

# Education

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## Portfolio Performance and Resources

Annual Report 2016/17

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Date	12 May 2017	Version	1.0 (Scrutiny)	Approved by	DF
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# EDUCATION - PORTFOLIO OVERVIEW



## Portfolio Holder's Summary

The Education Portfolio aims to ensure all children and young people have access to high quality education and training and are supported to fulfil their potential, with a particular focus on reducing inequalities and removing the barriers to educational attainment and skills for the most disadvantaged children, young people and adults.

The School Improvement team continues to work closely with schools in each locality area across Stockport to develop tailored support which meets the specific needs of the locality and helps to reduce the attainment gap. The Quarter 3 PPRR provided a flavour of the good work taking place in particular localities; this PPRR focusses on good work taking place in other areas of the Borough, including Cheadle and Gatley; Cheadle Hulme; Edgeley; and targeted work taking place to improve the educational experiences and outcomes for children and young people living in Brinnington and other priority areas.



Improving attendance and reducing exclusion are key priorities and this Quarter has seen the development of a number of work-streams in partnership with schools and Stockport Family to build on existing inclusive practice and find sustainable alternatives to exclusion for those at risk. Progress will be overseen by the Education and Skills Partnership Board and reported in future PPRRs.

Work to ensure that school places meet existing pressures also continues. A working party is currently considering a full range of options to meet the needs of pupils with social, emotional and mental health needs and approval has been secured for the development of an Alternative Provision Free School to provide a base for up to 8 students aged 11-16. Meanwhile short term additional capacity has been created at all six special schools in Stockport.

Finally, road safety around schools continues to be a key priority and this PPRR provides an overview of road safety education and training, and planned engineering projects to promote safe and sustainable travel.

**Cllr Dean Fitzpatrick,  
Portfolio Holder (Education)**

### Revenue Budget

	£000
Cash Limit	4,147
Outturn	4,133
(Surplus)/Deficit	(14)
Approved Use of Reserves	584
Utilisation of "Approved Use of Reserves" in the above forecast	235
Balance remaining of "Approved Use of Reserves"	349

### Capital Programme

	£000
2016/17 Capital Budget	9,522
2017/18 Capital Budget	8,018
2018/19 Capital Budget	3,016

# 1. EDUCATION

## PERFORMANCE MONITORING AND KEY PROJECTS



### 1.1 Priorities and Activity Update

#### 1.1.1 School Effectiveness

Reducing absence and exclusion are key priorities and a number of work-streams are currently being developed in partnership with schools and Stockport Family to identify the barriers to inclusion, build on existing inclusive and restorative practice and develop co-ordinated sustainable alternatives to exclusion. The link between unmet SEN need, challenging behaviour and the risk of exclusion is central to this work. Further details about the work taking place and arrangements for monitoring / evaluating outcomes will be included in future PPRs as appropriate.

Meanwhile the School Improvement team continues to work with clusters of schools in order to tailor support to the specific needs of different localities. The Quarter 3 PPR provided a flavour of the good work taking place in a range of locality areas across the Borough. This PPR provides further examples from different locality areas including: - Cheadle and Gatley; Cheadle Hulme; Edgeley; and targeted work to improve outcomes in Brinnington.

The **Cheadle and Gatley** cluster comprises Bolshaw, Cheadle, Etchells, Gatley, Lum Head, Meadowbank, North Cheshire Jewish, Outwood and Prospect Vale Primary Schools.

- Much of the information and resources linked to the development of teaching, learning and assessment in preparation for this year's Key Stage 2 SATs were initially developed collaboratively by schools within this cluster, working alongside the School Improvement team assessment lead. Training packs focussing upon a range of areas including the success criteria underpinning 'writing at greater depth' and key aspects of the more demanding reading assessments have been shared with all cluster network headteachers who have welcomed the support and guidance.
- Building upon this work, a review of reading skills development across primary cluster group schools is now taking place, led by the primary school improvement team. This work aims to further collate findings about the borough's most effective practice. The review has encompassed a range of activities including learning walks, lesson observations, work sampling and pupil voice activities. Outcomes emerging from this work will again be shared and discussed by teaching leads and headteachers at future networks.
- Collaboration is increasing significantly in this cluster and the influence of the teaching school remains positive and highly valued. Examples include work relating to more effective transition and communications between The Kingsway High School and its feeder schools, moderation of assessment judgements and sharing of best practice through a series of meaningful and productive action-research projects.
- The Kingsway High School has received school improvement support to carry out pupil voice work to inform more effective transition and induction, and the findings have been shared with its associated primary schools and the wider cross-phase Headteacher transition working group.

The **Cheadle Hulme** cluster of schools includes Cheadle Catholic Junior and Infant Schools, Hursthead Junior and Infants Schools, Oak Tree Primary, Lane End Primary,

Thorn Grove Primary and Bradshaw Hall Primary School. Activity during the past few quarters includes: -

- The primary cluster advisers from the Local Authority have worked with the schools to generate a common writing assessment framework for all year groups. This framework has helped improve teacher subject knowledge and has supported shared moderation activities. This work is on-going, as is the development of staff meetings in different year group teams for year groups, other than in Year 2 and Year 6, to moderate writing judgements.
- The School Improvement team continues to lead cluster meetings for Year 2 and Year 6 in the cluster. These meetings are well attended and they ensure careful moderation of judgement for core subjects is taking place and that staff are being kept up-to-date on best practice.
- The School Improvement team have led training for all headteachers and Year 6 teachers in the cluster around developing reading within school and the implications of changes to the reading tests at Year 2 and Year 6. All Year 6 teachers in the cluster have also received local authority training on how to develop 'greater depth writing' within their school.
- The Headteacher of Hursthead Junior School attended moderator training in Birmingham alongside the Local Authority's moderation manager. They both successfully completed an on-line standardisation enabling the delivery of training for moderators in the Local Authority. Following the training session, 100% of Stockport moderators successfully completed the online standardisation test and received approval letters to moderate Year 6 writing.

The **Edgeley** cluster of schools comprises Adswold Primary, Alexandra Park, Bridge Hall, Cale Green, Ladybridge, Larkhill, Our Lady's, St Ambrose and St Matthew's Primary Schools and Hollywood Park Nursery and Larkhill Nursery. In common with other clusters the Edgeley cluster benefits from school improvement support which focuses on being 'inspection ready'.

- Support has been provided for more effective self-evaluation through strategic tools developed by the School Improvement team, such as the self-checker tool, subject leader evaluation checklist and Headteacher checklist. Schools are guided in both identifying and evidencing positive impact against the key lines of enquiry which Ofsted would pursue at inspection.
- Cluster deputy headteachers have been supported by the Local Authority's moderation manager in joint moderation of pupils' writing in Years 1, 3, 4 and 5 leading to termly self-directed joint moderation by the deputy headteachers themselves.
- School Improvement is currently working with several schools in the cluster which will be engaged in a 'Primary Engineer' project in conjunction with Stockport School. 'Primary Engineer' has created an engineering curriculum, taking a holistic view of how to influence and develop young people. Over the past decade it has developed both sequential skills professional development courses for teachers and a myriad of projects designed to develop not only the engineering skills in pupils but also their resilience, curiosity and wellbeing. All the teachers involved will be given access to the Primary Engineer Virtual Learning Environment (VLE) which includes all classroom resources, blogs and support. Consumable equipment and tools will be provided in a kit to be taken away by teachers at the end of the training sessions.

Finally, the collaborative project between Manchester Institute of Education and Stockport School Improvement (referenced in Quarter 1) has led to a primary (St Paul's) and secondary school (Werneth) co-producing professional development resources for teachers to help improve the educational experiences and outcomes for young people living in

**Brinnington.** The resources focus on mental health, literacy and pupil / parent engagement.

- The two schools have jointly developed pupil and parental questionnaires which are currently being trialled and which aim to ensure continuity of learning from Year 4 in the primary setting through to transition into secondary. A range of support materials are regularly being uploaded to the Learning Leads website, including those developed by other schools involved in the project.

### 1.1.2 Special Educational Needs and Inclusion

The SEND Steering Group is now established and includes representation from education services, inclusion services, Stockport Family, health, early years settings, mainstream and special schools, colleges, parent / carer forums and services for adults. The Group has completed a self-evaluation form, which has provided a wealth of information around key performance indicators and activity and has been used to inform the identification of key priorities for development.

The key priorities for development to support children and young people with SEND have now been collated into the SEND plan 2017-2019 and this is available to share with a wider audience. The monitoring and evaluation of the activity contained within the plan will be the key focus of the SEND Steering Group over time.

This Quarter has also seen the Steering Group focus on preparations for Local Area Inspection. The Group has identified possible focus group membership and developed an information pack and introductory presentation for inspectors.

The appointment of a Designated Clinical Officer (DCO) from 1<sup>st</sup> April is a significant development. This post will initially focus on the development of the post 16 health offer and the development of the health input into Education, Health and Care Plans (EHC Plans).

Stockport remains on course to meet the statutory requirement to complete the transition of all Statements to EHC Plans by April 2018. Despite a high volume of new plans, Stockport was highlighted in the DfE document 'Experiences of Education, Health and Care Plans – A Survey of Parents and Young People', published in March 2017, as one of only fourteen local authorities where there is 95% confidence that the overall satisfaction with the process of getting an EHC Plan from the local authority is higher than average.

Finally, the demand for additional specialist school places continues to rapidly rise, increasing pressure to place young people at non-maintained, independent special schools in other local authority areas. Additional places have been created at all six special schools for September 2017, mostly through the addition of temporary accommodation. (See section 1.1.3 below for further information about special school capacity)

### 1.1.3 Schools organisation and commissioning of school places

The Local Authority continues to be able to offer all who need a school place an allocation but in some cases this is not the local school. As reported in previous PRRs, in the Heaton, Cheadle Hulme and Marple, the Reception and low years are full or 'over-number'. There is still a pressing need to deliver further additional capacity so that incoming families can have a local choice for the primary place that they request. This challenge is heightened because the Local Authority currently has no Basic Needs Grant allocated from the DfE to initiate projects for 2017-2019. The Local Authority has been awarded £10 million for 2019-2020 Basic Need (places) works. Whilst this funding is welcome it is less than a fifth of the figure needed to resolve the capacity issues Stockport schools face.



The very large numbers in primary schools are now entering the secondary phase. Existing capacity will allow the Local Authority to continue to offer places until 2018, but places will become more limited and at the current rate of increase it is likely that there will be no spare Year 7 places available in September 2019 unless action is taken. Interventions such as expansions and Free Schools are likely to be needed before 2019 to accommodate the young people. As referenced in the Quarter 3 PPRR, Priestnall School is already facing particular pressure and an increasing number of parents in the local area are not able to send their children to their preferred local high performing school.

The Laurus Trust, set up by Cheadle Hulme High School, has won two Free School bids. One bid is for a primary school and the other is a secondary school. The Education Funding Agency (EFA) has now proposed that these two schools be dual built during 2017-18 and that the first places should be offered for September 2018. As previously reported, this is an ambitious plan and the actual opening date may be later. The site chosen by the EFA is now in the public domain and a formal planning application is expected in May – June 2017; a public consultation has taken place. The Council supported the primary school bid by the Laurus Trust but not the subsequent secondary school bid.

The capacity of Special Schools remains a significant challenge. The number of pupils with Education, Health and Care Plans describing severe, complex or profound, multiple difficulties or Autism has significantly increased over recent years across both the primary and secondary phases. All special schools and resourced provisions are now full or over-number. Short term additional capacity has been created at all six special schools for September 2017, mostly through the addition of temporary accommodation; however a longer term solution is needed to alleviate the special school capacity pressure. The Local Authority has been notified that Stockport will not be invited to take forward an expression of interest for a primary SEN free school as part of the national free school programme.

Stockport's Pupil Referral Units (PRU) and secondary specialist schools which support pupils with social, emotional and mental health needs are also all full and have waiting lists. A growing number of pupils with complex behavioural needs have had to be accommodated in independent schools at extra costs. A working party has been formed to consider a full range of options to meet the needs of this vulnerable group and the Laurus Trust, working with Pendlebury PRU has won a bid for a secondary Alternative Provision Free School. The EFA and the Laurus Trust will commence a search for a suitable site or premises to renovate immediately. The new unit will eventually provide a base for up to 80 students aged 11-16.

### **1.1.4 Guaranteed opportunities for school leavers**

The 14-19 Partnership Conference took place during this Quarter and was very well attended by colleagues from secondary schools, further education and higher education, as well as support services and parents. The Conference provided an opportunity to share information about the extensive national changes which are occurring in education and future job opportunities for young people to be generated by local economic developments. The challenges and opportunities facing education and training in the coming year were also discussed and the feedback will inform the 14-19 Partnership's plan for the year ahead.

The Special Educational Needs Conference was also very well attended by local providers, support services and parents. The Conference focussed on current post 16 curriculum provision, potential gaps in provision and opportunities to address these gaps. There was also a session on how assistive technology can be used to support learners with special educational needs, which was very well received and led to further discussions and potential collaboration between providers.

Finally a series of event and activities were held in the Apprenticeship Store to mark National Apprenticeship Week (6<sup>th</sup> – 10<sup>th</sup> March), including sector based information events about Apprenticeships and potential progression routes, parents' information evenings and an employer conference. Events and activities were publicised within schools and colleges, at local venues, via twitter posts and a bus campaign. Schools and colleges and the offices for Services for Young People also received a copy of a Jobs Profile folder containing detailed information on a number of jobs in different industries, a lesson plan and video for use with young people.

### 1.1.5 Continuing Education

The Service currently has 658 learners, retention is 94.5% and in line with the Service's target of 95%. Success and achievement rates are 92.8% and 94.5% respectively; rates have been maintained throughout the current year and compare well with the Service's performance in 2015/16.

External examinations for functional skills at level 1 and level 2 are showing significant improvement on the previous full year results with 85.5% of learners (65 of 76) passing their exams. Significantly, learners doing level 2 tests have a 100% success rate, with 13 in English and 3 in Maths.

The Continuing Education Service has a single Adult Education Budget allocation of £1,233,826 for the current academic year. The forecast outturn for the funding achieved for the full academic year ending in July 2017 is £915,000. Following the Ofsted inspection in May 2016 the adult education provision subcontracted from two local colleges was ceased. This has led to reduced spend / costs for the Service but also a reduction in the overall numbers of learners, therefore the funding contract is not forecast to be fully achieved.

The Service has been working with new partners and seeking further growth. The Service has been working closely with Job Centre Plus (JCP) to develop a number of pathways for JSA and ESA claimants. Discussions with JCP staff identified a lack of provision for ESA claimants in the Support Group. In response, the existing learning offer has been expanded to accommodate this group, and now includes a 6 week basic IT course supporting learners with Universal Job Match and effective job search skills.

In addition, following discussions with the Children's Workforce Development team about issues of capacity in the sector at level 3, a foundation programme has been developed to provide a six week introduction to the sector. Take up has been good and additional places have been created to meet interest. The aim of the programme is to progress learners in to level 2 and 3 learning which in some cases may be via the Traineeship route.

A similar pathway is being developed for learners doing the Bilingual Assistants course with the Ethnic Diversity Service, with a foundation programme for Supporting Teaching and Learning in Schools – Teaching Assistants.

The Wellspring, who have worked with the Continuing Education Service for a number of years, are also keen to further develop the relationship between the services and have submitted a bid to appoint a member of staff to work with Wellspring clients, delivering learning opportunities and signposting clients to other opportunities. The Continuing Education Service is happy to support this proposal but is still working through the requirements for procurement to reach agreement on how to achieve this.

The annual Skills Funding Agency MORI learner satisfaction survey has been completed by over 400 of the Service's learners. An interim report, published in February, showed 97% of

learners were positive about their experience of the Service. This is a 1% increase on the 2014/15 outcome. Final results will be available in May.

The Continuing Education Improvement Board continues to meet monthly to oversee the continued improvement in relation to the issues identified in the Ofsted inspection of the Service in May 2016. There was a further follow-up support visit by an Ofsted inspector on 26<sup>th</sup> April 2017.

### 1.1.6 Road safety around schools

In November 2016 a Road Safety near Schools report was presented to the Children and Young People Scrutiny Committee, Environment and Economy Scrutiny Committee and all Area Committees. The report highlighted concerns about road safety around schools and requested that Members identify local schools where safety issues are a priority for intervention. Members recognised that congestion and parking were issues around all schools in the District however they identified particular problems at schools in their areas. Since the initial report a range of support has been offered to schools including: -

#### ***Road Safety Education and Training: -***

- All primary schools have been contacted by email about the road safety education and training projects, 'Operational Eagle Eye' and 'Bikeability'; and Traffic Services Road Safety Team is now fully booked to deliver education and training programmes to schools until autumn 2017.
- A road safety booklet has been developed to support the practical 'Step Outside' pedestrian sessions for Year 2 children (aged 6-7 years) which includes key teaching points and activities for children to complete. The booklet is currently being piloted at several local primary schools
- Head teachers at 40 schools with the oldest travel plans have been approached to engage with the Team to update their plans. To date, one primary school has responded and a further four primary schools and one secondary school have requested information and support.

#### ***Engineering: -***

- Highways and Transportation has been asked to examine road safety around schools. It is intended that work will be carried out with all schools to consider safety and sustainable travel issues. Initially twenty schools have been selected using priority matrix criteria, including child pedestrian collision records. The initial twenty schools include:

1. Alexandra Park Primary, Edgeley
2. All Saints CE Primary, Marple
3. Arden Primary, Bredbury
4. Banks Lane Infants and Junior Schools Stockport
5. Brabyns Prep School, Marple
6. Bradshaw hall Primary, Cheadle Hulme
7. Broadstone Hall Primary, Heaton Chapel
8. Lark Hill Primary, Edgeley
9. Ludworth Primary, Marple Bridge
10. Meadowbank Primary, Cheadle
11. Moorfield Primary, Hazel Grove
12. Norris Bank Primary, Heaton Norris
13. Oak Tree Primary, Cheadle Hulme
14. Romiley Primary
15. Rose Hill Primary, Marple
16. St Mary's CE, Reddish



17. St Winifred's RC Primary, Stockport
18. Tithe Barn, Heaton Moor
19. Warren Wood Primary, Offerton
20. Westmorland Primary, Brinnington

- To implement this initiative the area around these twenty schools will be audited. This audit will include but not be limited to checking the signing and lining, footways, paths, crossing points, parking issues, disabled access, lighting, cycle routes and cycle parking and will come up with suggestions for improving school access in each locality. Recommendations may also be made on Travel Plan and enforcement initiatives to complement physical works. Each school site is different and a remedy at one location may not be appropriate at another.
- Measures which may be recommended include, but are not limited to, new controlled crossings, upgrades to School Crossing Patrol points, improvements to street lighting, new access points, widening of footways, parking facilities, a 'walking bus', speed limits, waiting restrictions, amended signage and markings. Initial estimates of budget for examination of the issues, formulation of proposals and implementation of measures are being developed and some funding to implement these has been identified in the draft transportation capital programme.

***Maintenance of walking routes to school: -***

- The Council has a statutory responsibility to inspect the highway in the Borough once a year. This inspection includes an annual check of all roads and regular inspections of busier routes, potentially once a month depending on the route classification. There is a team of safety inspectors who are allocated specific routes to assess. The inspections utilise a hierarchy system to prioritise routes; there is no prioritisation of routes solely on the basis of school access but this will feed in to overall decision making.

***Funding: -***

- Funding has been secured from the Department of Transport to continue 'Bikeability' cyclist training until March 2020. A process is being carried out to identify resource to fund the audit around schools.

## **1.2 Performance Update**

Stockport-wide outcomes at Key Stage 1, 2 and 4 were reported in the Quarter 2 PPRR and detailed analysis of the performance of disadvantaged pupils at each Key Stage was included in the Quarter 3 PPRR. Data has now been verified (as shown in the tables below) and there are no significant changes.




In relation to absence and exclusion, national and statistical neighbour comparators have now been published for 2015/16. Stockport's persistence absence rate of 14.1% is higher than both the national reported figure (13.1%) and statistical neighbours (12.5%). In addition the latest DfE Local Authority Matrix places Stockport in Quartile 'Band D' for fixed term exclusions from Secondary Schools.

As mentioned above, improving attendance and reducing exclusions are key priorities for this Portfolio, reflected in the overarching Education and Skills Partnership Plan and associated strategies. A number of work-streams are currently being developed in partnership with schools and Stockport Family to identify the barriers to inclusion, build on existing inclusive practice and provide sustainable alternatives to exclusion. The link between unmet SEND need, challenging behaviour and the risk of exclusion is central to this work. Progress will be overseen by the Education and Skills Partnership Board and update reports will be presented to Scrutiny in future PPRRs.

In relation to young people in education or work based training, new measures are included in the tables below to reflect not only those young people who are not in education or work based training but also those where the destination is unknown. The new measures enable reporting on the same academic cohort all year round rather than previous reporting arrangements where reporting was based on the cohort of young people based on their age at the end of each quarter. These reporting arrangements will allow for more accurate comparisons in future PPRs


Data against the new measures is currently only available for the past three Quarters. Data shows a slight increase in the number of 16-18 year olds in education or work based training (EET) at the end of Quarter 4 in comparison to the figure recorded at the end of December 2016 and a very slight reduction in the number of young people not in education or work based training (NEET). There has also been a further reduction in the number of young people whose destination is 'unknown'.

Finally the number of children who have an Education, Health and Care Plan or statement of SEN continues to increase. At the end of March 2017, 2,002 children had an EHCP or statement compared to 1,789 at the end of March 2016.









PI Status	
	2016/17 actual / forecast is significantly below target
	2016/17 actual / forecast is below target but within acceptable tolerance range
	2016/17 actual / forecast is on or above target or within target range

**Measures in bold to be included within the Corporate Report.**

### Academic Year measures

PI Code	PI Name	2014/15	2015/16		Target	Status
		Value	Value	National Value		
E1	<b>Children achieving a Good Level of Development (GLD) at the end of the Early years Foundation Stage</b>	<b>68.0%</b>	<b>69.6%</b>	<b>69.3%</b>	To maximise	
E2	Children attaining the expected level in Reading at Key Stage 1	N/A	76.2%	74%	To maximise	N/A
E3	Children attaining the expected level in Writing at Key Stage 1	N/A	67.9%	65%	To maximise	N/A
E4	Children attaining the expected level in Maths at Key Stage 1	N/A	73.4%	73%	To maximise	N/A
<b>E5</b>	<b>Children attaining the expected standard in Reading, Writing and Maths combined at Key Stage 2</b>	<b>N/A</b>	<b>57.9%</b>	<b>53%</b>	<b>To maximise</b>	<b>N/A</b>
E6	Children attaining the expected level in Reading at Key Stage 2	N/A	69.4%	66%	To maximise	N/A
E7	Children attaining the expected level in Grammar, Punctuation and Spelling at Key Stage 2	N/A	77.1%	73%	To maximise	N/A
E8	Children attaining the expected level in Maths at Key Stage 2	N/A	74.0%	70%	To maximise	N/A

## Portfolio Performance and Resources - Annual Report 2016/17

PI Code	PI Name	2014/15	2015/16		Target	Status
		Value	Value	National Value		
New measure	Value added progress measure in Reading Key Stage 1 and Key Stage 2**	N/A	0.2	0	To maximise	N/A
New measure	Value added progress measure in Writing Key Stage 1 and Key Stage 2**	N/A	-0.1	0	To maximise	N/A
New measure	Value added progress measure in Maths Key Stage 1 and Key Stage 2**	N/A	0.3	0	To maximise	N/A
New measure	Children achieving A*-C in English and Maths at Key Stage 4	N/A	65.8%	58.7%	To maximise	N/A
New Measure	Average Attainment 8 score per pupil (Key Stage 4)***	49.9	51.3	48.2	To maximise	
New measure	Average Progress 8 score per pupil (Key Stage 2 – Key Stage 4)****	N/A	0.01	0.00	To maximise	N/A
E13	Pupils achieving the English Baccalaureate	29.9%	29.9%	22.9%	To maximise	
E25	Permanent exclusions from school (per 1,000) Secondary and Secondary Specials only	2.2 (31)	2.6 (37)	Awaiting data	To minimise	
E26	Pupils subject to a fixed term exclusion (Secondary and Secondary Specials)	4.3% (575)	4.7% (634)	Awaiting data	To minimise	
E27	Schools days missed due to exclusions (Secondary and Secondary Specials)	0.08%	0.08%	Awaiting data	To minimise	
E22	Persistent absence rate from schools (pupils missing 10% or more schools sessions)	13.7% (1879)	14.1% (1948)	13.1%	To minimise	
E23	Unauthorised absence rate (Primary and Secondary Schools, including academies)	1.0%	1.0%	Awaiting data	To minimise	
E24	Authorised absence rate (Primary and Secondary Schools, including academies)	3.6%	3.5%	Awaiting data	To minimise	




Please note that changes to the curriculum and assessment mean that 2015/16 Key Stage 1, 2 and 4 data is not comparable with previous years. The status column has not been completed where accurate benchmark data is not available

\*\*Scores higher than 0 reflect better than expected progress.

\*\*\* The estimated **Attainment 8** score is the average **Attainment 8** score of all pupils nationally with the same prior attainment at Key Stage 2. This prior attainment is taken as the average of a pupil's Key Stage 2 English and Mathematics results in five graded levels. The **Attainment 8** measure will take the average of a pupil's points across a set of their best 8 subjects.

\*\*\*\* **Progress 8** is the new secondary accountability measure aimed at measuring the progress of pupils across a selected set of 8 subjects. It is a type of **value added measure**, meaning that pupils' results are compared to the actual achievements of other pupils with the same prior attainment. It is defined as a pupil's *actual Attainment 8* score, minus their *estimated Attainment 8* score. Scores higher than 0 reflect better than expected progress.

### Measures to be reported on a Quarterly basis

PI Code	PI Name	2016/17				Status
		Q3 value	Q4 Value	National Value	Target	
New Measure	Young people in academic years 12 and 13 (aged 16-18) who are in education or work based training	95.2% (5972)	95.7% (6027)	Awaiting data	To maximise	
New Measure	Young people in academic years 12 and 13 (aged 16-18) not in education or work based training	2.0% (128)	2.0% (125)	Awaiting data	To minimise	
New Measure	Young people in academic years 12 and 13 (aged 16-18) where destination is unknown	1.3% (79)	0.7% (46)	Awaiting data	To minimise	
E28	Number of children for whom the Local Authority maintains an Education, Health and Care Plan	1789 (2015/16 Q4)	2002 (2016/17 Q4)	Awaiting data	N/A	N/A

## 2. EDUCATION – FINANCIAL MONITORING



### 2.1 Revenue – Cash limit

Narrative	Previous Reported Position (Q3) £000	Increase / (Reduction) £000	Revised £000
Cash Limit	4,128	19	4,147

The financial resources deployed in this Portfolio total £4.147m and finance a range of key support services to schools including School Improvement, Governance, Central Admin, SEN support and Adult Education.

The budget movement is as a result of additional resources allocated relating to the annual Soulbury scales pay award and redundancy costs financed via the corporate reserve.

The forecast outturn position for this portfolio at 31 March 2017 is a small surplus of £0.014m (which is inclusive of deployment of reserves at £0.026m in the Stockport Interpreting Unit service area) which equates to 0.3% of total resources available.

#### 2.1.1 Earmarked Reserves

In summer 2016 a review of all Council Reserves was undertaken. As a result of this review a new reserves policy has been implemented. All reserves have been realigned to corporate priorities and are now held as corporate reserves which service areas are able to bid into. As a result of the new policy the only reserves that are held by individual Directorates are the 'Flexibility Reserves' at £0.250m per directorate.

The following table sets out detail of specific service area reserves that were outside the scope of the Reserves Review and the approvals that have been granted for draw down expected in 2016/17, some of which will now be carried forward into 2017/18.

Reserve Category	Reserve Narration	To be used for	Reserve / Approved Use Balance 2016/17 £000	Actual use of Reserves / "Approved Use" 2016/17 £000	Balance of Reserve / "Approved Use" £000
<b>Corporate Reserves</b>					
Reserve Linked to Budget	MTFP Reserve	2015/16 carry forward monies for school improvement areas	133	133	0
Reserve Linked to Budget	Transformation – Invest to Save Reserve	Budgetary shortfall relating to Post 19 SEN transport	160	0	160

Reserve Category	Reserve Narration	To be used for	Reserve / Approved Use Balance 2016/17 £000	Actual use of Reserves / "Approved Use" 2016/17 £000	Balance of Reserve / "Approved Use" £000
		service			
Reserve Linked to Budget	Transformation – Invest to Save Reserve	EP Service Redesign	19	0	19
Strategic Priority Reserve	Traded Service Reserve	Ethnic Diversity Reserve	175	92	83
Strategic Priority Reserve	Traded Service Reserve	Music Services	97	0	97
		<b>Total</b>	<b>584</b>	<b>225</b>	<b>359</b>

### 2.1.2 Revenue – Dedicated Schools Grant

Dedicated Schools Grant (DSG) - the Centrally Held Budget (CHB) is managed by the Local Authority on behalf of schools and consists of a range of services to schools and pupils.

The total DSG allocation which is centrally held is £26.500m comprising the High Needs Block (£21.925m), de-delegated funding for services (£2.968m) and Central Statutory/Other Services (£1.607m). The final 2016/17 outturn position provides a year-end surplus of £0.518m which following adjustment for approved carry-forward requests provides a revised net surplus of £0.417m which will be credited to the DSG reserve fund and be considered for deployment in 2018/19 to address the budget sustainability position.

## 2.2 Portfolio Savings Programme

The Council's savings programme was agreed by the Council Meeting as part of the 2016/17 Budget on 3 March 2016. The Portfolio contributed £0.300m to the Council's savings for 2016/17.

The portfolio savings within the Council's overall approved programme are detailed in the table below with a risk assessment on progress to date and a progress commentary.

Proposal	Risk Rating	Value £000	Value Achieved £000	Additional Information
SEND 0-25 Reform Early Years	Green	70	70	
SEND 0-25 Reform Psychology Service	Green	70	70	
SEND 0-25 Reform SEN Transport	Amber	160	50	Re-design plans and/or roll-out of personal budgets will not fully achieve the savings target specifically. However the Portfolio overall is within budget resources at year-end.
<b>Total</b>		<b>300</b>	<b>190</b>	



Risk rating

- **Green** – good confidence (90% plus) the saving is/will be delivered or minor variances (<£0.050m) that will be contained within the portfolio.
- **Amber** – progressing at a reasonable pace, action plan being pursued may be some slippage across years and/or the final position may also be a little unclear.
- **Red** – Significant issues arising or further detailed consultation required which may be complex/ contentious

## 2.3. Capital Programme

2.3.1 The Capital Programme for 2016/17 is £9.522m. It includes the following schemes, progress against which is reported in section 2.3.4.

Expenditure as at 31 <sup>st</sup> March 2017 £000	Scheme	2016/17 Programme £000	2017/18 Programme £000	2018/19 Programme £000
31	Early Years	31	125	0
7,364	Primary Sector	7,364	4,108	0
205	Secondary Sector	205	670	0
621	Special Sector	621	573	0
0	Funding to be allocated	0	1,672	3,016
<b>8,221</b>	<b>Council Controlled Schemes</b>	<b>8,221</b>	<b>7,148</b>	<b>3,016</b>
1,301	Individual School Schemes	1,301	870	0
<b>9,522</b>	<b>TOTAL</b>	<b>9,522</b>	<b>8,018</b>	<b>3,016</b>

## 2.3.2. Capital Financing - Update and Outlook

The following table provides a breakdown of the capital financing that underpins the schemes within the Education capital programme.

Resources	2016/17 £000	2017/18 £000	2018/19 £000
Capital Grants	7,331	6,966	3,016
Unsupported Borrowing	681	320	0
Directly Funded Borrowing	439	24	0
DFB - School Contributions	179	0	0
External Contributions	109	708	0
Capital Receipts	532	0	0
Revenue Contributions (RCCO)	251	0	0
<b>TOTAL</b>	<b>9,522</b>	<b>8,018</b>	<b>3,016</b>

### 2.3.3 Capital Programme Amendments

The following two tables set out the amendments that have been made in relation to the financing of the capital programme since the quarter three PPRR. These changes have been incorporated into the capital financing table at section 2.3.2.

<b>Scheme</b>	<b>2016/17 £000</b>	<b>2017/18 £000</b>	<b>2018/19 £000</b>	<b>Funding Source</b>	<b>Reason</b>
School Condition Allocation (Capital Maintenance) 17/18			3,016	CM Grant	New allocation
Schools Transport	(100)			CM & BN Grant	Included in Transportation capital spend
Schools RCCO Contributions	98			Schools RCCO contributions	
Bridge Hall Primary Priority Rebuild	65			EFA Grant	New Allocation
Miscellaneous schools contributions	(60)	62	0	School contributions	
Reduction Prudential Borrowing	(23)			Prudential Borrowing	Schools not needing full allocation
	<b>(20)</b>	<b>62</b>	<b>3,016</b>		

### Rephasing

The following rephasing took place during the second quarter. Rephasing is undertaken each quarter to align the budgets for each scheme in the capital programme to the timescale for planned activity. The rephasing detailed below has been incorporated into the capital programme table detailed at section 2.3.1 above.

<b>Scheme</b>	<b>2016/17 £000</b>	<b>2017/18 £000</b>	<b>2018/19 £000</b>	<b>Funding Source</b>	<b>Reason</b>
Miscellaneous rephasings under £250K	(169)	169	0		Alignment of budgets to timescales for planned activity
St Thomas's CE (Heaton Chapel) 3FE Expansion	(525)	525	0	BN Grant	Aligning to correct year
	<b>(694)</b>	<b>694</b>	<b>0</b>		

### Allocations

There have been no new allocations this quarter.

### 2.3.4 Progress on Individual Schemes

The expenditure to the 31<sup>st</sup> March on Council controlled schemes in the Education Portfolio is £8.221m.

#### Early Years

Spend at 31<sup>st</sup> March is £0.031m. Officers are continuing to work on plans to meet the government's commitment to ensure that 40% of two-year-olds take up their entitlement to funded early education. In Stockport this equates to over 1,200 two year old places. Stockport has received £0.392m, with £0.134m of allocations having been made in 2013/14 and a further £0.103m spent during 2014/15.

The Council has supported the creation of 2 year old places in the Heald Green and some sustainability in the Bramhall and Hazel Grove areas. It is anticipated that this spend will be nearly £0.055m but some projects have been delayed because of delays in obtaining successful planning permission. There are plans for some of the remainder of this budget (£0.125m) during 2017/18 as analysis is conducted on the potential impact on the sufficiency of places with the extended free entitlement places (30 hours) which becomes an entitlement from September 2017.

#### Primary Sector

Spend at 31<sup>st</sup> March is £7.364m.

#### Activity Round Up

<b>Arden Prim. 3FE Expansion (£10.295m scheme with £1.255m in 2016/17)</b>						
SMT approval	BRIEF SET	TENDER PROCESS	CONTRACTOR APPROVED	SCHEME UNDERWAY	NEARING COMPLETION	COMPLETED
The scheme started on site in August 2014. Delays and additional costs have been incurred due to the excavation of contaminated materials on the site. Handover of the new building took place in November 2015 and the school moved in from January 2016. Demolition and landscaping phases are underway. An alternative design has been approved and phase 3 of 4 is about to complete. It is anticipated that handover will be achieved early Summer 2017.						

<b>St Thomas CE Primary – 3fe Expansion (£6.788m scheme with £2.772m in 16/17)</b>						
SMT approval	BRIEF SET	TENDER PROCESS	CONTRACTOR APPROVED	SCHEME UNDERWAY	NEARING COMPLETION	COMPLETED
The scheme is now complete. The new building was handed over on time prior to the summer 2016 holidays which allowed the school to move in ready for the start of the new school year.						

<b>Greave Primary Expansion to 1.5FE (£1.315m scheme with £0.300m in 16/17)</b>						
SMT approval	BRIEF SET	TENDER PROCESS	CONTRACTOR APPROVED	SCHEME UNDERWAY	NEARING COMPLETION	COMPLETED
Contractors started on site during February 2017 and the scheme is due to completed for September 2017.						

**Queensgate Primary Provision of additional classrooms (£0.486m scheme with £0.334m in 16/17)**

SMT approval	BRIEF SET	TENDER PROCESS	CONTRACTOR APPROVED	SCHEME UNDERWAY	NEARING COMPLETION	COMPLETED
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The scheme completed in the Autumn term 2016 with some snagging issues currently being addressed.

**Great Moor Infants – New Kitchen (£0.390m scheme with £0.337m in 16/17)**

SMT approval	BRIEF SET	TENDER PROCESS	CONTRACTOR APPROVED	SCHEME UNDERWAY	NEARING COMPLETION	COMPLETED
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The scheme is complete.

**Great Moor Infants – Pipework & Heat Emitters (£0.311m scheme with £0.284m in 16/17)**

SMT approval	BRIEF SET	TENDER PROCESS	CONTRACTOR APPROVED	SCHEME UNDERWAY	NEARING COMPLETION	COMPLETED
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The scheme is complete.

**Bridge Hall Primary Priority Rebuild (£0.365m scheme with £0.256m in 16/17)**

SMT approval	BRIEF SET	TENDER PROCESS	CONTRACTOR APPROVED	SCHEME UNDERWAY	NEARING COMPLETION	COMPLETED
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The school occupied its new building at Easter 2016 and works to refurbish the retained part of the former school building for the children’s centre as part of the existing community centre completed in September 2016.

**Nevill Rd Jnr Rewire (£0.260m scheme with £0.245m in 16/17)**

SMT approval	BRIEF SET	TENDER PROCESS	CONTRACTOR APPROVED	SCHEME UNDERWAY	NEARING COMPLETION	COMPLETED
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The scheme is complete.

**Secondary Sector**

Spend at 31<sup>st</sup> March is £0.205m.

The above spend is made up of a number of smaller schemes including, asbestos removal and rewire at Stockport Secondary, and a Boiler scheme at Marple.

**Special Sector**

Spend at 31<sup>st</sup> March is £0.621m.

<b>Heaton School Capacity (£0.500m scheme with £0.338m)</b>						
SMT approval	BRIEF SET	TENDER PROCESS	CONTRACTOR APPROVED	SCHEME UNDERWAY	NEARING COMPLETION	COMPLETED
The scheme is complete.						

<b>Lisburne Special Capacity (£0.835m scheme with £0.200m in 16/17)</b>						
SMT approval	BRIEF SET	TENDER PROCESS	CONTRACTOR APPROVED	SCHEME UNDERWAY	NEARING COMPLETION	COMPLETED
The scheme is complete.						

**Priority Schools Building Programme: delivery 2016. Programme value estimated at £28 million.**

Stockport has 4 schools included in Phase 1 of the Priority Schools Building Programme: Bridge Hall, Abingdon, St John's CE Primary Schools and Werneth School. Bridge Hall, Abingdon and Werneth occupied their new buildings during 2016 and demolition/external works are underway to complete the Werneth scheme. The EFA has decided to deliver St John's via the Government's Regional Framework due to site constraints and options are currently being explored.

Stockport also has 3 schools included in Phase 2 of the Programme: Cheadle Primary, Hazel Grove Primary and Great Moor Junior Schools. Feasibility is currently underway for Local Delivery at Great Moor and scoping by the EFA has begun for Cheadle and Hazel Grove.

**Universal Free School Meals (UFSM)**

Universal Free School Meals 2014/15 (£0.647m) – money for capital investment required to implement free school meals for all children in reception, year 1 and year 2 in maintained schools.

34 schools were identified as requiring additional equipment/ventilation works and a further 5 requiring build investment. The full programme is now complete.

**Future Funding**

The above figures include the Schools Condition Funding (Capital Maintenance) for 2017/18 of £3.016m. Stockport has been allocated Basic Need Allocation for 2019/20 of £10.335m. Notification is awaited of how much the DFC figure will be for 2017/18.

**Estates Strategy Funding**

St Elisabeth's expansion scheme has achieved an underspend and so permission is sought to transfer the balance of the Estates Strategy unsupported borrowing (around £0.068m) funding to the Arden Primary scheme



## 3. EDUCATION

### RISKS, OPPORTUNITIES AND CHALLENGES



*This section summarises key policy drivers, risks and challenges impacting on the Portfolio. Specific performance, resource and project risks are highlighted within the relevant sections of the report.*

#### 2.3 National and Regional Policy Drivers

The key policy drivers impacting on this Portfolio are set out in the Education Portfolio Performance and Resource Agreement and subsequent PPRRs.

#### 2.4 Portfolio Risks

This section provides an update on each of the risks identified within the Portfolio Agreement during the fourth and final quarter of the year. Details of the projects and activities which are helping to mitigate the Portfolio risks are included in Section 1 of the report.

Risk Description (and potential impact)	Update on internal controls / mitigating actions
Central government welfare reforms	<ul style="list-style-type: none"> <li>Action plan for implementation of reforms within services.</li> <li>Working with Stockport Advice, DWP, Job Centre Plus, Stockport Homes and across AGMA.</li> <li>Extending and promoting on-line self-service and increased data integration</li> </ul>
Central government education reforms	<ul style="list-style-type: none"> <li>Work with governors and headteachers to consider how effective partnerships can be maintained and developed</li> <li>Prepare for the implications of the new national funding formula</li> <li>Work to improve the performance of 'coasting' schools</li> </ul>
<p>Commissioning of school places in a challenging financial and legislative landscape, leading to an insufficient supply of school places across the Borough and the possible decline in the quality of school buildings.</p> <p>Pressure hotspots for primary and secondary school places in particular areas of the Borough, especially Marple, the Heatons and Cheadle Hulme for Primary.</p> <p>Insufficient SEN places available for September</p>	<ul style="list-style-type: none"> <li>Liaise with colleagues to ensure accurate data analysis informs estimates to aid place planning.</li> <li>Write successful bids to provide capital support for school expansion programmes</li> <li>Work with council partners to develop a borough wide strategy for planning and development of school places in all parts of the Borough, so that parental choice can be appropriately managed</li> </ul> <ul style="list-style-type: none"> <li>Currently considering short and medium term plans (see 1.1.3 of this PPRR for further information)</li> </ul>
Greater Manchester Review of Children's Services	<ul style="list-style-type: none"> <li>Considerable work is ongoing to support and inform the development of the Greater Manchester Review of Children's Services</li> </ul>