

Briefing Paper to Early Support and Lifelong Learning Overview and Scrutiny Commission January 2020

Annual Education Report 2019

1. Purpose of the Paper and Summary

- 1.1 To present the Scrutiny Commission and Area Committees with a summary of the key areas of activity within the Education Service during 2019.
- 1.2 It has been agreed that there will be an annual report setting out the citywide results of the summer examinations and statutory assessments, along with other education related matters. All school level information included in this report is publicly available.
- 1.3 The report is presented in a series of documents, attached as appendices to this summary report. The appendices included are as follows:
 - **Appendix 1** – Education Protocol
 - **Appendix 2** - School status & MATs (inc gradings)
 - **Appendix 3** – Early Years – 2yr old entitlement
 - **Appendix 4** - Educational Achievement 2019
 - **Appendices 5 a, b & c** – Locality reports

2. Education Role of the LA

- 2.1 Despite a very high rate of academisation (detail below), education is still a key and very important function of the Council. In addition to any remaining standards function, the other education duties must still be undertaken in a quality way in order that children and young people have the best opportunities. In summary, the functions that the authority still has to carry out are set out below:
 - **Oversight of education standards and achievement for the city:** The LA is the champion of educational excellence for all children and young people. The role is delivered through meaningful partnership working with all education providers, partners and government organisations.
 - **School place planning** across all sectors – this includes planning numbers across all sectors from nursery and pre-school through the compulsory school ages. The LA supports the commissioning but not the provision of new places.
 - **School transport** – the policy, planning and funding of home to school transport. This includes mainstream students who qualify due to distance and SEND students whose EHCP include transport provision.
 - **SEND assessment, provision and standards** – this includes the work of the statutory

assessment team, the Educational Psychology Service, the SEN support services, commissioning of places and other functions from the High Needs Block. Includes commissioning the parents advice service (currently run by KIDS). It also involves monitoring of educational achievement on behalf of children with SEND and their families with support and challenge to schools and settings.

- **Education of Looked after Children** – including the Virtual School and use of Pupil Premium Plus.
- **Attendance** – the Education Welfare Service supports the statutory responsibilities relating to school attendance and prosecutions; they also fulfil duties relating to elective home education, children missing education and child employment.
- **Alternative Provision** – this includes the commissioning of places in PRUs, permanent and fixed term exclusions, the whole area of the 'Fair Access Protocol', part-time placements and anything else that means a child is not in full time schooling.
- **Safeguarding** – education related work including Ofsted questions, Ofsted complaints, unregulated settings, PREVENT, and similar.
- **Admissions** – schools are required to work through the co-ordinated admission arrangements. Whilst academies are their own admissions authorities and set their own admissions criteria the LA runs all of the administration. The LA also has oversight for in-year admissions and appeals.
- **Early Years** including: current statutory work on sufficiency of places to enable delivery of 2, 3 & 4 year old early education, supporting quality improvement, delivery of training, providing information and advice to parents around childcare, moderating early years foundation stage assessments and nursery schools.
- **Governors** – support and training for governing bodies/boards, as well as a traded service for clerking.
- **Leadership** – throughout 2017-18 education leadership team have spent a lot of time engaging not just with Headteachers, Governors, and across the wider council, but also with the Regional Schools Commissioner (RSC), Ofsted and the components of the DfE. The decision has been made to re-establish the Assistant Director for Learning and Skills post to demonstrate the Council's commitment to the importance of education.
- Plus a range of other statutory duties that remain with the council.

2.2 In summary, Education is always going to be one of the most important functions that happen within the city, and much of the content of this report is based on these statutory responsibilities. Whatever happens in structural terms as far as academies are concerned, the LA will still have a key leadership role in driving up aspiration and supporting schools to maximise the achievement of children and young people. The widespread economic success being delivered in and around the city needs well educated young people for the future workforce.

Hull Strategic Learning Partnership

2.3 A key development in 2019 has been the creation of the Hull Strategic Learning Partnership. The Learning Partnership brings key partners in the city's school system into a coherent and effective strategic partnership. It aims to maximise outcomes and improve life chances for children and young people, to promote inclusion and reduce inequalities. All Multi-Academy Trusts (MATs) in the city are members, as is the LA. Initial priorities for the Partnership include the following:

- Working together to improve achievement and promote inclusion for children and young people in Hull
- Establishing Hull as a centre of pedagogical research and excellence, with a particular focus on improving outcomes for pupils in vulnerable groups including SEND;
- Tackling the teacher recruitment and retention crisis through the development of a new Hull offer; and

- Raising the profile of education with all partners in the city, ensuring that education is appropriately represented in relevant strategic plans.

2.4 The Learning Partnership will also focus on city-wide standards and will provide cross-MAT challenge and support in order to identify areas for development within the educational estate – effectively this is a local framework for securing continual improvement in the quality of education and standards of educational achievement in Hull. It will seek to provide, and model, system leadership and develop a culture of system wide accountability for educational improvement in Hull and building capacity and competence in system leadership. The Learning Partnership also acts as a forum for any matters relating to education to be discussed at a strategic level.

Education Protocol and education governance – Appendix 1

2.5 Members may recall the Education Ambitions document that set out the 2 key ambitions for education in the city:

- (i) *“all children and young people should be able to learn and develop in provision that has been judged to be ‘good’ or ‘outstanding’.”*
- (ii) *“in the key indicators of achievement and attendance in Hull, we will close the gap to national and then aim to exceed national figures.”*

2.6 These ambitions are now contained in the ‘Education Protocol’, a document which not only sets out the ambitions, but also outlines the respective roles of the LA and academies in the city given the new educational landscape which all partners operate in. In addition the Protocol sets out the core and traded offer provided by the LA, and crucially contains an Inclusion Statement which sets out the shared commitment that Education Leaders in the city have agreed to in order to support continuous improvement for all children and young people. The Protocol has been agreed and adopted by the Learning Partnership.

2.7 The Protocol also sets out the range of governance boards which have been established during 2019. The purpose of these Boards is to provide oversight and challenge to the key LA education functions which are set out in the Protocol, whilst recognising the partnership nature of all of these functions. The Boards include:

- SEND Board
- Attendance and Inclusion Board
- School Place Planning Board
- Early Years Board
- Governing Body for the Virtual School for Looked After Children
- Education Standards Board

2.8 Each of the Boards contain representation from the Learning Partnership, as well as other partner organisations where appropriate.

Academisation & OfSTED gradings (**Appendix 2**)

2.9 The percentage of academies/free schools in Hull across all phases is summarised below (information correct as of 1st January 2019):

- Primary - 97% converted (69 of 71)
- Secondary - 100% converted (12 of 12)
- Special – 66% converted (4 of 6)

- Pupil Referral Units – 100% converted (6 of 6)

2.10 One of the two remaining primary schools also has an Academy Order in place, and is expected to convert to academy status in 2020.

2.11 **Appendix 2** provides a summary of the schools/academies in the City, including which MATs they are part of (if applicable), and includes the latest OfSTED judgements. As a city, it is our ambition that all children attend schools that are good or better (see Education Protocol). The appendix also summarises the percentage of schools in any given OfSTED category, the percentage of learners this corresponds to, and a comparison against national data.

2.12 According to the national profile of Ofsted categories our Special Schools have a higher percentage of children in Good or better academies than the national picture, whilst our PRUs are broadly in line. Our primary phase is also broadly in line with the national profile, whilst our secondary phase is below the national picture.

Education funding

2.13 The Local Authorities Education Services are funded through both the general fund and the Dedicated Schools Grant (DSG).

2.14 The Dedicated Schools Grant is a grant provided to LA's by the DfE. It consists of 4 blocks:

- The Schools Block - provides direct funding to schools,
- The Central Schools Services block (CSSB) - funds statutory duties of the LA,
- The High Needs Block – to fund pupils with additional and special needs including alternative provision; and
- The Early Years Block.

2.15 2020-2021 is the 3rd year of the National Funding Formula (NFF) for Schools, High Needs and Central Schools Services. In October 2019 the DfE announced the provisional 2020-2021 funding. 2020-2021 is the 4th year of NFF for Early Years funding.

2.16 Hull is a gaining local authority for both the Schools and High Needs Block funding, but will lose some funding upon full NFF implementation in the Central Schools Services block.

2.17 Hull schools on average gained 3% in 2019-2020 and will gain 4% in 2020-2021. Schools and the Schools Forum have been consulted each year and have taken the decision to move the funding formula to match the NFF – as this is still a local decision although the funding is provided directly to academies by the ESFA.

2.18 High Needs is funded based on the NFF which uses a number of proxy factors, the funding to Hull will increase by £4.7 million in 2020-2021. However there is a current cumulative deficit forecast for 2019-2020 of £4.2 million. This is due to the increase in the numbers of pupils with Education Health and Care Plans in mainstream schools, special schools, post-16 and early years. The review of all aspects of the High Needs Block is continuing and the authority plans to have this in balance within three years.

2.19 Early Years is funded under a National Funding Formula, Hull receives 3 and 4 year old funding at a rate of £4.38 per hour (which is low compared to other LA's), but under national regulations must allocate a minimum £4.08 per hour rate to providers. The funding has increased by 8p per hour for 2020-2021. The budget needs to be very tightly managed – with limited scope for flexibility as 95% of the funding must be allocated to providers.

- 2.20 The Central Services Schools Block (CSSB) is also partly funded under a National Funding Formula, and partly by historic costs. Hull loses funding based on this formula and also the historic element has been reduced by 20% for 2020-2021. However due to pupil numbers increasing the block will remain in balance for 2020-2021 but if the reductions in funding continue in future years the authority will need to consider savings in these services.
- 2.21 The High Needs Block of the Dedicated Schools Grant is used to primarily fund support to pupils with SEN - both at SEN Support level and for pupils with an Education, Health and Care Plan in Early Years settings, schools and academies, (including Special Schools), and Post-16 provision as well as Alternative Provision for vulnerable pupils. The budget for 2019-2020 is £30.4 million with projected expenditure of £31.8 million, therefore a projected in-year deficit of £1.4 million. There is a cumulative carry forward deficit of £4.2 million.
- 2.22 The Secretary of State for Education has announced an increase in High Needs funding of more than £700 million in 2020-2021; Hull will receive an additional £4.7 million. This is a welcome increase however it must be viewed in context:
- The increased funding has only been confirmed for one year;
 - There is continuing increased demand for pupils with high needs in all settings, this is estimated to increase costs by between £1.5 million to £2 million per year
 - The current deficit of an expected £4.2 million needs to be repaid.
- 2.23 The authority will support the repayment of the High Needs deficit over a three year period therefore there could be approximately £1.4 million for investment in priorities over the next three years. The priorities identified are increasing outreach support, a review of banding values, support for Early Years SEN and use of top up funding for pupils without an Education, Health and Care Plan at key transition points.

Early Years – Appendix 3

- 2.24 **Appendix 3** gives a more detailed update on Statutory Free Early Education Entitlement for Two Year Olds and implementation of the 30 hours Early Education Entitlement for working parents.
- 2.25 This report sets out the continuing progress on delivering the two year old entitlement and the implementation of the 30 hours Early Education Entitlement for working parents introduced from September 2017. It can be seen that Hull compares to regional and statistical neighbours but is below the national target. There is information about the progress of children in receipt of the two year old entitlement and their outcomes in the Early Years Foundation Stage Profile (EYFSP).
- 2.26 The Appendix also provides attainment data demonstrating the educational benefits of children accessing nursery places earlier.

Admissions - Primary and Secondary

- 2.27 The LA runs the co-ordinated admissions process for primary and secondary schools in the city. This ensures that there are common dates by which applications have to be received and common dates when parents are notified of their allocation. It also ensures that parents receive only one offer of a school place.
- 2.28 The LA is responsible for the co-ordinated admissions process for primary and secondary schools in the city. This ensures that there are common dates by which applications are received and when

parents are notified of their allocation. It also ensures that parents receive only one offer of a school place.

- 2.29 The relevant admission authority is responsible for determining the oversubscription criteria which come into effect if there are more applicants than places in a particular school. As academies are their own admissions authorities however all must follow the Admissions Code of Practice. It is the responsibility of the LA to ensure that all schools, whether maintained or academies, are compliant. The admissions authority is also responsible for ranking the applications in line with their published criteria so that all applications are considered fairly and transparently.
- 2.30 Each school advertises their admission arrangements on their website. The deadline is March to ensure all parents can see how many places are available and how places are offered. The general arrangements for admissions across the city are clearly set out on the LA website as schools are required to send a copy of their admission arrangements to the authority.
- 2.31 84.39% of secondary applications and 78.11% of primary applications were made using the online service. Paper applications are still accepted for those who don't wish to apply on-line.
- 2.32 During the year the admissions team processed in the region of 3,730 applications for in year transfers. Applications were made up of parents/carers requesting a school move within the city, those moving into the city from overseas/ other counties and families moving out of the city into other authority areas.
- 2.33 In 2019, 2785 out of 3061 secondary pupils (96.23%) who made an application received a place at one of their three preferences. At national offer dates, 3,181 primary pupils out of 3,238 pupils (98.3%) received a place at one of their 1st three preferences.

School Place Planning

- 2.34 In the new landscape of almost complete academisation, the LA retains the responsibility for ensuring a sufficient supply of school places, whilst at the same time no longer being the deliverer of places.
- 2.35 Place planning takes place at several different levels. For the early years, there is a requirement that the LA produces a sufficiency audit to ensure there is an appropriate supply of child care places in the right parts of the city. This document is available on the LA website. The significant challenge facing this sector, on top of the funding changes mentioned in the background section, is the implementation of the 30 hour offer for working parents. The early years team, private and voluntary nurseries, and schools are working out the impact this may have on the current pattern of take up and what changes need to be made.
- 2.36 For the school sector, there has been significant work undertaken to re-establish a firm place planning framework. The LA is committed to adopting a strategic approach to mainstream school place planning, and will be consulting with education providers in the city over a document which sets out this strategic approach. This report will also be tabled at a future meeting of the Commission. In the meantime the LA is working closely with academies to respond to forecast short and medium term pressures in the estate, in particular identifying additional Y7 places for September 2020 and beyond.
- 2.37 In summary, the pressures in the primary phase have been managed via a range of expansions in recent years. Most recently Kingswood Parks Primary & Newington Academy have been expanded, and the Council is delivering a new-build expansion programme at Broadacre Primary. However the pressure in the primary phase is declining as the larger cohorts move to the secondary phase, and are replaced by smaller cohorts due to a declining pattern of birth rates.

However pressures are forecast in the secondary estate over the coming years due to larger cohorts leaving the primary phase and entering the secondary phase. Significant expansion proposals have been agreed at St Mary's College and Kelvin Hall, and following discussion at the Learning Partnership the LA is developing additional proposals with secondary academies in the city to manage the forecast pressures on the estate. A Schools Basic Needs report will be considered at Cabinet in February 2020 which will contain more detailed information about forecast pressures and proposals to manage them moving forward.

- 2.38 The document setting out the strategic approach to mainstream place planning will be subject to full consultation at the Scrutiny Commission during 2020. Significant work has also been undertaken in the area of SEND sufficiency, and a draft strategy has been discussed at the Scrutiny Commission. A further report relating to the creation of additional places at Oakfield Special School will be considered at Cabinet and the Scrutiny Commission in February 2020.

Educational Achievement 2019 – Appendix 4

- 2.39 Appendix 4 provides detail on the summary results of the formative key stage assessments and examinations that took place during summer 2019.
- 2.40 In summary, there have been improvements at two out of the three summary measures across the **Early Years Foundation Stage Profile**. Narrowing the gap between local and national averages remains a significant challenge and a priority for all services.
- 2.41 The improvement seen at **Phonics** in 2018 has not been sustained in 2019 as the gap between local and national averages widens. The Key Stage 1 improvement pattern is inconsistent.
- 2.42 **Key Stage 2** continues to be a strength for the city – at both attainment and progress measures. Sustained success at higher levels is particularly encouraging given the city's legacy in this area. Individual subject progress scores are above national norms again and, in 2019, are some of the best scores in the country.
- 2.43 At **Key Stage 4**, early data at Attainment 8 remains the same for the city and is in line with the national trend. The remaining measures – Progress 8, the Basics and the average points score for the English Baccalaureate have declined. The pattern echoes that of our statistical neighbours, but departs from the national trend.
- 2.44 **Appendices 5 a, b & c** present a range of education data at a locality level. There is also some broader service and partnership data included. These reports have formed the basis of discussions that the service has had with education partners at locality level.

SEND

- 2.45 In October 2017 there was a LA SEND Ofsted and CQC inspection across Education, Health and Care. The outcome of this inspection resulted in the LA, Hull NHS CCG and other partners having to produce an Improvement Plan (Written Statement of Action) to address the issues highlighted in the inspection. The Inspection team found examples of good practice in Hull but also highlighted four key areas for improvement.
1. Poor strategic leadership and governance of the disability and special educational needs reforms in Hull;
 2. Too little involvement of families in decision-making about the services and support they need and insufficient awareness of the resources available to them in the local area;

3. Poor self-evaluation of service quality and impact and insufficiently focused improvement planning to facilitate better provision and outcomes in the local area for children and young people who have SEN and/or disabilities;
4. The lack of an effective strategy for jointly commissioning service across education, health and social care.

2.46 The SEND Improvement Plans from January 2018 to March 2019 and April 2019 to March 2020 have set out how the areas prioritised for improvement were to be taken forward through a workstream/project plan approach. Quarterly monitoring visits took place with the Department for Education (DFE) and NHS England (NHSE) following the inspection and, in November 2018, the DFE announced a programme of joint area revisits to those local areas which were asked to produce a Written Statement of Action following their SEND inspections. Between 14 and 17 October 2019 therefore, Ofsted and the CQC revisited Hull to decide whether sufficient progress had been made in addressing the significant weaknesses detailed in the Written Statement of Action. The letter published following the revisit determines that Hull had made sufficient progress in addressing two of the four significant weaknesses identified at the initial inspection:

- In respect of Area 1 OfSTED/CQC determined that sufficient progress had been made - significant changes to the area's leadership since the initial inspection in 2017 were recognised, and it was recognised that the partnership between education, health and social care was stronger, and that a greater collective ambition existed for children and young people with SEND. It also noted that leaders needed a fuller picture of the education, health and social care outcomes which weakened the ability to secure rapid and sustained improvement in services for children and young people with SEND and their families.
- In respect of Area 2 OfSTED/CQC determined that sufficient progress had not been made. The Inspectors reported the lack of a consistent approach to co-production and that the ambition to have consistent, coherent and co-produced approaches in place when working with children and young people with SEND and their families had not been realised. The did recognise however that children, young people and families are involved and engaged in working with leaders and frontline professionals more frequently.
- In respect of Area 3 OfSTED/CQC determined that sufficient progress had been made, as weaknesses in the education, health and care (EHC) assessment and planning process had been tackled. However the data and information which area leaders collect and analyse did not give a full picture of how well the SEND arrangements were working for children and young people across the 0-25 age range.
- In respect of Area 4 OfSTED/CQC determined that sufficient progress had not been made. The inspectors noted that the strategy for jointly commissioning services across education, health and social care had not been finalised, and that's the scope did not cover education, health and social care services for children and young people with SEND for the full 0 to 25 age range and did not meet the requirements of the SEND Code of Practice. The Inspectors did acknowledge though that new models for delivering services such as speech and language therapy, autistic spectrum disorder diagnostic assessment, targeted and specialist short breaks and sensory processing assessment have been developed since the initial inspection and were being implemented.

2.47 The revised draft improvement action plan will focus on the two areas where sufficient progress had not been made, and will be presented to the Scrutiny Commission.

2.48 In addition to the areas detailed above, other significant achievements in 2018/19 include:

- Promoting the Local Offer (the SEND Information website, Facebook and Twitter) so that three times as many parents, young people and professionals now use it to find the information they need. website: hull.mylocaloffer.org, Facebook; The Local Offer Hull, twitter: @LocalOfferHull

- Creating 61 new specialist school places have been created at new resource bases and existing special schools. In addition, a successful application has been submitted for a new 125 place special school for pupils with severe learning difficulties, which is planned to open in September 2021.
- Pre-school children who have some speech, language and communication needs and/or language delay identified by health visitors are now accessing Early Years nursery settings and other support much earlier.
- The transition to adult services has improved through more effective working between child and adult services.

Alternative Provision (AP), Exclusions, Fair Access (FAP)

2.49 In Hull there are four Secondary Pupil Referral Units (PRU'S) - Rise, Aspire, Ashwell and The Boulevard Centre, one Primary PRU, (Whitehouse) and one Medical PRU (The Sullivan Centre). Good alternative provision is that which appropriately meets the needs of pupils and enables them to achieve good educational attainment on a par with their mainstream peers. All pupils must receive full-time provision in total, whether in one setting or more, unless a pupil's medical condition makes full provision inappropriate.

2.50 LAs are responsible for arranging suitable full-time education for permanently excluded pupils (no later than the 6th day of exclusion), and for other pupils who, because of illness or other reasons, would not receive suitable education without such provision. The core purpose of an AP/PRU setting is to educate permanently excluded pupils; whilst ensuring their health and wellbeing needs are met. Robust commissioning arrangements have been put in place to monitor attendance, achievement and progress of all pupils placed by the LA, thus ensuring the parity of outcomes. Pupils should not remain in an AP/PRU setting for longer than is necessary, however it is widely accepted that for some pupils, the setting will remain the most appropriate provision. The numbers in PRUs and AP are high in Hull compared to our statistical neighbours. In Hull there is a rise in pupils presenting complex health, social and behavioural needs. Secondary schools are struggling to manage this behaviour without additional funding/resources.

2.51 SEND exclusions as % of all city exclusions, although increasing between 2016/2017 and 2017/2018 – from 46 to 50%, dropped between 2017/2018 and 2018/2019 – from 50 to 48%.

The Virtual School for Looked After Children

2.52 The Virtual School has oversight and responsibility for the educational progress and well-being of all 'Looked after Children' (LAC) across the city, and from 2018 is now also responsible for the progress of adopted children.

2.53 The Virtual School monitors the educational provision and progress of all looked after children, supports and advises schools, provides training, holds the Pupil Premium Plus funding and commissions additional support such as Education Psychology Assessments and individual tutoring.

2.54 There were 988 children between 0-18 years who were in care at some point last year, and Hull's rate of looked after children is twice the national rate and also above our statistical neighbours. 612 of these children are school age (age 4-16).

- 2.55 The numbers have been increasing steadily over the past 5 years and last year almost half of our LAC also had some sort of Special Educational Need, with the primary need being SEMH (social, emotional, mental health). In addition:
- 20% of our LAC are not in mainstream schools.
 - 84% of our Primary LAC are in Good or Outstanding Schools
 - 63% of our Secondary LAC are in Good or Outstanding Schools.
- 2.56 From Early Years and in KS1, our LAC children do less well than non-LAC children in our city and LAC children nationally. The outcomes for KS1 LAC in phonics, reading, writing and maths have all improved quite noticeably over the past year, whilst both the city and the national picture have remained the same, so the gaps have certainly closed a bit, which is a positive sign.
- 2.57 For the past 2 years, our KS2 LAC children have done better than LAC nationally. KS2 has the most positive outcomes for both LAC and non-LAC historically, but this year, the LAC children appear to have done less well in the areas of KS2 assessment that involve testing. We will not know how this compares with national figures until late in 2020.
- 2.58 In 2018, in Basics (English & Maths 4+), Attainment 8 and Progress 8, Hull LAC in KS4 outperformed KS4 LAC nationally. The figures this year for KS4 provide a very 'spikey' profile, with some children doing very well, but with a number of children not sitting any GCSE examinations due to a variety of personal circumstances. We will not know how this cohort compares with national data until 2020.
- 2.59 A key area of concern is speech language and communication. From as young as two years old, LAC children score below their peers in these areas. By the time children reach 16 years old, the area still limiting their overall outcomes at GCSE level is still English, so more work needs to be done strategically to address this issue specifically with LAC children.
- 2.60 Another area of concern is that we are not sufficiently 'closing the gap' between looked after and not looked after children consistently across each school phases. We see pockets of good practice that do have a positive impact on LAC outcomes, but this is not consistent at all ages and stages.
- 2.61 Probably the single biggest issue being faced by the Virtual School and the Looked after Children in the city is the lack of specialist provision that can meet the needs of the increasing number of SEND children whose primary need is SEMH (social, emotional mental health). Many of our vulnerable children are not in a position to engage in learning, when their SEMH needs are not being addressed quickly enough.
- 2.62 On a very positive note, in 2018-19, LAC attendance at 95.37% was better than city-wide attendance at 95%. This is the third year running that LAC attendance has been better than city-wide attendance.
- 2.63 This year the Virtual School's annual celebration event for Looked after Children was attended by 300 pupils, carers and professionals, with over 100 looked after children receiving prizes and certificates in recognition of their achievements
- 2.64 Full details of the work of the Virtual School is reported in its own Annual Report which has been reported to the Early Support and Lifelong Learning Scrutiny Commission, the Corporate Parenting Board and the newly established Virtual School Governing Body.

Music Service

2.65 In addition to the funding and support received from Hull City Council, including for the Albemarle Music Centre, Hull Music Service is the Lead Partner of Hull Music Education Hub. In this capacity it receives funding from Department for Education / Arts Council England (ACE). The current funding has now been extended to March 2021. With this funding the Music Service is required to work with schools, partners and communities to deliver four core roles and three extension roles.

2.66 The core role of the service is to:

- (a) Ensure that every child aged five to 18 has the opportunity to learn a musical instrument (other than voice) through whole-class ensemble teaching programmes for ideally a year (but for a minimum of a term) of weekly tuition on the same instrument.
- (b) Provide opportunities to play in ensembles and to perform from an early age
- (c) Ensure that clear progression routes are available and affordable to all young people.
- (d) Develop a singing strategy to ensure that every pupil is singing regularly and that choirs and other vocal ensembles are available in the area

2.67 Extension roles are to:

- (a) Offer Continuous Professional Development (CPD) to school staff, particularly in supporting schools to deliver music in the curriculum.
- (b) Provide an instrument loan service, with discounts or free provision for those on low incomes.
- (c) Provide access to large scale and/or high quality music experiences for pupils, working with professional musicians and/or venues. This may include undertaking work to publicise the opportunities available to schools, parents/carers and students.

2.68 Key headlines from the annual ACE data return (October 2019):

- 4,927 children and young people across the city have regular weekly tuition provided by the Music Service (2,043 Whole Class Ensemble Tuition (WCET) 2,043 small group/individual lessons).
- Of the 4,927, 227 have an SEND statement, 357 qualify for Free School Meal, 30 are Looked After Children and 282 have English as an Additional Language.
- 296 play regularly in ensembles at The Albemarle Music Centre, many in multiple ensembles.
- The Music Service works regularly with 88 of the city's schools in which there are 118 regular ensembles, including 54 delivered in partnership with the Music Service plus 26 ensembles delivered by the Music Service at The Albemarle Music Centre

2.69 When children and young people receiving small group/individual teaching (i.e. not whole class) were analysed using Hull City Council's customer segmentation toolkit, the Music Service was able to demonstrate the following as evidence of its citywide impact:

- In percentage terms out of the 2043 pupils recorded, the Music Service reaches a large number of pupils in the most deprived areas of the city, specifically:
 - Orchard Park 172 pupils (8.4%)
 - St Andrews and Docklands 141 (6.9%)
 - Newington and Gipsyville 141 (6.4%)
- 18% of Music Service teaching (excluding whole class) is in Segment C households - Young Families with Dependent Children in Public Rented Houses in Areas of High Deprivation

- 15% of Music Service teaching (excluding whole class) is in Segment D households - Low Income Families in Public and Owner Occupied Housing on Traditional Council Estates
- 44% of Music Service teaching (excluding whole class) falls within areas in the top 10% most deprived nationally

2.70 In addition to a significant increase in partnership working that enriched numerous projects across the year, 2018-19 also saw a relaunch of the School Singing Days as “City Hall sings”, 2052 children from 28 schools participated; an increase from 950 from 10 schools. This demonstrates a much improved communication and collaboration with schools, which will further develop during 2019-20.

2.71 A full annual Music Service Report for 2019-2020 is available on request.

3. Next steps

3.1 This report with the key data has been produced for the Scrutiny Commission. The report will be made available to each of the Area Committees so that they can see the issues pertinent to their particular part of the city.

Report of the Assistant Director (Learning & Skills)

Contact Officer: Richard Skog
Telephone No. : 01482 612505