

# Kirklees OFSTED Annual Conversation

## Autumn 2019 Self-evaluation

### We're Kirklees – an outstanding place for children and families to thrive.

This document will provide a brief overview of current performance and improvement activity in Kirklees to help facilitate the Annual Conversation with Ofsted. Our self-assessment evaluates our performance and articulates what we believe is working well for children in Kirklees as well as areas for improvement. It will cover the following:

1. About Kirklees (Pages 1 -3)
2. Key developments in Kirklees in the past year (Pages 3- 6)
3. Improvement Priorities (Page 7)
- 3.a Improvement priorities for Children's Social Care and Early Support (Pages 7 – 11)
- 3.b Improvement priorities for children and young people with Special Educational Needs and Disabilities (Pages 12 – 14)
- 3.c Improvement priorities for Education and Learning (Pages 14 – 20)

## 1. About Kirklees

Kirklees is a large and diverse borough, 440,000 people live across our towns and villages.

Kirklees has vibrant, young and dynamic communities; nearly a quarter of our population – 104,000 are under 18.

Covering 157 square miles, Kirklees has three distinct areas:

North Kirklees covering Dewsbury, (Kirklees' second largest town) the urban centres of Mirfield, Batley, Cleckheaton and the more rural Spen Valley

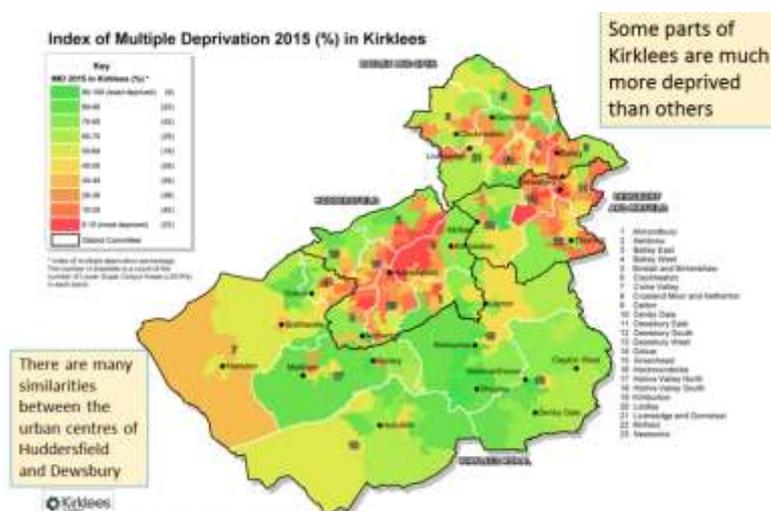
Huddersfield -the largest town in Kirklees and the business, administrative and retail centre of Kirklees

South Kirklees – consisting of rural and semi-rural communities which extend into the Pennine moor land.

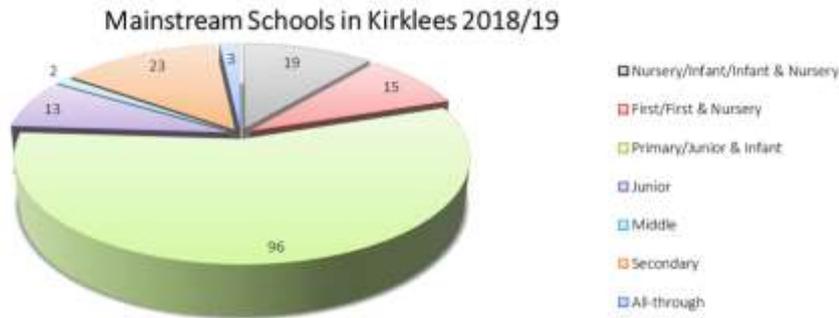
Kirklees has a varied and diverse population. Across the borough different demographic and socioeconomic groups can experience significant differences and inequalities in outcomes.

1 in 5 of the school population is entitled to free school meals, and English is an additional language for 3 in 10 primary school starters. 1 in 5 of the total population and 1 in 3 babies born to Kirklees mums is from a BME community.

Some areas of Kirklees are much more deprived than others, we understand the potential impact poverty can have on children and families.



## Our Schools



	Number of Pupils including Academy & CTC (Jan 2019)	Number of Schools including Academy & CTC (Jan 2019)
<b>PRIMARY (State-Funded)</b>	<b>39,507</b>	<b>142</b>
<b>SECONDARY (State-Funded)</b>	<b>27,335</b>	<b>28</b>
<b>SPECIAL (State-Funded)</b>	<b>763</b>	<b>6</b>
<b>PRU</b>	<b>41</b>	<b>3</b>
<b>TOTAL</b>	<b>67,646</b>	<b>179</b>

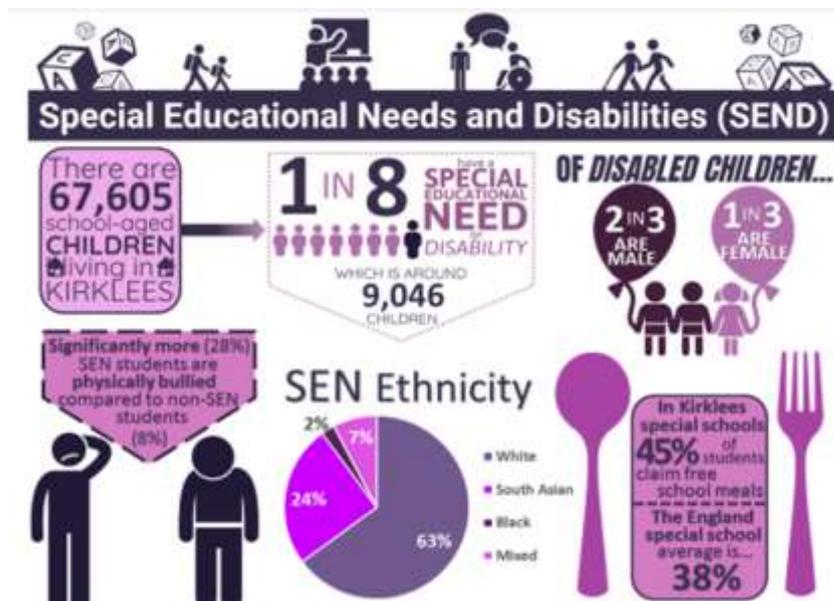
Ofsted Judgements	Breakdown of Ofsted Inspections 2018/19	
	No of Schools	% of Schools
Remained Good	21	51.2%
Remained Outstanding	3	7.3%
Good to Outstanding	1	2.4%
RI to Good	4	9.8%
First Inspection - Good	3	7.3%
First Inspection - RI	3	7.3%
Outstanding to RI	1	2.4%
RI to Inadequate	3	7.3%
Good to Inadequate	1	2.4%
Remained Inadequate	1	2.4%
	<b>41</b>	<b>100%</b>

### Proportion of Academies to Maintained Schools

Primary	19.7%
Secondary	65.2%
Middle	100.0%
Special	33.3%
PRU	100.0%

% of primary schools judged good or better	81.2%
% of secondary schools judged good or better	71.4%

## Our SEND profile



## Children in Need

Indicator	Type of measure	Month End			*Benchmarking	
		Jul 19	Aug 19	Sep 19	SN	Eng
Number of Children in Need	Number (per 10,000 aged 0-17 in brackets)	2640 (263.5)	2679 (267.4)	2553 (254.8)	394.1	334.2
	Direction of Travel	↑	↑	↓		

## Looked After Children

### Key Indicators

Indicator	Type of measure	Month End			*Benchmarking	
		Jul 19	Aug 19	Sep 19	SN	Eng
Number of Looked After Children	Number (per 10,000 aged 0-17 in brackets)	626 (62.7)	635 (63.6)	641 (64.2)	86.1	64.0
	Direction of Travel	↑	↑	↑		

## Child Protection

### Key Indicators

Indicator	Type of measure	Month End			*Benchmarking	
		Jul 19	Aug 19	Sep 19	SN	Eng
Children with a Child Protection Plan	Number (per 10,000 aged 0-17 in brackets)	393 (39.4)	422 (42.3)	400 (40.1)	52.1 (per 10,000 aged 0-17)	45.3 (per 10,000 aged 0-17)
	Direction of Travel	↑	↑	↓		

## 2. Key developments in the past year Kirklees

At the last Annual Conversation, Kirklees outlined its strategy for continuing to develop its improvement journey. The focus of our approach is “to create the ‘conditions for success’ that are the foundation for good practice and better outcomes.” The investment in Children’s Services that Kirklees committed then has continued and remains a cross-party priority for the next period. An LGA Corporate Peer Challenge noted “The Council has and continues to respond positively to the recommendations of the Children’s Services inspection. The process of recovery created an environment of cross departmental working which has reaped benefits for the organisation.”

At the heart of improvement work is a focus on knowing ourselves and our services. The questions we ask is what is the data telling us and is aligned to developing and embracing feedback loops and channels from staff, research, the voice of the child and our partners. This forms our improvement framework.

An experienced and capable leadership team has delivered clear improvements in practice and outcomes over the last year recognised in the ILACS inspection in June 2019. Kirklees is no longer “Inadequate” but “Requires Improvement to be Good.” As an authority we have expressed our ambition and desire to achieve “outstanding” services for children and families by the time of the next full inspection.

The aspiration to ensure that our safeguarding system is rebalanced with improved practice and decision-making has been maintained along with stronger services to support this. Innovation through MST teams and Mental Health in Families has continued and is combined with a focus on delivering mainstream services well and effectively.

The number of external social care residential placements outside Kirklees continues to be reduced. External residential placements now are under 30 (29 - Sept’ 2019) and are projected to be below 20 by April 2021. Placements are continually reviewed and this strategy, which remains child-focused, means that young people can return and settle in their local communities more effectively. The reduction in these residential placements has also contributed to a significant financial saving for the Authority which will be invested more effectively in other local provision.

Our approach to improvement and raising standards remains data driven, evidentially based aligned with a quality assurance framework that’s supports us to have conversations and engagement with staff and partners to improve outcomes. For example, the Ofsted report highlighted the progress our Front Door but we believe further improvements can we made and therefore we are inviting back Professor David Thorpe to work with us to continue our improvement journey particular with partners.

The appointment of the Director of Children’s Services demonstrates the successful transition of a service which was operating with a Children’s Commissioner, formal support from Leeds City Council and *DfE* oversight to an organisation with a strong sense of its own identity and ambition. Whilst retaining a *voluntary* partnership with Leeds, Kirklees has developed its own priorities and vision based on a Restorative Practice model developed with nationally leading external support and strong engagement with staff teams. We have decided to keep an improvement board structure in place Chaired by the DCS from Leeds, the board will offer support and challenge to all areas of improvement.

Supporting the DCS is a strong and confident leadership team which has provided stability and drive in past year. This has been further consolidated with the creation of a new service directory of *Resources, Improvement and Partnership* to ensure there is sufficient capacity to sustain and improve support to frontline services. This service area will focus on quality assurance and enhancing data quality along with developing a broader approach to sufficiency in relation to a wider range of placement options and educational provision.

These developments have helped to maintain the stability within the workforce which has been reinforced with a strong learning and development programme focusing on developing confident and enthusiastic practitioners again highlighted by the Ofsted inspection. The fall in agency social workers has been maintained and our ambition is to reduce this to zero by April 2020.

Kirklees has received notification from the *DfE* that they will revoke the Statutory Direction and replacing it with the lighter touch Improvement Notice. This notice will remain until the agreed second test, ‘to demonstrate that the improvement can be sustained’ is achieved. Whilst these discussions are to be concluded our direction of travel is clear. Kirklees will sustain the current improvement board arrangements, development and implement robust improvement plans to incorporate the Ofsted

feedback and provide evidence to demonstrate that the Council can sustain the improvements achieved.

A range of measures will be utilised to assess the likelihood of sustained improvements with a clearly defined datasets to measure progress;

1. Well-functioning Corporate Services
2. Stable Leadership
3. Continued Improvement in the Quality and Effectiveness of Practice
4. Strong and Supportive Partnerships
5. A Compelling Strategy for the Workforce
6. Effective Performance Information and Quality Assurance

The ILACS inspection took place in June 2019. The final report recorded “Progress has been achieved through increased corporate commitment and investment in services, clear and focused leadership, strengthening of partnerships, for example the duty and advice team, and improved workforce stability and engagement. Children who need help and protection are now recognised, and risk of significant harm is quickly responded to.” Kirklees provided feedback in response to Ofsted and continues to drive forward improvements across children’s social care.

The Annual Early Support and Social Care improvement plan has been developed using Ofsted’s and our own assessments of areas for improvement including learning from Audits. It continues to see both investment and innovation across services and responding to the emerging challenges such as gangs and knife crime that Kirklees and other local authorities face. As the Ofsted report has highlighted “The work of the multi-agency risk and vulnerability team is starting to embed, and the response to exploitation is better coordinated. There has been demonstrable success in diverting young people away from crime, including working with those involved in gangs and knife crime. The response to child sexual exploitation is well coordinated to mitigate risk. As a result, the circumstances of many of these children are improving.” Our children’s homes have all been rated either good or outstanding.

For children with special educational needs and disabilities there is an ambition for change across partners, demonstrated through the visibility of SEND in key strategic documents as well as in processes and our actions. Kirklees and its partners are also open to external scrutiny and challenge to help inform your ambitions. The Partnership seeks to develop best practice and improve outcomes by activity participation in local and regional networks and Peer review feedback. The partnership has developed its own improvement plan

Strategic leaders (Council and CCGs) in co-production with parents and carers have developed a shared vision for working with CYP and their families (including those with SEND), which incorporates the principles of a child and family centred approach. There is parent carer representation, alongside senior officers from health, education, social care, commissioning and the voluntary sector, on the Children’s SEND Strategy Group and the Integrated Commissioning Group.

Leaders have an increasingly clear understanding of our population in Kirklees:

- Its strengths and development areas
- The profile of our SEND population in Kirklees in order to plan for provision accordingly
- The strengths and areas for development of service delivery and have ensured that resources are available to support the implementation of the plans

Integrated Commissioning arrangements within Kirklees work well and working is developed at both a senior and operational level. “Thriving Kirklees” is recognised externally as a significant and ambitious development, facilitating a more integrated approach to the SEND agenda.

All partners recognise there is much more work to be undertaken. Consistency and improvement outcomes remain priorities and these priorities are captured in the improvement plan.

In relation to our Learning Strategy, working collaboratively with our schools and settings, our focus has been to lay the basis for sustainable improvement in key areas where performance is below expectations. As part of this there is a focus on good attendance and reducing exclusions.

Our Adult and Community Learning service has been inspected in September 2019 and was adjudged “Good” across the board. The published report noted “Leaders and managers work successfully with local stakeholders and subcontractors to plan programmes that make effective use of the community learning fund to promote social inclusion. The adult and community learning service successfully meet the council’s goal of raising aspirations through lifelong learning.”

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Kirklees recognises that many of the issues and challenges that our young people face demand effective partnership working. Our Children and Young People’s plan has been refreshed through a re-energised partnership approach which has seen the emerging priorities of a new youth offer, LGBT+ and inclusion and tackling child poverty.

We have organised major initiatives engaging partners including the Early Support launch and a well-attended Youth Summit for the partnership. The latter event has been a significant impetus for our work in this area. Our development of partnership working reflects the Local Authority’s approach of *Partnership, People and Place*. Our plans for Youth Zones underpin and support our Youth Offer and developing model of practice. This work has included the University, police and key voluntary sector and community groups.

Kirklees has also implemented Operation Encompass to share relevant information with schools when one of their students has been present during an incident of domestic abuse, allowing staff to offer appropriate support during the school day. We expanded this further in Spring 2019 onwards to include children in early years settings and childminders in order to widen the support to children living in households where domestic abuse is apparent.

We are ambitious for new approaches and innovation that will deliver improved outcomes. We recognise that many of the challenges we face require a different approach. Our innovation is to be research and evidentially based and adapt best practice to a Kirklees context and environment. We are expanding our MST offer to address Family Integrated Transitions (FIT) and “Gangs” because we believe this can help to break the challenging cycles that some young people and families face.

We are aware that the development of Relationships, Sex and Health Education (RSHE) curriculum could be challenging in the Kirklees context. Given this, in order to develop the strong community relationships and ensure all our children are educated to keep themselves safe, the local authority is leading a strategy across Kirklees. Initially, to ensure no child or family is isolated, a package of support and materials and advice has been communicated to schools regularly since April.

Furthermore, a governance group with key stakeholders including the police, community and faith groups, elected members, education and public health led by the Director of Children's Services has met and will steer work over the coming months. The commitment to dialogue is strong. Alongside this, a group of schools meets to develop resources, best practice in engaging parents and advises the governance group.

We remain committed to improvement across all Children's Services. The detailed summaries of our priorities provided within this self-assessment show we have identified what we need to do to improve. We will continue to use a test and challenge approach through Peer reviews and with partners to drive sustained improvement.

We recognised in our last conversation that there is still more work to be done to deliver the standards we want for children in Kirklees and this remains the case. We believe we are putting in place the necessary steps to sustain and continue our improvement journey. Achieving both consistency across services remains a priority as well as balancing the pace of change with embedding and consolidating better practice. We continue to review and monitor all aspects of our assessment work for both quality and timeliness which remain an issue. All areas highlighted by Ofsted inspection are being addressed along with other priorities areas we have identified. We also recognise there is inconsistency and variation across educational outcomes in benchmarked results and outcomes, together with our family of schools and settings there is a high level of ambition to deliver improvements identified in our Learning Strategy.

### **3. Improvement Activity**

The Kirklees Improvement Framework utilises a range of intelligence including outcomes of inspections and peer reviews to inform our improvement plans for Early Help and Social Care, SEND and Learning collectively will support our aspiration of becoming an Outstanding Children service where our children outcomes are in the top quartile of performance. We are aware that there remains the challenge to deliver consistently good performance across all services and we are taking action to address this.

#### **Summaries of our key improvement activity by major services area**

##### **3.a Improvement priorities for Children's Early Support and Social Care**

The improvements and progress achieved in providing help, protection and care to children was outlined and delivered through an agreed "10 point plan." This approach to structured improvement is closely monitored with clear management oversight and this has become our "business as usual."

The Ofsted report provided a snapshot of our progress and the service has been addressing the identified areas for improvement as well as building on the acknowledged strengths and good practice, and identifying the next stages of our improvement journey. Our priorities are formed from the annual improvement plan and Practice Progress monthly monitoring of data and quality assurance information.

##### **Ofsted "What needs to Improve" response**

**The quality of recording, assessments and child protection investigations so that children receive help at the earliest opportunity.**

Alongside the day to day work undertaken through Supervision and Performance Management the following work will be undertaken to ensure that the quality and timeliness of recording, assessments and Child Protection investigations result in children receiving help at the right time

*Coaching:*

In order to maximise learning and consistency of practice improvement in relation to recording, assessment and planning there has been a refocus of the audit process. The process of auditing will be underpinned using a coaching approach as a facilitation of learning.

*Practice Learning Days (PLD):*

Practice Learning Days are quality assurance activities being undertaken in addition to the monthly auditing schedule. The PLD are about learning for the individual practitioner and the service as a whole.

*Direct Practice Observation:*

Practice observations of social workers on visits to children and families or to group sessions or multi-agency meetings to observe their practice will take place. Reflective feedback will be given to the social worker following the practice and any agreed actions are recorded for monitoring.

*Management oversight:*

Supervision observation to ensure the child's plan is progressing and that outcomes for the child are improving. Provide feedback and reflective learning action plans.

*Phase 2 Liquidlogic implementation*

Following the Inspection an external review of the implementation of Liquid Logic was undertaken. This was with a view to gaining insight into barriers to the system providing up to date accurate data that does not require intense additional scrutiny. As part of this review it was determined that all practitioners would benefit from classroom based training. Therefore during the next three months there will be access to a programme of classroom training for all practitioners to improve their understanding of the electronic system. It is an expectation that all practitioners will attend this training as part of the requirements of accessing the electronic system.

**The quality of written child in need, child protection and care plans, so that they are timebound, with clear and meaningful contingency plans.**

Audit findings from July to September 2019 provide evidence of an improving picture in relation to SMART planning with clear rationale for decision making being evident. There is also evidence of the case history within both the referral and assessment with the analysis of risk being improving. Consistency across all cases remains the challenge and whilst the picture is improving it will still remain a focus for improvement in the next period.

Within the Quality Assurance framework, findings from Children's Social Care audit activity which highlight areas for practice development and these are shared with the Children's Social Care Senior Leadership and the Principle Social Worker.

Where it is identified that individuals /teams would benefit from additional support, direction, guidance, and training, to achieve good quality, consistent recording assessment and planning, the Principal Social Worker takes the lead. The Principal Social Worker's role is ensuring that learning from the audit activity informs development pathways for individuals and/ or teams, the Learning and Development programme for Children's Social Care staff and the wider workforce strategy.

### **The response to disabled children**

Following the Inspection further work has been undertaken to assess the training and development needs for staff within the disabled children's service team, establishing a workforce development plan to ensure all staff receive appropriate training to ensure that practice is consistent/in line with that of wider children's services teams. Consideration is being given to the most effective approach to communicating with children and young people who have specific challenges in relation to speech, sight and/or hearing.

As part of the service review it has been agreed that children with disabilities who are in the care of the Local Authority will have an allocated social worker from the children in care service who will be able to offer a more specialist approach in relation to managing the progression of the children and young person's outcomes and experiences as a child in care.

### **Children in private fostering arrangements**

A new system was introduced in June 2019 for the Private Fostering cases to be allocated to the Assessment and Intervention Team alongside the Connected Persons team to undertake the Private Fostering assessment. Oversight and decision making in respect of Private Fostering now sits with the Service Manager

Awareness raising of Private Fostering in education settings is taking place and Team Managers will be attend the head teachers' meeting. Alongside this the role of 'Private Fostering Officer' has been established and this practitioner will raise awareness across all partner agencies regarding what Private Fostering means. The Safeguarding Partnership is also providing training on duties and powers relating to Private Fostering.

### **Children at risk from professionals where allegations have been made.**

In order to further strengthen the service have appointed an IRO/CP Chair with a significant emphasis on covering LADO duties. The post holder will cover in the absence of and work closely with the substantive LADO.

### **The response to children who go missing from home and care, so that all children are offered return home interviews that are of good quality, in order to better understand why children go missing and to inform care planning and strategic priorities.**

To ensure good oversight of children who are missing we have introduced and developed a daily missing and exploitation meeting. This is a joint meeting with West Yorkshire Police Exploitation and Missing departments allowing an exchange of current information and sharing or significant intelligence around missing children and exploitation. The emphasis is on 'live' missing episodes and those young people missing during previous 24 hrs (including weekends on the Monday).

The meeting incorporates the allocation of return interviews, identifying the most suitable person to capture the best opportunity for meaningful and quality interviews. Through these discussions there is consideration of the return home interviews undertaken to examine information gathered to enable shared learning.

The intelligence gathered is developed and where appropriate shared in the Partnership Intelligence Portal to ensure information secured is accurately recorded and accessible.

We utilise the 14 point Exploitation Assessment to develop mitigating strategies and recognise missing to be an integral risk factor that if addressed will reduce overall risk / vulnerability to exploitation. Through interrogation of information we utilise the MACE process to identify risk (both Missing and Exploitation).

In August 2019 we introduced and commenced Contextual Safeguarding meetings to map associates/threats/risk within complex cases. We are further developing a formal pathway to secure and broaden the understanding of such meetings. This approach is generating intelligence, identifying associates whose risk had been unknown

### **The timely permanence for children with plans for long-term fostering and children placed with parents**

A monthly permanence tracking panel is now embedded with close monitoring and tracking which is ensuring that we are achieving a long term fostering placement for children and young people. We now have recruited 1.5 Social Workers' who are working alongside Social Workers for Children Looked After to achieve their permanence plan in a much more timely way. Robust monitoring of our children who are placed with their parents has seen a continuation in the reduction of the numbers. We have also seen an increase in the numbers of children living with family members who were previously subject to care orders who are now subject to special guardianship orders.

### **The completion of life-story work for children in care.**

During our last inspection there was an acknowledgement that there was evidence of some good life story work however this was not always consistent and there was some variance with the quality. Our Advance Practitioner within the Children in Care service has led a task and finish group across all service areas which has had a focus of how we can improve the quality, they have revisited the resources and tools available and are creating an online resource folder. We have refreshed the training and this continues to be offered across all service to both AYSE and more experienced SW's. Team Managers have more focus as part of their management oversight in ensuring both the direct work and the outcomes of this work are evident on children and young people's files.

### **Care leavers' understanding of their health histories.**

Ensuring that care leavers have an awareness of their health histories has always been a strong focus for the care leavers service however unfortunately this was not evident for a small numbers of our care leavers during the last inspection. As a result the managers in the care leavers service have worked closely with the designated looked after children nurse to review the pathway and to ensure that we have a more consistent and robust approach across all of the service.

### **The quality of foster carer reviews.**

Following the Ofsted Inspection we appointed an IRO to complete foster carer reviews. The IRO has made links with the regional fostering reviewing officer network, to ensure we embrace best practice, which has assisted in development of the role. The new post has resulted in some challenging

conversations, with Supervisory Social Workers who have historically worked in a very different framework and environment. The post holder with management support is developing a new culture of working practice.

The Fostering Reviewing Officer has to date highlighted issues, such as training compliance by carers. Also feeding back any specific training need issues regarding the carer or the training itself. Reviews out of timescale are a focus with a target of 100% being in timescale. On the recording system case summary absence has been highlighted during pre-review checks. Ensuring we capture the voice of the child in care as well as capturing the impact on birth children, feedback relating to the new role has been positive.

Moving forward as part of a broader service review we will move the Fostering Independent Reviewing Officer to join our Independent Reviewing Officer Team enhancing the independence further.

### **Management oversight across the service through improved performance and quality assurance.**

The recent appointment of an additional Service Director within Childrens Service who will have the lead for Resources, Improvement and Partnerships will allow for healthy independent challenge of practice across Childrens Services. This also enable the Service Director, Family Support and Child Protection to focus on the improvement of practice within Social Work Teams.

### **Regular supervision of social workers that is reflective, directive**

There has been a recent agreement to increase both the Team Manager and Service Manager Capacity within the Assessment and Intervention service. This will mean that there is a Service Manager in each of the four areas with oversight of five Team Managers. The Social Work Teams will be reconfigured and the additional Team Manager capacity will reduce social work teams from seven to six. This will also reduce the number of cases overseen by Team Managers as well as reducing Duty from one in three to one in four. It is envisaged that this will create the capacity required to ensure that there is regular, quality, reflective supervision. In addition to this time in monitoring performance and improving the outcomes for our children and young people.

### **Work of independent reviewing officers (IROs), challenges poorer practice.**

**Children's Social Care audit activity highlights an increased Child Protection chair footprint on children's files.** The number of mid-term reviews completed has improved and there is a renewed emphasis on achieving SMART plans which take full account of the child's voice. Child Protection Conference monitoring forms have been reintroduced to improve management understanding and response to performance and outcomes.

Independent Reviewing Officers (IRO's) for children looked after, closely monitor review timescales to ensure that a high percentage (over 90%) of children's reviews are held on time, alongside which the undertaking of mid-way reviews by IRO's continues to strengthen evidence of IRO oversight.

Service specific performance data provided on a weekly basis to Child Protection chairs and IRO's enables oversight and challenge relating to any identified drift and delay for children and families, where appropriate.

The current improvement plan is designed to reflect the journey of the child and reflect our support and infrastructure developments. As well as incorporating post Ofsted actions it also outlines the actions necessary to continue further progress across the service. The areas identified are

- Early Support

- Front Door
- Assessment and Intervention including Children with Disability
- Sufficiency of placements including young people leaving care
- Children Looked After and Care Leavers
- Leadership and Management Oversight.
- Workforce
- Practice and Professional development
- Quality Assurance
- Partnership

Our current priorities identified by recent data are to work on the timeliness of ICPC and assessments and the robustness of care plans for children living in Supported Accommodation. We recognise that we need achieve consistency in timeliness across a number areas on an ongoing basis to ensure the best outcomes for our children. This remains a major focus of our ongoing improvement work and discussed and considered at our improvement board.

### **3.b Improvement priorities for children and young people with Special Educational Needs and Disabilities**

- Our Children and Young People with SEND has risen since 2016 but is still proportionally less than national figures. In Kirklees we have a total of 2850 Education Health and Social Care Plans, We have a total population of 9,046 children and young people with a SEND need.
- We have an improving picture in relation to our compliance with statutory timescales for completions of EHC plans. 2018 data shows our compliance at 44.5 % however our local data shows our compliance at 73% based on calendar year to date.
- The last Young People’s Survey was conducted in 2018 and included a sample of over 2000 students in year 9 at mainstream schools across Kirklees. Overall 1 in 11 (9%) said they had a special educational need or a learning difficulty, of these over a third (38%) did not feel their school supported them enough. Over one in eight (14%) of all students had a health condition or disability that affects their everyday life. Of these, more than 1 in 4 (27%) felt like they didn’t get enough support for their health conditions from health services.
- SEN students and those with a health condition that affects their everyday life are significantly more likely to have been bullied; both physically and in other ways. Over a quarter (28%) of SEN students have experienced physical bullying. In comparison, one in twelve (8%) non-SEN students have experienced physical bullying.
- We are proud to have a high proportion our of children and young people with SEND educated in mainstream settings (2092 – 77%) and 633 in our local special schools
- Our Children and Young People have highest needs at SEN Support in relation to moderate learning disabilities, speech and language needs and emotional and mental health needs. Where children and young people have an EHC plan, the JSNA shows the highest level of primary need are social emotional and mental health needs (18.9% of total SEN Population) and speech language and communication needs (20.8% of total SEN population). The autism spectrum conditions represents 4.8% of the total SEN population

- We have reduced our autism assessment waiting times significantly in Kirklees to 6 months currently and projected at 3 months by June 2020. We have also reduced our waiting times for learning disability support and intervention to 28 days.
- Our SEND appeals based on appealable decisions are lower than national average and we are in the top quartile nationally in relation to this measure.

Through our local improvement board arrangements we have recently widened the scope and focus of improvement activity to include the SEND agenda. Subsequently, we have undertaken two focused pieces of work to enable us to undertake a diagnostic of our SEND system wide arrangements, and focus activity on consolidating existing good practice and a programme of improvement where challenges have been identified.

Kirklees requested a peer review of key SEND areas through the Yorkshire and Humber ADCS network. The review took place in March 2019 and reflected the strengths of the local arrangements as well as the challenges we faced. A further review has taken place of our ambitions and plans for children and young people with SEND in autumn 2019

We have recently combined the findings of both reviews to produce a Kirklees 10 point improvement plan for SEND. This is currently being consulted on and is being agreed through our governance routes with final sign off at the Health and Wellbeing Board on the 24<sup>th</sup> of November.

The 10 areas of focus are outlined below:

- **Data baselining and Systems Management**

This will primarily focus on building on the data we have to produce a new data dashboard for SEND. This will enable a deeper insight into a number of key performance indicators allowing for a clearer performance management arrangement across the partnership.

- **Governance Arrangements**

The improvement focus will be to have a single set of governance arrangements that allow for an increased level of scrutiny and oversight from senior system leaders. This will be overseen by the Kirklees Health and Wellbeing Board and be part of our local integrated commissioning arrangements. As our current SEND strategy expires in April 2020 the new governance arrangements will oversee the coproduction of the new strategy.

- **Develop a sustainable financial strategy for SEND**

Through our high needs review we have identified the need to look forensically at the high needs funding model to ensure this reflects our local graduated approach and ensures our local settings can continue to meet children and young people's needs locally. There will be a focus on our children and young people educated out of area and the opportunities to bring those children and young people back to Kirklees where appropriate.

- **Sufficiency and Capacity**

We are refreshing our local sufficiency plan and needs will be assessed for Kirklees as a whole which will include the needs of our children who are looked after, our children with

SEND and additional needs and our children with complex health problems. Our approach to sufficiency will aim to ensure sufficient accommodation and settings, but also sufficiency our services locally to ensure high quality outcomes. The Council recognise this will require significant financial funding and is committed to making the necessary multi-million pound investment.

- **Joint Commissioning Arrangements**

We have well developed joint commissioning arrangements and have a number of jointly commissioning services for children and young people with SEND, including Thriving Kirklees, SALT , Physiotherapy and OT provision and our learning disability and Autism provision. These have resulted in positive outcomes for children and families for example reducing our Autism waiting times from 4 years to 6 months currently. However we have agreed to move toward further integrated arrangements including pooled budget arrangements and further improvement of some health provision such as wheelchair services.

- **Transitions Arrangements**

The main area of focus for this area will be fully embedding our local transition protocol across all stages of transition including post 16 and the local post 16 educational offer for children and young people which includes preparing our young people for adulthood.

- **Co-Production**

Our Local Offer is compliant with the requirements of the Children and Family Act, however we recognise that its current format could be far more user friendly and user focused. Therefore we are coproducing with our local parents group a new specification and will be going out to tender for a new format in November.

- **Performance Management and Quality Assurance**

In this area we will build further on the quality of EHCP's and increase our statutory compliance. This will include re-establishing joint audits with health and social care partners to ensure consistency of outcomes across all agencies. Locally we have an interim designated clinical officer arrangement with our CCG's, our permanent DCO will be in post from January 2020. Currently we have a designated medical officer in South Kirklees and are in the process of replicating this arrangement in North Kirklees.

- **Workforce Development**

This main improvement focus in this area will be to produce a partnership wide workforce strategy that aims to build capacity and confidence across the workforce to meet the needs of our children and young people with additional needs and to enable all practitioners to work with our children and their families and develop meaningful relationships.

- **Communication and Engagement Strategy**

We will further focus on our communication and coproduction across Kirklees. We have a strong track record of coproduction with PCAN (Parents of Children with Additional Needs) our local parents group. However we feel coproduction with the child and young person's voice isn't systematically embedded in our local arrangements, and therefore it is of the highest priority that we embed this as a partnership and within our local commissioning arrangements.

### **3.c Learning and Education Priorities**

Kirklees has a set of rich, diverse and ambitious assets for learning. Our educational provision includes 900 private, voluntary and independent early learning and childcare providers; 170 junior, infant, nursery, primary, middle, secondary and all through schools; six special schools; six school sixth forms including a studio school; two sixth form colleges, one further education college and the University of Huddersfield. These settings reflect the national picture and are changing in nature. 76% of schools are maintained by the Local Authority and 24% operate as part of Multi Academy Trusts. Most are linked to teaching schools.

Irrespective of designation, however, all are part of the Kirklees learning family and serve a large, diverse and growing population with well over 5,000 children and young people in every year group. These children and young people are representative of our communities and include many different origins, cultures, religions and languages.

Our educational outcomes as benchmarked by the *DfE* are inconsistent. Our performance in GCE/A Level/Level 3 Qualifications in top quartile as is our performance on NEET outcomes, significantly outperforming Yorkshire and Humber and statistical neighbours. However, this is not matched at other key stage transitions where performance is much more varied. In a number of areas we are not close to our aspirations to be in the top quartile across all a key learning stage. To address this and draw the whole learning community together we are developing a revised Learning strategy to achieve high performance across all developmental stages.

#### **Summary of 2019 academic outcomes**

##### **Early Years and Foundation Stage**

- The percentage of 'all pupils' and 'boys' achieving a Good Level of Development (GLD) in 2018 increased at a rate faster than National Provisional data In 2019, suggests that the pace of improvement for the 'All pupil' group matches the National rate of improvement ( 0.3%) and the rate of improvement in girls is faster than National ( +0.7% improvement on 2018 compared to 0% Nationally). Kirklees boys made a slight improvement on 2018, but this improvement was 0.2% slower than the National improvement.
- The rate of improvement for boys achieving 'at least the expected level' across all areas of learning, increased at a faster rate than National in 2018.
- In 2019, the rate of improvement was similar to the National in most areas of learning, but compared to National decreases in the improvement rate occurred in these early learning goals: 'speaking', 'self-confidence and self-awareness', 'number', understanding the world, AOD' and exploring and using media and materials. (6/17 early learning goals)

##### **Key Stage 1**

In 2018

- There was at least a 2% improvement compared to the previous year's outcomes in; Science, Writing and Maths at the expected standard.
- Improvement rates are in line or faster than National were seen in all subject areas at both the expected and greater depth standards. As a result all subjects (except Reading EXP and Maths GDS) moved several places up the LA ranking.
- An Improved performance in Writing has seen in the LA's position increase in the National ranking (from 127) to 116 out of 152.
- Attainment for the FSM 'All pupils' group, increased across each key measure at the expected standard.
- We continue to diminish the gap between 'All pupils' and 'disadvantaged pupils'.
  - Kirklees FSM girls group is now 3% below the National FSM girls group in Reading at the expected standard.( It was 5% in 2017)
  - Kirklees FSM boys are 1% above National FSM boys in Maths.
- A greater percentage of black boys met the National standard in Reading, Maths and science, compared to their National comparators.
- Achievement at the higher standard improved in Reading: +2% and Maths +1%. Improvement in Reading was at a faster rate than National. This can be attributed to the school improvement, focus on Reading in 2017 – 2018.

#### **In 2019,**

Improvements greater than the National improvements, in individual subject areas were seen at the expected and higher standard for all subject areas and as a result the LA gap with National is reducing.

- As a local authority, Reading at the higher standard took a slight dip (following the National pattern). All other subjects in Kirklees saw a year on year increase, (this is positive as many subjects saw a dip in National figures). All subjects have moved up the LA ranking (with the exception of Reading at the higher standard).
- This places Kirklees around 2% below National for all measures except Reading at the 'higher standard' (which is 3% below) and science (1 % below).
- Characteristics data will be published in Nov 2019, provisional data suggests we continue to diminish the gap between all pupils and disadvantaged pupils.
  - Kirklees FSM girls group is now 3.5% below the National FSM girls group in Reading at the expected standard.( It was 5% in 2017)
  - Kirklees FSM boys are matching or above National FSM boys in Writing, Maths, science and RWM combined is above National FSM boys combined.
- Despite the these improvements, however, we are aware too many measures indicators remain in the 4<sup>th</sup> quartile

#### **Key Stage 2**

##### **In 2018,**

- The proportion of children reaching the expected standard in Reading , Writing and RWM combined scores improved on 2017 outcomes Reading +6%, Writing +2%, WRM +5% ( LAIT Dec 2018)
- Attainment at the higher standard improved in all areas except Maths. Reading +4%, Writing +3%, WRM +2%, GPS +5% ( LAIT Dec 2018)
- Boy's attainment has improved in Reading, Writing and the RWM combined measure. The rate of improvement in Reading at the expected standard is faster than National, resulting in a reduced gap.

- The proportion of girls meeting the higher standard in Reading and Writing is improving at a faster pace than National, thereby reducing the gap.
- The proportion of Kirklees disadvantaged learners reaching the expected standard in the combined RWM measure has improved at a faster rate than National. Thereby reducing the LA gap between disadvantaged learners in the LA and that group nationally. Internal data suggests a similar pattern was seen in all subject areas at the expected standard for this group.

#### **In 2019,**

- When reviewing individual subject areas, greater than National improvements were seen at the expected and higher standard for both Writing and mathematics and as a result the gap with National is reducing in these areas.
- As a local authority, Reading took a slight dip at both standards ( following the pattern seen nationally)
- This has resulted in only a slight rise at the combined measure, where 61.8% of children in Kirklees reached the expected standard in combined Reading, Writing and mathematics an increase of 0.2% on 2018 figures. This places Kirklees around 3% below National.
- Increases in LA ranking can be seen in 7 out of the 10 subject / standards at KS2. Maths saw the greatest increases. Reading took a greater than National drop. Band increases were seen in 3 of the subjects at the expected standard. Improvements are needed in all subject areas to meet the National average with the greatest improvements needed in Reading at the expected standard, which is 3 percent below National, at the Higher standard this is 4 percent below National. The Reading outcomes affected the LA outcomes in the combined measure.
- Writing at the higher standard is also 4 percentage points below National. Lead moderators have been made aware and this will be used to inform moderation planning / training.
- Despite the these improvements, however, we are aware too many measures indicators remain in the 4<sup>th</sup> quartile

#### **Key Stage 4**

##### **In 2018,**

Kirklees learners in KS4 have outperformed local, statistical neighbours and National figures since 2012 (5 A\* - C (EM) and Attainment 8)

- The overall Progress 8 (-0.05) score is well above the floor and coasting standard and above that of statistical neighbours and National (National -0.08, LAIT Dec 2018). Rank 76 (68 in 2017).
- Attainment 8 is 45.20, 0.3 above the average for regional LA's (44.9) , 0.06 above statistical neighbours (45.14) and 0.9 above all schools Nationally (44.3) and now ranked 90 out of 152 LA's ( Rank 91 in 2017).
- The percentage of children achieving the grade 9 – 5 pass in English and Maths (42.1%) is above our regional LA's (40.7%), statistical neighbours (40.84%) and National average (39.9%). (LAIT Dec 2018). Rank 77 Band C (Rank 82 in 2017). Our rate of improvement in this measure is more than twice as fast as that of National. Kirklees improvement 0.7%, National 0.3%.
- The percentage of children achieving the grade 9 – 4 pass in English and Maths (63.2%) is above our regional LA's (62.1%), statistical neighbours (62.15%) and National average

(59.1%). (LAIT Dec 2018). Rank 80 Band C. (Rank in 2017 89 Band C). Our rate of improvement in this measure is greater than that of National. Kirklees improvement 0.6%, National 0%.

- EBacc entry percentage was 41.5% and has increased by 7.40% in Kirklees compared to 0.1% nationally. Currently 6.4% above National. Ranking the LA at 53 out of 152 LA Band B. (Rank 102 Band C in 2017).
- EBacc APS is a new measure in 2018. Kirklees average point score is currently 3.95, 0.12 above National (3.83). This places Kirklees in Band C ranked 85 out of 152 LA's.
- The Kirklees APS across the EBacc pillars (Humanities 3.42, Maths 4.41, Science 4.44 and English 4.85) was above National for each component. The Language pillar is below National with an APS of 2.12 compared to 2.28.
- Based on provisional data there are two schools below floor. (Three further schools remain at risk awaiting validated data January 22<sup>nd</sup>). In 2017 there were 2 schools below floor compared to an average of 3 schools with statistical neighbours. In 2017 12% of schools in England were below floor compared to 7.7 % in Kirklees, Rank 48 Band B.
- There are currently 11 schools below -0.25 this academic year however, there are only 2 schools meeting the full coasting measure with a 3 year trend. In 2017 there were 3 schools coasting compared to an average of 3.4 schools with statistical neighbours? In 2017 9.6% of schools in England were coasting compared to 12.5 % in Kirklees, Rank 99 Band C. 2018 data yet to be released.

Attainment for children with English as an additional language was 4.5, significantly below National 4.52. However, their progress was +0.26 significantly above National. (FFT Dec 2018).

- Attainment for Indian children is 5.3 significantly below National comparators. However, their progress is +0.46 which is significantly above National. (FFT Dec 2018).
- Attainment for Pakistani children is 4.3 significantly below National comparators. However, their progress is +0.13 which is significantly above National. (FFT Dec 2018).
- Attainment for children with English as an additional language is significantly below particularly at grade 5 for English literature and French. Geography, German, Spanish and science double award are significantly below at grade 4 and grade 5. This impacts negatively on the Ebacc APS overall.
- Attainment for Pakistani children is sig below in English Language, lit mathematics French and science – all pillars bar History. There is more of an issue at grade 5 than grade 4. 880 / 4560 children (One fifth of the year 11 cohort are Pakistani. The major Asian cohort makes up approximately one quarter of the year 11 cohort.)
- Progress for Pakistani children in English Language, chemistry and History is sig above. French, Geography, German, Spanish, are significantly below. 137 studied Urdu with 81% grade 4 and 58% grade 5 GCSE Urdu.( FFT Dec 2018)

Most Kirklees schools continue to provide a rich curriculum for their students ensuring a good balance between meeting National requirements and addressing diversity. (FFT Dec 2018 & % entered for Ebacc). Six schools have an entry level per pupil below 8, statistically significantly below National.

#### **In 2019,**

- Attainment in many of the headline measures has seen a similar to National dip this year. Whilst still above nation in attainment 8, Ebacc APS, basic 4+ and Basic 5+, a drop in Ebacc entries has contributed to a drop in Ebacc 4+ grades ( below National).
- Attainment 8. The LA attainment score has decreased by 0.3, from 45.4 in 2017 / 2018 to **45.1 in 2018 / 2019**, the National attainment 8 score has increased by 0.1 from 46.5 in 2017

/ 2018 to **46.6** in 2018 / 2019. The Gap between the LA and National is now 1.5 below National.

- Kirklees has achieved an English Bacculaureate average point score of **3.93**. **36.7%** of the LA's cohort were entered for English Bacculaureate, a total of **1,730 pupils**. The Kirklees English Bacculaureate average point score is **0.07 points higher than** the National cohort, who have an English Bacculaureate average point score of 3.86 .
- **42.4%** achieved a grade 5 or more in English & Maths, a total of **1,998 pupils**.
- **63.1%** of the LA's cohort achieved a grade of 4 or more in English & Maths, a total of **2,975 pupils**. Whilst the LA average dropped by 0.1 %, the National average fell by 0.4%, thus narrowing the gap with National to 0.5 below National.
- Ebacc 5+ whilst still below National is on a 3 year increase and the gap is now 0.9% below National. Progress is currently -0.1, with poorer percentage pass in attainment and progress seen in the open pillar, and the languages pillar.

### **Strategic areas for improvement (LA priorities)**

Overall, our key areas for improvement lie within the primary sector, from early years through to the end of key stage 2. Most measures show an improvement in attainment from 2016. We have diminished the difference in a number of measures. However, there are still some attainment and progress gaps that we are addressing as outlined below:-

#### **Early Years and Foundation Stage**

- Continue to increase outcomes in Communication and Literacy
- Increase outcomes in Mathematics
- Continue to reduce the LA gender gap from 13.7% GLD
- Continue to work with 'early start' to ensure provision for the 65% of pupils who access year N in the PVI sector, to promote school readiness.

#### **Key Stage 1**

- To improve the pass rate in phonics in 2020
- To diminish the attainment gap between Kirklees children compared to children nationally in reading
- To continue to diminish the attainment gap between Kirklees children compared to children nationally in writing
- To continue to diminish the attainment gap between Kirklees children compared to children nationally in Maths

#### **Key Stage 2**

- To improve outcomes in Reading and further diminish the gap between the LA's outcomes and national at the expected level
- To continue to improve outcomes in writing, particularly for high attaining pupils
- Continue to Improve outcomes in mathematics

#### **Key Stage 4**

- To continue to diminish the difference between Kirklees pupils and pupils Nationally at attaining grade 5+
  - In English language

- In Maths.
  
- Continue to increase the percentage of pupils entered on EBacc routes to ensure Kirklees meet the government target of 75% in 2022 ( Particularly in Humanities and languages
- Raise percentage of pupils attaining grade 5+ in the EBacc Pillars (Mathematics, English, Science, Humanities, and Languages). Particularly in Humanities and Languages
- To continue to increase the proportion of students attaining grade 5+ in any qualification, with particular reference to : -
  - Boys
  - Disadvantaged
  - SEND
  - EAL

In addition to these educational indices we are aware of the other pressures within the educational community. Our attendance indicators benchmark generally in the 2<sup>nd</sup> national quartile and we want to build on the performance here as we know that consistent attendance is critical in educational outcomes. We are also opening a dialogue with schools on alternative approaches to Exclusions, particularly in Primary schools, as we recognise the disproportional impact this can have on vulnerable groups and we know there is room for further development here. We are also working closely with our school partners on recruitment and retention pressures as well as developing well-being strategies with schools to support staff.