
Children and Young People Scrutiny Committee

20th January 2022

Report of the Director of Children's Services

Education Report

Purpose

1. The purpose of this report is to provide the Scrutiny Committee with an educational update including key areas of operational performance, progress and elements of the wider improvements and transformation we are implementing.

This will give Members the opportunity to raise any questions and be reassured that the local authority and wider partnership are making significant progress with the improvements we have committed to deliver.

Recommendations

2. It is recommended that the Scrutiny Committee:-

Note and comment on the current operational progress with regard to our strategies and approaches.

Note and comment on the improvements within the Local Authority (LA) and partner organisations that are designed to embed the cultural and operational changes required to achieve sustainable improved outcomes for our Children and Young People.

Background

3. The report contains updates on the work of the Education Outcomes team from September 2021 as follows:
 - Education Strategy
 - Historical Data

- School Improvement Organisation
- Safeguarding
- Inspections
- Inclusive Pathways
- Attendance
- Children Missing Education (CME)
- Elective Home Education (EHE)
- School Admissions

4 **Education Strategy**

- 5 An updated Education Strategy for Dudley (2020-2023) was launched with all internal stakeholders, elected members, schools, academies and Chairs of Governors during the first half of the Autumn term, last year, in 2021. It was well received, in providing the essential framework to all the borough's education and inclusion work, and a coherent context for all of the other workstreams and initiatives.
- 6 As part of this continued work, alongside the appointment of a new Head of Education Outcomes, four key priorities were identified for 2021/22. These were shared with all Head Teachers in September 2021 and have endeavoured to provide a very clear direction of travel internally for our Education Management Team (now known as EMT) and externally to our schools and academies.
- 7 It is clear that we have a significant distance to travel to ensure that our systems and processes are fit for purpose and are providing appropriate support and challenge to our providers in equal measure.

8 **Our Key Priorities for 2021/22**

- 9 **Develop an Inclusive Practice** – meeting the needs of all our young people regardless of their background, previous skills and experience
- SEND – effective use of the SEND toolkit at grassroots level in our townships and learning communities.
 - Localised expertise and development with good practice shared and developed
 - Vulnerable/EHE/CME/CIC and the work of the virtual school are a priority and group.
 - Those at 'risk' for whatever reason are identified and supported and this is maximised by the use of inclusive pathways, helping to prevent exclusion.

10 **Ensure we have effective Partnership Working** - Creating an effective joined up approach across all teams and organisations

- Developing the role of School Improvement and LA teams to be proactive and relentless in driving high expectations and improvement at all levels.
- Developing a joined up strategy with our Social Care, Health and Education Teams to ensure wrap around care for our young people.
- Considering how we engage with the wider Community – business links/community groups/parents/residents to improve the life chances of our young people and their families.

11 **Enable Innovation and Development** - Ensuring everything we do is fit for purpose, promotes improvement and makes a demonstrable impact

- The development of CPD and effective training for all staff on a variety of topics which drive school improvement and outcomes for young people.
- Effective systems and processes at all levels which promote new ways of thinking, risk taking in the pursuit of improvement and
- Curriculum innovation – meeting the needs of all young people through an engaging and effective curriculum.
- Changing the mindset to encourage growth and creativity.

12 **Increase our levels of Aspiration and Ambition** - Never settling for what we have but always wanting to be better

- Developing a comprehensive definition of outcomes and understanding where accountability sits for these.
- Celebrating our successes across the borough.
- Implementing data driven intervention to drive improvement.
- Becoming a pathfinder LA and area for good practice, outcomes and future transition.

13 The priorities aim to encapsulate the direction of travel over the next year as we seek to establish clear and transparent ways of working and a collective restorative approach to all we do. Quite simply, our work simply puts our young people at the heart of all we do, ensuring they go on to lead successful lives.

14 As part of this, we need to develop a clear understanding of our interpretation of 'outcomes' and see this in the widest sense of impacting the future life chances of our young people in many arenas, including both academic results, careers education, social skills, transition and future progression routes.



- 15 We recognise that a clear understanding of outcomes and future progression routes also has a massive impact on the families and communities of our Children and Young People (CYP) and a seamless joined up approach is a prerequisite across all of our services to ensure this happens consistently and effectively.

Historical Data

- 16 There has been no published examination or statutory assessment data for our schools or academies during 2020 and 2021, due to the suspension of examinations and assessments during the Covid pandemic.

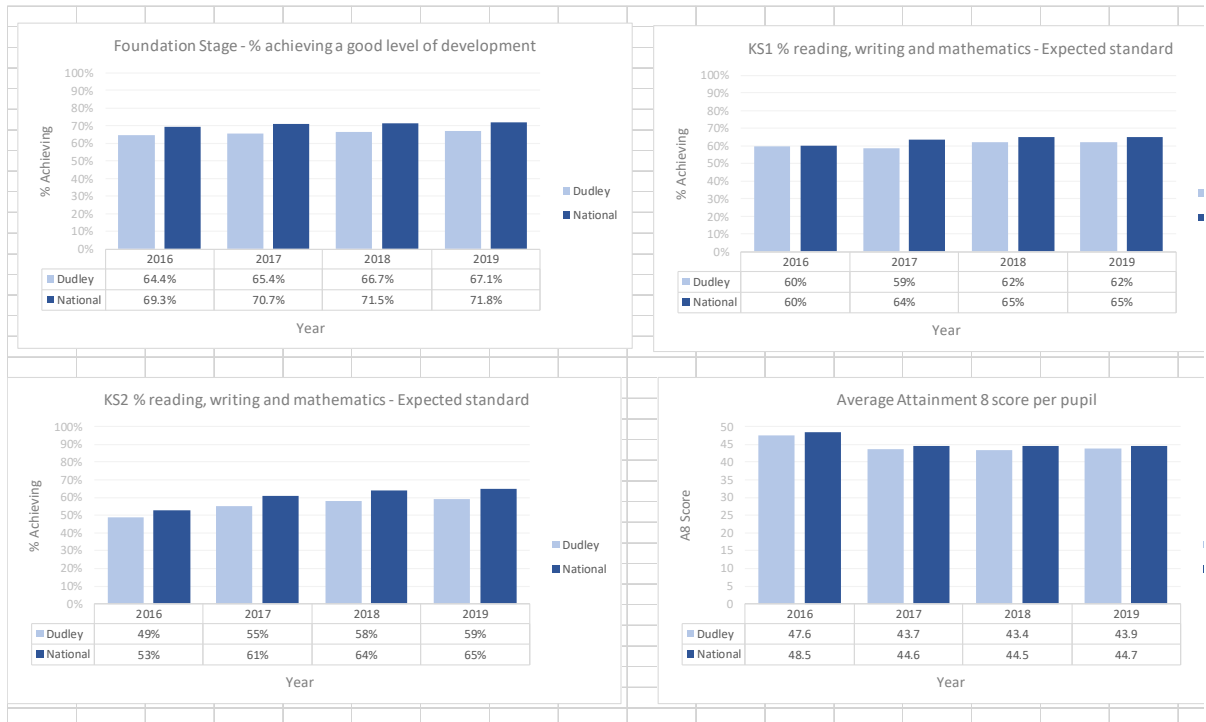
- 17 The data presented here is up until 2019 but will still be used as the benchmark for some elements of future comparisons.

- 18 Attendance and exclusion data for 2020 and 2021 is also incomplete due to school closures, isolations and lockdowns. Therefore, this is not comparable to previous years.

- 19 It is very clear that in many areas, Dudley performs below the national average and therefore systematic improvement is needed to drive up standards and subsequent academic outcomes.

Education Outcomes - 2016 - 2019

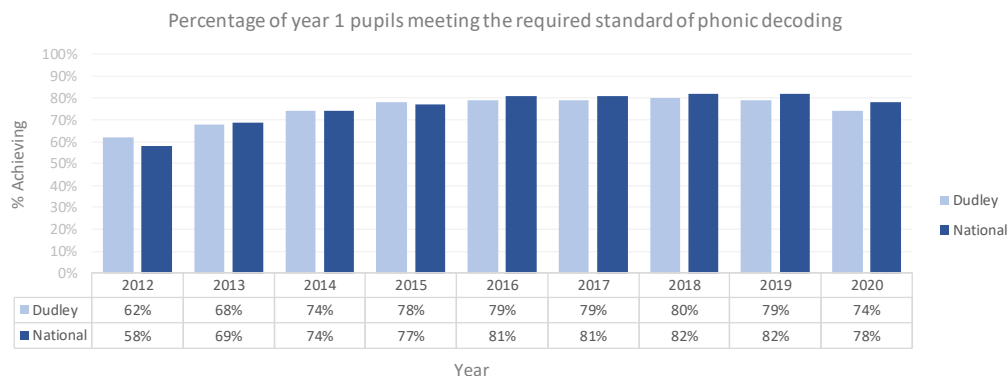
AREA	Metric	LA/NAT.	All Pupils			
			2016	2017	2018	2019
Early Years Foundation Stage	Foundation Stage - % achieving a good level of development	Dudley	64.4%	65.4%	66.7%	67.1%
		National	69.3%	70.7%	71.5%	71.8%
Key Stage 1	KS1 % reading, writing and mathematics - Expected standard	Dudley	60%	59%	62%	62%
		National	60%	64%	65%	65%
Key Stage 2	KS2 % reading, writing and mathematics - Expected standard	Dudley	49%	55%	58%	59%
		National	53%	61%	64%	65%
	Progress between age 7 and age 11 - KS2 Reading	Dudley	-1.4	-1.6	-1.5	-1.5
		National	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
		National	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	
	National	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
		National	48.5	44.6	44.5	44.7
	Average Progress 8 score per pupil	Dudley	-0.22	-0.12	-0.15	-0.17
		National	--	--	--	--
Exclusions	Total Permanent Exclusions from school as a % of the school population	Dudley	0.17	0.25	0.20	0.21
		National	0.08	0.10	0.10	0.10
	Fixed period exclusions expressed as a percentage of the school population.	Dudley	4.81	4.89	4.91	9.12
		National	4.29	4.76	5.08	5.36
Absence	Attendance Rate	Dudley	95.3%	95.2%	95.0%	95.0%
		National	95.4%	95.3%	95.2%	95.3%
	Authorised absence rate	Dudley	3.30%	3.20%	3.30%	3.30%
		National	3.40%	3.40%	3.50%	3.30%
	Unauthorised absence rate	Dudley	1.50%	1.60%	1.70%	1.70%
		National	1.10%	1.30%	1.40%	1.40%
	Overall absence rate	Dudley	4.70%	4.80%	5.00%	5.00%
		National	4.60%	4.70%	4.80%	4.70%



Percentage of year 1 pupils meeting the required standard of phonic decoding.

The Yr1 Phonics check is the only primary statutory assessment that has been completed since the 2018-2019 academic year. Although no Phonics checks were carried out in the 2019-2020 academic year due to covid, checks were done in the Autumn term of the 2020-2021 academic year for the 2020 Yr1 cohort.

LA/NAT.	2012	2013	2014	2015	2016	2017	2018	2019	2020
Dudley	62%	68%	74%	78%	79%	79%	80%	79%	74%
England	58%	69%	74%	77%	81%	81%	82%	82%	78%



School Improvement – redefining our vision

- 23 It is important that we develop and implement a clear vision for School Improvement for Dudley. This vision needs to be based on the fact that Dudley is a great place to grow up and we have the highest expectations for the achievement of children and young people in borough. We believe all children and young people have the right to achieve their full potential whatever their culture or background.
- 24 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.
- 25 We will strengthen our 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.

Our School Improvement Strategy will have several foci:

- 26
- The LA identifies schools, through a robust and coherent 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

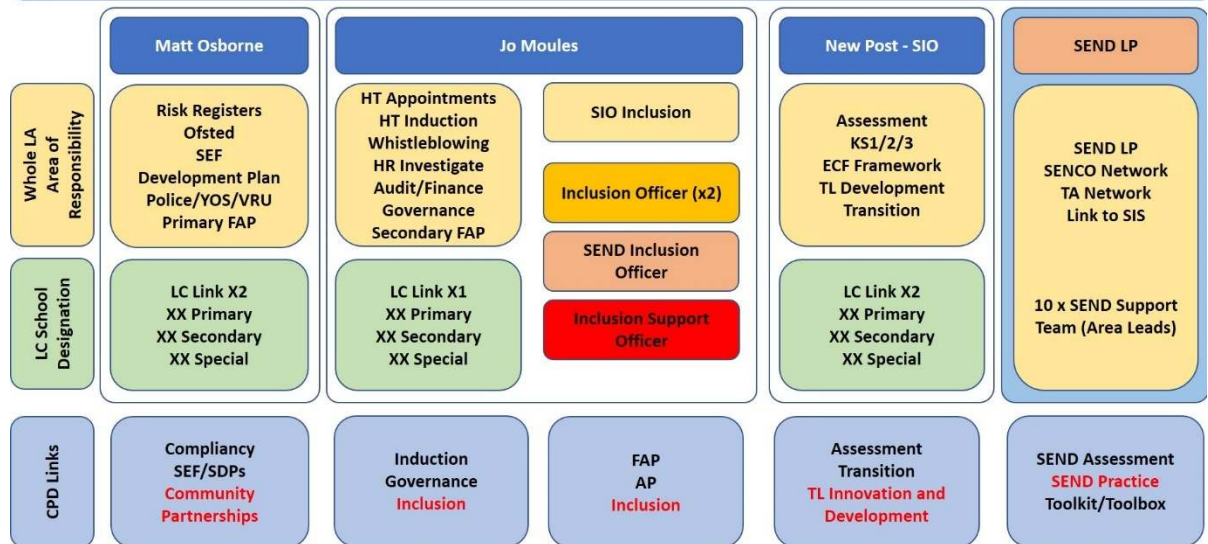
of strength and weakness. Data driven intervention is used to target support.

- 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.

27 A statutory function of Local Authorities with responsibility for education (LA's) 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 are also invited to engage with the prioritisation should they wish to participate as part of the Dudley family of schools. 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. In order to carry out this function in an effective and transparent way, Dudley is now implementing a process of school prioritisation whereby LA officers and school partnerships assess the performance of schools and educational institutions, to judge the degree of risk in the quality of education being provided and where necessary to respond to these risks. 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.

28 As part of this process, the School Improvement Team is currently being 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 current townships and learning communities.

DUDLEY SCHOOL IMPROVEMENT STRATEGY APPROACH 2021/22



- 30 A new School Improvement Officer is currently being recruited to develop and deliver statutory assessment, transition, teaching and learning development and our own Early Careers Framework which focuses on 'growing our own school workforce' moving forward.
- 31 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.

Safeguarding Update

- 32 Apart from general advice and guidance phone calls/emails, since the start of the academic year there have been 37 safeguarding concerns reported into Safeguarding in Education. These are where further action/investigation and a written response, is necessary.
- Primary 19
 - Secondary 13
 - Special 2
 - College 2
 - PRU/AP 1 (Pupil Referral Unit) / (Alternative Provision)
- 33 11 of the above were reported through Ofsted from parents/carers and some anonymous. The range of themes includes:
- Child being able to leave the school site unattended.
 - Pupil injury whilst on school site.

- Child not in school.
- Peer on peer abuse.
- Gang issues.
- Knife issues.
- Children bullying/fighting.
- Safeguarding concerns with SEND child / child in care (CiC).
- Concerns with Permanent Exclusions and exploitation.

34 Number of schools used Escalation and Resolution process

- Stage 1 = 3 2 primary both resolved, 1 Secondary resolved
- Stage 2 = 0
- Stage 3 = 1 Primary moved to Stage 4
- Stage 4 = 1 Primary

35 Service such as, EHE/SEND/Education Outcomes are starting to use the process to engage with professionals and to move on a case. A staff briefing is being delivered by safeguarding trainer in December.

Number of Local Authority Designated Officer (LADO referrals relating to staff in school/college = 48

36 Safeguarding Training – Currently virtual via MS Teams

01.09.2021 - 17.11.2021	Attendance	Sessions
Designated Safeguarding Lead (DSL) Refresher	74	9
DSL New in Post	29	2
Total Trained	103	

18.11.2021 - 31.12.2021	Booked	Sessions
DSL New in Post	15	1
DSL Refreshers	21	2
Total Trained	36	

January to March 2022	Availability	Sessions
DSL refresher	90	6
New in Post	30	2
Total Availability	120	

Predicted April to July 2022	Availability	Sessions
DSL refresher	90	6
New in Post	30	2
Total Availability	120	

- Number of Safer Recruitment and Governor Training courses delivered up to November = 4
- Fortnightly Safeguarding in Education newsletter shared with all DSLs

SERG Meeting – themes

37 September

- Transport system/concerns for children with SEND
- Teen pregnancy pathway sign off
- Brooke traffic light training
- DSL contact details during holidays

38 November

- Transport – Update
- Sexual Violence and Sexual Harassment Flow chart
- Specific incidents Information Sharing Template including Sexual Violence and Sexual Harassment (SV/SH) incidents
- Emergency Contacts (Schools) – out of hours/school holidays into MASH
- Safeguarding themes from recent Ofsted inspections

Themes from DSL Forums

39 September

- Update form Education Outcomes
- New Multi-Agency Referral Form (MARF) process
- Multi-Agency Safeguarding Hub (MASH) Education Officer role and responsibilities
- Vaccine Roll out 12-15 yrs
- Teen Pregnancy Pathway
- DSPP Training/Booking offer

40 November

- Prevent Update/Risk Assessment/Incel - West Midlands Police
- Children Missing from Care /Home
- Youth Offending Service (YOS) Offer

41 What are Safeguarding in Education working on December 2021 to March 2022?

- Traded Service for Safeguarding Training




- DSL Safeguarding training for Education Outcomes/SEND staff
- Restorative Practice training for DSLs/Heads
- School Data on Sexual Violence and Sexual Harassment (SVSH) and significant safeguarding themes
- S175 Workshop on Recording and reporting concerns

Ofsted Update – Autumn Term 2021

- 42 Since September 2021 Ofsted have now returned to fully graded inspections (Section 5) for all schools and settings as well as monitoring visits (Section 8) for schools with an overall effectiveness rating of GOOD.
- 43 Ofsted has also stated what their prime focus will be. This will be schools that either:
- Have an overall effectiveness judgement of Requires Improvement
 - Have an overall effectiveness judgement of Outstanding / Good and have not been inspected since 2016
- 44 One of the biggest changes to inspection is, the removal of the exemption from inspection for outstanding schools. As Ofsted states “It’s important for children, and for parents, that we get a clear view of education in these schools”.
- 45 **Education Inspection Update: Ofsted September 2021 – Full article**
- <https://www.gov.uk/government/publications/schools-and-early-education-inspection-update-academic-year-2021-to-2022/schools-and-early-education-inspection-update-september-2021>
- 46 Since September Dudley has had 6 inspections (4 x Section 5, 2 x Section 8). There have been 5 Primary Schools and 1 Secondary School visited. As with all schools being unique the focus is variable however we have already begun to see a few patterns emerging from our inspections.
- 47
- Phonics – All primary schools were subject to an in-depth Phonics scrutiny and a clear focus on children making **rapid** progress.
 - Early Reading – This is a focus in all inspections. Is the teaching of it consistent across school, did the books match the level of reader, were the school using a Government validated scheme?
 - Maths – Was there detailed plans for each year group, each day. How prescriptive is the Maths curriculum?
 - Curriculum – Progression and Sequencing. Did the school have detailed plans with clear end points. Was it adequately sequenced so that children could build on previous knowledge?

- Quality of distributed leadership (including Governance) – Did **all** leaders at **all** levels clarify the INTENT and IMPLEMENTATION of the curriculum with the same philosophy as the Headteacher
- Attendance /Persistent Absence (PA) – What are the strategies and impact for improving attendance and reducing PA

48 **Schools Inspected – September 21 – November 21**

School	Date	Section 5/Section 8	Final Letter Received	Letter
Crestwood Park	28/09/21	Sec 8	Y	(Appendix 1)  Crestwood Park Ofsted Report.PDF
Fairhaven	06/11/21	Sec 5	Y	(Appendix 2)  10201037-fairhaven-primary-school-103
Hawbush	12/10/21	Sec 5	Y	(Appendix 3)  10201048 Hawbush Primary School 1038
Our Lady and St Kenelm	02/11/21	Sec 5	N	Awaited
Church of the Ascension	03/11/21	Sec 8	N	Awaited
Beacon Hill	03/10/21	Sec 5	N	Awaited

49

- As an Education Outcomes Team, we have risk assessed all our schools and settings to target support effectively through our prioritisation system.
- We have currently visited over 50 schools to meet with the Headteacher and discuss support with an aspiration to visit the remaining schools before Christmas.
- All LA maintained Require Improvement (RI) schools / LA maintained Outstanding Schools have had some form of Quality Assurance (QA) from a School Improvement Officer. (11 schools)
- Closer links developed with SEND / Inclusion Officers to support children / schools

Inclusive Pathways Update

50 The Inclusive Pathways Strategy was launched in 2020/21 and has been initiated as an LA Wide approach to effect change, initiate school based intervention and



improve access to a range of fit for purpose Alternative Provision, and improved outcomes for children and young people who are at risk of permanent exclusion or have experienced permanent exclusion.

- 51 It is a Strategy designed to provide access to a broad and balanced, appropriate curriculum for all learners by bringing together education partners through proactive and effective intervention that meets the needs of 'At Risk' Children and Young People
- 52 The Strategy aims to increase Inclusivity across all settings through the development of evidence-based core offers and deliver long-term solutions to significantly reduce the need of settings to permanently exclude children and young people.
- 53 It has been evidenced that Dudley's exclusion rates are significantly higher than most of our statistical neighbours within the West Midlands Authority, and there has been no significant fall in the last 3 years. It is recognised that data for 2020 and 2021 is not necessarily a true reflection of expected exclusions as a result of the Covid pandemic.
- 54 Aims of Dudley's Inclusive Pathways:
- To ensure all settings have equitable access to preventative pathways (including a SEN Graduated Response and Early Help).
 - To develop a pathway for all settings in ensuring reflective, inclusive practice at all points along a continuum of support in order that permanent exclusion is rarely necessary.
 - To implement a clear, shared commitment from multi-agency services to prevent exclusion and support inclusion.
 - Recognition that all Children and Young People get the right support at the right time from the right services.
 - Focus is on effective utilisation of existing resources and services, there is no additional funding.

Meeting Need

- 55 Disruptive behaviour can, and often is, an indication of unmet needs. The DfE Exclusions statutory guidance for Schools and Academies says schools should consider whether a multi-agency (Early Help) assessment, that goes beyond the pupil's educational needs, is required to address the causes behind the challenging behaviour which may be evident as an outcome. This is a fundamental strand of our preventative strategy that needs to be developed and will form a significant part of our CPD strategy moving forward.

Current Situation

- 56 In 2020/21, between 1 September and end November – 13 Permanent Exclusions (PEX)
In 2021/22, between 1 September and end November – 10 PEX

57 Next Steps

1. Appoint 2 new Inclusion Officers to increase capacity to respond to schools.
2. Develop SEND Inclusion role to support the high number of children with Education Health Care Plans (EHCP) who are at risk of Permanent Exclusion.
3. Secure funding to enable the Link Educational Psychologist to continue to support the Inclusion Officers with complex cases.
4. Provide additional guidance and training to schools regarding the importance of the Assess – Plan – Do – Review cycle at all stages of the pathway.
5. Develop quality assurance system between SEND and School Improvement to ensure schools are inclusive and rigorous in their practice meeting EHCPs where targets are specific and measurable over a given timeframe.
6. Review the effectiveness and impact of IP through the new Alternative Provision Operational Group.

58

Report for IP Governance				
Reporting Period				
From: February 8 th 2021 To: November 12th 2021				
Analysis of requests received				
Total number of requests received to date: 110				
Support for schools engaged in IP is on-going.				
New requests for IP support and advice.				
Some of the CYP at schools have been placed in special schools for the start of this academic year so that the overview of the number of currently supported schools has been adjusted from the July report.				
Overview of CYP in schools currently supported				
	Primary settings		Secondary settings	
	On-going	Recent	On-going	Recent
Maintained:	27	2	1	
Academy:	16		25	3
EHCP in place:	19		2	
EHCP request in progress:	3		2	
Total number of screening tools shared:	1		9	1
Total followed through to Alternative Provision (AP)	4		4 + 1 paused	

Covid Update

Education settings Covid19 data Autumn term 2021 up to 25th November 2021

- 59
- 6523 positive cases reported. Of this, 5772 are children, 751 are adults
 - 4882 total cases as part of outbreaks in schools (10% tolerance)
 - Symptomatic 43%, Asymptomatic 27% and Diffused 30%
 - 17 IMT Outbreak Meetings held with schools
 - Closures – two secondaries, one for one day, one for two days (specific year groups) one primary, three days. Closures due to staff absence and H/S concerns.

School Attendance and Enforcement

- 60 The Education Investigation Service was renamed the Education Support Service on 1st September 2021. The purpose for this it to enable the service area to focus more on preventative support with schools and families to improve attendance & engagement at school. This is not a single service response and must be seen as a multi-agency approach to supporting improvements in school attendance that is supported by all Children's Services team.
- 61 The Education Support Service continues to provide the lead on delivering the statutory intervention where parents fail to ensure their child's regular attendance at school and as such they will issue Warning Notices, Penalty Fines for unauthorised leave of absence and general/persistent absence from school.
- 62 Many children struggle to attend school regularly for a whole variety of reasons and school provide the initial response to support these children. Schools are advised to undertake Early Help assessments and make referrals where families are in need of support, and where they give consent/are prepared to work with that support. Where this fails, the authority's last resort is to enforcement action and the Education Support Service work in partnership with all services to ensure this is an effective and appropriate response.
- 63 From September 21 to November 21 the service has issued 244 fines for Unauthorised Leave of Absence (a holiday of 5 days or more in term time not authorised by the headteacher). This compare to 162 similar fines issued in the same period last year.
- 64 Only 2 fines have been issued for general absence in this period compare to 31 in the previous year.
- 65 Of the fines issued:
- 107 were paid within 21 days, compared to 110 in 2020, 2 were paid after 21 days at a higher rate compared to 18 in 2020 and 9 were withdrawn compared to 17 in 2020. 96 are still within date and awaiting payment.
 - Where a fine is not paid the matter will be taken to the courts for resolution.
 - There are currently 48 cases listed with the courts for consideration however, these are all from offences committed during last academic year. There are

32 cases being prepared for court action relating to absences from this academic year compared to 27 cases at the same time last year.

66 During the whole school year 2020/21 there were a total of 461 fines paid and 134 matters taken to court compared to 2,374 fines paid and 172 matter taken to court in 2018/19 which was the pre Covid period.

67 There is no local or national school attendance data available for the academic year 2020/2021. Whilst the DFE and LA was monitoring attendance in school daily during this period due to the regular closure of schools and covid isolation of children, classes, year groups and in some cases the whole school there has been no reliable way to capture the picture on school attendance during this period. We will be collecting school attendance data during this year and expect to have a clearer picture following the end of term break.

68 Attendance Data


Attendance Date	National		Dudley		Sandwell		Walsall		Wolverhampton		
	Percentage of Pupils On Site *	Percentage of Schools Responding to Survey	Percentage of Pupils On Site	Percentage of Schools Responding to Survey	Percentage of Pupils On Site	Percentage of Schools Responding to Survey	Percentage of Pupils On Site	Percentage of Schools Responding to Survey	Percentage of Pupils On Site	Percentage of Schools Responding to Survey	
06/09/2021	06-Sep	72.9%	36.1%	61.6%	27.4%	65.0%	26.2%	55.8%	25.4%	71.6%	48.7%
07/09/2021	07-Sep	82.6%	42.5%	77.9%	35.9%	78.4%	34.6%	74.0%	30.3%	77.6%	51.3%
08/09/2021	08-Sep	88.7%	45.4%	89.9%	31.6%	89.5%	31.5%	88.7%	33.6%	87.0%	48.7%
09/09/2021	09-Sep	90.7%	47.0%	92.2%	44.4%	87.6%	39.2%	82.3%	31.1%	88.2%	52.2%
10/09/2021	10-Sep	90.8%	47.4%	90.4%	43.6%	89.6%	38.5%	82.4%	34.4%	90.2%	58.4%
13/09/2021	13-Sep	91.1%	50.7%	90.8%	49.6%	90.6%	43.1%	85.3%	32.8%	90.9%	60.2%
14/09/2021	14-Sep	90.8%	51.6%	90.8%	53.0%	91.0%	45.4%	87.5%	36.9%	89.9%	57.5%
15/09/2021	15-Sep	91.3%	54.6%	91.6%	57.3%	91.6%	48.5%	88.3%	48.4%	91.1%	60.2%
16/09/2021	16-Sep	91.1%	54.7%	91.6%	54.7%	90.3%	49.2%	88.0%	43.4%	90.8%	59.3%
17/09/2021	17-Sep	89.6%	53.6%	90.2%	53.0%	89.4%	51.5%	88.0%	41.8%	90.2%	60.2%
20/09/2021	20-Sep	89.9%	56.7%	89.6%	59.0%	89.6%	50.8%	86.7%	44.3%	88.9%	63.7%
21/09/2021	21-Sep	89.9%	57.4%	88.2%	54.7%	88.8%	47.7%	84.8%	48.4%	88.1%	61.9%
22/09/2021	22-Sep	90.0%	57.6%	90.2%	57.3%	89.2%	47.7%	87.1%	44.3%	87.7%	61.9%
24/09/2021	24-Sep	84.6%	55.0%	81.9%	63.2%	86.5%	50.0%	83.9%	42.6%	86.1%	58.4%
27/09/2021	27-Sep	86.4%	58.3%	88.5%	60.7%	86.4%	55.4%	85.9%	44.3%	84.7%	56.6%
28/09/2021	28-Sep	88.3%	57.3%	88.8%	63.2%	89.3%	48.5%	87.1%	42.6%	88.1%	61.9%
29/09/2021	29-Sep	88.2%	56.2%	89.9%	52.1%	88.7%	52.3%	86.3%	42.6%	87.9%	57.5%
30/09/2021	30-Sep	87.7%	55.6%	88.7%	62.4%	88.8%	49.2%	86.0%	42.6%	87.3%	51.3%
01/10/2021	01-Oct	82.2%	55.4%	84.8%	58.1%	83.7%	46.9%	74.6%	40.2%	85.9%	56.6%
04/10/2021	04-Oct	88.3%	55.9%	89.4%	56.4%	87.9%	46.2%	87.5%	47.5%	88.4%	63.7%
05/10/2021	05-Oct	88.1%	55.8%	90.0%	54.7%	89.9%	48.5%	83.5%	43.4%	89.0%	59.3%
06/10/2021	06-Oct	88.7%	54.4%	89.7%	55.6%	89.7%	47.7%	87.2%	44.3%	88.3%	52.2%
07/10/2021	07-Oct	88.6%	55.2%	88.9%	60.7%	89.5%	47.7%	87.7%	47.5%	88.5%	58.4%
08/10/2021	08-Oct	87.3%	53.3%	89.6%	60.7%	89.4%	41.5%	82.7%	45.9%	87.6%	56.6%
11/10/2021	11-Oct	87.9%	56.9%	90.2%	54.7%	88.7%	49.2%	86.2%	46.7%	86.6%	58.4%
12/10/2021	12-Oct	89.1%	55.4%	90.2%	54.7%	90.2%	45.4%	87.6%	45.1%	88.5%	54.9%
13/10/2021	13-Oct	88.4%	54.4%	89.8%	55.6%	90.2%	42.3%	86.1%	44.3%	87.4%	49.6%
14/10/2021	14-Oct	88.9%	55.2%	89.3%	58.1%	89.1%	45.4%	87.5%	41.0%	89.6%	54.9%
15/10/2021	15-Oct	84.4%	53.4%	77.6%	56.4%	88.7%	45.4%	86.0%	44.3%	85.3%	50.4%
18/10/2021	18-Oct	88.0%	50.1%	89.4%	49.6%	88.3%	48.5%	87.1%	44.3%	86.9%	48.7%
19/10/2021	19-Oct	87.9%	49.5%	88.2%	52.1%	89.3%	45.4%	86.4%	42.6%	87.7%	51.3%
20/10/2021	20-Oct	87.9%	49.1%	87.9%	51.3%	88.3%	45.4%	88.7%	46.7%	86.7%	50.4%
21/10/2021	21-Oct	86.5%	46.6%	86.8%	51.3%	88.9%	47.7%	84.7%	39.3%	85.6%	50.4%
22/10/2021	22-Oct	70.6%	35.3%	79.0%	45.3%	55.1%	33.1%	73.7%	36.1%	74.6%	45.1%
01/11/2021	01-Nov	84.1%	39.4%	78.6%	36.8%	78.2%	33.1%	77.6%	36.9%	82.9%	41.6%
02/11/2021	02-Nov	90.7%	49.1%	91.2%	47.9%	91.1%	36.2%	90.9%	38.5%	90.3%	44.2%
03/11/2021	03-Nov	90.9%	46.8%	90.8%	47.0%	91.2%	43.8%	87.8%	35.2%	89.8%	45.1%
04/11/2021	04-Nov	90.6%	50.3%	91.1%	49.6%	91.2%	43.1%	88.6%	37.7%	89.7%	45.1%
05/11/2021	05-Nov	89.9%	47.4%	87.5%	53.8%	88.9%	35.4%	86.7%	38.5%	87.2%	42.5%
08/11/2021	08-Nov	90.9%	52.2%	91.1%	52.1%	91.0%	42.3%	88.9%	38.5%	89.1%	46.9%
09/11/2021	09-Nov	91.2%	52.3%	90.6%	52.1%	91.0%	41.5%	88.0%	40.2%	90.2%	50.4%
10/11/2021	10-Nov	90.8%	50.9%	91.2%	47.9%	91.2%	42.3%	88.0%	39.3%	91.7%	46.0%
11/11/2021	11-Nov	90.7%	51.9%	89.8%	48.7%	89.9%	46.9%	88.5%	36.1%	89.5%	59.3%
12/11/2021	12-Nov	89.3%	49.4%	89.3%	49.6%	89.0%	41.5%	87.2%	36.1%	87.0%	43.4%
15/11/2021	15-Nov	90.1%	52.5%	88.5%	50.4%	89.5%	40.8%	89.0%	40.2%	89.7%	54.0%
16/11/2021	16-Nov	90.2%	52.2%	88.9%	51.3%	90.0%	43.8%	88.3%	40.2%	89.5%	51.3%
17/11/2021	17-Nov	90.1%	51.2%	88.0%	47.9%	89.9%	46.2%	91.4%	37.7%	88.8%	46.9%
18/11/2021	18-Nov	89.9%	51.7%	87.5%	47.0%	89.5%	49.2%	88.6%	41.0%	89.2%	52.2%
19/11/2021	19-Nov	87.8%	49.4%	86.0%	48.7%	87.2%	43.1%	84.9%	37.7%	87.8%	48.7%

* Actual National percentage data not available. Figures are an estimate based on an average of all LAs

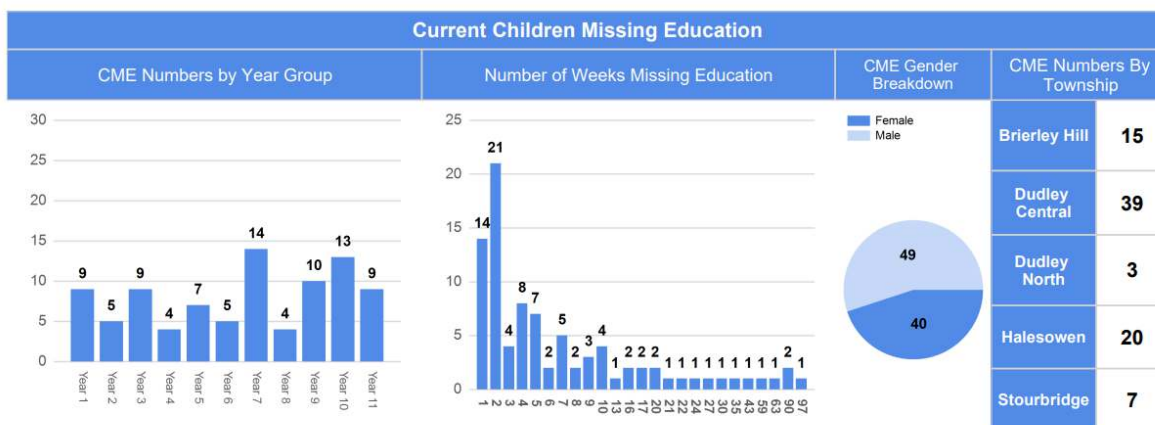
Children Missing Education (CME)

- 69 Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation, or radicalisation, and becoming NEET (not in education, employment, or training) later in life.
- 70 The responsibility for CME transferred to Education Outcomes on the 1st September 2021 and sits within the Education Support Service (ESS). The CME team is made up of 1fte officer, 0.5fte Family Support Worker (FSW) and 0.5fte administrator. Whilst the team oversees all children without access to a suitable education those children with and EHCP are led by the SEND team, those who have been excluded from school are led by the Inclusion team and those who are applying for a school place are led by the School Admissions Team. This leaves a number of families who refuse to engage with services or support voluntarily to ensure their children access suitable education.
- 71 Some of these children may be Children in Need, Child Protection, Child Looked After or supported by Early Help. Services are working together to ensure these children are safe and supported to access a suitable full-time education. Unfortunately, some parents fail to ensure their children receive a suitable education and hence their children's life chances are harmed. It is vital that all services work together to ensure children can access a suitable, full time and outstanding education at school or otherwise.
- 72 The CME Board meets on a monthly basis to review progress on each case. Work is currently ongoing to refresh the role, purpose, and membership of the Board to ensure it is able to lead on the Improvement plan for CME.
- 73 Significant improvements have already been made in the case management processes to ensure children are placed in schools as quickly as possible and families are followed up without any delays where they are reluctant to engage.
- 74 All case records are captured on Synergy system with regular management oversight and a case management audit system. From the last audit sample there were 7 audits. 6 were graded 'Good', 1 was graded 'Requires Improvement'. The overall findings are that CME Officers are following the referral process, children are being supported with returning to education, and children's cases are being discussed at the CME Board as required. The 'Requires Improvement' grading was due to a MARF not being submitted; however, contact was still being made with the family.
- 75 Weekly strategic overview reports are being sent to Service Managers and processes are being put in place to ensure those open to other services are supported and safeguarded appropriately.

- 76 At the time of writing this report there are 28 children being supported by the CME Officer, 11 of which have been identified since 1st October. 54 children are being supported by School Admission, 1 child is being supported by Inclusion and 9 children are being supported by SEND.
- 77 Removal from roll notification in November and October were 55 and 56 respectively, this is reduced from September when there were 191. Most families have returned to their country of origin. Movers into Dudley in November is 65 compared to 52 in 2020 and 54 in 2019.
- 78 Fair Access Panels are meeting fortnightly and allocating school places to children very efficiently.

79  **Proof Of Concept** **OFFICIAL SENSITIVE**
Children Missing Education Current NOR As At 17/11/2021 12:02:13
 with Indicative CIN / CP/ CLA indicators from The Social Care System BI Reporting (as at COB yesterday).

Current NOR	... with EHCP	... with SEN Support	...with CIN	...with CIN (C & F Plan)	...with CP	...with CLA	...with Early Help
89	7	11	2	1	1	0	3



Elective Home Education

- 80 Elective home education is a term used to describe a choice by parents to provide education for their children at home - or at home and in some other way which they choose - instead of sending them to school full-time. This is different to education provided by a local authority otherwise than at a school.
- 81 The responsibility of the authority is to identify and deal with children who, for any reason and in any circumstances, are not receiving an efficient suitable full-time education. In delivering this we seek to identify that children registered as EHE are

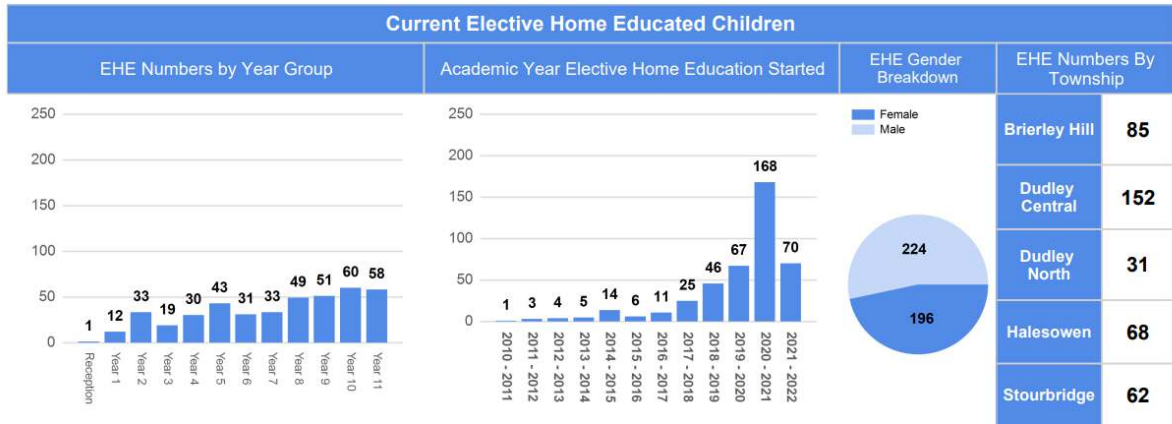
receiving a suitable education by assessing the education provision provided by parents to ensure it is suitable and sufficient.

- 82 Local authorities have the same safeguarding responsibilities for children educated at home as for other children and we should be ready to use safeguarding powers appropriately, when warranted.
- 83 In the same way as for Children Missing education significant improvements have been made in the case management processes to ensure children are assessed in a timely manner and monitored regularly where there are concerns regarding the quality of the education provided. Families are followed up without any delays where they are reluctant to engage.
- 84 Weekly strategic overview reports are being sent to Service Managers and processes are being put in place to ensure those open to other services are supported and safeguarded appropriately
- 85 At the time of writing this report there are 420 children registered with the authority as EHE, this compares to 435 in November 2020, 328 in 2019, 293 in 2018, 244 in 2017, 205 in 2016 and 180 in 2015.
- 86 During the year we see numbers of children moving into EHE and then back into school and therefore the total number of children registered at some time during the year with EHE is somewhat higher.
- 87 Over the last few academic years, we have seen the aggregated number of children registered at some point with EHE go from 272 in 2015/16 to 576 in 2020/21. More than a 100% increase in a few years.
- 88 Due in the main to Covid, September to December 2020 saw a big rise in EHE number moving from 301 in August to 436 at the end of December an increase of 135 children. The highest point was May 2021 when there were 451 children registered. Since this time numbers have reduced, and we now have 420 registered children.
- 89 We currently have 22 EHE children who also have an Education Health and Care Plan (EHCP) with a further 78 with SEN support needs and 3 undergoing a statutory assessment. There are 11 EHE children also supported under Child in Need and 12 support by Early Help. There are no children looked after by the authority who are registered as EHE and no children on the child protection register, however, there are 2 children on the child protection register whose parents are wishing to remove their children from the mainstream school in order to home educate them. Intensive work is ongoing with the families between the allocated social worker and EHE officer to ensure if this happens, the children are safeguarded and their access to a suitable education is maintained.

Elective Home Education Current NOR As At 17/11/2021 12:20:29

with Indicative CIN / CP/ CLA indicators from The Social Care System BI Reporting (as at COB yesterday).

Current NOR	... with EHCP	... with SEN Support	... with Statutory Assessment	...with CIN	...with CIN (C & F Plan)	...with CP	...with CLA	...with Early Help
420	22	78	3	7	4	0	0	12



School Admissions Service Update

- 91 The School Admissions Service is responsible for all statutory functions relating to the admission of pupils to school, except for those pupils with an EHCP. We ensure that parents can express a preference, give reasons for that preference and these are then considered in accordance with the regulations and relevant admissions policy.
- 92 The service supports schools by way of managing and co-ordinating the allocation of school places within the Borough at both the normal point of entry and during the school year (approximately 10,500 applications per year).
- 93 We also assist schools, who are their own admission authority, in carrying out their statutory admissions functions including the annual statutory consultation process for determining their admission arrangements.
- 94 The service co-ordinates and oversees the fair access process ensuring that all hard to place and vulnerable pupils are placed in a timely and equitable manner. An average of 420 pupils are placed each year via the fair access protocol.
- 95 In addition, the service will prepare and present cases at independent appeal hearings (an average of 390 per annum) on behalf of all Dudley schools. The aim of which is to protect the education for the existing students ensuring it is not prejudiced by having more pupils than the physical capacity.

96 The team has 7.43 staff delivering a high-quality service to a variety of agencies, parents, and pupils. We offer a traded service to academies for all non-statutory work with every academy in Dudley taking up the offer generating an income of approximately £120,000 per annum.

DLT November 2021													
In year School Admissions													
Academic Year	Application Type	Month											Annual To Total
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Jul	
2020/21	Total Applications Received	189	87	53	45	38	52	119	41	68	51	0	743
	1 Moved into Dudley	189	87	53	45	38	52	119	41	68	51	0	743
	Moving within the Borough	87	35	23	11	2	10	34	10	32	13	0	257
	New school - no house move	218	87	56	60	30	38	64	66	84	73	0	776
	Monthly Total	494	209	132	116	70	100	217	117	184	137	0	1776
	1a New to the UK	35	26	18	17	25	21	33	9	16	14		214
	1b Asylum/ Refugee	5	3	0	0	0	2	4	1	0	0		15
	1c Returning to UK	27	10	0	1	0	2	5	1	2	1		49
	1d Relocation within the UK	122	48	35	27	13	27	77	30	50	36		465
	Monthly Total	189	87	53	45	38	52	119	41	68	51	0	743
	2 Moving within the Borough	87	35	23	11	2	10	34	10	32	13		257
3 New School -no house move	218	87	56	60	30	38	64	66	84	73		776	
FAP Referrals	35	47	34	40	32	36	46	42	40	34	42	428	
2021/22	1 Moved into Dudley	212	67	0	0	0	0	0	0	0	0	0	279
	Moving within the Borough	78	28	0	0	0	0	0	0	0	0	0	106
	New school - no house move	293	63	0	0	0	0	0	0	0	0	0	356
	Monthly Total	583	158	0	0	0	0	0	0	0	0	0	741
	1a New to the UK	67	21										88
	1b Asylum/ Refugee	2	1										3
	1c Returning to UK	14	7										21
	1d Relocation within the UK	129	38										167
	Monthly Total	212	67	0	0	0	0	0	0	0	0	0	279
	2 Moving within the Borough	78	28										106
	3 New School -no house move	293	63										356
FAP Referrals	66	65										131	

NB: Sept includes applications from July and August

97 There are no consultations or recommendations. There are no decisions to be taken and the report is provided for information only.

Finance

98 The Education functions delivering the above areas of activity are funded for 2021/22 from a combination of:

- General Fund Revenue Budget Education - £2.3m
- Dedicated Schools Grant Central School Services Block - £2.0m

Funding to support the Alternative Provision strategy is contained within the High Needs block allocation of £39.8m.

Law

99 The law provided by the Acts of Parliament, Regulations and Statutory Guidance regularly published and updated by Central Government outline the rules governing

Dudley Metropolitan Borough Council's (the Local Authority) statutory duties to educate and safeguard children and young people and to maintain the schools within its area.

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

- “[secure] efficient primary ... secondary ... and ... further education ... to meet the needs of the population of their area.” sub-section 13(1)
- “... 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

- “[fulfil] ... their functions under this Act, ... establish ... maintain ... and ... assist primary or secondary school[s] ...” sub-section 16(1)

Therefore, in order to comply with these and its other statutory duties, the Local Authority's structure, policies and procedures must enable it to collate, interpret and act upon the data available regarding the social and educational needs of local children and young people, as well as the educational attainments and outcomes of the pupils and students in its area.

Consequently, because this report describes the work being done by teams within the Local Authority, it demonstrates how those teams are assisting the Local Authority to comply with its statutory duties, including those duties cited above.

Risk Management

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

Equality Impact

101 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

102 As noted above in paragraph 101.

Commercial/Procurement

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

Council Priorities



104. 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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List of Background Documents

Appendix 1 – Crestwood Park Ofsted Report

Appendix 2 – Fairhaven Ofsted Report

Appendix 3 – Hawbush Ofsted Report

Appendix 4 – Letter from the Education Secretary