

Name of meeting: Children's Scrutiny Panel
Date: 1st April 2019
Title of report: Kirklees Learning Strategy

Purpose of report

To provide scrutiny with an outline key areas of the Kirklees Learning Strategy which is borne out of the latest outcomes report.

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	N/A
Key Decision - Is it in the Council's Forward Plan (key decisions and private reports?)	N/A
The Decision - Is it eligible for call in by Scrutiny?	N/A
Date signed off by <u>Strategic Director</u> & name	Jo-Anne Sanders (for Mel Meggs) 22.3.19
Is it also signed off by the Service Director (Finance)?	N/A
Is it also signed off by the Service Director for Legal Governance and Commissioning?	N/A
Cabinet member portfolio	Cllr Viv Kendrick (Children)

Electoral wards affected:

Ward councillors consulted:

Public or private:

(Have you considered GDPR?)

Yes GDPR has been considered. The information in this report does not identify any individuals.

1. Summary/Background

The education landscape is forever changing and the latest Kirklees outcomes report highlighted the need create a strategy that is sustainable and will lead to much improved outcomes for all young people.

This is critical if the local authority is to ensure with its partners:-

- People in Kirklees have aspiration to achieve their ambition through education, training, employment and life long learning
- Children have the best start in life
- Kirklees has sustainable economic growth and provides good employment for and with communities and businesses

The 2018/19 outcomes report highlighted that whilst there are strengths in areas such as Key Stage 4 attainment, Key Stage 1 writing and an improving picture in phonics, reading and writing, Kirklees lags behind the national averages in too many indicators. Arguably, if the young people of Kirklees are to lead fulfilling lives, these outcomes must improve.

There has been an overwhelming desire from all stakeholders that the learning strategy must take this data from 2018 as a baseline. The Kirklees Learning and Education Partnership Board has been instrumental in supporting this process. Officers from the local authority have been and continue to engage in dialogue with a range of partners so that the strategy has its roots in a shared understanding. Colleagues in all school sectors, governors and trustees have contributed to the fundamental strands.

Kirklees is home a range of educational settings, including maintained, academy, grammar, special, middle, all-through, and alternative provision. The Learning Strategy aims to encompass the range of providers because it is focused on Kirklees children and young people, regardless of where they learn.

The 2018 Outcomes report highlighted several key areas of concern:-

- The inconsistent performance of Kirklees children across the key stages, where it is marked in Early Years, Key Stage 1 and 2.
- The underachievement of those who are disadvantaged (Pupil Premium, Free School Meals, SEND) in many indicators
- The gap between boys and girls at several stages in education, marked particularly in outcomes at Key Stage 4
- Where Kirklees children are improving their performance (phonics, reading), they are still below the national average.
- With some outcomes such as Attainment 8 at Key Stage 4, Kirklees ranks 90th out of 152 local authorities which is an accurate assessment taking into account socio-economic factors.
- However, in 6 out of 8 attainment figures, Kirklees ranks in the bottom quartile (D) with rankings at 120 on average out of 152.
- A closer analysis of recent Ofsted reports highlights the inconsistent performance of school leaders and governors.
- Separate analysis of exclusions data, shows that Kirklees has high rates of disengagement, particularly from disadvantaged learners.

2. Key Issues/Current Position.

With a full complement of staff in post now, the Learning and Early Support team has collaborated with senior Kirklees Learning Partners to draw up some significant areas to form the strategy. The following areas were identified:-

- Phonics, language and communication
- Numeracy
- Exclusions and attendance
- Progress of disadvantaged groups
- Leadership and governance

It was also agreed that two principles would form the foundations for the strategy. They are:-

1. The learning strategy must be led by research, best practice and measured actions
2. The learning strategy must be collaborative, value-driven and sustainable.

There are 5 key strands of the strategy.

- **Phonics, communication and reading**
 - That phonics and reading across the school system improves so that all learners, particularly the disadvantaged can access more challenging learning
 - Immersion in language at the earliest possible stage is critical.
 - Working with the PVI sector is vital if all learners can access high quality language provision
 - The community hub and adult education sectors have a key role in supporting families
 - There are current authority-led reading strategies that need to run to evaluate their effectiveness first.
 - Research schools in Bradford and York, Teaching Schools, libraries and national partners will be key.
- **Numeracy**
 - This area is need of further investigation and plans are in place to consult with local practitioners
 - Working with the PVI sector is vital if all learners can access high quality numeracy provision
 - Maths subject knowledge is critical for all practitioners
 - The leadership of maths in a range of settings is in need of strengthening.
 - Drawing upon research from the EEF, Maths Hubs, the Sutton Trust is vital
 - Lack of question level data at Key Stage 1.
- **Improve attainment for all, but fastest for disadvantaged learners**
 - Further analysis of data will reveal trends in disadvantaged performance
 - The need to work with social care across the range of learners (CIN,LAC etc) and Hubs to create holistic packages of support
 - Research from Teaching Schools, Research Schools, EEF, ST to inform best practice
 - A drive with school leaders to take advantage of the new 2019 Ofsted framework which emphasises inclusion and curriculum.
- **Reduce exclusions and improve attendance**
 - Further data analysis will create a fuller picture of the patterns and impact of exclusions
 - The High Needs review and outcomes of the SEND peer review will inform planning.
 - The network of local authority children's services is a source of best practice
 - A range of local authority services (KLPs, SENDACT, Inclusion and special schools) are working collaboratively with secondary headteachers on an action research project to review curriculum, behaviour management and Pupil Placement protocols. By June 2019, this will inform aspects of the strategy.
 - Similar activities in the primary sector are in the planning stage

- Essential for the breadth of specialists in managing behaviour, speech and language therapists, CAMHs, police, YOT, social workers and early support be enabled to engage with schools.
- **Improve leadership and management**
- Ensure recruitment and retention and training of school staff meets local need
- Develop with local and national partners such as Ambition Institute and MATs, middle leadership coaching, mentoring and training to meet the new landscape
- Develop a peer review system across Kirklees that puts schools on the front foot and not looking over their shoulders
- Develop specific leadership programmes to ensure schools reflect the diversity of Kirklees in leadership roles
- Evaluate and improve governance, including training, recruitment and championing excellence.
- Develop a strong young people's voice strategy.

3. **Implications for the Council**

3.1 **Working with People**

The range of services and partners involved in the learning strategy will demand high levels of co-operation if impact is to be positive.

3.2 **Working with Partners**

The Learning Strategy, borne out of the Kirklees Education and Learning Partnership Board places collaboration at its heart. The range of local and national partners will add to this.

3.3 **Place Based Working**

Not applicable

3.4 **Improving outcomes for children**

Not applicable

3.5 **Other (eg Legal/Financial or Human Resources)**

Not applicable

4. **Consultees and their opinions**

Not applicable

5. **Next steps and timelines**

6. **Officer recommendations and reasons**

That the report be noted.

7. **Cabinet portfolio holder's recommendations**

Not applicable

8. **Contact officer**

Harkireet Sohel, Head of Educational Outcomes for Young People

9. **Background Papers and History of Decisions**

N/A

10. **Service Director responsible**

Jo-Anne Sanders, Service Director Learning and Early Support