

CHILDREN'S SERVICES SCRUTINY COMMITTEE

TUESDAY 6TH MAY, 2014

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

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

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MEETINGS IN DUDLEY COUNCIL HOUSE

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Directorate of Corporate Resources

Law and Governance, Council House, Priory Road, Dudley, West Midlands DY1 1HF
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Your ref:	Our ref:	Please ask for:	Telephone No.
	KB	Kim Buckle	01384 815242

24th April, 2014

Dear Member

CHILDREN'S SERVICES SCRUTINY COMMITTEE

You are requested to attend a meeting of the Children's Services Scrutiny Committee to be held on **Tuesday, 6th May, 2014 at 6 p.m.** in Committee Room 2 at the Council House, Dudley, to consider the business set out in the Agenda below.

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

Yours sincerely

A handwritten signature in black ink, appearing to be "P. Tart", written over a white background.

Director of Corporate Resources

AGENDA

1. APOLOGIES FOR ABSENCE

To receive apologies for absence from the meeting.

2. SUBSITUTE MEMBERS

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

3. DECLARATIONS OF INTEREST

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

4. MINUTES

To approve as a correct record and sign the minutes of the meeting of the Committee held on 9th April, 2014 (copy attached)

5. PUBLIC FORUM

To receive questions from Members of the public

6. STANDARDS REPORT – PERFORMANCE DATA (PAGES 1 – 40)

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

7. DUDLEY SCHOOLS OFSTED OUTCOMES (PAGES 41 –45)

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

8. SCRUTINY OF SEXUAL EXPLOITATION

The Chair to report orally

9. TO ANSWER QUESTIONS SUBMITTED UNDER COUNCIL PROCEDURE RULE 11.8 (IF ANY)

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

Councillors Arshad, Bills, Boleyn, Casey, Hill, Islam, Marrey, Perks, Vickers, Mrs Simms and Mrs Walker; Mrs Ward, Reverend Wickens; Mrs Verdegem or Ms Sinden; Mr Taylor; Mrs Coulter, Mr Ridney, Mr Lynch or Mr Nesbitt.

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

CHILDREN'S SERVICES SCRUTINY COMMITTEE

Wednesday, 9th April, 2014 at 6.00 pm in Committee Room 2 at the
Council House, Dudley

PRESENT:-

Councillor Marrey (Chair)
Councillor Boleyn (Vice-Chair)
Councillors Bills, Hill, Islam, J Martin, Perks, Mrs Simms, Vickers and Mrs Walker,
Mr Nesbitt, Ms Sinden, Mr Taylor and Mrs Verdegem.

OFFICERS

Assistant Director of Adult, Community and Housing Services (Housing Management) – Lead Officer to the Committee, Interim Director of Children's Services, Ms T Brittain and Mr H Powell, Interim Assistant Directors of Children's Services (Education Services), Divisional Lead, Looked after Children and Divisional Lead, Social Work (all Directorate of Children's Services) and Mrs K Buckle (Directorate of Corporate Resources)

WITNESSES GIVING EVIDENCE TO THE SCRUTINY COMMITTEE

West Midlands Strategic Leader, Preventing Violence against Vulnerable People, Mr Stephen Rimmer and Detective Chief Inspector, Sandwell and Dudley Child and Adult Abuse Lead, Public Protection Unit, Ms Jenny Skyrme and Inspector Ms G Davenport, Partnerships Team.

25 **APOLOGIES FOR ABSENCE**

Apologies for absence from the meeting were received on behalf of Councillors Arshad and Casey, Mrs Coulter, Mr Lynch, Mr Ridney and Reverend Wickens.

26 **SUBSTITUTE MEMBERS**

It was reported that Councillor J Martin was serving in place of Councillor Casey for this meeting of the Committee only.

27 **DECLARATION OF INTEREST**

No Member made a declaration of interest in accordance with the Members' Code of Conduct.

28 **MINUTES**

RESOLVED

That subject to the inclusion of Mrs Verdegem in Minute no 15 – Apologies for Absence, the minutes of the meeting of the Committee held on 18th February, 2014 be approved as a correct record and signed.

29 PUBLIC FORUM

No issues were raised under this item.

31 APPROACHES TO CHILD SEXUAL EXPLOITATION – WITNESSES AND DEBATE

The Committee heard representations from the following witnesses, who had been invited to have a dialogue with Members with regard to Child Sexual Exploitation in order to determine best practices to work collaboratively to address these issues in Dudley.

- (a) A presentation was made by Mr S Rimmer the West Midlands Strategic Leader on preventing Violence against vulnerable people.

During the course of the presentation Mr Rimmer made the following points:-

- He referred to his role and the work undertaken in relation to key threats and risks across the region in relation to child sexual exploitation.
- He reported that the cases of child sexual exploitation were increasing and referred to the collective responsibility to protect those who were most vulnerable in society and discharging this responsibility through prevention, protection and the justice system.
- That early intervention was of paramount importance and the aims to make perpetrators feel as vulnerable as their victims.
- A more integrated approach was required with more information sharing with partners in order to detect perpetrators of child sexual exploitation.
- He referred to the victims of child sexual exploitation, advising that they did not see themselves as victims due to the grooming processes, which included manipulation and coercion and the imbalance of power which limits the victim's options.

- The threat of child sexual exploitation together with statistical information, profiling, the number of reported cases and research into the issue were outlined and the uncertainty surrounding the number of cases and the volume of those cases, in effect it was unknown “how big the iceberg and how big the tip”.
- He referred to the child sexual exploitation incubator advising of the number of families who had discovered their children viewing violent, sexually explicit, upsetting or inappropriate content on the internet stating that the average age of children viewing this material was just over four years. The rate at which technology was advancing and the confidence of young children using that technology being a factor and percentage of parents who had not installed parental controls on smart phones and who had never spoken to their children about the dangers of using the internet were referred to.
- Concerns were raised that the average age of perpetrators would reduce due to the advancement of technology, with the average age currently being 25 to 30, a generation who did not have such technology at their fingertips.
- The implementation of a regional child sexual exploitation framework and standards were outlined together with the work of the Chief Executive and the Director of Children’s Services in order to develop those standards which were to be authorised by Safeguarding Boards. The major role of schools being equipped and ideally placed for preventative work and identifying victims and those who were at risk was referred to.
- The safeguarding training in order to identify those at risk in certain hotels was referred to and that direct community engagement was required in order to identify and safeguard those at risk.
- The challenges in relation to child sexual abuse were outlined with reference to capacity as demand rises and the continuing need for partnership work involving an element of trust and community engagement which must be both genuine and proportionate.

Arising from the presentation the following comments were made by Members:-

- The impact of data protection on information sharing;
- The further need for intelligence sharing and the expansion of communication;

- The involvement of schools, the requirement of training in schools and the establishment of a set of standards were required;
- The impact on schools given the limited resources and the requirement to work to a set curriculum;
- The requirement of information sharing and data being provided to Members by the Safeguarding Board;
- The requirement of training and standards to be implemented in primary schools in order for early intervention work to be undertaken to protect those who were at risk, vulnerable and already victims of child sexual exploitation;

In responding to comments made the West Midlands Strategic Lead on preventing violence against vulnerable people advised that:-

Information sharing was evolving and following the implementation of a framework and standards child sexual exploitation groups would be established in order to track information and ensure that work was being carried out with cases being followed up by referrals to appropriate groups and sources.

There were some statutory responsibilities on schools, however further work was required in schools and information had been forwarded to some educational establishments in relation to safeguarding and the protection of those vulnerable.

There was a requirement to take to prevent a major case in the Borough occurring.

That the Safeguarding Board had a clear responsibility to ensure children were protected and that Safeguarding Boards were subject to inspection by Ofsted.

In relation to working with schools there was a programme available which was interactive and focused on self esteem, respect and understanding relationships and that work could be undertaken if a number of schools across the Dudley Borough wished to become involved.

The Interim Director of Children's Services advised that the Safeguarding Board produced an annual report and that there was a Quality and Performance Group and a Vulnerable Children's Activity Group who met regularly to scrutinise and develop actions around the CSE Agenda.

In responding to a Member's question the Interim Director also stated that Faith Groups had policies in place to deal with cases of child sexual exploitation.

- (b) A presentation was made by Detective Chief Inspector Jenny Skyrme, the Sandwell and Dudley Child and Adult Abuse Lead, Public Protection Unit, West Midlands Police.

Detective Chief Inspector Skyrme referred to the work she conducted across all four Black Country Boroughs dealing with children who were either at risk of significant harm or had been significantly harmed, advising that she was the Senior Statutory Partner who sat on the Dudley Safeguarding Board.

She also referred to the early intervention work of her colleague Inspector Davenport.

During the course of her presentation Detective Chief Inspector Skyrme referred to the following:-

- The service transformation in her organisation following the introduction of Programme Paragon, which highlighted that there was a requirement to investigate systems and undertake a service transformation project with a team of consultants in order to streamline services.
- The impact of Operation Yewtree and the Jimmy Saville affect that saw a rise in serious sexual offences being reported.
- A graph was displayed in relation to the organisational restructure in the West Midlands Public Protection Unit with reference being made to the additional Officers that had been redeployed in order to deal with the extensive case levels.
- Details of special teams that were to be formed in order to focus on domestic abuse and the formation of a new Sexual Offences Team were noted.
- What this meant for Dudley was outlined and included the provision of a specific Public Protection Team, the number of detectives that would be involved and the work that they would be involved with. Timescales in relation to the phased implementation were displayed.
- It was noted that there were two types of child sexual exploitation, physical child exploitation and online child sexual exploitation with the latter involving online grooming and physical child exploitation was defined as sexual exploitation of a child under 18 years of age, with that young person receiving something as a result of the performance of sexual activities.

- It was stated that child sexual exploitation was not a crime in itself however details of other criminal offences that were committed as they were associated with the exploitation were outlined and details of these were displayed.
- That those who were abused had a perverse sense of loyalty and love towards their abusers and there were organised criminals who operated in groups and threatened, terrorised and emotionally blackmailed their victims and there was an actual role reversal where a grooming adult wished to take the attention away from their victim which in turn would take away the attention from the abuser.
- A case was referred to whereby a sixteen year old looked after child, (not in Dudley) who as a result of previous circumstances had no self-esteem or respect had been targeted by a group of youths who befriended her and subsequently sexually exploited the child. As the sexual activities had been deemed to be consensual a different approach had been adopted to deal with the perpetrators whereby other offences were investigated such as anti social behaviour, vehicle and bail checks.
- That locations around hotels in relation to licensing, health and safety and fire regulations could be investigated should they be hotspots for child sexual exploitation.
- Child Sexual Exploitation was dealt with by a partnership approach with Dudley operating a good approach to such exploitation. That there was local policing through Operation Sentinal where training was provided on the recognition of child sexual exploitation in order for early intervention and signposting work being undertaken.
- The work with partners such as the Community Safety Team, Children's Homes, hotel staff, joint media strategies and Young Person's Officers within schools was referred to.
- It was noted that 51% of victims from problem profiles had never been looked after children, which evidenced that this child sexual exploitation was not a stereotypical problem.
- The Dudley Safeguarding Board's structure was outlined and statistical evidence in relation to child sexual exploitation crime rates throughout the West Midlands were displayed.
- It was noted that different strategies and tactics would be put into place in different localities and new low level child sexual exploitation co-ordinators would be appointed in order to deal with those young people missing from home in order to detect and prevent low level exploitation which would prevent those vulnerable becoming future victims.

- Challenges for the Police and their partners were outlined including intelligence and information exchange and data sharing, joined up work across the Borough, cross border arrangements for out of borough placement offences, the investigation of child protection systems which were designed for familial issues and not sexual exploitation, mindsets of practitioners and gaps in service providers for 16 to 18 year olds.

Arising from the presentation Members asked questions and Detective Chief Inspector Skyrme advised as follows:-

- That conviction rates were low and work was being conducted with the Crown Prosecution Service to investigate different offences and that governance was required in relation to for example taxis who collected children unaccompanied.
- Local Policing do attend schools to provide information on child sexual exploitation.
- Grant aid was available to deal with offences of trafficking and details in relation to trafficking were outlined together with the use of legislation in order to secure a conviction for such an offence.

The Interim Director of Children's Services advised that Child Protection had bespoke training for teachers and agreed to impart the observations and comments of Members in relation to the requirement to disseminate information onto teaching staff who work on the front line with children regarding the recognition and reporting of concerns regarding possible child sexual exploitation.

RESOLVED:

That the information contained in presentations on approaches to child sexual exploitation and as reported on at the meeting be noted.

CHILD SEXUAL EXPLOITATION – FEEDBACK FROM MEMBER VISITS

Members reported orally on their visits to establishments and services involved in tackling sexual exploitation including visits to Street Teams, Respect Yourself – Teenage Pregnancy Service and a meeting with the Divisional Lead for Looked after Children and Missing Children and attendance at Training awareness sessions.

Member's comments and observations in relation to their visits were noted and the Chair requested Members to forward their comments and observations to either himself or the Vice-Chair in order that a report could be prepared and submitted to the next meeting of the Committee for further consideration.

The Chair thanked Officers, Presenters and Members for their contribution to the meeting and requested that weaknesses outlined be targeted especially in relation to the work that should be conducted with schools in relation to child sexual exploitation.

The Interim Director of Children's Services undertook to present a report to a future meeting of the Committee in relation to Safeguarding data.

RESOLVED

- (a) That the information reported on and feedback from Member visits together with Members comments, be noted.
- (b) That Members be requested to forward their comments and observations in relation to their visits to the Chair/Vice Chair.
- (c) That the Chair and Vice Chair be requested to submit a report on the feedback from Member Visits to a future meeting of the Committee.
- (d) That the Interim Director of Children's Services be requested to submit a report on Safeguarding data to a future meeting of the Committee.

33

STANDARDS REPORT – PERFORMANCE DATA

This item was deferred to a future meeting of the Committee.

34

DUDLEY SCHOOLS OFSTED OUTCOMES

This item was deferred to a future meeting of the Committee.

The meeting ended at 8.55 pm

CHAIR

Children’s Services Scrutiny Committee – 6th May, 2014

Report of the Interim Director of Children’s Services

Standards Report – Performance Data

Purpose of Report

1. To present the validated data available on the performance of pupils, settings and schools in the Borough.
2. All data presented in this report is the most recent available.

Background

Early Years Foundation Stage

3. In September 2012 a Revised Early Years Foundation Stage (EYFS) statutory framework was implemented. The curriculum now consists of seven Early Years Foundation Stage areas of learning divided into three Prime Areas and four Specific Areas:

1.	Communication and Language	Prime Areas
2.	Physical Development	
3.	Personal, Social and Emotional Development	
4.	Mathematics	Specific Areas
5.	Literacy	
6.	Understanding the World	
7.	Expressive Arts and Design	

4. The Early Years Foundation Stage Profile (EYFSP), was replaced and teachers observed and assessed children against the new Profile in June 2013. This revised Profile eradicated the previous 69 scales replacing them with just 17 scales (known as Early Learning Goals). These scales are also classified into the prime and specific areas of learning. Attainment data was forwarded by schools to the Local Authority and then submitted to the DfE by the required date.
5. The Early Years Foundation Stage Profile provides information at both national and local authority level on children’s outcomes at the end of the Early Years Foundation Stage.

6. A child can gain a score of 1-3; 1 being ‘**emerging**’ against the Early Learning Goal, 2 reaching the ‘**expected**’ level/attaining the Goal and 3 ‘**exceeding**’ or working beyond the Goal.

Dudley 2013 Early Years Foundation Stage Profile (EYFSP) Outcomes

LA Performance Indicator Areas

Good Level of Development

7. When a child achieves the expected level in 12/17 of the Early Learning Goals (ELGs); all of the Prime Area Goals and the Literacy and Maths Goals, this is deemed to be a ‘good level of development’.
8. In 2013, 51.2% of Dudley children achieved this compared with the national figure of 52%.

Average Total Points Score

9. This shows achievement across all 7 curriculum areas rather than the 5 areas that make up the good level of development score. This measure was created by taking the sum of the scores for all children in each of the 17 ELGs across the 7 areas of the Early Years Foundation Stage with possible scores of 1-3 per goal. (minimum score =17, maximum = 51) and then working out the average score. At 32.6 points Dudley is currently 0.2 points below the national average of 32.8 points.

Local A Performance Indicator Areas

	Dudley 2013	England 2013
<i>% Good level of development</i>	51.2	52
<i>% Total average points score</i>	32.6	32.8

The Achievement Inequality Gap

10. The national Gap is 36.6 % which is 3.3ppts narrower than the Gap for Dudley.

Prime/ Specific Areas of Learning

11. More Dudley children achieved the expected or exceeding level across all Prime areas compared with the Specific areas. This is to be expected as schools/settings prioritise children’s competence in the Prime areas from an early age as they are the foundations for later learning.
12. The Dudley results for 5/7 areas of learning are 3 ppts below national; Literacy results are the same; and Mathematics is 2 ppts above national.

(See Table 1)

Early Learning Goals

13. Dudley results for children achieving the expected/ exceeding levels are 2-3ppts lower than national in 12/17 Early Learning Goals. Results are the same for the writing Early Learning Goal and 1ppt higher for both mathematics Early Learning Goals.
14. The biggest gap between Dudley and national at 4ppts is Managing Feelings and Behaviour. The highest results nationally are for Health and Self Care and Technology (88%). This is mirrored in Dudley for these two Early Learning Goals plus Moving and Handling (87%). Writing continues to be the lowest scoring Early Learning Goal (62%) both in Dudley and nationally.

(see Table 2)

Vulnerable Groups

15. For the Good Level of Development (GLD) measure:
 - Attainment is lowest for statemented children in Dudley and nationally. The next lowest achieving group is school action (SA) followed by school action plus (SA+) (they are sometimes known as EYA and EYA+). Nationally the opposite is seen, with children on SA+ doing less well than those on SA
 - Of the other vulnerable groups only 31% of Looked After Children (LAC) in Dudley meet this measure. There is no national data.
 - Children on Free School Meals (FSM) are the next low scoring group (33%) in Dudley, 23ppts lower than non-FSM (56%). The national figure is 3ppts higher with a gap of only 19 ppts
 - The same gap (23ppts) exists between Autumn and Summer born children in Dudley and nationally.
 - 36% of Dudley English as an additional language children achieve a GLD, 8 ppts behind the national figure and the gap is 7ppts wider.
 - There is a gap of 19 ppts between the outcome for Dudley boys (41%) and girls (61%) with similar national results but the gender gap is 3 ppts more than national.
 - The results for children residing in the 30% most deprived SOAs, at 42% is 2ppts lower than national.
 - Individual ethnic groups: It is difficult to compare results with the national picture due to very small numbers of children in some ethnic groups in Dudley. The highest performing of the larger ethnic groups in the borough is Indian and the largest group; White British, is 1ppt above the national figure and above the national average for all children.
16. For the Average Total Points Score measure:
 - The lowest results are again for SEN groups as would be expected.
 - The gender results again are close to national figures and demonstrate that girls outperform boys

- Dudley and national results and gaps are again similar but with a larger borough gap for English as an additional language/ Non- English as an additional language and Free School Meals/ Non Free School Meals

(See Table 3 & 4)

Local Authority Outcome Comparison

17. When compared with 8 geographical neighbours, Dudley ranks 4th for the Good Level of Development and 6th for the Achievement Inequality Gap. For the Prime Areas of Communication and Language, Physical Development and Personal, Social and Emotional Development, Dudley is ranked 4th and then 5th respectively. Dudley is ranked 6th for Literacy and 2nd for Mathematics.

18. When compared with 10 statistical neighbours, Dudley is in 4th position for the Good Level of Development, 7th for the Achievement Equality Gap, 6th for the three Prime Areas and 4th for both Literacy and Maths.

% Good Level of Development
(See Table 5)

% Achievement Inequality Gap
(See Table 6)

Communication and Language - % achieving at least the expected level
(See Table 7)

Physical Development - % achieving at least the expected level
(See Table 8)

Personal, Social Emotional Development - % achieving at least the expected level
(See Table 9)

Literacy - % achieving at least the expected level
(See Table 10)

Mathematics - % achieving at least the expected level
(See Table 11)

19. **Attainment Priorities for 2013/14:**

- Increase number of children achieving a good level of development
- Increase average total points score
- Further narrowing of achievement gaps for vulnerable groups (particularly summer born, EAL, boys, FSM)
- Closer alignment with national results

Local authority Early Years Foundation Stage support for schools and settings

Post-Ofsted Support

20. School and settings judged as requires improvement or inadequate receive targeted or intensive support for appropriate aspects of provision. Settings with good or outstanding judgements are supported according to need and team capacity.
21. In September, a Securing Good Group for day nurseries and pre-schools was developed with the purpose of targeting vulnerable settings who do not have or may not retain a good judgment at inspection.
22. Meetings have been well attended and follow up on-site support has been given to around 20 settings to date.

Professional development opportunities for Early Years Foundation Stage practitioners and leaders

September 2012- July 2013

23. An extensive professional development programme took place last academic year.
24. The Looking Glass Centre (exemplary exhibition/training space) attracted 811 visitors from across and outside the borough to the Understanding the World exhibition.
25. The central training programme delivered by the Early Years Foundation Stage Team had 1125 delegates attending from all sectors across the 84 courses offered during the year.
26. School and non-maintained setting Early Years Foundation Stage leaders and early years SENCOs are offered half day termly up-date meetings. Around 60 staff regularly attend and participants are encouraged to share good practice with colleagues.

September 2013- July 2014

27. An extensive training programme has been developed including new courses. The programme includes; a suite of training to support practitioners working with vulnerable and funded two year olds and an Early Years Foundation Stage Newly Qualified Teacher Package. The team are also delivering some courses for the Dudley Regional Staff College.

Other activities undertaken

Communication into Writing Project

28. Early Years Advisers worked with 11 schools in 2012/13 to deepen understanding of the processes involved in a child becoming a confident and competent writer. All schools developed individual action plans linked to their school improvement plans

focused on writing and produced case studies documenting the improvement to practice and outcomes. One school has offered to host visits from other schools. A further cohort of schools is taking part in the project during 2013/14.

Mathematics Project

29. This academic year ten schools are receiving training, delivered by a Primary Mathematics Consultant and Early Years Advisers, to improve provision for mathematical learning and teaching. To date they have completed an audit, developed an action plan and introduced new open-ended resources into children's play. Case studies will be available at the end of the school year and hopefully Early Years Foundation Stage Profile data will demonstrate an improvement in mathematical outcomes.

Early Years Foundation Stage to Year 1 Transition Project

30. Two schools worked alongside Early Years advisers in 2012/13 to create a transition timetable across a school year and to review the Year 1 learning environment, routines, staff confidence and needs. Suggestions were shared with all schools through Early Years Foundation Stage up-date meetings and were gratefully received. One school has developed a Year 1 model classroom based around Early Years Foundation Stage principles and offered visits to other interested schools during the autumn term 2013.

Early Years Locality Project

31. Two schools, three settings and one Children's Centre have been working with Early Years Foundation Stage Team representatives this academic year to examine where children are below age-related expectation on-entry and to try to collectively address highlighted areas to further close the gap. Interventions have included joint locality training and the sharing of expertise.

English as an additional language support

32. A support tool has been created in partnership with the borough English as an additional language consultant and was distributed to schools/settings in the Spring term 2013 with explanatory workshops taking place. The tool will enable schools and settings to audit, support and track an individual child's progress in English acquisition (Early Years Foundation Stage statutory requirement) a further audit to enhance provision for equality, culture and diversity was developed and distributed in June 2013. There has been some out of borough interest following input at a regional event.

Looked After Children (LAC) support

33. Three early years advisers have added capacity to the Looked after Children Education Service Team since April 12. Between April 12 and July 13, 68 PEPs for Early Years Foundation Stage/KS1 children were attended and five schools received approx 12 days of support for individual Looked after children (observations and advice). At many PEPs, objectives would not be as appropriate for the age group

without specialist early years input. Positive feedback has been given by the head of the Looked after Children service. This support is continuing during 2013/14 but costs will appear in the Looked after Children Education Service budget.

Children Centre support

34. Children's Centres are being supported by the early years team during 2013/14 to gather data about children's learning and development progress and to track their outcomes from engagement with the centre through to exit from services and on to the end of the reception year. This will provide evidence of centre impact. The teachers are monitored by the Early Years Team.

School to School support

35. Visits to observe Early Years Foundation Stage good practice in three schools have been coordinated by the Early Years team and impact has been seen.
36. The progress and outcomes of projects are shared with school and setting leaders at up-date meetings.

Analysis Key Stage 1 - 2013

		2010		2011		2012		2013		Difference 2012/2013 National	Difference 2012/2013 Dudley	Difference 2012/2013 Nat
		Dudley	Nat	Dudley	Nat	Dudley	Nat	Dudley	Nat			
Reading	L2+	85	85	86.4	85	88.0	87	89.2	89	+0.2	+1.2	+2
	L2b+	71	72	73.1	74	76.0	76	78.0	79	-1	+2.0	+3
	L3	24	26	25.4	26	27.3	27	29.2	29	+0.2	+1.9	+2
Writing	L2+	81	81	81.9	81	84.0	83	85.5	85	+0.5	+1.5	+2
	L2b+	60	60	62.3	61	65.6	64	66.8	67	-0.2	+1.2	+3
	L3	13	12	13.6	13	14.8	14	16.4	15	+1.4	+1.6	+1
Maths	L2+	88	89	88.9	90	90.6	91	91.5	91	+0.5	+0.9	0
	L2b+	72	73	74.3	74	76.5	76	78.6	78	+0.6	+2.1	+2
	L3	19	20	19.7	20	21.9	22	23.1	23	+0.1	+1.2	+1

37. Dudley standards at the end of KS1 continue to improve. In 2013, the national levels improved at a slightly higher rate showing steady improvement over time. In Reading, Writing and Mathematics, Dudley is in line or above the national picture at all levels. Girls continue to out perform boys except at Level 3 in Mathematics.

Geographical and Statistical Neighbours

38. When compared with 8 geographical neighbours and 12 statistical neighbours, Dudley is performing in the top third of Local Authority's.

2013		Geographical Neighbours	Statistical Neighbours
L2+	R	3 rd	2 nd
	W	4 th	3 rd
	M	3 rd	4 th
L2b+	R	6 th	4 th
	W	4 th	3 rd
	M	3 rd	3 rd
L3	R	4 th	3 rd
	W	4 th	3 rd
	M	3 rd	2 nd

(See Appendix 2)

Pupil Premium (PP) pupils

L2+	Reading			Writing			Maths		
	Non PP	PP	Gap	Non PP	PP	Gap	Non PP	PP	Gap
2011	89	77	13	85	70	15	91	81	10
2012	91	77	15	87	73	14	93	82	11
2013	92	77	16	89	72	17	94	83	11
Over 3 years	+3	0	+3	+4	+2	+2	+3	+2	+1

39. The gap between non Pupil Premium and Pupil Premium has widened over 3 years with non Pupil Premium Pupils improving at a faster rate.

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

40. There has been good improvement in the number of schools attaining the threshold percentage of pupils at the required level. The overall percentage of pupils across Dudley has improved by 6ppts to 67.1 however this puts us 1.9ppts below the national.
41. Boys have improved significantly putting them only 4ppts behind girls. This was nearly 8ppts in 2012.

Impact of Phonics and Early Reading Support in Dudley schools

42. Of the schools that achieved 80% or more on the 2013 Screening Check (year 1 cohorts), 71% have had intensive Early Reading support from Local Authority either this year or in recent previous years.

ECC – Every Child Counts

43. For the four schools continuing with the Numbers Count Programme using a specialist teacher, results remain high compared with Dudley as a whole. Since the ending of direct funding for this work, most schools have taken up the cheaper option of using Teaching Assistants.

ECaR – Every Child a Reader

ECAR	Improvements.	L2+ Dudley()	L3 Dudley()
Cohort 1	Over 5 years	+12.3 (+7.5)	+ 12.9 (+7.2)
Cohort 2	Over 4 years	+6.5 (+5.8)	+22.4 (+5.5)
Cohort 4	Over 2 years	+6.5 (+1.2)	+14.1 (+1.9)

44. Cohort 1 - Consistent improvement over the years in Reading with all schools performing very well. One school improved by nearly 40ppts.
45. Schools are clearly committed to the programme as they are now paying in entirety for a specialist teacher – These results show that over 5 years there is considerable improvement in Reading at KS1.
46. Cohort 2- Consistent improvements over 4 years especially at the higher levels.
47. Although Cohort 4 has only been working this way for 1 year and most early child a reader pupils are not yet at the end of the Key Stage and taking tests, schools are showing clear improvements due to the high focus given to Reading and appropriate interventions.

The Early Years Maths Project 2013-14

48. The Early Years Maths project will run over the year and aims to mirror the success of the Early Years Literacy project run in 2012-13. It will focus on developing the mathematical experience of children in Foundation Stage by working with 9 schools and their Foundation Stage practitioners and Teaching Assistants to develop subject knowledge, a range of pedagogies and use of model, images and resources.
49. Initially the project is focussing on the development of counting through use of the Numbers and Patterns material and then will look at school priorities targeting requests by the schools in the project to explore and unpick selected mathematical areas. During the course participants will have a number of gap tasks to complete which will form an integral part of the training. The course will be run by Consultants from the Early Years and School Improvement teams who will support schools through training, resources and school visits.

Support for Dudley Schools

2013/14 offer – based on analysis of data

50. We still run a core Continuing Professional Development (CPD) offer to schools targeting Newly Qualified Teachers, Teaching Assistants and new Subject Leaders, whilst also developing areas of mathematics that we note are crucial to the mathematical success of children in Dudley – encompassing Able pupils, Girls (especially L5/6), ensuring all attain (Pupil Premium/Free school meals, Boys).
51. Our Mental maths training is a good example of this and is in line with the third aim of the new National Curriculum key aims to develop fluency.
52. We continue to innovate and develop new courses which we know are in line with current mathematical thinking due to the way that they reflect the new National Curriculum. We also, through uptake and feedback, know that the direction of travel of our Continuing Professional Development offer is what schools, teachers and children want.
53. There are opportunities for existing subject leaders and continued networks for Maths Specialist Teachers.

Analysis Key Stage 2 – 2013 4 DfE Floor Standards

54. A school is deemed to be below the DfE floor standards if they are below all of the following:

60% Level 4+ in Reading, Writing and Mathematics

91% Median for 2 levels progress in Reading

95% Median for 2 levels progress in Writing

92% Median for 2 levels progress in Mathematics

Number of schools below all four floor targets – 8

The Medians are only available in January 2014 following validation of data.

In the Autumn of 2013 the national averages are used as follows:

Two Levels Progress in Reading

National Average	87% (2011)	90% (2012)	88% (2013)
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Two Levels Progress in Writing

National Average	83% (2011)	90% (2012)	91% (2013)
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Two Levels Progress in Mathematics

National Average 82% (2011) 87% (2012) 88% (2013)

		2011		2012		2013		Difference from National
		Dudley	Nat	Dudley	Nat	Dudley	Nat	
Reading	L4+	84	84	85	87	84	86	-2
	L5+	39	42	45	48	39	44	-5
	2 levels Progress	87	87	90	90	88	88	0
Writing	L4+	80	-	81	81	84	83	+1
	L5+	26	-	28	28	31	30	+1
	2 Levels Progress	86	83	91	90	93	91	+2
Maths	L4+	79	80	82	84	83	85	-2
	L5	30	35	36	40	36	41	-5
	2 levels progress	82	82	87	87	87	88	-1
Reading, Writing (was English)& Maths Combined	L4+	73	74	77	80	74	75	-1
	L5	19	21	24	27	20	21	-1

Analysis of submitted statutory data/SATs data in 2013

55. Attainment at Level 4+ in **Reading, Writing (was English in 2012) and Mathematics combined** is 74%. Dudley is 1ppt behind the national figure of 75%

56. In 2012 combined English and Mathematics was 77% in Dudley, however, the weighting given to formulating an overall English percentage has now gone. This may explain the apparent decline. In 2012 Dudley was 3ppts behind the national picture, so the 2013 figure of 74% being 1ppt below the national picture could be seen as an improvement. N.B. Writing is teacher assessed.

57. In 2013 attainment in **Reading** declined by 1ppt at L4+ and by 6ppts at L5.

However,

At L4+

- Dudley has maintained similar performance over 3 years and is now 2 ppts below the national at 86%

At L5+

- Dudley has maintained similar performance over 3 years and is now 5 ppts below the national at 44%

58. Following analysis a few children at many schools were affected by the SATs threshold increase of 3 points at L5 and 1 point at L4 in 2013. This points to pupils on the boundary of the threshold and not securely attaining the levels. Training and targeted support to secure attainment for higher ability readers will be continued. A meeting was held in October for selected schools to provide advice and training.

Attainment in **Writing** improved and remains above the national picture.

At L4+

- Dudley has improved performance over 3 years and is now 1ppt above the national at 83%

At L5+

- Dudley has improved performance over 3 years and is now 1ppt above the national at 30%

There has been a focus on Writing for a number of years leading to high performance in 2012 and continued into 2013.

Attainment in **Mathematics** has improved at L4+ and stayed the same at L5+

At L4+

- Dudley has improved performance over 3 years and is now 2ppts below the national at 85%

At L5+

- Dudley has improved performance over 3 years and is now 4ppts below the national at 41%

59. Training and focused support has been provided for Mathematics, including at higher levels, in October. 'Girls and Maths' pilot has been offered to selected schools following analysis, identifying those with high a percentage of pupils at L4a which could get to L5.

Gender differences

(See Appendix 3)

Reading

Boys - At L4+

- Maintained similar performance over 3 years and now 3 ppts below the national at 83%

Boys - At L5

- Improved performance over 3 years and now 6 ppts below the national at 41%

Girls - At L4+

- Maintained similar performance over 3 years and is now 1ppt above the national at 88%

Girls - At L5+

- Maintained similar performance over 3 years and now 4 ppts below the national at 48%

60. The gap between boys and girls remains at a similar level for L4+ but is narrowing for L5+. The gap from the national at the higher levels is a concern.

Writing

Boys - At L4+

- Improved performance over 3 years and now 1ppt below the national at 78%

Boys - At L5+

- Improved performance over 3 years and now 1ppt below the national at 23%

Girls - At L4+

- Improved performance over 3 years and now 3ppts above the national at 88%

Girls - At L5+

- Improved performance over 3 years and now 1 ppt above the national at 38%

Both girls and boys continue to improve with gaps therefore remaining similar over time.

Mathematics

Boys - At L4+

- Improved performance over 3 years and now 2 ppts below the national at 84%

Boys - At L5+

- Improved performance over 3 years and now 6 ppts below the national at 43%

In Dudley, boys continue to outperform girls at L5 and L6 in mathematics but by a narrower gap of 2ppts in 2013 due to the drop in performance from 2012.

Girls - At L4+

- Improved performance over 3 years and now 1ppt below the national at 85%.

Girls have regained their position at 2ppts ahead of boys. This gap has increased by 1 ppt despite the continued improvement of boys performance.

Girls - At L5+

- Improved performance over 3 years and now 4 ppts below the national at 39%

Girls outperform boys in all areas and all levels apart from L5 and L6 mathematics. Previous Local Authority support at school level to improve the attainment and progress of girls also led to improvement in attainment of boys.

Pupil Premium comparisons (PP)

Dudley 2013	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	87.7	43.7	87.4	35.9	86	40.6	78	23	83.1	90.6	81.9
PP	70.3	22.7	70	14.4	71.5	18.7	57	9	88.7	94.1	88.5

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	-10.6	+5.6	+3.5	+6.6

61. Pupil Premium funding is clearly supporting the schools in closing the gap between pupils. Progress rates are better for pupil premium pupils, but as they were lower attaining at KS1 they remain lower attaining at the end of KS2. This is particularly notable at the higher levels.
62. Gaps are reducing overall but are still unacceptably high across Dudley. This is a priority for School Improvement discussions (1 child in every primary school in Dudley is approximately 2% for Dudley).
63. Progress for pupils with Free School Meals alone is above or in line with national. The issue to be analysed is Free School Meals and Special Educational Needs – why these pupils are making less progress than pupils Special Educational Need only, particularly in Writing.

Difference Reading and Writing

2012 All Dudley Schools	2009		2010		2011		2012		2013	
	No of Schools	%	No of Schools	%	No of Schools	%	No of Schools	%	No of Schools	%
Difference between Reading and Writing greater than 20%	34	43	9	11	9	11	4	5%	1	1.3

Only one school with greater than 20% difference between Reading and Writing.

Three schools have a gap of 15-20%.

Grammar, Punctuation and Spelling (GPS)

GPS	Overall	Boys	Girls
L4+	71%	63%	78%
L5+	43%	36%	49%
L6	1%	0.7%	1.6%

64. The grammar, punctuation and spelling is a new test and has not been used in league tables this year and therefore there is no test data with which to compare. Data has been analysed to identify schools to work with, where pupils performance in grammar, punctuation and spelling compared with Reading and Writing is significantly different. There remains a gender issue with girls out performing boys particularly at the higher levels.

Progress over Key Stage 2

65. Analysis for schools up until December 2013 shows it is in line with the national average.
66. Progress levels in Reading at 88% is 2ppts lower than in 2012 but is in line with the national average of 88%. Progress in Writing at 93% shows an improvement of 1ppt and is 2ppts above the national average of 91%.
67. 2 Levels progress in Mathematics in 2013 at 87% remains at the same level as in 2012 and is now 1ppt below the national mathematics average progress of 88%. In 2012 it was in line.
68. In January 2014 the national medians for 2 levels progress became available. Reading 92%, Writing 95% and Mathematics 92%.
69. These medians along with the % of pupils who attain L4+ in all of Reading, Writing and Mathematics are now the floor standards.

Schools Below all four standards in 2013

8 schools below in all four standards in 2013

Statistical Neighbours Key Stage 2 Level 4+

2010 is Teacher Assessment for all statistical and geographical neighbours.

	English	Mathematics	English & Maths Combined
2006	7	8	
2007 *	7=	9	
2008	4=	7	5
2009	6=	7	7=
2010	4=	7=	-
2011	6=	9	8=
2012	6=	9=	7=

Now Reading, Writing and Mathematics

2013	R 7=	W 5=	7=	7= Reading, Writing & Mathematics combined
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* New statistical neighbours

Geographical Neighbours Key Stage 2 Level 4+

	English	Mathematics	English & Maths Combined
2006	2	2	
2007	2	3	
2008	2	2=	2
2009	2	2	2
2010	2	2	-
2011	2=	3	3=
2012	2=	3=	2=

Now Reading, Writing and Mathematics

2013	R 3=	W 2=	2=	3= Reading, Writing & Mathematics combined
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Support for Schools

Training and Targeted Interventions from the Local Authority

Ofsted category or supported schools

70. Support for schools is via the School Improvement categorisation agreed in the School Improvement Policy. This policy has been updated for September 2013 and bands schools as high, medium or low risk. The Local Authority brokers support for schools and provides some support from the School Improvement Team and wider group of Local Authority employees if required.
71. All plans are individual according to identified need.

72. Of the 26 supported schools, five in 2012 and six in 2013 received National College funding and National Leader of Education and Local Leader in Education school: school support. The majority received support funded by the Local Authority either by direct support from Education Improvement Advisers (EIAs), Primary Literacy and Numeracy Consultants, Human Resources etc., brokered support with outstanding/good schools or from external consultants where necessary. Schools also fund agreed aspects of this support.
73. All have action plan reviews, the majority termly, with Local Authority monitoring where a team of Education Improvement Advisers /Consultants conduct activity agreed with the school. This could be lesson observations, work scrutiny, pupil interviews, leadership/management interviews, including governance, data discussion or other agreed aspects. This is usually alongside members of the school team in order to build internal capacity. These monitoring activities have reports available to the school, governors and the School Improvement Group who discuss categorisation/ support on a monthly basis. This is to ensure that the impact of support either internally or externally provided, is evaluated and any aspects requiring amendment or change are attended to swiftly.

Mathematics Training 2012-2013

74. The Continuing Professional Development offer to schools during 2012-13 was radically different from previous years as the School Improvement team for Numeracy identified the need to work at a different level with schools and no longer have initiatives from the National Strategy. The team recognised the need to offer greater variety in both the types of training and the audiences to which the courses were offered and thereby increase the speed of effectiveness.
75. The Continuing Professional Development offer wanted to give practitioners the opportunity to bring groups of children to Saltwells Education Centre where the children could access high quality mathematically rich tasks targeted towards specific groups of children or historically difficult areas for teachers in Dudley to deliver. This had been previously tackled through designated 'Tough to Teach' training aimed solely at teachers, however, it was felt that this approach could not demonstrate how the progressive learning opportunities would translate with groups of children. By bringing small groups of children to the Educational Development Centre in Dudley with their teachers, teachers could readily see how expert practitioners translated the opportunities through use of question stems, crucial interventions, use of models and images and a guided maths approach.

Gifted and Talented children in upper Key Stage 2

76. The first Continuing Professional Development event of this nature was targeted towards Gifted and Talented children in upper Key Stage 2. It was designed to deliver rich

mathematical learning opportunities to those children likely to achieve high Level 5/ Level 6 in the SAT tests in 2013. The content of the learning activities were based around algebra, ratio, proportion, fractions, decimals and percentages all through a problem solving approach themed around solving a 'Mystery in a Mansion in Dudley'. These areas were selected as they form major parts of the Level 6 curriculum and are often areas where appropriate levels of challenge are absent from their mathematical diet. The content also drew from the draft National Curriculum for Mathematics and consequently provides mathematical opportunities to learn binary coding and to develop awareness of other historical number systems within the same problem solving format.

77. The training has been very successful, with both children and teachers reflecting positively on the event. Children have reflected that they had 'an amazing day. Thank you,' whilst some teachers remarked, 'I had never thought of teaching Algebra in that way' or 'The children's responses to the learning opportunities has made us realise that we need to look again at the way we teach fractions across the school'.
78. We know that the event was redesigned for children who could not attend as one Primary then ran the event back in their school for different groups taking over the role of educators using a guided approach and extending the opportunities to more pupils.
79. We also have reached the **Mathematics Specialist Teacher (MaST)** groups, teachers in Dudley whose schools have attended the event and recommended it through word of mouth through the **Mathematics Specialist Teacher** network. This new-type of training event has attracted many schools, with some schools making return visits, and now is beginning to attract schools from neighbouring authorities.

Years 3 and 4

80. The above format of Continuing Professional Development has been replicated and targeted towards children in Year 3 and 4, a group of children often overlooked in terms of specific targeted work and often year groups where mathematical progress stalls. The Years 3 and 4 session is entitled 'Problem Solving with Pounds and Pence'. The course focuses on developing children's financial capability, in a time where it has become clear that children require more opportunities to learn about handling, spending and saving money. Again this course reflects the Government's decision to ensure that financial education is within the new National Curriculum. The course uses the same approach as described earlier to encourage the children to reason mathematically and solve problems, again, two of the three key aims of the new National Curriculum. Early indications suggest that this event has been received in the same vein as the Year 6 course with teachers taking ideas back to school to supplement 'My Money Week' work. It has already reached one school's newsletter as children enjoyed it so much.

Subject Leader Conferences – focus on real mathematics

81. In terms of our work with Subject Leaders we wanted to get them to think differently about mathematics whilst also helping to publicise the resources currently in Dudley. We achieved this by running a Subject leader network meeting at the Enviro Zone, where we encouraged them to think about how as co-ordinators they could build on the work of Foundation Stage classes and lead their colleagues in taking maths outside for all children regardless of age or season. At the same time, with a small group of **MaSTs**, we wrote and published maths trails and subject specific guidance on how the outdoor space at the Enviro Zone could be used to ensure that those Dudley schools who regularly visited had opportunities to engage in mathematical learning in addition to the scientific and literacy activities that they had previously used the venue for. We know that a number of schools in Dudley, have embraced the idea of Outdoor maths as a whole school initiative and have held Nature Weeks with an integral maths focus or have increased the percentage of outdoor maths work as a result of this Continuing Professional Development. We continue to meet termly with our Subject Leaders who have responded favourably to our new training with over 50% of the schools in Dudley attending our recent Subject Leader event.

Mathematics Specialist Teachers (MASTS) training by Local Authority with Edge Hill University

82. Our analysis shows the following:
- Schools with more than one Mathematics Specialist Teacher and crucially Mathematics Specialist Teacher's in each of the Key Stages have shown greater improvement over the last year. The greatest increases often come from the Key Stage where the Mathematics Specialist Teacher's are working and shows the need to recruit fellow teachers from other Key Stages to support Mathematics Specialist Teacher work through school.
 - This year has seen greater use of the MaSTs to influence practice across the school with them working alongside colleagues to improve practice, share pedagogies and move teachers from 'Satisfactory' to 'Good'. This has had a positive effect with a number of Mathematics Specialist Teacher's aiding schools to exit Ofsted categories and increasing the % of 'Good' lessons being observed by Ofsted. Mathematics Specialist Teacher's have also been used by Networks to support schools and share practice locally.
 - This year has also seen a small number of Mathematics Specialist Teacher's move Key Stage from Key Stage 2 to Key Stage 1. The Mathematics Specialist Teacher's themselves reflect that this has enabled them to raise expectations within a Key Stage and share progressions to a wider audience across the school.
 - The schools showing consistent upward trends in maths over the course of the programme in each Cohort share the following general characteristics. The schools tend to have a Maths team which includes a Senior Leader, they have an ongoing commitment to targeted Maths Continuing Professional Development, they have no gender differences within their results and that they are supported well by their Head

teacher who supports and deploys the Mathematics Specialist Teacher effectively across the school.

- Of the 5 highest performing schools in Dudley at Level 3 at the end of Key Stage 1 in 2013, 3 of them have a Mathematics Specialist Teacher.
- Of the 15 highest performing schools in Dudley at Level 4+ at the end of Key Stage 2 in 2013, 9 of them have a Mathematics Specialist Teacher.
- Of the 15 highest performing schools in Dudley at Level 5+ in 2013, 9 of them have a Mathematics Specialist Teacher.
- Of the 5 highest performing schools in Dudley at Level 6 in 2013, 4 of them have a Mathematics Specialist Teacher.

Outdoor Maths Project

83. The Outdoor Maths Project began as collaboration between two schools with the aim of extending mathematical opportunity beyond the classroom and increasing the range of mathematical pedagogies available to teachers. The schools came together for a staff meeting in each school where their respective outdoor environments were used to model a range of mathematical pedagogies and learning opportunities. The first staff meeting was used to illustrate how the playground could be used as a canvas to provide opportunities for maths in all parts of the three part lesson and to show how specific parts of their outdoor grounds could be used to develop mathematical exploration. The staff at both schools were given the gap task, between meetings, to try some of the ideas with their own classes and the results of their work were shared and showcased at the second meeting. The teachers also worked to develop maths from stories and this theme was used extensively from a variety of texts in both schools.
84. The project led to a greater use of the outdoor environment and the exploration of maths in a real context. Teachers are now more flexible in their pedagogical approaches and are more aware of the need to use the extended school environment in their everyday mathematical work.
85. Much of the work from the collaboration was shared with other subject leaders at their termly meeting where a local school and its 'Environment Zone' were used to develop outdoor maths trails. These trails which were written jointly by School Improvement Consultants, Mathematics Specialist Teacher's and Subject Leaders of Dudley school now sit at the 'Environment Zone' and can be used by schools visiting the centre.
86. As a result of the project and the sharing of work across the Dudley Subject Leaders Network many subject leaders across Dudley have been leading the way in their own schools to develop outdoor maths, to model it to their own colleagues and so widen the mathematical experiences of children.

Support for 2013/2014

2013/14 offer – based on analysis of data

87. We still run a core Continuing Professional Development offer to schools targeting Newly Qualified Teachers, Teaching Assistants and new Subject Leaders, whilst also developing areas of mathematics that we note are crucial to the mathematical success of children in Dudley – encompassing Able pupils, Girls (especially L5/6), ensuring all attain (Pupil Premium/Free school meals, Boys).
88. Our Mental maths training is a good example of this and is in line with the third aim of the new National Curriculum key aims to develop fluency.
89. We continue to innovate and develop new courses which we know are in line with current mathematical thinking due to the way that they reflect the new National Curriculum. We also, through uptake and feedback, know that the direction of travel of our Continuing Professional Development offer is what schools, teachers and children want.
90. There are opportunities for existing subject leaders and continued networks for Mathematics Specialist Teacher's.
91. All training is available for groups of schools/whole staff as well as individuals.

Key Stage 4 (GCSE)

A) Those achieving 5A*-C (or equivalent)

92. GCSE figures for summer 2013 evidence that for all maintained schools, and academies, the average percentage achieving 5+A*-C GCSEs (or equivalent) is **81%**. This evidences a decline of two percentage points on that achieved in 2012 after continuous year on year improvement since 2007, from 59%.

B) The following analysis is of 5A*-C GCSE's including English and mathematics (based on the performance of 20 schools – 5 academies and 15 LA maintained schools at the time of the 2013 summer examinations) from the confirmed statistical release January 2014.

93. 2013 summer GCSE results, 5A*-C (or equivalent) including English and mathematics, for all maintained schools, academies and special schools, one independent (non-authority) school and several alternative providers recorded a collective figure of **59.7%**.
94. Fifteen maintained schools and five secondary academies collectively achieved 61% 5A*-C GCSEs (or equivalent) including English and mathematic. This is the best ever collective result for the 20 secondary schools located within Dudley. 2013 evidences an improvement of sixteen percentage points since 2007, from 45%.

(i) All maintained schools and academies

95. Fourteen schools improved on that achieved in 2012, with four schools improving by 13 or more percentage points. A further three schools increased by 8 and 9 percentage points on that achieved in 2012. While five schools improved by 2, 3, 5 or 6 percentage points on that achieved in 2012
96. One school has shown sustained year on year improvement of 30 percentage points (from 38% to 68 %) since 2008-09 academic year. One has shown year on year improvement since 2011 of 16 percentage points (from 60% to 76%) and another (79%) demonstrates an improvement of 6 percentage points since 2011.
97. All twenty schools have recorded performance above the nationally set floor standard of 40%. Six schools performed well above the Local Authority average (59.7%) by 10 percentage points or more. A further three schools achieved 8, 9 or 10 percentage point above the Local Authority average.
98. Conversely, seven schools evidenced a decline on that achieved in 2012. Five schools show a decline of 5 percentage points or more, on that achieved in 2012.

(ii) Academies

99. The five academies recorded mixed results compared with those achieved in 2012. The average performance for these academies is **61%**. A sixth academy, converted at the end of the academic year and therefore was an Local Authority maintained school at the time of the GCSE examinations and not included in the 2013 academy analysis.

100. C) Progress Summary

Summer 2013 GCSEs evidence that the percentage of pupils making expected progress across the LA in English is 68.2%. This is 2.2% below the national figure.

Summer 2013 GCSEs evidence that the percentage of pupils making expected progress across the LA in mathematics is 66.2%. This is 4.5% below the national figure.

Nationally, the percentage of pupils making expected progress in English is 70.4% while in mathematics it is 70.7%.

Even so, there is much to celebrate with fourteen schools making the nationally expected progress or better in English.

In mathematics, eight schools made better progress than that expected nationally.

Fischer Family Trust three year trends estimate that the three levels progress figures recorded by schools is likely to decline in 2014 and 2015, particularly in mathematics. Improving progress rates across the local authority is a priority for our schools.

101. D) Comparison with geographic and statistical neighbours (See Appendix 4)

In 2013 the Dudley average for those achieving 5+A*-C GCSEs (or equivalent) at 81.2% ranked tenth out of ten geographic neighbours, while Dudley ranked sixth out of eleven statistical neighbours. This is lowest ranking we have recorded against our geographic neighbours but an improvement by four places on our position against statistical neighbours in 2012. (see Appendix 4)

The Dudley average for those achieving 5+A*-C including English and mathematics in 2013 is 59.7% and ranked sixth out of our ten geographical neighbour group. This is an improvement of 2 places. When compared with our statistical neighbours, Dudley ranked sixth, an improvement by three places.

For the percentage of pupils making expected progress in English, Dudley is ranked sixth. An improvement by one place on the ranking in 2012.

For the percentage of pupils making expected progress in mathematics, Dudley is ranked ninth. This equals the ranking in 2012.

102. E) The percentage achieving all English Baccalaureate subjects

The 2013 Dudley average for those achieving all English Baccalaureate subjects is 16.6%. This is an improvement on that achieved in 2012 by 5.2 percentage points but 6.4 percentage points below the national average.

Dudley is ranked 10th against our statistical neighbours and 8th against our geographical neighbours.

103. F) Floor standard for 2013

No schools fell below the floor standard of 40% in 2013.

104. Pupil Premium

Schools have received funding to target support to disadvantaged pupils. There is a gap between disadvantaged pupils and other pupils both nationally and locally with standards and progress of those in receipt of pupil premium not being as good as that achieved by other pupils, as measured by the 5 A*-C GCSE including English and mathematics national indicator. Over the last three years (2011 to 2013) the gap between those pupils receiving pupil premium funding and those not receiving the funding has nationally declined. 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. This is recognised by both the local authority and the schools. There is much to do to improve on this current position.

Finance

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

Legal

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

Equality Impact

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

Recommendations

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



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Appendix 1 – Foundation Stage

Appendix 1

Table 1

Prime/ Specific Areas of Learning

% Expected/ Exceeding	Dudley 2013	England 2013	
<i>Communication and Language</i>	69	72	PRIME
<i>Physical Development</i>	80	83	
<i>Personal, Social and Emotional Development</i>	73	76	
<i>Mathematics</i>	68	66	SPECIFIC
<i>Literacy</i>	61	61	
<i>Understanding the World</i>	72	75	
<i>Expressive Arts and Design</i>	75	78	

Table 2

Individual Scale/ Early Learning Goal Data

% Expected/ Exceeding	Dudley 2013	England 2013	Difference	
<i>Listening and Attention</i>	77	80	-3	PRIME
<i>Understanding</i>	78	81	-3	
<i>Speaking</i>	75	78	-3	
<i>Moving and Handling</i>	85	87	-2	
<i>Health/Self-care</i>	85	88	-3	
<i>Making Relationships</i>	83	85	-2	
<i>Self Confidence/Self Awareness</i>	80	83	-3	
<i>Managing Feelings and Behaviour</i>	81	85	-4	
<i>Number</i>	70	69	+1	
<i>Shape, Space, Measures</i>	76	75	+1	
<i>Reading</i>	70	71	-1	
<i>Writing</i>	62	62	0	
<i>People and Communities</i>	78	81	-3	SPECIFIC
<i>The World</i>	78	81	-3	
<i>Technology</i>	85	88	-3	
<i>Exploring Media and Materials</i>	80	83	-3	
<i>Being Imaginative</i>	78	81	-3	

Table 3

Vulnerable Groups

Characteristics	% Good Level of Development		Average Total Points Score	
	<i>Dudley</i>	<i>England</i>	<i>Dudley</i>	<i>England</i>
Girls	61	60	34	34.1
Boys	42	44	31	31.6
LAC	31		29	
Most deprived 30% SOAs	42	44	31	
Autumn Born	62	63	35	35
Spring Born	52	52	33	33
Summer Born	39	40	30	31
Non SEN	57	56	34	34
SEN-A	10	17	25	27
SEN-AP	23	15	27	25
SEN-S	0	2	18	20
Non EAL	53	54	33	33
EAL	36	44	29	31
Non FSM	56	55	33	33
FSM	33	36	30	30
<i>All Children</i>	<i>51.2</i>	<i>52</i>	<i>33</i>	

Table 4

Ethnicity Data

% of pupils achieving a Good Level of Development		Number of pupils	Dudley 2013	England 2013
White	White British	2895	55	54
	Irish	1	100	58
	Traveller of Irish Heritage	4	0	24
	Gypsy/ Roma	5	0	16
	Any other White background	45	27	41
Mixed	White and Black Caribbean	81	38	49
	White and Black African	10	40	52
	White and Asian	44	39	57
	Any other Mixed background	78	41	54
Asian	Indian	64	61	57
	Pakistani	262	29	41
	Bangladeshi	4	75	45
	Any other Asian background	24	79	48
Black	Black Caribbean	21	43	49
	Black African	30	43	51
	Any other Black background	6	67	49
Other	Chinese	10	30	49
	Yemeni	35	29	-

% of pupils achieving a Good Level of Development		Number of pupils	Dudley 2013	England 2013
	Any other ethnic group	65	37	44
	All Children		51.2	52

Local Authority Outcome Comparison

Table 5

% Good Level of Development					
Geographical Neighbours			Statistical Neighbours		
	ENGLAND	52		ENGLAND	52
	WEST MIDLANDS	50			
1	Solihull	56	1	Lancashire	59
2	Coventry	55	2	Nottinghamshire	57
3	Staffordshire	54	3	Rotherham	56
4	Dudley	51	4	Dudley	51
5	Birmingham	50	5	Derbyshire	50
6=	Sandwell	46	6	Bolton	48
6=	Walsall	46	7	Thurrock	46
8	Telford and Wrekin	45	8	Telford and Wrekin	45
9	Wolverhampton	44	9	Doncaster	43
			10	Stockton-on-Tees	41
			11	Wigan	38

Table 6

% Achievement Inequality Gap					
Geographical Neighbours			Statistical Neighbours		
	ENGLAND	36.6		ENGLAND	36.6
	WEST MIDLANDS	39.1			
1	Staffordshire	35.7	1	Thurrock	32
2	Coventry	36.4	2	Lancashire	33.6
3	Telford and Wrekin	45	3	Nottinghamshire	35.1
4	Solihull	38.9	4	Rotherham	35.7
5	Sandwell	39.7	5=	Derbyshire	37.4
6	Dudley	39.9	5=	Doncaster	37.4
7	Birmingham	40.6	7	Dudley	39.9
8=	Walsall	40.8	8	Bolton	41.1
8=	Wolverhampton	40.8	9	Wigan	41.3
			10	Stockton-on-Tees	41.3
			11	Telford and Wrekin	45

Table 7

Communication and Language - % achieving at least the expected level					
Geographical Neighbours			Statistical Neighbours		
	ENGLAND	72		ENGLAND	72
	WEST MIDLANDS	70			
1=	Solihull	74	1=	Thurrock	76
1=	Staffordshire	74	1=	Nottinghamshire	76
3	Coventry	73	1=	Lancashire	76
4=	Birmingham	69	4	Rotherham	74
4=	Dudley	69	5	Derbyshire	72
4=	Sandwell	69	6	Dudley	69
7	Telford and Wrekin	68	7=	Telford and Wrekin	68
8	Walsall	64	7=	Bolton	68
9	Wolverhampton	61	9	Doncaster	66
			10	Stockton-on-Tees	64
			11	Wigan	58

Table 8

Physical Development - % achieving at least the expected level					
Geographical Neighbours			Statistical Neighbours		
	ENGLAND	83		ENGLAND	83
	WEST MIDLANDS	81			
1	Coventry	85	1	Lancashire	86
2	Staffordshire	84	2=	Rotherham	85
3	Solihull	82	2=	Thurrock	85
4	Birmingham	81	4	Nottinghamshire	84
5	Dudley	80	5	Derbyshire	81
6=	Sandwell	79	6	Dudley	80
6=	Telford and Wrekin	79	7=	Bolton	79
6=	Walsall	79	7=	Telford and Wrekin	79
9	Wolverhampton	76	9=	Doncaster	76
			9=	Stockton-on-Tees	76
			11	Wigan	72

Table 9

Personal, Social, Emotional Development - % achieving at least the expected level					
Geographical Neighbours			Statistical Neighbours		
	ENGLAND	76		ENGLAND	76
	WEST MIDLANDS	74			
1	Coventry	80	1=	Lancashire	80
2	Staffordshire	77	1=	Thurrock	80
3	Solihull	76	3=	Nottinghamshire	79
4	Sandwell	74	3=	Rotherham	79
5=	Dudley	73	5	Derbyshire	75
5=	Birmingham	73	6	Dudley	73
7	Telford and Wrekin	72	7=	Bolton	72
8=	Walsall	69	7=	Telford and Wrekin	72
8=	Wolverhampton	69	9=	Stockton-on-Tees	69
			9=	Doncaster	69
			9=	Wigan	66

Table 10

Literacy - % achieving at least the expected level					
Geographical Neighbours			Statistical Neighbours		
	ENGLAND	61		ENGLAND	61
	WEST MIDLANDS	60			
1	Solihull	67	1	Lancashire	66
2	Staffordshire	64	2	Nottinghamshire	64
3	Coventry	62	3	Rotherham	63
4	Dudley	61	4=	Dudley	61
5	Birmingham	59	4=	Thurrock	61
6	Wolverhampton	56	6	Derbyshire	59
7=	Telford and Wrekin	55	7	Bolton	57
7=	Walsall	55	8	Telford and Wrekin	55
9	Sandwell	54	9	Doncaster	52
			10	Stockton-on-Tees	50
			11	Wigan	47

Table 11

Mathematics - % achieving at least the expected level					
Geographical Neighbours			Statistical Neighbours		
	ENGLAND	66		ENGLAND	66
	WEST MIDLANDS	64			
1	Solihull	70	1=	Lancashire	71
2=	Dudley	68	1=	Nottinghamshire	71
2=	Coventry	68	3	Thurrock	69
4	Staffordshire	67	4=	Dudley	68
5	Birmingham	62	4=	Rotherham	68
6	Telford and Wrekin	61	6	Derbyshire	65
7	Wolverhampton	58	7	Telford and Wrekin	61
8=	Walsall	57	8	Bolton	60
8=	Sandwell	57	9	Doncaster	56
			10	Stockton-on-Tees	55
			11	Wigan	49

KS2 Dudley	2011			2012			2013			
	R	W	M	R	W	M	R	W	M	Combined
L4+	84	77	79	85	81	82	84	84	83	74
All	80	71	78	82	76	83	80	77	82	68
Boys	89	84	79	89	87	82	89	91	84	79
L5+										
All	38	20	30	45	28	36	39	31	36	20
Boys	33	16	32	40	21	38	35	24	37	18
Girls	44	24	28	51	36	33	44	39	35	23

Table 12

Gender Differences

Appendix 2 - Key Stage 1 Performance 2013

Dudley, Geographical & Statistical Neighbours
Including National Comparators

KS4 2013 Performance Tables Data - Dudley Compared to Geographic Neighbours

		2013
RANK	LA	Level 2 (5+ A*-C) (or equivalent) including English and maths GCSEs
1	Solihull	67.1%
2	Wolverhampton	61.0%
3	West Midlands	59.9%
3	Staffordshire	59.9%
5	Birmingham	59.8%
6	Dudley	59.7%
7	Walsall	58.7%
8	Telford and Wrekin	58.6%
9	Coventry	56.4%
10	Sandwell	54.1%
	National	59.2%

		2013
RANK	LA	% achieving 5+ A*-C GCSEs (or equivalent)
1	Solihull	89.6%
2	Telford and Wrekin	88.1%
3	Sandwell	87.7%
4	Birmingham	87.6%
5	Coventry	87.3%
5	Wolverhampton	87.3%
7	Walsall	87.1%
8	West Midlands	85.6%
9	Staffordshire	83.9%
10	Dudley	81.2%
	National	81.8%

		2013
RANK	LA	% achieving all English Baccalaureate subjects
1	Solihull	25.6%
2	Telford and Wrekin	22.1%
3	Birmingham	21.7%
4	West Midlands	19.7%
5	Staffordshire	19.6%
6	Coventry	18.1%
7	Walsall	16.9%
8	Dudley	16.6%
9	Wolverhampton	14.8%
10	Sandwell	9.1%
	National	23.0%

		2013
RANK	LA	5+ A*-G inc. English & mathematics GCSEs
1	Solihull	96.5%
2	Staffordshire	94.5%
3	West Midlands	94.4%
4	Coventry	94.2%
5	Dudley	94.1%
5	Telford and Wrekin	94.1%
7	Sandwell	93.8%
8	Birmingham	93.6%
9	Wolverhampton	93.5%
10	Walsall	92.9%
	National	90.5%

		2013
RANK	LA	% of pupils making expected progress ENGLISH
1	Solihull	74.5%
2	Birmingham	72.0%
3	Wolverhampton	71.0%
4	West Midlands	70.0%
5	Coventry	69.6%
6	Sandwell	68.7%
7	Staffordshire	68.5%
8	Dudley	68.2%
9	Telford and Wrekin	67.8%
10	Walsall	65.9%
	National	70.4%

		2013
RANK	LA	% of pupils making expected progress Mathematics
1	Wolverhampton	71.6%
2	Solihull	71.3%
3	Birmingham	71.0%
4	West Midlands	68.9%
5	Coventry	68.4%
6	Staffordshire	67.9%
7	Walsall	66.4%
8	Telford and Wrekin	66.3%
9	Dudley	66.2%
10	Sandwell	63.3%
	National	70.7%

KS4 2013 Performance Tables Data - Dudley Compared to Statistical Neighbours

		2013
<i>RANK</i>	LA	Level 2 (5+ A*-C) (or equivalent) including English and maths GCSEs
1	Wigan	63.8%
2	Rotherham	63.6%
3	Nottinghamshire	63.4%
4	Lancashire	61.2%
5	Bolton	60.7%
6	Dudley	59.7%
7	Thurrock	59.5%
8	Derbyshire	59.1%
9	Telford and Wrekin	58.6%
10	Stockton-on-Tees	57.4%
11	Doncaster	56.6%
	National	59.2%

		2013
<i>RANK</i>	LA	% achieving 5+ A*-C GCSEs (or equivalent)
1	Nottinghamshire	88.4%
2	Telford and Wrekin	88.1%
3	Thurrock	87.8%
4	Doncaster	86.5%
5	Bolton	85.8%
6	Rotherham	84.8%
7	Lancashire	82.8%
8	Wigan	81.7%
9	Derbyshire	81.6%
10	Stockton-on-Tees	81.3%
11	Dudley	81.2%
	National	81.8%

		2013
<i>RANK</i>	LA	% achieving all English Baccalaureate subjects
1	Lancashire	24.5%
2	Wigan	24.4%
3	Nottinghamshire	22.7%
4	Telford and Wrekin	22.1%
5	Stockton-on-Tees	19.6%
6	Thurrock	19.2%
7	Rotherham	19.1%
8	Bolton	18.3%
9	Derbyshire	18.2%
10	Dudley	16.6%
11	Doncaster	14.4%
	National	23.0%

		2013
<i>RANK</i>	LA	5+ A*-G inc. English & mathematics GCSEs
1	Wigan	95.4%
2	Derbyshire	95.2%
2	Nottinghamshire	95.2%
2	Thurrock	95.2%
5	Bolton	94.5%
6	Lancashire	94.4%
7	Dudley	94.1%
7	Telford and Wrekin	94.1%
9	Rotherham	93.7%
10	Doncaster	93.4%
11	Stockton-on-Tees	92.3%
	National	90.5%

		2013
<i>RANK</i>	LA	% of pupils making expected progress ENGLISH
1	Rotherham	75.5%
2	Wigan	73.7%
3	Thurrock	72.3%
4	Nottinghamshire	70.2%
5	Lancashire	69.3%
6	Dudley	68.2%
7	Telford and Wrekin	67.8%
8	Bolton	67.7%
9	Doncaster	65.8%
10	Derbyshire	65.0%
11	Stockton-on-Tees	61.9%
	National	70.4%

		2013
<i>RANK</i>	LA	% of pupils making expected progress Mathematics
1	Thurrock	73.8%
2	Bolton	71.7%
2	Lancashire	71.7%
4	Wigan	70.9%
5	Rotherham	70.4%
6	Derbyshire	70.0%
7	Nottinghamshire	69.1%
8	Telford and Wrekin	66.3%
9	Dudley	66.2%
10	Doncaster	62.4%
11	Stockton-on-Tees	62.3%
	National	70.7%

KS2 2013 FINAL Data - Dudley Compared to Geographic Neighbours

		2013
RANK	LA	Percentage making expected progress Reading
1	West Midlands	88%
1	Birmingham	88%
1	Coventry	88%
1	Dudley	88%
1	Sandwell	88%
1	Solihull	88%
1	Walsall	88%
8	Telford and Wrekin	87%
8	Wolverhampton	87%
10	Staffordshire	86%
	National	88%

		2013
RANK	LA	Percentage making expected progress Writing
1	Birmingham	93%
1	Dudley	93%
1	Sandwell	93%
1	Wolverhampton	93%
5	West Midlands	92%
5	Coventry	92%
5	Telford and Wrekin	92%
8	Solihull	91%
9	Staffordshire	90%
9	Walsall	90%
	National	92%

		2013
RANK	LA	Percentage making expected progress Maths
1	Sandwell	90%
2	Birmingham	89%
2	Solihull	89%
4	Coventry	88%
4	Wolverhampton	88%
6	West Midlands	87%
6	Dudley	87%
6	Walsall	87%
9	Staffordshire	85%
9	Telford and Wrekin	85%
	National	88%

		2013
RANK	LA	% L4+ Reading, Writing & Maths
1	Solihull	83%
2	Staffordshire	75%
3	West Midlands	74%
3	Dudley	74%
3	Telford and Wrekin	74%
3	Wolverhampton	74%
7	Birmingham	73%
7	Sandwell	73%
9	Coventry	71%
9	Walsall	71%
	National	76%

		2013
RANK	LA	% L5+ Reading, Writing & Maths
1	Solihull	26%
2	Staffordshire	21%
2	Telford and Wrekin	21%
4	West Midlands	20%
4	Dudley	20%
6	Birmingham	19%
7	Coventry	18%
7	Wolverhampton	18%
9	Sandwell	17%
10	Walsall	16%
	National	21%

		2013
RANK	LA	% L4+ Reading
1	Solihull	92%
2	West Midlands	85%
2	Staffordshire	85%
4	Birmingham	84%
4	Dudley	84%
4	Sandwell	84%
4	Telford and Wrekin	84%
4	Wolverhampton	84%
9	Walsall	83%
10	Coventry	81%
	National	86%

		2013
RANK	LA	% L5+ Reading
1	Solihull	52%
2	Staffordshire	43%
3	West Midlands	41%
4	Telford and Wrekin	40%
5	Dudley	39%
6	Birmingham	38%
6	Coventry	38%
6	Walsall	38%
6	Wolverhampton	38%
10	Sandwell	35%
	National	45%

		2013
RANK	LA	% L4+ Writing
1	Solihull	88%
2	Telford and Wrekin	85%
3	Dudley	84%
3	Staffordshire	84%
5	West Midlands	83%
6	Birmingham	82%
6	Coventry	82%
6	Sandwell	82%
6	Wolverhampton	82%
10	Walsall	81%
	National	84%

		2013
RANK	LA	% L5+ Writing
1	Solihull	36%
2	Telford and Wrekin	32%
3	Dudley	31%
3	Staffordshire	31%
5	West Midlands	30%
6	Birmingham	29%
7	Coventry	28%
7	Wolverhampton	28%
9	Sandwell	26%
10	Walsall	23%
	National	30%

		2013
RANK	LA	% L4+ Maths
1	Solihull	89%
2	Sandwell	84%
2	Wolverhampton	84%
4	West Midlands	83%
4	Dudley	83%
4	Staffordshire	83%
4	Telford and Wrekin	83%
8	Birmingham	82%
9	Walsall	81%
10	Coventry	80%
	National	85%

		2013
RANK	LA	% L5+ Maths
1	Solihull	49%
2	West Midlands	39%
2	Birmingham	39%
2	Staffordshire	39%
5	Sandwell	38%
6	Coventry	37%
7	Dudley	36%
7	Telford and Wrekin	36%
7	Walsall	36%
7	Wolverhampton	36%
	National	41%

		2013
RANK	LA	Percentage making expected progress Reading
1	Bolton	90%
1	Wigan	90%
3	Lancashire	89%
3	Nottinghamshire	89%
3	Thurrock	89%
6	Stockton-on-Tees	88%
6	Dudley	88%
8	Derbyshire	87%
8	Telford and Wrekin	87%
10	Doncaster	85%
11	Rotherham	83%
National		88%

		2013
RANK	LA	Percentage making expected progress Writing
1	Bolton	96%
2	Wigan	95%
3	Stockton-on-Tees	93%
3	Lancashire	93%
3	Dudley	93%
6	Nottinghamshire	92%
6	Telford and Wrekin	92%
6	Thurrock	92%
9	Doncaster	91%
9	Derbyshire	91%
11	Rotherham	89%
National		92%

		2013
RANK	LA	Percentage making expected progress Maths
1	Bolton	92%
1	Wigan	92%
3	Stockton-on-Tees	91%
4	Lancashire	90%
5	Nottinghamshire	89%
6	Rotherham	88%
7	Derbyshire	87%
7	Dudley	87%
7	Thurrock	87%
10	Doncaster	86%
11	Telford and Wrekin	85%
National		88%

		2013
RANK	LA	% L4+ Reading, Writing & Maths
1	Wigan	80%
2	Bolton	79%
3	Stockton-on-Tees	78%
3	Derbyshire	78%
5	Lancashire	77%
5	Nottinghamshire	77%
7	Dudley	74%
7	Telford and Wrekin	74%
9	Doncaster	72%
9	Thurrock	72%
11	Rotherham	71%
National		76%

		2013
RANK	LA	% L5+ Reading, Writing & Maths
1	Wigan	24%
2	Bolton	23%
2	Derbyshire	23%
4	Nottinghamshire	22%
5	Stockton-on-Tees	21%
5	Lancashire	21%
5	Telford and Wrekin	21%
8	Dudley	20%
9	Thurrock	17%
10	Doncaster	16%
10	Rotherham	16%
National		21%

		2013
RANK	LA	% L4+ Reading
1	Wigan	88%
1	Derbyshire	88%
3	Lancashire	87%
3	Nottinghamshire	87%
5	Bolton	86%
6	Stockton-on-Tees	85%
7	Dudley	84%
7	Telford and Wrekin	84%
7	Thurrock	84%
10	Doncaster	83%
11	Rotherham	81%
National		86%

		2013
RANK	LA	% L5+ Reading
1	Wigan	47%
2	Derbyshire	46%
2	Nottinghamshire	46%
4	Stockton-on-Tees	45%
4	Lancashire	45%
6	Bolton	42%
7	Telford and Wrekin	40%
8	Dudley	39%
9	Doncaster	37%
9	Thurrock	37%
11	Rotherham	36%
National		45%

		2013
RANK	LA	% L4+ Writing
1	Bolton	87%
2	Derbyshire	86%
3	Stockton-on-Tees	85%
3	Lancashire	85%
3	Wigan	85%
3	Telford and Wrekin	85%
7	Nottinghamshire	84%
7	Dudley	84%
9	Doncaster	83%
10	Thurrock	82%
11	Rotherham	80%
National		84%

		2013
RANK	LA	% L5+ Writing
1	Derbyshire	34%
2	Bolton	33%
2	Wigan	33%
4	Telford and Wrekin	32%
5	Lancashire	31%
5	Nottinghamshire	31%
5	Dudley	31%
8	Stockton-on-Tees	29%
9	Doncaster	27%
10	Thurrock	25%
11	Rotherham	23%
National		30%

		2013
RANK	LA	% L4+ Maths
1	Wigan	89%
2	Stockton-on-Tees	87%
2	Bolton	87%
2	Lancashire	87%
5	Derbyshire	86%
5	Nottinghamshire	86%
7	Doncaster	83%
7	Rotherham	83%
7	Dudley	83%
7	Telford and Wrekin	83%
7	Thurrock	83%
National		85%

		2013
RANK	LA	% L5+ Maths
1	Stockton-on-Tees	47%
1	Wigan	47%
3	Derbyshire	43%
4	Bolton	42%
4	Lancashire	42%
4	Nottinghamshire	42%
7	Thurrock	38%
8	Doncaster	37%
9	Rotherham	36%
9	Dudley	36%
9	Telford and Wrekin	36%
National		41%

Children's Services Scrutiny Committee – 6th May 2014

Report of the Interim Director of Children's Services

Dudley Schools OfSTED Outcomes

Report on Dudley Schools OfSTED outcomes January 2013 – December 2013

Purpose of Report

1. To present analysis on the performance of Dudley schools and settings in OfSTED inspections during the calendar year 2013.

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. All schools have been inspected under the existing OfSTED framework which changed during 2013.

Dudley Education Provision

- 75 maintained primary schools
 - 3 primary academies
 - 7 maintained special schools
 - 3 pupil referral units
 - 1 maintained nursery school
 - 6 secondary academies
 - 15 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 107 private and voluntary (PFI) day nurseries/pre-schools (including those based on school sites) and childminders in Dudley that are registered for Early Education Funding (EEF).

Inspection Grades – January 2013 – December 2013

Outcomes	No of Inspections	% Grade
Outstanding	4	8.2
Good	29	59.2
Requires Improvement	9	18.4
Inadequate	7	14.3
Total	49	

} 67.4%

Good/Outstanding

Primary Schools Inspection Judgements

32 Primary schools inspected (41%)

Inspection Grades	No. of Schools	%
Grade 1	3	9.4%
Grade 2	18	56.3%
Grade 3	10	31.3%
Grade 4	1	3.1%

} 65.7% Good/Outstanding (National 64%)

Secondary School Inspection Judgements

8 Secondary schools inspected (40%)

Inspection Grades	No. of Schools	%
Grade 1	0	0.0%
Grade 2	2	25.0%
Grade 3	5	62.5%
Grade 4	1	12.5%

} 25% Good/Outstanding (National 56%)

Special School Inspection Judgements

6 Special schools inspected (85%)

Inspection Grades	No. of Schools	%
Grade 1	1	16.7%
Grade 2	4	66.7%
Grade 3	1	16.7%
Grade 4	0	0.0%

} 83.4% Good/Outstanding (National 80%)

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	1	100.0%
Grade 4	0	0.0%

} 0%

Good/Outstanding

Short Stay School Inspection Judgements

1 school inspected (33%)

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

} 100% Good/Outstanding (National 76%)

Early Education Funded Provision Inspections – in December 2013

94/107 (88%) of all nursery education funded providers, including childminders (CMs), are currently judged good or outstanding. 61/81 schools (75.3%) are currently judged overall as good or outstanding.

Childcare inspections 2008-August 2013 (latest information is August 2013)

Dudley is above all except one geographical neighbour and is currently ranked joint 6th in the country.

All Types of Childcare Inspections 2008-August 2013

This includes funded and un-funded childcare provision including all childminders, out of school clubs and holiday play schemes. Dudley is ranked joint 1st against other Midland authorities and joint 6th in the country.

Early Education Funded Provision Inspections

PROVISION TYPE	Grade 1 + 2 Outstanding /Good	Grade 1 Outstanding	Grade 2 Good	Grade 3 Requires improvement/ Satisfactory	Grade 4 Inadequate category
Dudley EE Funded Non-maintained Provision Total 107	88%	29%	60%	8%	3%
Settings 84	73 settings	19 settings	54 settings	8 settings	3 settings
Childminders 23	21 CMs	12 CMs	9 CMs	1 CMs	0 CMs

All Types of Childcare Inspections 2008-August 2013

Local Authority	Total No inspections 2008-13	% Good - Outstanding
Dudley	224	86%
Worcestershire	702	86%
Staffordshire	1,036	84%
Stoke-on-Trent	205	83%
Walsall	187	82%
Shropshire	376	82%
Telford & Wrekin	189	79%
West Midlands	6,030	79%
Herefordshire	214	78%
Warwickshire	738	78%
England	67,349	77%
Solihull	278	75%
Coventry	446	73%
Birmingham	1,018	72%
Sandwell	240	68%
Wolverhampton	177	68%

Dudley School Provision in December 2013

No of Schools	Grade 1	Grade 2	Grade 3	Grade 4	% Grade 1	% Grade 2	% Grade 3	% Grade 4	Good or Better %
All Schools: Reception – Y11									
109	12	63	28	5	11.0%	57.8%	25.7%	4.6%	68.8%

Primary: Reception – Y6									
75	7	49	17	2	9.3%	65.3%	22.7%	2.7%	74.7%
Primary Academy Reception – Y6									
3	0	2	0	1	0.0%	66.7%	0.0%	33.3%	66.7%
All Primary Schools – Reception – Y6									
78	7	51	17	3	9.0%	65.4%	21.8%	3.8%	74.4%

Secondary: Y7 – Y11									
13	1	3	7	2	7.7%	23.1%	53.8%	15.4%	30.8%
Secondary Academy: Y7 – Y11									
7	2	2	2	1	28.6%	28.6%	28.6%	14.3%	57.1%
All Secondary Schools Y7 – Y11									
20	3	5	9	3	15.0%	25.0%	45.0%	15.0%	40.0%

Special: Reception- Y11									
7	2	4	1	0	28.6%	57.1%	14.3%	0.0%	85.7%
Short Stay: Reception – Y11									
3	0	2	1	0	0.0%	66.7%	33.3%	0.0%	66.7%

Nursery									
1	0	1	0	0	0.0%	100%	0.0%	0.0%	100.0%

% of Schools - Overall Data as of August 2013

	1	2	3	1 & 2	4
Nationally All Schools	20	58	19	78	3
Dudley Schools	12	54	30	68	5

Finance

5. The work supporting School OfSTED inspections is funded 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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List of Background Papers