



STOCKPORT
METROPOLITAN BOROUGH COUNCIL

Education

Portfolio Performance and Resources Annual Report 2017/18



www.stockport.gov.uk

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EDUCATION

PORTFOLIO OVERVIEW



Portfolio 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 portfolio delivered a strong performance, despite ongoing government cuts to Local Authority funding. The portfolio contributed a further £0.019m to the Council savings for 2017/18 from an already depleted revenue budget. During 2017/18, the Labour Cabinet agreed to establish a £25m Schools Capital Programme to begin to address the condition and capacity issues facing our schools created by government cuts of £42m to the schools' capital budget since 2010. A further phase of investment in Special Educational Needs and Disabilities of £14m to create additional SEND Primary places brings the total investment in schools by the Labour Cabinet during 2017/18 to more than £40m.

In terms of attainment, this year has seen the following positives: Stockport, along with Trafford, was one of two Greater Manchester local authorities with a positive Progress 8 score. This positive progress should be reflected in an improved Ofsted outcome for schools at re-inspection and the improvement in data is expected to be realised in 2019 and beyond.

Stockport had the lowest proportion of schools in Greater Manchester where pupils, on average, made less progress than in England. Additionally, Stockport had the lowest proportion of schools amongst its statistical neighbours where pupils, on average, made less progress than in England.

The latest analysis of value added progress between Key Stage (KS) 1 and KS2 shows that pupils in Brinnington achieve 2.6 for Maths, far higher than the borough average.

The Continuing Education Service had a full Ofsted inspection in March and was judged to be good in all aspects with the issues identified in the May 2016 inspection successfully rectified.

In Quarter 3, 97% of registered early years provision in Stockport was graded Good or Outstanding. Since then, there has been an 11% increase in the proportion of early-years group settings now graded as outstanding. This includes two pre-schools and 4 day nurseries that were previously graded as good.

Cllr Dean Fitzpatrick, Portfolio Holder for Education



Revenue Budget (Outturn)

	£000
Cash Limit	3,698
Outturn	3,853
(Surplus)/Deficit	155
'Approved Use of Reserves' Total	744
Utilisation of 'Approved Use of Reserves' in the above position	31
'Approved Use of Reserves' Balance	713

Capital Programme

	£000
2017/18 Capital Budget	5,912
2018/19 Capital Budget	9,208
2019/20 Capital Budget	25,000

1. EDUCATION

PRIORITIES, PERFORMANCE, RISKS AND OPPORTUNITIES



1.1. Priorities and Delivery Update

PRIORITY 1: - 'Our children and young people attend schools and colleges rated 'Good' or better and achieve the very best they can'

1.1.1. School Effectiveness

Educational Attainment

In 2017 Greater Manchester (GM) pupils made a tenth of a grade less progress than the average but Stockport, along with Trafford, was one of two GM Local Authorities (LAs) with a positive Progress 8 score.

Stockport had the lowest percentage of schools in GM obtaining Attainment 8 scores below the English average (23%). This compares with a GM average of 54% and a range of 23% (Stockport) to 75% (Oldham). In Trafford 37% of schools were below the Attainment 8 national average.

Stockport (31%) had the lowest proportion of schools in GM where pupils, on average, made less progress than in England. This compares with a GM average of 59% and a range of 31% (Stockport) to 75% Oldham). In Trafford, the other GM LA with a positive Progress 8 score, 37% of schools made less progress than in England.

When comparison is made with statistical neighbours (SNs) Stockport is second only to York (22%) for the percentage of schools obtaining Attainment 8 scores below the English average. This compares with an SN average of 43% ranging from 22% (York) to 64% (North Somerset).

Stockport had the lowest proportion of schools amongst its SNs (31%) where pupils, on average, made less progress than in England. This compares with an SN average of 49% ranging from 31% (Stockport) to 73% (North Somerset).

Stockport is ranked first in GM and amongst its SNs for the lowest proportion of schools where pupils, on average, made less progress than in England.

This first placed ranking is particularly strong in relation to Stockport's SNs where the average of schools where pupils made, on average, less progress than in England is lower (49%) than in GM (54%).

Analysis of the correlation between these positive measures and secondary inspection outcomes suggests a disconnect although the timing and nature of inspection needs to be taken into account.

Schools in other GM LAs/SNs with similar Progress 8 scores or worse which have been inspected in the same period have, in a number of cases seen their inspection judgement remain good following a section 8 inspection.

This positive progress should hopefully be reflected in an improved Ofsted outcome for schools at re-inspection and for the overall LA average of the percentage of pupils judged good or better. As they have all experienced inspections relatively recently the improvement, however, will not occur in the near future but more likely in 2019 and beyond at the time of re-inspection.

School Improvement

The Local Authority Improvement Officers continue to work with providers and schools to ensure the highest quality of leadership, assessment and teaching which impacts on improving children's and young people's outcomes. Activity in relation to school improvement has been shared previously and this remains ongoing.

In Quarter 3, 97% of registered early years provision in Stockport was graded Good or Outstanding. This included 13% of Childminders graded as outstanding and 20% of group early-year settings (pre-schools and day nurseries). In Q4, 14% of childminders are now graded as outstanding and 31% of group early-years settings are now graded as outstanding. This represents an 11% increase in the proportion of group provision graded as outstanding (two pre-schools and 4 day nurseries that were previously graded as good).

There has been a strong impact from training initiatives on children's Communication and Language, Literacy and Physical Skills (Language and Physical Development Champions).

1.1.2. Special Educational Needs and Disabilities (SEND) and Inclusion

The 'Growing up in Stockport' booklet which aims to support young people with SEND and their families to start discussions on Preparing for Adulthood (PfA) has been published. The booklet will be distributed via:

- the Education and Careers team at annual Education, Health & Care Plans (EHCPs) reviews from Year 9 (aged 13/14) upwards
- the Leaving Care team will include copies in their 'coming into care' information packs
- the booklet will be available on the 0-25 SEND Local Offer

A PfA section has been added to the special education needs (SEN) guidance for Early Years settings, schools, colleges and SEND practitioners. This provides an overview of transitions from an education, health and social care perspective and includes the new guides which have been co-produced for young people ('Preparing for your transition review') and one for parents/carers ('Preparing for adulthood: the transition review').

1.1.3. Commissioning of School Places and Schools Organisation

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. With respect to primary capacity, and as reported in previous PPRs, the Heaton, Cheadle Hulme and Marple Reception/Key Stage 1 (KS1) are full or 'over number'. There is still a pressing need to deliver further additional capacity so that incoming families can have local choice for the primary place that they request. This is reaching crisis point in the Marple area with more pupils needing places than exist, and the projections are for this issue to become

more challenging going forward. In Cheadle Hulme the opening of the new primary free school by the Laurus Trust has relieved the pressure.

With reference to secondary, there is also a free school being opened in September 2018 by the Laurus Trust. This additional capacity means that the borough will have sufficient year 7 places for the next three years. However as in the primary field there are secondary schools where not all pupils from a catchment area can gain a place at their catchment school. The borough will exhaust the supply of year 7 places around 2022 and plans for the enlargement of existing secondary schools or the creation of other solutions to increase secondary capacity will be required.

With increasing numbers in certain areas, catchment boundaries may need to be reviewed as there have been rulings from the Office of the Schools Adjudicator (one of them against Stockport) that if an authority maintains a catchment area system then parents should have a reasonable expectation of a place. This will be a matter for consideration in 2018.

The Local Authority has been awarded £10 million for 2019 – 2020 Basic Need (places) works. Stockport Council has agreed to allow the immediate spend of this award, alongside an advance on the next seven years of Condition Grant funding, as a way of creating both additional capacity now and seeking more cost effective approaches to solving condition issues.

The advance, which together constitutes a total fund of £25 million, has been widely recognised as an innovative approach to better facilitate the Commissioning School Places team's work to ensure that Stockport continues to meet the statutory responsibility to offer a school place to all that require them.

The capacity of special schools remains a significant challenge. The number of pupils with EHCP 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 resource provisions are now full or over number. Short term additional capacity was created at all six special schools for September 2017, mostly through the addition of temporary accommodation, however the work to create longer term solutions has led to the creation of an 'invest to save' scheme that creates a fund of around £14million with which to create a replacement Lisburne Special Primary School intended to be 3 times the official size of the current facility, and double the capacity that is presently spread across temporary accommodation. However as yet we have no solution to alleviate the secondary special school capacity pressure.

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 Education Funding Agency (EFA) and the Laurus Trust have been involved in a search for a suitable site or premises to renovate as a base for the school, and the Schools Organisation Service is supporting this work. The new unit will provide a base for up to 80 students aged 11 – 16.

In relation to schools organisation, a proposal for Offerton Hall Nursery School to cease and the service be taken over and maintained by Dial Park Primary School, who share

the same site in Offerton, has been through the public consultation stage. This process is in train and will be completed (subject to appropriate approvals) in mid 2018.

The ongoing repairs and maintenance programme that is supported by the central Condition Grant and the New Capital £25million fund has been compromised by reduced capacity and means that half of the 2018 programme has been deferred to some future point, and the 2019 programme is not as yet clear as to how this will be delivered. It is hoped that the situation will be resolved before the next report

PRIORITY 2: - 'Our children and young people are well prepared for adulthood and engage in education, employment and training'

Please note, this strategic priority is shared with the Children and Family Services Portfolio and updates on other work-streams are included in the PPRR for Children and Family Services

1.1.4. Post 16 Education, Employment and Training

In January, the Apprenticeships Store in Stockport celebrated being open 4 years with students from several schools and colleges visiting to learn more about apprenticeships including the range of higher Degree apprenticeships available and to watch videos of apprentice's experiences. The National Apprenticeship Service and Greater Manchester Fire and Rescue Service were also present to offer information and advice.

Students also found out about the 'iDEA' programme which is the digital and enterprise equivalent to the Duke of Edinburgh Award which is designed to help young people develop digital, work and life skills.

During Q4, several colleges and training providers including Tameside College, Salford College and Essential Learning held recruitment days in the Store to advertise their apprenticeship vacancies. Students from Cheadle and Marple College Network also attended five presentations which provided information about apprenticeships as an alternative route to University after college.

In February, the Service hosted the 14-19 Partnership to review its strategic priorities, celebrate progress and review areas needing improvement and refocus. The conference provided information about support for young people suffering from mental health issues, initiatives to improve English and Maths at GCSE, developments to Stockport College, Stockport Family and Stockport Town Centre.

The Apprenticeships Store hosted a series of sector specific days during National Apprenticeship Week from 5th-9th March where several training providers answered any queries about working in their sector and advertised their apprenticeship vacancies. Several schools and colleges from Stockport also visited the Store for presentations about apprenticeships and to find out how to search for apprenticeship vacancies.

In addition, as part of the IT and Digital sector day and in promotion of #DigitalStockport, the Store hosted the Google Digital bus as part of its tour to encourage people to use the internet to grow their business, develop new vocational skills and grow their confidence online.

Eight employers attended a breakfast briefing to find out about the Apprenticeship Levy and also about how social media can help in the recruitment of creative and digital apprentices.

Over 65 parents attended a parent's information evening at the Store to find out how they can help their children find an apprenticeship. This was the highest attendance to date for a similar event. In total, over 330 young people, parents, employers and training providers interacted and attended the Store during the week.

1.1.5. Continuing Education

The Service had a full Ofsted inspection in March. The inspection judged the Service good in all aspects. Ofsted confirmed that the issues identified in the inspection in May 2016 have all been successfully rectified and the strengths identified at that time have been maintained. The latest inspection report highlights the following as being good:

- governance,
- the effectiveness of leadership and management,
- the quality of teaching, learning and assessment,
- the personal development, behaviour and welfare of learners,
- the outcomes for learners.

Additionally, the inspection highlights:

- Increase in the number of adults who achieve their qualifications. In 2016/17, the large majority of adult learners were successful, including in English and mathematics
- Good working relationships with external partners, such as Refugee Action that helps newly arrived migrants to adjust to life in Britain
- Learners make good progress on their courses, developing relevant knowledge and skills, and achieving qualifications that help them to fulfil their personal goals and aspirations
- Adults enrolled with Acorn Recovery Project develop good mentoring and counselling skills; as a result, they gain greater self-awareness and provide good support to others
- Adults on English for speakers of other languages (ESOL) courses and functional skills English courses develop good language skills, which include reading, writing, speaking and listening to others confidently

The full [report](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/50237) can be found here: <https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/50237>

The table below shows the latest analysis of the destination of learners for the 2016/17 academic year in comparison to the destination of learners for 2015/16. Caution should be used when interpreting the figures as the 2015/16 data is only a partial sample due to the timing in the academic year when the recording took place.

Overall there has been a 38.9% increase in the total number of learners between 2015/16 and 2016/17. Additionally, a greater proportion of learners are now entering into employment. The 16/17 figures were endorsed by Ofsted when they inspected the Service in March 2018 which highlights that “senior leaders and managers now collect data about learners’ destinations. Learners’ progression to positive destinations on completion of their courses is good.”

Outcome	Number of learners		Percentage of Learners, proportion	
	2015/16	2016/17	2015/16	2016/17
Further course or training	324	374	66.7	58.3
Into employment	42	93	8.6	14.5
Into volunteering	57	55	11.7	8.6
Seeking work	63	119	13.0	18.6
Total	486	641	100.0	100.0

Also in Q4, progress has been made with exploring a new partnership with Mosscafe St. Vincent's Housing Group to target groups of learners in order to reach the service.

PRIORITY 3: - 'Our children and young people live safely'

Please note, this strategic priority is shared with the Children and Family Services Portfolio and updates on other work-streams are included in the PPRR for Children and Family Services

1.1.6 Road Safety Around Schools

During Quarter 4 the following eight schools received the "Eagle Eye" project: Vale View Primary (Reddish), Etchells Primary (Heald Green), Tithe Barn Primary (Heaton Moor), St Matthews CE Primary (Edgeley), Hursthead Junior School (Cheadle Hulme), Queensgate Primary (Bramhall), All Saints CE Primary (Marple) and Mersey Vale Primary (Heaton Mersey).

During Q4, Bikeability cyclist training levels 1 & 2 were delivered at the following schools: Bradshaw Hall Primary (Cheadle Hulme), Warren Wood Primary (Offerton) and St John's CE Primary (Heaton Mersey).

Also during Q4, "Step Outside" pedestrian training workshops were delivered to year 2 pupils at the following schools: Mellor Primary (Marple Bridge), Arden Primary (Bredbury), Torkington Primary (Hazel Grove) and Outwood Primary (Heald Green).

Finally, as part of the Council's commitment to improving road safety across the Borough, the Traffic Services Team has developed a new road safety activity booklet. The booklet will support the Council's "Step Outside" training programme, which equips young pedestrians with the skills to deal with the road environment. The booklet includes activities and advice to help children and their parents stay safe when out walking near to, and across the road. It has been developed with the help and support of teachers, parents and children across the Borough and produced using funds provided by Transport for Greater Manchester.

Several schools have received road safety infrastructure improvements which was due to be completed in April 2018. An update of work completed will be provided in the Q1 2018/19 PPRR.

Over 1,400 children attended a child safety event in February and March 2018. The event was co-ordinated by Child Safety Media and held at the Army Reserve Centre. A range of partners attended including British Transport Police who used purpose built equipment to educate young people about the dangers and consequences of Railway

Crime; Greater Manchester Police educated young people on safe use of the internet and protecting personal information; staff from the Council led sessions on sugar awareness; St John's Ambulance taught young people about the recovery position and TravelSafe Partnership led sessions on Metrolink safety.

1.2. Measuring Performance and Reporting Progress

Key Stage results

Early Years

No new analysis is available, see previous PPRR updates for analysis.

Key Stage 1

No new analysis is available, see previous PPRR updates for analysis.

Key Stage 2

In terms of Value added progress measure – Key Stage 1 to Key Stage 2, the latest analysis shows performance for the Borough's priority neighbourhoods. In comparison to the Borough average (Maths 0.0; Writing -0.4; Reading 0.5) pupils from the priority neighbourhoods achieve -0.6 in Reading, and -0.3 in Writing). However, for Maths, priority neighbourhood pupils on average achieve 0.2 (higher than the borough average). Data shows that pupils in Brinnington achieve 2.6. The excellent progress in maths in Brinnington has been achieved as a result of high quality focussed teaching. The head teachers have increased the number of teachers working with children during maths lessons. The teachers involved have high degrees of specialist knowledge, including specific maths qualifications. These teachers are well placed to help children apply their basic skills well as they move through Key Stage 2.

Key Stage 4

The following provides a comparison of Stockport's GCSE pupil attainment, progress norms and Ofsted inspection outcomes

Comparison of GCSE pupil attainment and progress norms with Greater Manchester

In 2017, GM pupils made a tenth of a grade less progress than the average but Stockport, along with Trafford, was one of two GM LAs with a positive Progress 8 score.

Stockport had the lowest percentage of schools in GM obtaining Attainment 8 scores below the English average (23%). This compares with a GM average of 54% and a range of 23% (Stockport) to 75% (Oldham). In Trafford 37% of schools were below the Attainment 8 national average.

Stockport (31%) had the lowest proportion of schools in GM where pupils, on average, made less progress than in England. This compares with a GM average of 59% and a range of 31% (Stockport) to 75% Oldham). In Trafford, the other GM LA with a positive Progress 8 score, 37% of schools made less progress than in England.

Comparison of GCSE pupil attainment and progress norms with Statistical Neighbours

When comparison is made with statistical neighbours (SNs), Stockport is second only to York (22%) for the percentage of schools obtaining Attainment 8 scores below the English average. This compares with an SN average of 43% ranging from 22% (York) to 64% (North Somerset).

Stockport had the lowest proportion of schools amongst its SNs (31%) where pupils, on average, made less progress than in England. This compares with an SN average of 49% ranging from 31% (Stockport) to 73% (North Somerset).

Overall

Stockport is ranked first in GM and amongst its SNs for the lowest proportion of schools where pupils, on average, made less progress than in England. This first placed ranking is particularly strong in relation to Stockport's SNs where the average of schools where pupils made, on average, less progress than in England is lower (49%) than in GM (54%).

Comparison of above with Ofsted inspection outcomes

This analysis is based on the most recent www.watchsted.com (May 2018) tables. Caution must be exercised with this analysis as it is predicated on when the timing of the most recent inspections have occurred as some pre-date the new accountability measures whilst other newly-open schools have not yet been inspected following academy conversion. Additionally, good schools at their previous inspection will have undergone a section 8 one-day inspection since September 2017 and will therefore not have experienced a full framework inspection. These caveats, notwithstanding, the analysis appears to present a disconnect between Stockport school's progress 8 measures and the number of Requiring Improvement (RI) schools when compared with inspection outcomes in other GM LAs and amongst its SNs.

Amongst GM LAs Stockport is ranked joint last with Manchester for the percentage of schools judged good or better (58.3%). This compares with Stockport being ranked first for having the lowest proportion of schools where pupils, on average, made less progress than in England.

By comparison, Bolton has the highest percentage (77%) of schools where pupils, on average, made less progress than in England but 80% of its schools are judged good or better. Oldham has 75% of schools where pupils, on average, made less progress than in England but, like Bolton, 80% of the schools are judged good or better.

Comparison with SNs indicates a similar disparity between Ofsted inspection outcomes and the proportion of schools where pupils, on average, made less progress than in England. York (33%), for example, has a similar proportion of schools to Stockport where pupils, on average, made less progress than in England but 100% of its schools are judged good or better.

All the LAs RI/inadequate schools have been inspected in the period March 2017 to January 2018. Two schools remained RI, one school improved from inadequate to RI and two schools were downgraded from good to RI. Other than Werneth, the other schools judged RI have seen improved progress 8 scores in 2017 when compared with the previous year.

Schools in other GM LAs/SNs with similar Progress 8 scores or worse which have been inspected in the same period have, in a number of cases seen their inspection judgement remain good following a section 8 inspection. The challenge for Stockport schools is to move to good having undergone a full section 5 inspection even though the schools' Progress 8 scores are better than good schools in other LAs.

Absence and Exclusions

The Stockport Data Matrix for 2015/16 (latest national data) shows that absence in the borough's primary schools is good compared to national averages. Absence is recorded as the percentage of sessions missed over six terms.

- Overall absence is 3.9%, lower than the national average (4.0%), placing Stockport (4.0%). This places Stockport in Quartile A (ranked 38 out of 353 local authorities in England). This also represents an improvement in performance compared to the previous year (4.0%)
- Unauthorised absence is 0.7%, lower than the national average (0.9). This places Stockport in Quartile A (ranked 17 out of 353 local authorities)
- Persistent absence is 8.2%, the same as the national average (8.2%). This places Stockport in Quartile B (ranked 74 out of 353 local authorities in England).

For secondary schools, overall absence and persistent absence is poorer than the national average:

- Overall absence is 5.5%, slightly higher than the national average (5.2%). This places Stockport in Quartile C (ranked 112 out of 353 local authorities)
- Unauthorised absence is 1.5%, just slightly higher than the national average (1.4%). This places Stockport in Quartile C (ranked 90 out of 353 local authorities)
- Persistent absence is 14.1%, slightly higher than the national average (13.1%). This places Stockport in Quartile C (ranked 111 out of 353 local authorities).

The Stockport Data Matrix for 2015/16 shows that the absence of Children in Need (CIN) is poorer than the national average. In this instance, absence is a calculation of the percentage of sessions missed over three terms:

- Overall absence in Stockport is 12.6%, higher than the national average (9.8%). This rate for Stockport has increased slightly compared to the previous year (11.6%). This places Stockport in Quartile D (ranked 149 out of 353 local authorities)
- Unauthorised absence in Stockport is 5.7%, higher than the national average (3.9%). This places Stockport in Quartile D (ranked 144 out of 353 local authorities)
- Persistent absence (percentage of CIN classed as persistent absentees over three term period) in Stockport is 34.8%, higher than the national average (28.35). This places Stockport in Quartile D (ranked 146 out of 353 local authorities)

A number of planned activities designed to improve attendance include:

- Implement a new Code of Conduct for Education Penalty Notices (EPNs) ready for September
- Develop a model attendance policy for Stockport schools to compliment the full suite of required policies ready for September
- Undertake a session with the IRO's (Independent Reviewing Officers) regarding attendance for children on Child Protection Plans
- Set up a pilot with schools in one of the clusters to look at a different model of supporting schools. Recently Werneth and Reddish cluster groups of primary and secondary Head teachers have met with Stockport Family Principal Lead to discuss how to support improvement in attendance

- Drive forward the Start Well model with the key outcome being on 'school readiness' – with all staff working in the early years being focussed on this being the ultimate outcome
- Work with the Autism Team to support good attendance and reduce 'school refusal' with a particular focus the transition between primary to secondary
- Finalise the Children Missing Education (CME) dashboard to provide tighter monitoring and oversight to respond more quickly and to track our vulnerable groups more closely
- Work on transitions for those from early years to primary and primary to secondary (will be key focus of proactive targeting by School Age Plus teams in the Summer Term).
- The Senior School Improvement Advisers include in their termly notes of visits to schools key attendance information provided by the school. This focuses discussion around attendance of key groups including pupil premium and non-pupil premium, Looked After Children (LAC), Child Protection (CP) and Team Around the Child (TAC)
- The Highfields linked School Age worker and the EWS lead are providing additional support to the PRU to ensure effective processes are in place to improve attendance.

Post 16 Education and Training

There has been a slight decrease in the proportion of young people in academic years 12 and 13 who are in education or work-based training compared to 2016/17 (94.3% in 2017/18 compared to 95.7% in 2016/17)

New analysis shows that there has been an increase in the percentage of young people in receipt of Free School Meals who are now in education or work-based training (was 90.0% in 2016/17, 93.9% in 2017/18). Additionally, there has been an increase in young people from the Central priority neighbourhood who are now in education or work-based training (89.0% in 2016/17, 93.9% in 2017/18)

There has been an increase in the proportion of young people in academic years 12 and 13 whose destination is unknown (0.7% in 2016/17 to 1.6% in 2017/18).




However, data from the Department for Education shows that (as of March 2018), the proportion of young people whose destination is unknown is well below the regional and national level (Stockport 1.4%, North West 3.0%, National 2.8%).

The European Social funded (ESF) Link programme delivered by The Education and Careers Advice Service in Stockport has helped to reduce NEET numbers significantly since its inception in April of 2016. During 2018, the restrictions of the contract have prevented the service signing up young people to the programme resulting in a rise in NEETs. It is anticipated that if the contract is extended to March 2019, this will create additional starts and a decrease in the NEET number for Stockport.

The Education and Careers Advice Service have developed a Link style re-engagement programme. Marketing activity will commence over the coming weeks to engage year 11 leavers and those in year 12 and 13. The aim of the programme is to be successful in reducing NEETs in the longer-term without the need to wholly rely on ESF funded programmes.






Continuing Education

The latest data for the 2017/18 academic year (as of April 2018) shows an increase in the classroom overall success rate, retention rate and achievement rate compared to 2016/17 performance. In addition, 2017/18 has also seen an increase in learner from the Borough's Priority areas.

PI Status	
	2017/18 actual / forecast is significantly below target
	2017/18 actual / forecast is below target but within acceptable tolerance range
	2017/18 actual / forecast is on or above target or within target range

Measures in bold are included within the Corporate Report.



Academic Year Measures

PI Code	PI Name	Good performance	2014/15	2015/16	2016/17		Status
			Actual	Actual	Actual	Target	
E1	Children achieving a Good Level of Development (GLD) at the end of the Early Years Foundation Stage	High	Stockport average 68% (2405) FSM cohort 47.9% (215)	Stockport average 69.6% (2519) FSM cohort 49.2% (243)	Stockport average 71.6% (2602) FSM cohort 49.4% (240)	To maximise	
New measure	Children attaining the expected standard at Key Stage 1 in Reading, Writing and Maths combined	High	N/A	Stockport average 62.3% (2163) FSM cohort 37.2% (169)	Stockport average 64.7% (2250) FSM cohort 43.4% (195)	To maximise	
E2	Children attaining the expected standard at Key Stage 2 in Reading, Writing and Maths combined	High	N/A	Stockport average 57.9% (1832)	Stockport average 64.1% (2097)	To maximise	
E3	Value added progress measure – Key Stage 1 to Key Stage 2	High	N/A	Reading 0.2 FSM -1.6 Writing -0.1 FSM -1.1 Maths 0.3 FSM -0.6	Reading 0.5 FSM -0.8 Writing -0.4 FSM -1.6 Maths 0.0 FSM -0.9	To maximise	
E4	Children achieving grade 4 or above in English and Maths at Key Stage 4***	High	N/A	N/A	Stockport average 67.2%* (1779)	To maximise	

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PI Code	PI Name	Good performance	2014/15	2015/16	2016/17		Status
			Actual	Actual	Actual	Target	
					National average 58.5%		
					Statistical Neighbour 66.3%		
New measure	Children achieving grade 5 or above in English and Maths at Key Stage 4****	High	N/A	N/A	Stockport average 44.4%** (1165)	To maximise	✓
					National average 39.1%		
					Statistical Neighbour 43.9%		
E5	Average Attainment 8 score per pupil (Key Stage 4)	High	49.9	52.1	Stockport average 48.1	To maximise	✓
					National average 44.2		
					Statistical Neighbour 46.9		
E6	Average Progress 8 score per pupil (Key Stage 2 to Key Stage 4)	High	N/A	0.01	Stockport average 0.07	To maximise	✓
					National average 0.00		
					Statistical Neighbour -0.06		
E7	Pupils achieving the English Baccalaureate (4 or above in English and Maths)	High	N/A	N/A	Stockport average 28.0% (742)	To maximise	✓
					National average 21.7%		
					Statistical Neighbour 24.9%		
E8	Persistent absence rate from schools (pupils missing 10% or more school sessions)*****	Low	13.7% (1879)	14.1% (1948)	14.1% (1823)	To minimise	✓
E9	Authorised absence rate	Low	3.6% 440291	3.5% 437132	3.5% 426740	To minimise	⚠
E10	Unauthorised absence rate	Low	1.0% 117621	1.0% 130731	1.1% 136504	To minimise	⚠

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PI Code	PI Name	Good performance	2014/15	2015/16	2016/17		Status
			Actual	Actual	Actual	Target	
E12	Pupils subject to a fixed term exclusion	Low	4.3% (575)	4.8% (642)	4.8% (643)	To minimise	
E13	Permanent exclusions for school per 1,000 (number)	Low	2.2 (31)	2.6 (37)	3.2 (46)	To minimise	

*Please note there was an error in the reporting for the data for percentage of children achieving grade 4 or above in English and Maths at Key Stage 4 in the Q3 PPRR update. Correct figure now provided

**Please note there was an error in the reporting for the data for percentage of children achieving grade 5 or above in English and Maths at Key Stage 4 in the Q3 PPRR update. Correct figure now provided





***Future PPRR reports will refer to new Performance Indicator – Children achieving 9-4 pass in English and Maths at Key Stage 4

****Future PPRR reports will refer to new Performance Indicator – Children achieving 9-5 pass in English and Maths at Key Stage 4 - 2016/17 Amended (KS4 L2 Basics).

GCSEs in England are being reformed and will be graded with 9 a new scale from 9 to 1, with 9 being the highest grade. English language, English literature and maths will be the first to be graded from 9 to 1 in 2017. Another 20 subjects will have 9 to 1 grading in 2018, with most others following in 2019. During this transition, students

will receive a mixture of letter and number grades. Grades 1 – 3 include the previous grades of G – D, Grades 4 – 6 include previous grades C – B, Grades 7 – 9 include previous grades A – A*

*****Please note this measure is the number of children who are persistent absentees as a percentage of the number of pupils on roll. This relates to all children attending Stockport secondary schools, including academies. A child is determined to be persistent absence if the number of sessions that the child has been absent from school is 10% or more if the number of possible sessions that the child should have attended.





PI Code	PI Name	Good performance	2015/16	2016/17	2017/18		Status
			Actual	Actual	Actual (As of April 2018)	Target*	
E19	Continuing Education - Classroom based overall success rate	High	80.8 (681)	90.4%** (1545)	94.6% (1177)	93%	
E20	Continuing Education - Classroom based learning overall retention rate	High	83.7% (706)	93% (1590)	95.3% (1186)	94%	
E21	Continuing Education - Classroom based learning overall achievement rate	High	96.5% (681)	97.2% (1545)	99.3% (1177)	97%	
E22	Continuing Education - Learners from the Borough's priority areas	High	18.7% (225)	38% (326)	41% (276)	40%	

*Please note amended 2017/18 performance target

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****Please note there was an error in the reporting for the data for overall achievement for classroom based learning that was reported for the 2016 / 2017 academic year in the Quarter 3 PPRR. The correct figure for this measure is 90.4% and this has been corrected in the table below.**

Measures to be reported on a Quarterly basis

PI Code	PI Name	Good performance	2016/17	2017/18	Target	Status
			Actual	Actual		
E14	Young people in academic years 12 and 13 (aged 16 – 18) who are in education or work based training	High	95.7 (6027) Year End March 2017	94.6* (5923) Year End March 2018	To maximise	
E15	Young people in academic years 12 and 13 (16 – 18) not in employment, education or training	Low	2.0 (125) (Year End March 2017)	1.9* (122) Year End March 2018	To minimise	
E16	Young people in academic years 12 and 13 (aged 16 – 18) where destination is unknown	Low	0.7 (46) Year End March 2017	1.6* (102) Year End March 2018	To minimise	
E17	Percentage of young people in academic Years 12 and 13 in Apprenticeships (number)	High	Year 12 5.7% (183) Year 13 9.1% (321) Position at 31/03/17	Year 12 7.8% (238) Year 13 11.1% (357) Position at 31/03/18	To maximise	
*Provisional figure						

1.4 National and Regional Policy Drivers

Please see the 2017/18 Portfolio Performance and Resource Agreement for a full list of policy drivers that impact on this Portfolio. These will be updated for the 2018/19 Agreement.

1.5 Portfolio Risks

This section provides a comprehensive update against risks identified within the Portfolio Agreement. Details of the some of the projects and activities which are helping to mitigate the Portfolio risks are also included in the Priorities and Delivery update in Section 1.1 of the report.

Risk Description	Update on controls and mitigating actions
Impact of central government education reforms / proposals on schools funding and schools organisation; including the New National Funding Formula and national schools organisation policy	<ul style="list-style-type: none"> • Work with governors and head teachers to consider how effective partnerships can be maintained and developed • Prepare for the implications of the new national funding formula • Work to improve the performance of 'coasting' schools
Commissioning of school places in a challenging financial and legislative	<ul style="list-style-type: none"> • Liaise with colleagues to ensure accurate data analysis informs estimates to aid place planning.

Risk Description	Update on controls and mitigating actions
<p>landscape, leading to an insufficient supply of school places across the Borough and the possible decline in the quality of school buildings. Pressure hotspots for primary and secondary school places in particular areas of the Borough, especially Marple, the Heatons and Cheadle Hulme for Primary.</p>	<ul style="list-style-type: none"> • Write successful bids to provide capital support for school expansion programmes • 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 • See section 1.1.3 for further information about current developments
<p>Insufficient SEN places available</p>	<ul style="list-style-type: none"> • Currently considering short and medium term plans to meet capacity
<p>Potential year on year cuts in funding for adult education; and / or the transfer of Further Education and Skills funding as part of Greater Manchester Devolution resulting in reduced funding</p>	<ul style="list-style-type: none"> • Manage Service costs effectively so that spend does not exceed income • Know the break point where the Service is no longer financially viable • Have a funding reserve available

2. EDUCATION FINANCIAL RESOURCES AND MONITORING



2.1 Revenue – Cash limit

	Previously Reported (PPRR) £000's	Increase (Reduction) £000's	Revised £000's
Cash Limit	3,667	31	3,698

- 2.1.1 The adjustments to the finance resource level allocated to the Education Portfolio since quarter three are summarised below:

Narrative	£000's
Corporate funding of redundancy costs	31

- 2.1.2 The financial resources deployed in this Portfolio total £3.698m and finance a range of key support services to schools including School Improvement, Governance and central admin/SEN support (including SEN transport) and Adult Education/Community Grants within the Place Directorate.

The final outturn position for this Portfolio at 31 March 2018 is for a net deficit at £0.155m (after deployment of reserves at £0.031m relating to Adult Education) which equates to -4.2% of total resources available.

The SEN and Post 19 Transport budget areas of the portfolio continue to provide a significant challenge post April 2018 that requires addressing.

The SEN transport budget is under pressure through increase demand, out of authority placements and new contract arrangements/prices. The Post 19 transport costs have no budgetary resources assigned at present; however centrally held reserves ear-marked for deployment in 2017/18 will be rolled forward into 2018/19 to support this budget pressure next year.

2.2 Earmarked Reserves

The majority of earmarked reserves are now kept at corporate level. The table overleaf sets out the commitments of this portfolio which have been approved for 2018/19.

Reserve Category	Reserve Narration	To be used for	Reserve / Approved Use Balance 2017/18 £000	Actual use of Reserves / "Approved Use" 2017/18 £000	Balance of Reserve / "Approved Use" £000
Corporate Reserves					
Reserve Linked to Budget	Transformation – Invest to Save Reserve	Budgetary shortfall relating to Post 19 SEN transport service	160	0	160
Reserve Linked to Budget	Transformation – Invest to Save Reserve	EP Service Redesign	19	0	19
Strategic Priority Reserve	Traded Service Reserve	Ethnic Diversity Reserve	83	0	83
Strategic Priority Reserve	Traded Service Reserve	Music Services	97	0	97
Corporate Reserves	Revenue Grant Reserve (includes ring-fenced reserves)	Apprentice Funding	354	0	354
Directorate Reserve	Directorate flexibility reserve – Place	Adult Education VR	31	31	0
TOTAL			744	31	713

2.3 Revenue – Dedicated Schools Grant (DSG)

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 £27.315m comprising the High Needs Block (£22.213m), de-delegated funding for services (£2.954m) and Central Statutory/Other Services (£2.147m). The final outturn provides a year-end deficit at £0.689m.

The above position is offset by a year-end surplus on delegated early years under participation at £0.331m, schools delegated budget surplus at £0.023m relating to non-creation of additional planned specialist places and additional income at £0.008m.

The final net year-end position of the DSG is £0.326m deficit – this will be financed via deployment of DSG Reserves.

2.4 Portfolio Savings Programme

The Council's savings programme was agreed by the Council Meeting as part of the 2017/18 Budget on 23 February 2017. The Portfolio contributed £0.019m to the Council's savings for 2017/18.

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.

Project	2017/18 £000	2017/18 Risk Rating	2017/18 Savings Update
Staff Travel – policy review	0.019	Green	The budget reductions have been applied.
TOTAL	0.019		

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

2.5. Capital Programme

The Capital Programme for 2017/18 is £5.912m. It includes the following schemes, progress against which is reported in section 2.5.5.

Expenditure as at 31 Mar 2018 £000	Scheme	2017/18 Programme £000	2018/19 Programme £000	2019/20 Programme £000
572	Early Years	572	168	0
2,401	Primary Sector	2,401	5,798	0
211	Secondary Sector	211	293	0
1,392	Special Sector	1,392	1,097	0
0	Funding to be allocated	0	851	25,000
4,576	Council Controlled Schemes	4,576	8,207	0
1,336	Individual School Schemes	1,336	1,001	0
5,912	TOTAL	5,912	9,208	25,000

2.5.1. Capital Finance Update and Outlook

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

Resources	2017/18 £000	2018/19 £000	2019/20 £000
Capital Grants	4,397	7,496	10,335
Unsupported Borrowing	612	0	14,665
Directly Funded Borrowing	464	156	0
DFB - School Contributions	1	350	0
External Contributions	63	1,206	0
Capital Receipts	168	0	0
Revenue Contributions (RCCO)	207	0	0
TOTAL	5,912	9,208	25,000

2.5.2. Programme Amendments

The following table sets 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 2.5.1.

Scheme	2017/18 £000	2018/19 £000	2019/20 £000	Funding Source	Reason
Agreed additional funds			14,665	Unsupported borrowing funded by capital maintenance grant	Basic Need & Capital Maintenance schemes
Miscellaneous School Conts under £50K	213	-533		Schools Contributions	Additional/reduced contributions
Schools RCCO Contributions	207			RCCO	Individual schools schemes
Arden Prim. 2.5FE Expansion TBN	82			Capital Receipts & Unsupported Borrowing	Scheme costs increased
Great Moor Infant Boiler	1			Prudential Borrowing	Additional contribution
Total	503	-533	14,665		

2.5.3. Rephasing

The following rephasing took place during this 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 2.5 above.

Scheme	2017/18 £000	2018/19 £000	2019/20 £000	Funding Source	Reason
Miscellaneous Re-phasing under £250k	-805	805		Various	Aligning spend to correct year

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St Thomas's CE (Heaton Chapel) 3FE Expansion	-447	447		Basic Need	Scheme slipping into 18/19
Basic Need Unallocated	-318	318		Basic Need	Aligning spend to correct year
Total	-1,570	1,570	0		

2.5.4. Allocations

There have been no new allocations this quarter.

2.5.5. Progress on Individual Schemes

The expenditure to the 31st March on Council controlled schemes in the Education Portfolio is £4.576m.

Early Years

Spend at 31st March is £0.572m.

Officers are continuing to work on plans to meet the government's commitment to ensure that there are sufficient childcare places in Stockport so that 2, 3 & 4 year olds are able to take up their entitlement to funded early education. Stockport have plans for some of the remainder of this budget (£0.169m) during 2018/19. £0.081m is grant to be passed onto specific day care providers with £0.086m available for allocation to other schemes. The availability of places will continue to be assessed as part of the council childcare sufficiency duty and the development of government policy. Much of the spend in this area in 17/18 (0.527m) is due to the pass-porting of specific EFA grants onto early year providers.

Primary Sector

Spend at 31st March is £2.401m.

Activity Round Up

Arden Primary 3FE Expansion (£10.454m scheme with £0.604m in 2017/18)						
SMT approval	BRIEF SET	TENDER PROCESS	CONTRACTOR APPROVED	SCHEME UNDERWAY	NEARING COMPLETION	COMPLETED
Phase 4 has now been completed. There are small additional works be carried out to address some site issues.						

Greave Primary Expansion to 1.5FE (£1.442m scheme with £0.903m in 17/18)						
SMT approval	BRIEF SET	TENDER PROCESS	CONTRACTOR APPROVED	SCHEME UNDERWAY	NEARING COMPLETION	COMPLETED

The school moved into the new build extension in September 2017 and Practical Completion has been issued. There are a number of outstanding items that require addressing due to delays caused by weather.

St Thomas CE Primary – 3FE Expansion (£6.680m scheme)

SMT approval	BRIEF SET	TENDER PROCESS	CONTRACTOR APPROVED	SCHEME UNDERWAY	NEARING COMPLETION	COMPLETED
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The scheme is now complete. Final account in the process of being agreed.

Secondary Sector

Spend at 31st March is £0.211m.

There are no major secondary school projects currently in the programme.

Special Sector

Spend at 31st March is £1.392m.

Activity Round Up

Highfields Pupil Referral Unit Mobile Accommodation (£0.651m scheme with £0.644m in 17/18)

SMT approval	BRIEF SET	TENDER PROCESS	CONTRACTOR APPROVED	SCHEME UNDERWAY	NEARING COMPLETION	COMPLETED
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Planning Application approved August 2017. Tender process completed September 2017.

2.4.6 Priority Schools Building Programme. 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 external works are complete. The ESFA will deliver St John's via the Government's Regional Framework due to site constraints and detailed design work is currently underway.

Stockport also has 3 schools included in Phase 2 of the Programme: Cheadle Primary, Hazel Grove Primary and Great Moor Junior Schools. Tenders for Great Moor Junior School have been received and work is progressing to for the ESFA Final Business Case. Scoping by the ESFA is underway for Cheadle and Hazel Grove with anticipated starts on site in the Summer of 2018.

2.4.7 Basic Need and Condition Investment Programme

The Council has agreed a significant School Capital Strategy investment of c. £25m to address both the requirements of provision of basic need school places across the borough, as the pupil population continues to increase, and the ongoing priority condition schemes across the primary and secondary school estate.

The Council will finance the above investment via receipt of c. £10.3m of basic need central government grant due in 2019/20 with a requirement of providing an additional 700 school places across the borough. The remaining £14.7m will be invested by the Council via prudential borrowing with the annual repayments to be financed via a top-slice of the annual condition and maintenance central government grant due to be received from 2017/18 to 2026/27.

An initial batch of schemes which address priority condition issues has been commissioned to go on site in the Summer of 2018.