

Briefing Paper to North Area Committee 25 Mar 2021

Annual Education Report 2020

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 2020.
- 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. This year there are no education outcomes to report as National tests and examinations did not take place in 2020.
- 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 revised 2020
 - **Appendix 2** - School status & MATs (incl. Ofsted gradings)
 - **Appendix 3** – Early Years – 2yr old entitlement
 - **Appendix 4** – EHE, Exclusions and Absence

2. Education Role of the LA (Appendix 1)

- 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 Children Looked After** – 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 2019-20 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.

Education during the Covid Pandemic 2020

2.3 Continuity of Education during the Covid period has been managed well in the City via the City Learning Partnership in conjunction with Public Health, Social Care, Trade Unions and other relevant partners. Weekly, and sometimes daily meetings have taken place to ensure safety of children, continuity of learning and the provision of essential nutrition. All schools have remained open during lockdown periods. The daily LA briefings to schools using the Hull ‘COVIED’ Email system have ensured robust information exchange. Risk assessments and safe systems of work are in place in all schools and settings and have been adjusted in accordance with DfE guidance on a regular basis. Attendance of Key Worker and vulnerable children has been monitored daily during lockdown. Strong links between schools and social care and Early Help services were established in March 2020 and contributed to the award of the Social Workers in Schools project which is now in place in half of the secondary settings in the City. LA services to schools have all continued either remotely or face to face where possible. The exemplary efforts of the Learning Partnership in managing the challenges of the pandemic have been acknowledged in recent reports from DfE.

2.4 The difficulties of home learning for families without access to devices and/ or Wi-Fi remains a challenge. The LA distributed 1,700 laptops to schools in the first wave of DfE initiatives

and all secondary schools have accessed additional laptops from the DFE. Despite the national input, Hull schools still report shortcomings which we are working to address. Our latest information suggests that at least 30% of students in some areas do not have a suitable device for home use and/or suitable Wi-Fi access to enable them to access the schools' programmes of home learning on line.

- 2.5 The Council continues to challenge the DFE and work with local organisations to provide more devices and improved Wi-Fi access. All children in care who need them have access to both Wi-Fi and suitable devices.
- 2.6 Post Covid learning recovery is a challenge for the City. Through the Learning Partnership there will be a focus on catch up activity and programmes for learners of all ages. DFE funding and initiatives will support catch up activities in individual schools. The Council is seeking to incorporate additional learning through holiday recreation programmes including arts and music. The launch of the Dolly Parton Imagination Library for 2 year olds is also proving very popular and will support learning deficit post Covid for many of our youngest learners.

Hull City Learning Partnership

2.7 The Hull Strategic Learning Partnership has proved itself to be a strength in 2020. The management of a City-wide approach to continuity of learning during the pandemic has been a major focus this year amongst other priorities. The Partnership is now working across the City with partners to improve attendance, support improvements in SEND provision, raise standards at all key stages, improve transition, promote inclusion and support all schools to achieve good and better outcomes at Ofsted. Through the range of Partnership Boards led by the LA, there is engagement and transparency in all the key statutory functions of the Council for Education and inclusion.

2.8 These Partnership ambitions are 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.

2.9 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 Children Looked After
- Education Standards Board

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

Academisation & OfSTED gradings (Appendix 2)

2.11 The percentage of academies/free schools in Hull across all phases is summarised below (information correct as of 17 December 2020):

- 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)

2.12 One of the two remaining primary schools also has an Academy Order in place, and is expected to convert to academy status in 2021.

2.13 **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.

2.14 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

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

2.16 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.

Dedicated Schools Grant Funding for 2021-2022 (Prior to academy recoupment)

Block	Total Funding
Schools Block	£202,900,773
CSSB	£2,660,116
High Needs Block	£40,589,012
Early Years Block	£17,880,644
Total	£264,030,545

2.17 High Needs funding to Hull will increase by £4 million in 2021-2022. However, there is a current cumulative deficit of £5.2 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 by 2023-2024.

2.18 Early Years is funded under a National Funding Formula, an extra £44 million nationally was announced for 2021-2022. The December funding release confirmed an £239k increase in funding for Hull, which equates to 6p per hour increase for all 3 & 4 year olds (from £4.38 per hour to £4.44 per hour and a 8p per hour increase for all 2 year olds (from £5.28 per hour to £5.36 per hour) in funding provided to the Authority. The Authority will conduct a consultation with all providers in the spring term, to approve the increase in funding to be implemented prior to the start of the financial year in April 2021. The current provider funding rates are for

3 and 4 year olds a base rate of £3.98 per hour plus average deprivation supplement per hour of £0.18 and for 2 year olds a rate of £5.18 per hour. The Authority will consult on increasing the base rates to £4.02 and £5.23 per hour respectively.

- 2.19 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 and 2021-2022, the authority will need to consider savings in the services supported by this element of the grant.
- 2.20 The General Fund also supports the Education functions of the Local Authority with £4 million budget allocation.
- 2.21 DSG funding for both Schools and High Needs should be mainly unaffected by the COVID pandemic, however Early Years funding levels are uncertain, as future funding is based on the January 2021 census, where numbers are likely to be low. Expenditure has been targeted to support Early Years settings and pupils with High Needs which have been affected by the pandemic. Other Education functions have also seen effects of the pandemic increase costs and reduce income generation. There is likely to be a longer term effect on the costs of education in the City.

Early Years (Appendix 3)

- 2.22 Appendix 3 gives a more detailed update on 15-hour Statutory Free Early Education Entitlement for Two-, Three- and Four-Year-Olds and the 30 hours Early Education Entitlement for working parents.
- 2.23 This report sets out the continuing progress on the delivery the 15-hour early education entitlement for two-, three- and four-year-olds entitlement and the 30 hours Early Education Entitlement for working parents introduced from September 2017.
- 2.24 The Appendix also provides the baseline data for those children starting nursery and reception October 2019 (please note this is local data and does not have national comparisons) to demonstrating the educational benefits of children accessing nursery places earlier.

Admissions - Primary and Secondary (Appendix 4)

- 2.25 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.
- 2.26 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.
- 2.27 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.

- 2.28 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.
- 2.29 In 2020, 87.94% of secondary applications and 87.72% of primary applications were made using the online service. Paper applications are still accepted for those who don't wish to apply on-line.
- 2.30 During the year the admissions team processed in the region of 3,730 applications for in year transfers. Applications comprised 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.
- 2.31 In 2020, 3160 out of 3296 secondary pupils (95.88%) who made an application received a place at one of their three preferences. At national offer date, 3238 primary pupils out of 3,314 (97.71%) received a place at one of their 1st three preferences.
- 2.32 Appropriate and timely support has been provided to families and schools to ensure applications for a school place are received on time and offers can be made on National Offer Day, 1 March 2021.
- 2.33 Despite the pandemic, discussions have taken place with education leaders to agree a citywide protocol to support transition from Year 6 to Year 7. The protocol outlines both a **CORE OFFER** for all pupils and a specialist, often bespoke, offer for those pupils who may find the move harder than others and need more time to transition gradually.
- 2.34 The core offer:
- A 5 day, fully immersive transition week for all Year 6 pupils in the penultimate week of the summer term
 - Open Evenings to each secondary school in the autumn term (co-ordinated across the city and not on the same day)
 - Transition information packs from each setting
 - Spring and summer visits to meet the cohort
 - Summer handover-visits to spend time with Year 6 teachers to discuss progress and attainment
 - A member of the school's SLT who will oversee transition in each primary and secondary school setting. The secondary transition lead will liaise closely with all feeder primary school leads and their Y6 team

Support for the most vulnerable pupils

- Offer a half term placement in the summer
- Bespoke programmes/events specifically created around the needs of individual pupils who are identified as vulnerable transfers
- Targeted support - School Nurses can provide holistic assessment of the health and wellbeing needs of children and young people. Offering health advice and promotion, signposting and referral to other services

School Place Planning

- 2.35 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.
- 2.36 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.
- 2.37 The LA is committed to adopting a strategic approach to mainstream school place planning and has consulted with education providers in the city over a document which sets out this strategic approach. In 2020 the LA has worked closely with academies to respond to forecast short and medium term pressures in the estate, in particular identifying additional Y7 places for September 2021 and beyond.
- 2.38 In summary, the pressures in the primary phase continue to be managed effectively 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. Pressures on the secondary estate for September 2020 were managed in the following ways:
- An expansion at Kelvin Hall School - involved expanding the school from 1,350 pupils to 1,600. This will take place by way of a year on year increase of an additional 50 pupils in Year 7 for 5 years.
 - An expansion at St Mary's College has created a total of 300 additional pupil places; the first 60 additional places were created from September 2019.
 - Kingswood Academy accepting significantly over PAN – i.e. an Y7 intake of 270, in addition a permanent scheme to create additional places for September 2021 has already been approved.
 - Smaller numbers over PAN being agreed at a number of other secondary schools.
- 2.39 The Council's place planning forecast methodology is based on data from the January school census and is updated every year. The latest projections forecast a deficit of 154 Year 7 places for September 2021. The pressures are mainly focussed in the West and the North of the City.
- 2.40 The proposed schemes to help manage continuing pressures on the secondary estate are summarised below:
- Boulevard Academy expands from 660 to 900 places from September 2021(subject to approval)
 - Malet Lambert expands from 1,600 to 1,750 places from September 2021
 - Sirius North expands from 1,250 to 1,400 places from September 2021
 - Hull Trinity House relocates to the former Endeavour High School site, creating 600 additional secondary places.
- 2.41 It is important to realise that whilst the LA has the responsibility to ensure a sufficient supply of school places (for which the Basic Needs budget exists), it is the MATs/academies that are the actual deliverer of these places and act as their own admission bodies. For many proposals it is the Regional Schools Commissioner which is the decision maker on whether proposals can proceed. Therefore it is crucial that the LA works closely with all education partners when developing proposals to create additional places.

2.42 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.

2.43 During the Covid period the service, together with Major Projects and Infrastructure, has continued to engage with schools regarding future expansions. The LA supports all proposed 'significant change' applications and is in regular dialogue with the Learning Partnership and the DfE regarding future expansion proposals.

SEND

2.44 Following the local area SEND inspection in 2017 a re-inspection visit was completed in October 2019 to review the local area's progress around SEND. The inspectorate concluded that whilst some improvement had been achieved, insufficient progress had been made in two of the key areas, necessitating further improvements to be monitored through an 'accelerated progress plan' (App)

2.45 The areas identified as not making sufficient progress were:

- Co-production and parent/young person participation in decision making about services and provision for those with SEND.
- Effective strategy for joint commissioning services for SEND across Education, Health and Social Care

2.38 Since the re-visit in October 2019, work around SEND improvement has progressed, despite challenges of the covid-19 pandemic. In addition to the above two key areas, focus has also been given to re-viewing and developing further improvements with specific focus on the Education Health and Care Plan processes, with the aim of achieving greater transparency, service user participation and compliance with statutory duties.

2.39 The local authority SEND Standards Effectiveness Officer post agreed and established as an outcome of the local area SEND inspection was recruited to successfully in November 2019 and the post holder commenced with the local authority in April 2020. This post has allowed the local authority to build key links with schools and SENCO's and has become the initial point of contact for queries ad matters relating to SEND.

2.40 Since commencing with the local authority in April 2020 the SEND Standards and Effectiveness Officer has affected and progressed several actions as follows to address SENCO training and workforce development:

- Completed a range of focused SEND audits across the city schools which have informed the development of a SENCO and school CPD offer.
- Written a SEND Accessibility Strategy update to meet LA duties under the Equality Act.
- Supporting the development and delivery of a SEND CPD offer for wider LA Education Services. This is in progress and in the initial stages of development.
- Supporting the program of 'Whole school SEND Reviews', which commenced in summer 2019.
- Review and refresh of the format and timetabling of SENCO forums to support the effective communication of local authority updates, FAQ sessions and briefings.
- 'New to SENCO' training has been established and its successful roll out and delivery is being supported by wider partners, to support identified high turnover of SENCOs in the city's schools.

- 2.41 A SEND Governance Structure has been agreed and signed off and is now in place and includes the SEND accountability Board; SEND Delivery Group and SEND Partnership. This governance structure supports the effective two-way communication of SEND matters and SEND Development as well as providing a framework for senior leadership oversight as well as a system for areas of risk to be raised.
- 2.42 The Genuine Partnerships 'National Voices programme was commissioned to support the local area in developing a Co-produced charter that details agreed principles and values that all stakeholders should apply in practice. Despite the pandemic this programme progressed and was delivered virtually across October, November, and December 2020. Follow up sessions are due across the next quarter. Alongside this the CDC/Kids 'Delivering Better Outcomes Together' were commissioned to inform the Genuine Partnership 'Voices Programme' and inform necessary works around Joint SEND commissioning.
- 2.43 The drafting of a Joint SEND Commissioning Strategy has been progressed in partnership with Parent Carer Forum and key stakeholders and is will now progress for CST comment and sign off before publication. To further support this work Joint SEND Commissioning focus groups have been agreed to run over an eight-week period between January and March 2021, to seek the views, comments, and experiences of service users about current services and their priorities for future SEND commissioning.
- 2.44 A SEND Self-assessment was completed in November 2020 leading to the drafting of an operational SEND Development Plan covering the whole EHC pathway. This development plan informs the operational steps that need to be taken to progress towards the key areas for improvement detailed in the SEND APP. The Development Plan is dynamic and is monitored and updated fortnightly. Any areas identified as a risk or of concern can be alerted to the SEND Accountability Board with clear evidence of actions taken.
- 2.45 On December 15th, 2020, the local authority met with Senior DfE and NHSE Advisors to review progress against the SEND Accelerated Progress Plan. The outcome report received on 13th January 2021 concluded that clear and sustained progress had been made in the two key areas needing improvement reporting that there was evidence that children, young people, and their families felt their voices were being heard and informing decision making.
- 2.46 A further review is planned for June 2021 and actions agreed to progress period to this date are:
- Publish your Joint Commissioning Strategy and develop a Programme Plan to support its delivery and measure its impact, by the end of February.
 - Work with parents and carers to jointly develop and produce a Co-production Charter to assess and measure the impact and effectiveness of co-production, by mid-February. Improve Hull's EHC plan processes, informed by a review, by the end of April.
 - Provide a narrative on your APP to clarify the reasons for any further timeframe slippage

The Virtual School for Children Looked After

- 2.47 The Virtual School has oversight and responsibility for the educational progress and well-being of all 'Children Looked After' (CLA) across the city, and from 2018 is a source of advice and information to help parents advocate for 'Previously Children Looked After' (PCLA).
- 2.48 The Virtual School monitors the educational provision and progress of all CLA, supports and advises schools, provides training, holds the Pupil Premium Plus funding and commissions additional support such as Education Psychology Assessments and individual tutoring.

- 2.49 There were 1128 children between 0-18 years who were in care at some point last year, and Hull's rate of CLA is twice the national rate and also above our statistical neighbours. 714 of these children are school age (age 4-16).
- 2.50 The numbers have been increasing steadily over the past 5 years and last year almost half of our CLA also had some sort of Special Educational Need, with the primary need being SEMH (social, emotional, mental health). In addition:
- 22.5% of our CLA are not in mainstream schools.
 - 83% of our Primary CLA are in Good or Outstanding Schools
 - 68% of our Secondary CLA are in Good or Outstanding Schools.
- 2.51 In light of the impact of COVID-19 pandemic, the DfE announced in early 2020 that formal assessments would not take place at the end of the academic year 2019/2020. This includes Early Years Foundation Stage Profile, Phonics, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5 /A Levels. Although assessments were collected city wide for Y6 and Y11 GCSE pupils, data is not comparable with previous years and accordingly is not included in this report.
- 2.52 A key area of concern is speech language and communication. From as young as two years old, CLA 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 CLA children.
- 2.53 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 CLA outcomes, but this is not consistent at all ages and stages.
- 2.54 Probably the single biggest issue being faced by the Virtual School and the Children Looked After 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.
- 2.55 On a positive note, in 2019-20. CLA attendance was at 95.7% from September 19 – March 2020.
- 2.56 The Virtual Schools annual celebration event had to be cancelled due to the pandemic.
- 2.57 Full details of the work of the Virtual School is reported in its own Annual Report which has been reported to the Virtual School Governing Body.

Music Service

- 2.58 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 ends in March 2021. In December 2020, the DfE confirmed that funding for 2020-21 would be provided on the same funding formula as the previous year. The exact allocation is expected to be published in February 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.
- 2.59 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

2.60 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.

2.61 Key headlines from the annual ACE data return (November 2020):

- 4,752 children and young people across the city have regular weekly tuition provided by the Music Service (2,750 Whole Class Ensemble Tuition (WCET) 2,002 small group/individual lessons).
- Of the 2002 receiving small group/individual lessons, 204 have a SEND statement, 519 qualify for Pupil Premium, of which 318 also qualify for Free School Meals (an additional 23 are FSM without Pupil Premium) 24 are Children Looked After. 258 have English as an Additional Language.
- 296 play regularly in ensembles at The Albemarle Music Centre, many in multiple ensembles.
- The Music Service delivered at least 1 core role in 87 of the city's schools. 54 school ensembles were delivered in partnership with the Music Service plus 26 ensembles were delivered by the Music Service at The Albemarle Music Centre.

2.62 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 2002 pupils recorded, the Music Service reaches a large number of pupils in the most deprived areas of the city, specifically:
 - Orchard Park 192 pupils (9.7%)
 - St Andrews and Docklands 133 (6.7%)
 - Newington and Gipsyville 132 (6.7%)
- 17.5% 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
- 16.3% 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
- 44.9% of Music Service teaching (excluding whole class) falls within areas in the top 10% most deprived nationally

2.63 In addition to a significant increase in partnership working through 38 active partners that enriched numerous projects across the year, 2019-20 saw the first Music Service event at the Bonus Arena with 450 participants from 13 schools performing alongside Hull Beats Bus and

the NHS Choir to an audience of 1000.

2.64 The period March onward has been dominated by COVID. In the summer term 2020, online provision saw 444 pupils engage in 6660 online lessons, whilst 10000 children engaged with 2085 online resources. The showcase “Sing for Hull” Programme saw an online resource for schools and families delivered every day for 15 weeks, each week culminating in an online performance by the virtual Music Team Band – the Albemarle Broad Band. The online provision has continued to develop and improve further this year as well. The challenges of ensuring that the impact of the pandemic does not harm the longer-term opportunities for children and young people to accessing music are very real. It will require the ongoing commitment of schools, the music service, the city council and our partners, as has been demonstrated throughout the pandemic.

2.65 A full annual Music Service Report for 2019-2020 is published in February 2021.

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)

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