

Name of meeting: Children's Scrutiny Panel
Date: 19th July 2019
Title of report: The Educational Landscape in Kirklees

Purpose of report

To provide scrutiny with an overview of the educational landscape in Summer 2019 with a focus on attendance, exclusion and an update on the Kirklees Learning Strategy.

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?	No
Key Decision - Is it in the Council's Forward Plan (key decisions and private reports?)	not applicable
The Decision - Is it eligible for call in by Scrutiny?	not applicable
Date signed off by <u>Strategic Director</u> & name	Jo-Anne Sanders for Mel Meggs 11.7.19
Is it also signed off by the Service Director (Finance)?	Not applicable
Is it also signed off by the Service Director for Legal Governance and Commissioning?	Not applicable
Cabinet member portfolio	Cllr Carole Pattison – Learning and Aspiration Cllr Viv Kendrick – Children's Services

Electoral wards affected: ALL

Ward councillors consulted: N/A

Public or private: Public

(Have you considered GDPR?)

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

1. Summary/Background

We are highly ambitious for our children and young people and believe that they have the potential to be amongst the best in the country. Our analysis showed that over the last decade, trends in performance across all key stages in comparison to national performance has not been at the levels we aspire to.

The education landscape is forever changing and the report that was considered by Cabinet on 19th February 2019 '*Kirklees Annual Educational Standards and Quality Report 2017/18*' and Children's Scrutiny on 25th February 2019 highlighted the need to develop a strategy that is co-designed, sustainable and will lead to much improved outcomes for all young people across the district.

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 lifelong 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 our Learning Strategy must take this data from 2018 as a baseline. The Kirklees Education and Learning Partnership Board has been instrumental in shaping the development of the strategy. 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 multi academy trusts have contributed to the fundamental strands.

Kirklees has a rich and diverse range of educational settings. Governance arrangements include community, voluntary, academy, and foundation schools and that cater for a range of age ranges and needs; infant, first, junior, primary, secondary, middle, all through, special 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.

At the end of the academic year 2017-18, the 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

The educational landscape is an ever-changing one and it is worth noting how this report has drawn upon a range of sources in order to present a coherent picture of the opportunities and challenges our schools face. Firstly, officers are strongly connected to organisations such as Ofsted and the Department for Education nationally and the range of Teaching and Research schools in the region who. Furthermore the strong relationships with school sand trusts are a reliable source of key issues arising locally. Finally, the report draws upon appropriate data sets at both regional and national levels to help paint a reliable picture of the landscape.

There are several key issues that feature highly on the educational landscape midway through 2019- the changing nature of pupil assessments, the early career framework and young people's mental health, all linked to the concerns over funding for schools nationally.

2.1 The new Ofsted inspection framework from September 2019.

Whilst any regulatory body will always present challenges, the new Chief Inspector has led changes so that the new framework has a strong focus on inclusion, supporting vulnerable learners and on the curriculum. Considerable consultation has gone into the framework's development and Kirklees schools have taken the opportunity to engage in research so that work on curriculum development for their pupils needs to have strong values behind it. The inspection process itself has been developed so that school's internal data is not looked at by inspection teams and there is a strong emphasis on looking in depth at what subject areas deliver and why. This is referred to as a 'deep dive', where the decisions on what is taught and why will be under the spotlight much more. Officers at Kirklees have echoed Ofsted's own communication encouraging school leaders and governors to take a long term, collaborative approach to developing a curriculum to meet local needs. Ofsted have also made a commitment in the framework to challenge some practice where children are allegedly 'off rolled' from schools onto other forms of education and whether this meets the need of the student. For Kirklees schools of which a majority are 'Good' or better, the challenge is how more collaborative work can support the most vulnerable schools so that the school system brings great learning to all children in the borough.

2.2 The Timpson Review of Exclusions May 2019.

The government commissioned a review of how the school system manages exclusions and alternative provision. With the national concerns about gangs, knife crime a rising levels of violence, there is a need to ensure that the Timpson Review recommendations come as a package of support for dealing with this public health issue. The SEND Code of Practice has also impacted on the way the education system manages complex needs.

The review has 30 recommendations centred on greater support for schools including definitions, clearer training for health professionals and SENCOs, a focus on funding and the support for the school performance indicator criteria to reflect the consequences of exclusion. The government has commented that it will support all the 30 recommendations. There is a growing movement across education to deal systematically with such a crucial issue where over 50% of current prisoners in British jails can trace their personal journeys back to a permanent exclusion at school. Arguably, the moral argument has gathered support from Ofsted and other agencies and this strand presents schools with opportunities. However, the current performance indicators, focused on GCSEs are arguably not yet in tune with a strong inclusive framework. In Kirklees, schools have already been on the front foot on this important issue which is highlighted in this report under alternative provision.

2.3 The Relationships and Sex Education guidance for September 2020.

Schools, parents/carers and governors have a long history both nationally and in Kirklees of working together to implement a range of sensitive issues over the years. Some have been around sex and relationships education, Personal, Social and Health Education, Religious Education, drugs and alcohol education and more recently in the complex area of on line safety.

The aims of our strategy are to support schools by ensuring we:-

- Work collaboratively to promote and support best practice in delivering RSE and Health education through our strong tradition of positive engagement with partner organisations, parents and communities.
- Hold briefings for headteachers, senior leaders and governors.
- Renew our LA membership of the PSHE Association for April 2019-May 2020 so that all schools across the Kirklees region can access FREE guidance, support and resources.
- Develop a Quality Assurance group (a partnership between Public Health/Locala and headteacher/PSHE colleagues from Learning) to support the local implementation of the guidance.
- Offer all PSHE education coordinators in Kirklees schools low cost professional development to support effective subject leadership and curriculum innovation.

We have also encouraged governors, parents and schools to read the guidance and for planned, calm engagement. Furthermore, we will continue to engage in dialogue with partners so that the needs of all young people to keep safe, engage in healthy relationships and to respect all in society are met.

Attendance in Kirklees

This data is an overview of the average across all Kirklees schools. Further analysis will be provided in the future as we develop the use of data to guide or improvement agenda

Primary

- Since 2010, primary attendance has improved from 95% to 97% in 2018 which is in line with national data.

Secondary

- Since 2010, secondary attendance has improved from 94.5% to 96.1% in 2018 and is in line with national averages

The key focus for us is to take the opportunity for the education system to work much more closely to ensure all children attend school in Kirklees.

Alternative Provision

The developing offer across Kirklees ties in with our ambition for high quality provision to meet the needs from the recent high needs review. There is a shared understanding across the system that innovation and collaboration are key to delivering this ambition. Several schools are managing creative ways to engage students with complex needs within the mainstream settings such as onsite provision and whole staff training on trauma. Kirklees **uses four main alternative providers** who engage with the school system in three processes in supporting complex students- the SPR process (single point referral) to seek early intervention, the north and south Kirklees BACs (Behaviour and Attendance Collaborative) and the Fair Access Protocol (FAP) where permanent exclusions are considered.

- **The Ethos Academy Trust.** Graded ‘Outstanding’ by Ofsted in 2017 this provision for key stages 2, 3 and 4 is key to supporting our vulnerable learners. The trust has the contract for Day 6 provision for excluded students; supporting complex medical needs and leading outreach work in schools with challenging students.
- **Pivot.** As an independent school rated ‘Good’ in 2018 by Ofsted, Pivot offer a similar service to schools on exclusions as well as the Day 6 provision.
- **Brian Jackson College.** An independent school, rated ‘Good’ by inspectors in 2019, this provision offers schools support at Key Stage 4 for excluded students across their two sites in Kirklees.
- **Employability Solutions.** A strong national social enterprise with a range of support for excluded students with a strong work based approach.

Update on the strategy for reducing exclusions - secondary

Since 2013/14, the number of exclusions nationally has been on the rise and an analysis of the situation in Kirklees will be shared in the future. Having explored the curriculum opportunities under the new Ofsted framework, this forum investigated the concept of exclusions and the ways schools and wider services can collaborate to support an inclusive school system. The actions have been: -

- Two working parties set up to guide the strategy; one to streamline the process and make it child centred, the other to seek ways to skill up the school workforce.
- Social care, special schools, educational psychologists, alternative providers and headteachers are all represented with Kirklees Council as leaders.
- Visits by headteachers and officers to Oldham and Barnsley to review practice in other areas (May 2019). These were selected through initial relationships but the intention is to identify local authorities with low exclusion rates in the coming academic year.
- Directory of Outreach completed so headteachers can swiftly access support that is of a high quality (July 2019)
- Presentation by officers and senior school leaders to primary headteacher forum (June 2019) as it is not just a secondary issue and this will be highlighted in our early support offer.

- Kirklees representation at the launch of the regional initiative 'The Difference' July 5th which seeks to reduce exclusions by seconding mainstream staff into alternative providers for two years
- Three headteacher sub groups to complete the working group task to refine process, establish best practice and suggest an agreed definition of 'persistent disruptive behaviour' for the next forum in September

Impact of the collaborative work on reducing exclusions and workforce remodelling (High Needs Review)

- Eleven permanent exclusions recalled in summer term 2019 by schools.
- 'No Knives; Better Lives' project. Of 19 referrals to this high profile initiative (2-3 weeks)- 15 students back in their school re-engaged, 2 in alternative provision and 2 moved school with a managed transfer
- 26 secondary schools involved with the Educational Psychology team on a range of training needs for social, emotional and mental health support

Update on Kirklees Learning Strategy July 2019.

The Learning and Early Support team has collaborated with senior Kirklees Learning Partners to draw up some significant areas to inform the strategy. The following areas were identified: -

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

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

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

Hence the most appropriate process for the strategy is to go through the governance process this summer with the aim of using 2019-20 as a year of research for 4 of the strands. Moreover, this would give us the opportunity to develop the learning strategy in line with the Kirklees economic strategy and engage our strong Post 16 providers to give all young people a journey through childhood that meets their holistic needs. This move to use the next academic year in this way has arisen with the engagement of the Education Endowment Foundation (EEF) who advocates school systems that use evidence to guide their improvement strategies. This has also led to other key considerations: -

- The council uses 2019-20 to gather best practice on each of the strands through local intelligence, teaching school alliances, clusters of schools reports so that the strategies used by schools are evidence based, robust and arguably more likely to succeed.
- The current structures around subject networks, training networks and cluster work are supported to be ready to support a strong evidence based strategy for September 2020.
- The current work on exclusions run as planned and used as a benchmark for the other four strands

- Drive a strategy to make July 2020 a focus for a festival of learning at an appropriate venue(s) to celebrate the achievements of Kirklees students on a range of curriculum areas and debating, sports, the arts to name a few.

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

Our schools, and settings work collaboratively as part of our learning family and understand the children and their families whom they serve well. The diversity and scale of the district requires a commitment to place based working and to meeting the differing needs of local communities. Our Schools and learning settings play a vital role in delivering this place based approach and supporting children and their families and the wider community through local hubs and a range of other partners. Strong partnerships are well established and together we have a shared commitment to meet the aspirations of all children, young people and families within our communities.

3.4 Improving outcomes for children

This is an opportunity to set and commit to high aspirations and ambitions for our Children and Young People, not simply in terms of educational achievement, but also in terms of personal success by removing barriers to learning and opportunity. Personal success must be individualised.

It is proposed to use the information to undertake further analysis in order to work together to prioritise improvement activity, monitor and evaluate impact from an intelligence led baseline to improve outcomes for children. This will set out the ambition we have together with our learning settings, for children and young people within our borough and to set out the aspirations we have for their attainment and achievement.

4. Consultees and their opinions

The Kirklees Education and Learning Partnership Board, headteachers' forums, governors

5. Next steps and timelines

- We propose to bring the first stage of more detailed analysis on exclusions and attendance to elected members and scrutiny.
- We will use the new academic year to engage with partners so that we can capture the voice of young people in the learning strategy

6. Contact officer

Harkireet Sohel - Head of Educational Outcomes

7. Background Papers and History of Decisions

'Kirklees Annual Educational Standards and Quality Report 2017/18'

<https://democracy.kirklees.gov.uk/documents/s27223/Item%2010%20190207%20CABINET%20Learning%20Outcomes%20-%20Final%20report.pdf>

and

Detailed appendix

<https://democracy.kirklees.gov.uk/documents/s27224/Item%2010a%20Outcomes%20report%20final%20version.pdf>

Ofsted - The Education Inspection Framework (May 2019)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf

Timpson Review of School Exclusion

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf

DfE - Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

8. Service Director responsible

Jo-Anne Sanders - Service Director (Learning and Early Support)