

# **Meeting of the Children's Services Scrutiny Committee**

**Thursday, 12<sup>th</sup> March, 2015 at 6.00pm**

**In Committee Room 2 at the Council House, Priory Road, Dudley**

## **Agenda - Public Session**

**(Meeting open to the public and press)**

1. Apologies for absence.
2. To report the names of any substitute Members serving for this meeting.
3. To receive any declarations of interest under the Members' Code of Conduct.
4. To confirm as a correct record and sign the minutes of the meeting held on 21<sup>st</sup> January, 2015.
5. Dudley Schools Ofsted Outcomes (Pages 1 - 4)
6. Standards report – Performance data (Pages 5 - 29)
7. Child Neglect – oral report to be given.
8. To answer questions submitted under Council Procedure Rule 11.8 (if any)



**Director of Corporate Resources**

**Dated: 4<sup>th</sup> March, 2015**

## **Distribution:**

### **Members of the Children's Services Scrutiny Committee:**

Councillor Mottram (Chair)

Councillor Cooper (Vice Chair)

Councillors Attwood, Billingham, Bradley, Islam, Jones, Marrey, C Perks, Scott-Dow and a substitute for Councillor Barlow (to be nominated) and one vacancy; Mrs Ward and Reverend Wickens; Mr Qadus and Mr Tinsley.

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- Elected Members can submit apologies by contacting the officer named below. The appointment of any Substitute Member(s) should be notified to Democratic Services at least one hour before the meeting starts.
- The Democratic Services contact officer for this meeting is Richard Sanders, Telephone 01384 815236 or E-mail [richard.sanders@dudley.gov.uk](mailto:richard.sanders@dudley.gov.uk)

**Minutes of the Children's Services Scrutiny Committee**

**Wednesday, 21<sup>st</sup> January, 2015 at 6 p.m.**  
**In Committee Room 2, The Council House, Dudley**

**Present:**

Councillor I Cooper (Vice-Chair) in the Chair.  
Councillors M Attwood, N Barlow, C Billingham, P Bradley, L Jones, I Marrey, J Martin, R Scott – Dow and E Taylor; Reverend Wickens and Mr Qadus.

**Invitees:**

Mr M Lynch, Mr L Ridney and Ms J Sinden.

**Officers:**

R Sims (Assistant Director of Housing Strategy & Private Sector - Directorate of Adult, Community and Housing Services) – Interim Lead Officer, P Sharratt (Interim Director of Children's Services), I McGuff (Assistant Director Quality and Partnership); A Callear (Divisional Lead – Family Support); – all Directorate of Children's Services and L Jury (Democratic Services Officer) (Directorate of Resources and Transformation).

**Also in attendance**

Councillor T Crumpton – Cabinet Member for Children's Services and Lifelong Learning.

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23      **Apologies for absence**

Apologies for absence from the meeting were received on behalf of Councillors Z Islam and C Perks.

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24      **Substitution**

It was reported that Councillor J Martin was serving in place of Councillor Z Islam and Councillor E Taylor was serving in place of Councillor C Perks, for this meeting of the Committee only.

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25      **Declarations of Interest**

In accordance with the Members' Code of Conduct, the following interests were declared:-

Declaration of non-pecuniary interest in agenda item number 7 – To answer  
CSCC/27

questions submitted under Council Procedure Rule 11.8 - was made by the following Member for the reason indicated below:

Councillor I Marrey – The parent of a child who was in receipt of Direct payments.

Councillor I Marrey – Parent/Governor of Pens meadow Primary School.

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26 **Minutes**

Resolved

That subject to the deletion of the words “ Conservative Group” from minute number 18, paragraph 7, page CSSC/20 and the insertion of the words “Conservative Party”, the minutes of the meeting of the Committee held on 19<sup>th</sup> November, 2014 be approved as a correct record and signed.

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27 **Children’s Centres**

The Committee considered a report on the progress of the Children’s Centre remodelling.

In presenting the report submitted, the Interim Director Children’s Services highlighted the restructuring that had taken place since the consultation undertaken in 2013 and the impact of the remodelling on service delivery.

It was noted that twenty Children’s Centres had remained opened but were now based in 5 clusters ensuring the continuation of children’s centre services across the borough.

The main focus of services was to provide early interventions to families most in need, in partnership with both statutory and voluntary agencies, to prevent families requiring costly social care intervention in the future.

It was noted that Dudley had received 20 OFSTED inspections to date, all with pleasing outcomes. Referring to the two centres that required improvements, it was noted that the improvement was required on the childcare aspect and not on the centre itself.

Early indications from the remodelling exercise indicated that the numbers of families accessing children’s centres had been maintained and the changed arrangements had already enabled the Local Authority to deliver a more consistent service across the Borough.

Restructuring had been completed on budget and with savings made and noting that no more savings were required to date.

Arising from the presentation of the report submitted, Members asked questions and Officers responded as follows:-

Referring to a recent press report in which it was stated that the Government were increasing the budget for troubled families, it was questioned how the Council would deploy the money. In reply, it was reported that all authorities had received money for troubled families in the 1<sup>st</sup> phase and funding would continue until 2020 which would enable authorities to reach more families. It was noted that Dudley was an early adopter for Phase 2 and had received an additional £58,000 to progress the programme.

Referring to paragraph 17 of the report in relation to the commissioning of health visiting services for 0-5 year olds transferring to the Local Authorities, it was questioned whether any other agencies had been offered the opportunities to deliver their services out of the children's centres. In reply, it was advised that the transfer would take place in October 2015 and talks were currently being undertaken with Public Health to discuss how the service would look in the future. The aim was to reduce the duplication of some services and ensure that the resources available had maximum impact for children and families in need of assistance. Some services delivered by health workers and midwifery were already utilising children centre bases.

Reference was made to an evidence based programme entitled 'Get Cooking' which was being rolled out of Children's Centres in conjunction with Public Health, looking to reduce childhood obesity by encouraging healthy eating within families. Children's Services and Public Health were also currently providing further PPP training to professionals across the Borough to increase the number of practitioners available to assess early behaviour difficulties.

It was noted that strong links were also being developed between Children's Centres and Adult and Family Learning to provide adult learning courses for parents. Other partnerships included the Citizens Advice Bureau and Job Centre Plus who provided services targeted to meet identified needs of families. The recruitment of volunteers was of significant importance to the work of the Children's Centres and the strongly committed thriving volunteer network was acknowledged and it was noted that work was being undertaken to develop the skills of volunteers and some parents to provide additional support to families.

The provision of pre-school special needs support at Children's Centres was acknowledged and it was reported that this was an area that was under review.

In responding to questions relating to paragraph 19 regarding the timeframe to improve the Children's Centres judged by OFSTED to be requiring improvement and the consequences if improvements were not met, and referring to paragraph 25 relating to how the centres were meeting the needs of the black and minority ethnic (BME) community and the uptake of services by different communities, the Interim Director of Children's Services agreed to provide a written response directly to the member who had raised the questions.

In responding to a concern raised in relation to a previous decision to close primary schools in the Borough due to excess places being available at some schools in the light of the number of under 5s now increasing in the Borough year on year, the Interim Director of Children's Services agreed to send a detailed written response to the member who had raised the concern relating to the projections to be used for future school place planning and those that were used back in 2006 that resulted in the closure of some of the Borough's primary schools.

Responding to a question relating to the availability of the OFSTED reports referred to in this report, it was confirmed that they could be accessed via the Dudley website.

In response to a concern raised regarding the issue of falling numbers in secondary rolls in relation to the inevitable impact that the raising numbers of under 5's will have in the near future and the strategic support that was being given to secondary schools during this time, the Interim Director of Children's Services acknowledged the difficult strategic and financial challenges currently facing some secondary schools, especially those schools where rolls had fallen below 50%, and advised that schools were being encouraged to work closely together whilst the number of future school places required was being assessed.

Referring to the OFSTED inspections that had taken places at the Borough's Children's Centres, it was questioned whether the inspections had taken places before or after restructuring. In reply, it was advised that most inspections had been carried out in 2013/14 with at least two centres being inspected under the previous framework.

Referring to the restructuring that had taken place at the Children's Centres and the inevitable reduction in services now available, The Cabinet Member for Children's Services and Lifelong Learning questioned where the main focus of activities now rested. In reply, it was advised that the main focus was to work with vulnerable families either through volunteer groups or providing support in their homes. The restructuring had been challenging but the aim now was to offer a consistent approach across all 5 clusters, with 'good' or 'outstanding' children's centres throughout the borough providing families with good or outstanding services in whichever cluster they were in.

Resolved

- (1) That the information contained in the report submitted on the progress of the Children's Centre remodelling, be noted.
- (2) That the Interim Director of Children's Services send a written response to Mr Qadus addressing his questions raised in relation to children's centres meeting the needs of the BME community and the uptake of these services by different communities.
- (3) That the Interim Director of Children's Services send a written response to Councillor Jones regarding school place planning.

### **Early Help and Support**

The Committee considered a report of the Interim Director of Children's Services on Early Help and Support.

In presenting the report submitted, the Interim Director of Children's Services made reference to the early help and support available to children aged 0-18 years. Reference was made to the budget pressures upon the service, especially in relation to looked after children and the need to redress the balance and the aim of the service, working together and with partners, to provide vulnerable families with consistent responses to identified problems. To offer whole families early interventions and support to prevent problems escalating and thus mitigate the possibility of families having to engage in high cost public services.

An outline of the services available at Children's Centres was presented, including, early years, early education, early help assessment support and early intervention social workers. The OFSTED inspections of arrangements for services for children in need of help and protection was highlighted and it was advised that no inspection had taken place since 2011, therefore it was predicted that an inspection was imminent.

In conclusion, it was noted that from the 15,000 contacts received by children's social care in 2013/14, only 3,500 were judged to require social care assessments. The remainder of contacts required sign posting to other services to provide early help and therefore relieve pressure on the more targeted, specialist services.

Following the introduction of the report submitted, Members asked questions and Officers responded as follows:

Reference was made to previous proposals to increase budget spending to support more programmes relating to early interventions therefore reducing pressure on other services but present budgets were still showing escalating costs. A discussion ensued in which the Cabinet Member for Children's Services and Lifelong Learning advised of the difficulties relating to starting each financial year with a budget deficit and the challenges that this created. The increase in looked after children in the Borough, which had contributed towards the overspend, and the complexity of families now requiring a higher level of service provision was also discussed. It was acknowledged that the current economic climate was having devastating effects on some families resulting in more children coming into care.

A member made reference to a report that had been submitted at a recent Police and Crime Panel meeting relating to a Section 175 safeguarding audit that had been undertaken and concern was raised at the low level of returns submitted from this Borough in comparison to neighbouring authorities.

Responding to concerns in relation to this matter, the Interim Director of Children's Services advised that this was an audit that schools were required to undertake and a new tool was to be re-launched to assist schools and the service was working with schools to improve the rate of returns.

Referring to paragraph 10 of the report relating to the direct one-to-one family support provided to families either within their own homes or in Children's Centres by identified lead officers for Family Support and Parenting, it was questioned whether these roles were covered by existing staff or newly appointed officers. In reply, it was advised that the one-to-one family support was offered by existing officers.

Responding to a question raised relating to paragraphs 17 to 20 of the report submitted, regarding the provision of early education for two year olds, it was acknowledged that the take up rate of eligible places was not as high as in Dudley's statistical neighbouring authorities. Initiatives had been launched in August last year including a banner advert on Dudley's website advertising the Time for Two initiative, leaflets had been distributed to eligible parents, birthday cards had been sent to eligible children and Children's Centre staff



had worked with many families to try to engage them to take up the service provided. Other work undertaken had seen the change from a paper-based application form to an electronic application form which parents could complete to find out if they were eligible for the funded educational entitlement. However, it had to be recognised that some families simply did not want their two year olds to attend a nursery setting for whatever reason.

The challenges faced by the independent sector who provided early education was acknowledged as they strived to balance the provision of education offered to fee paying parents as well as those parents eligible for funded places to enable them to run viable businesses.

Local authorities had a duty to secure early education for eligible two year olds and as far as possible early learning for two year olds was delivered only by providers who had been judged by OFSTED as either 'good' or 'outstanding'. The five Children's Centres currently provided childcare however, to provide childcare for the under 2's would have a significant impact.

In response to a question relating to the number of Early Intervention Social Workers (EISW) as referred to in paragraph 28 of the report submitted, it was advised that there were five EISWs, one for each township with some positions currently vacant.

Referring to paragraph 21 of the report submitted regarding multi-cultural support services, the impact that newly arrived families from minority cultural groups was questioned. In response, it was advised that the service worked with all newly arrived families and once a school placement was identified, support was given to the child to help settle them into their new environment. Support was also given to teaching staff to ensure that students had access to the curriculum and improve their attainment. However, the increase in the number of families from Eastern European countries was proving challenging to some schools. Although there were not significantly high numbers of children within schools, problems could arise when schools were not familiar with a child's specific cultures and backgrounds, however this was now being developed.

In response to a question relating to early help intervention offered in Dudley in comparison to our neighbouring authorities, the Interim Director of Children's Services advised that all authorities had troubled families and were facing similar challenges. Most of the children's centres in Dudley were developing the service offered to the 0-5 age group to ensure that the resources available had the maximum impact for children and families and it was noted that the Youth Support service was currently under review.

Resolved

That the information contained in the report, submitted on the provision of Early Help and Support to Children, Young People and their families, be noted.

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**QUESTIONS UNDER COUNCIL PROCEDURE RULE 11.8**

The following questions were submitted as indicated, under Council Procedure Rule, 11.8 and the answers below were given:

**Ms Sinden**

Q – Are the Council aware that children attending the Borough’s specialist nurseries do so for their nursery education (at least 3 terms, sometimes up to 5), not purely for the purposes of assessment as is stated in the travel consultation document? The health assessment mentioned in the consultation is for four weeks, many families can make a temporary arrangement for 4 weeks but not for a year or more.

A – Yes the Council is aware of this. The Council believes that it is the best interests of all children of nursery age to be transported and accompanied by their own parent or carer to specialist provision.

Q – Families who will need specialist nursery provision/Local Authority transport in the future will obviously not know what they are potentially about to lose, and the impact this would have upon them. What measures has the Council taken to canvas the opinions of the parents who have previously benefitted from these services who can testify to the differences that access to specialist provision has made to their children and their lives, to help inform decision-making.

A – The Council is undertaking a public consultation to enable as many individuals and groups as possible to express their views on this matter.

Q – The consultation regarding Local Authority transport talks about ‘many’ parents making use of the mobility components of benefits to help pay for transport. Has the Council made any attempts to gather actual figures of families who are entitled to who are receiving these benefits?

A – The Local Authority does not have access to this personal information.

Q- In the latest edition of the Halesowen News, Councillor Tim Crumpton was quoted as saying “ .. we are working hard behind the scenes at how we deliver the specialist nursery service across the borough to ensure every child who needs it has access to it”. And “ .we do not intend to remove a service from people who have become accustomed to receiving it.” And “if the plans went ahead, there would be children who may need some sort of continued support if required”. Can the Council issue clarification on this matter:

- Does this mean that parents who cannot transport their children in the future (eg. Do not have a car or do not drive, have a car which is used by the working parent for work, have another child in primary education who needs to be taken to school) will be accommodated in some way; if so, how?
- Or does this mean that the Council is intending to move away from the current model of specialist provision to placing these children in their local nursery provision with support?

A – If parents or carers believe that it is impossible to find a way of transporting their child to a specialist nursery provision, Local Authority personnel will work with them to identify an alternative arrangement.

We are considering the provision of a personal budget to meet the costs of transport in exceptional circumstances.

We are not intending to move away from the current model of specialist provision which in some cases does include working with parents to find a place in their local nursery provision with support. The Council does not believe that it is in the best interests of nursery aged children to be travelling long distances without their own parents or carers to geographically distant settings.

Q- Consultations are frequently paper exercises. Many service users of specialist provision (language Units and specialist nursery provision) would welcome the opportunity for a live dialogue/debate on the issue under consideration with parents, professionals and other parties around this?

A- Yes we are doing this.

Q- It is important for the Council to be aware that wherever possible children who have special educational needs are supported in their local mainstream nursery. Over 60 children are supported in this way by SEYS (Specialist Early Years Service). However, some children need a different environment and adapted curriculum with specialist teaching to learn, for a variety of reasons. The 43 children in our specialist nurseries do not learn and flourish in a mainstream setting even when individual support is provided. It is essential for Councillors to at least visit one of these nurseries to being to understand the work they do.

A – Councillors are willing to do this and some have already undertaken such visits.

Q – How many Councillors have visited a specialist nursery provision to see how they function, meet the children and talk to parents and staff?

A – We are working to ascertain this information.

**Councillor Marrey**

Q – How many days per week do children, on average, attend specialist provision?

A – The majority of children attend 4 to 5 days which amounts to between 12.5 and 15 hours per week.

Q – What are the costs to families if they have to pay for private transfer from home to the specialist nursery provision? Can this be broken down to take into account the different types of transport that may be required – eg. With support worker, wheelchair accessible, etc.

A – The costs to families will depend upon the individual circumstances and need. Travelling distance and time is obviously a factor, together with whether or not specialist support workers or equipment are needed to facilitate the journey. The Local Authority does not have access to personal information for individual families.

Q – What percentage of children who may attend specialist nursery provision are in receipt of or are eligible for a mobility component in their benefits?

A – The Local Authority does not have access to this personal information.

Q – How will families who do not have access to their own vehicle be supported to transport their children to a specialist nursery provision?

A – If parents or carers believe that it is impossible to find a way of transporting their child to a specialist nursery provision, Local Authority personnel will work with them to identify an alternative form of transport. We are considering the provision of a personal budget to meet the costs of transport in exceptional circumstances.

Q – What specific measures will be considered to mitigate the effect these proposals will have on families?

A – The provision of a personal budget to meet the costs of transport in exceptional circumstances.

The provision of places at a more local specialist setting that does not entail the need to transport nursery aged children to more distant venues across the Borough.

Information and advice about benefits.

Q - Can the Children's Scrutiny Committee look urgently at the proposals for Transport and the proposed redesign of Specialist Educational Provision for Pupils with Speech, Language and Communication Needs?

A – No definitive answer was given at the meeting and it was agreed that a response would be provided in these minutes.

The response is as follows:

Provision for items for inclusion on agendas for Scrutiny Committees is included in the Scrutiny Committee Procedure Rules in the Council's Constitution which provides that items will be considered in accordance with the annual scrutiny programme and otherwise in accordance with their approved terms of reference. Consideration of items additional to those in the annual scrutiny programme require the approval of the Overview and Scrutiny Management Board. Any member of a Scrutiny Committee shall be entitled to give notice to the Strategic Director (Resources and Transformation) that he/she wishes an item relevant to the functions of the Committee to be included on the agenda for the next available meeting of the Committee. On receipt of such a request, the Strategic Director (Resources and Transformation) will ensure that it is included on the next available agenda. In addition, should an executive decision be made, the provisions in the Constitution regarding call-in apply.

**Mr Lynch**

Q – What steps have been or are being taken to seek to establish the proportion of parents and carers who will be able to get their children to specialist nursery provision if funding for transport is withdrawn.

A – This information will be gathered as part of the dialogue which takes place with parents in establishing the most appropriate placement for each child to attend. Until we are clear about every placement, it is not possible to be clear about the proportion of families who may need assistance.

The meeting ended at 7.20pm.

CHAIR

**Children's Services Scrutiny Committee – 12<sup>th</sup> March 2015**

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

**Dudley Schools OfSTED Outcomes**

**Report on Dudley Schools OfSTED outcomes January 2014 – December 2014**

**Purpose of Report**

1. To present analysis on the performance of Dudley schools and settings in OfSTED inspections during the calendar year 2014.

**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", "Serious Weakness" or "Special Measures" unless this visit was converted to a full inspection to bring them out of category.

**Dudley Education Provision**

- 73 maintained primary schools
  - 5 primary academies
  - 7 maintained special schools
  - 2 Pupil Referral Units
  - 1 maintained nursery school
  - 7 secondary academies
  - 13 maintained secondary schools, including 1 state boarding school, which also admits day pupils.
3. Dudley has 20 designated children's centres, one nursery school and 39 primary schools with a maintained nursery class.
  4. There are 133 early years providers currently in receipt of two, three and four year old EEF funding of which 94 are group settings and 39 are childminders (CMs).

## Inspection Grades (all schools) January 2014 – December 2014

Outcomes	No of Inspections	% Grade
Outstanding	1	2.8%
Good	20	55.6%
Requires Improvement	12	33.3%
Inadequate	3	8.3%
<b>Total</b>	<b>36</b>	

58.3% Good/Outstanding (National 63%)

### Primary Schools Inspection Judgements

28 Primary schools inspected (38%)

Inspection Grades	No. of Schools	%
Grade 1	0	0.0%
Grade 2	18	64.3%
Grade 3	8	28.6%
Grade 4	2	7.1%

} 64.3% Good/Outstanding (National 64%)

### Secondary School Inspection Judgements

5 Secondary schools inspected (38%)

Inspection Grades	No. of Schools	%
Grade 1	0	0.0%
Grade 2	2	40.0%
Grade 3	3	60.0%
Grade 4	0	0.0%

} 40% Good/Outstanding (National 51%)

### Nursery School Inspection Judgements

1 Nursery school inspected (100%)

Inspection Grades	No. of Schools	%
Grade 1	1	100.0%
Grade 2	0	0.0%
Grade 3	0	0.0%
Grade 4	0	0.0%

} 100% Good/Outstanding

### Pupil Referral Units Inspection Judgements

1 school inspected (50%)

Inspection Grades	No. of Schools	%
Grade 1	0	0.0%
Grade 2	0	0.0%
Grade 3	1	100.0%
Grade 4	0	0.0%

} 0% Good/Outstanding (National 72%)

### Academy Inspection Judgements

1 secondary academy school inspected (14%)

Inspection Grades	No. of Schools	%
Grade 1	0	0.0%
Grade 2	0	0.0%
Grade 3	0	0.0%
Grade 4	1	100.0%

} 0% Good/Outstanding

### % of Schools - Overall Data as of August 2014

OFSTED GRADE	1	2	3	1 & 2	4
Nationally- All Schools	20	61	19	78	3
Dudley Schools	12	54	30	68	5

### Ofsted Grades for All Schools in December 2014

No of Schools	Grade 1	Grade 2	Grade 3	Grade 4	% Grade 1	% Grade 2	% Grade 3	% Grade 4	Good or Better %
<b>All Schools: Reception – Y11</b>									
108	12	67	25	4	11.1%	62.0%	23.1%	3.7%	73.1%

<b>Primary: Reception – Y6</b>									
73	6	51	14	2	8.2%	69.9%	19.2%	2.7%	78.1%
<b>Primary Academy Reception – Y6</b>									
5	0	4	0	1	0.0%	80.0%	0.0%	20.0%	80.0%
<b>All Primary Schools – Reception – Y6</b>									
78	6	55	14	3	7.7%	70.5%	17.9%	3.8%	78.2%

<b>Secondary: Y7 – Y11</b>									
13	1	5	7	0	7.7%	38.5%	53.8%	0.0%	46.2%
<b>Secondary Academy: Y7 – Y11</b>									
7	2	2	2	1	28.6%	28.6%	28.6%	14.3%	57.1%
<b>All Secondary Schools Y7 – Y11</b>									
20	3	7	9	1	15.0%	35.0%	45.0%	5.0%	50.0%

<b>Special: Reception- Y11</b>									
7	2	4	1	0	28.6%	57.1%	14.3%	0.0%	85.7%
<b>Short Stay: Reception – Y11</b>									
2	0	1	1	0	0.0%	50.0%	50.0%	0.0%	50.0%

<b>Nursery</b>									
1	1	0	0	0	100.0%	0.0%	0.0%	0.0%	100.0%



## Early Education Funded (EEF) Provision Inspections –

### Inspections up to December 2014

Inspection Grades	No. of settings/ childminders (CMs)	%
Grade 1	22 settings 16 CMs	26%
Grade 2	60 settings 21 CMs	56%
Grade 3	9 settings 2 CMs	7%
Grade 4	3 settings 0 CMs	1%

82% Good/Outstanding  
(No national figure for funded settings)

80% Good/Outstanding nationally - all  
types of childcare provision

### Finance

5. The work supporting School OfSTED inspections is funded from within existing Directorate Resources.

### Law

6. The statutory provisions relating to OfSTED inspections are contained in The Education and Inspections Act 2006 and 2011.

### Equality Impact

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

### Recommendations

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



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**Pauline Sharratt**  
**Interim Director of Children's Services**

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**Children's Services Scrutiny Committee – 12<sup>th</sup> March 2015**

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

**Standards Report – Performance Data**

**Purpose of Report**

1. To present analysis on the performance of children and young people in Dudley schools and settings during the academic year 2013 - 2014.

**Background**

2. The DfE has set expectations of pupil achievement at the end of different stages during their time in school. This report provides the committee with the outcomes for children and young people attending Dudley schools and settings at the end of these stages:
  - the proportion of children that reached the DfE's expected level and;
  - the average point score which reflects how well the cohort as a whole has achieved.

**Summary of Outcomes**

Stage of learning	DfE Measures of Achievement		Dudley compared with national scores		
			2014	2013	2012
Foundation Stage - pupil age 4/5	<b>'A Good level of Development'</b>		Below	Below	N/A
	Average Point Score		Below	Below	N/A
Key Stage 1 - pupil age 6/7	<b>Achieving at least Level 2B</b>	Reading	In-line	In-line	In-line
		Writing	In-line	In-line	In-line
		Maths	In-line	In-line	In-line
	Average Point Score		In-line	Above	Above
Key Stage 2 - pupil age 8 – 11	<b>Achieving Level 4 in M, R &amp; W</b>		In-line	Below	Below
	Average Point Score		Below	Below	Below
	<b>Progress KS1 to KS2</b>	Maths	In-line	In-line	In-line
		Reading	Below	In-line	In-line
		Writing	Above	Above	
Key Stage 4 - pupil age 11 - 16	<b>Achieving 5A*-C GCSE grades</b>		Below	In-line	Below
	Average Point Score		Below	In-line	Above
	<b>Progress KS2 to KS4</b>	English	Below	In-line	In-line
		Maths	Below	Below	Below

### 3. Foundation Stage

There has been a change in the way data is collected and how assessments are made at Foundation Stage creating difficulty in comparing our performance year on year. The most productive comparison is the percentage attaining 'a good level of development' (GLD) and average points scores (APS). The achievement for Dudley is shown in the table below which for Foundation Stage in Dudley is an improvement picture although we are below the National figures. The target areas for improvement are Pupil Premium and gender gaps.

	A Good Level of Development*		The Average Point Score**	
	2013	2014	2013	2014
Dudley	51	57	32.6	33.4
National	52	60	32.8	33.8
Difference	-1	-3	-0.2	-0.4

The definitions relating to good level of development, average point score and detailed information can be found at Appendix 1 page 1-5.

### 4. Key Stage1: (KS1 – Years 1 & 2 - pupils aged 6/7)

Pupils are assessed by teachers at the end of the key stage (Year 2) in Reading, Writing and Mathematics. The expected level is Level 2. Pupils are also assessed in Phonics in Year 1.

Dudley standards at the end of KS1 continue to improve overall. However, in 2014 the national levels improved at a higher rate leaving Dudley largely in line or slightly below national levels except at Level 3, where we still exceed the national level.

Girls continue to outperform boys, but both girls and boys have improved in Reading, Writing and Maths at Level 3. Boys continue to outperform girls in Mathematics at Level 3.

**Phonics:** Dudley has continued to improve year on year. The improvement in 2014 was +0.9 with 68% of pupils attaining the required level. The national increase was +5 points to 74% putting Dudley 6 points behind. There has been good improvement in the number of schools attaining the threshold percentage of pupils at the required level.

**Pupil Premium:** The gap (between pupil premium and non-pupil premium) is narrowing slightly as pupil premium pupils have improved performance in 2014 especially in Reading and Writing. Non Pupil Premium attainment has largely maintained the 2013 position.

The target areas for improvement are narrowing the gap in performance for children in receipt of pupil premium and boys.

Further information on KS1 can be found on pages 15&16 of Appendix 1.

## 5. Key Stage 2: (KS2 – Years 3,4,5,6 - pupils aged 8-11)

Analysis of submitted statutory Standard Assessment Test (SATs) data in 2014 in Dudley shows attainment at Level 4+ in **Reading, Writing** (previously combined as an English score) **and Mathematics combined** is **78%**. (Reading, Writing and Mathematics combined means pupils have to attain at least Level 4 in all three).

**Dudley is in line with the national figure of 78%. This shows improvement as Dudley has been consistently 1 or 2 percentage points below for 4 years and is now at the National level.**

In 2014 attainment in **Reading** increased by 4ppts at L4+ and by 7ppts at L5.

At L4+

- Dudley has improved by 4 ppts to 88%, our best performance so far and is now 1 ppt below the national at 89%.

At L5+

- Dudley has improved attainment by 7 ppts to its highest performance ever at 46% but is 3 ppts below the national at 49%.

Attainment in **Writing** (teacher assessed and locally moderated) improved

At L4+

- Dudley continued to improve attainment in writing by 1 ppt but the national figure has also improved and we are now in line with the national at 85%.

At L5+

- Dudley has continued to improve performance and at 36% is now 3ppts above the national of 33%.

At L6

- Dudley 3.0% in 2014 and 2.1% in 2013 compared with the national at 2.0%.

There has been a focus on Writing for a number of years leading to high performance in 2012 continued into 2013 and 2014 especially at the higher levels.

Attainment in **Mathematics** has continued to improve at L4+ and at L5+

At L4+

- Dudley has improved performance by 2ppts to 85% and is now level with the national level of 85%.

At L5+

- Dudley has improved performance by 2 ppt to 38% but is 4 ppts below the national at 42%.

At L6

- Dudley 7.0% in 2014 and 5.0% in 2013 compared with national at 9.0%.

## **Progress over Key Stage 2**

The DfE expectation is that a pupil will make 2 levels progress between the end of KS1 and KS2 (so a L2 is expected to attain L4). For Dudley as a whole 89% of pupils achieve this in Reading, which is 1ppt higher than in 2013 but is 2% below national picture of 91%. Progress in Writing is 94% which shows continued improvement of 1ppt and is 1ppt above the national figure of 93%. 2 Levels progress in Mathematics in 2014 is 88% 1ppt above 2013 and remains 1ppt below the national mathematics progress of 89%.

## **Pupil Premium:**

The gap has reduced since 2011 but still remains wide. Both pupil premium and none pupil premium groups are improving attainment in Reading and Mathematics so the gap is not reducing. There was a small drop in attainment in writing for pupil premium children at L4+ but improvement at L5+.

Progress for pupil premium children is lower in 2014, but improved for non-pupil premium children and therefore the gap has widened. On closer school level analysis only two schools stand out as having a particular issue in 2014 and local information shows this decline will not continue.

## **DfE Floor Standards at the end of KS2**

Currently there are 4 DfE Floor Standards that schools are expected to achieve, in Reading, Writing and Mathematics combined, and all 3 progress measures

### **Level 4+ in all of Reading, Writing and Mathematics results combined 65% 2014**

**Two Levels Progress in Reading** - National Median 91% (2013) 93% (2014)

**Two Levels Progress in Writing** - National Median 95% (2013) 96% (2014)

**Two Levels Progress in Mathematics** - National Median 92% (2013) 92% (2014)

### **Dudley Schools below all four standards in 2014**

Four schools were below in all four standards in 2014. One is judged good, two require improvement and the other is in special measures and converting to academy status. This is an improvement for Dudley overall as 8 schools were below all of the floor standards in 2013.

## **Areas for improvement for Foundation Stage, Key Stages 1 and 2**

Attainment and Progress for pupil premium children is a priority for School Improvement discussions. Schools have identified funding to improve achievement so it is a high focus in inspections. 340 pupils in the 2014 Dudley cohort is 10%, therefore one or two children achieving at a better rate in 79 schools will make a difference. (158 pupils i.e. 2 children in each school is almost equivalent to 5% for Dudley as a whole). This would reduce the gap that remains between the achievement of pupil premium and non-pupil premium children. Boys attainment (+girls in mathematics at the end of KS2) is still an area of focus as the gaps are too wide, but boys rate of improvement is good, despite remaining behind that of girls.

## 6. Key Stage 4 (GCSE)

### 2014 Context for GCSE outcomes

A number of changes introduced to GCSEs over the two year period of study for students sitting exams in 2014 have impacted on the national and local results. These include recommendations adopted the Wolf review of vocational education; the introduction of an early entry policy; and changes in GCSE examination structure. The changes should be taken into account when considering results alongside those of previous years, as neither direct comparisons nor production of three-year trends are possible.

DfE analyses show that the proportion of pupils attaining 5+ grades A\*-C including English and mathematics (5ACEM) in 2014 (55.9%) at national level is almost 5 percentage points (ppt) lower than in 2013 (60.6%). On average, at national level, about 2ppt of this change is due to early entry rules, 2ppt to Wolf rule changes and 1ppt to changes in examination structure. The impact at school level will vary greatly depending on their curriculum offer and examination entry pattern.

Some of these changes have also had an impact on the proportion of students making expected progress, particularly in maths where the national figure has dropped by 5.5 percentage points compared with 2013.

### Proportion of students achieving 5A\*-C (including English and maths)

GCSE figures for summer 2014 evidence that for all maintained schools, and academies, the average percentage achieving 5+A\*-C GCSEs (or equivalent) is **53%**. This places Dudley 2 percentage points below the national figure and places Dudley significantly below the national average. In 2013 Dudley's figure matched the national average (60%).

6 Dudley schools achieved outcomes placing them significantly above the national figure, whilst 7 schools were significantly below.

Range of outcomes:

%5A*-C (inc En & ma)	Highest	Lowest	
Academies	70%	32%	
LA maintained	69%	35%	
Comparison with national figures	Significantly above national	In-line with national	Significantly below national
Academies	3	2	2
LA maintained	3	4	5

The percentage of boys attaining 5A\*-C GCSEs was in line with the national figure for boys (Dudley 49%, national 51%) but well below the girls attainment (Dudley 57%, national 61%). Dudley girls attainment was significantly below national.

### **Best 8 – The average point score achieved using each students' best 8 outcomes.**

Dudley's capped or Best 8 figure was 348.5 compared with the national figure of 361.9, placing the LA overall significantly below the national average. In 2013 Dudley's figure was in-line with the national average and in 2012 it was significantly above national.

### **Progress Summary** (expected progress is 3 levels between KS2 and KS4)

Nationally in 2014, the percentage of pupils making expected progress in English is 70% while in mathematics it is 65%.

In English, 10 schools made better progress than the national median, in mathematics 9 school made better progress. Overall 68% of students made at least expected progress in English and 63% in maths. This means Dudley is slightly closer to the national figures for both English and maths progress than it was in 2013 but in both cases it is significantly below the national figures. A much lower percentage of students made more than expected in Dudley schools than nationally in both English and maths.

The progress of girls in English was in line with national figures (75% cf 76%), whereas the progress of boys in English was significantly below the national figure (61% cf 64%). In maths the picture was reversed with boys progress in line with national (63% cf 62%) and girls significantly below (63% cf 67%).

### **Pupil Premium**

Between 2011 to 2013 the gap between those students receiving pupil premium funding and those not receiving the funding has declined nationally. The gap in Dudley has been 'stuck' at 33%. With the national figure declining, the gap between national and Dudley has widened from 4.3 percentage points in 2011 to 6.1 percentage points in 2013.

In 2014 the Dudley gap narrowed to by 4ppt to 29%, whilst the national gap narrowed by 1ppt to 26%. The attainment of Dudley disadvantaged pupils was significantly below their national peers (31% achieving 5A7-C grades compared with 36% nationally).

The proportion of disadvantaged students making expected progress was also significantly below the national figure for English (Dudley 55%, National 58%) but was in line with it for maths (Dudley 46%, National 48%).

### **Floor standard for 2014**

Currently there are 3 DfE Floor Standards that schools are expected to achieve, the proportion achieving 5A\*-C grades including En and ma + English and maths progress measures. Two school fell below the floor standard of 40% 5A\*-C GCSE grades (compared with none in 2013). 10 schools fell below the English progress floor and 10 were below the maths median.

### **Areas for improvement for secondary**

Attainment and Progress for pupil premium students.

Boys' attainment and progress in English

Girls' attainment and progress in maths

Attainment and progress of students with higher prior attainment

## **Finance**

7. There are no direct financial implications arising from this report.

## **Legal**

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

## **Equality Impact**

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

## **Recommendations**

10. It is recommended that Scrutiny Committee note and comment on the improvement in educational standards made.



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<b>Education Services</b>	<b>Foundation Stage, Key Stages 1, 2</b>
<b>February 2015</b>	<b>Trish Brittain</b>
<b>Thematic Summary</b>	

## Early Years Foundation Stage Profile (EYFSP) 2014

### Good Level of Development

% reaching expected level or exceeding it in 12 out of 17 early learning goals (ELGs)*	Dudley 2013	Dudley 2014	National 2014
	51.2	57.2 (+6)	60.0 (+8)

\* All 12 goals in the EYFS areas of Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy and Maths.

### Total Average EYFS Points Score

The sum of each child's scores* in all 17 ELGs across all 7 areas of the EYFS All children's scores are totalled and then averaged to create the measure	Dudley 2013	Dudley 2014	National 2014
	32.6	33.4 (+0.8)	33.8 (+1)

\*Children score 1 point if emerging in goal, 2 if at expected level and 3 if exceeding expected level therefore minimum score is 1x 17 goals = 17 and the maximum score is 3 x 17 goals = 51

### The Equality Gap\*

Total Average EYFS Points Score gap	Dudley 2013	Dudley 2014	National 2014
	39.9	37.5 (2.4 narrower)	33.8 (2.8 narrower)

\* This measure refers to the difference in outcomes (points) between the lowest achieving 20% and all children.

Only two years of data to compare as change in the national system.

## Vulnerable Groups


Characteristics	% Good Level of Development		
	Dudley 2013	Dudley 2014	National 2014
Pupil Premium	33	40 (+7)	Not available
Non Pupil Premium	56	62 (+6)	Not available
<i>Gap</i>	23	22	Not available
SEN - statement	0	2 (+2)	3
SEN – EY action plus	23	21 (-2)	19
SEN – EY action	10	20 (+10)	23
Non SEN		63	68
Girls	61	65 (+4)	69
Boys	42	50 (+8)	52
<i>Gap</i>	19	15	17
Looked after children	31	38 (+7)	Not available
EAL	36	48 (+12)	53
Non EAL	53	59 (+6)	63
<i>Gap</i>	17	11	10
<b>All Children</b>	51.2	57	60

Improving picture overall.

## Early Learning Goals

The 12 that make up the Good Level of Development measure plus the 5 for Understanding the World/ Expressive Arts and Design

% reaching expected level or exceeding it.	Dudley 2013	Dudley 2014	National 2014
1. Communication & Language – Listening/attention	77	80 (+3)	80 ( -- )
2. Communication & Language - Understanding	78	80 (+2)	84 (+3)
3. Communication & Language - Speaking	75	78 (+3)	82 (+4)
4. Physical Development - Moving/ Handling	85	86 (+1)	89 (+2)
5. Physical Development – Health/selfcare	85	88 (+3)	90 (+2)
6. Personal, Social, Emotional Development – Self-confidence/self-awareness	83	85 (+2)	87 (+2)
7. Personal, Social, Emotional Development – Managing feelings and behaviour	80	82 (+2)	86 (+3)
8. Personal, Social, Emotional Development – Making relationships	81	85 (+4)	87 (+2)
9. Literacy - Reading	70	74 (+4)	74 (+3)
10, Literacy - Writing	62	67 (+5)	67 (+5)
11. Mathematics - Numbers	70	73 (+3)	74 (+5)
12. Mathematics - Shape, space and measures	76	77 (+1)	79 (+4)
13. Understanding the World – People/communities	78	81 (+3)	84 (+3)
14. Understanding the World - The World	78	81 (+3)	83 (+2)
15. Understanding the World - Technology	85	88 (+3)	90 (+2)
16. Expressive Art and Design - Exploring media/ materials	80	84 (+4)	86 (+3)
17. Expressive Art and Design - Being imaginative	78	82 (+4)	85 (+4)

 Increases of 4+ pts

## Local Authority Outcome Comparison

% Good Level of Development					
Geographical Neighbours - West Midlands			Statistical Neighbours		
	<b>ENGLAND</b>	<b>60</b>		<b>ENGLAND</b>	<b>60</b>
	<b>WEST MIDLANDS</b>	<b>58</b>			
1	Shropshire	64	1	Thurrock	66
1	Staffordshire	64	2	Lancashire	63
3	Solihull	61	3	Derbyshire	62
4	Coventry	60	3	Nottinghamshire	62
4	Herefordshire	60	3	Rotherham	62
4	Warwickshire	60	6	Telford and Wrekin	58
7	Telford and Wrekin	58	7	Dudley	57
7	Worcestershire	58	8	Wigan	55
9	Dudley	57	9	Bolton	54
10	Wolverhampton	56	10	Doncaster	53
10	Birmingham	56	11	Stockton-on-Tees	50
12	Stoke on Trent	55			
13	Sandwell	54			
14	Walsall	53			

Narrowing Achievement Gap					
Geographical Neighbours - West Midlands			Statistical Neighbours		
	<b>ENGLAND</b>			<b>ENGLAND</b>	
	<b>WEST MIDLANDS</b>	<b>37.1</b>			
1	Shropshire	27.0	1	Thurrock	28.8
2	Herefordshire	30.9	2	Rotherham	29.4
3	Staffordshire	33.2	3	Derbyshire	32.1
4	Worcestershire	34.1	3	Nottinghamshire	32.7
5	Warwickshire	34.9	3	Lancashire	32.9
6	Coventry	36.8	6	Stockton-on-Tees	37
7	Dudley	37.5	7	Dudley	37.5
8	Solihull	37.6	8	Telford and Wrekin	38.6
9	Telford and Wrekin	38.6	9	Doncaster	40.5
10	Birmingham	39.1	10	Wigan	41
11	Wolverhampton	39.3	11	Bolton	42.3
12	Walsall	40.6			
13	Sandwell	41.5			
14	Stoke-on-Trent	42.9			

## Key Stage 1

### Initial Analysis Key Stage 1 – 2014 (unvalidated)

		2010		2011		2012		2013		2014		Difference 2013/2014	Difference 2013/2014	Difference 2013/2014
		Dudley	Nat	Dudley	Nat	Dudley	Nat	Dudley	Nat	Dudley	Nat	Dudley/ Nat	Dudley	Nat
<b>Reading</b>	<b>L2+</b>	85	85	86.4	85	88	87	89.2	89	89	90	-1	-0.2	1
	<b>L2b+</b>	71	72	73.1	74	76	76	78	79	79.4	81	-1.6	1.4	2
	<b>L3</b>	24	26	25.4	26	27.3	27	29.2	29	31.1	31	0.1	1.9	2
<b>Writing</b>	<b>L2+</b>	81	81	81.9	81	84	83	85.5	85	85.9	86	-0.1	0.4	1
	<b>L2b+</b>	60	60	62.3	61	65.6	64	66.8	67	69.4	70	-0.6	2.6	3
	<b>L3</b>	13	12	13.6	13	14.8	14	16.4	15	18.5	16	2.5	2.1	1
<b>Maths</b>	<b>L2+</b>	88	89	88.9	90	90.6	91	91.5	91	91.1	92	-0.9	-0.4	1
	<b>L2b+</b>	72	73	74.3	74	76.5	76	78.6	78	78.8	80	-1.2	0.2	2
	<b>L3</b>	19	20	19.7	20	21.9	22	23.1	23	25.5	24	1.5	2.4	1

Dudley standards at the end of KS1 continue to improve overall. However, in 2014 the national levels improved at a higher rate leaving Dudley largely in line or slightly below national levels except at L3, where we still exceed the national level.

## Initial Analysis Key Stage 1 - 2014

### Key Stage 1 Assessment

#### Reading

Reading 2+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
<b>Boys</b>	81	83.1	84	85.6	86.5	81	82	84	86	87	0	1.1	0	-0.4	-0.5
<b>Girls</b>	88	89.9	92	92.9	91.5	89	89	90	92	93	-1	0.9	2	0.9	-1.5
<b>All</b>	85	86.4	88	89.2	89	85	85	87	89	90	0	1.4	1	0.2	-1

Dudley have largely maintained similar levels as 2013 due to a slight drop in the performance of girls.

#### Writing

Writing 2+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
<b>Boys</b>	75	76.3	78	80.4	82.4	76	76	78	80	82	-1	0.3	0	0.4	+0.4
<b>Girls</b>	86	87.6	90	90.7	89.6	87	87	88	90	91	-1	0.6	2	0.7	-1.4
<b>All</b>	81	81.9	84	85.5	85.9	81	81	83	85	86	0	0.9	1	0.5	-0.1

Dudley have largely maintained similar levels as 2013 due to a slight drop in the performance of girls.

#### Mathematics

Maths 2+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
<b>Dudley</b>	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
<b>Boys</b>	86	87.5	89	89.3	90	88	88	89	90	91	-2	-0.5	0	-0.7	-1.0
<b>Girls</b>	89	90.5	93	93.7	92.3	91	91	92	93	93	-2	-0.5	1	0.7	0.0
<b>All</b>	88	88.9	91	91.5	91.1	89	90	91	91	92	-1	-1.1	0	0.5	-0.9

Dudley have largely maintained similar levels as 2013 due to a slight drop in the performance of girls.

## Reading

Reading 2b+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Dudley	66	67	70	72.9	76.5	67	68	72	74	77	-1	-1	-2	-1.1	-0.5
Boys	66	67	70	72.9	76.5	67	68	72	74	77	-1	-1	-2	-1.1	-0.5
Girls	77	79	82	83.3	82.3	78	79	81	83	85	-1	0	1	0.3	-2.7
All	71	73	76	78	79.4	73	74	76	79	81	-2	-1	0	-1	-1.6

Dudley have largely maintained similar levels as 2013 due to a slight drop in the performance of girls.

## Writing

Writing 2b+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Dudley	51	54	56	58.9	76.5	52	53	57	60	62	-1	1	-1	0.1	-14.5
Boys	51	54	56	58.9	76.5	52	53	57	60	62	-1	1	-1	0.1	-14.5
Girls	69.5	71	76	74.9	75.7	69	70	72	75	77	1	1	4	-0.1	-1.3
All	60	62	66	66.8	69.4	60	61	64	67	70	0	1	2	-0.2	-0.6

Dudley have largely maintained similar levels as 2013 due to a slight drop in the performance of girls.

## Maths

Maths 2b+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Dudley	70	73	73	76.3	77.6	72	73	75	76	78	-2	0	-2	0.3	-14.5
Boys	70	73	73	76.3	77.6	72	73	75	76	78	-2	0	-2	0.3	-14.5
Girls	74	76	80	81	75.7	75	76	78	80	82	-1	0	2	1	-1.3
All	72	74	76	78.6	78.8	73	74	76	78	80	-1	0	0	0.6	-1.2

Dudley have largely maintained similar levels as 2013 due to a slight drop in the performance of girls.

### Reading L3+

Reading 3+	Dudley					National					Distance from National				
Dudley	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Boys	21	22	21	23.8	26.4	22	22	23	25	26	-1	0	-2	-1.2	+0.4
Girls	27	30	33	34.8	35.9	30	30	31	33	35	-3	0	2	1.8	+0.9
All	24	25	27	29.2	31.1	26	26	27	29	31	-2	-1	0	0.2	0.1

Girls continue to outperform boys, but both girls and boys improve in Reading, Writing and Maths at L3.

### Writing

Writing 3+	Dudley					National					Distance from National				
Dudley	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Boys	9.5	9	10	10.9	12.9	8	9	10	10	11	2	0	0	0.9	+1.9
Girls	17	18	20	22.1	24.2	16	17	18	20	21	1	1	2	2.1	+3.2
All	13	13.6	15	16.4	18.5	12	13	14	15	16	1	1	1	1.4	+2.5

Girls continue to outperform boys, but both girls and boys improved in Reading, Writing and Maths at L3.

### Maths

Maths 3+	Dudley					National					Distance from National				
Dudley	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Boys	21	22	24	25	26.6	23	23	24	25	26	-2	-1	0	0	+0.6
Girls	18	17	20	21.2	24.4	18	18	19	21	22	0	-1	1	0.2	-0.8
All	19.5	19.7	22	23.1	25.5	20	20	22	23	24	0	0	0	0.1	1.5

Boys continue to outperform girls in Maths at L3.



### Phonics

	2012	2013	2014	Difference
<b>National</b>	<b>58</b>	<b>69</b>	<b>74</b>	<b>+ 5</b>
<b>Dudley</b>	<b>61.6</b>	<b>67.1</b>	<b>68</b>	<b>+ 0.9</b>
<b>Boys</b>	<b>57.5</b>	<b>65.3</b>	<b>66</b>	<b>+ 0.7</b>
<b>Girls</b>	<b>65.8</b>	<b>69.1</b>	<b>69.9</b>	<b>+ 0.8</b>

Dudley has continued to improve but at a slower rate than national putting us 6 points behind.

### Geographical Neighbours

	Reading	% Level 2+
	Dudley	89
	Walsall	89
	Sandwell	88
	Wolverhampton	87

	Writing	% Level 2+
	Dudley	86
	Walsall	84
	Sandwell	82
	Wolverhampton	82

	Maths	% Level 2+
	Dudley	91
	Walsall	91
	Sandwell	90
	Wolverhampton	89

### Standards / Results

One school had no Level 3 Reading (none in 2013)

One schools with no Level 3 Writing (four schools in 2013).

One schools with no Level 3 Maths (one schools in 2013).

The one school above is in Special Measures and is converting to a sponsored Academy.

### Pupil Premium (PP) pupils

L2+	Reading		Writing		Maths	
	Non PP	PP	Non PP	PP	Non PP	PP
2011	89	77	85	70	91	81
2012	91	77	87	73	93	82
2013	92	77	89	72	94	83
2014	91.5	79.1	88.9	74.4	93	83.9
13/14 Increase/ decrease	-0.5	+2.1	-0.1	+2.4	-1	+0.9

The gap is narrowing slightly as Pupil premium pupils have improved performance in 2014 especially in Reading and Writing. Non Pupil Premium attainment has largely maintained the 2013 position.

### Phonic Screening

	2012	2013	Difference
National	58	69	+11
Dudley	61.6	67.1	+5.5
Boys	57.5	65.3	+ 7.8
Girls	65.8	69.1	+ 3.3

There has been good improvement in the number of schools attaining the threshold percentage of 67.1 of pupils at the required level of 80%. The overall percentage of pupils across Dudley has improved by 6ppts to 67.1 however this puts us 1.9ppts below the national.

Boys have improved significantly putting them only 4ppts behind girls when this was nearly 8ppts in 2012.

## Key Stage 2

### Initial Analysis Key Stage 2 – 2014

(Unvalidated Data based on indicative national median 22.09.14)

		2011		2012		2013		2014		22.09.14
		Dudley	Nat	Dudley	Nat	Dudley	Nat	Dudley	Nat	Difference from National
Reading	L4+	84	84	85	87	84	86	88	89	-1
	L5+	39	42	45	48	39	44	46	49	-3
	L6+							0	0	
	2 levels Progress	87	87	90	90	88	88	89	91	-2
Writing	L4+	80	-	81	81	84	83	85	85	0
	L5+	26	-	28	28	31	30	36	33	+3
	L6+							3	2	+1
	2 Levels Progress	86	83	91	90	93	91	94	93	+1
Maths	L4+	79	80	82	84	83	85	85	85	0
	L5+	30	35	36	40	36	41	38	42	-4
	L6+							7	9	-2
	2 levels progress	82	82	87	87	87	88	88	89	-1
R, W (was English) & M	L4+	73	74	77	80	74	75	78	78	0
	L5+	19	21	24	27	20	21	23	23	0
	L6+									

### Analysis of submitted statutory data/SATs data in 2014

Attainment at Level 4+ in **Reading, Writing (was English in 2012) and Mathematics combined** is 78%. Dudley is in line with the national figure of 78%. This shows improvement as Dudley has been consistently 1 or 2 percentage points below for 4 years and is now at the National level.

In 2014 attainment in **Reading** increased by 4ppt at L4+ and by 7ppts at L5.

However,  
At L4+

- Dudley has improved by 4 ppts to 88%, our best performance so far and is now 1 ppt below the national at 89%.

At L5+

- Dudley has improved attainment by 7 ppts and has the highest performance ever at 46% but is 3 ppts below the national at 49%.

At L6

- Data not available.

Attainment in **Writing** improved

At L4+

- Dudley continued to improve attainment in writing by 1 ppt but the national figure has also improved and we are now in line with the national at 85%.

At L5+

- Dudley has continued to improve performance and at 36% is now 3ppt above the national of 33%.

At L6

- Dudley 3.0% in 2014 and 2.1% in 2013 compared with the national at 2.0%.

There has been a high focus on Writing for a number of years leading to high performance in 2012 continued into 2013 and 2014 especially at the higher levels.

Attainment in **Mathematics** has continued to improve at L4+ and at L5+

At L4+

- Dudley has improved performance by 2ppts to 85% and is now level with the national level of 85%.

At L5+

- Dudley has improved performance by 2 ppt to 38% but is 4 ppts below the national at 42%.

At L6

- Dudley 7.0% in 2014 and 5.0% in 2013 compared with national at 9.0%.

## Gender differences

KS2 Dudley	2011			2012			2013				2014			
	R	W	M	R	W	M	R	W	M	R,W,M	R	W	M	R,W,M
<b>L4+</b>														
<b>All</b>	84	77	79	85	81	82	84	84	83	74	88	85	85	78
<b>Boys</b>	80	71	78	82	76	83	80	77	82	68	85	80	85	74
<b>Girls</b>	89	84	79	89	87	82	89	91	84	79	90	89	86	81
<b>L5+</b>														
<b>All</b>	38	20	30	45	28	36	39	31	36	20	46	36	38	23
<b>Boys</b>	33	16	32	40	21	38	35	24	37	18	43	28	41	21
<b>Girls</b>	44	24	28	51	36	33	44	39	35	23	49	43	36	25

### Reading

Boys - At L4+

- Improved attainment by 5ppts and now 1 ppts below the national at 86%.

Boys - At L5+

- Improved performance by 8 ppts and now 3 ppts below the national at 46%.

Girls - At L4+

- Improved attainment by 1ppt and is now at the national level of 90%.

Girls - At L5+

- Improved performance by 5ppts but now 3 ppts below the national at 52%.

Both girls and boys continue to improve but the gap has narrowed from 9 points to 5 points at L4+. The gap remains at 6 ppts at L5+.

## **Writing**

Boys - At L4+

- Improved performance by 3 ppts now 1 ppt below the national at 81%.

Boys - At L5+

- Improved performance by 4 ppts now 2 ppt above the national at 26%.

Girls - At L4+

- Performance fell by 2 ppts but remains above boys, now 1ppt below the national at 90%.

Girls - At L5+

- Improved performance by 4 ppts now 2 ppts above the national at 41%.

The gap in performance remains wide but at L4+ it has reduced from 14 ppts to 9ppts. It remains at 15ppts at L5+ with girls performing better than boys but boys have been making consistent improvement.

## **Mathematics**

Boys - At L4+

- Improved performance by 3ppts now, equalling the national at 85%.

Boys - At L5+

- Improved performance by 4ppts now 3 ppts below the national at 44%.

The gap between boys and girls at the higher levels in Mathematics widened this year, with boys coming in 5 ppts above girls at L5+ (previously 2 ppts). However, girls still outperform boys by 1 ppt at L4+. This gap has narrowed by 1 point.

Girls - At L4+

- Improved performance by 2ppts, equalling the national at 86%.

Girls - At L5+

- Improved performance by 1 ppt now 3 ppts below the national at 39%.

Girls outperform boys in all areas and all levels apart from L5 and L6 mathematics. Previous LA support at school level to improve the attainment and progress of girls also led to improvement in attainment of boys who have improved by a bigger percentage widening the gap further at the higher levels.

## Dudley LA 2 Levels Progress Reading/Writing/Mathematics 2012 - 2014

(National Averages)	Percentage achieving 2 Levels Progress		
	Reading	Writing	Mathematics
<b>2012</b>	90% (90%)	91% (90%)	87% (87%)
<b>2013</b>	88% (88%)	93% (91%)	87% (88%)
<b>2014</b>	89% (91%)	94% (93%)	88% (89%)

**Please note:** Key Stage 2 Progress measures changed in 2013 to Reading/Writing/Mathematics. Previously, 2012 and prior, the progress measures had been for English and Mathematics. Progress in Reading/Writing/Mathematics was back calculated for 2012 but data for previous years is not available, hence only three years data is shown.

## Progress over Key Stage 2

Progress in Reading at 89% is 1ppt higher than in 2013 but is 2% below national picture of 91%. Progress in Writing at 94% shows continued improvement of 1ppt and is 1ppts above the national picture of 93%. 2 Levels progress in Mathematics in 2014 is 88% 1ppt above 2013 and remains 1ppt below the national mathematics progress of 89%.

## **Disadvantaged Pupils/Pupil Premium comparisons (PP)**

Dudley	Reading		Writing		Mathematics		Reading, Writing & Mathematics		% 2 Levels Progress Reading	% 2 Levels Progress Writing	% 2 Levels Progress Mathematics
	%L4+	%L5+	%L4+	%L5+	%L4+	%L5+	%L4+	%L5+			
Not PP 2013	87.7	43.7	87.4	35.9	86	40.6	78	23	83.1	90.6	81.9
PP 2013	70.3	22.7	70	14.4	71.5	18.7	57	9	88.7	94.1	88.5
Not PP 2014	90.9	49.9	88.9	40.1	88.5	42.7	82.3	26.1	90.8	94.8	89.6
PP 2014	74.5	29.6	68.2	17.9	72.4	19.8	58.4	9.4	83.8	89.2	83.5

Difference between PP and non PP	Attainment						Progress	
	English		Mathematics		Combined E 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
	R	W	R	W			R, W & M	R	W	
2013	-17.4	-17.4	-21	-21.5	-14.5	-21.9	-21	-5.6	-3.5	-6.6
2014	-16.4	-20.7	-20.3	-22.2	-16.1	-22.9	-23.9	-7	-5.6	-6.1

The gap has reduced since 2011 but still remains wide. Both groups are improving in Reading and Mathematics so the gap is not reducing. There was a small drop in performance in writing for pupil premium children at L4+ but improvement at L5+.

Progress for pupil premium children is lower in 2014, but improved for non-pupil premium children and therefore the gap has widened. On closer school level analysis only two schools stand out as having a particular issue in 2014 (Gig Mill and Russell's Hall) local information shows this decline will not continue.

This is a priority for School Improvement discussions as 340 pupils is 10%, therefore one or two children in 79 schools will make a difference. (158 pupils (2 children in each school) is almost equivalent to 5%).

### Difference Reading and Writing

2012 All Dudley Schools	2010		2011		2012		2013		2014	
	No of Schools	%	No of Schools	%	No of Schools	%	No of Schools	%	No of Schools	%
Difference between Reading and Writing greater than 20%	9	11	9	11	4	5%	1	1.3	3	3.8

Three schools have a greater than 20% difference between Reading and Writing. A further three schools have a gap of 15-20%.

Even though there is a higher number of schools (3) than in 2013 with a gap of 20%, it shows good improvement over time, particularly in writing, as the gap is not due to lower standards in Writing.



## Grammar, Punctuation and Spelling

GPS	2013			2014			National		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
L4+	71%	63%	78%	75%	69%	81%	76%	71%	81%
L5+	43%	36%	49%	49%	42%	57%	52%	46%	58%
L6	1%	0.7%	1.6%	2.9%	2.0%	3.8%	4.0%	3.0%	5.0%

The GPS is still a relatively new test so there is only 2 years of data to compare but Dudley overall and both boys and girls have improved on 2013 data at all levels. However, Dudley is performing slightly below the national level.

## 4 DfE Floor Standards

### Level 4+ in all of Reading, Writing and Mathematics results combined 2014 65%

#### Two Levels Progress in Reading

National Average 87% (2011) 90% (2012) National Median 91% (2013) 93% (2014)

#### Two Levels Progress in Writing

National Average 83% (2011) 90% (2012) National Median 95% (2013) 96% (2014)

#### Two Levels Progress in Mathematics

National Average 82% (2011) 87% (2012) National Median 92% (2013) 92% (2014)

### Schools below all four standards in 2014

Four schools below in all four standards in 2014. One is judged good, two require improvement and the other is in special measures and converting to academy status.

### **Below in all three progress standards in 2014**

8 schools are below in all three progress standards. All but one are judged to be good by Ofsted.

In 2014;

34 Schools are below the 2013 national progress median of 91% for Reading

27 Schools are below the 2013 national progress median of 95% for Writing

43 Schools are below the 2013 national progress median of 92% for Mathematics

### **Statistical Neighbours Key Stage 2 Level 4+**

2011-2014 based on SAT results.

2010 is Teacher Assessment for all statistical and geographical neighbours.

	English		Maths	English & Maths
2010	4=		7=	-
2011	6=		9	8=
2012	6=		9=	7=
2013	R 7=	W 5=	7=	RWM 7=
2014	R 6=	W 6=	7=	RWM 6=

\* New statistical neighbours

### **Geographical Neighbours Key Stage 2 Level 4+**

	English		Maths	English & Maths
2010	2		2	-
2011	2=		3	3=
2012	2=		3=	2=
2013	R 3=	W 2=	2=	RWM 3=
2014	R 2=	W 2=	2=	RWM 2=