
Meeting of the Children's Services Select Committee – 19th July 2023

Report of the Director of Children's Services

Education Report

Purpose of report

1. To provide an update on Education Outcomes to Children's Services Select Committee

Recommendations

2. The Select Committee is asked to note the contents of the report and highlight any areas where additional scrutiny would be welcomed.

Background

3. The report contains updates on the work of the Education Outcomes team as follows:
 - Data
 - School Improvement Prioritisation
 - Inspections

Data

4. For the first time in three years, schools reinstated national tests for KS2 and KS4 in 2022. There was no requirement for these results to be published online or in the public arena. It is anticipated that results in 2023 will be published.
5. It is very clear that in many areas, historically, Dudley performs below the national average and therefore systematic improvement is needed to drive up standards and subsequent academic outcomes.

6 Data for recent years (Primary data is unvalidated due to no national publication)**

AREA	Metric	LA/NAT.	All Pupils						
			2016	2017	2018	2019	2020	2021	2022
Early Years Foundation Stage	Foundation Stage - % achieving a good level of development	Dudley	64.4%	65.4%	66.7%	67.1%			61.9%
		National	69.3%	70.7%	71.5%	71.8%			65.2%
Key Stage 1	KS1 % reading, writing and mathematics - Expected standard	Dudley	60%	59%	62%	62%			51%
		National	60%	64%	65%	65%			53%
Key Stage 2	KS2 % reading, writing and mathematics - Expected standard	Dudley	49%	55%	58%	59%			53%
		National	53%	61%	64%	65%			59%
	Progress between age 7 and age 11 - KS2 Reading	Dudley	-1.4	-1.6	-1.5	-1.5			-0.9
		National	0.0	0.0	0.0	0.0			0.0
	Progress between age 7 and age 11 - KS2 Writing	Dudley	-0.1	-0.7	-0.5	-0.4			-0.2
		National	0.0	0.0	0.0	0.0			0.0
Progress between age 7 and age 11 - KS2 Maths	Dudley	-1.0	-1.2	-1.4	-1.3			-1.1	
	National	0.0	0.0	0.0	0.0			0.0	
Key Stage 4	Average Attainment 8 score per pupil	Dudley	47.6	43.7	43.4	43.9	47.2	47.6	46.5
		National	48.5	44.6	44.5	44.7	48.1	48.9	47.2
	Average Progress 8 score per pupil	Dudley	-0.22	-0.12	-0.15	-0.17	--	--	-0.01
		National	--	--	--	--	--	--	--
Exclusions	Total Permanent Exclusions from school as a % of the school population	Dudley	0.17	0.25	0.20	0.21	0.10	0.07	0.14
		National	0.08	0.10	0.10	0.10	0.06	0.05	--
	Fixed period exclusions (Suspensions) expressed as a percentage of the school population.	Dudley	4.81	4.89	4.91	9.12	4.38	5.23	6.38
		National	4.29	4.76	5.08	5.36	3.76	4.25	--
Absence	Attendance Rate	Dudley	95.3%	95.2%	95.0%	95.0%	--	95.1%	92.0%
		National	95.4%	95.3%	95.2%	95.3%	--	95.4%	92.5%
	Authorised absence rate	Dudley	3.30%	3.20%	3.30%	3.30%	--	3.46%	5.73%
		National	3.40%	3.40%	3.50%	3.30%	--	3.36%	5.49%
	Unauthorised absence rate	Dudley	1.50%	1.60%	1.70%	1.70%	--	1.48%	2.27%
		National	1.10%	1.30%	1.40%	1.40%	--	1.25%	2.06%
	Overall absence rate	Dudley	4.70%	4.80%	5.00%	5.00%	--	4.95%	8.00%
		National	4.60%	4.70%	4.80%	4.70%	--	4.62%	7.55%

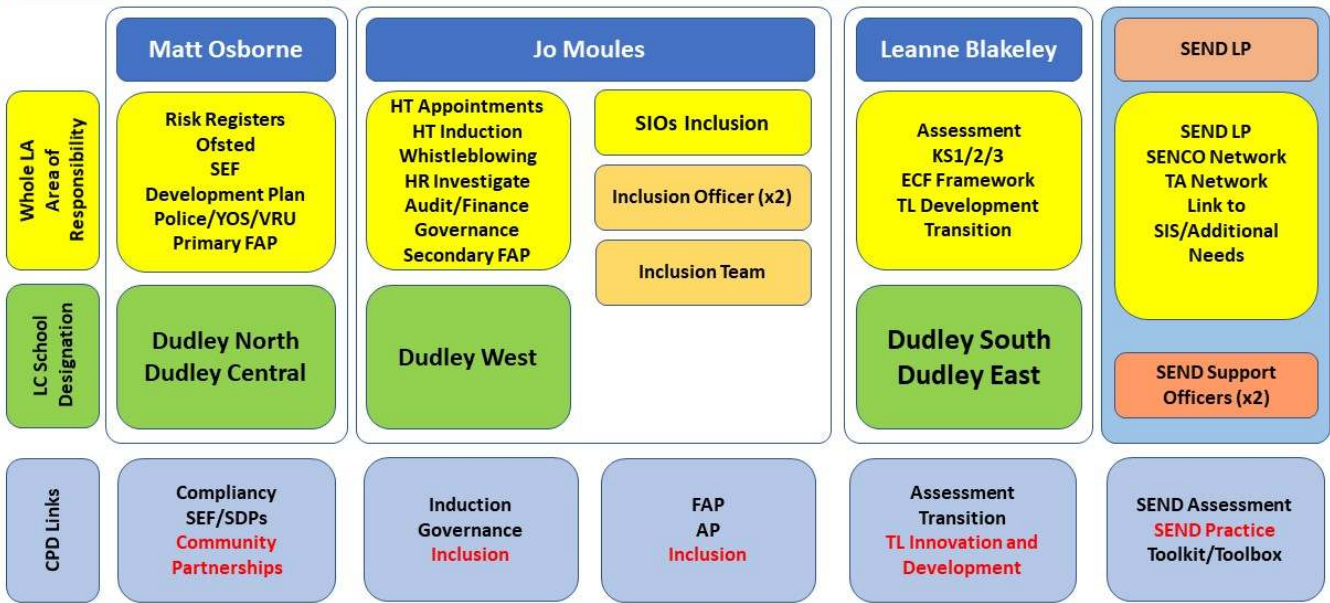
Please see DATA APPENDIX 1 for larger version

School Improvement – redefining our vision

- 7 The Local Authority (LA) recognises that it is the responsibility of school leaders to secure improvement in their school. As part of the working partnership with schools the LA will act as champions of educational excellence for children and young people, working with early years settings, maintained schools, academies, free and independent schools to forge strong professional relationships through school networks and teaching school alliances.
- 8 We continue to strengthen our support, challenge and quality assurance role to ensure that all schools strive to improve. We will broker school-to-school support using high quality performing leaders to work alongside those schools requiring support to be good or better. Fundamentally, equality of opportunity and excellence in achievement should become the norm for all by meeting the needs of all of our children and young people.
- 9 Our School Improvement Strategy will have several foci:

- The LA identifies schools, through a robust and coherent prioritisation risk register, that require support and challenge and responds promptly to intervene.
 - The LA uses a range of information and data to secure a comprehensive understanding of the quality of provision in all schools and to identify areas of strength and weakness. Data driven intervention is used to target support.
 - Accurate risk assessment is a strength of the LA.
 - There is a differentiated, bespoke approach to support and intervention for all schools.
 - The school improvement journey is clear and applied consistently to all schools.
 - Support is commissioned from successful schools, local and national leaders in education, national leaders of governance and external consultants.
 - The aim is to develop and support a self-improving school system.
- 10 The purpose of the school prioritisation process is to reach an agreement about the priority for intervention for each primary, special and secondary LA maintained school. This enables the LA to deliver its statutory functions, to manage risks, target appropriate interventions and thereby help those who are causing concern. The process also allows the LA to be confident that all schools/institutions are meeting their responsibilities for continuous improvement.
- 11 A statutory function of Local Authorities with responsibility for education (LAs) is to ensure that all schools provide a high-quality educational experience for the children and young people in their care. In meeting these statutory duties, the LA is required to monitor, challenge and, where necessary, intervene in maintained schools. Academies across the borough will also be expected to engage with the prioritisation as part of the Dudley family of schools.
- 12 Education Outcomes is committed to working with all partners to monitor, challenge and intervene in LA maintained schools in inverse proportion to the success of each school; success being defined in terms of the quality of provision and the outcomes achieved by pupils.
- 13 As part of this process, the School Improvement Team has been reorganised to provide a clear and transparent service. This involves Officers having defined LA responsibilities as well as being the named advisor for a group of schools across our five borough areas and learning communities.

DUDLEY SCHOOL IMPROVEMENT STRATEGY APPROACH 2022/23



15 The reorganisation becomes the first part of developing a localised provision model, ensuring robust, streamlined and effective impact at ‘grassroots’ level in each of our township learning communities. These are the route to maximising support and challenge at a very local level.

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Dudley North			Dudley Central			Dudley West (Brierley Hill)			Dudley South (Stourbridge)			Dudley East		
Matt Osborne			Matt Osborne			Jo Moules			Leanne Blakeley			Leanne Blakeley		
Primaries	LA/MAT	Ofsted Grade	Primaries	LA/MAT	Ofsted Grade	Primaries	LA/MAT	Ofsted Grade	Primaries	LA/MAT	Ofsted Grade	Primaries	LA/MAT	Ofsted Grade
Alder Coppice	LA	Good	Beechwood CE	DRB	Good	Ashwood Park	LA	Good	Amblescote	LA	Good	Caston	LA	Good
Bramford	GST	Good	Blowers Green	DAT	Outstanding	Belle Vue	LA	Good	Big Hill	LA	Good	Colley Lane	WAT	Good
Christ Church CoE	LA	Good	Dudley Wood	Learning Link	RI	Blairford Mere	LA	Good	Greenfield	LA	Outstanding	Cradley CoE	LA	Good
Cotwall End	LA	Good	Foayards	MANOR	Inadequate	Bromley Penn	DRB	Good	Ham Dingle	United Learning	RI	Halesowen CoE	LA	Good
Hurst Hill	HVT	Good	Kate's Hill	Learning Link	Good	Brierley Hill	LA	Good	Hub Green	DRB	Good	Hawley Grange	LA	Good
Queen Victoria	LA	RI	Netherbrook	Learning Link	Good	Brookmoor	LA	RI	Mount Pleasant	LA	Good	Huntingtree	LA	Good
Red Hall	LA	RI	Netherton CoE	DOWMAT	Good	Bromley Hills	LA	Good	Oldswinford	LA	Good	Hurst Green	LA	Good
Jessons CoE	LA	RI	Netherton Park Nurses	LA	Outstanding	Glyme Primary	LA	Good	Thorns	LA	RI	St Marg at Has	LA	RI
Roberts	LA	Good	Northfield Road	Stour Vale	Inadequate	Brook Primary	LA	Good	Peter's Hill	LA	Good	Lapal	HVT	Good
Stalla	LA	Good	Prory Primary	HVT	Good	Church of the A	LA	Good	Pedmore CE	LA	Good	Lutley	HVT	Good
St Charles Catholic	St John Bosco	Good	Russells Hall	LA	Good	Creswell Park	LA	Good	Rufford	Inclusus	RI	Morro Way	WAT	Good
Wallbrook	Shireland	Inadequate	Sidmore	Learning Link	Good	Dawley Brook	LA	Good	St James's CoE	LA	Good	Newfield Park	LA	Good
Wrens Nest	LA	Good	St Joseph's Cath	St John Bosco	Outstanding	Dingle	LA	Good	St Joseph's RC	St John Bosco	Good	Olive Hill	Stour Vale	Good
Making Bank	LA	Good	Woodside	HVT	RI	Falhaven	LA	RI	The Ridge	LA	Good	Our Lady	LA	Good
						Hawbush	LA	RI	Withymoor	LA	Good	Tenterfields	WAT	Good
						Maidensbridge	LA	Good	Quarry Bank	LA	Good	Wollescote	LA	Good
						St Mark's CoE	LA	RI						
						St Mary's RC	EMMAUS MMC	Good						
						St Mary's CoE	LA	Good						
Secondaries	LA/MAT	Ofsted Grade	Secondaries	LA/MAT	Ofsted Grade	Secondaries	LA/MAT	Ofsted Grade	Secondaries	LA/MAT	Ofsted Grade	Secondaries	LA/MAT	Ofsted Grade
Dorseton School	LA	Good	Bishop Milner	St John Bosco	Good	Crestwood	Inclusus	Good	Old Stainford H	LA	Outstanding	Leasowes	Inclusus	Good
Elwose Hall	Inclusus	RI	St James's	DAT	RI	Kingwinford	WAT	Good	Pedmore	Inclusus	Good	Earls	Stour Vale	Good
Bacon Hill	DAT	RI	Pegasus	DAT	RI	Summerhill	LA	Good	Redhill School	Stour Vale	Outstanding	Windsor	WAT	Good
			The Link	DAT	Good	Wordsley	LA	Good	Ridgewood	Stour Vale	RI			
									Thorns	Shireland	Inadequate			
Special	LA/MAT	Ofsted Grade	Special	LA/MAT	Ofsted Grade	Special	LA/MAT	Ofsted Grade	Special	LA/MAT	Ofsted Grade	Special	LA/MAT	Ofsted Grade
Rosewood		Good	Old Park School		Outstanding	Pens Meadow		Good				Halesbury		Good
Woodwellon		RI	Sutton		Good	Brier		Outstanding						

Please see **SCHOOL LOCALITIES AND OFSTED APPENDIX** for larger version

Headteacher Liaison/Network Development Meetings

17 Headteacher meetings are now a central part of the improvement strategy and journey. These have been taking place over the past academic year on a half termly basis, led by the LA team.

Graduated Provision Model – Mainstream Schools

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The graduated provision model for the delivery of education to children with SEND has been developed, with a particular emphasis on mainstream delivery and intervention. This makes it clear that there are different levels of need across the SEND spectrum and school should be developing their own solutions and delivery vehicle to meet these needs. As part of this we are asking schools to consider this as part of the following model:

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Dudley SEND Graduated Provision Model

PROVISION TYPE	DESCRIPTION	Approach
1 Mainstream Schools	Quality First Teaching across Dudley emphasising high quality, inclusive teaching for all pupils in a class, based on clear shared objectives; carefully explained new vocabulary; use of lively, interactive teaching styles; and making maximum use of visual and kinaesthetic as well as auditory/verbal learning	Quality First Teaching
2 Mainstream Schools - Identified Concern	Despite QFT pupils present teachers with concern in terms of attendance, engagement, low level disruption, limited progress, and/or attainment. Teachers use their knowledge of developmental difficulties and factors which may contribute to such difficulties and begin to identify potential areas of need to evaluate via screening and other assessments.	CPD Screening tools
3 Mainstream School - Support/Interventions	If a SEND need is identified schools must follow a graduated approach through an assess, plan, do, review cycle. This means assessing each pupil as an individual and planning the support they need to help them learn. If further support is needed this will be done by creating an SEN Support Plan and the information must be reviewed and revised to understand how the pupil learns and how they can be supported to make good progress. If a pupil does not make the required progress then the school may consider requesting an Education, Health and Care needs Assessment. Following the assessment it may be determined that a pupil's needs requires an Education Health Care Plan (EHCP)	SEN Support plan EHCP outcomes and provision
4 Mainstream Schools - Resource Bases	For some of the complex learners in Dudley there are Resource Bases in some mainstream schools. Places are for pupils who require frequent specialist intervention and a modified learning environment in order to access a mainstream curriculum. The resource base is there to aid their specific needs but Pupils will spend increasing amounts of time in the mainstream classes with their peers.	EHCP outcomes and provision
5 Mainstream Schools - SEND Units	Places are for pupils who have some of the most complex learning needs, may have significantly delayed attainment, may also have significant physical and sensory needs. The SEND Unit will provide specific targeted intervention and support and Pupils may spend a small portion of their time (e.g. social times or non-core subjects) with their mainstream peers.	EHCP outcomes and provision
6 Special Schools -	Special schools are designed to meet the needs of the children with the most severe and complex needs who require an Individualised curriculum and modified learning environment to make progress	EHCP outcomes and provision

Adaptive Teaching

- 21 All schools have received training on Adaptive Teaching to highlight and raise the importance of meeting individual need.
- 22 Pupils learn at different rates and require different types and levels of support from their teachers in order to succeed. The rate and depth of support will vary depending on individual children's needs. It is, therefore, vital that teachers understand the varying levels of need within their classroom, as well as any barriers to learning Pupils may face. Knowing this can help teachers to utilise adaptive teaching practice to provide their pupils with the targeted support needed to boost Pupil outcomes.
- 23 In this article, we will outline what is meant by the term adaptive teaching, detail its importance, and provide you with a range of adaptive teaching strategies that you can use to help your learners excel and achieve.

24 What is Adaptive Teaching?

Adaptive teaching, as referred to within the Early Career Framework, relates to the adaptations made to teaching to ensure it provides all learners with the opportunity to meet expectations. It encompasses the importance of effective planning prior to the lesson, as well as the adjustments made to teaching and learning throughout the lesson. The term is inclusive and recognises the distinct and separate needs of every pupil in the classroom.

- 25 Adaptive teaching moves away from the idea of labelling individuals and groups according to their ability and is instead centred around the idea that teachers have high expectations for every pupil in their care. Within the practice of effective adaptive teaching, all learners experience the same high expectations set out by the teacher, with differing layers of support, to help them make good progress and achieve well over time.

Why is Adaptive Teaching Important?

- 26 Adaptive teaching is vital in ensuring that all learners achieve the best possible outcomes. Adaptive teaching:

- 27
- Helps to cultivate a more inclusive classroom space, where each child's needs have been addressed.
 - Helps teachers to understand pupils' prior understanding of the subject matter, allowing them to plan more effectively.
 - Helps teachers to identify and plan for any barriers to learning which may exist. For example, a specific Special Educational Needs and Disabilities – such as social, emotional, and mental health needs, or communication needs, etc.

- Enables teachers to provide equitable learning opportunities for all children. Being adaptive in both the moment and as a result of considered, planned adaptive teaching strategies will help to yield better academic outcomes for pupils.
- Gives every child the chance to succeed so that no child is left behind. This can help to decrease gaps in progress and attainment between learners.
- Helps to nurture a greater respect and admiration for education, ensuring pupils are motivated and engaged in their learning. You can find out more about the importance of motivation in education here.
- Supports both teachers and pupils alike. With considered and informed planning, teachers will feel more confident in their delivery as their planning will have anticipated any barriers learners may face. This helps teachers to have greater control over the outcome of lessons and it gives them the freedom and space to explore and strengthen their in-the-moment adaptive teaching strategies. This can help to increase teachers' long-term professional satisfaction.

28 Recent Ofsted inspections have confirmed how schools are engaging with learners and using this as a way of being more inclusive and meeting need.

FINANCIAL PRESSURES

29 There are significant concerns that schools in Dudley, both maintained and Academies, are facing a looming funding crisis.

30 The Government calculates that the increased costs schools are facing are “just about affordable” for the next academic year because of a £4bn rise in the schools budget during the last year. However, exponential rises in energy costs, other resources and a potential additional pay rise will result in a number of schools setting deficit budgets moving forward. At present a number of schools are using reserves to set balanced budgets in the current year. The next 18 months could be critical in terms of financial stability of both maintained schools and academy trusts.

31 Our finance team are working closely with schools to ensure a forensic understanding of each individual situation.

Ofsted Update – Inspections since September 2022

32 Ofsted inspections continue in line with the expected schedule and there have been 20 inspections since the start of the academic year. Maintained schools continue to perform well and over the last 6 months four of our long term RI (Requires Improvement) schools have moved to good gradings. 84% of maintained primary schools are now good or outstanding along with

100% of secondary and special schools. In terms of academy schools, conversations are held with the Department for Education (Dfe) where concerns are raised about inspections or performance, although the LA has little jurisdiction over their improvement journey.

33

Ofsted Update – April 23 (All Schools/settings)

Primary Schools – 78 / 1 Nursery

- Outstanding – 5 (6%)
- Good – 56 (71%)
- Requires Improvement – 14 (18%)
- Inadequate – 4 (5%)

Good or better = 77%

Secondary Schools – 19

- Outstanding – 1 (5%)
- Good – 12 (63%)
- Requires Improvement – 5 (27%)
- Inadequate – 1 (5%)

Good or better = 68%

Special Schools – 7 Special, 2 AP

- Outstanding – 2 (22%)
- Good – 7 (78%)

Good or better = 100%

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Ofsted Update – April 23 LA / Academy Breakdown

PHASE	LA				Academy				Combined LA/MAT
Primary/Nursery	49				30				79
	Outstanding	Good	RI	Inad	Outstanding	Good	RI	Inad	
	3	38	8	0	2	18	6	4	
	6%	78%	16%	0%	7%	60%	20%	13%	
Good or Better	84%				67%				77%
Secondary	4				15				19
	Outstanding	Good	RI	Inad	Outstanding	Good	RI	Inad	
	0	4	0	0	1	8	5	1	
		100%			7%	53%	33%	7%	
Good or Better	100%				60%				68%
Special / AP	6				1				7
	Outstanding	Good	RI	Inad	Outstanding	Good	RI	Inad	
	2	4	0	0	0	1	0	0	
	34%	66%				100%			
Good or Better	100%				100%				100%

35

Ofsted Update – Sept 22 – April 23



Finance

- 36 There are no direct financial implications arising from the proposals outlined in the report.

Law

- 37 The law governing Dudley Metropolitan Borough Council's (the Local Authority) statutory duties in relation to education in its area is provided by the Acts of Parliament, Regulations and Statutory Guidance regularly published and updated by Central Government.

In particular, the Education Act 1996 obliges the Local Authority to:

"... ensure that their relevant education ... and ... training functions are ... exercised ... with a view to ... promoting high standards, ... ensuring fair access ... and ... promoting the fulfilment of [the] learning potential by every person to whom this subsection applies."
sub-section 13A(1)

AND

"... establish primary schools and secondary schools ... maintain primary and secondary schools, whether established by them or not; and ... assist any primary or secondary school which is not maintained by them [for the purpose of fulfilling their functions under this Act] ..." sub-section 16(1)

The Local Authority must therefore have policies and procedures that enable it to collate, interpret and act upon data regarding the social and educational needs of local children and young people, as well as the progress of local schools. This will enable the Local Authority to improve the educational provision available and the attainments and outcomes of the pupils and students in its area.

Consequently, because this report summarises the data being collated and describes the work being done by officers within Education Outcomes, it demonstrates how they are ensuring that the Local Authority is complying with the statutory duties cited above.

Risk Management

- 38 There are no deemed risks as this report is provided for information purposes only.

Equality Impact

39 The HR/OD Business Partner is fully engaged with officers within the Childrens Services Directorate to support the delivery of the key principles of this strategy

Human Resources/Organisational Development

40 The HR/OD Business Partner is fully engaged with officers within the Childrens Services Directorate to support the delivery of the key principles of this strategy

Commercial/Procurement

41 There are no direct commercial or procurement implications associated with this report, however improved relationships with Dudley schools does create opportunity for increased trading.

Environment/Climate Change

42 The report is for information only and there is no perceived impact on climate change or environmental factors.

Council Priorities and Projects

43 A place where everybody has the education and skills they need, and where outstanding local schools, colleges and universities secure excellent results for their learners.

A place of healthy, resilient, safe communities with high aspirations and the ability to shape their own future.



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Appendices

- Appendix 1 – Data for Recent Years
- Appendix 2 – School Localities and Ofsted