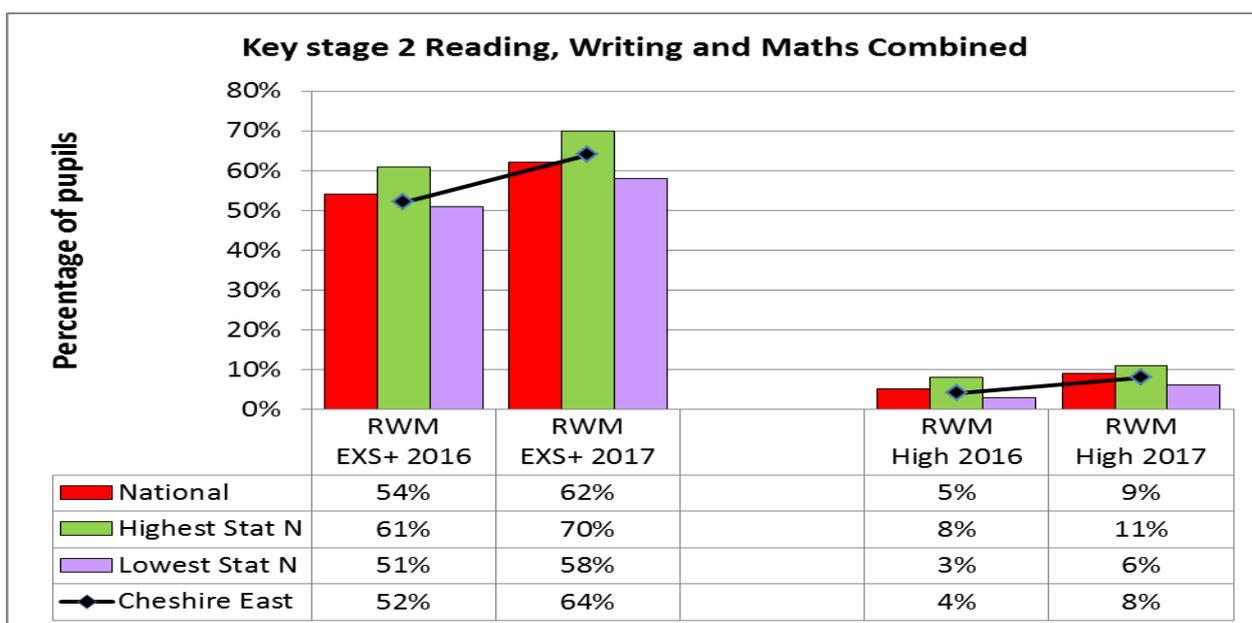
There are 5 schools below the Floor Standard, which is a reduction from 13 last year. They are Bridgemere, Christ the King, Hungerford, Hurdsfield and Warmingham.

There are 4 schools that meet the Coasting definition. They are Edleston, Mablins Lane, St John the Evangelist and St Mary’s Crewe.

*(The above two measures relate to national identified levels which are set based as a benchmark for all schools. Floor standards change annually whereas coasting schools school low outcomes over three years).*

The graphs below show the percentage of children achieving the expected standard or better (EXS+). Also shown are the results for achieving a higher standard or greater depth (High). For reading, grammar, punctuation and spelling (GPS) and maths this means achieving a scaled score of 110 or more. For writing it means achieving a teacher assessment of greater depth.

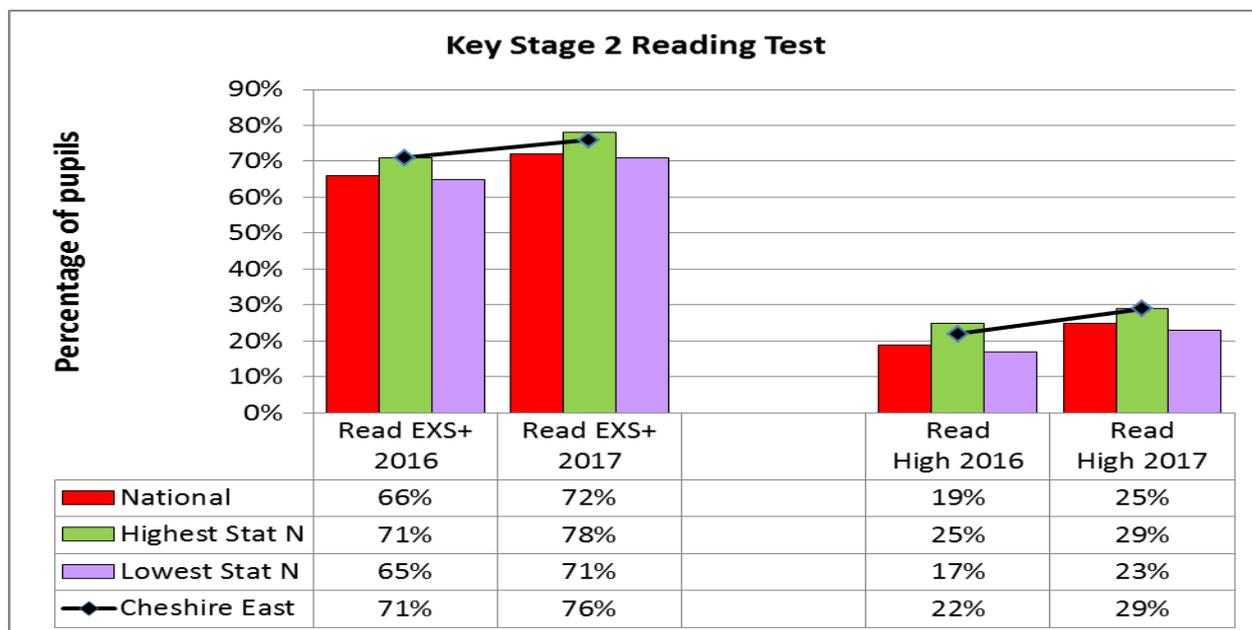
### Combined Reading, Writing and maths (RWM)



Our result at the expected standard or higher was 12 pp better than last year. This was mainly due to the improvement in writing. We also increased our higher standard result by 4 pp. We are now above national for EXS+ by 2pp, but a higher standard remains 1pp behind. Nationally, our rank order position for EXS+ is equal 46<sup>th</sup> and for a higher standard we are equal 79<sup>th</sup>, both being better than last year.

When compared to statistical neighbours for EXS+ we are 4<sup>th</sup>, but for a higher standard we are low at equal 9<sup>th</sup>. Within the North West, we are 3 pp above the average EXS+ and equal 4<sup>th</sup> within this group of 23 local authorities. For a higher standard, we are equal to the average hold equal 6<sup>th</sup> place.

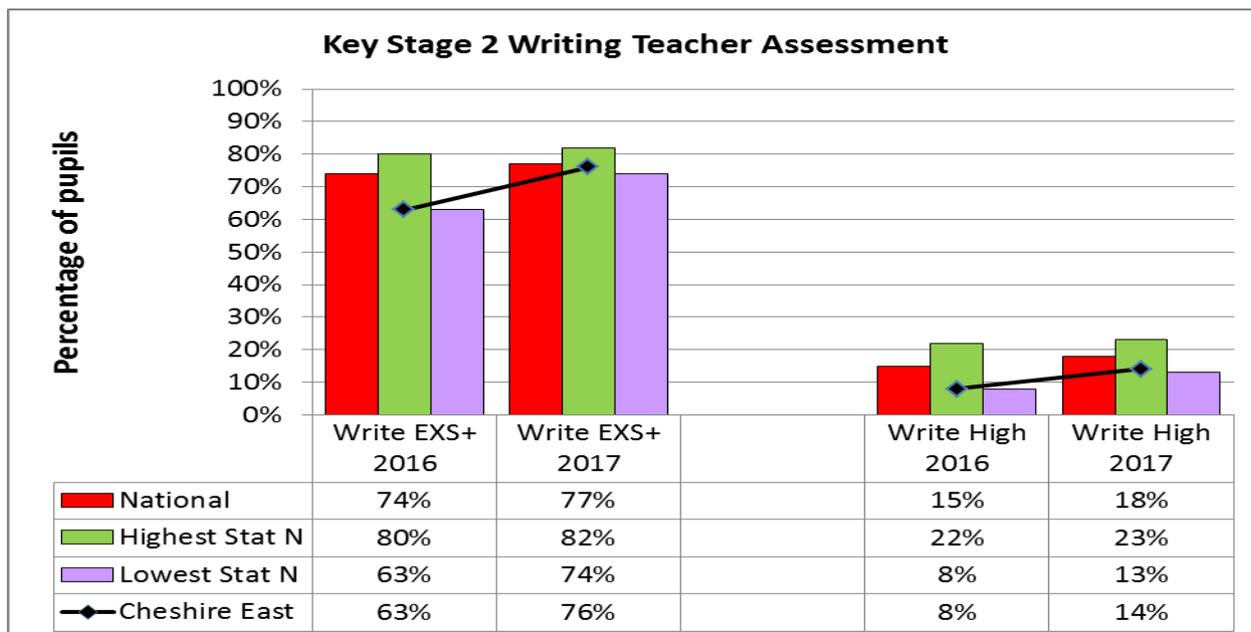
## Reading



The expected standard or better improved by 5 pp in Cheshire East. We saw a 7 pp increase for a higher standard. We are above national by 4pp for both EXS+ and a higher standard. Nationally, our rank order position for EXS+ is equal 27<sup>th</sup> compared to equal 24<sup>th</sup> last year and for a higher standard we are equal 22<sup>nd</sup> compared to equal 28<sup>th</sup>.

When compared to statistical neighbours for EXS+ we are equal 2<sup>nd</sup>, slightly down from equal 1<sup>st</sup> last year. For a higher standard we have risen from the middle ranks and now hold equal 1<sup>st</sup> place. Within the North West, we are 4 pp above the average EXS+ and rank equal 3<sup>rd</sup>. We are 6 pp above the average for a higher standard and in 2<sup>nd</sup> place.

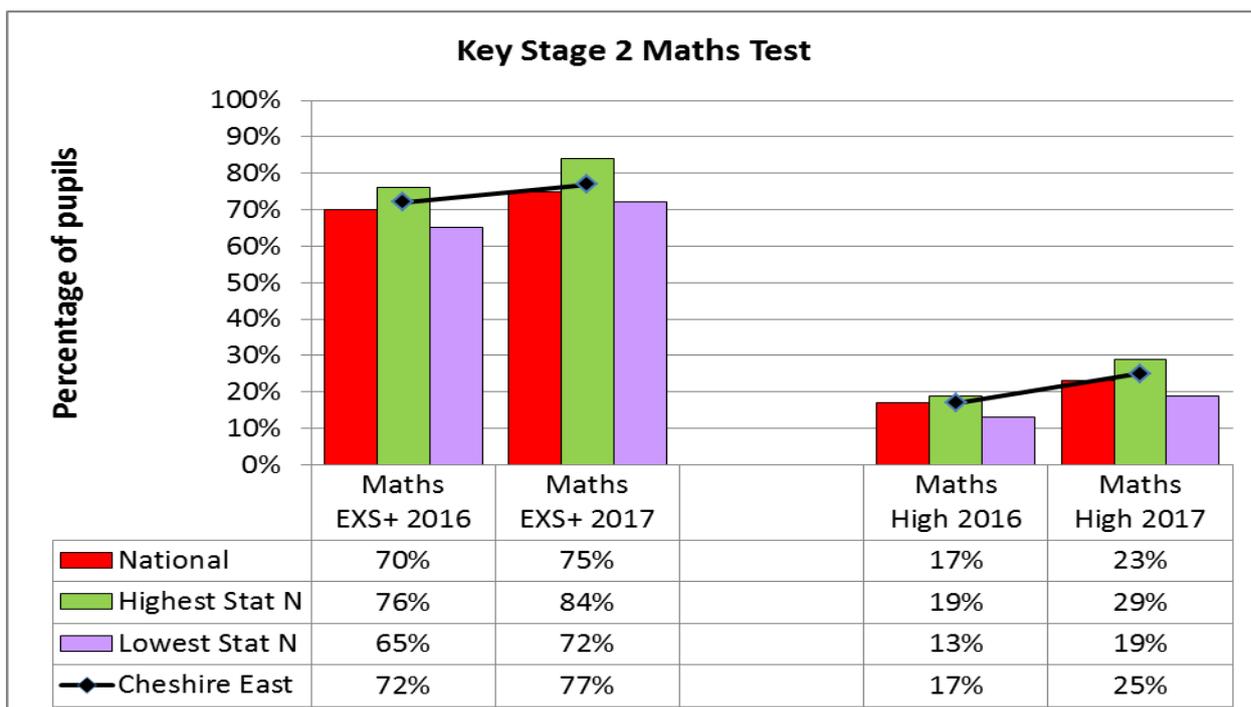
## Writing



Writing is not tested. The results are teacher assessments. In Cheshire East the expected standard or better improved by 13 pp. Only one local authority had a larger increase in 2017. We are now just 1pp behind the national figure for the state funded sector and equal to the national all schools figure. We saw a 6 pp increase for a higher standard, but this is 4 pp below national. Our rank order position for EXS+ compared to all English local authorities is equal 86<sup>th</sup> which is an improvement on 146<sup>th</sup> last year. Our rank order for a higher standard remains poor at equal 125<sup>th</sup> compared to equal 137<sup>th</sup> last year.

In 2016 we had the lowest results in our statistical neighbour group for both EXS+ and a higher standard. We remain lowest for a higher standard, but have moved up to equal 6<sup>th</sup> for the expected standard or better. Within the North West, we are equal to the average EXS+ and rank equal 14<sup>th</sup>. We are 2 pp below the average for greater depth and in equal 17<sup>th</sup> place.

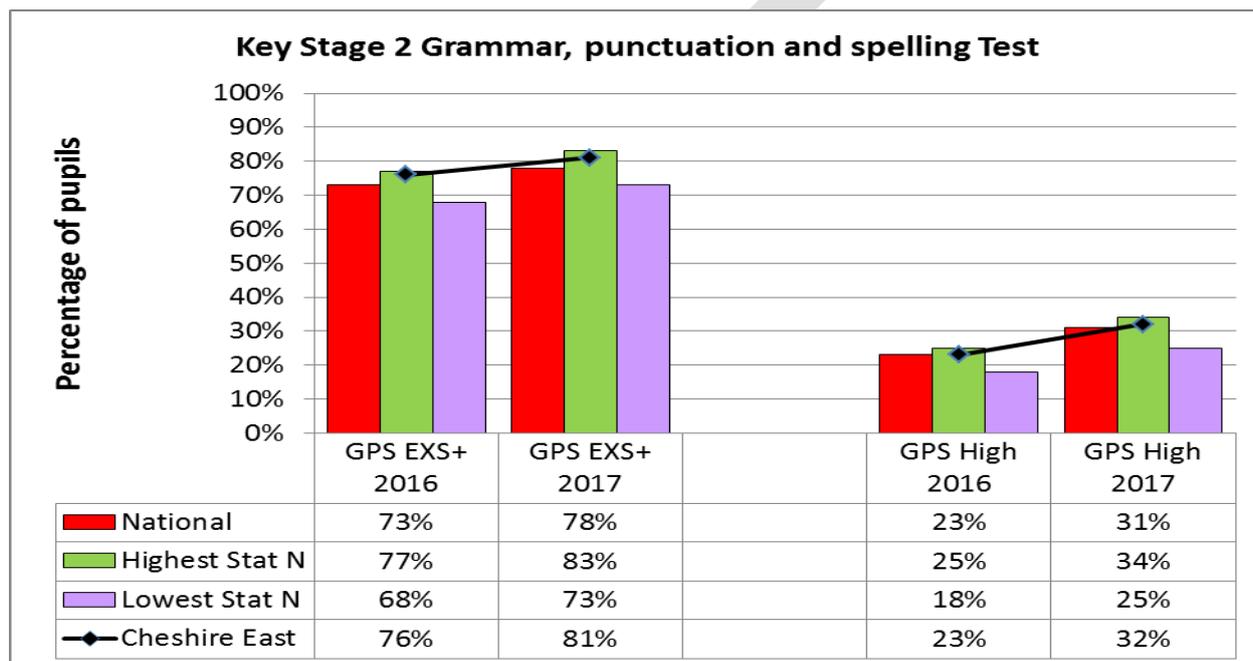
## Maths



In Cheshire East the expected standard or better improved by 5 pp, retaining our 2 pp lead over national stated funded schools. We saw an 8 pp increase for a higher standard which made us 2 pp above national. Our rank order position for EXS+ nationally is equal 51<sup>st</sup> compared to equal 52<sup>nd</sup> last year. Our rank order for a higher standard is equal 42<sup>nd</sup> compared to equal 57<sup>th</sup> in 2016.

Compared to our statistical neighbours, we were ranked equal 3<sup>rd</sup> for EXS+ compared to equal 2<sup>nd</sup> last year and 3<sup>rd</sup> for a higher standard compared to equal 4<sup>th</sup> last year. Within the North West, we are 1 pp above the average EXS+ and rank equal 7<sup>th</sup>. We are 3 pp above the average for greater depth and in equal 3<sup>rd</sup> place.

### Grammar, punctuation and spelling (GPS)

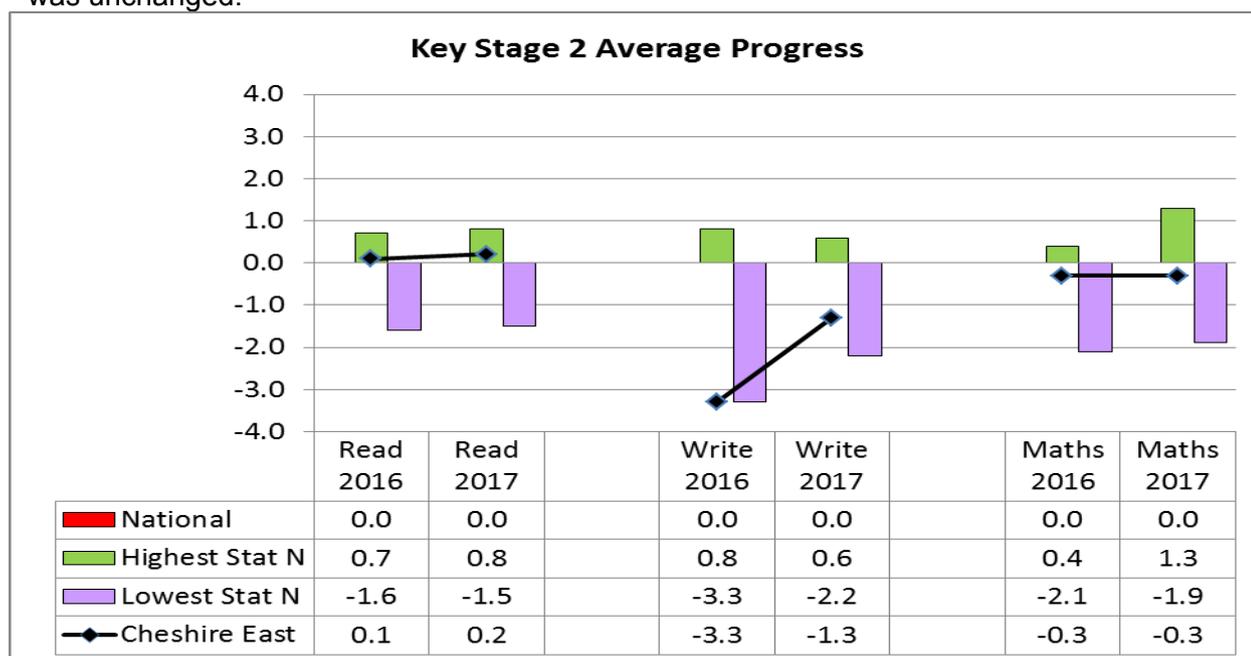


The expected standard or better improved by 5 pp in Cheshire East and for a higher standard we had a 9 pp increase. We are above national by 3pp for both EXS+ and by 1pp for a higher standard. Nationally, our rank order position for EXS+ is equal 30<sup>th</sup> compared to equal 41<sup>st</sup> last year. For a higher standard there was very little change with equal 59<sup>th</sup> this year compared to equal 61<sup>st</sup> last year

When compared to statistical neighbours for EXS+ we remain in 2<sup>nd</sup> place. For a higher standard we have risen from equal 4<sup>th</sup> to equal 2<sup>nd</sup>. Within the North West, we are 3 pp above the average EXS+ and in 3<sup>rd</sup> place. We are 2 pp above the average for a higher standard and in equal 6<sup>th</sup> place.

## Progress in core subjects

Our progress for the individual subjects of reading and writing improved this year, but maths progress was unchanged.



Reading progress was in line with national, but writing and maths remained statistically significantly below. Our national rank order for reading progress was equal 63<sup>rd</sup>. Despite the improvements seen in attainment for writing and maths, our national rank orders for progress remained low. For writing we were equal 142<sup>nd</sup> and for maths equal 94<sup>th</sup> so both subjects had very similar placings to last year.

Within the North West, our average reading progress was ranked 10<sup>th</sup>, but for writing we had the lowest result out of all 23 local authorities. For maths our rank order was 19<sup>th</sup>.

### Key Achievements :

- Phonics continues to be a real strength of the Authority with consistently high achievements.
- At Key Stage 1 this year Cheshire East results at both the expected standard or higher have improved with the biggest improvement in Writing (increased by 10 ppts).
- At Key Stage 2, standards in writing have seen a significant improvement - expected standard or better has improved by 13 ppts with only one local authority having a larger increase in 2017. These improvements have also had a significant impact on combined percentages which have equally seen a large increase on 2016 results
- At both Key Stage 1 and 2, these improvements reflect the significant work undertaken across schools through open and transparent collaboration to establish strong cluster working to raise outcomes in writing.
- The improvements in overall standards are not reflected in progress rates which remain well below where they should be when compared to national and statistical neighbours.

### Priorities

- To continue to build and expand on the writing model of working with further enhancement of cluster leads providing the necessary support and challenge to all schools.
- To increase the rates for pupils to achieve greater depth (GD) in all core subjects – CE is below national rates and this has to improve.
- To ensure that progress is targeted through all aspects of our sector working which results in rates improving. The cause of low progress levels needs details analysis an explanation of cause.

## 4.3 Secondary

### Key Stage 4

#### Context

Significant reforms to the Key Stage 4 accountability framework came into effect for performance measures in the 2016 exam results. The revised headline measures of secondary school performance include:

- Progress across 8 subjects (which is referred to as Progress 8)
- Attainment across 8 subjects (which is referred to as Attainment 8)
- The percentage of pupils achieving a C grade or better in both GCSE or iGCSE English and maths
- The English Baccalaureate

In 2017, a new 9-1 grading system was introduced in Maths and English only – this system will be rolled out to further subjects over the coming years. The results below are based on a “strong pass” i.e. grades 9 to 5.

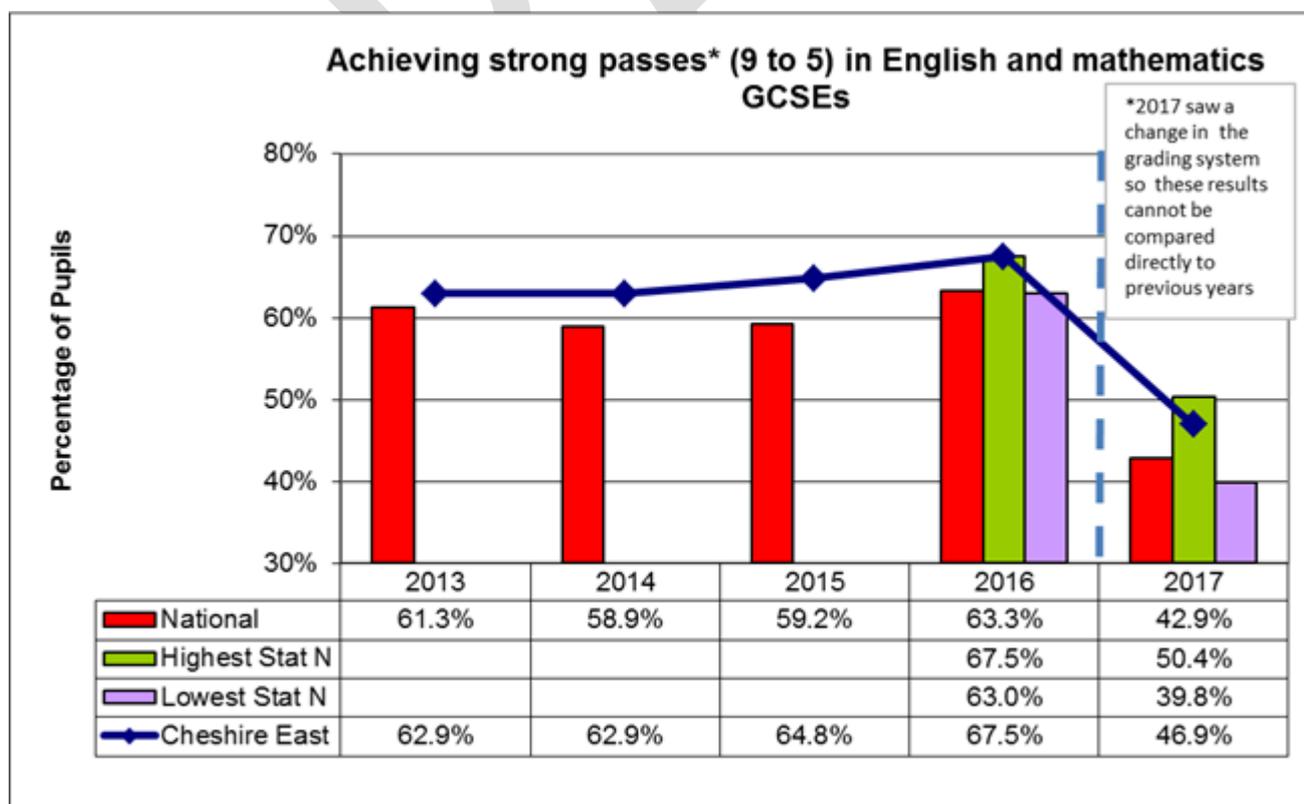
#### Schools below the floor standard

We have 3 schools below the floor standard - they are Sir William Stanier, The Studio, Knutsford and The Oaks. Our national ranking is up to 92nd from 111<sup>th</sup> and our statistical neighbours ranking is up to 8 from 11.

#### Coasting Schools

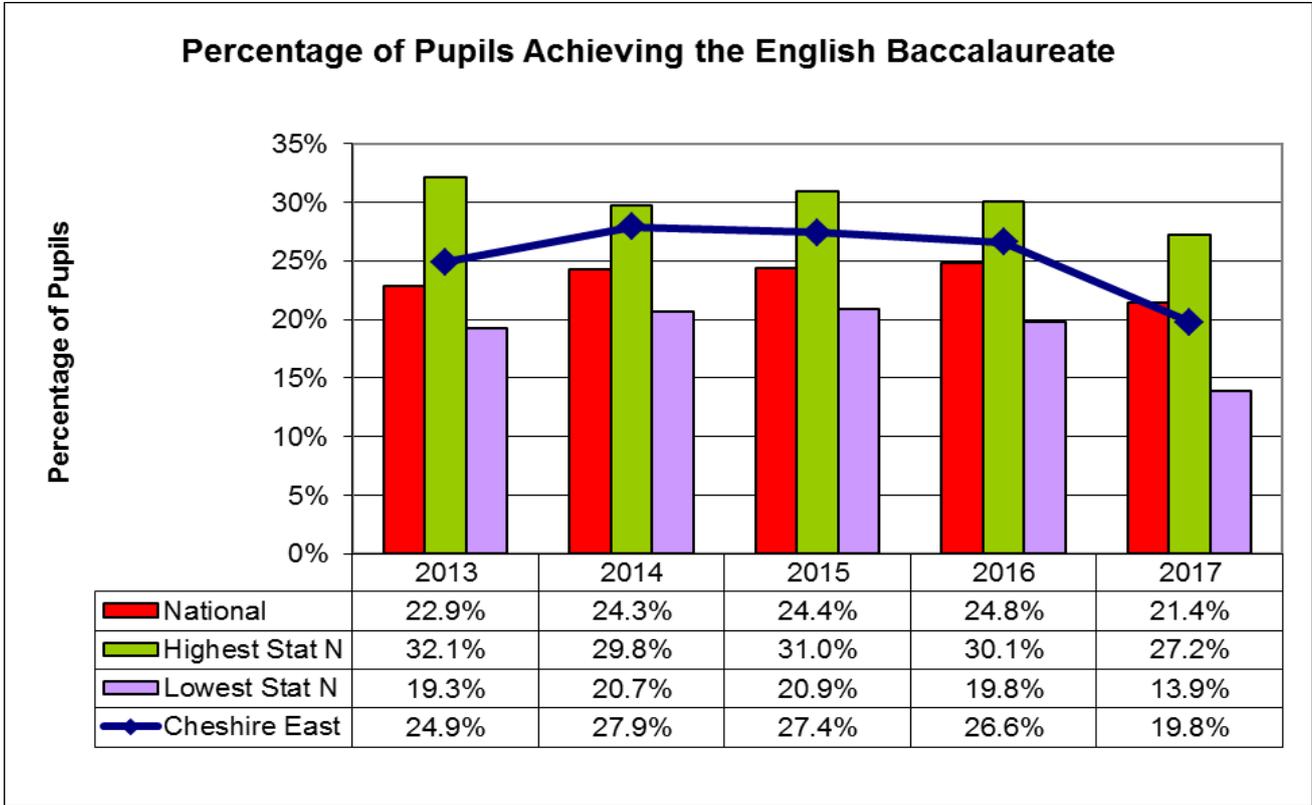
As last year we have one coasting school - Sir William Stanier with national ranking is down to 52 from 49, but our statistical neighbours ranking is up to 2 from 4.

#### Percentage of Pupils Achieving strong passes (9 to 5) in English & mathematics GCSEs



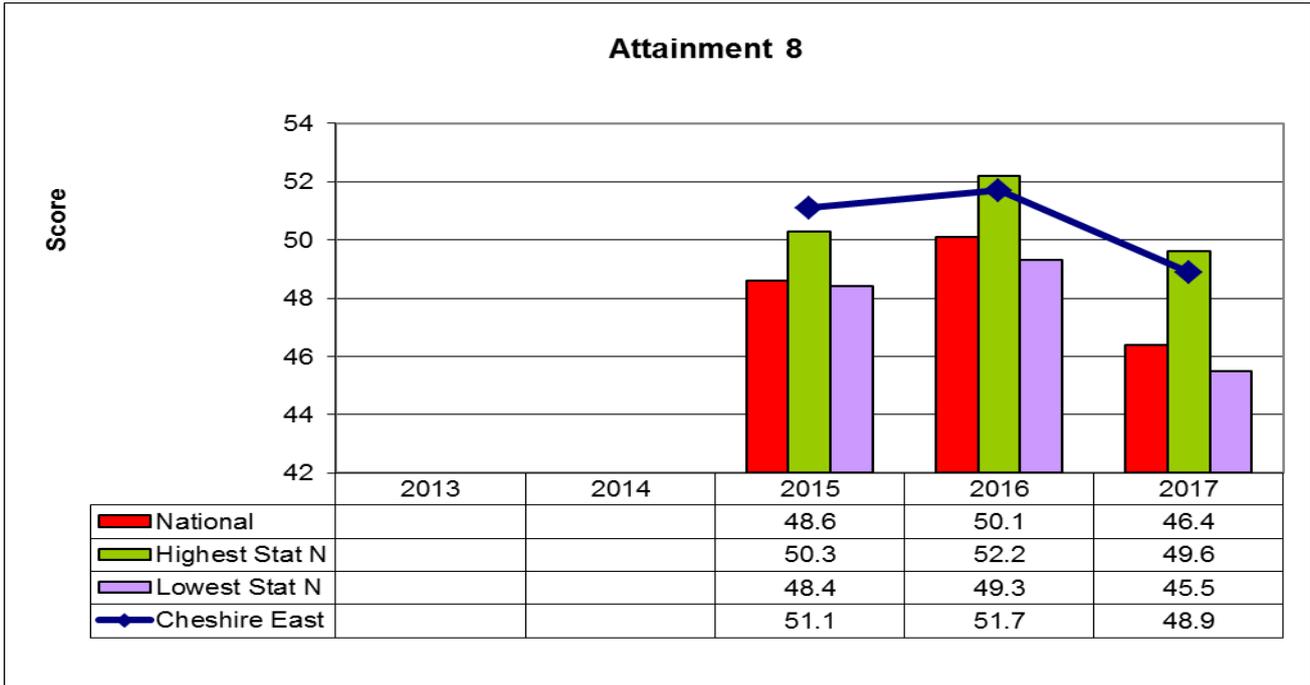
At 46.9% we are 4 pp above national (state funded sector), our national ranking is down to 37 from 30 and our statistical neighbour ranking is down to 4 from 1. However we are almost 7 percentage points higher than the North West result and we are the 2<sup>nd</sup> highest in the North West behind Trafford.

**Percentage of Pupils Achieving the English Bacallaureate with strong passes (9 to 5) in English and mathematics)**



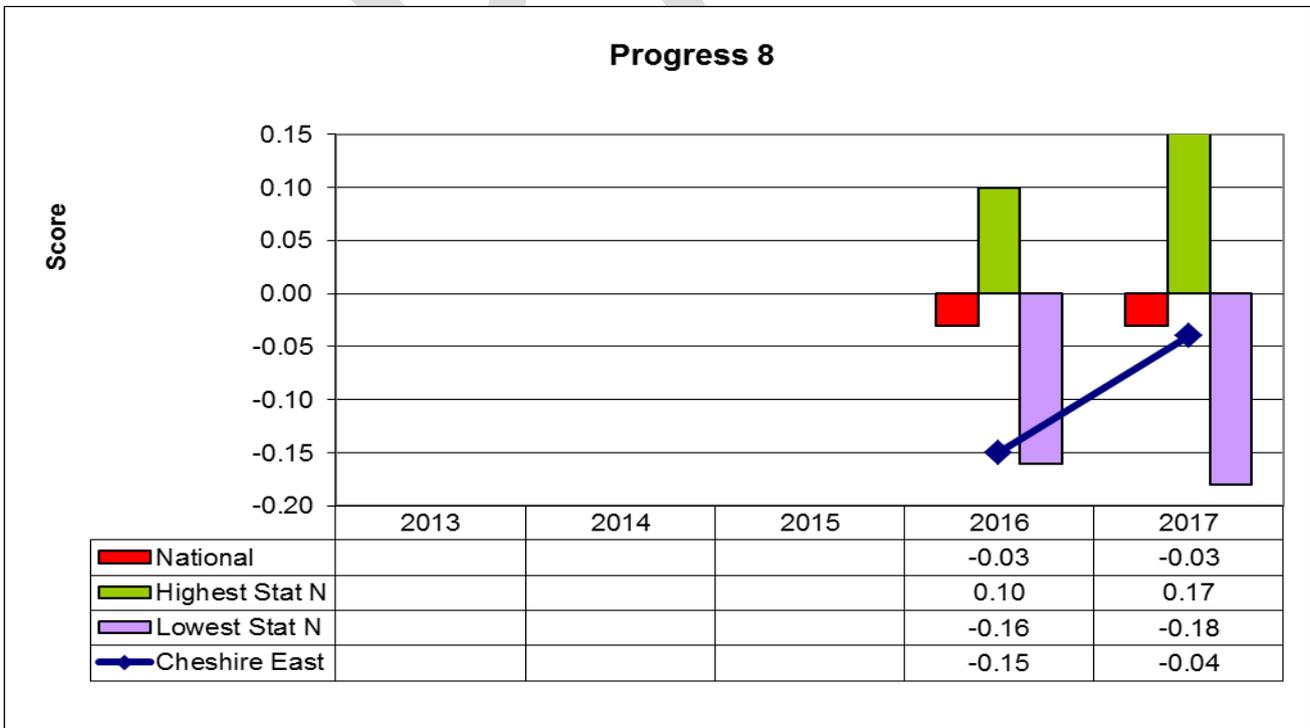
At 19.8% we are 1.6 pp below national (state funded sector), our national ranking is down to 81 from 50 and our statistical neighbour ranking is down to 8 from 6. However we are almost 1 percentage point higher than the North West result.

## Attainment 8



At 48.9 we are 2.5 points above national (state funded sector), our national ranking is up to 32 from 33 and our statistical neighbour ranking is up to 3 from 4. We are just over 3 points above the North West Score, and we are the 2nd highest in the North West behind Trafford.

## Progress 8



Improvement on last from -0.15 to -0.04, our national ranking is up to 75 from 118 and our statistical neighbour ranking is up to 5 from 10. We are significantly below the North West score of -0.14, and we are the 5th highest authority in the North West.

**Key Achievements:**

- Our schools have responded well to the revised grading in core subjects and have produced strong outcomes in terms of learners achieving a Grade 5 in maths and English.
- It is very pleasing to see a considerable improvement in the overall Progress 8 score which is now in-line with national.
- Our attainment 8 outcomes are again strong and improving compared to national and statistical neighbours.
- After a turbulent year in 2016, our Key Stage 4 performance is recovering to be at a position we would expect.

**Priorities**

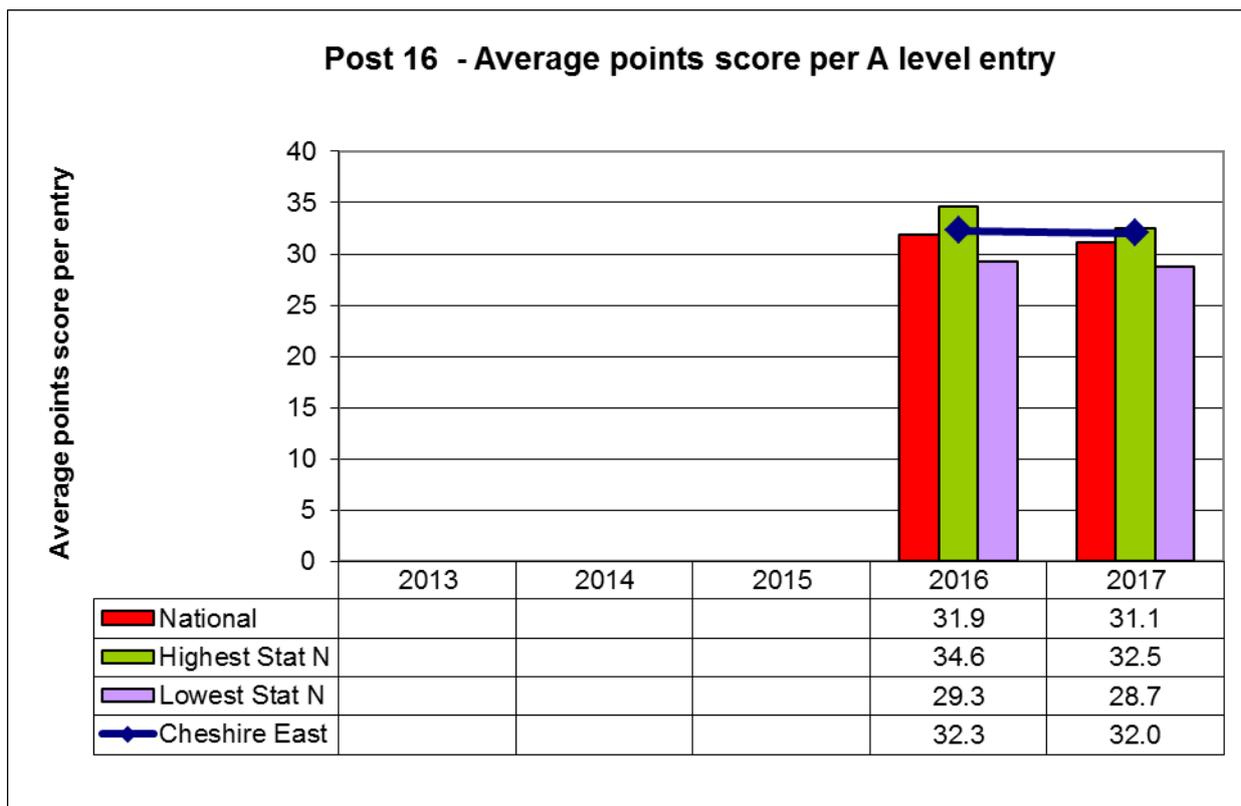
- To understand where further improvements can be made in terms of the varying 'buckets' for Progress 8 show positive residuals.
- For schools to continue to focus on boys underperformance linked to the sector priority initiative.
- For schools to successfully manage the increasing use of new 9-1 grades and ensure as many learners as possible secure strong passes (Grade 5)

## 4.5 Post 16 Education

**Context**

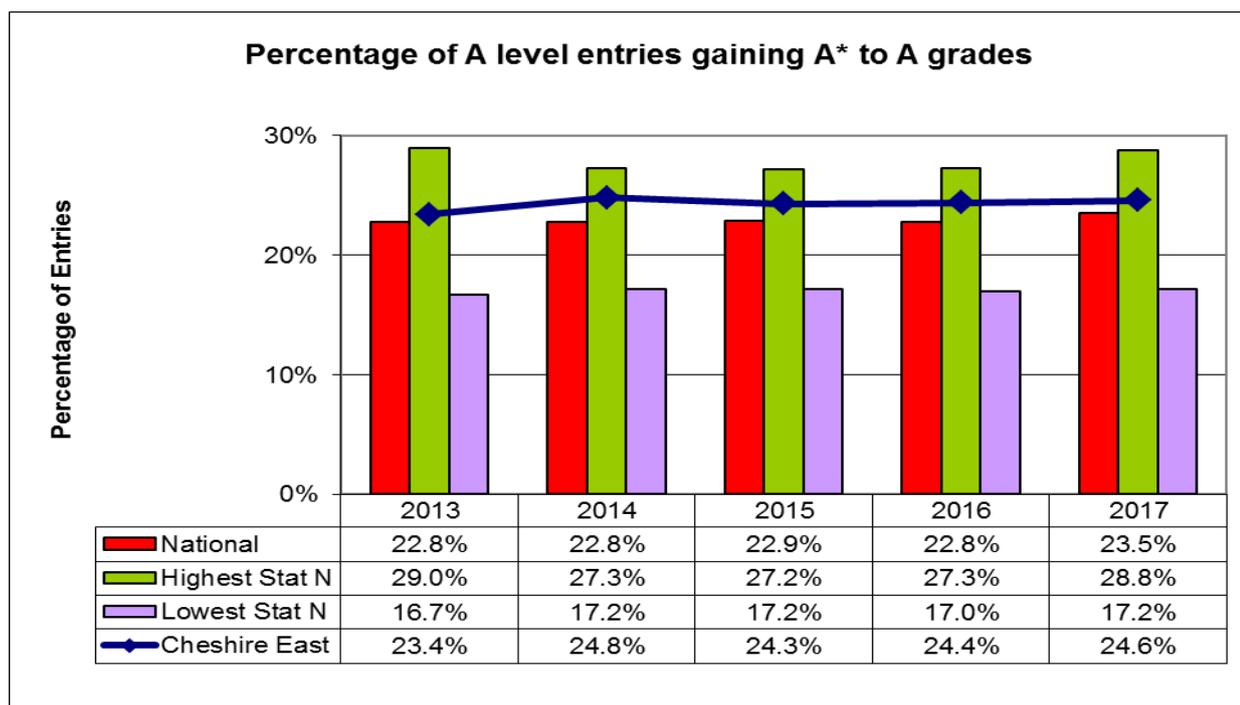
Information provided refers to the percentage of GCE A level entries that achieve grades A\* to A, A\* to E the average points score per A level entry and the percentage that achieved 3 or more A levels at grades A\* to A . The graphs and tables below show Cheshire East's achievement for these indicators between 2013 and 2017, with comparisons to national and statistical neighbour averages, this is apart from the average point score indicator where only two years of results are available following the introduction of a new points score scale in 2016.

## Average Points Score per A level Entry



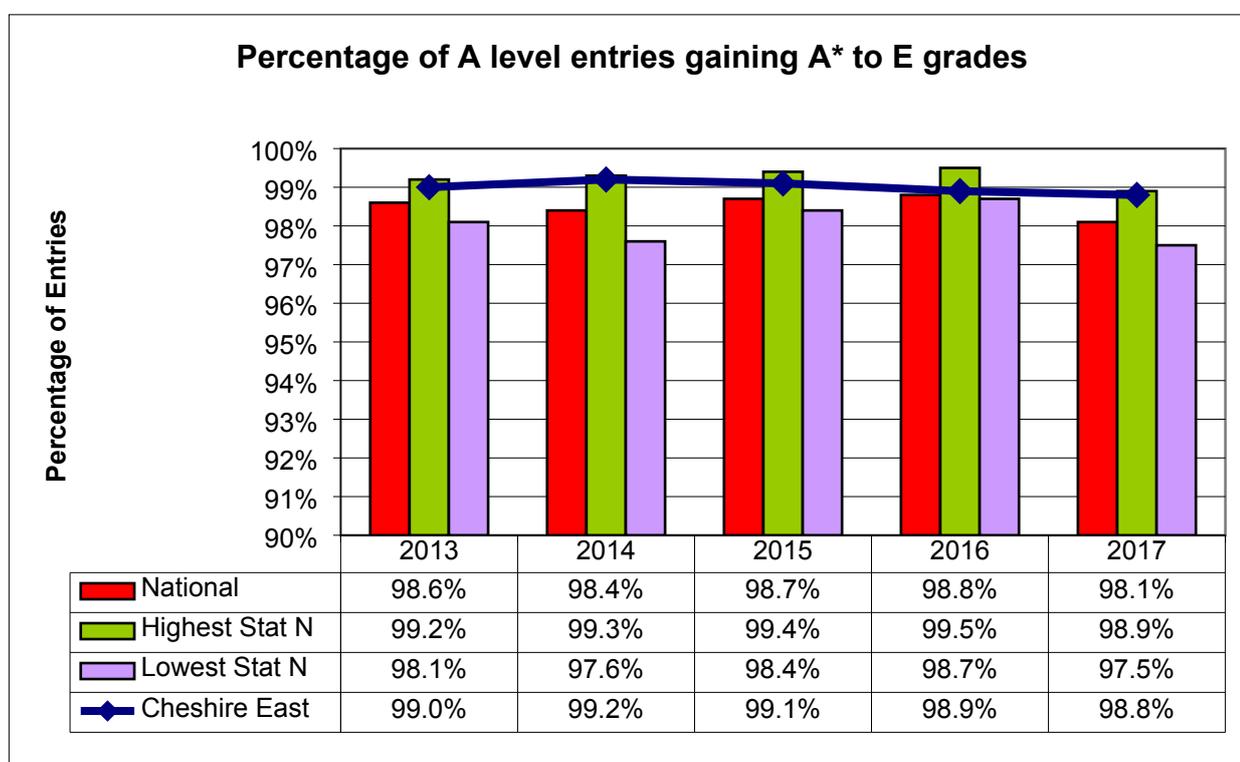
At 32.04 we are slightly down on last year's score of 32.2, but our national ranking has gone up to 38 from 49, whereas our statistical neighbours ranking has dropped to 4 from 3, however we are still above the national score of 31.1. Our score if it were expressed as a grade would be C+.

## Percentage of A level entries gaining grades A\* to A



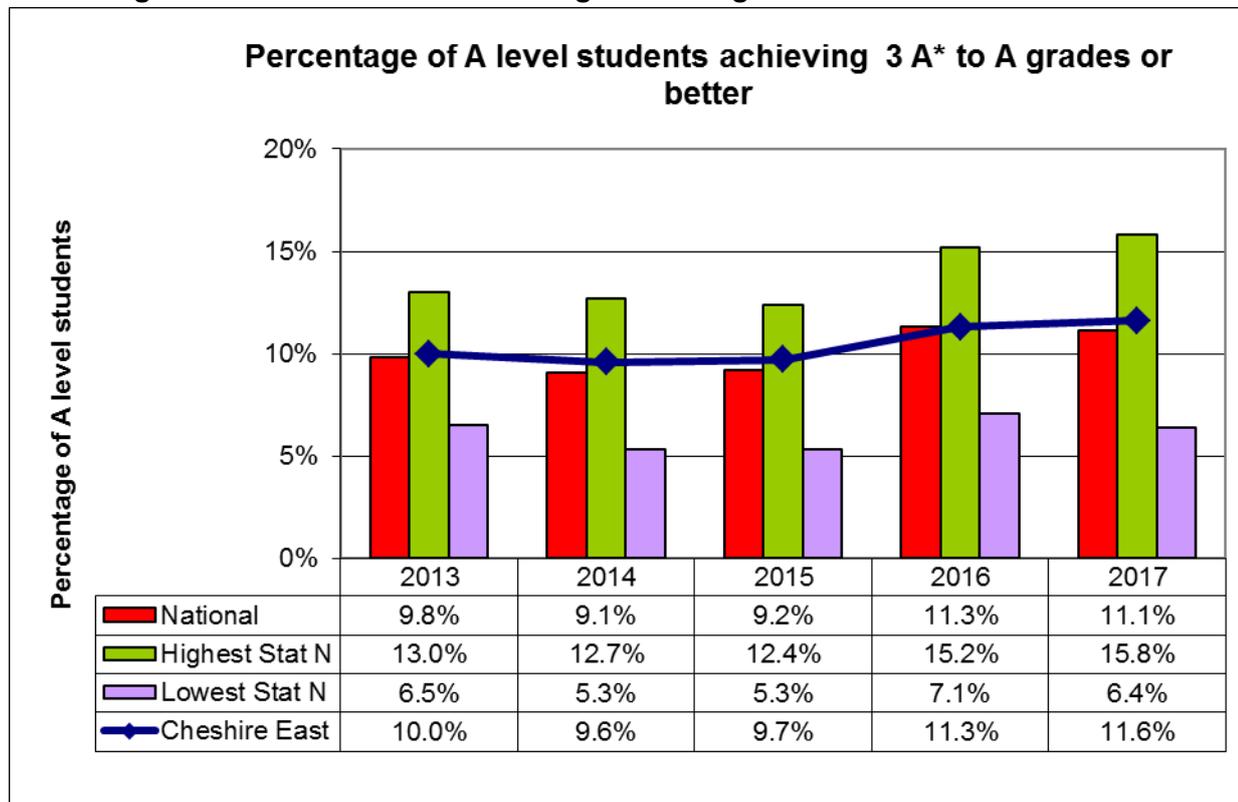
Slightly up on last year's results of 24.2% to 24.6% and we are 1 percentage point higher than the national result of 23.5%. Despite this increase our statistical neighbours ranking has remained at 5 and our national ranking has dropped to 44 from 36.

## Percentage of A level entries gaining grades A\* to E



Slight decrease to 98.8% compared to last year's 98.9%, but we are 0.7 percentage points higher than the national results of 98.1%. Despite the decrease this year both our national and statistical neighbours rankings have improved from 55 to 19 and 8 to 3 respectively.

### Percentage of A Level students achieving 3 A\* to A grades or better at A Level



This has increased to 11.6% this year from 11.3%, and we are 0.5 pp higher than the national result of 11.1%. Despite this increase our statistical neighbours ranking is now down to 5 from 4 last year, and our national ranking is down to 46 from 43 last year.

#### Key Achievements:

- Cheshire East Schools continue to achieve well at Key Stage 5 in terms of A Level outcomes
- Whilst many indicators appear to have small variances, there have been some significant gains in terms of national and statistical neighbour rankings.

#### Priorities

- Through our sector working, to find additional capacity to improve collaboration at Key Stage 5 to share best practice and school to school support.

### Other Post 16 Qualifications

In addition to A levels and AS levels, our schools in 2017 offered sixth form students a further 31 qualifications, ranging from BTECs to graded exams in music or dance and entry level qualifications.

The ten most popular of these qualifications that students chose to study were :

- Extended Project (Diploma)
- BTEC Diploma Level 3
- VRQ Level 3
- VRQ Level 2
- BTEC Certificate Level 3
- Grade 8 Music or Dance
- Key Skill at Level 3
- Grade 7 Music or Dance
- Grade 6 Music or Dance
- VRQ Level 1

A total of 32 subjects were covered by these qualifications with the ten most popular being :

- Improving Own Learning
- Applied Science
- Sport and Exercise Sciences
- Effective Team Member Skills
- Coaching Gymnastics
- Performing Arts (Musical Theatre)
- Coaching Football
- Graded Examination in Dance: Intermediate (Ballet)
- Coaching Childrens Cricket
- Childcare and Education

Level 3 qualifications are grouped under the following headings by the DfE.

**A level:** A/AS levels, applied single A/AS levels, applied double A/AS levels or combined A/AS level.

**Academic qualifications:** includes qualifications in the A level group, as well as Pre-U, International Baccalaureate, Advanced Extension Award (AEA), Free Standing Maths, Extended Project (Diploma) qualifications and Core Maths at level 3.

**Applied general:** Applied general qualifications are rigorous level 3 qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning.

**Technical level qualifications:** Tech levels are rigorous level 3 technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus that want to specialise in a specific industry or prepare for a particular job.

The report contains details of the A level results so below are the average points scores (APS) per entry for the 3 other categories.

|                         | Technical Level Students |                          | Applied General Students |                          | Academic 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 |
| Cheshire East           | 32.4                     | Dist -                   | 37.7                     | Dist                     | 32.2              | C +                      |
| National (state funded) | 32.3                     | Dist -                   | 35.7                     | Dist                     | 31.3              | C                        |
| Highest Stat Neighbour  | 36.3                     | Dist                     | 39.3                     | Dist +                   | 32.6              | C +                      |
| Lowest Stat Neighbour   | 29.1                     | Merit +                  | 33.2                     | Dist -                   | 28.8              | C                        |

Cheshire East are higher than the national score for all 3 categories and we are ranked 7<sup>th</sup> (technical), 6<sup>th</sup> (applied) and 4<sup>th</sup> (academic) when compared to our statistical neighbours.

The three Cheshire East FE colleges also have their results published by the DfE for the 4 categories of qualifications and their average point scores are given below.

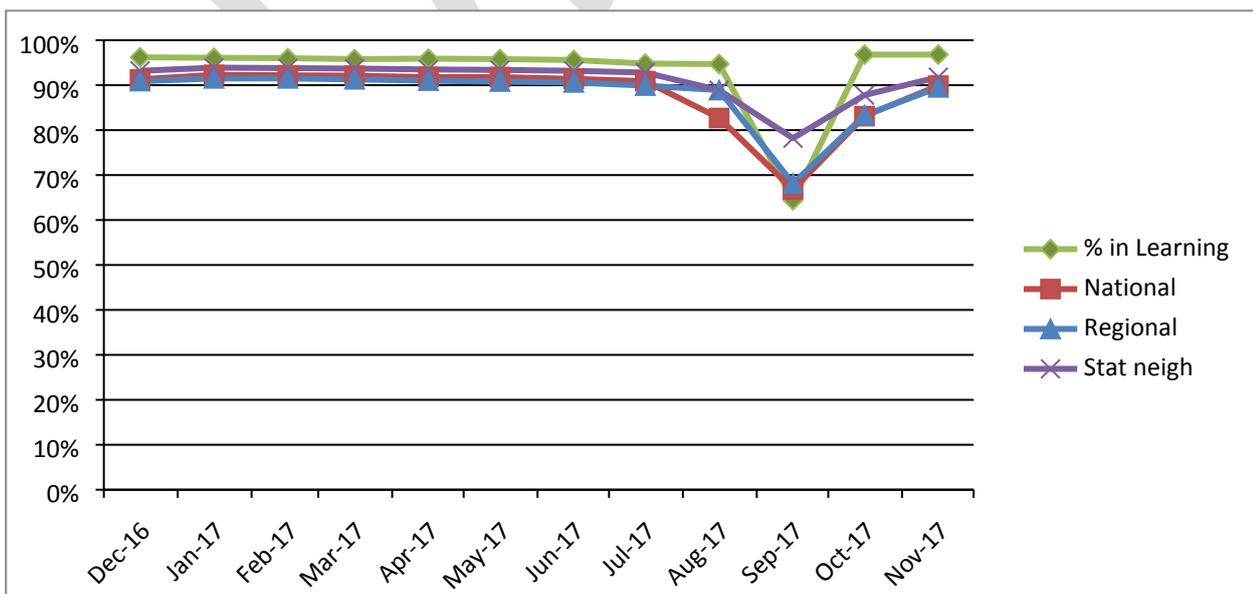
|                         | A level students |                          | Academic Students |                          | Applied General Students |                          | Technical Level Students |                          |
|-------------------------|------------------|--------------------------|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                         | 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 |
| South Cheshire College  | 31.5             | C                        | 31.7              | C +                      | 34.2                     | Dist                     | 32.3                     | Dist -                   |
| Reaseheath College      | n/a              | -                        | 26.8              | C -                      | 31.8                     | Dist -                   | 31.9                     | Dist -                   |
| Macclesfield College    | 22.2             | D +                      | 22.2              | D +                      | 34.5                     | Dist                     | 33.2                     | Dist -                   |
| Cheshire East           | 32               | C +                      | 32.2              | C +                      | 37.7                     | Dist                     | 32.4                     | Dist -                   |
| National (state funded) | 31.1             | C                        | 31.3              | C                        | 35.7                     | Dist                     | 32.3                     | Dist -                   |

## 4.5 Post 16 Participation

### Context

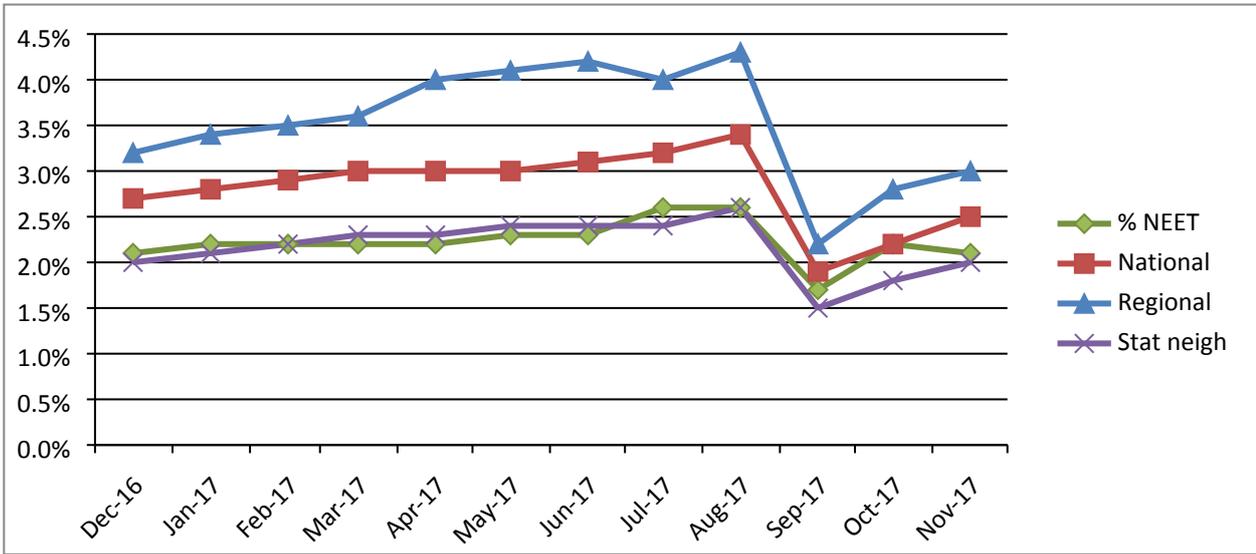
The 'Raising of Participation Age' (RPA) legislation has put new duties onto Local Authorities to monitor and report on the level of participation of those young people aged 16yr and 17yrs. This data is collected and monitored via the Youth Support Service in Cheshire East and also includes data on those 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. This is to ensure that Local Authorities are reducing the number of Not Known destinations of young people who are 16yrs and 17yrs.

### Participation Rates



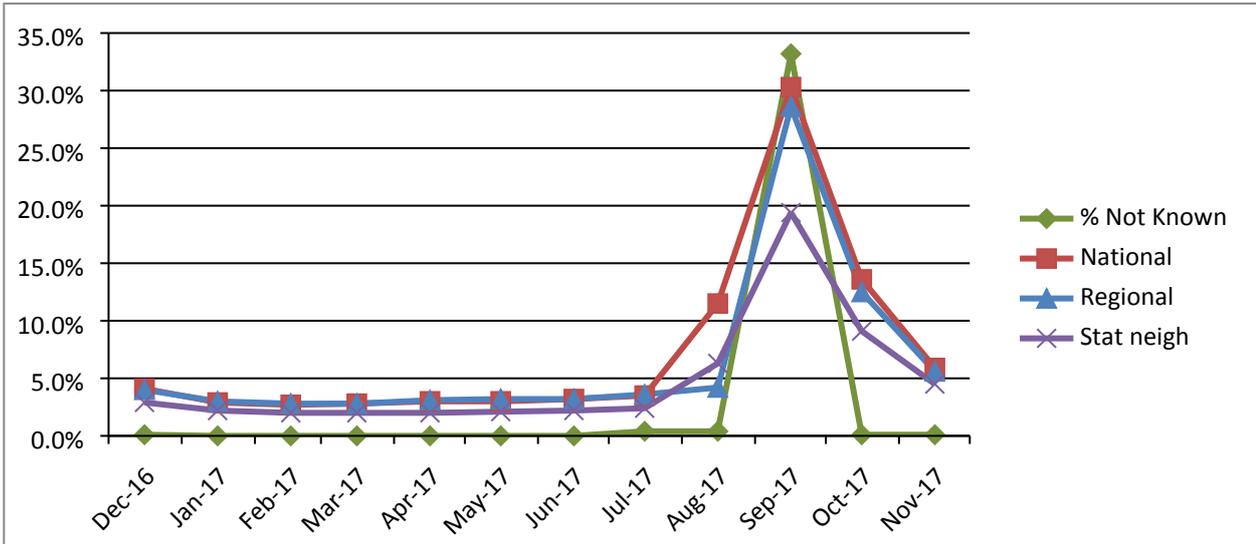
Statistically Cheshire East is higher than the National, North West and statistical neighborhoods rates for participation, with 96.8% of the 16/17yrs olds in Learning, the other 3.2% are either NEET (see figure 2) or in Jobs without training, which is not covered by the RPA legislation.

**NEET (Not in Education Employment or Training)**



NEET (Not in Education Employment or Training) figures show that Cheshire East performs better than the National and Regional figures. There are fluctuations to the figures as young people are in and out of the cohort, however the overall number peaks in July and August when many do not confirm starting on courses or apprenticeships.

**Not Known**



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, a low Not Know figure often means a slightly higher NEET figures. It has always been a key inciator for Cheshire East to know what the young people are doing so we can target our support where this is needed most. There is an increase in September (as there is Nationally) as the young people do not confirm courses and learning until after enrolement which is end of September.

#### **Key Achievements:**

- 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 there fore able to target our limited resources to those who need this most.
- % into learning has been consistenly excellent with above the National, Regional and statistical neighbours achievement level

#### **Priorities**

- 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 resourses on the young people who are NEET and look to engagement and provision to further increase learning.

## **4.6 Skills**

### **Context**

The Skills and Growth Company, an arm's length company of Cheshire East Council, provides skills and careers education support to schools.

### **Apprenticeships**

Over a three year period between 2014/15 and 2016/17 the 16-18 year old Intermediate and Advanced Apprenticeship start volumes in Cheshire East have generally reflected the regional and national trends. That is, for Intermediate levels a small decrease of around 1% and for Advance levels a small increase of 1%.

However, for Higher levels although the regional and national trend is upward, Cheshire East 16/17 volumes have dropped back down to the same level as 14/15 (although it is acknowledged that the volumes are much smaller than the other levels).

Apprenticeship vacancy information is posted out to schools/Colleges/ Providers on a weekly and is a combination of new vacancies and vacancies that have remained open from the previous week(s)

| Apprenticeship - Starts |          |                   |         |         |                                 |              |
|-------------------------|----------|-------------------|---------|---------|---------------------------------|--------------|
| Level                   | Age      | LA/Region/England | 2014/15 | 2015/16 | 2016/17 Full Year (Provisional) | % Difference |
| Intermediate            | Under 19 | Cheshire East     | 590     | 580     | 530                             | -1.10%       |
|                         |          | North West        | 13,420  | 13,550  | 12,280                          | -1.09%       |
|                         |          | England           | 84,600  | 86,000  | 76,700                          | -1.10%       |
| Advanced                | Under 19 | Cheshire East     | 320     | 330     | 350                             | 1.09%        |
|                         |          | North West        | 6,420   | 6,780   | 6,690                           | 1.04%        |
|                         |          | England           | 38,600  | 42,200  | 41,000                          | 1.06%        |
| Higher                  | Under 19 | Cheshire East     | 20      | 30      | 20                              | 0%           |
|                         |          | North West        | 190     | 320     | 340                             | 1.78%        |
|                         |          | England           | 1,100   | 1,700   | 2,000                           | 1.81%        |

A support service to Apprenticeship Levy paying businesses, including schools, which offers advice on how to maximise the benefits of the levy and utilise it to address workforce development, recruitment and training needs.

A Toolkit has been produced which covers: Planning your Apprenticeship programme; undertaking a Training Needs Analysis; Specifying your requirements; Choosing a training provider and negotiating costs; Starting a new Apprenticeship contract; and Recruitment & candidate matching.

A library of video case studies promoting the exciting and diverse Apprenticeship opportunities across Cheshire East has also been developed. Apprentices and their employers were filmed in their workplace talking about the Apprenticeship programme and benefits to both young people and businesses. These video are available to all Cheshire East schools to incorporate as part of their careers activities.

**Careers & Enterprise Programme** – Funding has been secured from 2017-2020 from the national Careers and Enterprise Company to run the Enterprise Adviser Network (EAN) across Cheshire East – through the Skills and Growth Company, Cheshire East is the only authority in the sub region benefiting from this nationally recognised and championed programme.

The EAN is headed up by an Enterprise Co-ordinator who recruits Enterprise Advisers (senior business people from Cheshire East businesses) to work one to one with schools and colleges to increase the quantity and quality of employer interactions with pupils. The EAN focuses on supporting schools and colleges to meet the Gatsby Benchmarks.

Through the project, the Skills & Growth Company have secured up to £50,000 (which has to be matched at 50%) to support our schools and colleges to deliver their careers activities to pupils.

**Your Say Survey** – Creation and launch of the Skills & Growth Company innovative online ‘Your Say’ survey, to obtain the views of Cheshire East young people aged 14-24 on the careers education, advice and guidance they receive.

The survey was launched in 2017 with 600 young people completing the survey. The survey will be an annual activity to identify if the careers education being provided to our young people is improving and where we can target support to our schools. Schools can request free individualised reports which can be used to inform careers planning.

The survey is currently open and nearly 700 Cheshire East young people have completed it, with a number of schools promoting the survey and/ or embedding into their curriculum.

#### **Key Achievements:**

- 21 Cheshire East schools and colleges signed up to the national Enterprise Adviser Network.
- 27 local business people recruited to work on a one to one basis with each institution.
- Up to £50,000 secured from the national Careers and Enterprise Company to support schools/ colleges in the Enterprise Adviser Network.
- Development of an Apprenticeship Levy Toolkit.
- Successful roll out of 'YourSay' survey (completed by 700 young people) measuring young people's satisfaction levels of school/college CEIAG services.

#### **Priorities**

- To deliver the European Social Funding (ESF) programme ( targeting vulnerable learners aged 18-24) with improved outcomes based upon recent virement of funding to better meet need.
- To respond to the national changes to the quality and effectiveness of Careers advice linked
- To the use of the Gatsby benchmark framework.

### **Cheshire Lifelong Learning (CELL)**

This specialist service deliver works with local organisations to create learning opportunities, courses and classes for learners aged 19+ to improve academic outcomes, raise the self-esteem and confidence of young adults in order that they have the skills to successfully progress into appropriate employment and careers. A team of in-house tutors deliver maths, English, employability and English for Speakers of Other Languages (ESOL) courses.

The team delivers a range of courses from accredited vocational programmes to practical life skills courses that widen participation in learning linked to funding provided by the Education and Skills Funding Agency . Typical partner agencies include:

- AuFait training
- Cheshire Fire and Rescue
- Cheshire Learning Partnership

The national achievement rates tables (NARTs) have been published by the Skills Funding Agency which highlight key indicators of performance in education and training at 19 years and over. This data is used by organisations across the country to benchmark their own targets and actual performance against other organisations, both locally and nationally.

Learners supported and monitored through the Cheshire East lifelong learning team have achieved the highest overall achievement rates across the Cheshire and Warrington areas. The Cheshire East rate of 94 per cent compares very strongly to the regional average of 78 per cent and a national average of 84 per cent.

### Key Achievements:

- Strong Ofsted outcome in 2017 reflects confidence in our internal systems and the quality of our commissioning arrangements to secure good outcomes for learners.
- Strong outcomes compared to local neighbours which reflect rigour and quality assurance processes of providers.
- Successful integration of service into Education Directorate
- Successful internal provision for ESOL needs

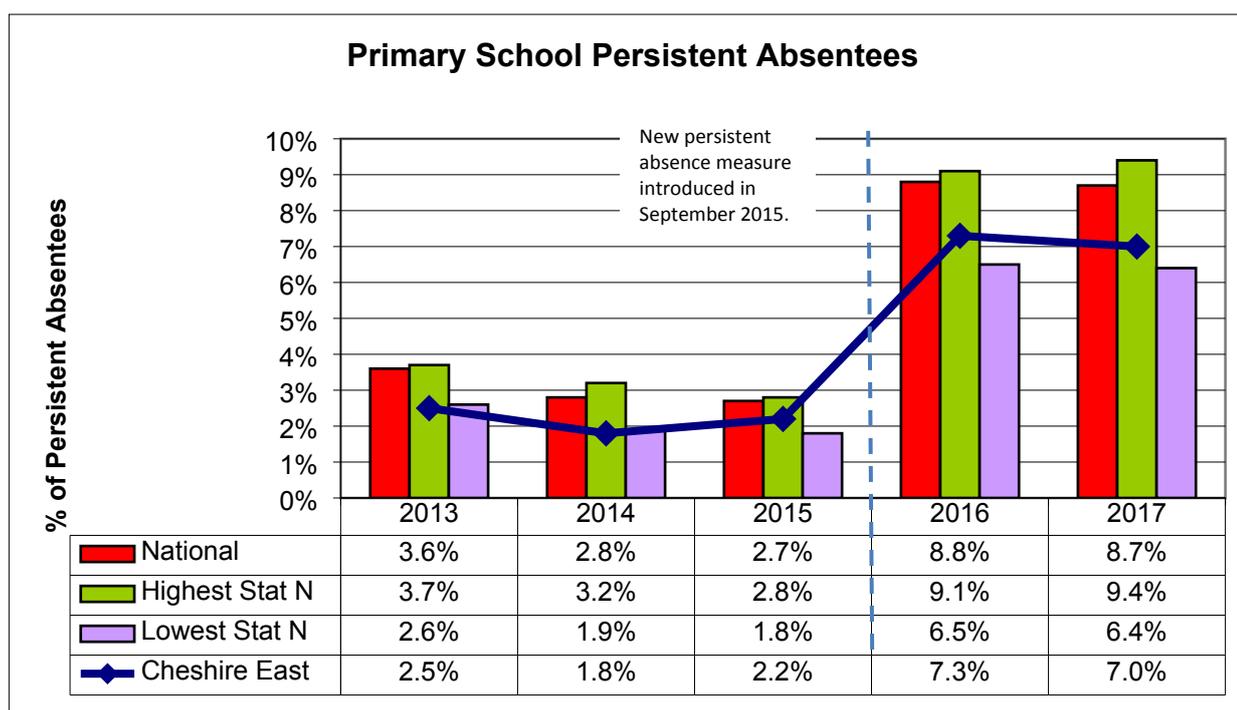
### Priorities

- To respond to the areas for improvement as identified by Ofsted and ensure these are rigorous monitored through the SAR process.
- To widen the reach of internal delivery to better meet the needs of our communities.

## 5. Attendance & Exclusions

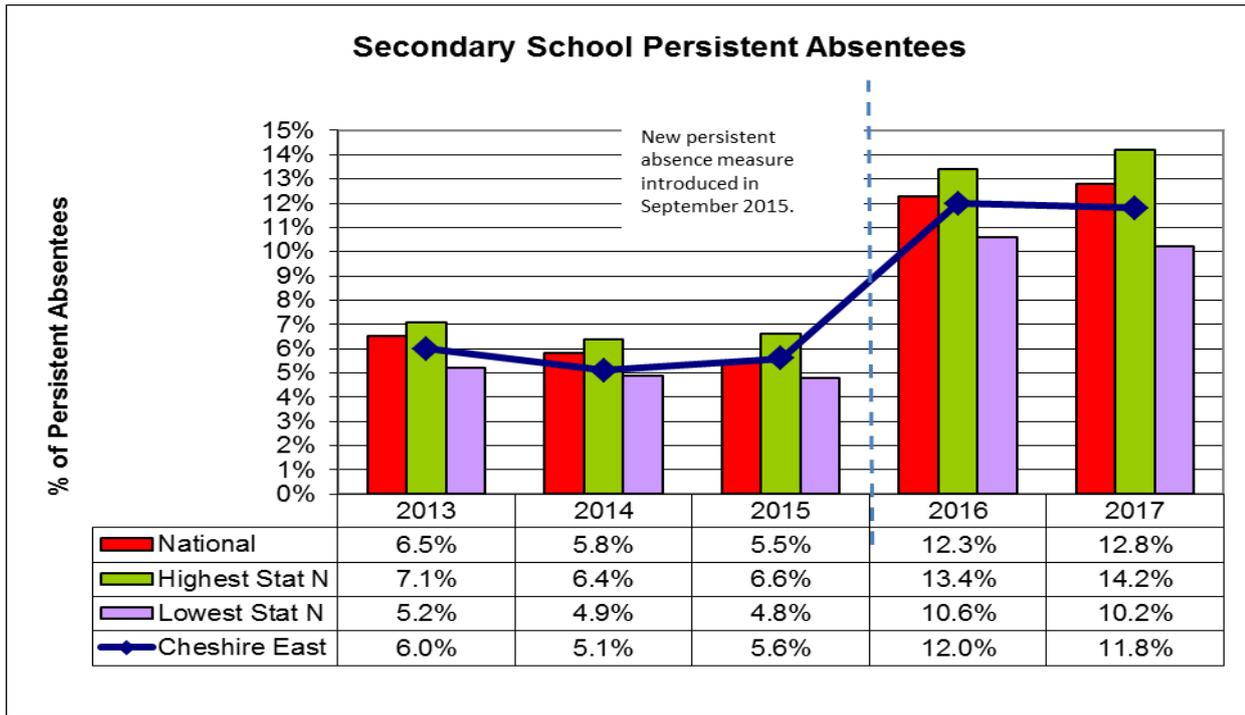
The focus in recent years has been on pupils who are persistently absent from school. From 2015/16 a Persistent Absentee (PA) is defined as a pupil having an attendance of 90% or less.

### Primary School Persistent Absentees



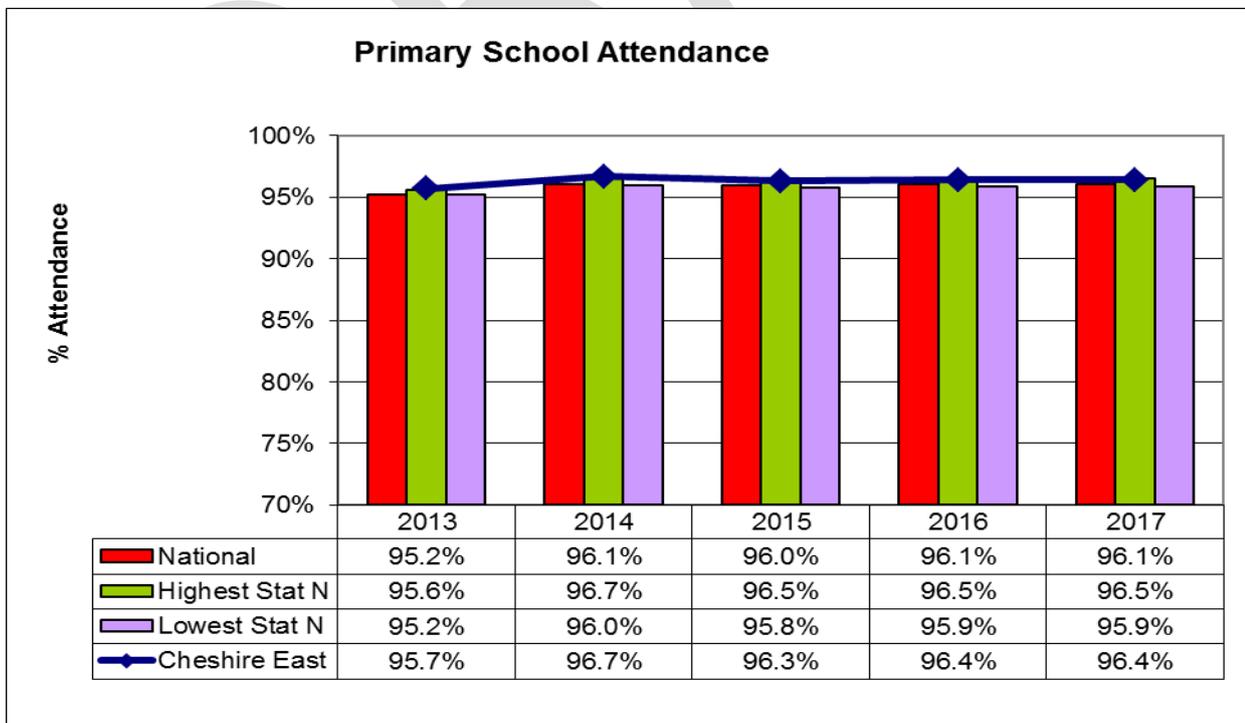
In 2017 the percentage of pupils classed as being persistent absentees has reduced by 0.3 percentage points, but our statistical neighbours ranking has dropped from 4 to 5. However we are still well below the national rate and our ranking nationally has improved from 16<sup>th</sup> in 2016 to 12<sup>th</sup> in 2017.

## Secondary School Persistent Absentees



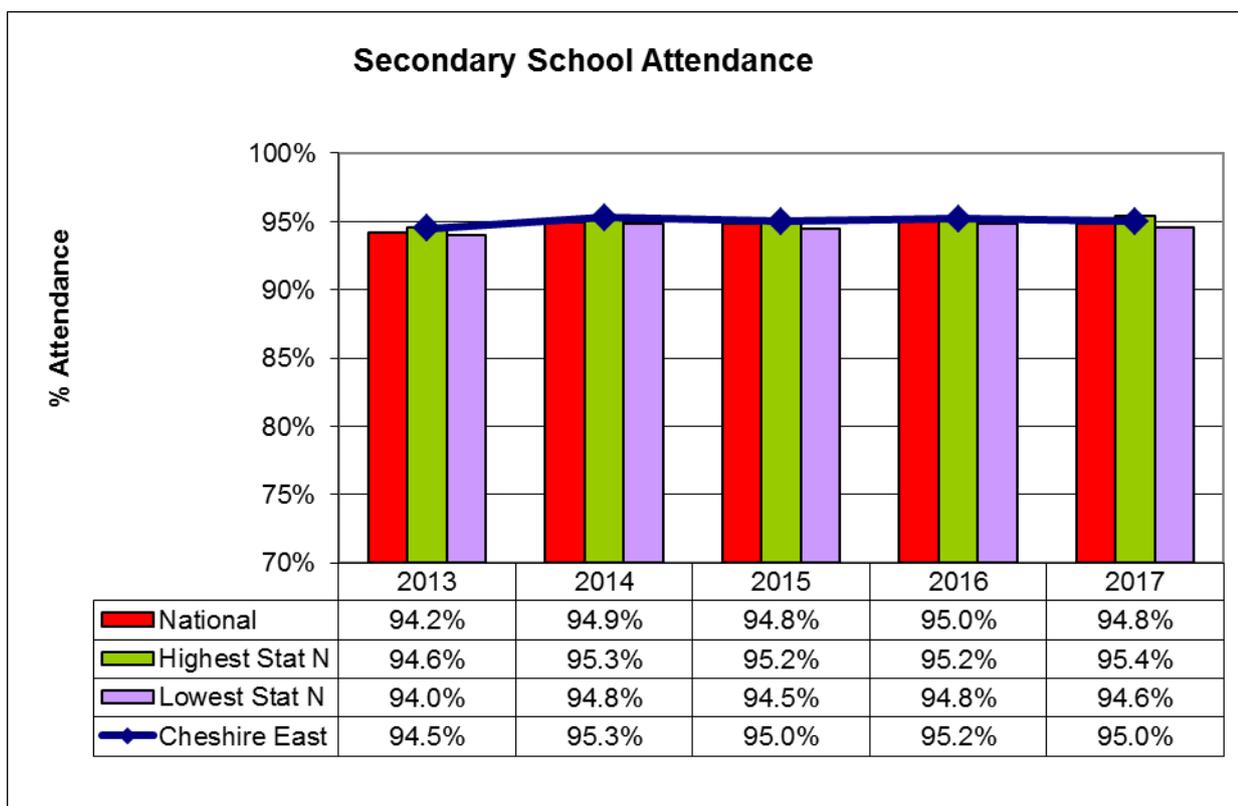
In 2017 the percentage of pupils classed as being persistent absentees has reduced by 0.2 percentage points and our statistical neighbours ranking has improved from 6 to 5. Also we are well below the national rate and our ranking nationally has improved from 64<sup>th</sup> in 2016 to 46<sup>th</sup> in 2017.

### 5.1 Primary School Attendance



The rate of attendance in our primary schools has remained the same as that for 2016 and we are still above the national rate by 0.3%. Our ranking against our statistical neighbours has remained at 3 but our national ranking has improved we are now 9<sup>th</sup> in 2017 which is up from 12<sup>th</sup> in 2016.

## 5.2 Secondary School Attendance



The rate of attendance in our secondary schools has dropped by 0.2% compared to that for 2016. However we are still above the national rate by 0.2%. Our ranking against our statistical neighbours has remained at 5 but our national ranking has dropped to 49<sup>th</sup> from 48<sup>th</sup> in 2016.

### 5.3 Exclusions

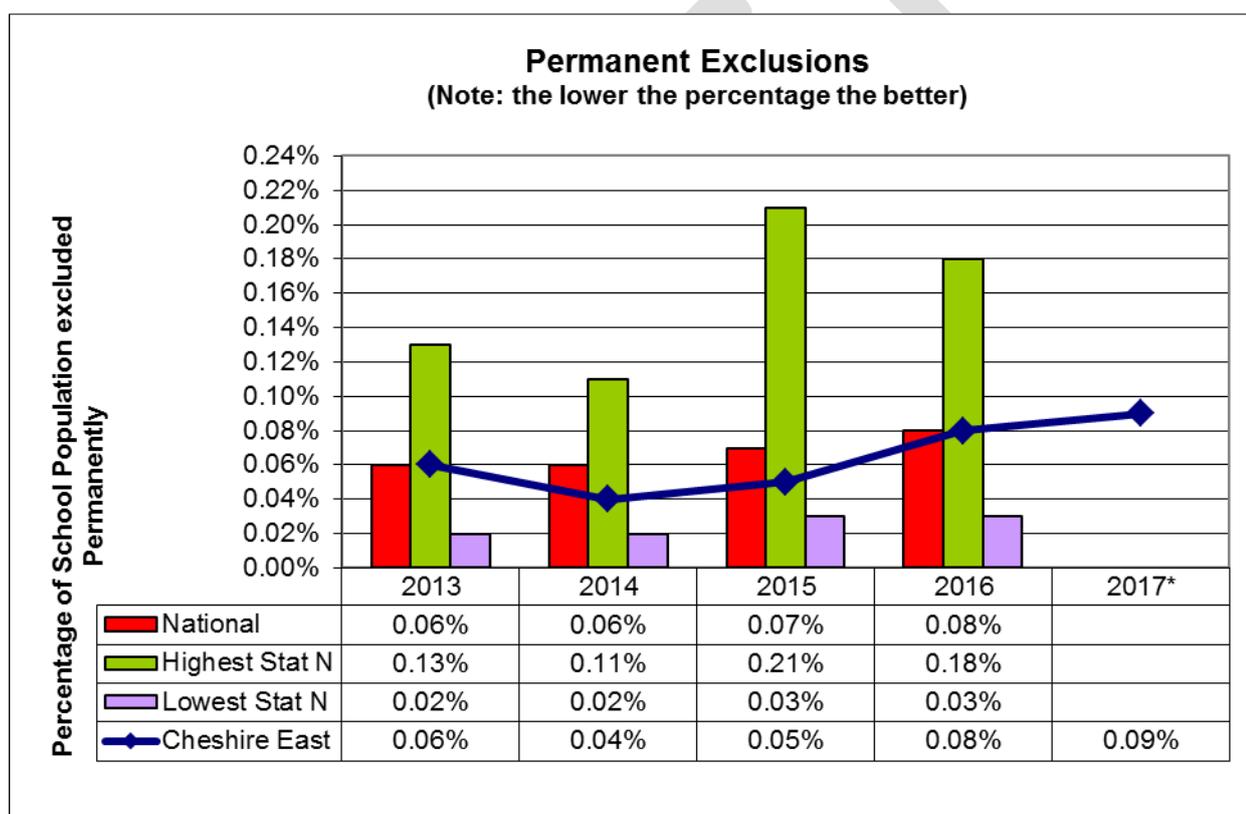
There are two types of exclusions; permanent and fixed term. A pupil will only be permanently excluded for a serious one off offence or persistent disruptive behaviour. Fixed term exclusions are for a specified time and must not add up to more than 45 school days in a school year.

|              | Number of Permanent Exclusions |           |           |           |           |
|--------------|--------------------------------|-----------|-----------|-----------|-----------|
|              | 2013                           | 2014      | 2015      | 2016      | 2017*     |
| Primary      | 6                              | 1         | 3         | 5         | 5         |
| Secondary    | 22                             | 21        | 20        | 36        | 40        |
| Special      | 2                              | 0         | 0         | 0         | 0         |
| <b>Total</b> | <b>30</b>                      | <b>22</b> | <b>23</b> | <b>41</b> | <b>45</b> |

|              | Number of Fixed Term Exclusions |             |             |             |             |
|--------------|---------------------------------|-------------|-------------|-------------|-------------|
|              | 2013                            | 2014        | 2015        | 2016        | 2017*       |
| Primary      | 247                             | 249         | 188         | 292         | 293         |
| Secondary    | 1682                            | 1559        | 1671        | 1679        | 1730        |
| Special      | 65                              | 57          | 26          | 24          | 75          |
| <b>Total</b> | <b>1994</b>                     | <b>1865</b> | <b>1885</b> | <b>1995</b> | <b>2098</b> |

\*Please note that the 2017 data is provisional

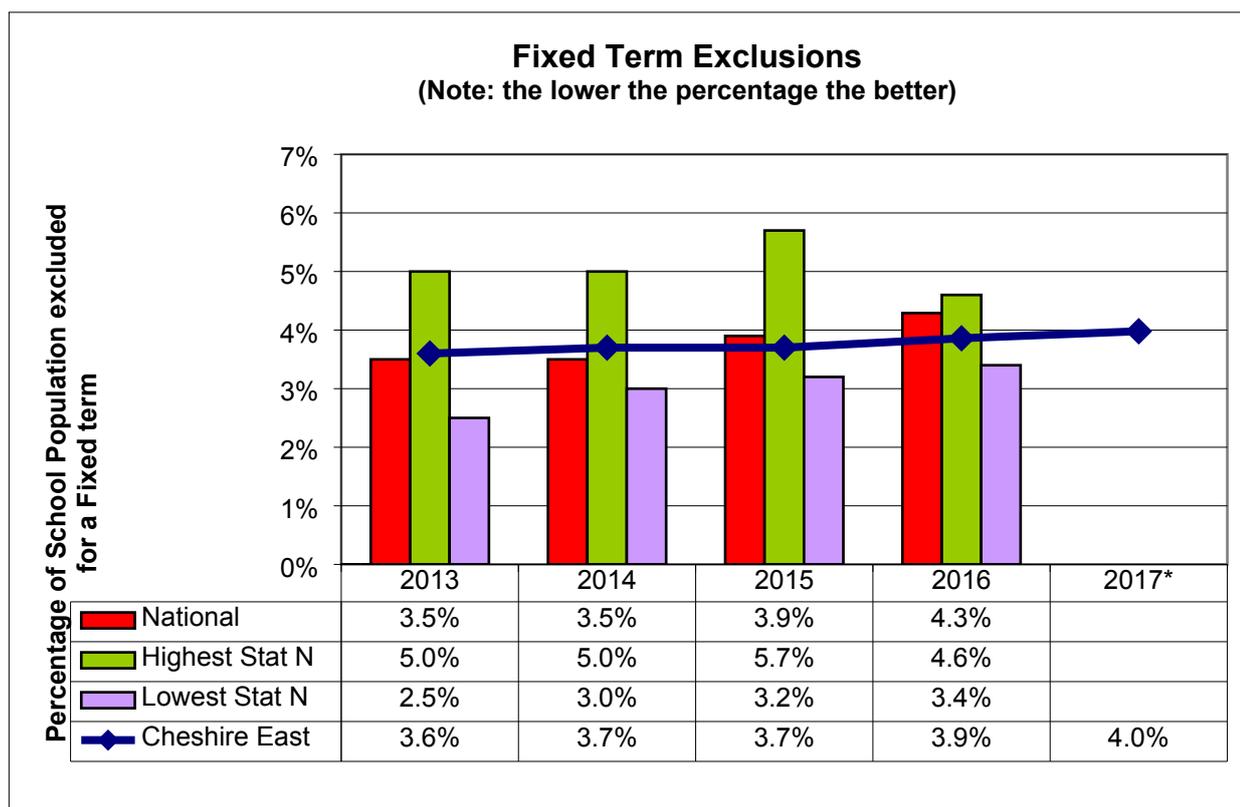
#### Permanent Exclusions



The provisional data for 2017 shows an increase in the number of fixed term exclusions from 41 to 45, with the number in secondary schools up by 4 on the previous year and in primary schools the number has remained at 5.

The rate of permanent exclusions has risen from 0.08% to 0.09% of the school population or in other words this is equivalent to 9 pupils in every 10,000.

## Fixed Term Exclusions



The provisional data for 2017 shows an increase in the number of fixed term exclusions from 1995 to 2008, with the number increasing across all school types.

The rate of fixed term exclusions has risen from 3.9% to 4.0% of the school population or in other words this is equivalent to 400 pupils in every 10,000.

### Key Achievements

- Persistent absence continues to reduce at both primary and secondary phases.
- Primary attendance remains strong with high national ranking
- Much work has been initiated to improve Fair Access Protocols (FAP) and there is improved arrangements now in place for primary FAP
- Positive outcomes from those pupils attending the Fermaine Academy

### Priorities

- To achieve secondary attendance rankings in line with primary
- To address the significant increase in fixed term exclusions in Special Schools
- To improve re-integration rates back into mainstream provision from the PRU.

## **6. Pupils Vulnerable to Poorest Education Outcomes**

The results for children with special needs, English as an Additional Language and are shown in the following tables.

- Green shading indicates above national, an increase in results or narrower gap.
- Amber shading indicates equal to national, no change in results or no change in gap.
- Red shading indicates below national, a decrease in results or wider gap.

### **6.1 Special Educational Needs**

The tables below show the results for the children on SEN support and SEN EHCP/statement in the 2015, 2016 and 2017 assessments. Progress measures for Key Stage 2 are only available for 2017.

Outcomes for SEN Support is a concern – whilst some in-year improvements, outcomes are still below national average. Improvements seen are not consistent as learners progress through Key Stages.

For learners with an EHCP, generally, outcomes improved in year although gap has widened as non EHCP have improved at a faster rate. Overall, outcomes are better than national. At Key Stage 4, improvements are not as good as early Key Stages but still above national.

|   | CE<br>2015 | CE<br>2016 | CE<br>2017 | Change<br>16 17 (pp) | National<br>2015 | National<br>2016 | National<br>2017 |
|---|------------|------------|------------|----------------------|------------------|------------------|------------------|
| <b>SEND Support</b>   |            |            |            |                      |                  |                  |                  |
| <b>Foundation Stage Profile</b> (Cohort sizes 2015 cohort size is 213, 2016 is 194, 2017 is 191)                  |            |            |            |                      |                  |                  |                  |
| Good level of development SEN Support   | 27%        | 19%        | 23%        | 4                    | 24%              | 26%              | 27%              |
| Good level of development Not SEND  | 72%        | 75%        | 75%        | 0                    | 71%              | 75%              | 76%              |
| SEND gap (pp)   | 45         | 56         | 52         |                      | 47               | 49               | 49               |
| <b>Key Stage 1</b> (Cohort Sizes 2015 Phonics 347, KS1 435, 2016 Phonics 289, KS1 400, 2017 Phonics 325, KS1 428) |            |            |            |                      |                  |                  |                  |
| Phonics Year 1 SEN Support  | 46%        | 44%        | 43%        | -1                   | 42%              | 46%              | 47%              |
| Phonics Year 1 Not SEND   | 86%        | 87%        | 88%        | 1                    | 83%              | 86%              | 87%              |
| SEND gap (pp)   | 40         | 43         | 45         |                      | 41               | 40               | 40               |
| Reading Level 2+ or EXS+ SEN Support  | 65%        | 29%        | 33%        | 4                    | 64%              | 32%              | 34%              |
| Reading Level 2+ or EXS+ Not SEND   | 96%        | 81%        | 83%        | 2                    | 96%              | 82%              | 84%              |
| SEND gap (pp)   | 31         | 52         | 50         |                      | 32               | 50               | 50               |
| Writing Level 2+ or EXS+ SEN Support  | 51%        | 15%        | 19%        | 4                    | 55%              | 22%              | 23%              |
| Writing Level 2+ or EXS+ Not SEND   | 95%        | 64%        | 75%        | 11                   | 95%              | 74%              | 77%              |
| SEND gap (pp)   | 44         | 49         | 56         |                      | 40               | 52               | 54               |
| Mathematics Level 2+ or EXS+ SEN Support  | 78%        | 27%        | 32%        | 5                    | 73%              | 33%              | 35%              |
| Mathematics Level 2+ or EXS+ Not SEND   | 98%        | 77%        | 81%        | 4                    | 98%              | 80%              | 83%              |
| SEND gap (pp)   | 20         | 50         | 49         |                      | 25               | 47               | 48               |
| <b>Key Stage 2</b> (Cohort size 2015 is 484, 2016 is 377, 2017 is 474)  |            |            |            |                      |                  |                  |                  |
| Reading Level 4+ or EXS+ SEN Support  | 71%        | 35%        | 36%        | 1                    | 69%              | 32%              | 38%              |
| Reading Level 4+ or EXS+ Not SEND   | 97%        | 77%        | 83%        | 6                    | 96%              | 74%              | 80%              |
| SEND gap (pp)   | 26         | 42         | 47         |                      | 27               | 42               | 42               |
| Writing Level 4+ or EXS+ SEN Support  | 50%        | 14%        | 26%        | 12                   | 58%              | 32%              | 34%              |
| Writing Level 4+ or EXS+ Not SEND   | 94%        | 70%        | 85%        | 15                   | 96%              | 84%              | 87%              |
| SEND gap (pp)   | 44         | 56         | 59         |                      | 38               | 52               | 53               |
| GPS Level 4+ or EXS+ SEN Support  | 45%        | 31%        | 36%        | 5                    | 45%              | 32%              | 39%              |
| GPS Level 4+ or EXS+ Not SEND   | 91%        | 83%        | 89%        | 6                    | 90%              | 83%              | 87%              |
| SEND gap (pp)   | 46         | 52         | 53         |                      | 45               | 51               | 48               |
| Maths Level 4+ or EXS+ SEN Support  | 61%        | 35%        | 35%        | 0                    | 64%              | 36%              | 41%              |
| Maths Level 4+ or EXS+ Not SEND   | 94%        | 79%        | 84%        | 5                    | 94%              | 78%              | 84%              |
| SEND gap (pp)   | 33         | 44         | 49         |                      | 30               | 42               | 43               |
| Read,Write & Maths L4+ or EXS+ SEN Support  | 38%        | 8%         | 16%        | 8                    | 43%              | 16%              | 21%              |
| Read,Write & Maths L4+ or EXS+ Not SEND   | 90%        | 59%        | 72%        | 13                   | 90%              | 62%              | 71%              |
| SEND gap (pp)   | 52         | 51         | 56         |                      | 47               | 46               | 50               |
| Reading average progress SEN Support  | -          | -          | -1.2       |                      | -                | -                | -1.2             |
| Reading average progress Not SEND   | -          | -          | 0.5        |                      | -                | -                | 0.3              |
| SEND gap (pp)   | -          | -          | 1.7        |                      | -                | -                | 1.5              |
| Writing average progress SEN Support  | -          | -          | -4.4       |                      | -                | -                | -2.2             |
| Writing average progress Not SEND   | -          | -          | -0.8       |                      | -                | -                | 0.5              |
| SEND gap (pp)   | -          | -          | 3.6        |                      | -                | -                | 2.7              |
| Maths average progress SEN Support  | -          | -          | -2.3       |                      | -                | -                | -1.1             |
| Maths average progress Not SEND   | -          | -          | 0.1        |                      | -                | -                | 0.3              |
| SEND gap (pp)   | -          | -          | 2.4        |                      | -                | -                | 1.4              |
| <b>Key Stage 4</b> (2016 cohort size 113, 2017 cohort 157)  |            |            |            |                      |                  |                  |                  |
| 5+A*-C inc English & Maths SEN Support  | 21%        | 16%        | -          | -                    | 23%              | 24%              | -                |
| 5+A*-C inc English & Maths Not SEND   | 68%        | 64%        | -          | -                    | 64%              | 63%              | -                |
| SEND gap (pp)   | 47         | 48         | -          | -                    | 41               | 39               | -                |
| English & Maths GCSEs achieving a strong pass (9 to 5) SEN Support  | -          | -          | 8%         | -                    | -                | -                | 16%              |
| English & Maths GCSEs achieving a strong pass (9 to 5) Not SEND   | -          | -          | 50%        | -                    | -                | -                | 48%              |
| SEND gap (pp)   | -          | -          | 41.8       | -                    | -                | -                | 32.3             |
| Attainment 8 SEN Support  | -          | 31         | 27         | -4                   | -                | 36               | 32               |
| Attainment 8 Not SEND   | -          | 53         | 51         | -2                   | -                | 53               | 50               |
| SEND gap  | -          | 22         | 24         |                      | -                | 17               | 18               |
| Progress 8 SEN Support  | -          | -0.93      | -0.83      | 0.10                 | -                | -0.38            | -0.43            |
| Progress 8 Not SEND   | -          | -0.11      | 0.02       | 0.13                 | -                | 0.06             | 0.07             |
| SEND gap  | -          | 0.82       | 0.85       |                      | -                | 0.44             | 0.50             |

|  | CE<br>2015 | CE<br>2016 | CE<br>2017 | Change<br>16 17 (pp) | National<br>2015 | National<br>2016 | National<br>2017 |
|--|------------|------------|------------|----------------------|------------------|------------------|------------------|
| <b>SEND Statement and EHCP</b>   |            |            |            |                      |                  |                  |                  |
| <b>Foundation Stage Profile</b> (Cohort sizes 2015 is 58 2016 is 54, 2017 is 44)                                   |            |            |            |                      |                  |                  |                  |
| Good level of development EHCP/statement   | 7%         | 11%        | 4%         | -7                   | 4%               | 4%               | 4%               |
| Good level of development Not SEND   | 72%        | 75%        | 75%        | 0                    | 71%              | 75%              | 76%              |
| SEND gap (pp)  | 65         | 64         | 71         |                      | 67               | 71               | 72               |
| <b>Key Stage 1</b> (Cohort sizes 2015 Phonics 63, KS1 73, 2016 cohort Phonics 62, KS1 67, 2017 Phonics 69, KS1 65) |            |            |            |                      |                  |                  |                  |
| Phonics Year 1 EHCP/statement  | 25%        | 24%        | 30%        | 6                    | 18%              | 18%              | 18%              |
| Phonics Year 1 Not SEND  | 86%        | 87%        | 88%        | 1                    | 83%              | 86%              | 87%              |
| SEND gap (pp)  | 61         | 63         | 58         |                      | 65               | 68               | 69               |
| Reading Level 2+ or EXS+ EHCP/statement  | 27%        | 22%        | 18%        | -4                   | 27%              | 14%              | 14%              |
| Reading Level 2+ or EXS+ Not SEND  | 96%        | 81%        | 83%        | 2                    | 96%              | 82%              | 84%              |
| SEND gap (pp)  | 69         | 59         | 65         |                      | 69               | 68               | 70               |
| Writing Level 2+ or EXS+ EHCP/statement  | 19%        | 7%         | 11%        | 4                    | 21%              | 9%               | 9%               |
| Writing Level 2+ or EXS+ Not SEND  | 95%        | 64%        | 75%        | 11                   | 95%              | 74%              | 77%              |
| SEND gap (pp)  | 76         | 57         | 64         |                      | 74               | 65               | 68               |
| Mathematics Level 2+ or EXS+ EHCP/statement  | 32%        | 13%        | 14%        | 1                    | 29%              | 14%              | 14%              |
| Mathematics Level 2+ or EXS+ Not SEND  | 98%        | 77%        | 81%        | 4                    | 98%              | 80%              | 83%              |
| SEND gap (pp)  | 66         | 64         | 67         |                      | 69               | 66               | 69               |
| <b>Key Stage 2</b> (Cohort size 2015 is 99, 2016 is 125, 2017 is 93)   |            |            |            |                      |                  |                  |                  |
| Reading Level 4+ or EXS+ EHCP/statement  | 39%        | 21%        | 24%        | 3                    | 30%              | 14%              | 15%              |
| Reading Level 4+ or EXS+ Not SEND  | 97%        | 77%        | 83%        | 6                    | 96%              | 74%              | 80%              |
| SEND gap (pp)  | 58         | 56         | 59         |                      | 66               | 60               | 65               |
| Writing Level 4+ or EXS+ EHCP/statement  | 33%        | 12%        | 16%        | 4                    | 21%              | 13%              | 13%              |
| Writing Level 4+ or EXS+ Not SEND  | 94%        | 70%        | 85%        | 15                   | 96%              | 84%              | 87%              |
| SEND gap (pp)  | 61         | 58         | 69         |                      | 75               | 71               | 74               |
| GPS Level 4+ or EXS+ EHCP/statement  | 32%        | 19%        | 25%        | 6                    | 20%              | 15%              | 16%              |
| GPS Level 4+ or EXS+ Not SEND  | 91%        | 83%        | 89%        | 6                    | 90%              | 83%              | 87%              |
| SEND gap (pp)  | 59         | 64         | 64         |                      | 70               | 68               | 71               |
| Maths Level 4+ or EXS+ EHCP/statement  | 37%        | 17%        | 20%        | 3                    | 26%              | 15%              | 15%              |
| Maths Level 4+ or EXS+ Not SEND  | 94%        | 79%        | 84%        | 5                    | 94%              | 78%              | 84%              |
| SEND gap (pp)  | 57         | 62         | 64         |                      | 68               | 63               | 69               |
| Read,Write & Maths L4+ or EXS+ EHCP/statement  | 27%        | 9%         | 11%        | 2                    | 16%              | 7%               | 8%               |
| Read,Write & Maths L4+ or EXS+ Not SEND  | 90%        | 59%        | 72%        | 13                   | 90%              | 62%              | 71%              |
| SEND gap (pp)  | 63         | 50         | 61         |                      | 74               | 55               | 63               |
| Reading average progress EHCP/statement  | -          | -          | -3.4       |                      | -                | -                | -3.7             |
| Reading average progress Not SEND  | -          | -          | 0.5        |                      | -                | -                | 0.3              |
| SEND gap (pp)  | -          | -          | 3.9        |                      | -                | -                | 4.0              |
| Writing average progress EHCP/statement  | -          | -          | -6.4       |                      | -                | -                | -4.3             |
| Writing average progress Not SEND  | -          | -          | -0.8       |                      | -                | -                | 0.5              |
| SEND gap (pp)  | -          | -          | 5.6        |                      | -                | -                | 4.8              |
| Maths average progress EHCP/statement  | -          | -          | -4.9       |                      | -                | -                | -4.1             |
| Maths average progress Not SEND  | -          | -          | 0.1        |                      | -                | -                | 0.3              |
| SEND gap (pp)  | -          | -          | 5.0        |                      | -                | -                | 4.4              |
| <b>Key Stage 4</b> (2016 cohort size 101, 2017 cohort 103)   |            |            |            |                      |                  |                  |                  |
| 5+A*-C inc English & Maths EHCP/statement  | 16%        | 17%        | -          | -                    | 9%               | 8%               | -                |
| 5+A*-C inc English & Maths Not SEND  | 68%        | 64%        | -          | -                    | 64%              | 63%              | -                |
| SEND gap (pp)  | 52         | 47         | -          | -                    | 55               | 55               | -                |
| English & Maths GCSEs achieving a strong pass (9 to 5) EHCP/statement  | -          | -          | 16%        | -                    | -                | -                | 5%               |
| English & Maths GCSEs achieving a strong pass (9 to 5) Not SEND  | -          | -          | 50%        | -                    | -                | -                | 48%              |
| SEND gap (pp)  | -          | -          | 33.9       | -                    | -                | -                | 42.6             |
| Attainment 8 EHCP/statement  | -          | 27         | 24         | -3                   | -                | 17               | 14               |
| Attainment 8 Not SEND  | -          | 53         | 51         | -2                   | -                | 43               | 50               |
| SEND gap   | -          | 26         | 27         |                      | -                | 26               | 36               |
| Progress 8 EHCP/statement  | -          | -0.76      | -0.96      | -0.20                | -                | -1.03            | -1.04            |
| Progress 8 Not SEND  | -          | -0.11      | 0.02       | 0.13                 | -                | 0.06             | 0.07             |
| SEND gap   | -          | 0.65       | 0.98       |                      | -                | 1.09             | 1.11             |

## 6.2 Cared for Children

**Note : A separate and detailed Virtual School Report is available for 2016/17- an extract of key outcomes are included in this section.**

During 2016/17 the Virtual School has continued to support all cared for children and to continually review its operation to ensure it is meeting its statutory duties while providing effective support.

The overall number of children has risen and although still below the national rate, this increase has been significantly above that experienced elsewhere. There are also a higher number of children with high level of Special Educational Needs (SEN), which means that the overall population is more complex as well as larger in number.

The make-up, operation and funding of the Virtual School has been reviewed. There has been no increase in core staffing but temporary tutors have been appointed to work directly with young people have been appointed to increase flexibility and reduce reliance on agencies and some core staffing is now funded through the Pupil Premium. The impact of these changes is currently being monitored.

All children have access to additional Pupil Premium funding to put in place actions and interventions which are additional to the normal school support and which will help them achieve targets. From April 2017 a new system has been introduced whereby schools request funding to carry out specific interventions. This will increase accountability and allow the impact to be monitored

The completion rate of Personal Education Plans (PEPs) has risen to over 90% as has the percentage completed to a good or better standard. The Virtual School are currently developing an ePEP which will reduce the paperwork and hence time needed for the PEP process without any loss of quality. The system is being tested in seven schools with the roll-out over the next two years.

Attendance overall is good and has remained high in primary schools but less so in secondary due to a number of children in crisis who had been unable to attend school or for whom suitable education was difficult to find.

Schools have been supported to try and reduce exclusions and the impact of this has been a reduction in the overall number of days lost and a reduction in the percentage of children with one or more fixed term exclusion. There have been no permanent exclusions. The Virtual School has led on an Attachment Awareness Project with primary schools and has funded twelve schools to take part in action research. Early indications are that this is having a tangible and positive impact on the behaviour and achievements of cared for children.

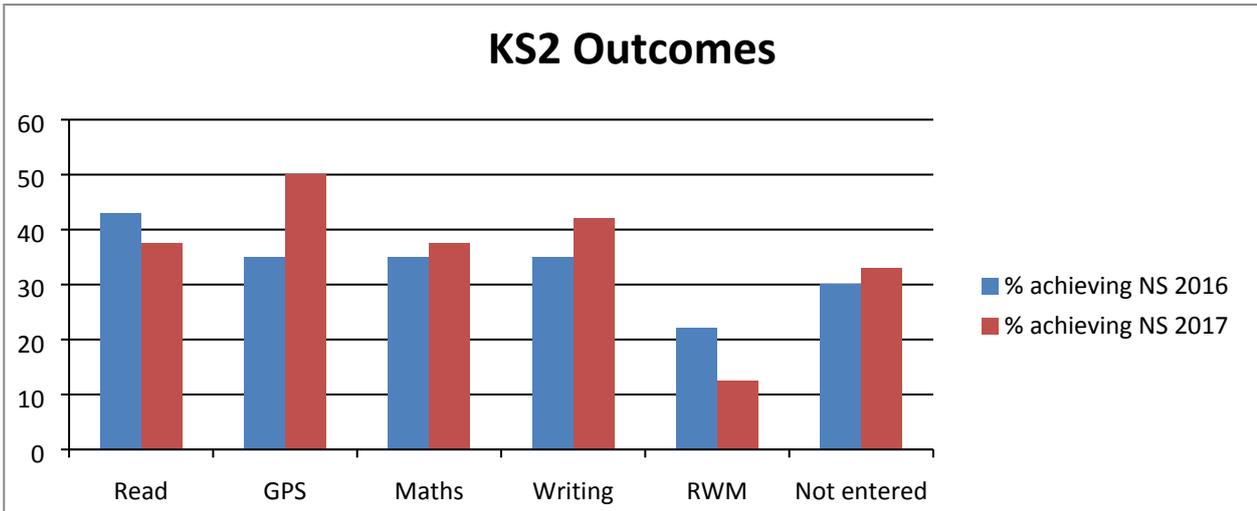
Use of good quality alternative provision (AP) has increased and has had good outcomes for children who have previously been unable to sustain or access full time mainstream school. Training and support has been provided to the Fermain Academy in Macclesfield and pupils attending are now well managed and able to make good progress.

The Virtual School works closely with other teams in Social Care, SEN, School Admissions and Youth Support. In some cases this is through panels and meeting groups such as the 16+ Multi-Agency Group or Children Causing Concern meeting but is often through informal joint working and collaboration of individual staff. As a result of these collaborations policies and procedures have been revised to become more efficient.

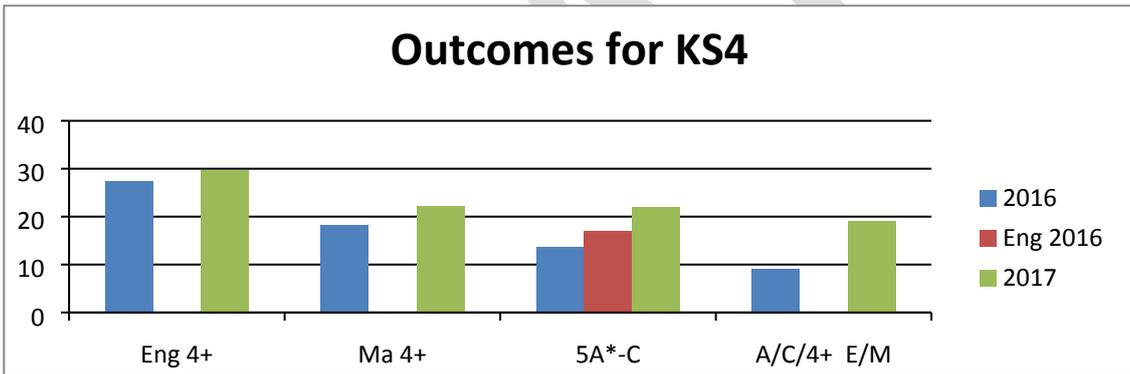
There has been an increase in the number of reception children achieving a Good Level of Development as a result of targeted support, mainly around communication.

### Performance :

Results at Key Stage 1 fell to 25% achieving the expected level. There were only four children in the group and two did not take the tests so statistically invalid although progress and support of current Year 2 children has been introduced to raise attainment next year.



At Key Stage 2 there was an improvement in the percentage of children achieving the expected level in maths, writing and grammar, punctuation and spelling but a slight fall in reading and an overall decrease in the percentage gaining expected level in all areas. Progress was significantly lower for children with SEN, often as they did not complete the tests and so were a high negative progress score was given. Work is already in place through use of Virtual School Tutor and use of tablet based monitored revision to improve outcomes for 2018.



At Key Stage 4 there has been an increase in the number of children gaining 5 or more GCSE C (or equivalent) passes and also on the number gaining the required level 4 or above in the new GCSEs for maths and English. All pupils have been supported to find positive destinations for post 16 and almost all started these programmes in Sept 2017. Progress was greatest in pupils with good levels of attendance and so this will be continually monitored and challenged. Progress and outcomes were highest for children with only one or two placements compared to those with more placements.

Post-16 engagement is supported and monitored monthly and the percentage Not in Education Employment or Training (NEET) in July 2017 was 21%. The number of young people starting Higher Education (HE) is the same as 2016 although the overall number currently in HE has fallen slightly. Cared for children involved with youth offending have significantly higher levels of SEN and the outcomes are lower than for the wider cohort. An advisor also works part time for the Youth Justice Service and oversees these cases. She is currently reviewing the support mechanisms to increase attendance at the end of the orders.

## Priorities for 2017/18

1. Continue to provide support and interventions for schools and children to improve outcomes, evaluating the impact of the intervention and use of Pupil Premium.
2. Identify and implement changes resulting from the Social Care Bill which includes Virtual School Headteacher to have responsibilities for previously looked after children as well as looked after and to promote mental health and attachment awareness in schools.
3. Monitor the impact of commissioned and front line services through engagement, progress and outcomes.
4. Develop a self- assessment tool for use with and by schools to improve their practice and support for cared for children.

### 6.3 Disadvantaged or Free School Meals

|   | CE<br>2015 | CE<br>2016 | CE<br>2017 | Change<br>16 17 (pp) | National<br>2015 | National<br>2016 | National<br>2017 |
|---|------------|------------|------------|----------------------|------------------|------------------|------------------|
| <b>Free School Meals or Disadvantaged</b>   |            |            |            |                      |                  |                  |                  |
| <b>Foundation Stage Profile</b> (Cohort sizes 2015 is 321, 2016 is 282, 2017 is 296)  |            |            |            |                      |                  |                  |                  |
| Good level of development FSM   | 47%        | 45%        | 52%        | 7.3                  | 51%              | 54%              | 56%              |
| Good level of development Not FSM   | 70%        | 73%        | 73%        | -0.2                 | 69%              | 72%              | 73%              |
| FSM Gap (pp)  | 23.5       | 28.5       | 21         |                      | 18               | 18               | 17               |
| <b>Key Stage 1 – Free School Meals</b> (Cohort sizes 2015 Phonics 382, KS1 442, 2016 Phonics 298, KS1 338, 2017 Phonics 331, KS1 314) |            |            |            |                      |                  |                  |                  |
| Phonics year 1 FSM  | 66%        | 65%        | 66%        | 1                    | 65%              | 69%              | 68%              |
| Phonics year 1 Not FSM  | 83%        | 84%        | 85%        | 1                    | 79%              | 83%              | 83%              |
| FSM Gap (pp)  | 17         | 19         | 19         |                      | 14               | 14               | 15               |
| Reading Level 2+ or EXS+ FSM  | 81%        | 54%        | 58%        | 4                    | 82%              | 60%              | 61%              |
| Reading Level 2+ or EXS+ Not FSM  | 93%        | 77%        | 78%        | 1                    | 92%              | 77%              | 78%              |
| FSM Gap (pp)  | 12         | 23         | 20         |                      | 10               | 17               | 17               |
| Writing Level 2+ or EXS+ FSM  | 76%        | 38%        | 48%        | 10                   | 77%              | 50%              | 52%              |
| Writing Level 2+ or EXS+ Not FSM  | 91%        | 60%        | 70%        | 10                   | 90%              | 68%              | 71%              |
| FSM Gap (pp)  | 15         | 22         | 22         |                      | 13               | 18               | 19               |
| Mathematics Level 2+ or EXS+ FSM  | 87%        | 53%        | 55%        | 2                    | 86%              | 58%              | 60%              |
| Mathematics Level 2+ or EXS+ Not FSM  | 96%        | 73%        | 77%        | 4                    | 94%              | 75%              | 78%              |
| FSM Gap (pp)  | 9          | 20         | 22         |                      | 8                | 17               | 18               |
| <b>Key Stage 2 - Revised – Disadvantaged</b> (Cohort size 2015 753, 2016 821, 2017 cohort 836)  |            |            |            |                      |                  |                  |                  |
| Reading Level 4+ or EXS+ Disadvantaged  | 86%        | 55%        | 59%        | 4                    | 83%              | 53%              | 60%              |
| Reading Level 4+ or EXS+ Not Disadv   | 93%        | 75%        | 81%        | 6                    | 93%              | 73%              | 78%              |
| Disadvantaged gap (pp)  | 7          | 20         | 22         |                      | 10               | 20               | 18               |
| Writing Level 4+ or EXS+ Disadvantaged  | 74%        | 44%        | 58%        | 14                   | 79%              | 64%              | 66%              |
| Writing Level 4+ or EXS+ Not Disadv   | 90%        | 68%        | 80%        | 12                   | 91%              | 79%              | 82%              |
| Disadvantaged gap (pp)  | 16         | 24         | 22         |                      | 12               | 15               | 16               |
| GPS Level 4+ or EXS+ Disadvantaged  | 72%        | 60%        | 66%        | 6                    | 71%              | 61%              | 67%              |
| GPS Level 4+ or EXS+ Not Disadv   | 87%        | 80%        | 85%        | 5                    | 85%              | 79%              | 83%              |
| Disadvantaged gap (pp)  | 15         | 20         | 19         |                      | 14               | 18               | 16               |
| Maths Level 4+ or EXS+ Disadvantaged  | 79%        | 53%        | 58%        | 5                    | 80%              | 58%              | 63%              |
| Maths Level 4+ or EXS+ Not Disadv   | 91%        | 77%        | 82%        | 5                    | 91%              | 76%              | 81%              |
| Disadvantaged gap (pp)  | 12         | 24         | 24         |                      | 11               | 18               | 18               |
| Read, Write & Maths L4+ or EXS+ Disadv  | 67%        | 32%        | 42%        | 10                   | 70%              | 39%              | 48%              |
| Read, Write & Maths L4+ or EXS+ Not Disadv  | 85%        | 58%        | 70%        | 12                   | 85%              | 61%              | 68%              |
| Disadvantaged gap (pp)  | 18         | 26         | 28         |                      | 15               | 22               | 20               |
| Reading average progress Disadv   | -          | -          | -0.8       |                      | -                | -                | -0.7             |
| Reading average progress Not Disadv   | -          | -          | 0.5        |                      | -                | -                | 0.3              |
| SEND gap (pp)   | -          | -          | 1.3        |                      | -                | -                | 1.0              |
| Writing average progress Disadv   | -          | -          | -2.0       |                      | -                | -                | -0.4             |
| Writing average progress Not Disadv   | -          | -          | -1.2       |                      | -                | -                | 0.2              |
| SEND gap (pp)   | -          | -          | 0.8        |                      | -                | -                | 0.6              |
| Maths average progress Disadv   | -          | -          | -1.4       |                      | -                | -                | -0.6             |
| Maths average progress Not Disadv   | -          | -          | 0.0        |                      | -                | -                | 0.3              |
| SEND gap (pp)   | -          | -          | 1.4        |                      | -                | -                | 0.9              |
| <b>Key Stage 4 – Disadvantaged</b> (2016 cohort size 659)   |            |            |            |                      |                  |                  |                  |
| 5+A*-C inc Eng & Maths Disadv   | 35%        | 33%        | n/a        | -                    | 37%              | 37%              | -                |
| 5+A*-C inc Eng & Maths Not Disadv   |            | 67%        | n/a        | -                    |                  | 65%              | -                |
| Disadvantaged gap (pp)  |            | 34         | -          |                      |                  | 28               | -                |
| English & Maths GCSEs achieving a strong pass (9 to 5) Disadv   | -          | -          | 22%        | -                    | -                | -                | 25%              |
| English & Maths GCSEs achieving a strong pass (9 to 5) Not Disadv   | -          | -          | 52%        | -                    | -                | -                | 50%              |
| Disadvantaged gap (pp)  | -          | -          | 30.5       | -                    | -                | -                | 25.2             |
| Attainment 8 Disadv   |            | 39.7       | 35.8       | -3.9                 |                  | 41.2             | 37.1             |
| Attainment 8 Not Disadv   |            | 54.4       | 51.6       | -2.8                 |                  | 53.5             | 49.9             |
| Disadvantaged gap   |            | 14.7       | 15.8       |                      |                  | 12.3             | 12.8             |
| Progress 8 Disadv   |            | -0.74      | -0.72      | 0.02                 |                  | -0.38            | -0.40            |
| Progress 8 Not Disadv   |            | -0.03      | 0.09       | 0.12                 |                  | 0.11             | 0.11             |
| Disadvantaged gap   |            | 0.71       | 0.81       |                      |                  | 0.49             | 0.51             |

## 6.4 English as an Additional Language

|  | CE<br>2016 | CE<br>2017 | Change<br>16 17 (pp) |  | National<br>2016 |  | National<br>2017 |   |
|--|------------|------------|----------------------|--|------------------|--|------------------|---|
| <b>EAL</b>   |            |            |                      |  |                  |  |                  |   |
| <b>Foundation Stage Profile</b> (Cohort sizes 2015 is 270, 2016 is 260, 2017 is 296)                           |            |            |                      |  |                  |  |                  |   |
| Good level of development EAL  | 55%        | 56%        | 1                    |  | 63%              |  | 65%              |   |
| Good level of development Not EAL  | 73%        | 73%        | 0                    |  | 71%              |  | 73%              |   |
| EAL gap (pp)   | 18.1       | 17.1       |                      |  | 8                |  | 8                |   |
| <b>Key Stage 1</b> (Cohort sizes 2015 Phonics 235, KS1 269, 2016 Phonics 299, KS1 258, 2017 Phonics , KS1 291) |            |            |                      |  |                  |  |                  |   |
| Phonics Year 1 EAL   | 78%        | 77%        | -1                   |  | 80%              |  | 81%              |   |
| Phonics Year 1 Not EAL   | 83%        | 84%        | 1                    |  | 81%              |  | 82%              |   |
| EAL gap (pp)   | 5          | 7          |                      |  | 1                |  | 1                |   |
| Reading Level 2+ or EXS+ EAL   | 59%        | 62%        | 3                    |  | 70%              |  | 72%              |   |
| Reading Level 2+ or EXS+ Not EAL   | 76%        | 78%        | 2                    |  | 75%              |  | 77%              |   |
| EAL gap (pp)   | 17         | 16         |                      |  | 5                |  | 5                |   |
| Writing Level 2+ or EXS+ EAL   | 40%        | 55%        | 15                   |  | 64%              |  | 67%              |   |
| Writing Level 2+ or EXS+ Not EAL   | 59%        | 69%        | 10                   |  | 66%              |  | 69%              |   |
| EAL gap (pp)   | 19         | 14         |                      |  | 2                |  | 2                |   |
| Mathematics Level 2+ or EXS+ EAL   | 62%        | 69%        | 7                    |  | 72%              |  | 74%              |   |
| Mathematics Level 2+ or EXS+ Not EAL   | 72%        | 76%        | 4                    |  | 73%              |  | 76%              |   |
| EAL gap (pp)   | 10         | 7          |                      |  | 1                |  | 2                |   |
| <b>Key Stage 2</b> (2016 cohort size 178, 2017 cohort 186)   |            |            |                      |  |                  |  |                  |   |
| Reading Level 4+ or EXS+ EAL   | 58%        | 68%        | 10                   |  | 61%              |  | 67%              |   |
| Reading Level 4+ or EXS+ Not EAL   | 71%        | 77%        | 6                    |  | 68%              |  | 73%              |   |
| EAL gap (pp)   | 13         | 9          |                      |  | 7                |  | 6                |   |
| Writing Level 4+ or EXS+ EAL   | 49%        | 76%        | 27                   |  | 75%              |  | 77%              |   |
| Writing Level 4+ or EXS+ Not EAL   | 64%        | 76%        | 12                   |  | 74%              |  | 77%              |   |
| EAL gap (pp)   | 15         | 0          |                      |  | 1                |  | 0                |   |
| GPS Level 4+ or EXS+ EAL   | 72%        | 81%        | 9                    |  | 75%              |  | 80%              |   |
| GPS Level 4+ or EXS+ Not EAL   | 76%        | 81%        | 5                    |  | 72%              |  | 77%              |   |
| EAL gap (pp)   | 4          | 0          |                      |  | 3                |  | 3                |   |
| Maths Level 4+ or EXS+ EAL   | 72%        | 77%        | 5                    |  | 74%              |  | 78%              |   |
| Maths Level 4+ or EXS+ Not EAL   | 72%        | 77%        | 5                    |  | 69%              |  | 75%              |   |
| EAL gap (pp)   | 0          | 0          |                      |  | 5                |  | 3                |   |
| Read, Write & Maths L4+ or EXS+ EAL  | 39%        | 58%        | 19                   |  | 52%              |  | 61%              |   |
| Read, Write & Maths L4+ or EXS+ Not EAL  | 53%        | 64%        | 11                   |  | 54%              |  | 62%              |   |
| EAL gap (pp)   | 14         | 6          |                      |  | 2                |  | 1                |   |
| Reading average progress EAL   | -          | 1.5        | -                    |  | -                |  | 0.3              |   |
| Reading average progress Not EAL   | -          | 0.2        | -                    |  | -                |  | -0.1             |   |
| SEND gap (pp)  | -          | 1.3        | -                    |  | -                |  | 0.4              |   |
| Writing average progress EAL   | -          | 0.7        | -                    |  | -                |  | 1.4              |   |
| Writing average progress Not EAL   | -          | -1.4       | -                    |  | -                |  | -0.3             |   |
| SEND gap (pp)  | -          | 2.1        | -                    |  | -                |  | 1.7              |   |
| Maths average progress EAL   | -          | 2.8        | -                    |  | -                |  | 2.1              |   |
| Maths average progress Not EAL   | -          | -0.4       | -                    |  | -                |  | -0.4             |   |
| SEND gap (pp)  | -          | 3.2        | -                    |  | -                |  | 2.5              |   |
| <b>Key Stage 4</b> (2016 cohort size 157)  |            |            |                      |  |                  |  |                  |   |
| 5+A*-C inc English & Maths EAL   | 52%        | -          | -                    |  | 54%              |  | -                | - |
| 5+A*-C inc English & Maths Not EAL   | 62%        | -          | -                    |  | 57%              |  | -                | - |
| EAL gap (pp)   | 10         | -          | -                    |  | 3                |  | -                | - |
| English & Maths GCSEs achieving a strong pass (9 to 5) EAL   | -          | 46%        | -                    |  | -                |  | 44%              |   |
| English & Maths GCSEs achieving a strong pass (9 to 5) Not EAL   | -          | 47%        | -                    |  | -                |  | 43%              |   |
| EAL gap (pp)   | -          | 0.9        | -                    |  | -                |  | 1.6              |   |
| Attainment 8 EAL   | 50.0       | 47.6       | -2                   |  | 50.0             |  | 47.7             |   |
| Attainment 8 Not EAL   | 52.0       | 49.0       | -3                   |  | 50.0             |  | 46.3             |   |
| EAL gap  | 2.0        | 1.4        |                      |  | 0                |  | -1.4             |   |
| Progress 8 EAL   | 0.44       | 0.60       | 0.16                 |  | 0.40             |  | 0.50             |   |
| Progress 8 Not EAL   | -0.17      | -0.07      | 0.10                 |  | -0.09            |  | -0.11            |   |
| EAL gap  | 0.61       | 0.67       |                      |  | 0.49             |  | 0.61             |   |

## 6.5 Gender

|  | CE<br>2015 | CE<br>2016 | CE<br>2017 | Change<br>16 17 (pp) |   | National<br>2015 |  | National<br>2016 |  | National<br>2017 |
|--|------------|------------|------------|----------------------|---|------------------|--|------------------|--|------------------|
| <b>Gender</b>  |            |            |            |                      |   |                  |  |                  |  |                  |
| <b>Foundation Stage Profile</b>                              |            |            |            |                      |   |                  |  |                  |  |                  |
| Good level of development Boys                               | 61.3%      | 63.6%      | 66.0%      | 2.4                  |   | 58.6%            |  | 62.1%            |  | 64.0%            |
| Good level of development Girls                              | 76.2%      | 79.5%      | 77.9%      | -1.6                 |   | 74.3%            |  | 76.8%            |  | 77.7%            |
| Gender gap (pp)  | 14.9       | 15.9       | 11.9       |                      |   | 15.7             |  | 14.7             |  | 13.7             |
| <b>Key Stage 1</b>   |            |            |            |                      |   |                  |  |                  |  |                  |
| Phonics Year 1 Boys  | 78%        | 79%        | 80%        | 1                    |   | 73%              |  | 77%              |  | 78%              |
| Phonics Year 1 Girls   | 85%        | 87%        | 87%        | 0                    |   | 81%              |  | 84%              |  | 85%              |
| Gender gap (pp)  | 7          | 8          | 7          |                      |   | 8                |  | 7                |  | 7                |
| Reading Level 2+ or EXS+ Boys                                | 90%        | 70%        | 73%        | 3                    |   | 88%              |  | 70%              |  | 71%              |
| Reading Level 2+ or EXS+ Girls                               | 94%        | 80%        | 81%        | 1                    |   | 93%              |  | 78%              |  | 80%              |
| Gender gap (pp)  | 4          | 10         | 8          |                      |   | 5                |  | 8                |  | 9                |
| Writing Level 2+ or EXS+ Boys                                | 86%        | 50%        | 61%        | 11                   |   | 83%              |  | 59%              |  | 62%              |
| Writing Level 2+ or EXS+ Girls                               | 92%        | 66%        | 76%        | 10                   |   | 92%              |  | 73%              |  | 75%              |
| Gender gap (pp)  | 6          | 16         | 15         |                      |   | 9                |  | 14               |  | 13               |
| Mathematics Level 2+ or EXS+ Boys                            | 94%        | 71%        | 74%        | 3                    |   | 91%              |  | 72%              |  | 74%              |
| Mathematics Level 2+ or EXS+ Girls                           | 95%        | 71%        | 76%        | 5                    |   | 94%              |  | 74%              |  | 76%              |
| Gender gap (pp)  | 1          | 0          | 2          |                      |   | 3                |  | 2                |  | 2                |
| <b>Key Stage 2 - Revised</b>                                 |            |            |            |                      |   |                  |  |                  |  |                  |
| Reading Level 4+ or EXS+ Boys                                | 90%        | 66%        | 73%        | 7                    |   | 88%              |  | 62%              |  | 68%              |
| Reading Level 4+ or EXS+ Girls                               | 94%        | 76%        | 80%        | 4                    |   | 92%              |  | 70%              |  | 75%              |
| Gender gap (pp)  | 4          | 10         | 7          |                      |   | 4                |  | 8                |  | 7                |
| Writing Level 4+ or EXS+ Boys                                | 83%        | 55%        | 70%        | 15                   |   | 83%              |  | 68%              |  | 70%              |
| Writing Level 4+ or EXS+ Girls                               | 91%        | 72%        | 82%        | 10                   |   | 91%              |  | 81%              |  | 82%              |
| Gender gap (pp)  | 8          | 17         | 12         |                      |   | 8                |  | 13               |  | 12               |
| GPS Level 4+ or EXS+ Boys                                    | 80%        | 69%        | 77%        | 8                    |   | 77%              |  | 68%              |  | 73%              |
| GPS Level 4+ or EXS+ Girls                                   | 87%        | 82%        | 85%        | 3                    |   | 85%              |  | 78%              |  | 81%              |
| Gender gap (pp)  | 7          | 13         | 8          |                      |   | 8                |  | 10               |  | 8                |
| Mathematics Level 4+ or EXS+ Boys                            | 89%        | 72%        | 77%        | 5                    |   | 87%              |  | 70%              |  | 75%              |
| Mathematics Level 4+ or EXS+ Girls                           | 89%        | 73%        | 77%        | 4                    |   | 87%              |  | 70%              |  | 75%              |
| Gender gap (pp)  | 0          | 1          | 0          |                      |   | 0                |  | 0                |  | 0                |
| Read, Write & Maths L4+ or EXS+ Boys                         | 79%        | 46%        | 61%        | 15                   |   | 78%              |  | 50%              |  | 57%              |
| Read, Write & Maths L4+ or EXS+ Girls                        | 85%        | 59%        | 67%        | 8                    |   | 83%              |  | 57%              |  | 65%              |
| Gender gap (pp)  | 6          | 13         | 6          |                      |   | 5                |  | 7                |  | 8                |
| <b>Key Stage 4</b>   |            |            |            |                      |   |                  |  |                  |  |                  |
| 5+A*-C inc English & Maths Boys                              | 60%        | 55%        | -          | -                    | - | 53%              |  | 52%              |  | -                |
| 5+A*-C inc English & Maths Girls                             | 67%        | 68%        | -          | -                    | - | 62%              |  | 62%              |  | -                |
| Gender gap (pp)  | 7          | 13         | -          | -                    | - | 9                |  | 10               |  | -                |
| English & Maths GCSEs achieving a strong pass (9 to 5) Boys  | -          | -          | 45%        | -                    | - | -                |  | -                |  | 40%              |
| English & Maths GCSEs achieving a strong pass (9 to 5) Girls | -          | -          | 49%        | -                    | - | -                |  | -                |  | 46%              |
| Gender gap (pp)  | -          | -          | 3.2        | -                    | - | -                |  | -                |  | 6                |
| Attainment 8 Boys  |            | 49.5       | 46.6       | -2.9                 |   | -                |  | 47.8             |  | 43.8             |
| Attainment 8 Girls   |            | 53.9       | 51.3       | -2.6                 |   | -                |  | 52.4             |  | 49.1             |
| Gender gap   |            | 4.4        | 4.7        |                      |   | -                |  | 4.6              |  | 5.3              |
| Progress 8 Boys  |            | -0.28      | -0.20      | 0.1                  |   | -                |  | -0.16            |  | -0.24            |
| Progress 8 Girls   |            | -0.02      | -0.11      | -0.1                 |   | -                |  | 0.11             |  | 0.18             |
| Gender gap   |            | 0.26       | 0.09       |                      |   | -                |  | 0.27             |  | 0.42             |

## 6.6 Elected Home Education

### Context

Elective Home Education continues to increase week by week and year by year. Families and schools are increasingly aware of EHE, especially where school may not be perceived by parents as meeting their children's needs. If parents choose EHE, they become responsible for providing and funding the education provision.

Close working partnerships have continued with Reaseheath and Macclesfield colleges. Reaseheath offer Year 10 EHE children 1 day/week over 2 years as part of the 14-16 provision. Around 10 EHE children have accessed this, plus 2 EHE children completing a full time course. Macclesfield College offer 1 day/week Maths and English GCSE courses for Year 11 EHE children. 15 EHE children have accessed this provision. The EHE community is grateful to a few schools who will accept external candidates to sit examinations. Interserve and Love Music Trust have also offered certain courses to the EHE community. The consultant aims to work with the EHE community and recognises the mutual support offered by established families and groups.

On the initial questionnaire and during visits, families are asked if they would like their detail shared with School Nurse Service, as there are links with this service. Also we include documentation from Health in packs for parents regarding age related information.

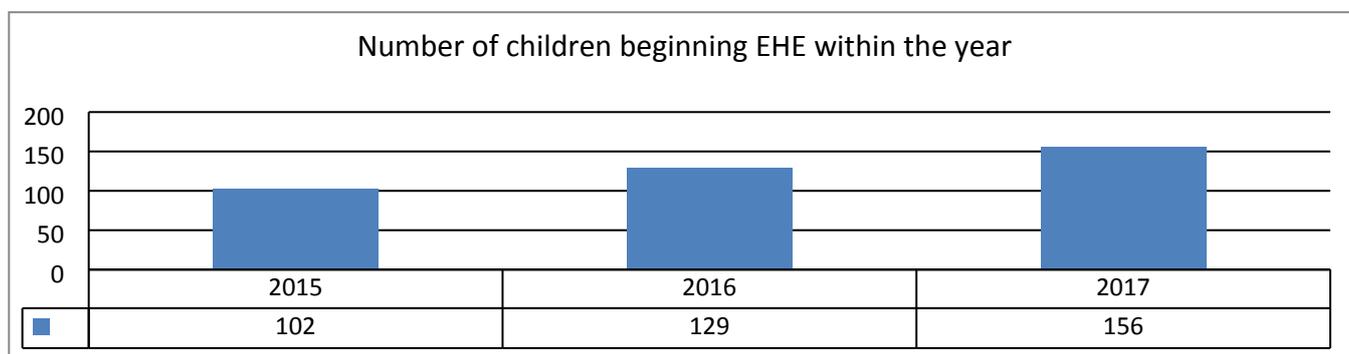
As parents are responsible for providing education provision, the vast majority appear to provide an appropriate offer. However, some parents may only be doing EHE for a short period of time, eg. whilst waiting to return to school. Support is given with making school applications where appropriate. A few parents decline visits and provide written information in relation to providing the education. There have not been any Attendance Orders issued in relation to EHE. On a positive note, there have been 41 returning to school from EHE this year.

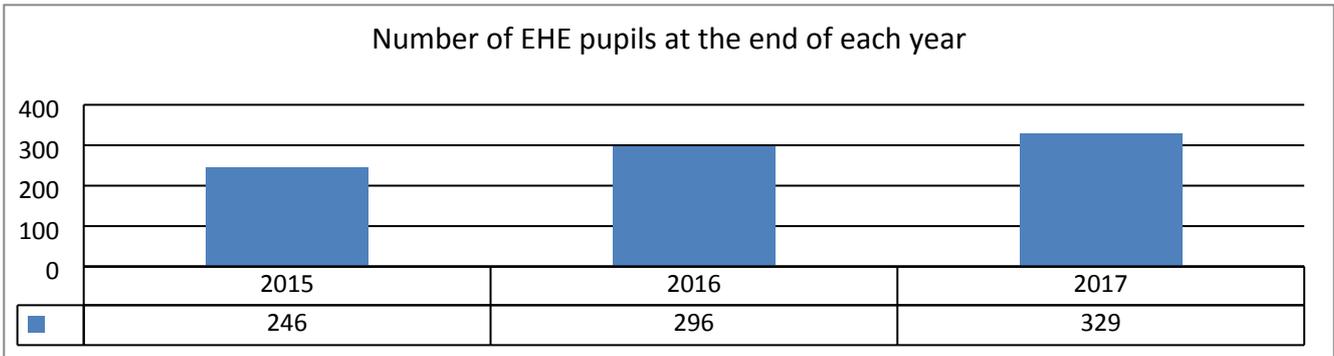
A clear priority is to continue to work with the community and achieve as many home visits as possible. Also, enable parents to make an informed choice so that deregistrations are only made when a parent truly wants to EHE. A constant offer is for schools and parents to make contact with the service prior to a decision being made.

Continue to support the colleges re KS 4 provision and increase the take up if possible.

### Data

Current numbers known to the Local Authority are 320, with 70 children new to EHE this academic year.





## 6.7 Medical Needs Service

### Context

The Medical Needs Service continues to provide an appropriate and flexible education for students who are unable to attend school due to a health need and support their reintegration into school, alternative provision or preparation for further education/apprenticeship or training. The team works closely with the student, their family, school and healthcare professionals to ensure they have every available support to achieve their potential, within the context of their health problem.

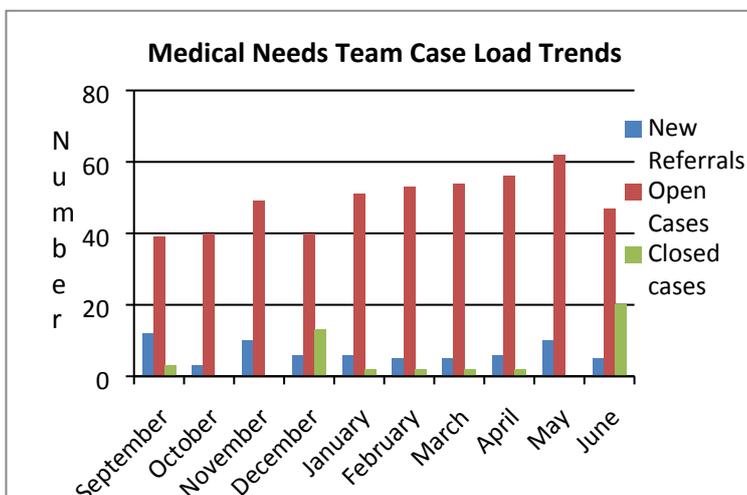
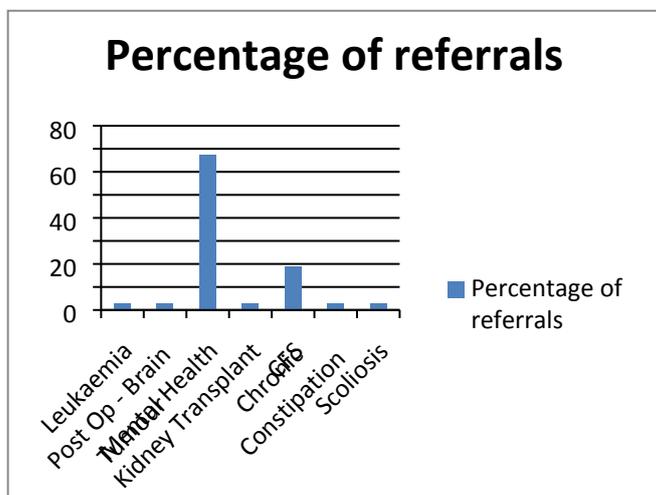
In the academic year 2016-17 the team worked with a total of 91 pupils across 27 different schools. The team received 68 new referrals from schools during the year, 60 of which were accepted. A total of 33 pupils were successfully reintegrated into school or moved to alternative provision. 20 pupils were supported through their GCSE examinations at the end of year 11. Of these 20 students 60% gained a level 4 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. All year 11 students went on to further education, apprenticeship or training with no student being classified as NEET.

### Key areas for the team going forward include:

1. Continue to provide support for students and their families by working closely with schools, agencies and health care professionals with an aim to increase the number of students returning to school.
2. Further develop teaching staff to meet the demands of the new curriculum.
3. Utilise online learning to help meet the demands upon the service and monitor its' impact.
4. Improve links with hospital education settings to support students being discharged to mainstream school.

## Data

Of the 91 students supported this year 6 of the students were from primary schools and 85 were of secondary age. An increased trend in referrals due to mental health issues has been seen over the last few years and has continued with 67% of cases being referred for this reason.



## Summary of Vulnerable Groups

### Key Achievements

- Whilst outcomes for SEND Support learners is improving but below national in most key outcomes, SEND learners with ECHP/statements are performing much better and often above national.
- For our cared for children there has been an increase in the number of children gaining 5 or more GCSE C (or equivalent) passes and also on the number gaining the required level 4 or above in the new GCSEs for maths and English
- 2017 saw some strong improvements in outcomes for disadvantaged learners across all key stages compared to previous year but there is still a constant performance which is below national rates.
- Cheshire East performs well for Gender showing that both boys and girls consistently perform above national rates for most key indicators.

### Priorities

- To accelerate the outcomes for SEND Support learners – this relates to learners who are within mainstream provision rather than specialist SEND schools.
- Identify and implement changes resulting from the Social Care Bill which includes Virtual School Headteacher to have responsibilities for previously looked after children as well as looked after and to promote mental health and attachment awareness in schools.
- To improve outcomes for disadvantaged and EAL learners so that they at least in line with national.
- The increases in EHE learners is a worrying trend locally as well as nationally. Increased scrutiny as to the rationale for selecting EHE is required as is the regularity of monitoring visits to review the quality of curriculum and learning taking place.
- To continue to rigourously address CME cases so that the numbers known to be CME continue to fall.

## 7. Vulnerable Pupils & Safeguarding

### 7.1 Safeguarding in Education Settings

#### Context

The Safeguarding Children in Education Settings (SCiES) team is part of Cheshire East's Education Participation and Pupil Support team. It supports schools, colleges and Early Years settings (including Academies and Independent schools) to fulfil their statutory and non-statutory safeguarding obligations. Their primary aim is to empower individuals who work in these settings to safeguard children and young people.

The team write and deliver an accredited training and development programme for all those who come into contact with children and families in their everyday work in schools and settings. The team also provide safeguarding support and guidance; plus dissemination of local and national information and data to increase knowledge and inform practice.

Activities include the following:

- Safeguarding audits/reviews informing policy and practice
- Termly Designated Lead meetings to update Designated Safeguarding Leads (DSLs) with the latest guidance and legislation and share practical ideas and suggestions to support them in their complex role
- Responding to notifications of safeguarding concerns raised by Ofsted/parents/others.
- Co-ordination of education information for Multi-Agency Risk Assessment Conferences (MARACs) which take place around families where there is domestic abuse
- Co-ordination of education information for Channel Panels: those at risk from radicalisation
- Co-ordination of education information for the Child Sexual Exploitation (CSE) operational group.
- Support with Risk Management and Support plans around sexualised behaviours
- Supervision for Designated Safeguarding Leads in schools
- Support for schools to set up children's safeguarding groups and ongoing support for existing groups, including creating safeguarding newsletters for the groups
- Writing model safeguarding policies for schools and settings to adapt and adopt
- Chairing the Children and data sub group of the Domestic Abuse Partnership; playing a key role in writing and launching the Children and Young people domestic and sexual abuse policy and procedure for all agencies including educational settings

#### Achievements

In addition to creating and delivering bespoke training sessions for schools the SCiES team wrote and delivered different training courses over the year, all evaluated as good or excellent:

1. Designated Safeguarding Lead sessions each term
2. Basic Safeguarding training for clusters
3. Basic Safeguarding for whole schools
4. Basic Safeguarding for young people
5. New to the role of Safeguarding Lead
6. The role of the Safeguarding Governor
7. The Voice of the Child
8. Bullying Prevention
9. Bullying Prevention for Governors
10. Domestic abuse whole school

11. Domestic Abuse Level 2
12. WRAP
13. Hate Crime
14. Record Keeping and Reporting
15. Neglect
16. Responding to and Managing Sexualised Behaviour in Education Settings
17. Emotional Abuse: A year in the life of a child
18. Screening Tools Unscrambled
19. Supervision training

The team were successfully re-accredited for the Investors in Children Award for our work with the pupil safeguarding groups and supporting primary safeguarding conferences in our localities.

SCiES played a full role in supporting the launch of the Neglect Strategy and delivered specific workshops and DSL meetings to ensure schools and settings were aware of and equipped to use the Neglect Screening Tool.

The team identified a need for a toolkit to support children and young people with communication difficulties to have their voice heard in meetings; as a result of which the Voice of the Child Toolkit was created and developed alongside DSLs from schools and settings. This has now gone out to all schools in Cheshire East and is being used by other teams such as Children with Disabilities Team.

Priorities

Train and embed Signs of Safety in our schools and settings.

Create a Bullying Prevention Strategy

Supporting dissemination of the Emotionally Healthy Schools Strategy

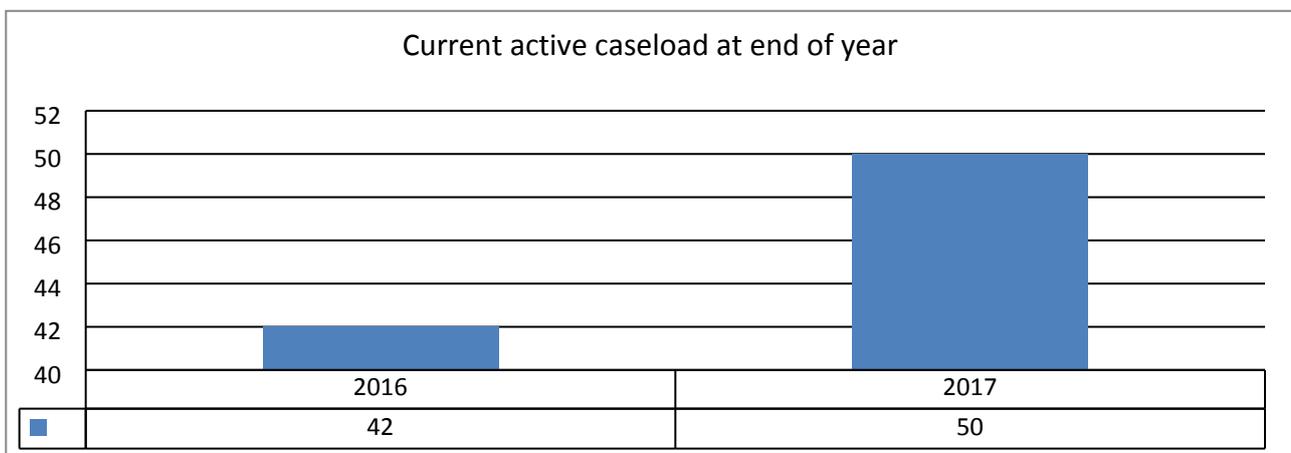
Develop further the Voice of the Child Toolkit to include exercises and templates around healthy relationships

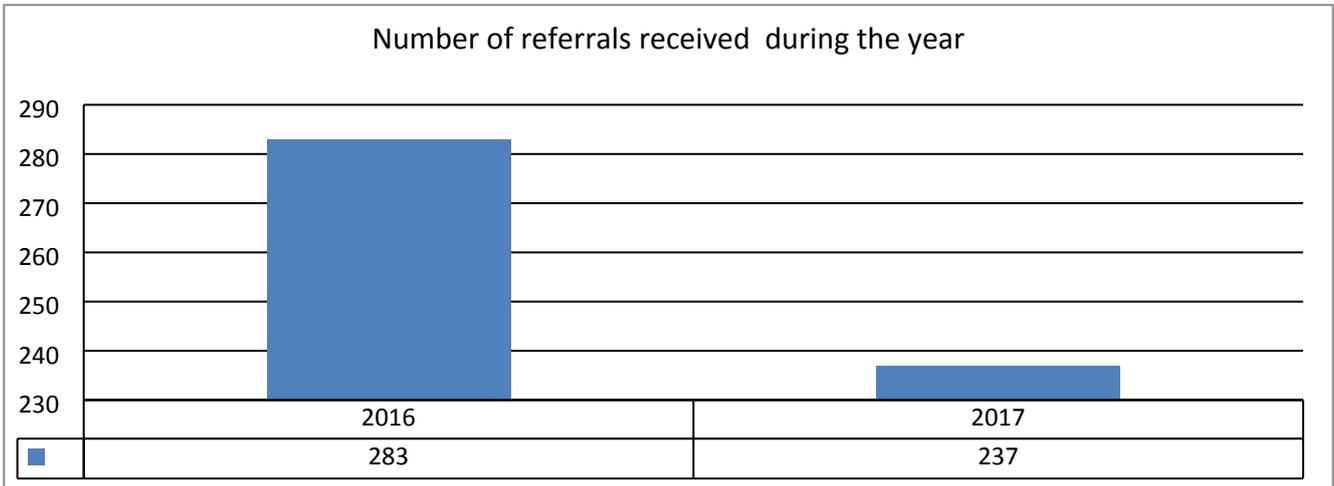
We trained over 2500 adults working in Cheshire East schools over the year in Basic Awareness.

A total of 480 contacts with schools and settings were recorded in this time period.

45 supervision sessions were held with primary and secondary schools.

**7.2 Children Missing Education (CME)**





### 7.3 Critical Incident Support

The Council Critical Incident Team plays a vital role in supporting any institution to manage a variety of critical Incidents. The skilled team has a diverse range of skills which are required to support staff, pupils and the local community in dealing with such tragic events such as a child death as well as initiating support where a school has to respond to critical situations such as a fire or potential terror alert.

#### Summary of the last 12 months support :

16 incidents were logged where the team had received notification. Offers of support from CIRT were made to all.

11 took up the support which ranged from a phone conversation for reassurance that they were following the correct course of action to numerous visits to a school to support staff.

Offers of debriefing following an incident and course of action also undertaken.

#### Nature of incidents

2 murders – arena attack / parent

5 suicides – 3 pupils /ex pupils, 1 member of staff, 1 parent

8 deaths due to illness, both long term and sudden – 2 secondary 2 primary, 2 special school, 1 teacher

1 intruder

Other non-personnel incidents have been responded to which impacts on the school site/infrastructure. Examples include :

Hurdsfield – major safeguarding concerns of school site

Lostock Hall – serious school fire.

The Team were nominated and successful in becoming Council Team of the Year in recognition of their work in 2017.

### 7.4 Health & Safety for Schools

Much work has been initiated in the last 12 months to improve the coordination of Health & Safety across our schools especially in terms of sharing relevant and up to date data. This data relates primarily to H&S inspections of schools and settings, incidents reported in PRIME as well as summarising specific H&S training undertaken by schools.

In addition, a termly briefing for schools has been initiated which involves crucial updates to schools on key themes many of which relate to compliance issues and the importance of the safety of learners and all involved within schools.

The Autumn Term briefings included sessions on managing Terrorism in Schools, Fire Risk Assessments, Trips and Residential compliance and Critical incident management.

## 7.5 Ofsted Complaints

The Council has a duty to liaise with Ofsted regarding complaints which are classified as being Safeguarding related. In many of the cases outlined below, Local Authority Officers are assigned to investigate the nature of the complaint and both report back to Ofsted on findings as well as initiate changes within schools to address key improvements as identified.

Over the last 12 month period, 42 Ofsted complaints have been received and actioned by Governance & Liaison services, SCIES service team or Head of Service. The breakdown is shown below:

- 19 of those complaints were Secondary.
- 17 of those complaints were Primary.
- 2 of those complaints were Special.
- 2 of those complaints were Independent.
- 2 of those complaints were Colleges.

## 8 OFSTED

### EARLY YEARS

On a monthly basis, the business intelligence team produces a summary report of recent school inspections and the overall impact on the percentage of schools judged Good or Outstanding. The table below shows the summary as of December 2017.

#### Ofsted Gradings for Early Education Providers that have received Early Years Inspections

|                             | Type of Provider |             |                      | All |
|-----------------------------|------------------|-------------|----------------------|-----|
|                             | Childminder      | Day nursery | Pre-School Playgroup |     |
| <b>Outstanding</b>          | 14%              | 35%         | 26%                  | 22% |
| <b>Good</b>                 | 81%              | 64%         | 68%                  | 74% |
| <b>Requires Improvement</b> | 3%               | 1%          | 4%                   | 3%  |
| <b>Inadequate</b>           | 2%               | 0%          | 2%                   | 1%  |

In summary, 96% of providers are Good or Outstanding

**SCHOOLS :** Overall Effectiveness Gradings based on full inspection reports published by the end of December 2017

| Primary<br>(including<br>Westminster<br>Nursery<br>School) | Grading              | No of<br>Schools | % of<br>Schools |
|--|----------------------|------------------|-----------------|
|  | Outstanding          | 28               | 22.4%           |
|  | Good                 | 84               | 67.2%           |
|  | Requires Improvement | 11               | 8.8%            |
|  | Inadequate           | 2                | 1.6%            |
| <b>Total</b>   | <b>125</b>           |                  |                 |
| <b>Outstanding &amp; Good</b>                              |                      | <b>112</b>       | <b>89.6%</b>    |

| Secondary<br>(including<br>The Studio,<br>UTC, PRU<br>and AP<br>schools) | Grading                      | No of<br>Schools | % of<br>Schools |
|--|------------------------------|------------------|-----------------|
|  | Outstanding                  | 5                | 20.0%           |
|  | Good                         | 14               | 56.0%           |
|  | Requires Improvement         | 3                | 12.0%           |
|  | Inadequate                   | 1                | 4.0%            |
|  | New School not inspected yet | 2                | 8.0%            |
| <b>Total</b>   | <b>25</b>                    |                  |                 |
| <b>Outstanding &amp; Good</b>  |                              | <b>19</b>        | <b>76.0%</b>    |

| Special<br>(includes<br>NAS)  | Grading                      | No of<br>Schools | % of<br>Schools |
|-------------------------------|------------------------------|------------------|-----------------|
|                               | Outstanding                  | 3                | 60.0%           |
|                               | Good                         | 1                | 20.0%           |
|                               | Requires Improvement         | 0                | 0.0%            |
|                               | Inadequate                   | 0                | 0.0%            |
|                               | New School not inspected yet | 1                | 20.0%           |
|                               | <b>Total</b>                 | <b>5</b>         |                 |
| <b>Outstanding &amp; Good</b> |                              | <b>4</b>         | <b>80.0%</b>    |

| All Schools                   | Grading                      | No of<br>Schools | % of<br>Schools |
|-------------------------------|------------------------------|------------------|-----------------|
|                               | Outstanding                  | 36               | 23.2%           |
|                               | Good                         | 99               | 63.9%           |
|                               | Requires Improvement         | 14               | 9.0%            |
|                               | Inadequate                   | 3                | 1.9%            |
|                               | New School not inspected yet | 3                | 1.9%            |
|                               | <b>Total</b>                 | <b>155</b>       |                 |
| <b>Outstanding &amp; Good</b> |                              | <b>135</b>       | <b>87.1%</b>    |

## Current Schools judged below Good

| EstablishmentName                            | Ofsted Rating        |                  |
|--|----------------------|------------------|
|  | Requires improvement | Special Measures |
| Oakfield Lodge School                        | 1                    |                  |
| Alsager Highfields Community Primary School  | 1                    |                  |
| <b>Astbury St Mary's CofE Primary School</b> |                      | <b>1</b>         |
| Broken Cross Primary Academy and Nursery     | 1                    |                  |
| Daven Primary School                         | 1                    |                  |
| Elworth CofE Primary School                  | 1                    |                  |
| Leighton Academy                             | 1                    |                  |
| Mablins Lane Community Primary School        | 1                    |                  |
| Mossley CofE Primary School                  | 1                    |                  |
| Underwood West Academy                       | 1                    |                  |
| Wistaston Church Lane Academy                | 1                    |                  |
| Wrenbury Primary School                      | 1                    |                  |
| Sir William Stanier Community School         | 1                    |                  |
| The Macclesfield Academy                     | 1                    |                  |
| <b>Total</b>                                 | <b>13</b>            | <b>1</b>         |

Schools which are judged as Requires Improvement or inadequate will receive specific programmes of support linked to schools categorisation ( Intensive/Targeted ) as outlined in earlier section of report

## 9. Appendices

### Statistical neighbours

Each local authority has a set of statistical neighbours, authorities who are deemed similar in characteristics for comparative purposes. It was developed to enable comparisons of the performance of similar local authorities. Statistical neighbours are identified by finding, for each authority, the other authorities with the most similar values for a given set of variables

These variables include:

- economic – income, wealth, employment;
- mobility;
- parental education;
- ethnic minorities;
- population – density, change, rural or urban;
- size

Cheshire East's neighbours are listed below ranked in order of their "closeness" (1 = closest).

| Name                      | Ranking |
|---------------------------|---------|
| Cheshire West and Chester | 1       |
| Warwickshire              | 2       |
| Central Bedfordshire      | 3       |
| Warrington                | 4       |
| Hampshire                 | 5       |
| North Yorkshire           | 6       |
| East Riding of Yorkshire  | 7       |
| Solihull                  | 8       |
| North Somerset            | 9       |
| West Berkshire            | 10      |

### Links to national sites – DfE sites

[2017 Cheshire East DfE School and College Performance tables](#)