

**Meeting of the Children's Services
Select Committee**

**Wednesday 19th July 2023, at 6pm
At Saltwells Education Development Centre,
Bowling Green Road, Dudley, DY2 9LY**

**Agenda - Public Session
(Meeting open to the public and press)**

1. Apologies for absence
2. To report the appointment of any substitute members serving for this meeting of the Committee.
3. To receive any declarations of interest under the Members' Code of Conduct
4. Public Forum
5. [Programme of Meetings and Business Items for 2023/2024 \(Pages 4 – 9\)](#)
6. [Education Report \(Pages 10 to 21\)](#)
7. [Family Safeguarding Update \(Pages 22 to 33\)](#)
8. To consider any questions from Members to the Chair where two clear days' notice has been given to the Monitoring Officer (Council Procedure Rule 11.8).



Distribution:

Councillor K Lewis (Chair)

Councillor D Bevan (Vice-Chair)

Councillors C Bayton, R Collins, M Howard, A Hughes, P Lee, S Ridney, D Stanley, C Sullivan and M Webb.

Invitee: Councillor R Buttery – Cabinet Member for Children’s Services and Education.

Co-opted Members with voting rights on matters concerning education: -

R May – Archdiocese of Birmingham Education Service Representative

T Reid – Worcester Diocesan Board of Education Representative



Chief Executive

Dated: 11th July, 2023

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

Report of the Lead for Law and Governance

Programme of Meetings and Business Items for 2023/24

Purpose

1. To consider the programme of meetings and potential items of business for this Select Committee during 2023/24.

Recommendations

2. It is recommended: -
 - That the programme of meetings for 2023/24 be noted.
 - That Members consider potential business items, as referred to in paragraph 4 of this report, subject to the need for flexibility during the municipal year.
 - That the Lead for Law and Governance, following consultation with the Chair and Vice-Chair, be authorised to make all the necessary arrangements to enable this Committee to undertake its work during the 2023/24 municipal year.
 - That the draft terms of reference for the Select Committee, as set out in the Appendix, be noted.

Background

3. As agreed at the Annual Meeting of the Council on 18th May 2023, meetings of this Select Committee have been programmed during the 2023/24 municipal year to undertake its work and consider any relevant items of business during the municipal year. The draft terms of reference of this Committee are set out in the Appendix.

4. Following initial consultation with the Chair and Vice-Chair, the items listed below are recommended for consideration at programmed meetings of this Select Committee during 2023/24:
- **19th July 2023**
 - Programme of Meetings and Business Items for 2023/24
 - Family Safeguarding Update
 - Education Report
 - **13th September 2023**
 - Good and Innovative Practices in other parts of the Country in respect of the long-term strategy to tackle the cycle of child poverty embedded in parts of Dudley's Communities to assist with the development of the Dudley Strategy
 - Detailed Ward by Ward basis breakdown of the percentage of children living in poverty within the Dudley Borough.
 - Dudley Children's Safeguarding Partnership Annual Report
 - Children's Services Redesign Phase Two
 - Children's Services Complaints, Comments and Compliments Annual Report 1st April 2022 to 31st March 2023 (Briefing Note)
 - **22nd November 2023**
 - Integrated Early Years, Family Hubs, and Start of Life in Dudley
 - Ideas and Initiatives Dudley could utilise to develop healthy High Streets and provide advice on whether fast food delivery organisations require a special license to deliver food.
 - Car Free Streets Scheme outlining the advantages and disadvantages
 - **24th January, 2024**
 - Serious Violence Strategy
 - Education Report
 - The role and responsibilities of the Private Sector Housing Team: what powers of enforcement they have at their disposal and an understanding of how they put the child at the centre of the work they undertake
 - **13th March, 2024**
 - Dudley Virtual School
 - Care Leavers Accommodation and issues relating thereto
 - Annual Report 2023/24 and potential items of business for 2024/25
5. Action Tracker reports will also be included as a standing item on each agenda to ensure that any outstanding actions agreed by the Committee are progressed and monitored.

6. The Committee is requested to consider the outline programme of business as outlined above taking account of the need for considerable flexibility due to changing circumstances and any issues that might arise during the municipal year.
7. Subject to the views of the Committee at this meeting, the Lead for Law and Governance, following consultation with the Chair and Vice-Chair, will make the necessary practical arrangements for the Committee to conduct its work during 2023/24.
8. The Council's scrutiny arrangements are set out in Article 6 of the Constitution and the associated Procedure Rules within Part 4 of the Constitution. At the Annual Meeting of the Council on 18th May 2023, approval was given to the establishment of the Overview and Scrutiny Committee, together with seven Select Committees, for the 2023/24 municipal year.

A report was submitted to the Overview and Scrutiny Committee on 12th June 2023 proposing consequential updates to the Council's Overview and Scrutiny arrangements arising from decisions made at the Annual Meeting of the Council. The Overview and Scrutiny Committee has resolved that the report be deferred. A further report will be submitted to the Overview and Scrutiny Committee in due course. This will include clarification of the arrangements for the scrutiny of any decisions that are 'called-in' in line with the Procedure Rules.

9. A "Scrutiny Essentials" Training Session was provided to Members by the Local Government Association on 25th May 2023, with emphasis on the importance of the Members role and essential scrutiny techniques to assist in the development of scrutiny work for the 2023/24 municipal year.

Finance

10. The Council's scrutiny arrangements for 2023/24 will cause an initial pressure of £30,180 on the budget for Members' Allowances and will also require additional unbudgeted resource for officer support. The Director of Finance and Legal will seek in year to contain this pressure from reserves. However, arrangements for future years will need to be considered as part of the budget process for 2024/25 onwards.

Law

11. Committees are established in accordance with the provisions of the Local Government Act 1972 and the requirements of the Council's Constitution,

which was adopted under the Local Government Act 2000, subsequent legislation and associated Regulations and Guidance.

Risk Management

12. Reports to Select Committees will include a paragraph to ensure proper consideration of any ongoing material risks as part of the Council's Risk Management Framework.

Equality Impact

13. Provision exists within the Council's scrutiny arrangements for overview and scrutiny to be undertaken of the Council's policies on equality and diversity.

Human Resources/Organisational Development

14. The issues referred to in this report are administered within the resources available to the Democratic Services Team with support from Directorates and other Officers as required.

Commercial/Procurement

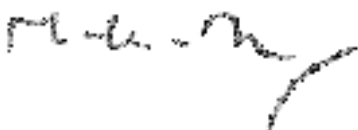
15. Individual items may have commercial or procurement implications, which will be reported to relevant Select Committees.

Environment/Climate Change

16. The Council requires that all reports should include an assessment of the impact on the environment. The Council has declared a Climate Emergency and reports on individual proposals should address the impact on the Council's work to address Climate Change and achieve the Net Zero target by 2041. In addition, individual reports should consider how the proposals support the [United Nations sustainable development goals](#)

Council Priorities and Projects

17. Work undertaken by Select Committees will contribute to the delivery of key Council priorities including the Borough Vision, Council Plan and Future Council Programme. Reports to meetings will include details of how proposals impact on key Council priorities.



Mohammed Farooq
Lead for Law and Governance

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Appendix

Appendix 1 – Terms of reference

List of Background Documents

The Council's Constitution

CHILDREN'S SERVICES SELECT COMMITTEE

Membership

11 Councillors, 5 voting Church and Parent Governor Co-opted representatives.

Terms of Reference

In accordance with any agreed programme of business and any statutory requirements:

- (a) To undertake scrutiny and contribute to policy development relating to matters falling within the portfolio responsibilities of the Cabinet Member for Children's Services and Education.
- (b) To undertake scrutiny investigations/inquiries as required.
- (c) To submit reports and recommendations to the relevant decision taker(s).

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%

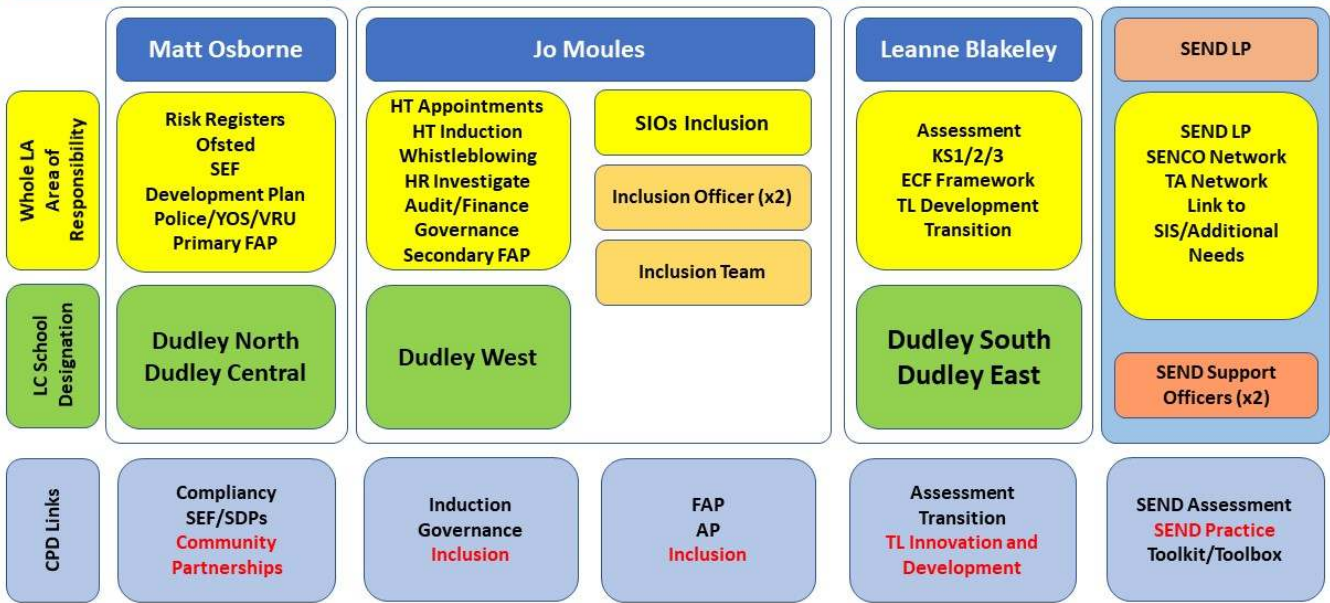
Please see DATA APPENDIX 1 for larger version

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.

16

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	Amblecote	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
Corwall End	LA	Good	Foyayids	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	Lulley	HVT	Good
St Charles Catholic	St John Bosco	Good	Russells Hall	LA	Good	Creswell Park	LA	Good	Rufford	Invicus	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
						Maldensbridge	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	Invicus	Good	Old Sainford H	LA	Outstanding	Leasowes	Invicus	Good
Elwose Hall	Invicus	RI	St James's	DAT	RI	Kingwinford	WAT	Good	Pedmore	Invicus	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

18

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:

19



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%

34

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.



Catherine Driscoll
Director of Children's Services

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Appendices

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

APPENDIX 1 – Data for Recent Years

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%

APPENDIX 2 - SCHOOL LOCALITIES AND OFSTED

Dudley North			Dudley Central			Dudley West (Brierley Hill)			Dudley South (Stourbridge)			Dudley East		
Matt Osborne			Matt Osborne			Jo Moules			Leanne Blakely			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	Amblecote	LA	Good	Caslon	LA	Good
Bramford	GST	Good	Blowers Green	DAT	Outstanding	Belle Vue	LA	Good	Gig Mill	LA	Good	Colley Lane	WAT	Good
Christ Church CofE	LA	Good	Dudley Wood	Learning Link	RI	Blanford Mere	LA	Good	Greenfield	LA	Outstanding	Cradley CofE	LA	Good
Cotwall End	LA	Good	Foxyards	MANOR	Inadequate	Bromley-Pens	DRB	Good	Ham Dingle	United Learning	RI	Halesowen CofE	LA	Good
Hurst Hill	HVT	Good	Kate's Hill	Learning Link	Good	Brierley Hill	LA	Good	Hob Green	DRB	Good	Howley Grange	LA	Good
Queen Victoria	LA	RI	Netherbrook	Learning Link	Good	Brockmoor	LA	RI	Mount Pleasant	LA	Good	Huntingtree	LA	Good
Red Hall	LA	RI	Netherton CofE	DOWMAT	Good	Bromley Hills	LA	Good	Oldswinford	LA	Good	Hurst Green	LA	Good
Jesson's CofE	LA	RI	Netherton Park Nurser	LA	Outstanding	Glynne 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
Straits	LA	Good	Priory Primary	HVT		Church of the A	LA	Good	Pedmore CE	LA	Good	Lutley	HVT	Good
St Chad's Catholic	St John Bosco	Good	Russells Hall	LA	Good	Crestwood Park	LA	Good	Rufford	Invictus	RI	Manor Way	WAT	Good
Wallbrook	Shireland	Inadequate	Sledmere	Learning Link	Good	Dawley Brook	LA	Good	St James's CofE	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
Milking Bank	LA	Good	Woodside	HVT	RI	Fairhaven	LA	RI	The Ridge	LA	Good	Our Lady	LA	Good
						Hawbush	LA	RI	Withymoore	LA	Good	Tenterfields	WAT	Good
						Maidensbridge	LA	Good	Quarry Bank	LA	Good	Wollescote	LA	Good
						St Mark's CofE	LA	RI						
						St Mary's RC	EMMAUS MAC	Good						
						St Mary's CofE	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
Dormston School	LA	Good	Bishop Milner	St John Bosco	Good	Crestwood	Invictus	Good	Old Swinford H	LA	Outstanding	Leasowes	Invictus	Good
Ellowes Hall	Invictus	RI	St James's	DAT	RI	Kingswinford	WAT	Good	Pedmore	Invictus	Good	Earls	Stour Vale	Good
Beacon 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
Woodsetton		RI	Sutton		Good	Brier		Outstanding						

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

Report of the Director of Children’s Services

Family Safeguarding Update

Purpose of report

1. This report is to provide an update on the progress with implementation of the Family Safeguarding Model.

Recommendations

2. It is recommended:-
 - The latest progress is noted and commented upon by Members.

Background

3. Cabinet and Council approved the implementation of Family Safeguarding model of practice during 2023 as part of the 2023/23 Medium Term Financial Strategy (MTFS).

Dudley are the 19th Local Authority to adopt Family Safeguarding.

£1.8m Public Health Reserves were invested in the 2 year programme, including funding for adult worker roles in Mental Health, Substance Misuse and Domestic Abuse. These roles will be seconded by Partner Agencies.

Progress

4. Family Safeguarding is due to go live on the 10th July 2023

Partnership

- 5.1 The Family Safeguarding Strategic Partnership Board (FSSPB) has met monthly since November 2022.
- 5.2 Appendix 1 shows the membership of the FSSPB.
- 5.3 Appendix 2 shows the Partnership Charter that the FSSPB have signed up to.
- 5.4 It is anticipated that the following adult workers will be in post by the end of July, with the rest to follow as soon as possible thereafter
 - Substance Misuse - 3.5 FTE (of 3.5)
 - Domestic Abuse Victim Workers - 3.5 FTE (of 3.5)
 - Domestic Abuse Perpetrator Workers - 2.2 FTE (of 3.5)
 - Health Workers – TBC (of 4.5)
- 5.5 No other local authority has launched Family Safeguarding with adult workers in post.
- 5.6 We are in the process of working with partners to identify what data each agency needs to capture and how we can use this to assess the impact of Family Safeguarding.
- 5.7 We are in continual dialogue with partners about sustainability of the model, beyond the initial 2 years of funding.

Redesign

- 6.1 The Directorate Redesign is necessary to implement Family Safeguarding and Family Hubs is being delivered in two phases:
 - Phase 1 – Children’s Social Care and Commissioning & Support by 10th July 2023
 - Phase 2 – Education, SEND and Family Solutions – Autumn 2023
- 6.2 Staff affected by Phase 1 of the re-design
 - 436 FTE staff in scope of Phase 1
 - 24 FTE New Posts
 - The redesign introduces 20 Advanced Social Work Posts into the structure
 - 29 FTE staff will be placed in a selection pool and will be “at risk” of redundancy
- 6.3 The staff consultation was launched on 17th April and closed on 24th May 2023. Overall staff were supportive of the changes, no major changes have been made to final structure.

- 6.4 Staff were notified of the final structure on 5th June 2023 and received individual emails confirming their position and next steps in 8th June 2023.
- 6.5 The vast majority of staff were assimilated into existing positions, while a significant number of other staff are now in the process of expressing preferences to the service area they wish to work and a smaller number are being invited to their second consultation meeting/ selection pool interview.

Training

- 7.1 Staff training for the implementation has been underway since April and continues through until the third week in July.
- 7.2 The Leadership Team have been undertaking a Leadership Development Programme since March 2023 that will continue until 2024. This will enable the leaders to support staff through a significant period of change and embed the new practices.
- 7.3 Our Centre for Professional Practice staff have received the trainer training in order to deliver Family Safeguarding training as business as usual.

Organisational Development

- 8.1 Transition planning is underway, with current practice and business support processes being documented, assessed and adapted as appropriate.
- 8.2 Policies are in the process of being reviewed in light of Family Safeguarding

Systems

- 9.1 We have purchased, configured and tested the 'Workbook' plug-in for the Liquid Logic Children system. This is due to go-live 10th July 2023.
- 9.2 System training will take place during the week of go-live

Performance

- 10.1 A Family Safeguarding Scorecard has been developed. Data was baselined at the end of March 2023. This is the position against which we will measure impact.

10.2 We are exploring the possibility of bringing in a PhD student to support us with gathering data and measuring impact.

Finance

11. All expenditure for 2023/24 is currently on track.

12. A cost avoidance tracker has been developed to help track when savings will be made. We would like to ask partners to adopt this also.

Law

13. There are no legal issues to be considered as part of this progress update.

Risk Management

14. There are no wider risks to be considered as part of this progress update.

Equality Impact

15. An equality impact screening tool was completed for this project and the Directorate redesign. An equality impact assessment was not required.

Human Resources/Organisational Development

16. ALL HR/OD issues were signed-off as part of original proposals and prior to staff consultation. There are no further HR/OD issues to be considered as part of this progress update.

Commercial/Procurement

17. All procurement for this project has been undertaken in conjunction with Children's Commissioning, who in turn have liaised with central procurement teams for advice and sign-off.

Environment/Climate Change

18. There are no environmental/climate change issues to be considered as part of this progress update.

Council Priorities and Projects

19. This work is aligned to Council Plan Priority: Dudley the Safe and Healthy Borough.

20 We have been working with Public health and NHS health stakeholders on this project.



Director of Children's Services

Report Author: Jolene Slack
Telephone: 01384 815876
Email: jolene.slack@dudley.gov.uk

Appendices

- Appendix 1 – Membership of the Family Safeguarding Strategic Partnership Board
- Appendix 2 – Family Safeguarding Partnership Charter

Appendix 1 – Membership of the Family Safeguarding Strategic Partnership Board



Dudley Family Safeguarding Partnership

Family Safeguarding is a whole family approach to working with children and families that supports parents to create sustained change for themselves and for their family.

“... families become involved with children’s social care because they are parenting in conditions of adversity, rather than because they have caused or are likely to cause significant harm to their children. We have a shared obligation to help families raise their children.”

Family Safeguarding, brings together all of the professionals working with the family into one-multi-disciplinary team. The professionals involved include social workers, domestic abuse specialists, substance misuse workers, mental health practitioners, and psychologists, all working together to address compounding issues of domestic violence and abuse, parental substance use and parental mental health.

Board members

	Catherine Driscoll, Director of Children’s Services Dudley Council		Marie Kilbourn, Associate Director for Safeguarding and Partnerships Black Country Integrated Care Board		Paul Long, Head of Probation Probation Service
	Karen Graham, Service Director Dudley Council		Sue Nicholls, Director of Nursing Plymouth Integrated Health & Care NHS Trust, A&P & Quality		Rag Thind, Director of Community Services Black Country Women’s Aid
	Sai Thirunag, Service Director of Education, SAND and Family Solutions Dudley Council		Nehelle Solomon, Associate Director for Safeguarding Black Country Healthcare Trust		Anji Burford, Service Manager Change Grow Live
	Lulisa Fofidi, Director of Digital, Customer and Commercial Services Dudley Council		Kerley Jones Senior Development Officer Children, Young People & Families, OCYS		Anthony Tapp, Chief Superintendent, Dudley Local Policing West Midlands Police
	Meywde Alkuffan, Acting Director of Public Health & Wellbeing Dudley Council		Mary Beaton, Chief Nurse and Deputy Chief Executive Dudley Group NHS Foundation Trust		Willy Dunhamen, Independent Scrutiner Dudley Safeguarding People Partnership
	Kathryn Jones, Director for Housing & Communities Dudley Council				

The Family Safeguarding model is a proven and nationally recognised model that has seen substantial reductions in the numbers of children taken into care and better outcomes for children and families.
The benefits of the model are also seen across the system with reductions in police call outs and presentations to A&E.
For more information please visit <https://www.dudleycpp.org.uk/dudleyfamilysafeguarding>



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Dudley Family Safeguarding Partnership Charter

This partnership charter exists to establish and sustain the Family Safeguarding approach to safeguarding children in the Dudley Borough.

By signing up to this Charter, partners are committing to:

- Keeping more children within their families in line with the vision of the Children Act 1989.
- Placing specialist adult domestic abuse, mental health and substance misuse workers within children's services under the direction of the social work team manager, ensuring continuity in provision of staff in the event of long-term absence or poor performance/conduct.
- Providing their staff with personal and professional supervision and development from their respective disciplines and being responsible for Human Resources matters.
- Adapting recording methods and information sharing approaches to enable identification of measurable impacts of Family Safeguarding and contribute to performance monitoring and reporting.
- Implementing group supervision arrangements to ensure shared ownership and understanding of the work we are undertaking with individual families.
- Taking part in any local or national evaluation of Family Safeguarding
- Exploring funding mechanisms across the partnership to ensure sustainability of the approach if the model demonstrates these outcomes in our area.

This charter covers commitment to the Family Safeguarding Approach for a minimum period of 2 years, with agreement to review every 12 months.



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Children first and at the heart of all we do

Implementation of Family Safeguarding Progress Update

June 2023

Catherine Driscoll - DCS



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Progress Update

Workstream	Progress
Governance	Strategic – meeting monthly since November 2023 Operational – meeting monthly since February 2023
Communication & Engagement	<ul style="list-style-type: none"> • Communication & Engagement plan • DCS Briefings & Bulletins to staff • Attendance at full service meetings • FS Guide shared with staff and partners • Membership Chart produced • Partnership Charter produced and signed-up to • 1st Partner Newsletter issued
HR	<ul style="list-style-type: none"> • Staff & Trade Union consultation completed 24th May • Final structure published 5th June, with minor changes • Staff confirmed in individual positions w/c 5th June • Second consultation for at risk staff/selection pool staff • New structure in place from 10th July 2023.
Training	<ul style="list-style-type: none"> • Staff training for the implementation has been underway since April and continues through until the third week in July. • The Leadership Team have been undertaking a Leadership Development Programme since March 2023 that will continue until 2024. This will enable the leaders to support staff through a significant period of change and embed the new practices. • Our Centre for Professional Practice staff have received train the trainer training in order to deliver Family Safeguarding training as business as usual.



Progress Update– Cont'd

Workstream	Progress
Value for Money	<ul style="list-style-type: none"> • Spend on track for 2023-24 • Budget tracker developed • Tracking for cost avoidance developed. Wanting to explore possibility of partners adopting also
Systems	<ul style="list-style-type: none"> • Workbook purchased, configured and tested – go live 10th July • ContrOcc changes in progress and on track for July go-live
Performance, Practice & Quality	<ul style="list-style-type: none"> • FS Scorecard developed. March data baseline for impact assessment against • Supervision Policy and QA Framework updates • Transition planning in progress, procedures being reviewed, including business support
Partnerships	<p>It is anticipated that the following adult workers will be in post by the end of July, with the rest to follow as soon as possible thereafter</p> <p>Substance Misuse - 3.5 FTE (of 3.5) Domestic Abuse Victim Workers - 3.5 FTE (of 3.5) Domestic Abuse Perpetrator Workers - 2.2 FTE (of 3.5) Health Workers – TBC (of 4.5)</p> <ul style="list-style-type: none"> • No other Local Authority have launched with adult workers in post



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Sal Thirlway,
Service Director of Education,
SEND and Family Solutions
Dudley Council



Luisa Fulci,
Director of Digital, Customer
and Commercial Services
Dudley Council



Mayada Abuaffan,
Acting Director of Public Health
& Wellbeing
Dudley Council



Kathryn Jones,
Director for Housing & Communities
Dudley Council



Maria Kilcoyne,
Associate Director for Safeguarding
and Partnerships
Black Country Integrated Care Board



Sue Nicholls,
Director of Nursing
Dudley Integrated Health
& Care NHS Trust, AHP & Quality



Natalie Solomon,
Associate Director for Safeguarding
Black Country Healthcare Trust



Keeley Jones
Senior Development Officer
Children, Young People
& Families, DCVS



Mary Sexton,
Chief Nurse and Deputy Chief Executive
Dudley Group NHS Foundation Trust



Paul Levy,
Head of Probation
Probation Service



Raj Thind,
Director of Community Services
Black Country Womens Aid



Anji Burford,
Services Manager
Change Grow Live



Anthony Tagg,
Chief Superintendent,
Dudley Local Policing
West Midlands Police



Vicky Buchanan,
Independent Scrutineer
Dudley Safeguarding
People Partnership

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