

# **CHILDREN'S SERVICES SCRUTINY COMMITTEE**

**THURSDAY 21<sup>ST</sup> MARCH, 2013**

**AT 6.00 PM  
IN COMMITTEE ROOM 2  
AT THE COUNCIL HOUSE  
DUDLEY**

**If you (or anyone you know) is attending the meeting and requires assistance to access the venue and/or its facilities, could you please contact Democratic Services in advance and we will do our best to help you**

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## **IMPORTANT NOTICE**

### **MEETINGS IN DUDLEY COUNCIL HOUSE**

Welcome to Dudley Council House

In the event of the alarm sounding, please leave the building by the nearest exit. There are Officers who will assist you in the event of this happening, please follow their instructions.

There is to be no smoking on the premises in line with national legislation. It is an offence to smoke in or on these premises.

Please turn off your mobile phones and mobile communication devices during the meeting.

Thank you for your co-operation.

Your ref:

Our ref:  
KF

Please ask for:  
Kim Fellows

Telephone No.  
(01384) 815242

13<sup>th</sup> March, 2013

Dear Member

**CHILDREN'S SERVICES SCRUTINY COMMITTEE**  
**THURSDAY 21ST MARCH, 2013 AT 6.00PM**

You are requested to attend a meeting of the Children's Services Scrutiny Committee to be held on Thursday 21st March, 2013 at 6.00 pm in Committee Room 2 at the Council House, Dudley, to consider the business set out in the Agenda below.

The agenda and public reports are available on the Council's Website [www.dudley.gov.uk](http://www.dudley.gov.uk) and follow the links to Councillors in Dudley and Committee Management Information System.

Yours sincerely



Director of Corporate Resources

**A G E N D A**

1. APOLOGIES FOR ABSENCE

To receive apologies for absence from the meeting.

2. SUBSITUTE MEMBERS

To report the appointment of any substitute members serving for this meeting of the Committee.

3. DECLARATIONS OF INTEREST

To receive declarations of interest in accordance with the Members' Code of Conduct.

4. MINUTES

To approve as a correct record and sign the Minutes of the meeting of the Committee held on 14<sup>th</sup> November, 2012 (copy attached).

5. SCRUTINY – A NEW APPROACH FOR THE CHILDREN'S SERVICES COMMITTEE (PAGES 1 – 3).

To consider a report of the Lead Officer to the Committee.

6. STANDARDS REPORT – PERFORMANCE DATA (TO FOLLOW)

To consider a report of the Director of Children's Services.

7. DUDLEY SCHOOLS OFSTED OUTCOMES (TO FOLLOW)

To consider a report of the Director of Children's Services.

8. PRESENTATION ON THE FUTURE (TO FOLLOW)

To consider a presentation by the Director of Children's Services.

9. ROLE OF THE LOCAL AUTHORITY (TO FOLLOW)

To consider a report of the Director of Children's Services.

10. EVIDENCE – WITNESSES AND DEBATE.

Mr Ian Austin MP and Head teachers from Secondary and Primary Schools.

11. RESPONSE BY COUNCILLOR CRUMPTON CABINET MEMBER FOR CHILDREN'S SERVICES.

12. TO ANSWER QUESTIONS UNDER COUNCIL PROCEDURE RULE 11.8 (IF ANY) AND QUESTIONS ON THE FOLLOWING INFORMATION ITEMS AVAILABLE ON THE COMMITTEE MANAGEMENT INFORMATION SYSTEM (CMIS).

Information Items

Corporate Quarterly Performance Report

Members are asked to email [kim.fellows@dudley.gov.uk](mailto:kim.fellows@dudley.gov.uk) (at least three working days before the meeting) with details of any questions they wish to raise on the information items.

This will enable responses to questions to be circulated prior to the meeting.

Questions on information items raised at the meeting will receive a written response following the meeting.

To: All Members of the Children's Services Scrutiny Committee:

Councillor S Turner (Chair)

Councillor Boleyn (Vice-Chair)

Councillors Arshad, Attwood, Mrs Billingham, Bills, Casey, J Jones, Marrey, Mrs Simms and Mrs Walker.

Mrs Ward, Reverend Wickens; Mr Songole, Mr Tinsley; Mrs Verdegem; Mr Taylor; Mrs Coulter, Mr Ridley, Mr Lynch, Mr Bruton.

cc: Councillor Crumpton (Cabinet Member for Children's Services)

## **CHILDREN'S SERVICES SCRUTINY COMMITTEE**

Wednesday, 14<sup>th</sup> November, 2012 at 6.00pm  
in Committee Room 2 at the Council House, Dudley

### **PRESENT:-**

Councillor S Turner (Chair)  
Councillor Boleyn (Vice-Chair)  
Councillors Arshad, Attwood, Bills, Casey, Caunt, J Jones, Marrey,  
Mrs Rogers and Mrs Walker; Mr Bruton, Mr Taylor, Mr Tinsley, Mr Ridley,  
Mrs Verdegem and Reverend Wickens.

### **OFFICERS**

Health Reform Programme Lead – Lead Officer to the Committee; Director of Children's Services, Assistant Directors of Children's Services (Children and Families) and (Quality and Partnership), Head of Service (Social Services), Director of Corporate Resources, Treasurer and Miss K Fellows, (Directorate of Corporate Resources).

### **ALSO IN ATTENDANCE**

The Cabinet Member for Integrated Children's Services (Councillor Crumpton), Councillor Harley, Mr N Bucktin of the Clinical Commissioning Group and Ms R Musson of the Walsall and Dudley Mental Health Trust.

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#### **21      APOLOGIES FOR ABSENCE**

Apologies for absence from the meeting were received on behalf of Councillors Mrs Billingham and Mrs Simms; Mrs Coulter and Mrs Ward.

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#### **22      SUBSTITUTE MEMBERS**

It was reported that Councillors Caunt and Mrs Rogers was serving in place of Councillors Mrs Billingham and Mrs Simms for this meeting of the Committee only.

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#### **23      DECLARATIONS OF INTEREST**

No Member made a Declaration of Interest in accordance with the Members' Code of Conduct.

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#### **24      MINUTES**

## RESOLVED

That, the Minutes of the meeting of the Committee held on 13<sup>th</sup> September, 2012 be approved as a correct record and signed.

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### ACTION PLANS IN RESPONSE TO OfSTED INSPECTION OF SAFEGUARDING AND LOOKED AFTER CHILDREN.

The Committee received a report of the Director of Children's Services on the Action Plans in response to the OfSTED inspection of Safeguarding and Looked after Children (December 2011) and a Thematic Inspection of Safeguarding activity (August 2012).

Arising from the presentation of the report submitted, Members asked questions and raised concerns and it was reported as follows:-

Ms Musson of the Walsall and Dudley Mental Health Trust reported that the Individual Plan implementation date in relation to the seven areas that were identified in the OfSTED Thematic Inspection would be March, 2013 however some of the action plans would require partnership working and deadlines in relation to these had not been set.

Councillor Mrs Walker raised concerns in relation to the findings of the Inspection and the fact that the inspection had raised concerns in relation to timely access to emotional and mental health services. She also commented upon the fact that deadlines and targets would not have been met had the inspection not taken place.

Councillor Bills referred to the theme of the Thematic Inspection and welcomed the fact that the inspection had brought children and families with mental health issues to the fore.

Ms Musson stated that it was hoped that a robust action plan could be developed in relation to the actions raised by the Inspection through key partnership working.

She also reported that the Child and Adolescent Mental Health Services, (CAMHS), conducted work in relation to family therapy for those families suffering from mental health issues.

The Chair raised concerns in relation to insufficient effective action to meet the needs of children and the lack of intervention.

Ms Musson responded stating that robust activity was taking place to ensure that there was a process to ensure that children were safeguarded and referred to the caseload management supervision system that was utilised in order to ensure this.

The Assistant Director, Children and Families stated that where there was clear evidence that there were protection issues, Adult Services would refer children and families to the appropriate services, and that measures had been taken to ensure that thresholds were understood and when those thresholds were not met measures had now been built in to ensure that children and families received the support and services that they required.

The Director of Children's Services reported that work had been undertaken as soon as the inspection had taken place in relation to the action plans referred to within the report submitted. Some of the specific actions had already been identified and actioned ensuring that children and families with mental health issues received the services and support that was required.

Mr Bucktin of the Clinical Commissioning Group advised that there was a clear plan to actively engage young people in shaping the delivery of the local health services in order to involve them in that service and ensure that this was child friendly and in order to do this, investigations into existing mechanisms that were in place across the Borough would taken into account.

The Cabinet Member for Integrated Children's Services referred to problems with the length of time that was taken for general practitioners to recognise and deal with mental health problems, referring specifically to the referral process in order to obtain specialist help for those problems, requesting details of data on the length of time that was taken for the referral process.

Mr Bucktin advised that access points were monitored for such referrals and undertook to provide Members and the Cabinet Member with data regarding the length of time from when a patient consulted their General Practitioner to referral to a Consultant.

Mr Bucktin referred to the transformation of the programme that the Mental Health Trust had undertaken advising that the number of access points for referrals had been reduced in order to speed up the process for therapy.

He also referred to the two initiatives that were in place for patients to be referred to gateway access programmes speedily and General Practitioners being able to make referrals direct for cognitive behavioural therapy.

In responding to a question from a Member he advised that contracts with General Practitioners in relation to mental health were entered into with the expectation that services would meet patient standards and those contracts would be monitored and reviewed.

Councillor Walker raised concerns in relation to the time it had taken to deal with mental health issues suggesting that complete scrutiny was required in relation to the system for dealing with such issues in view of the fact that the inspection had taken place over one year ago and some of the specific actions still remained on amber status.

Mr Bucktin advised that there had been complex issues to deal with, which had involved working with more than one organisation, although he was hopeful that the majority of those specific actions would change from an amber to a green status shortly.

In responding to a question from the Chair, Mr Bucktin advised that the Family Nurse Practitioner resources had been agreed by the Clinical Commissioning Group, however as work had been required to be undertaken with the Black Country Trust this would not have been dealt with as expediently as had been hoped.

The Director of Children's Services advised that further updates would be brought to the next meeting in relation to the work conducted with partners to ensure that targets were met regarding timely access to emotional and mental health services. An Annual Report would be produced in relation to the progress made in relation to all agencies concerned.

She also advised that a representative from all partnerships would be requested to attend future meetings of the Committee.

Mr Bucktin also reported that in relation to maintaining registers relating to mental health problems this would form part of General Practitioners contracts and should they not comply with this requirement, there would be sanctions such as withholding payment for this part of the contract.

#### RESOLVED

- (1) That the information contained in the report, and Appendices to the report, submitted on Action Plans in response to OfSTED Inspection of Safeguarding and Looked after Children, be noted.
- (2) That Members comments as referred to above, be noted.

A joint report of the Chief Executive, Treasurer and Director of Children's Services was submitted on the proposed revenue budget strategy for 2013/14 and the medium term financial strategy provided under the Terms of Reference of this Committee.

Arising from the presentation of the report by the Treasurer, Members asked questions, raised concerns and made comments. In responding to these the Director of Children's Services stated as follows:-

The Dedicated Schools Grant would be impacted upon and some support services would be reduced which would impact on Children's Services as a whole.

That there would be a reduction in staff within Performing Arts. Due to National changes reduction in Special Educational Needs requirements administrative support will be reduced by 2015/16.

That in relation to Early Years the statutory work that was required by the Directorate would continue to be undertaken.

In relation to the Early Intervention Grant a process of a through review had been undertaken within the Directorate and further work would be conducted with the Cabinet Member for Integrated Children's Services in order to identify the 2.3 million in savings referred to in the report submitted.

That the Netherton Arts Centre would be retained, however the staff at the Centre would be reduced and the Directorate would continue to provide traded services for schools, however the position in relation to the Centre would remain under review should further savings be required.

The Director of Children's Services undertook to provide Members with a written response regarding Transforming Futures and the loss of £600,000 at the end of the third year of the budget proposals as to what this figure represented as a percentage of the base budget figures.

She also advised that Youth Centres may be closed, however work would have to be undertaken in relation formulating a criteria for this, including mapping and the need for service provision especially for those who were most vulnerable. This work would be undertaken with the Cabinet Member for Integrated Children's Services. Should this work be undertaken, the Director of Children's Services advised that a report in relation to findings would be submitted to a future meeting of the Committee.

Councillor Bills urged the Cabinet Member for Integrated Children's Services to investigate working with other authorities in order to continue the provision of the work with the Performing Arts.

The Director of Children's Services responded stating that performances at schools would continue, however extra civic performances that required additional funding would cease in order that those services that could still be delivered would be protected. She also reported that the Music Hub Grant would remain in place for a further two years.

In relation to the reduction in funding for those children with mental health issues the Director of Children's Services stated that work would be undertaken with the Health to ensure that some provision continued in order to mitigate the reduction in funding. She also reported that the impact of budget reductions were not as severe as they could have been. Some services would still be provided and there was scope to look at how this area could be mitigated.

The work conducted in relation to mental health by the Directorate would remain under review and further consultations would take place as necessary with the Integrated Cabinet Member for Children's Services and the Clinical Commissioning Group.

The Director of Children's Services advised that in relation to Performing Arts, Government grants were being reduced nationally, however she would continue to look at and seek funding where possible.

In relation to maintaining and improving services for children and young people she stated that the Directorate would strive to maintain service delivery as successfully and efficiently as possible with the funding available.

In relation to the reduction of the Early Intervention Grant, the Director of Children's Services referred to the impact that this would have on the provision of services and in relation to the reduction in such a short period of time, advised that the main objective was to ensure the safety of children and for the Directorate to continue to meet its statutory requirements in relation to this service provision.

In relation to performing arts, the Director of Children's Services provided assurances that in line with the current budget proposals children would continue to be given the opportunity to perform.

In relation to providing corporate and safe services for children and young people, the Cabinet Member for Integrated Children's Services advised that the main priority was not to put any child at risk within the Borough and the need to assess the overall impact of the budget.

The Director of Children's Services referred to the areas of the service that were subject to inspection and the duties to comply and carry out services in view of the inspections that the service was subject to. She also referred to the continuing need for data collection in view of the fact that general intelligence was required, advising that there had been a reduction in staff in this area of work.

The Director of Children's Services undertook to provide Members with details of the reduction of central staff within the Directorate during previous years.

In relation to Education Improvement Advisor posts, the Director of Children's Services advised that there were now five posts, three for primary schools, one for a special school and one for secondary schools. She also reported the need for these posts in view of the Directorate's statutory requirement to challenge and support schools in line with OfSTED.

The Director of Children's Services referred to some funding that had been identified in the budget due to a project not being carried out and a small sum of funding that had become available to work with troubled families within the Borough. She also referred to work that had been carried out regarding the Dedicated Schools Grant.

The Director of Children's Services provided assurances that the services provided by the Directorate would be subject to quality control and those services that were provided in line with statutory requirements would continue to be provided.

She also provided assurances that the Directorate would continue to work with partners in order to investigate possibilities of continuing to provide services for young people and their families and would also encourage voluntary partners to bid and obtain funding for this purpose.

In relation to withdrawing staff training the Director of Children's Services advised that this was in relation to graduate level training that was no longer a statutory requirement.

Regarding the provision of catering services to schools, the Director of Children's Services advised that the majority of schools were still utilising the Directorate's catering services, and in the main these were provided to primary schools. She would circulate details of the number of schools utilising this service to Members.

In relation to the catering income from Himley Hall the Director of Children's Services undertook to circulate to Members details of the percentage of surplus income that the Directorate received from that service.

A Member raised a query as to whether the budget proposals would result in the closure of some Children's Centres and the Director of Children's Services indicated that a full review would be undertaken in this regard which would involve a consultation process. Following consultation a report would be submitted to a future meeting of this Committee to scrutinise.

The Director of Children's Services referred to some traded services that were provided to schools that were cost effective. She undertook to provide Members with a written response regarding the traded services that were delivered to schools by the Directorate.

Councillor Attwood suggested that the Directorate should offer services that would generate further income and the Director of Children's Services reported on the highly valued services being offered and carried out in schools and the work that was carried out with the Dudley Grid for Learning.

In response to a query from a Member, the Cabinet Member for Integrated Children's Services confirmed that the generation of income by the Directorate was under constant review.

The Director of Children's Services reported that any income generation had to be cost effective and had to be delivered in line with the level of funding that the Directorate had available.

#### RESOLVED

That the Revenue Budget Strategy proposals for 2013/14 and the Medium Term Financial Strategy, as set out in the report, and Appendix A to the report, submitted be noted.

#### THE WORK OF DUDLEY YOUTH OFFENDING SERVICES

The Committee received a report of the Director of Children's Services on the summary of the purpose and structure of Dudley Youth Offending Service and to share working practices and outcomes to demonstrate how the service contribute to improving opportunities and outcomes for young people in the Borough.

In presenting the report submitted, the Head of Service, (Social Services) made particular reference to the holistic assessment process and the approach taken by the Youth Offending Service together with the operation of the three trained community panel members. He also referred to staff responsibilities and the tables included in the report referring to the three key National Indicators that measured Youth Offending Service performance.

Arsing from the presentation of the report Members expressed support and praise for the work conducted by the service.

The Head of Service, (Social Services) undertook to provide a written response to Members in relation to the percentage of those offenders who were looked after children or had previously been looked after children.

He reported that the service had significant success with young offenders and referred to the amount of time that was dedicated to working with young people.

The Director of Children's Services reported that funding in relation to the service was currently being investigated nationally and although it was not anticipated that there would be a reduction during this financial year, it was anticipated that there would be a change in funding following the election of the Police and Crime Commissioner.

In relation to the grant from the Ministry of Justice the Head of Service, (Social Services) reported that budget details in relation to this funding would be announced in December, 2012.

In relation to breaches of statutory orders, the Head of Service, (Social Services) reported that there was a statutory requirement to follow up such breaches within 24 hours with the aim of the service being to protect the public and victims whilst helping the rehabilitation of offenders.

#### RESOLVED

That the information contained in the report, submitted on the summary of the purpose and structure of Dudley Youth Offending Service, be noted.

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#### 28      THE YOUTH OFFENDING SERVICE INSPECTION OUTCOMES.

The Committee considered a report of the Director of Children's Services on the outcomes of the recent pilot inspection of Dudley Youth Offending Service.

In presenting the report submitted the Director of Children's Services referred to excellent results that the service had received in relation to the new inspection regime.

She referred to the full detailed report that had been circulated to Members prior to the meeting regarding the inspection and requested Members to email her direct with any questions that they may have in relation to the report.

Arising from the presentation of the report a Member praised the services provided by the Youth Offending Service and the quality of work carried out by the service.

The Committee also congratulated the service and commended their work.

#### RESOLVED

That, the report on the outcomes of the recent pilot inspection of Dudley Youth Offending Services, be noted.

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#### 29      QUESTIONS UNDER COUNCIL PROCEDURE RULE 11.8 AND INFORMATION ITEMS

There were no questions asked under the provisions of Council Procedure Rule 11.8.

The meeting ended at 8.35 pm

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**CHILDREN'S SERVICES SCRUTINY COMMITTEE**

**21<sup>ST</sup> MARCH 2013**

**Report of the Lead Officer**

**Scrutiny – a new approach for the Children's Services Committee**

**Purpose of Report**

1. To introduce the new approach to scrutiny for the Children's Services Scrutiny Committee and the theme identified for this first session on "Journey to Improvement."

**Background**

2. The Cabinet have determined that a new approach to scrutiny be developed. Work to clarify the approach has been underway during 2012/13 led by meetings of Scrutiny Chairs. This new approach has been developed due to a sense that previous arrangements for scrutiny may not have allowed Committees to consider specific issues deeply enough.
3. Together with the Chair, I wrote to the Committee ahead of tonight's meeting to advise the Committee of the new approach so that full and active participation in the new approach might be encouraged.
4. The intention is that the new approach be positive and support the overall work to improve outcomes for children and young people in Dudley Borough. It is understood that this deeper focus may raise some challenging issues but it is believed that any such issues can be responded to in the context of an overall positive approach.
5. To help develop the approach for the Council overall, the Chair has offered this evening's meeting as a 'pilot' for the new approach. The intention is that all Committees should be able to focus more deeply on identified themes. For the Children's Services Scrutiny Committee, this can be seen as a development of its practice over recent years, where deeper focus has been given to more focussed issues.
6. At this time of year, the Committee usually considers a report on the validated school examination outcomes in Dudley Borough of the previous year. This issue is carried forward this evening under the heading of "Journey to improvement." It is set alongside a wider consideration of the changes that have occurred in the linkages between schools and the Council, the development of academies and the influence of these factors on the "journey to improvement" for children and young people in Dudley Borough. To support their consideration, a number of

“witnesses” have been invited to share their views and experience overall on the theme identified.

7. From discussion with the Chair and Vice-Chair, three practical points are carried forward as the new approach is developed:
  - Committee members remain free to pursue specific questions with the Cabinet Member, the Director and her colleagues outside of the formal Committee meeting e.g. concerns about named individuals, institutions or issues
  - the principle that scrutiny is not about named individuals or institutions remains. The right level of debate / discussion has to be found which helps support improvement overall
  - it is acknowledged that the Committee will need to find an appropriate mechanism to assure itself about key issues such as safeguarding of children and young people including the Safeguarding Inspection Action Plan. It is suggested that the adoption of a “life course” approach for the work programme in 2013/14 will enable such themes to be considered.
8. In developing the approach, it is recognised that there will inevitably be “learning by doing.” The Committee may find that some issues may be relatively easier to explore than others which on reflection might appear to have been too narrow in scope. To create an approach which is right for Dudley, it believed that learning about scrutiny as a process can also be gained from other areas where there has been developed thinking e.g. concerning health scrutiny or the parliamentary model. Finally, ensuring that the “right people” can attend to support the scrutiny of particular issues will remain important.

### **Finance**

9. Any financial implications arising from the content of this Report will be met from within existing budgets.

### **Law**

10. The legislation and guidance which relates both generally and specifically to looked after children and care leavers is the Children Act 1989, the Children Leaving Care Act 2000, Adoption Children Act 2002, the Children Act 2004, the Children and Young People’s Act 2008.
11. The law governing the Local Authorities duties in respect of referrals of a child protection nature, is set out primarily in the Children Act 1989, with further guidance under The Framework for the Assessment of Children In Need and their Families 2000 and Working Together to Safeguard Children 2010.
12. Under section 11 of the Children Act 2004 there is a duty on the LA and its partners to safeguarding and promote the welfare of children.
13. The Council can do anything incidental, conducive thereto, or which facilitates the discharge of this function under section 111 of the Local Government Act 1972.

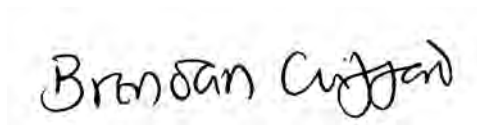
### **Equality Impact**

14. The Children's Services Scrutiny Committee can ensure through its work programme that equality issues are addressed throughout its scrutiny process.

### **Recommendation**

15. That the Children's Services Scrutiny Committee:

- Note the overall approach and shape accordingly
- Agree to using a life-course approach in determining its work programme for 2013/14

A handwritten signature in black ink that reads "Brendan Clifford". The signature is written in a cursive, slightly slanted style.

**Brendan Clifford  
Assistant Director  
Lead Officer to the Committee**

**Children's Services Scrutiny Committee – 21 March 2013**

**Report of the Director of Children's Services**

**Standards Report - Performance Data**

**Purpose of Report**

To present the validated data available on the performance of schools in the Borough.

All data presented in this report is the most recent available.

**Background**

**Early Years Foundation Stage**

The Early Years Foundation Stage Profile is an assessment which is reported at the end of the Reception year. The profile captures the six areas of learning of the Early Years Foundation Stage curriculum as a set of 13 assessment scales.

Personal, social and emotional development (PSED)	3 assessment scales
Communication, language and literacy (CLL)	4 assessment scales
Problem solving, reasoning and numeracy (PSRN)	3 assessment scales
Knowledge and understanding of the World (KUW)	1 assessment scale
Physical development (PD)	1 assessment scale
Creative development (CD)	1 assessment scale

Children who achieve a scale score of six points or more are classified as working securely within the Early Learning Goals of the Early Years Foundation Stage curriculum. There are no national school level performance tables for this key stage.

Scales		2011		2012	
		% 6 points or more		% 6 points or more	
		Dudley	National	Dudley	National
Personal, Social and Emotional Development	Dispositions and Attitudes	91	91	91	92
	Social Development	87	87	87	88
	Emotional Development	82	83	83	85
Communication, Language and Literacy	Language for Communication Thinking	83	86	86	87
	Linking Sounds & Letters	78	79	82	83
	Reading	74	76	76	79
	Writing	61	67	67	71
Problem solving, reasoning and numeracy	Numbers for Labelling & Counting	89	90	91	91
	Calculating	76	78	80	80
	Shape, Space & Measures	83	85	85	86
Knowledge and Understanding of the World		82	84	84	86
Physical Development		92	91	93	92
Creative Development		79	83	81	85

### **Analysis of 2012 Early Years Foundation Stage Profile results:**

#### **Local Authority Performance Indicator Areas:**

##### **Good level of development**

When a child scores at least 78 points across the Early Years Foundation Stage Profile with a minimum of 6 points across all Personal, social and emotional development and Communication, language and literacy scales, this is deemed to be a 'good level of development'.

##### Score of at least 78 points across Early Years Foundation Stage Profile (EYFSP)

An improvement of 3 ppts in 2012 to 79%. The national result is 2ppts higher at 81% (an improvement of only 2 ppts)

##### 6+ points in all Communication, Language and Literacy (CLL) scales

Dudley results improved more than national, by 6ppts to 63%. The national result is 3ppts higher at 66% (an improvement of 4ppts)

##### 6+ points in all Personal, Social and Emotional Development (PSED) scales

An improvement of 2 ppts in 2012 to 80%, 2 ppts behind national.

### Narrowing the achievement gap

The gap has slightly widened this year by 0.5 from 31.4 to 31.9. The national achievement gap is 30.1, almost 2 ppts lower than Dudley.

Since 2008 the gap has closed by 5.9 ppts nationally but by 7.6 ppts in Dudley.

### The Gender Gap

In Dudley and nationally, girls continue to out perform boys but boys in Dudley have improved by a greater rate this year than girls with significant increases in the areas of Communication, Language and Literacy (+8.9) and Communication, Language and Literacy / Personal, Social and Emotional Development combined (+8.6) and All Problem Solving, Reasoning and Numeracy (+4.9) The highest increase for girls was Personal, Social and Emotional Development / Communication, Language and Literacy (+3.4)

The gender gap between boys and girls 6+ attainment in Dudley has also narrowed in all 13 scales but only across 7 scales nationally.

In Communication, Language and Literacy the gap has decreased by 6.3ppts and by 5.2ppts for All Personal, Social and Emotional Development / Communication, Language and Literacy.

The largest %6+ gaps are in the areas of Personal, Social and Emotional Development (11.2), Communication, Language and Literacy (14.9), Personal, Social and Emotional Development / Communication, Language and Literacy (15.6) and Creative Development (13.4)

In writing the %6+ gap between boys and girls has closed by 7.4; Difference of 24 in 2011, down to 16.6 in 2012. This is mirrored nationally.

### Early Years Foundation Stage Profile (EYFSP) outcomes across all scales

In 2012, there has been improvement in Dudley across 11/13 scales and the %6+ results for the remaining two scales (Dispositions & Attitudes +Social Development) are the same as 2011. Nationally – scores improved across all 13 scales.

In 10/13 scales, national results remain higher than Dudley, Numbers for Labelling & Counting and Calculating are the same and Dudley results are 1 ppt higher for Physical Development.

The largest increases in Dudley were in Communication, Language and Literacy; Language for Communication Thinking (+3) Linking Sounds & Letters (+4), Writing (+5).

All three Problem Solving, Reasoning and Numeracy scales have shown improvement: Numbers for Labelling & Counting (+2) Calculating (+4) and Shape, Space & Measures (+2). Results mirror national figures for Numbers for Labelling & Counting and Calculating although national increases were lower. For Shape, Space & Measures Dudley is 1 ppt behind national but has improved by 2 ppts compared to only 1ppt nationally.

The least improvement can be seen across the three Personal, Social and Emotional Development scales which are currently slightly behind national 2012 results. Only Emotional Development improved by 1ppt.

Although Creative Development has improved again by +2 ppts, it is still 2 ppts behind national.

There has been a +1 ppt improvement in Physical Development, which is currently 1ppt above national. Knowledge and Understanding of the World has improved by 1ppt but sits 2 ppts behind national. This area is a focus for the next Early Years Foundation Stage exhibition at the Looking Glass Centre.

### **Results for funded provision - End of December 2012**

PROVISION TYPE	Grade 1 + Outstanding/Good	Grade 1 Outstanding	Grade 2 Good	Grade 3 Satisfactory	Grade 4 Inadequate category
<b>SCHOOLS Overall</b> Total 84 schools	66% 56 schools	14% 12 schools	52% 44 schools	29% 23 schools	6% 5 schools
NEF FUNDED PVI Provision & childminders Total 100 settings	93% 93 settings/ childminders	36% 36 settings	57% 57 settings	8% 7 settings	0% 0 settings

### **Work of the Team**

#### **Communication, Language and Literacy Programme – Foundation Stage / Year 1**

Schools joined the programme in three cohorts, 11 schools joined during 2008/2009, 13 schools joined during 2009/10 and a final 5 schools joined 2010/11. During the programme these schools received tailored support involving training for both teachers and teaching assistants on aspects of the 'Simple View of Reading', 'Talk for Writing' and other essential aspects of phonic teaching, coaching and modelling, cluster meeting support, action – planning support and termly reviews with senior management.

#### **Early Years Foundation Stage setting information**

Dudley has 20 designated children's centres, one nursery school and 39 primary schools have a maintained nursery class.

There are 81 private and voluntary day nurseries/pre-schools (including those based on school sites) and 20 childminders in Dudley that are registered for Nursery Education Funding (NEF).

The Early Years Foundation Stage Team supports and challenges all Early Years Foundation Stage funded settings including reception provision in primary schools.

## **Ofsted Judgements - Sept 2011 to August 2012**

Ofsted outcomes for all registered early years provision including day nurseries, pre-schools, childminders, out of school clubs and holiday play schemes - Dudley is recorded as the second highest performing Local Authority in the country for this period with 93% of providers holding good or outstanding Ofsted judgments.

### **Personal, Social and Emotional Development (PSED) Outcomes**

Cohort 1 and Cohort 2 have continued to improve their performance in this area however they still remain below the Dudley Personal, Social and Emotional Development mean. Cohort 3 has shown improvement in two of the three aspects and the average is now above Dudley however this is a very small cohort and the validity of the data is affected by the data from one of the schools.

### **Communication, Language and Literacy (CLL) Outcomes**

Cohort 1 and Cohort 2 both entered the programme with significantly lower averages than the Dudley average. Both cohorts have made significant improvements and whilst they are still below the Dudley average the gap between the cohorts and the Local Authority is significantly smaller especially in Linking Sounds & Letters and Reading & Writing remains the area of least improvement across Cohort 1 and 2. Cohort 3 entered the programme with a higher average than Dudley in three of the four aspects of Communication, Language and Literacy. They have made significant improvements in Linking Sounds & Letters and Writing but as mentioned previously this is a very small cohort so the data produced is affected by each individual school. The impact of improvements in Early Years Foundation Stage and early KS1 should now start to be evident at the end of KS1.

## **Early Language**

30 maintained nursery classes joined the Dudley Every Child a Talker (ECaT) Programme during the autumn term of 2011. Two full day training sessions were rolled out to the Early Language Lead Practitioners (ELLPs) from these nurseries and an additional training day for those from private and voluntary provision. Sessions were delivered alongside colleagues from Dudley Speech and Language team.

There are now 98 Every Child a Talker settings with Early Language Lead Practitioners across all sectors and termly organised cluster meetings continue to be well attended. The impact of this work is starting to be seen in improved Communication, Language and Literacy Early Years Foundation Stage Profile results. A Communication and Writing Project with targeted schools in 2012/13 should further build on the successes in this area of work.

## **English as an Additional Language - support for schools and settings**

The Primary Consultant for English as an Additional Language and Every Child a Talker Consultant have created a tool for use in school and settings. The tool will support staff to establish the development of a child's home language and enable the tracking of an individual child's progress in English acquisition.

The document is linked to the revised Early Years Foundation Stage to support practitioners to meet new statutory requirements

All settings in the maintained and Private, Voluntary and Independent sectors have been provided with an electronic copy.

## **Looked After Children Support**

Three early years advisers have added capacity to the Looked after Children's Education Services Team (LACES) since April 12 by attending Personal Education Plan (PEP) meetings for Early Years/ Key Stage 1 children.

The advisers have also updated the Early Years Personal Education Plan document to reflect Early Years Foundation Stage revisions. This support will continue during 2012/13.

## **Other Activities Undertaken:**

Preparation for Revised Early Years Foundation Stage

Looking Glass Centre, Dudley Wood

Parent Partnership Workshops

Planned CPD Opportunities for Early Years Foundation Stage Practitioners, Leaders and Managers: September 2012- July 2013

Parent Partnership Workshops

Early Years Foundation Stage Profile - Assessment and Moderation

## **Priorities for 2012/13:**

Note: This will be the first year of the new Early Years Foundation Stage Profile system therefore it will not be possible to make direct comparison with the results from previous years.

- Revised Early Years Foundation Stage and new assessment arrangements successfully implemented throughout borough
- Improved confidence of staff and outcomes for Understanding the World
- Focus on early language and writing particularly in targeted schools
- Percentage of children reaching expected level against Early Learning Goals and gender/ performance gaps near to national results.

## **Early Years Foundation Stage Statistical and Geographical Neighbours – Comparisons**

See Tables 1 – 5

These tables show our ranking for the Early Years Areas of Learning.

Table 1 shows 'Dispositions and Attitudes', 'Social Development' and 'Emotional Development'.

Table 2 shows 'Language for Communication and Thinking', 'Linking Sounds and Letters' and 'Reading and Writing'.

Table 3 shows 'Numbers as Labels for Counting', 'Calculating' and 'Shape, Space and Measures'.

Table 4 shows 'Knowledge and Understanding', 'Physical Development' and 'Creative Development'.

Table 5 shows 'Personal, Social and Emotional Development' (PSED) and 'Communication, Language and Literacy' (CLL).

## **Early Years Foundation Stage Ethnicity Assessment Data**

See Table 6

**TABLE 1**

**Early Years Foundation Stage Profile 2012  
Personal, Social and Emotional Development**

**Statistical Neighbours**

	<b>Dispositions and Attitudes</b>	<b>% gaining 6 or more points</b>
	<b>NATIONAL</b>	92
<b>1</b>	Derbyshire	94
<b>2=</b>	Stockton-on-Tees	93
<b>2=</b>	Nottinghamshire	93
<b>2=</b>	Thurrock	93
<b>5=</b>	Rotherham	92
<b>5=</b>	Telford and Wrekin	92
<b>7=</b>	Bolton	91
<b>7=</b>	Lancashire	91
<b>7=</b>	Doncaster	91
<b>7=</b>	Dudley	91
<b>11</b>	Wigan	89

	<b>Social Development</b>	<b>% gaining 6 or more points</b>
	<b>NATIONAL</b>	88
<b>1</b>	Rotherham	91
<b>2=</b>	Stockton-on-Tees	89
<b>2=</b>	Telford and Wrekin	89
<b>2=</b>	Thurrock	89
<b>2=</b>	Lancashire	89
<b>6=</b>	Nottinghamshire	87
<b>6=</b>	Doncaster	87
<b>8</b>	Derbyshire	86
<b>9=</b>	Bolton	85
<b>9=</b>	Dudley	85
<b>11</b>	Wigan	84

	<b>Emotional Development</b>	<b>% gaining 6 or more points</b>
	<b>NATIONAL</b>	85
<b>1</b>	Dudley	88
<b>2</b>	Lancashire	86
<b>3=</b>	Stockton-on-Tees	85
<b>3=</b>	Rotherham	85
<b>5</b>	Thurrock	84
<b>6=</b>	Derbyshire	83
<b>6=</b>	Wigan	83
<b>6=</b>	Telford and Wrekin	83
<b>6=</b>	Nottinghamshire	83
<b>10</b>	Bolton	82
<b>11</b>	Doncaster	80

**Geographical Neighbours**

	<b>Dispositions and Attitudes</b>	<b>% gaining 6 or more points</b>
<b>1</b>	Solihull	94
<b>2</b>	Coventry	92
<b>3</b>	Dudley	91
<b>4</b>	Birmingham	90
<b>5</b>	Sandwell	89
<b>6</b>	Wolverhampton	87
<b>7</b>	Walsall	86

	<b>Social Development</b>	<b>% gaining 6 or more points</b>
<b>1</b>	Solihull	92
<b>2</b>	Coventry	90
<b>3</b>	Birmingham	88
<b>4</b>	Dudley	87
<b>5=</b>	Sandwell	85
<b>5=</b>	Wolverhampton	85
<b>7</b>	Walsall	83

	<b>Emotional Development</b>	<b>% gaining 6 or more points</b>
<b>1</b>	Solihull	88
<b>2</b>	Birmingham	85
<b>3</b>	Coventry	84
<b>4</b>	Dudley	83
<b>5</b>	Wolverhampton	82
<b>6</b>	Sandwell	81
<b>7</b>	Walsall	79

TABLE 2

### Early Years Foundation Stage Profile 2012 Communication, Language and Literacy

#### Statistical Neighbours

	Language for communication and thinking	*
	<b>NATIONAL</b>	87
1	Derbyshire	90
2=	Stockton-on-Tees	88
2=	Nottinghamshire	88
4=	Rotherham	86
4=	Dudley	86
4=	Thurrock	86
7=	Bolton	85
7=	Lancashire	85
7=	Wigan	85
7=	Doncaster	85
11	Telford and Wrekin	83

	Linking sounds and letters	*
	<b>NATIONAL</b>	83
1=	Lancashire	84
1=	Derbyshire	84
1=	Nottinghamshire	84
4=	Stockton-on-Tees	82
4=	Bolton	82
4=	Doncaster	82
4=	Dudley	82
8	Thurrock	81
9	Wigan	80
10	Rotherham	79
11	Telford and Wrekin	78

	Reading	*
	<b>NATIONAL</b>	79
1	Derbyshire	83
2	Nottinghamshire	80
3	Thurrock	79
4=	Bolton	78
4=	Lancashire	78
6=	Wigan	77
6=	Doncaster	77
8=	Stockton-on-Tees	76
8=	Dudley	76
10	Rotherham	75
11	Telford and Wrekin	72

	Writing	*
	<b>NATIONAL</b>	71
1	Derbyshire	75
2=	Lancashire	71
2=	Nottinghamshire	71
4	Thurrock	70
5=	Bolton	69
5=	Wigan	69
5=	Doncaster	69
8	Stockton-on-Tees	68
9=	Rotherham	67
9=	Dudley	67
11	Telford and Wrekin	65

#### Geographical Neighbours

	Language for communication and thinking	*
1	Solihull	90
2	Dudley	86
3=	Birmingham	84
3=	Coventry	84
5	Sandwell	83
6=	Walsall	81
6=	Wolverhampton	81

	Linking sounds and letters	*
1	Solihull	88
2=	Dudley	82
2=	Coventry	82
4	Walsall	80
5	Birmingham	79
6	Sandwell	77
7	Wolverhampton	76

	Reading	*
1	Solihull	85
2	Coventry	78
3=	Birmingham	76
3=	Dudley	76
5	Walsall	74
6=	Sandwell	72
6=	Wolverhampton	72

	Language for communication and thinking	*
1	Solihull	90
2	Dudley	86
3=	Birmingham	84
3=	Coventry	84
5	Sandwell	83
6=	Walsall	81
6=	Wolverhampton	81

\* % gaining 6 or more points

TABLE 3

**Early Years Foundation Stage Profile 2012  
Problem Solving, Reasoning and Numeracy**

**Statistical Neighbours**

	<b>Numbers as labels for counting</b>	<b>% gaining 6 or more points</b>
	<b>NATIONAL</b>	91
<b>1</b>	Nottinghamshire	93
<b>2</b>	Derbyshire	92
<b>3=</b>	Stockton-on-Tees	91
<b>3=</b>	Dudley	91
<b>3=</b>	Thurrock	91
<b>6=</b>	Bolton	90
<b>6=</b>	Doncaster	90
<b>6=</b>	Rotherham	90
<b>9=</b>	Lancashire	89
<b>9=</b>	Wigan	89
<b>9=</b>	Telford and Wrekin	89

	<b>Calculating</b>	<b>% gaining 6 or more points</b>
	<b>NATIONAL</b>	80
<b>1</b>	Derbyshire	84
<b>2</b>	Nottinghamshire	83
<b>3</b>	Stockton-on-Tees	82
<b>4</b>	Wigan	81
<b>5</b>	Thurrock	81
<b>6</b>	Dudley	80
<b>7</b>	Lancashire	78
<b>8=</b>	Bolton	77
<b>8=</b>	Doncaster	77
<b>8=</b>	Rotherham	77
<b>11</b>	Telford and Wrekin	75

	<b>Shape, space and measures</b>	<b>% gaining 6 or more points</b>
	<b>NATIONAL</b>	86
<b>1</b>	Derbyshire	90
<b>2</b>	Nottinghamshire	88
<b>3=</b>	Stockton-on-Tees	87
<b>3=</b>	Doncaster	87
<b>3=</b>	Thurrock	87
<b>6</b>	Dudley	85
<b>7=</b>	Bolton	84
<b>7=</b>	Lancashire	84
<b>7=</b>	Wigan	84
<b>7=</b>	Rotherham	84
<b>7=</b>	Telford and Wrekin	84

**Geographical Neighbours**

	<b>Numbers as labels for counting</b>	<b>% gaining 6 or more points</b>
<b>1</b>	Solihull	94
<b>2</b>	Dudley	91
<b>3</b>	Coventry	90
<b>4</b>	Birmingham	89
<b>5</b>	Wolverhampton	88
<b>6</b>	Walsall	87
<b>7</b>	Sandwell	85

	<b>Calculating</b>	<b>% gaining 6 or more points</b>
<b>1</b>	Solihull	84
<b>2</b>	Dudley	80
<b>3=</b>	Birmingham	78
<b>3=</b>	Coventry	78
<b>5</b>	Wolverhampton	76
<b>6</b>	Sandwell	74
<b>7</b>	Walsall	72

	<b>Shape, space and measures</b>	<b>% gaining 6 or more points</b>
<b>1</b>	Solihull	89
<b>2</b>	Dudley	85
<b>3</b>	Coventry	84
<b>4=</b>	Birmingham	83
<b>4=</b>	Wolverhampton	83
<b>6</b>	Walsall	80
<b>7</b>	Sandwell	79

TABLE 4

**Early Years Foundation Stage Profile 2012**  
**Knowledge and Understanding, Physical Development and Creative Development**

**Statistical Neighbours**

	<b>Knowledge and Understanding</b>	<b>% gaining 6 or more points</b>
	<b>NATIONAL</b>	86
<b>1</b>	Derbyshire	90
<b>2</b>	Nottinghamshire	88
<b>3=</b>	Stockton-on-Tees	87
<b>3=</b>	Thurrock	87
<b>5=</b>	Wigan	84
<b>5=</b>	Doncaster	84
<b>5=</b>	Dudley	84
<b>8=</b>	Bolton	83
<b>8=</b>	Lancashire	83
<b>8=</b>	Rotherham	83
<b>11</b>	Telford and Wrekin	81

	<b>Physical Development</b>	<b>% gaining 6 or more points</b>
	<b>NATIONAL</b>	92
<b>1</b>	Derbyshire	94
<b>2=</b>	Rotherham	93
<b>2=</b>	Dudley	93
<b>2=</b>	Telford and Wrekin	93
<b>5=</b>	Stockton-on-Tees	92
<b>5=</b>	Bolton	92
<b>5=</b>	Doncaster	92
<b>5=</b>	Nottinghamshire	92
<b>5=</b>	Thurrock	92
<b>10=</b>	Lancashire	90
<b>10=</b>	Wigan	90

	<b>Creative Development</b>	<b>% gaining 6 or more points</b>
	<b>NATIONAL</b>	85
<b>1</b>	Derbyshire	90
<b>2</b>	Stockton-on-Tees	88
<b>3</b>	Thurrock	87
<b>4</b>	Nottinghamshire	86
<b>5=</b>	Lancashire	83
<b>5=</b>	Doncaster	83
<b>7</b>	Bolton	82
<b>8=</b>	Wigan	81
<b>8=</b>	Rotherham	81
<b>8=</b>	Dudley	81
<b>8=</b>	Telford and Wrekin	81

**Geographical Neighbours**

	<b>Knowledge and Understanding</b>	<b>% gaining 6 or more points</b>
<b>1</b>	Solihull	90
<b>2=</b>	Coventry	84
<b>2=</b>	Dudley	84
<b>4</b>	Birmingham	83
<b>5</b>	Wolverhampton	82
<b>6</b>	Sandwell	78
<b>7</b>	Walsall	77

	<b>Physical Development</b>	<b>% gaining 6 or more points</b>
<b>1</b>	Dudley	93
<b>1=</b>	Solihull	93
<b>3=</b>	Birmingham	91
<b>3=</b>	Coventry	91
<b>3=</b>	Walsall	91
<b>6</b>	Wolverhampton	89
<b>7</b>	Sandwell	88

	<b>Creative Development</b>	<b>% gaining 6 or more points</b>
<b>1</b>	Solihull	89
<b>2</b>	Birmingham	83
<b>3=</b>	Coventry	82
<b>3=</b>	Wolverhampton	82
<b>5</b>	Dudley	81
<b>6</b>	Sandwell	79
<b>7</b>	Walsall	77

**TABLE 5**  
**Early Years Foundation Stage Profile 2012**

**Statistical Neighbours**

	<b>At least 78 points in each scale in PSED and CLL</b>	<b>%</b>
	<b>NATIONAL</b>	64
<b>1</b>	Derbyshire	68
<b>2=</b>	Lancashire	64
<b>2=</b>	Nottinghamshire	64
<b>2=</b>	Thurrock	64
<b>5=</b>	Stockton-on-Tees	62
<b>5=</b>	Bolton	62
<b>5=</b>	Doncaster	62
<b>8</b>	Wigan	61
<b>9=</b>	Rotherham	60
<b>9=</b>	Dudley	60
<b>11</b>	Telford and Wrekin	55

	<b>Narrowing the gap between the lowest achieving 20% EYFS</b>	
	<b>NATIONAL</b>	30.1
<b>1</b>	Thurrock	27.7
<b>2=</b>	Derbyshire	29.7
<b>2=</b>	Nottinghamshire	29.7
<b>4</b>	Rotherham	30.6
<b>5=</b>	Doncaster	30.7
<b>5=</b>	Wigan	30.7
<b>7</b>	Telford and Wrekin	31.2
<b>8</b>	Stockton-on-Tees	31.7
<b>9=</b>	Dudley	31.9
<b>9=</b>	Lancashire	31.9
<b>11</b>	Bolton	33.4

**Geographical Neighbours**

	<b>At least 78 points in each scale in PSED and CLL</b>	<b>%</b>
<b>1</b>	Solihull	72
<b>2=</b>	Birmingham	62
<b>2=</b>	Coventry	62
<b>4</b>	Dudley	60
<b>5</b>	Sandwell	59
<b>6=</b>	Walsall	58
<b>6=</b>	Wolverhampton	58

	<b>Narrowing the gap between the lowest achieving 20% EYFS</b>	
<b>1</b>	Solihull	30.2
<b>2</b>	Walsall	30.9
<b>3</b>	Coventry	31.3
<b>4</b>	Dudley	31.9
<b>5</b>	Sandwell	32.6
<b>6</b>	Birmingham	34.4
<b>7</b>	Wolverhampton	34.9

TABLE 6

## Foundation Stage Results for 2012 by Ethnicity

Attainment of pupils by ethnic heritage at Foundation Stage	Pupil Total	PSED Total		CLL Total		MD Total		Knowledge & Understanding of the World		Physical Development		Creative Development	
		Mean	% 6+	Mean	% 6+	Mean	% 6+	Mean	% 6+	Mean	% 6+	Mean	% 6+
Dudley	3585	20.9	80	26.0	63	20.5	76	6.7	84	7.3	93	6.4	81
National			82		66		77		86		86		92
ABAN : Bangladeshi	11	17.9	63.6	22.3	45.5	18.0	54.5	5.4	54.5	6.5	72.7	5.5	63.6
AIND : Indian	77	22.0	88.3	27.9	76.6	21.7	85.7	6.9	87.0	7.6	97.4	6.5	85.7
AOTH : Any other Asian background	10	22.3	90.0	28.8	70.0	21.8	70.0	6.9	90.0	7.4	90.0	6.4	70.0
APKN : Pakistani	311	19.3	65.0	24.0	45.7	18.9	59.5	6.0	68.2	6.7	85.2	5.7	65.3
BAFR : African	38	19.9	78.9	24.7	55.3	19.2	68.4	6.3	81.6	7.2	92.1	6.1	81.6
BCRB : Caribbean	19	19.5	57.9	24.2	47.4	19.1	63.2	6.2	73.7	7.3	100.0	6.1	78.9
BOTH : Any other Black background	6	19.5	66.7	23.3	50.0	20.2	66.7	6.7	83.3	6.7	100.0	5.7	66.7
CHNE : Chinese	8	17.1	62.5	22.9	50.0	18.4	75.0	5.3	37.5	6.3	87.5	5.4	75.0
MIXD : Mixed	210	21.0	78.1	26.5	60.5	20.9	79.5	6.7	86.7	7.4	94.8	6.4	84.8
NOBT : Information not obtained	47	20.9	83.0	26.6	74.5	20.9	89.4	7.0	93.6	7.5	100.0	6.8	89.4
OOth : Any other ethnic group	72	19.3	65.3	22.3	43.1	17.7	52.8	5.6	62.5	6.7	88.9	5.7	62.5
OYEM : Yemeni	44	19.1	65.9	22.1	43.2	17.5	52.3	5.5	61.4	6.6	93.2	5.6	59.1
REFU : Parent/pupil preferred not to say	25	22.6	80.0	26.2	64.0	20.5	68.0	7.0	88.0	7.2	92.0	6.4	80.0
WHIT : White	2746	21.1	82.1	26.3	65.7	20.8	78.7	6.8	86.0	7.3	93.8	6.5	83.5
WIRT : Traveller of Irish Heritage	1	12.0	0.0	12.0	0.0	9.0	0.0	5.0	0.0	6.0	100.0	5.0	0.0
WROM : Gypsy/Romany	4	11.8	0.0	11.8	0.0	10.0	0.0	4.3	25.0	4.8	50.0	4.0	25.0

## Key Stage 1 - 2012

		2009		2010		2011		2012		Difference 2011/2012 Dudley	Difference from Nat
		Dudley	Nat	Dudley	Nat	Dudley	Nat	Dudley	Nat		
Reading	L2+	83.4	84	85	85	86.4	85	88	87	1.6	+1
	L2b+	69	72	71	72	73.1	74	76	76	2.9	0
	L3	24	26	24	26	25.4	26	27	27	1.6	0
Writing	L2+	80	81	81	81	81.9	81	84	83	2.1	+1
	L2b+	59	60	60	60	62.3	61	66	64	3.7	+2
	L3	13	12	13	12	13.6	13	15	14	1.4	+1
Maths	L2+	89	89	88	89	88.9	90	91	91	2.1	0
	L2b+	72	74	72	73	74.3	74	76	76	1.7	0
	L3	20	21	19	20	19.7	20	22	22	2.3	0

### Key Stage 1 Assessment

At the end of Key Stage 1 in 2012, results in each of the subjects were based upon teacher assessment of children's attainment. The tasks and test were used as part of the overall picture of children's attainment, but these results were not collected as part of the statutory data return to the DFE.

There is an improvement in Key Stage 1 results in all areas, with all results in line or above the national picture.

There has been good improvement at Level 2b+ in Reading (+2.9), Writing (+3.7) and L3 Maths (+2.3).

In Reading at Level 2 Dudley has improved by 1.6 ppt and is now 1.0 ppt above National results. At Level 3 Dudley has improved by 1.6 ppt and is now in line with National Results.

In Writing at Level 2 Dudley has improved by 2.1 ppt and is now 1.0 ppt above National results. At Level 3 Dudley has improved by 1.4 ppt – now above National results by 1.0 ppt.

In Maths Level 2 Dudley has improved by 2.1 ppt but is in line with National results. At Level 3 Dudley has improved by 2.3 ppt and is in line with National results.

Dudley's trend of improvement at Key Stage 1 is better than National in all areas except Level 2 Reading.

### Early Reading Programme

#### Previously Communication, Language and Literacy (CLLD)

The Early Reading Programme continues to be successful. Its impact can be clearly seen across the areas of learning in Foundation Stage and at the end of Key Stage 1 in reading and writing results. Impact at the end of Key Stage 1 is less evident in schools who are still new to the programme. All schools involved have consistently reported that the quality of teaching and learning has dramatically increased. Confidence levels

are raised and the pace of the sessions and engagement in learning is not only something the children enjoy but feel empowered by. Many parents of children in these schools have commented on and in some cases formally reported that they too better understand how their children are being taught to read. This has influenced how they now support their children at home.

Some of the schools in Cohort 1 continue to make or maintain higher performance in the Foundation Stage and Key Stage 1 as they keep a high focus on pupil progress, but it is a more varied picture from 2011-12 as schools no longer submit ongoing data to the Local Authority and some have reverted to less rigorous progress checks once a term rather than twice a term as recommended in the programme.

<b>Early Reading Programme (CLLD) Schools</b>	<b>Cohort 1 2008-12 (Dudley)</b>	<b>Cohort 2 2009-12 (Dudley)</b>	<b>Cohort 3 2010-12 (Dudley)</b>	<b>Cohort 4 2011-12 (Dudley)</b>
Reading L2+	+3 (+7)	+10 (+5)	0 (+5)	-0.1 (+2)
Reading L3	+6 (+5)	+10 (+3)	+10 (+3)	-0.7 (+2)
Writing L2+	+3 (+5)	+10 (+4)	+2 (+4)	-0.5 (+2)
Writing L3	+5 (+2)	+8 (+1)	-5 (+2)	-5.3 (+2)

## Phonic Screening

During 2012 all Dudley primary schools underwent the new 'Phonic Screening Check' for Year 1 pupils. This is to establish whether children are using phonics as a main strategy for decoding words in order to read.

As the Screening Check is in the first year, there is no valid data to check or compare against, however the overall expectation from the government is that children should score at least 32 out of a possible 40 marks. It is expected that children who do not meet the standard receive support to catch up and may be retested in Year 2.

In Dudley the range from schools was 22-93% with an overall average of 61.6%. Provisional national data shows that overall 58% of pupils met the expected standard. Girls outperformed boys by +8 ppts.

Schools are expected to have 80% of their pupils scoring 32 or above.  
 14 schools (18%) achieved 80% of their Year 1 pupils achieving the expected score,  
 30 schools (31%) are below 58%,  
 64 schools (82%) are below 80%.

## Every Child a Reader (ECaR) and Every Child Counts (ECC)

36 schools in Dudley have been part of these initiatives since 2010: 19 Every Child a Reader and 17 Every Child Counts, however since funding has ended this has reduced to 26 schools, 14 Every Child a Reader and 12 Every Child Counts.

Both programmes are intended to influence positively the life chances of Key Stage 1 pupils. The work done is with a trained teacher and it is for the lowest performing pupils. Every Child a Reader uses Reading Recovery (RR) to teach Reading and other basic literacy skills for identified Year 1 pupils. Every Child Counts uses Numbers Count (NC)

for teaching Mathematics skills to identified Year 2 pupils. The pupils have a 30-minute individual session for Reading Recovery and individual or very small group for Numbers Count, teaching session each day in school time with a highly trained teacher in a specifically resourced base. For Every Child Counts there is also a programme for Teaching Assistants (TAs) to implement following training called 1stclass@number. The Every Child a Reader / Every Child Counts teacher is also intended to influence good practice in the teaching of Reading and Mathematics across the school.

In Dudley, we are part of the Black Country Consortium which trains teachers for the programmes. Both programmes are monitored very closely to maintain integrity to the aspects that research shows works well, and ensure pupils and teachers are supported. Dudley schools participating in these programmes are also supported with further training for Teaching Assistants (TAs), whose time is dedicated to supporting pupils' basic skills in order that appropriate layered interventions can be provided for all pupils who require extra support.

### **ECaR – Every Child a Reader**

This programme is in its fourth year in Dudley and some pupils will have been assessed at the end of Key Stage 1. The programme is mainly for Year 1 pupils who are therefore not included in the end of Key Stage 1 assessments immediately.

As a group, the Every Child a Reader schools have improved at a faster rate than Dudley as a whole, which is likely to be due to the high focus on reading and the layered approach enabling all pupils to maximise progress.

Every Child a Reader	<b>2011-12</b>	
	<b>Reading</b>	
<b>End of KS1</b>	<b>L2</b>	<b>L3</b>
Dudley as a whole	+2	+2
Cohort 1 (9 schools)	+4.1	+7.2
Cohort 2 (3 schools)	-3.4	+9.4
Cohort 3 (2 schools)	+2.7	+6.2

Detailed analysis against schools nationally and internationally is provided by the Institute of Education (IOE).

In 2010-11:

174 children from 19 schools in Dudley benefited from Reading Recovery with 22 teachers working with them (some schools have two teachers)

112 other children had other layered reading interventions

58% were from Year 1 on the remaining 42% were early Year 2 children.

66% were boys, 44% girls

82% from other than white backgrounds

19% had English as a second language

38% had Free School Meals

92% made four times the expected rate of progress (nationally this is 79%) This equates to a two year gain in reading over 16-20 weeks

8% made twice the expected rate of progress

Evidence from schools suggests that teaching which meets the needs of individual children has reduced the number of children being considered for statements of educational need.

### **Every Child Counts (ECC)**

12 schools took part this year (with four of these in the programme for four years). The programme focuses on Year 2 children so all are included in the end of Key Stage assessments and it uses a programme called Numbers Count (NC). As a group, all cohorts have improved at a similar or better rate than Dudley as a whole.

Children's confidence and attitudes towards Mathematics were assessed through the use of a Numbers Count Attitude Survey when they entered and exited the programme. Class teacher and parent/carer are also surveyed. The results show an improvement in this area too. Success for Every Child Counts pupils is now extending into class teachers reporting increased confidence and skills in literacy as well as Mathematics.

### **Plans for 2012/13 Support**

Support will be provided for schools in categories or deemed to be of high priority. However, the following outline the priorities, the work of the team during the next 12 months.

### **Support for Dudley Schools**

A full training programme for individual teachers to improve subject knowledge, for strengthening leadership and management and for other aspects of school work is available to Dudley school. See [www.edu.dudley.gov.uk/primary](http://www.edu.dudley.gov.uk/primary) for examples of the tailored packages available for schools to buy in and for the full training programme on offer. There are specific aspects to support schools with progress issues.

### **Every Child a Reader (ECaR)**

Despite the funding not being targeted in the same way due to local Headteacher Forum decisions, Every Child a Reader schools get significantly less funding than before for this work. 14 are continuing with three training new teachers. Colley Lane is employing the Every Child a Reader (EcaR) Teacher Leader, who will undertake the training and make the quality assurance visits.

### **Every Child Counts (ECC)**

Despite the funding not being targeted in the same way leading to Every Child Counts schools getting significantly less funding than before for this work, 12 schools are continuing. Edge Hill have made the programme more flexible so schools can decide whether to have 1:1 teaching or very small groups. Out quality assurance and training will be provided in 2001/12 by Walsall Local Authority (SERCO) as we no longer have a Teacher Leader.

### **Early Reading and Writing** (CLLD programme)

This is still a focus of support for schools who now have to buy in the support from Primary consultants (Early Years still free). See website for more information

### **Looked After Children – Key Stage 1 Results**

Number in Cohort = 20	Reading	Writing	Mathematics
% Level 2+ Achieving	61	50	78

### **Key Stage 1 Statistical and Geographical Neighbours - Comparisons**

See Table 7

### **Key Stage 1 Ethnicity Assessment Data**

See Table 8

**TABLE 7**

**Key Stage 1 2012**

**Statistical Neighbours**

	Reading	% Level 2+
	<b>NATIONAL</b>	87
1	Derbyshire	89
2	Dudley	88
3=	Bolton	87
3=	Nottinghamshire	87
3=	Thurrock	87
6=	Lancashire	86
6=	Wigan	86
8=	Stockton-on-Tees	85
8=	Telford and Wrekin	85
10	Doncaster	84
11	Rotherham	83

	Writing	% Level 2+
	<b>NATIONAL</b>	83
1	Derbyshire	87
2=	Nottinghamshire	84
2=	Dudley	84
4=	Lancashire	82
4=	Wigan	82
4=	Thurrock	82
5=	Stockton-on-Tees	81
5=	Bolton	81
5=	Rotherham	81
5=	Telford and Wrekin	81
11	Doncaster	80

	Maths	% Level 2+
	<b>NATIONAL</b>	91
1	Derbyshire	93
2=	Nottinghamshire	91
2=	Dudley	91
2=	Thurrock	91
5=	Wigan	90
5=	Doncaster	90
7=	Stockton-on-Tees	89
7=	Bolton	89
7=	Lancashire	89
7=	Telford and Wrekin	89
11	Rotherham	87

**Geographical Neighbours**

	Reading	% Level 2+
1	Solihull	92
2=	Dudley	88
2=	Walsall	88
4	Birmingham	86
5	Coventry	85
6	Wolverhampton	84
7	Sandwell	82

	Writing	% Level 2+
1	Solihull	89
2	Dudley	84
3	Walsall	83
4	Birmingham	82
5	Coventry	81
6	Wolverhampton	80
7	Sandwell	77

	Maths	% Level 2+
1	Solihull	94
2	Dudley	91
3	Walsall	90
4=	Birmingham	89
4=	Coventry	89
6	Wolverhampton	88
7	Sandwell	87

**TABLE 8****Key Stage 1 Results for 2012 by Ethnicity**

Attainment of pupils by ethnic heritage at Key Stage 1	NOR	%L2+	%L2+	%L2+
		Reading	Writing	Maths
National %		85%	81%	90%
Dudley %	3505	86.4%	81.9%	88.9%
ABAN : Asian or Asian British - Bangladeshi	4	75.0%	75.0%	75.0%
AIND : Asian or Asian British - Indian	82	90.2%	87.8%	89.0%
AOTH : Asian or Asian British - any other Asian background	17	100.0%	88.2%	100.0%
APKN : Asian or Asian British - Pakistani	287	87.5%	83.6%	87.1%
BAFR : Black or Black British - African	38	89.5%	86.8%	86.8%
BCRB : Black or Black British - Caribbean	34	85.3%	85.3%	85.3%
BOTH : Black or Black British - any other Black background	7	85.7%	71.4%	85.7%
CHNE : Chinese	8	50.0%	50.0%	100.0%
MIXD : Mixed	159	88.7%	83.0%	93.1%
NOBT : Information not obtained	6	100.0%	100.0%	100.0%
OOTH : Any other ethnic group	20	80.0%	80.0%	100.0%
OYEM : Yemeni	42	73.8%	69.0%	73.8%
REFU : Parent/pupil preferred not to say	4	75.0%	75.0%	75.0%
WHIT : White	2922	88.4%	84.5%	91.2%
WROM : Gypsy/Romany	7	57.1%	57.1%	57.1%

## Key Stage 2 - 2012

In this 2012 report, SAT data from 2009 has been used for a three year trend, as in 2010, due to industrial action by some headteachers, only 32 schools participated in SATs and this is not a statistically valid sample. Where relevant 2010 Teacher Assessment (TA) data is shown in red.

### DfE Floor Standard

#### Level 4+ in both Mathematics and English combined 2012 60%

#### Two Levels Progress in English

National English                      83% (2009)   87% (2010)      83% (2011)      89%   2012

#### Two Levels Progress in Mathematics

National Mathematics              76% (2009)   86% (2010)      82% (2011)      87%   2012

		2009		2010 TA data in red		2011		2012	
		Dudley	Nat	Dudley	Nat	Dudley	Nat	Dudley (-from Nat)	Nat
English	L4+	80	80	82	81	82	81	85 (-1)	86
	L5	29	29	34	32	27	29	35 (-1)	36
	2 levels progress	83	83	88	87	86	83	90(+1)	89
Maths	L4+	79	79	82	81	79	80	82(-2)	84
	L5	34	35	35	35	30	35	36(-4)	40
	2 levels progress	83	76	86	86	82	82	87(0)	87
English & Maths Combined	L4+	71	72	76	74	73	74	77(-3)	80
	L5	21	20			19	21	24(-3)	27

35 children is equivalent to 1% of the total number of children who sat these tests in 2012.

## **Analysis of submitted statutory data/SATs data in 2012**

Attainment at Level 4+ in both **English and Mathematics combined** has steadily improved over time by +6 ppts, from 71% in 2009 to 77% in 2012 with +4 ppts this year. There has been a +5 ppt improvement at Level 5. At Level 4+ Dudley has been 1 ppt behind the national picture (2009 and 2011) but this gap has widened to 3 ppts this year and Dudley is 3 ppts behind at Level 5.

Attainment in **English** increased by 3 ppts to 85% at Level 4+ and is 1 ppt below the national results of 86%. Attainment at Level 5 in English increased by 8 ppts to 35% and is 1 ppt below the national results of 36%.

**Reading** has increased by 1 ppt to 85% at Level 4+ but at Level 5 it has increased by 7 ppts to 45%. This puts Dudley 2 ppts below the national level at Level 4+ and 3 ppts below at Level 5.

**Writing** at Level 4+ increased by 4 ppts to 81% showing a very good increase over 3 years of 14 ppts. At Level 5 writing increased by 8 ppts to 28%. This puts Dudley in line with the national picture at Level 4+ and at Level 5. Writing is now assessed by teachers. Submission of Writing data caused slower national data to become available as schools could choose whether to submit the test data (if they decided to use the optional test) or teacher assessment considering work over the year. Schools therefore worked out their own overall English levels using a conversion table.

Attainment in **Mathematics** at Level 4+ has improved by +3 ppts and puts Dudley 2 ppts below the national results. Standards at Level 5 increased by +6 ppts to 36%, where the national attainment improved by +5 ppts. This puts us 4 ppts below the national picture.

### **Gender differences**

Girls at Level 4+ continue to out-perform boys in English by 8 ppts. Similarly, they out-perform boys in Reading by 7 ppts and in Writing by 11 ppts. Boys' performance, however, is improving at a faster rate (in 2012 boys +5 ppts, girls +3 ppts).

In 2012 boys again outperformed girls by 1 ppt.

At Level 5+ in English, girls out-perform boys by 13 ppts, in Reading by 11 ppts and in Writing by 15 ppts. However, in Mathematics at Level 5, boys continue to out-perform girls by 5 ppts and this gap is widening.

## Free school meals comparisons (FSM)

Difference between FSM and non FSM	Attainment					Progress	
	English		Mathematics		Combined and M	English	Maths
	L4+	L5	L4+	L5	L4+	2 levels progress	
2011	-23	-20	-21	-20	-27	-4	-10
2012	-20	-14	-19	-21	-25	-6	-9

The gap is reducing overall but is still unacceptably high across Dudley. However it is not simple or straightforward, as in some schools with large numbers of Free School Meals pupils they attain well and make good progress. In schools that are generally underperforming Free School Meals pupils also have progress and attainment issues.

## Difference Reading and Writing

In 2011 no Dudley Primary School attained below 70% in Reading at Level 4+. However in 2012, three schools were below 70% - Priory (57%), Wallbrook (50%) and Halesowen (67%).

2012 All Dudley Schools	2009		2010		2011		2012	
	No of Schools	%	No of Schools	%	No of Schools	%	No of Schools	%
Difference between Reading and Writing greater than 20%	34	43	9	11	9	11	4	5%

Six Schools with a gap of 15-20% - Queen Victoria, Priory (also low attainment), Hob Green, Red Hall, St Josephs (Stourbridge) and Bromley Pensnett.

## Progress over Key Stage 2

Pupils continue to make good progress in English and for two years this progress level is above the national picture.

Progress across the key stage in mathematics is satisfactory as it is inline with the national picture – as it has been for two years.

Two levels progress over Key Stage 2 across Dudley has improved considerably with both subjects improving:

English	from 86% to 90%	+ 4 pts
Mathematics	from 82% to 87%	+ 5 pts

There are 12 schools below the previous year's(2011) national progress data of 82% for Mathematics and six schools below the national progress data of 83% for English. The issue with progress in Mathematics in Key Stage 2 is still apparent but the gap is closing. The gap has closed considerably as a higher percentage of pupils gained Level 5, with

some gaining Level 6 (not possible in 2011 as there was no Level 6 test) giving some pupils three levels progress across Key Stage 2. This said, girls still lag behind boys at Level 5 in mathematics.

### **Below in one progress floor standard**

#### **Below two levels progress in English alone (11)**

Olive Hill, Fairhaven, Hob Green, Red Hall, Peters Hill, Ashwood Park, Bromley Pensnett, Brook, Our Lady & St Kenelm, Wallbrook, Church of Ascension

#### **Below two levels progress in Mathematics alone (15)**

St Mary's CE, Hurst Green, Bramford, Dawley Brook, St James, Lapal, St Chads, St Edmunds & St Johns, Manor Way, Alder Coppice, Kates Hill, Howley Grange, Queen Victoria, Netherbrook, Maidensbridge

#### **Close to 60% in Level 4 English and Maths Combined (9)**

KS2 SCHOOL	% English L4+	% English L5+	% Maths L4	% Maths L5+	% L4+ E&M	% KS1-2 2 Levels Prog English	% KS1-2 2 Levels Prog Maths
Netherton CofE	74.0%	19.4%	71.0%	29.0%	61.0%	87.0%	84.0%
Wallbrook Primary	66.0%	17.2%	72.0%	30.0%	62.0%	83.0%	90.0%
Hurst Hill Primary	76.0%	21.6%	73.0%	27.0%	65.0%	69.0%	66.0%
Sledmere Primary	74.0%	24.6%	70.0%	26.3%	63.0%	98.0%	91.0%
Woodside	71.0%	21.4%	79.0%	28.6%	64.0%	88.0%	86.0%
Olive Hill Primary	71.0%	34.3%	91.0%	34.3%	69.0%	77.0%	94.0%
Kate's Hill	92.0%	26.0%	68.0%	18.0%	66.0%	98.0%	78.0%

The Local Authority is already working in four\* of these schools and this will be six\*\* with work planned for September. Sledmere has had a good judgement in Ofsted. Woodside is currently considered by Ofsted to be outstanding.

### **Support for Schools**

#### **Training and Targeted Interventions from the Local Authority**

#### **Ofsted category (Band 4) and other schools supported as of concern**

Support for schools is via the current Banding System as either Priority schools (Band 3 or Ofsted category) both with EIA follow up at least termly. Schools receive support via a Local Authority Action Plan with tailored support from Local Authority and other Consultants. Schools may come into these categories at any time during the year so not all schools will have received support for a significant amount of time or the same amount of time; they may be removed from a Band following improvement. Only Ofsted Category schools or those considered to be in significant difficulty are supported of no cost to the school.

Wollescote has been removed from special measures and Hawbush has been removed from notice to improve (Summer 2011). St Edmund and St John has been removed from notice to improve (Spring 2012).

Netherton CE, Caslon and Bramford remain in notice to improve. Netherton has had a good HMI visit. Bramford and Caslon are yet to be visited by HMI (went into category in Spring 2012).

Blanford Mere has been in special measures since Spring 2012 and had had overall satisfactory judgement on their first HMI visit in Summer 2012, with a judgement of good for Leadership and Management. Priory was placed in special measures in the Summer of 2012.

L4+	Ofsted category schools current and past + those Causing Concern (17 over the year)	National College support (4 schools) Hurst Hill, Priory, Dudley Wood and Wallbrook	Dudley as a whole
Reading	+ 5	-8	+1
Writing	+20	-4	+4
Mathematics	+7	-0.2	+3
L5+			
Reading	+10	-0.1	+7
Writing	+8	+1	+8
Mathematics	+9	+3	+6

As can be seen those school supported by the Local Authority have improved standards significantly and at a better rate than all Dudley schools taken together. This is due to tailored and swift support.

The National College school to school support did not begin until Spring 2012. Schools take time to establish relationships before action planning and agreed support can begin, so will continue into the Autumn term.

### **Mathematics Specialist Teachers - MaSTs**

The Mathematics Specialist Teachers project has been running for four years in Dudley in partnership with Higher Education Institute (HEI) providers. We presently have four cohorts of teachers whose school results we track, year on year, to assess the impact of the Mathematics Specialist Teachers programme.

In order to make sense of the results for each Cohort it is necessary to have some background information regarding each group's progression within the programme and opportunities to impact on results.

There are currently 13 teachers who hold Mathematics Specialist Teachers status in Dudley, five who were all part of the Pathfinder Project in 2008 and completed their training with Reading University in 2010 and eight who qualified as the first Cohort who completed their training with Edgehill University, now the designated Higher Education Institute provider for all the Mathematics Specialist Teachers cohorts in Dudley.

Of the five teachers from the Pathfinder group, four are also the subject leaders and one is a Deputy Head teacher. These teachers have held their Mathematics Specialist Teachers status for two years and all bar the senior leader have remained in the school they were in whilst training. The Senior Leader and one of the other Mathematics Specialist Teachers now teach in the same primary school and have done so for the duration of the last academic year. This has provided a particularly strong team within one of the four Pathfinder primaries and the results in this school reflect the potential of the Mathematics Specialist Teachers programme where you have a Senior leader and Mathematics Specialist Teachers who are working closely together to co-ordinate and develop mathematics.

Of the eight Edgehill Cohort 1 Mathematics Specialist Teachers, it is worth noting that, six of these teachers represent the same school they began the programme with whilst two have moved within Dudley to other schools. All of the Mathematics Specialist Teachers within this group either now co-ordinate this subject fully or are centrally involved in the development of mathematics within a numeracy team and are responsible for developing mathematics across a Key Stage. This is a mathematical shift from last year where only three of the group co-ordinated the subject and the remainder had partial input into the development of maths working alongside their subject leader colleagues and in my opinion has impacted greatly on the results of this group.

There are six schools appearing as Cohort 2 in the report and the Mathematics Specialist Teachers also undertook their training with Edgehill University. There are seven teachers representing six schools as two of the teachers work at Roberts Primary School, who will achieve their Mathematics Specialist Teachers status at the end of 2012. Within the group four of the Mathematics Specialist Teachers are also the subject leaders for maths.

There are an additional eight Mathematics Specialist Teachers in training who are just at the end of their first year of the programme and will qualify for Mathematics Specialist Teachers status in December 2013. For the purposes of this report the data from this Cohort has not been included as these Mathematics Specialist Teachers have had less time to influence the development of Maths across their schools.

In total therefore schools with a Mathematics Specialist Teachers represent over 33% of schools in Dudley. This is an increase of 8% from the previous year puts the Borough in a strong position to develop Mathematics Specialist Teachers networks. This has begun to develop with the four Pathfinder primaries working together and during 2013 the Local Authority plan to facilitate the growth of Edgehill Mathematics Specialist Teacher networks through central co-ordination and termly meetings. Dudley has recruited four teachers for the fourth Cohort who begin training in September 2012. Whilst this is our smallest Cohort it reflects the fact that for Cohort 4 schools have to share 75% of the course costs in a time of financial uncertainty. It is hoped that more will join following the decision of the Local Authority to support schools to place a Mathematics Specialist Teachers on the course.

The headline data for each group is as follows:

### **Pathfinder Group**

*(Peter's Hill, Fairhaven, Brierley Hill, Russells Hall Primary School)*

#### **Key Stage 1 data**

- 75% of schools from this group saw an increase in Level 2B+ results in 2012. The increases range from +5.1% (PH) to +10.3% (BH). Where there was a small decrease in one school -1.1% (RH) this was accounted for by the Mathematics Specialist Teacher as a consequence of him spending the majority of his time in Key Stage 2.
- 50% of the schools increased their Level 3 scores from the previous year, 2.8% (F) and 5.0% (BH) whilst 50% of the group largely maintained their scores each making small losses, -0.1% (PH) and -0.9% (RH).

#### **Key Stage 2 data**

- All schools in this Cohort increased their Level 5+ scores with increases ranging from +1.5% (BH) to +32.3% (F). The percentage increases from Fairhaven represent the third year of improvement in Level 5+ from 25.7% in 2010 to 64.7% in 2012. Across the group, three out of the four schools (75%) have Level 5+ scores above 40%.
- 75% of the schools saw increases in Level 4+ ranging from +4.8% to 90.5% (RH), +19.7% to 86.4% (BH) and +17.7% to 97.1% (F). One school saw a small decrease in Level 4+ of -4.7% to 80.3%. Across the group all the schools have Level 4+ scores above 80% and two of the schools have Level 4+ within 90%.
- All the schools in this Cohort saw increases in two level progress with one showing an increase of 17% from 83% to 100% (BH).
- Of the schools in this Cohort two contained children achieving Level 6. Russell's Hall had 7% of its Year 6 cohort achieving Level 6 whilst Fairhaven had 12%. The number of Level 6 children reported by Fairhaven was the second highest in the Borough.

### **Cohort 1**

*(Belle Vue, Gig Mill, Glynne, Hurst Green, Manor Way, Netherbrook, St Mary's RC and St Joseph's Stourbridge Primary Schools)*

#### **Key Stage 1 data**

- Cohort 1 schools saw increases across Key Stage 1 last year compared to 2011 and they now fare better when compared to the Pathfinder group. This would suggest that with an additional year in both their school and within the second year of the programme has allowed for accelerated progress.
- Three of the eight schools (37.5%) have Level 2+ scores at 100%.
- 75% of the schools have Level 2+ scores beyond 90%.
- Seven of the eight schools (87.5%) saw an increase in Level 2+ scores whereas in 2011 seven of the eight schools (87.5%) saw a decrease in Level 2+.
- The Level 2+ increases ranged from +0.1% to 96.7 % ( MW) to +9.7% to +89.7 % ( NB).
- Five of the eight schools (62.5%) saw increases in their Level 3 scores. The increases ranged from +4.8 % ( BV) to 23.9 to +15.7 % ( SM). Of the five schools, three saw increases above 10% and two saw increases above 15%.

- Three schools (37.5%) saw small decreases in their Level 3 scores, -4.0 % ( MW), -3.4 % ( HG) and -0.9 % ( SJS) however all of these schools have Level 3+ scores greater than 20%.

#### Key Stage 2 data

- Six of the eight schools (75%) saw an increase in Level 4+ scores whereas in 2011 this figure was only two out of the eight schools or (25.0%). The increases ranged from +1.1% (SMRC) to 96.6% to +15.6% (NB) to 80.7% and +23.2% (MW) to 85.7%. All the schools in the cohort have Level 4 + scores above 80% and 50% of those have Level 4+ scores above 90%.
- At Level 5+, seven out of eight schools or (87.5%) saw an increase as opposed to 50% in 2011. The increases range from +3.6% (HG) to 42.9% to 32.5% (G) to 54.2%. Within the cohort, four out of the eight schools (50%) have Level 5+ scores above 50% and one of those has a Level 5 score of 70%.
- Five out of the eight schools (62.5) saw increases in two level progress scores and three of these saw double digit increases, 11.7% (SJ), 13.5(G) and 17.6 (MW).
- Six of the eight schools (75%) returned percentages of children achieving Level 6 with St Joseph's, Stourbridge reporting the highest level 6 percentages in the borough.

#### Cohort 2

*(Hurst Hill, Netherton, Northfield Road, Roberts, Wallbrook and Withymoor)*

#### Key Stage 1 data

- Four out of six schools (66%) saw an increase in Level2+ as opposed to five out of six schools (83%) that saw an increase in 2011. The increases ranged from +1.7% (NR) to 83.1% to +12.8%(N) to 97.9%.
- Four out of six schools (66%) saw an increase at Level 3. It was stated in last years report that the numbers of children achieving Level 3 at the end of Key Stage 1 was the priority for this group so it is encouraging to see the results suggesting that this has occurred. The Level 3 increases range for 5.9% (N) to 23.0%, 8.4% (NR) to 22.0% and 7.8 % (WYM) to 33.3%.

#### Key Stage 2 data

- Four of the six schools (66%) saw increases in Level 4+ as opposed to 50% in 2011. The increases range from +5.4% (WYM) to 98.1% to 11.1 % to 79.0% (R).
- All schools (100%) saw an increase in Level 5+ scores as opposed to (66.66) in 2011. The increases range from 4.9 (R) to 13.6% (WYM).
- Only one school (16.6%) in the cohort reported children achieving Level 6 at the end of Key Stage 2.
- Four out of six schools (66%) have a Level 4+ score within 70% and two out of the six schools (33%) have a Level 4+ within 90%.
- All schools in this cohort saw increases in two level progress with one showing a three year upward trend with an increase of 11.1% to 96.1% (NR)
- Five out of the six schools in this cohort have Level 5+ scores ranging from 25% to 35% and one has a score of 53.6%.

From the report the year on year results show the following:

- Pathfinder and Cohort 1 schools show sustained and continual improvement since the course and show the greatest improvement and results in terms of Level 4+ and Level 5 compared with Cohort 2. This suggests that impact is not immediate and that it is easier to impact on school results as a Mathematics Specialist Teachers when you are free from the rigours of the course.
- Fairhaven a Pathfinder school showed the greatest impact in terms of increases in Level 4+ and Level 5 across the Local Authority. This must be due to the two Mathematics Specialist Teachers working at the school, one as a Deputy and one as a teacher in Year 6. Their combined subject knowledge and their knowledge of strategies to develop maths have impacted greatly. This strongly suggests that where a Mathematics Specialist Teacher is successful, this success is strongly linked to a senior leader supporting and evaluating the work of the Mathematics Specialist Teachers.
- Schools which show a high level commitment to continued CPD on a weekly basis have seen great improvements. A school has used the 5 minute maths approach on a weekly basis as well as longed dedicated maths staff meetings to develop subject knowledge, pedagogy and the use of models and images in maths. This school has shown a three year upward trend in all 4 of the key indicators for maths progress i.e. Level 2+, Level 3, Level 4+ and Level 5.
- In Mathematics Specialist Teacher schools where the programme is most successful there is little difference between girls and boys at Level 4 however in some of these there are still differences at Level 5. Interesting the exceptions to this are Fairhaven, Russell's Hall, Brierley Hill and Northfield Road primary schools who have all been through the girls and maths training previously run in Dudley and show little difference between girls and boys at both Level 4 and Level 5.

And finally some reasons for having a Mathematics Specialist Teacher:

- 72% of schools with a Mathematics Specialist Teacher show increases in 75% of the maths progress indicators.
- 83% of the schools with a Mathematics Specialist Teacher showed increases in the numbers of children making two levels progress.
- 17% of schools with a Mathematics Specialist Teacher show three year increases in all the maths progress indicators.
- Schools with a Mathematics Specialist Teacher occupy three of the top five positions for Level 4+ across the Local Authority.
- Schools with a Mathematics Specialist Teacher occupy two of the top three positions for Level 5 across the Local Authority.
- A school with a Mathematics Specialist Teacher returned the Highest Level 6 percentage for the Local Authority with 17% of the cohort achieving Level 6.

### **Girls and Mathematics – Key Stage 2**

In 2008/2009 the Dudley Maths Consultants set up a working party to investigate the difference between girls' and boys' performance at maths and to highlight aspects of girl-friendly teaching styles. This project ran with different cohorts for 3 years.

In 2009 boys outperformed girls by 9 ppts. In 2012 this is almost half (+4.9 ppts) showing good improvement. There has been improvement at a better rate than Dudley as a whole for all girls in project schools.

	<b>All Dudley Schools (% of schools where girls improved on 2011 result)</b>	<b>Schools who attended the Girls &amp; Maths Project</b>
Level 4	60%	88%
Level 5	68%	72%
2 Level progress KS1 – KS2	64%	83% (100% for the schools who attended the first cohort)

Some of the features of the project were looking at the use of language, success criteria, working walls and questioning styles. From the work we have done with co-ordinators and intensely in schools these are now features on more schools' development plans.

Some key features from individual schools who attended or from schools where members of the project have moved to and implemented strategies and ideas.

#### **School A:**

In 2012:

- 100% of girls achieve level 4 (90% in 2010).
- 69% of girls achieve level 5 (30% in 2010).
- 3 year upward trend in level 4 and level 5 girls.

#### **School B:**

In 2012 46% of girls achieve level 5, 0% in the year the school joined the project.

#### **School C:**

In 2012:

- 100% of girls achieve level 4 (75% in 2010).
- 67% of girls achieve level 5 (30% in 2010).
- 100% of girls make 2 level progress (50% in 2010).

#### **School D:**

In 2012:

- 4 year upward trend in girls' performance at level 4 and 5, and at making 2 level progress.
- 88% level 4 girls, 45% the year the school joined the project.
- 36% level 5 girls, 7% the year the school joined the project.
- 96% girls make 2 level progress, 50% the year the school joined the project.

#### **Plans for 2012/13 Support**

Only those schools considered to be in significant difficulty will be supported free of charge as the Primary Team are now a traded service.

#### **Support for Dudley Schools**

A full training programme for individual teachers to improve subject knowledge, for strengthening leadership and management and for other aspects of school work is available to Dudley school. See [www.edu.dudley.gov.uk/primary](http://www.edu.dudley.gov.uk/primary) for examples of the tailored packages available for schools to buy in and for the full training programme on offer. There are specific aspects to support schools with progress issues.

### **Priorities for KS2 2012/13**

Supporting Level 6 and above expected progress  
Girls and mathematics ( especially Level 5)  
Combined English and Mathematics Level 4 and 5 ( maths)  
FSM gap – pupil premium

### **Areas for Development 2012-13**

#### **Key Stage 1**

Improving the percentage of pupils achieving level 3 (above the national expectation levels for seven year olds).

#### **Key Stage 2**

- Progress across KS1-2 in mathematics especially.
- Addressing performance gaps, working with schools to improve pupil achievement general but focussing work on groups of pupils in each school who are not making expected progress.
- Improving the percentage of pupils achieving level 5 (above the national expectation levels for eleven year olds).

### **Looked After Children – Key Stage 2 Results**

Number on Roll = 35	<b>English</b>	<b>Mathematics</b>	<b>English &amp; Maths</b>
% Achieving Level 4+	69	74	63

### **Key Stage 2 (Level 4+) Statistical and Geographical Neighbours - Comparisons**

See Table 9

### **Key Stage 2 (Level 5+) Statistical and Geographical Neighbours - Comparisons**

See Table 10

### **Key Stage 2 Ethnicity Assessment Data**

See Table 11

**TABLE 9**

**Key Stage 2 2012 Level 4+**

**Statistical Neighbours**

	<b>English</b>	<b>% Level 4+</b>
	<b>NATIONAL</b>	85
<b>1</b>	Wigan	88
<b>2</b>	Derbyshire	87
<b>2</b>	Nottinghamshire	86
<b>4</b>	Bolton	86
<b>4</b>	Lancashire	86
<b>4</b>	Telford and Wrekin	86
<b>7</b>	Stockton on Tees	85
<b>7</b>	Doncaster	85
<b>9</b>	Dudley	84
<b>10</b>	Thurrock	83
<b>11</b>	Rotherham	81

	<b>Maths</b>	<b>% Level 4+</b>
	<b>NATIONAL</b>	84
<b>1</b>	Wigan	88
<b>2</b>	Derbyshire	87
<b>3</b>	Lancashire	86
<b>3</b>	Nottinghamshire	86
<b>5</b>	Bolton	85
<b>6</b>	Stockton-on-Tees	84
<b>7</b>	Doncaster	83
<b>7</b>	Thurrock	83
<b>9</b>	Dudley	82
<b>9</b>	Telford and Wrekin	82
<b>11</b>	Rotherham	81

**Geographical Neighbours**

	<b>English</b>	<b>% Level 4+</b>
<b>1</b>	Solihull	90
<b>2</b>	Staffordshire	86
<b>2</b>	Telford and Wrekin	85
<b>4</b>	West Midlands	85
<b>4</b>	Birmingham	85
<b>6</b>	Dudley	84
<b>6</b>	Wolverhampton	84
<b>8</b>	Sandwell	83
<b>9</b>	Coventry	82
<b>10</b>	Walsall	81

	<b>Maths</b>	<b>% Level 4+</b>
<b>1</b>	Solihull	87
<b>2</b>	Sandwell	84
<b>2</b>	Staffordshire	84
<b>4</b>	West Midlands	83
<b>4</b>	Birmingham	83
<b>4</b>	Wolverhampton	83
<b>7</b>	Dudley	82
<b>7</b>	Telford and Wrekin	82
<b>9</b>	Coventry	81
<b>10</b>	Walsall	80

Source: DfE performance tables for KS2

**TABLE 10**  
**Key Stage 2 2012 Level 5+**

**Statistical Neighbours**

	<b>English</b>	<b>% Level 5+</b>
	<b>NATIONAL</b>	37
1	Derbyshire	41
2	Wigan	39
2	Nottinghamshire	39
4	Lancashire	38
5	Stockton-on-Tees	37
6	Bolton	36
6	Telford and Wrekin	36
8	Dudley	35
9	Doncaster	32
10	Thurrock	31
11	Rothertham	30

	<b>Maths</b>	<b>% Level 5+</b>
	<b>NATIONAL</b>	39
1	Derbyshire	43
2	Stockton on Tees	42
2	Nottinghamshire	42
4	Wigan	41
5	Bolton	40
6	Lancashire	39
7	Doncaster	37
8	Dudley	36
8	Telford and Wrekin	36
8	Thurrock	36
11	Rotherham	34

**Geographical Neighbours**

	<b>English</b>	<b>% Level 5+</b>
1	Solihull	43
2	Staffordshire	37
3	West Midlands	36
3	Telford and Wrekin	36
5	Birmingham	35
5	Dudley	35
5	Wolverhampton	35
8	Sandwell	33
9	Coventry	32
10	Walsall	30

	<b>Maths</b>	<b>% Level 5+</b>
1	Solihull	46
2	Staffordshire	39
3	West Midlands	37
3	Birmingham	37
5	Dudley	36
5	Telford and Wrekin	36
5	Wolverhampton	36
8	Sandwell	35
9	Coventry	34
9	Walsall	34

*Source: DfE performance tables for KS2*

**TABLE 11****Key Stage 2 Results for 2012 by Ethnicity**

<b>Attainment of Pupils by ethnic heritage at Key Stage 2</b>	<b>No. in Cohort</b>	<b>%</b>	<b>%</b>
<b>Percentage of pupils achieving Level 4 or above in</b>		<b>English</b>	<b>Maths</b>
<b>National</b>		85%	84%
<b>Dudley</b>		84.30%	82.10%
<b>ABAN : Asian or Asian British - Bangladeshi</b>	4	50.00%	75.00%
<b>AIND : Asian or Asian British - Indian</b>	65	87.69%	86.15%
<b>AOTH : Asian or Asian British - any other Asian background</b>	12	81.82%	90.91%
<b>APKN : Asian or Asian British - Pakistani</b>	239	78.15%	73.53%
<b>BAFR : Black or Black British - African</b>	31	80.65%	70.97%
<b>BCRB : Black or Black British - Caribbean</b>	31	76.67%	80.00%
<b>BOTH : Black or Black British - any other Black background</b>	8	87.50%	75.00%
<b>CHNE : Chinese</b>	9	77.78%	100.00%
<b>MIXD : Mixed</b>	149	82.31%	84.35%
<b>NOBT : Information not obtained</b>	2	0.00%	0.00%
<b>OTH : Any other ethnic group</b>	17	93.75%	87.50%
<b>OYEM : Yemeni</b>	40	55.00%	67.50%
<b>REFU : Parent/pupil preferred not to say</b>	4	100.00%	66.67%
<b>WHIT : White</b>	2893	85.59%	83.10%
<b>WROM : Gypsy/Romany</b>	4	25.00%	25.00%

## Key Stage 4

The results for individual schools can be found in the Key Stage 4 Performance Tables that have been made available by the Department for Education.

### DfE Floor Standards

40% of pupils achieving 5 A\* to C GCSE's including English and Maths

### Three Levels of progress in English

National English 69.9% (2010) 72% (2011) 68.1% (2012)

### Three Levels of progress in Mathematics

National Mathematics 62.5% (2010) 64.9% (2011) 68.7% (2012)

Dudley School Performance 2012	Dudley	National
5+ A* - C GCSE Grades	83.2	81.8
Average Total Points Score	479.9	472
Average Points Score (capped)	344.5	341
5+ A* - G GCSE Grades	96.6	94
Key Stage 2 - 4 CVA Value Added	N/A	N/A
5+ A* - C inc. English and Maths	56.1	59.4
5+ A* - G inc. English and Maths	94.6	92.4

## Key Stage 4, GCSE 2012

### Those achieving 5A\*-C (or equivalent) and 5A\*-C (or equivalent) including English and mathematics

Confirmed GCSE figures for summer 2012 now evidence that for all maintained schools, special schools and Elmfield Rudolf Steiner School Limited, the average percentage achieving 5+A\*-C GCSEs (or equivalent) was 83.2%. In order to compare previous years and reflect support given to twenty Local Authority maintained secondary schools, excluding Pensnett, all special schools and Elmfield, the average percentage was 84%. This evidences continuous year on year improvement since 2007, from 59%. Therefore, Local Authority maintained secondary schools can collectively demonstrate improvement of twenty six percentage points.

2012 summer GCSE results, 5A\*-C (or equivalent) including English and mathematics, recorded a collective figure of 56.1%. This is down 2.4 percentage points on that achieved in 2011. Even so, there is much to celebrate. Ten schools maintained or improved on that achieved in 2011, with two schools improving by 10 or 11 percentage points (Bishop Milner and Crestwood schools, respectively). A further two schools increased by 5 and 9 percentage points on that achieved in 2011 (Leasowes and Ellowes Hall, respectively). While six schools maintained their 2011 figure or improved by up to 3 percentage points (The Earls High, Kingswinford, Redhill, Summerhill, Thorns CC and Wordsley).

Of these schools, for those achieving 5A\*-C (or equivalent) including English and mathematics, The Earls High school has shown sustained year on year improvement since 2009 of 28 percentage points (from 47% to 75%), Ellowes Hall school has shown year on year improvement since 2009 of 22 percentage points (from 63% to 85%) and became the top performing school in Dudley for 2012.

Three schools performed well above the Local Authority average (56.1%) by 20 percentage points or more, Ellowes Hall (85%), Old Swinford Hospital (80%) and Redhill (78%). A further four schools achieved more than 10 percentage point above the Local Authority average, Bishop Milner (70%), Earls High (75%), Kingswinford (70%) and Summerhill (75%). Therefore, seven schools achieved well above the Local Authority average in 2012.

Conversely, ten schools evidenced a decline on that achieved in 2011. Five schools show a decline of 10 percentage points or more, on that achieved in 2011. Dormston declined by 21 percentage point to 36%, Oldswinford declined by 13 percentage points, High Arcal, Hillcrest, and Holly Hall each declined by 11 percentage points. If these five schools had at least performed in 2012 as they did in 2011, the Local Authority average would have been 59%.

A further three schools declined by between 5 and 9 percentage points Pedmore Technology College (-9pp), Castle High (-6pp), Ridgewood (-5%). Year on year results for Ridgewood have been erratic since 2009 however both Pedmore Technology College and Castle High had shown sustained improvement over that three year period.

A slight decline of 4 percentage points was recorded by Coseley School and Windsor High.

Thorns Community College, has now been removed from an Ofsted category, after a period of sustained intervention supported by Local Authority consultants and colleagues from local schools. This was an added celebration after achieving 3 percentage points on that achieved in 2011 taking the percentage of 5A\*-C GCSE equivalent, including English and mathematics to 55%.

Coseley, having recorded a decline of 4 percentage points to 39% 5A\*-C (equivalent) including English and mathematics and after its last Ofsted inspection being placed in an Ofsted category now receives support from Local Authority consultants and brokered support.

Dormston, having recorded the largest decline of -21 percentage points to 36% is receiving brokered support, in English and mathematics.

The five academies, Earls High, High Arcal, Holly Hall, Kingswinford and Windsor recorded mixed results compared to that achieved in 2011. Earls High was the only academy to improve, while Kingswinford maintained that achieved in 2011 (70%) and Windsor, Holly Hall and High Arcal evidenced a decline on that achieved in 2011. Collectively, their results evidenced an average decline of 5 percentage points on that achieved in 2011. Collectively, their average performance was 57.3% (slightly above the Local Authority average).

### **The progress pupils make across Key Stage 2 and Key Stage 4,**

In English the percentage of pupils making expected progress in English in 2012 was 66.9%, while in mathematics, it was 63.4%

In individual progress rates recorded, there is much to celebrate.

Eleven schools made better than the National and Dudley average expected progress in English, Bishop Milner (73%), Crestwood (73%), Earls High (87%), Ellowes Hall (98%), Kingswinford (69%), Leasowes (80%), Old Swinford (73%), Pedmore Technology College (74%), Redhill (84%), Summerhill (72%) and Windsor (84%).

Eleven schools made better than the National and Dudley average expected progress in mathematics, Bishop Milner (72%), Crestwood (73%), Earls High (75%), Ellowes Hall (78%), Kingswinford (73%), Old Swinford (93%), Redhill (86%), Summerhill (80%), Thorns (70%), Windsor (64%) and Wordsley (72%).

### **Comparison against national average and geographic and statistical neighbours**

The 2012 Dudley average for 5A\*-C (equivalent) including English and mathematics, of 56.1%, is 2.9% below the national average (59%). This ranks Dudley eighth, when compared with our ten geographic neighbours and ninth when compared with our eleven statistical neighbours.

For 5A\*-C (or equivalent) Dudley is inline with the national average of 83.2%. However, Dudley schools are collectively ranked tenth, when compared with our ten geographic neighbours and tenth when ranked with our eleven statistical neighbours.

For the percentage of pupils making expected progress in English, Dudley is 1.2 percentage points below the national average of 68.1%. Dudley is ranked seventh when compared with our ten geographic neighbours and our statistical neighbours.

For the percentage of pupils making expected progress in mathematics, Dudley is 5.3 percentage points below the national average of 68.7%. Dudley is ranked tenth when compared with our ten geographic neighbours and ninth when compared with our eleven statistical neighbours.

### **The percentage achieving all English Baccalaureate subjects**

The 2012 Dudley average for those achieving all English Baccalaureate subjects is 11.4%, 4.8 percentage points below the national average of 16.2%.

Dudley is ranked seventh when compared with our ten geographic neighbours and eleven statistical neighbours.

### **Floor standard for 2012**

In 2012 the floor standard was raised to 40% 5A\*-C (equivalent) including English and mathematics. This coupled with underperformance from several schools, means that three schools are currently below the floor – Dormston (36%), High Arcal (38%) and Coseley (39%). While two school are currently at the floor standard, Castle High and Holly Hall. A further two schools, Hillcrest and Pedmore Technology College, are currently at risk of falling below the floor if they do not improve standards in July 2013 when the floor standard is raised again.

## Looked After Children – Key Stage 4 Results

Number in Cohort	% 5+ A* - C GCSE	% 5 A* - G GCSE inc English & Maths
35	52.8	31

## Key Stage 4 Statistical and Geographical Neighbours - Comparisons

### 5 A\* - C and Average Point Scores

See Table 12

### Key Stage 4 Ethnicity Results

See Table 13

**TABLE 12**  
**End of Key Stage 4 2012**

**Statistical Neighbours**

	<b>GCSE 5+ A*-C</b>	<b>%</b>
	<b>NATIONAL</b>	79.5
<b>1</b>	Doncaster	88.2
<b>2</b>	Thurrock	85.0
<b>3</b>	Bolton	84.8
<b>4</b>	Telford and Wrekin	84.3
<b>5</b>	Lancashire	82.5
<b>6</b>	Nottinghamshire	82.4
<b>7</b>	Rotherham	81.8
<b>8</b>	Dudley	80.8
<b>9</b>	Stockton-on-Tees	80.2
<b>10</b>	Derbyshire	79.0
<b>11</b>	Wigan	78.2

	<b>GCSE 5+ A*-C including English and Maths</b>	<b>%</b>
	<b>NATIONAL</b>	58.9
<b>1</b>	Thurrock	60.1
<b>1=</b>	Lancashire	60.1
<b>3</b>	Bolton	59.6
<b>4</b>	Dudley	58.5
<b>5</b>	Derbyshire	58.4
<b>6</b>	Telford and Wrekin	57.9
<b>7</b>	Nottinghamshire	57.6
<b>8</b>	Stockton-on-Tees	57.3
<b>9</b>	Wigan	57.1
<b>10</b>	Rotherham	56.7
<b>11</b>	Doncaster	54.4

	<b>Average Points Score (Capped)</b>	
	<b>NATIONAL</b>	336.6
<b>1</b>	Lancashire	345.4
<b>2</b>	Doncaster	345.1
<b>3</b>	Telford and Wrekin	344.9
<b>4</b>	Thurrock	343.9
<b>5</b>	Bolton	341.1
<b>6</b>	Stockton-on-Tees	340.4
<b>7</b>	Nottinghamshire	339.7
<b>8</b>	Rotherham	338.9
<b>9</b>	Dudley	338.2
<b>10</b>	Derbyshire	337.6
<b>11</b>	Wigan	337.2

**Geographical Neighbours**

	<b>GCSE 5+ A*-C</b>	<b>%</b>
<b>1</b>	Solihull	89.4
<b>2</b>	Birmingham	86.4
<b>3</b>	Coventry	86.0
<b>4</b>	Wolverhampton	83.9
<b>5</b>	Sandwell	83.8
<b>6</b>	Walsall	83.2
<b>7</b>	Dudley	80.8

	<b>GCSE 5+ A*-C including English and Maths</b>	<b>%</b>
<b>1</b>	Solihull	61.7
<b>2</b>	Dudley	58.5
<b>3</b>	Birmingham	58.2
<b>4</b>	Wolverhampton	57.7
<b>5</b>	Walsall	56.3
<b>6</b>	Coventry	54.7
<b>7</b>	Sandwell	50.0

	<b>Average Points Score (Capped)</b>	<b>%</b>
<b>1</b>	Solihull	356.6
<b>2</b>	Birmingham	347.4
<b>3</b>	Coventry	343.9
<b>4</b>	Wolverhampton	342.1
<b>5</b>	Dudley	338.2
<b>6</b>	Walsall	335.4
<b>7</b>	Sandwell	329.7

**TABLE 13****Key Stage 4 Results for 2012 by Ethnicity**

<b>Attainment of pupils by ethnic heritage at GCSE (or equivalent)</b>	<b>Pupil Total</b>	<b>5+ A*-C</b>	<b>5+ A*-G</b>
<b>National %</b>		83.00%	94.00%
<b>Dudley %</b>		83.20%	96.60%
<b>ABAN : Bangladeshi</b>	7	100.00%	100.00%
<b>AIND : Indian</b>	78	97.44%	98.72%
<b>AOTH : Any other Asian background</b>	41	80.49%	92.68%
<b>APKN : Pakistani</b>	170	84.12%	97.65%
<b>BAFR : African</b>	29	96.55%	100.00%
<b>BCRB : Caribbean</b>	42	90.48%	100.00%
<b>BOTH : Any other Black background</b>	7	85.71%	100.00%
<b>CHNE : Chinese</b>	11	100.00%	100.00%
<b>MIXD : Mixed</b>	154	84.42%	95.45%
<b>NOBT : Information not obtained</b>	11	100.00%	100.00%
<b>OOTH : Any other ethnic group</b>	22	86.36%	95.45%
<b>OYEM : Yemeni</b>	21	85.71%	100.00%
<b>REFU : Parent/pupil preferred not to say</b>	15	53.33%	93.33%
<b>WHIT : White</b>	3244	81.97%	96.45%
<b>WIRT : Traveller of Irish Heritage</b>	--		
<b>WROM : Gypsy/Romany</b>	3	66.67%	100.00%

### Level 3 performance figures for use in Key Stages 5

Grade	Size	Points	Grade	Size	Points	Grade	Size	Points
<b>GCE/Applied A level</b>			<b>GCE/Applied AS level</b>			<b>GCE/Applied Double Award</b>		
A*	1	300	A	0.5	135	A*A*	2	600
A	1	270	B	0.5	120	A*A	2	570
B	1	240	C	0.5	105	AA	2	540
C	1	210	D	0.5	90	AB	2	510
D	1	180	E	0.5	75	BB	2	480
E	1	150				BC	2	450
						CC	2	420
						CD	2	390
						DD	2	360
						DE	2	330
						EE	2	300
<b>BTEC National Award2</b>			<b>BTEC National Certificate2</b>			<b>BTEC National Diploma2</b>		
D	1	270	DD	2	540	DDD	3	810
M	1	225	DM	2	480	DDM	3	757.5
P	1	165	MM	2	420	DMM	3	705
			MP	2	360	MMM	3	652.5
			PP	2	300	MMP	3	600
						MPP	3	547.5
						PPP	3	495
<b>Advanced Free Standing Maths</b>			<b>Level 3 Key Skill</b>			<b>Advanced Diploma Principal Learning</b>		
A	0.17	45	P	0.3	63	A*	1.5	450
B	0.17	40				A	1.5	405
C	0.17	35				B	1.5	360
D	0.17	30				C	1.5	315
E	0.17	25				D	1.5	270
						E	1.5	225

### Post-16 Results – Statistical and Geographical Neighbours

See Table 15

**TABLE 14****Dudley Post-16 Results 2012****Statistical Neighbours**

		<b>Per Candidate</b>	<b>Per Entry</b>
	<b>NATIONAL</b>	<b>733.0</b>	<b>212.8</b>
<b>1</b>	Lancashire	807.7	220.5
<b>2</b>	Wigan	776.9	215.3
<b>3</b>	Derbyshire	741.5	207.4
<b>4</b>	Stockton-on-Tees	715.1	208.5
<b>5</b>	Doncaster	702.2	206.0
<b>6</b>	Thurrock	701.0	203.3
<b>7</b>	Nottinghamshire	694.0	204.0
<b>8</b>	Bolton	686.4	202.3
<b>9</b>	Telford and Wrekin	686.1	210.4
<b>10</b>	Dudley	683.5	211.3
<b>11</b>	Rotherham	670.0	199.3

**Geographical Neighbours**

		<b>Per Candidate</b>	<b>Per Entry</b>
<b>1</b>	Wolverhampton	710.6	208.6
<b>2</b>	Birmingham	701.9	206.8
<b>3</b>	Solihull	687.9	210.0
<b>4</b>	Dudley	683.5	211.3
<b>5</b>	Coventry	673.1	204.4
<b>6</b>	Walsall	641.9	201.8
<b>7</b>	Sandwell	618.9	195.6

**TABLE 15**  
**Trends over Time**

**Trends over Time – Key Stages 1, 2 and 4**

**Key Stage 1**

**National Average 2+**

	2009		2010		2011		2012	
	Dudley	NA	Dudley	NA	Dudley	NA	Dudley	NA
Reading	83	84	85	85	86	85	88	87
Writing	80	81	81	81	82	81	84	83
Maths	89	89	88	89	89	90	91	91

**National Average 3+**

	2009		2010		2011		2012	
	Dudley	NA	Dudley	NA	Dudley	NA	Dudley	NA
Reading	24	26	24	26	25	26	27	27
Writing	13	12	13	12	14	13	15	14
Maths	20	21	19	20	20	20	22	22

**Key Stage 2**

**National Average 4+**

	2009		2010		2011		2012	
	Dudley	NA	Dudley	NA	Dudley	NA	Dudley	NA
English	80	80	#	80	82	82	84	85
Maths	79	79	#	79	79	80	82	84
Science	89	88	85	85	86	85	85	86

**National Average 5+**

	2009		2010		2011		2012	
	Dudley	NA	Dudley	NA	Dudley	NA	Dudley	NA
English	29	29	#	33	27	29	35	38
Maths	33	35	#	34	30	35	36	39
Science	41	43	34	37	33	35	34	36

## **Finance**

The work of the Education Services Division is financed from both the Dedicated Schools Grant and the Local Authority's base budget for Children's Services.

There are no direct financial implications arising from this report.

## **Law**

The Education and Inspection Act 2006 require standards to be inspected and reported.

## **Equality Impact**

This report takes into account the Council's Equal Opportunities Policy.

## **Recommendation**

It is recommended that the Select Committee note and comment on the improvement in educational standards made in 2012 and the areas identified for improvement.



.....  
**Jane Porter**  
**Director of Children's Services**

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## **List of Background Papers**

Statistical First Releases from the Department for Education:

SFR28/2011 – Foundation Stage

SFR22/2011 – Key Stage 1

SFR31/2011 – Key Stage 2

SFR02/2012 – Key Stage 4

SFR01/2012 – Key Stage 5

SFR30/2011 – Looked After Children

## **Children's Services Scrutiny Committee – 21 March 2013**

### **Report of the Director of Children's Services**

#### **Dudley Schools Ofsted Outcomes**

#### **Report on Dudley Schools OfSTED outcomes April 2012 – December 2012**

#### **Purpose of Report**

1. To present the latest analysis on the performance of Dudley schools in OfSTED inspections

#### **Background**

2. The report presented here provides the committee with the outcomes for all schools inspected in Dudley through this period. The committee is asked to note that the report does not include short thematic or subject inspections, nor the outcomes of HMI monitoring reports for those schools who have been judged to require a "Notice to Improve" or "Special Measures". All schools have been inspected under the existing OfSTED framework.
3. Tables 1, 2, 3, and 4 analyse the inspection grades for the 20 Dudley primary schools, five secondary schools, two academies and one special school inspected in this period. The grades are set against four of the key inspection areas that are deemed to have a significant impact on the progress of the school since the last inspection.
4. Table 5 provides the most recent OfSTED data available for all schools nationally against which Dudley's performance can be benchmarked.

**Table 1**

#### **Primary School Inspection Judgements**

20 schools inspected – 5% = 1 school

Inspection Grades		<b>Overall %</b>	<b>Pupils Achievement %</b>	<b>Quality of Teaching %</b>	<b>Leadership and Management %</b>
Outstanding	<b>1</b>	0	0	0	0
Good	<b>2</b>	50	50	50	75
Requires Improvement	<b>3</b>	40	40	40	15
Inadequate	<b>4</b>	10	10	10	10

Table 2

**Secondary School Inspection Judgements**

5 schools inspected 20% = 1 school

Inspection Grades		<b>Overall %</b>	<b>Pupils Achievement %</b>	<b>Quality of Teaching %</b>	<b>Leadership and Management %</b>
Outstanding	<b>1</b>	20	20	20	20
Good	<b>2</b>	20	20	20	60
Requires Improvement	<b>3</b>	40	40	40	0
Inadequate	<b>4</b>	20	20	20	20

Table 3

**Academy Inspection Judgements**

2 schools inspected –50% = 1 school

Inspection Grades		<b>Overall %</b>	<b>Pupils Achievement %</b>	<b>Quality of Teaching %</b>	<b>Leadership and Management %</b>
Outstanding	<b>1</b>	0	0	0	0
Good	<b>2</b>	100	100	100	100
Requires Improvement	<b>3</b>	0	0	0	0
Inadequate	<b>4</b>	0	0	0	0

Table 4

**Special School Inspection Judgements**

1 school inspected –= 100% school

Inspection Grades		<b>Overall %</b>	<b>Pupils Achievement%</b>	<b>Quality of Teaching %</b>	<b>Leadership and Management %</b>
Outstanding	<b>1</b>	100	100	100	100
Good	<b>2</b>	0	0	0	0
Requires Improvement	<b>3</b>	0	0	0	0
Inadequate	<b>0</b>	0	0	0	0

**Table 5**

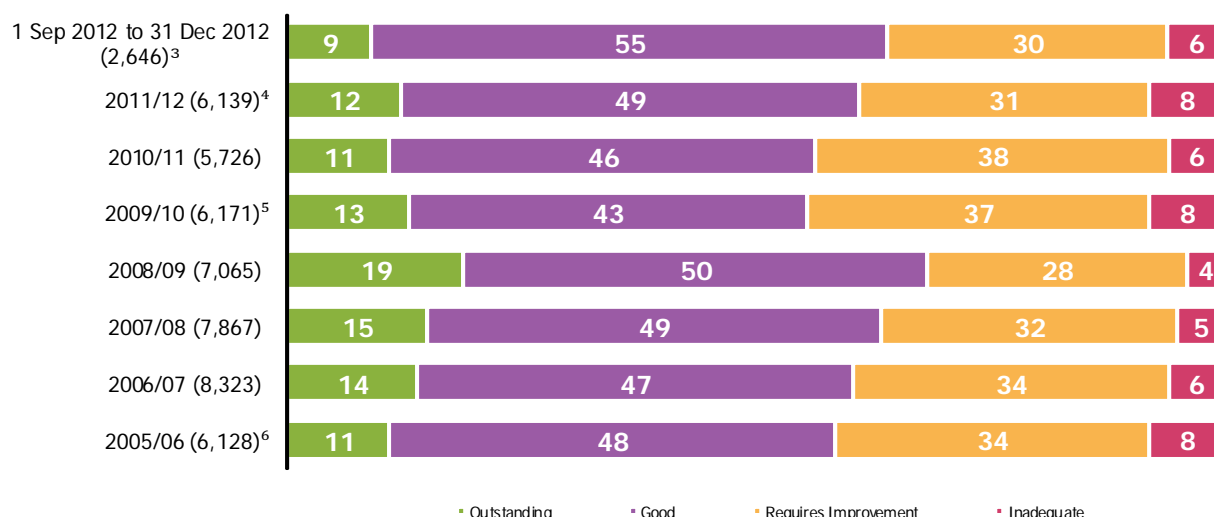
**Chart 1: Overall effectiveness of maintained schools inspected between 1 September 2005 and 31 December 2012 (provisional) <sup>1 2</sup>**

Number of schools

Academic year	Overall effectiveness				Total
	Outstanding	Good	Requires Improvement	Inadequate	
1 Sep 2012 to 31 Dec 2012 <sup>3</sup>	227	1,459	801	159	<b>2,646</b>
2011/12 <sup>4</sup>	719	3,036	1,877	507	<b>6,139</b>
2010/11	617	2,621	2,167	321	<b>5,726</b>
2009/10 <sup>5</sup>	782	2,631	2,281	477	<b>6,171</b>
2008/09	1,327	3,512	1,955	271	<b>7,065</b>
2007/08	1,146	3,839	2,507	375	<b>7,867</b>
2006/07	1,150	3,899	2,810	464	<b>8,323</b>
2005/06 <sup>6</sup>	648	2,933	2,064	483	<b>6,128</b>

*Source: Ofsted inspections*

**Overall effectiveness by academic year (percentage)**



1. Percentages in the chart are rounded and may not add to 100.

2. Based on Edubase at 1 February 2013.

3. An amended section 5 inspection framework was introduced on 1 September 2012.

4. An amended section 5 inspection framework was introduced on 1 January 2012.

5. An amended section 5 inspection framework was introduced on 1 September 2009.

6. The section 5 inspection framework was introduced on 1 September 2005.

5. Evidence from all the key issues of school inspections is used to inform Children's Services support activities and to target those schools in need of additional support. Highlighted below is a summary of the priorities for Dudley schools as reflected in the inspection reports.

- a. Leadership and Management:

- Provide all middle managers with the opportunity to play a full role in the formal monitoring and development of their subjects. For example: developing the skills of middle leaders so that they clearly focus their monitoring on the quality of pupils' learning; thoroughly checking how well plans relating to the quality of teaching and learning are implemented; by providing teachers with effective feedback.
  - b. Teaching and Learning:
    - Raise the quality of all teaching in the school to that of the very best by ensuring that all teachers use assessment information consistently to set suitably demanding work for all groups of pupils.
    - Raise attainment and improve achievement across school. In particular, accelerate pupils' progress and raise attainment in mathematics.
6. Analysis of the tables indicates that two primary and one secondary were judged to be inadequate. The Local Authority has supported all three schools to produce development plans to address the key weaknesses identified by Ofsted. HMI have judged the plans to be effective. Subsequent HMI visits to each schools indicates they are making progress.

### **Finance**

7. The work supporting School OFSTED inspections is funded from within existing Directorate resources.

### **Law**

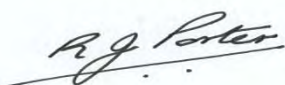
8. The statutory provisions relating to OFSTED inspections are contained in the The Education and Inspections Act 2006 and 2011

### **Equality Impact**

9. This report takes into account the Council's Equal Opportunities Policy.

### **Recommendations**

10. It is recommended that the Scrutiny Committee note and comment on this report.



**Jane Porter**  
**Director of Children's Services**

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# LA Responsibilities in Relation to the Quality of Education

# **A Good Education for All**

**Target: July 2015**

# A Good Education For All

## Criteria

- The proportion of children/young people who attend good/outstanding schools
- Attainment of each key stage above the national average
- Achievement of each key stage above the national average
- No schools in Ofsted Category
- No schools below floor standards
- Plus...

## Key statistics- Schools where are we now?

- Overall effectiveness of open maintained schools at their most recent inspection as at 31 August in Dudley was 60%
- Overall effectiveness of open maintained schools at their most recent inspection as at 7<sup>th</sup> March was 67.9%

# Ofsted Inspection Database

Date of Report: 07 March 2013

## All Schools

109	17	57	28	7	15.6%	52.3%	25.7%	6.4%
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## Nursery

1	0	1	0	0	0.0%	100.0%	0.0%	0.0%
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## Primary

78	10	43	20	5	12.8%	55.1%	25.6%	6.4%
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## Secondary

15	3	5	6	1	20.0%	33.3%	40.0%	6.7%
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## Academy

5	2	3	0	0	40.0%	60.0%	0.0%	0.0%
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## Special

7	2	3	1	1	28.6%	42.9%	14.3%	14.3%
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## Short Stay

3	0	2	1	0	0.0%	66.7%	33.3%	0.0%
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# A Good Education For All

## QUADRANT GRAPHS

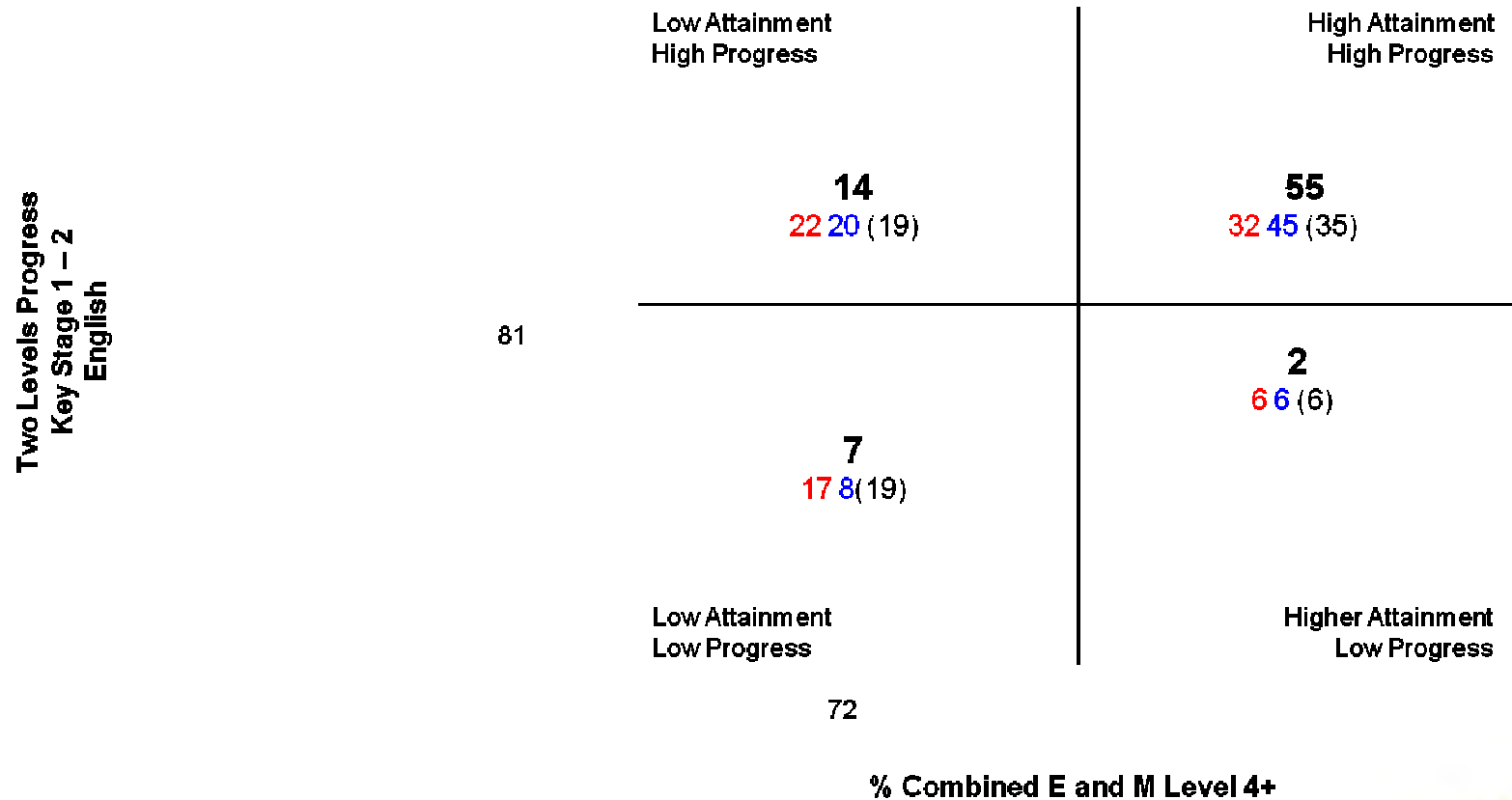
English 2012

2011 in red

2010 in Blue

Figures in brackets are for 2009.

Axes using 2012 provisional national SAT results



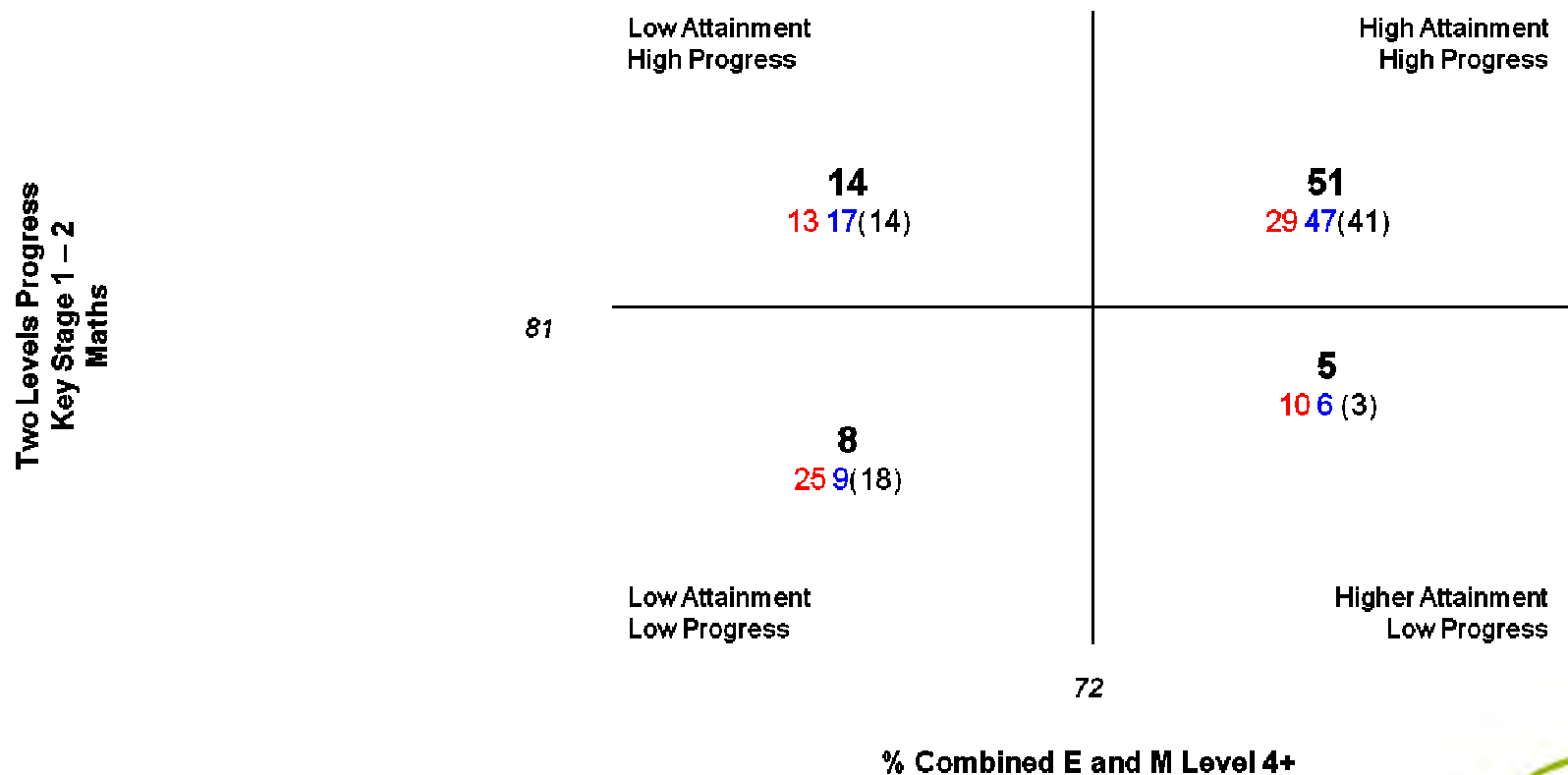
# A Good Education For All

Mathematics 2012

2011 in red 2010 in Blue

Figures in brackets are for 2009.

Axes using provisional 2012 national SAT results



# A Good Education For All

Key Stage 4	Dudley	National
5+ A * - C GCSE Grades	83.2	81.8
Average Total Points Score	479.9	472
Average Points Score (capped)	344.5	341
5+ A* - G GCSE Grades	96.6	94
Key Stage 2 – 4 CVA Value Added	N/A	N/A
5+ A* - C English and Maths	56.1	59.4
5+ A* - G English and Maths	94.6	92.4

# **A Good Education for All – Inspection of Local Authority Services**

## **Support/Training**

## **Functions**

### **Strand 1**

- LA direct support for schools
- Case Studies

# **A Good Education for All – Inspection of Local Authority Services**

## **Support/Training Functions**

### **Strand 2**

- LA funded – commissioned support
- Case Studies – incl. Educational Trusts eg. Stourbridge CE Schools

# **A Good Education for All – Inspection of Local Authority Services**

## **Support/Training Functions**

### **Strand 3**

- LA external brokering/commissioning for schools
- Teaching School
- NSCL
- Plus
- Case Studies

# **A Good Education for All – Inspection of Local Authority Services**

## **Support/Training Functions Strand 4**

- DSG funding for school networks
- Case Studies

# **A Good Education for All – Inspection of Local Authority Services**

## **Support/Challenge for Governors**

- Chair/Vice Chair presentations for part 2/3 years
- Case studies from individual schools – cross reference to LA and other case studies of school support include Lapal - Lutley

# A Good Education for All – Inspection of Local Authority Services

## Purpose

- To evaluate the effectiveness and impact of education functions provided by Local Authorities in order to:
  - Promote improvement
  - High standards
  - Fulfilling the educational potential of children and young people

# A Good Education for All – Inspection of Local Authority Services

- ***What will be evaluated:***
- The effectiveness of corporate and strategic leadership of school improvement
- The clarity and transparency of policy and strategy for supporting improvement in standards for schools and other providers, including how the local authority complies with its statutory obligations in relation to school improvement work and how well the local authority has defined its monitoring, challenge, support and intervention roles
- The extent to which the local authority knows its schools and other providers, their performance and the standards they achieve and how effectively support is focused on areas of greatest need.

# A Good Education for All – Inspection of Local Authority Services

- ***What will be evaluated cont'd...***
- The effectiveness of the local authority's identification of, and appropriate intervention in, underperforming schools and other providers, including the use of formal powers available to the local authority
- The impact of local authority support and challenge over time and the rate at which schools and other providers are improving
- The extent to which the local authority brokers support for schools and other providers
- The effectiveness of strategies to support highly effective leadership and management in schools and other providers
- Support and challenge for school governance

# A Good Education for All – Inspection of Local Authority Services

- ***Inspection Criteria***
- The proportion of children who attend a good or better maintained school, pupil referral unit and/or alternative provision is lower than that found nationally.
- There is a higher than average number of schools in an Ofsted category of concern and/or there are indicators that progress of such schools is not securing rapid enough improvement
- There is a higher than average proportion of schools that have not been judged to be a good Ofsted
- Attainment levels across the local authority are lower than that found nationally and/or where the trend of improvement is weak
- Rates of progress, relative to starting points, are lower than that found nationally and/or where the trend of improvement is weak

# A Good Education for All – Inspection of Local Authority Services

- ***Inspection Criteria***
- The volume of qualifying complaints to Ofsted about schools in a local authority area is a matter of concern.
- The Secretary of State has concerns about the effectiveness of local authority improvement functions

# A Good Education for All – Inspection of Local Authority Services

- ***Inspection Process***
- Circa 10 schools will be inspected under section 5 of OfSTED Framework – prior to inspection of the LA, schools selected randomly from all those due for inspection.
- Telephone survey circa 12 schools – selected randomly from good and outstanding schools.
- Data relating to inspection criteria
- 1 or 2 days in LA itself.
- NB – all this happened in once focused week for Derby

# A Good Education for All – Inspection of Local Authority Services

- ***Inspection Outcome***
- 20 days after inspection a letter will be published on the OfSTED website.
- LA must produce a written statement setting out actions it proposes to take in light of the report and a timetable for doing so.
- Each report will include a summary judgement about whether the quality and impact of such services are being delivered effectively or not. Where not, a recommendation will also be made about whether the local authority requires further monitoring visits.

**Children's Services Scrutiny Committee – 21 March 2013**

**Report of the Director of Children's Services**

**Role of the Local Authority.**

**The Councils statutory duties in regard to School Performance**

**Purpose of Report**

1. To present an outline of the statutory powers placed upon the Council in the respect of school / education settings performance.

**Background**

2. Over the past few years there have been considerable changes to the law governing school and schools performance. In the paragraphs below are details of those powers that still exist in which a duty / responsibility is placed on local councils for education provision.

3. **1996 Education Act**

Section 5 of the above Act refers to school standards. This Act places responsibility on Council's to undertake a number of education and training functions. Of relevance to this report it places statutory responsibility on LA's to promote high standards of education, the fulfilment of potential and fair access to education. The 2009 Apprenticeship, Skills, Children and Learning Act reinforced these statutory powers.

4. Under the terms of the above Act the Council's powers refer to all schools and education settings regardless of who the maintaining Authority is. In other words for example in early years there are many providers of education from the private, voluntary and independent sector in addition to authority maintained settings. However, the act places the responsibility on the Local Authority to ensure all of these settings are of high quality and that young children are achieving their potential. This principle of the Act remains unchanged despite the diversification of maintaining authorities in schools providing 5- 16 education. Where some schools have become academies the Local Authority still has a responsibility to fulfil the terms of the above Act.

**The Education and Inspections Act 2006**

5. Within the many changes introduced by this Act a further responsibility was bestowed on Local Authorities. Any education setting where performance is a cause for concern or where standards and safety are not good enough the Authority was given the power to issue a formal warning notice to the governance

of the setting. This then reinforced the powers of the Council to statutorily intervene in any setting or school falling under this umbrella.

6. Where the setting is an academy a new protocol for each Authority to work with the DfE is being developed.
7. This Act also outlined the intervention powers that a Local Authority had, for example, intervention could result in appointing additional governors to the school, replacing the governing body with an interim executive board or suspending the schools right to a delegated budget. However, these powers are now restricted to maintained schools. It is the duty of the academy trust or the DfE to determine what intervention may be necessary when an academy's performance is not good enough.

### **Education Act 2011**

8. This new Education Act signified national governments' desire to create many more academy schools. Academy schools under the Act have been given a number of freedoms and flexibilities to innovate and develop practice to meet the needs of their pupils. As such Academies receive their funding directly from the DfE and are held accountable by the terms and conditions laid down in their funding agreement signed with the Secretary of State. As with all other schools they also remain accountable through the school inspection process (Ofsted). Since the passing of this Act clarity has been sought by many Local Authorities about how their statutory duties relate to Academies that are directly accountable to the DfE. In January 2013, HMCI for Ofsted made it clear to all Authorities that the statutory powers of Local Authorities extend to academies. The means by which Authorities challenge academy performance is yet to be fully determined.

### **Finance**

9. The work supporting School OFSTED inspections is funded from within existing Directorate resources. The work supporting School OFSTED inspections is funded from within existing Directorate resources.

There are no direct financial implications arising from this report.

### **Law**


10. The statutory provisions relating to OFSTED inspections are contained in the Education and Inspections Act 2006 and 2011

### **Equality Impact**

11. This report takes into account the Council's Equal Opportunities Policy.

## **Recommendations**

12. It is recommended that the Scrutiny Committee note and comment on this report.



.....  
**Jane Porter**  
**Director of Children's Services**

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