

Hull Education Protocol 2022-23



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Education Ambitions

Our ambitions are simple but significant. They are challenging but achievable. What we do know is that reaching these ambitious targets will improve the educational outcomes and the life chances for our future citizens.

Ambition 1

All children and young people should be able to learn and develop in a provision that has been judged to be 'good' or 'outstanding'.

Ambition 2

In the key indicators of achievement and attendance in Hull, we will close the gap and then aim to exceed national figures.

In order to deliver these ambitions Hull City Council will work in partnership with all education providers to challenge and support them on behalf of our children and young people. Good education is their key to a bright future and to the future success of the region. In a period of change in the education landscape the Council commits to working alongside the range of education providers in Hull to secure the entitlement for all children to learn and thrive in good schools.

The Role of the Local Authority in Education

The LA has a statutory duty 'to promote high standards and fulfilment of potential in schools so that all children and young people benefit from at least a good education' (Education Act 1996). The Council as an education authority has a duty to promote high standards of education and fair access to education.

The Local Authority has a range of statutory duties and functions in education. These can be summarised as:

- To champion high educational standards on behalf of children and families and provide political accountability for the best possible education on behalf of local communities
- To promote the best educational opportunities for vulnerable children and those with SEND and to intervene on their behalf where necessary
- To promote high quality education for Children Looked After via the Virtual School
- To provide access to education and administer formal processes for children with SEND
- To ensure a sufficiency of school and Early Years places
- To monitor the administration of statutory tests and assessments and provide the moderation function
- To provide a Standing Advisory Council for Religious Education
- To make provision for the education of children with medical needs
- To appoint LA Governors to maintained LA schools and provide initial training

- To receive information from schools regarding exclusions, make provision for excludees and convene appeals panels in LA maintained schools.
- To record and monitor Elective Home Education in accordance with national guidance and CYP in receipt of reduced timetables
- To make arrangements to identify children and young people of compulsory school age missing education in the area
- To begin procedures for issuing a School Attendance Order if it appears to the local authority that a child of compulsory school age is not receiving a suitable education, either by regular attendance at school or otherwise
- Provide Assistive Transport in accordance with national guidelines
- To secure sufficient suitable education and training provision for all young people in their area who are over compulsory school age but under 19 or aged 19 to 25 and for whom an Education, Health and Care (EHC) plan is maintained
- To make available to all young people aged 13-19 and to those between 20 and 25 with special educational needs and disabilities (SEND), support that will encourage, enable or assist them to participate in education or training
- Local authorities must promote the effective participation in education and training of 16 and 17 year olds in their area with a view to ensuring that those persons fulfil the duty to participate in education or training

- Local authorities must make arrangements – i.e. maintain a tracking system - to identify 16 and 17 year olds who are not participating in education or training
- Duty for Family information service to provide information, advice and guidance to parents around childcare
- Duties in relation to school admissions both as local authority and as the admission authority for all community schools
- Duty to ensure provision of school lunches for those eligible for free school meals
- Duties in relation to schools finance, in particular the duty to establish a Schools Forum and to maintain a Scheme for Financing Schools
- Duty to arrange suitable full-time (or part-time when appropriate) education for pupils of compulsory school age, living in the city of Hull, who because of illness, would otherwise not receive suitable education
- Issuing of child employment and performance licenses

Local Authorities are expected to intervene early to prevent failure in maintained schools causing concern and to inform the RD where there are concerns about an academy. These expectations are formally set out by the DfE in Schools Causing Concern Guidance which both the local authorities and RD must follow:
www.gov.uk/government/publications/schools-causing-concern

In addition, the LA has a remit to engage with all providers and convene effective partnerships to facilitate the best outcomes for children. In a school-led system the role of the LA is not to provide school improvement advice, but to know the education landscape, challenge provision, particularly for vulnerable groups and support the removal of barriers to learning. The LA recognises and values the critical role of schools in the success of communities.

LA Engagement with the DfEs Regional Director (RD), Ofsted and other external bodies

The LA has regular meetings with the RD and a further meeting with the link HMI inspector for Hull. Regular meetings take place with Diocesan representatives. Discussions cover both general school improvement and organisation activity across the area and issues relating to standards, academy brokerage, place planning and safeguarding in individual schools.

The LA works constructively with the RD to share information and consider any action which may be appropriate.

External partners, particularly the RD, often require the input of the LA into decisions regarding national accreditation such as Teaching School or NLE status. The views of the LA are also sought in situations where the RD is seeking to broker school to school support including re-brokerage of academies, sponsorship of new schools or applications to open Free Schools. The LA also works closely with the RD in relation to place sufficiency proposals and with the Teaching School Hub will itself work with regional partners to provide school leadership and teacher training as part of the Government's recruitment and retention strategy.



The Role of Schools

Schools contribute to the success of the local community by delivering high quality education, upholding a sense of moral purpose, and influencing the lives of the next generation of adults. Schools are crucial partners in the realm of local service delivery. They hold the future in their hands.

The Education Development Trust has identified the key dimensions of successful school leadership as:

- Defining the vision, values and direction
- Improving conditions for teaching and learning
- Redesigning the organisation: aligning roles and responsibilities
- Enhancing teaching and learning
- Redesigning and enriching the curriculum
- Enhancing teacher quality (including succession planning)
- Building relationships inside the school community
- Building relationships outside the school community
- Placing an emphasis on common values

The LA seeks a professional and mutually respectful relationship with all its school leaders - with the rights of all children to receive the best possible education at the heart of every conversation. The great majority of Hull schools are Academies and are accountable to the Secretary of State, via the RD. The LA is respectful of their status and seeks to be part of the dialogue where appropriate, in the hope that they can add value to the work of the school on behalf of the community.



The Hull Education Landscape

Children and young people in Hull are educated in the following schools (correct as of October 2022):

Trust/Group	School	Trust/Group	School
Academies Enterprise Trust	<ul style="list-style-type: none"> Hall Road Academy Newington Academy The Green Way Academy Kingswood Academy 	Horizon Academy Trust	<ul style="list-style-type: none"> Biggin Hill Primary Academy Cleeve Primary School Spring Cottage Primary School Thanet Primary School Cavendish Primary School Gillshill Primary School
Delta Academies Trust	<ul style="list-style-type: none"> Craven Primary Academy Estcourt Primary Academy Mersey Primary Academy The Parks Academy Hull Trinity House Academy 	Independent Schools	<ul style="list-style-type: none"> Hymers College Froebel House
David Ross Education Trust	<ul style="list-style-type: none"> Ainthorpe Primary School Endike Primary School Wold Primary Academy 	LA Maintained	<ul style="list-style-type: none"> St Andrew's CE Primary School Northcott Special School Oakfield Special School McMillan Nursery
EBOR Academy Trust	<ul style="list-style-type: none"> Alderman Cogan's CE Primary Academy Marfleet Primary School 	Humber Education Trust	<ul style="list-style-type: none"> Bude Park Primary School Highlands Primary School Kingswood Parks Primary School Adelaide Primary School Broadacre Primary School Christopher Pickering Primary School Clifton Primary School Maybury Primary School Neasden Primary School Parkstone Primary School St Nicholas Primary School Woodland Primary School Frederick Holmes Ganton School Tweendykes School
Enquire Learning Trust	<ul style="list-style-type: none"> Buckingham Primary Academy Southcoates Primary Academy 		
Hull Collaborative Academy Trust	<ul style="list-style-type: none"> Bellfield Primary School Collingwood Primary School Dorchester Primary School Eastfield Primary School Longhill Primary School Pearson Primary School Stockwell Academy Sutton Park Primary School Thoresby Primary School Wansbeck Primary School Westcott Primary School Wheeler Primary School The Marvell College 		

The Hull Education Landscape

Trust/Group	School
HOPE Learning Trust	<ul style="list-style-type: none"> • Newland St John's Church of England Academy • St James' CE Primary School • Archbishop Sentamu Academy • Aspire Academy • Compass Academy
Standalone Academies	<ul style="list-style-type: none"> • Ron Dearing University Technical College • The Boulevard Academy • Hull College 14-16 school
St Cuthbert's Catholic Academy Trust	<ul style="list-style-type: none"> • Endsleigh Holy Child Voluntary Catholic Academy • St Anthony's Voluntary Catholic Academy • St Charles' Voluntary Catholic Academy • St Mary Queen of Martyrs Voluntary Catholic Academy • St Richard's Voluntary Catholic Academy • St Thomas More Voluntary Catholic Academy • St Vincent's Voluntary Catholic Academy • St Mary's College
The Constellation Trust	<ul style="list-style-type: none"> • Appleton Primary School • Bricknell Primary School • Francis Askew Primary School • Paisley Primary School • Rokeby Park Primary School • Stoneferry Primary School • Sirius Academy North • Sirius Academy West • Rise Academy • Victoria Dock Primary School

Trust/Group	School
The Education Alliance	<ul style="list-style-type: none"> • Malet Lambert
Venn Academy Trust	<ul style="list-style-type: none"> • Griffin Primary School • Mountbatten Primary School • Thorpepark Primary Academy • Bridgeview Special School • The Boulevard Centre • The Sullivan Centre • Whitehouse PRU
THRIVE	<ul style="list-style-type: none"> • Chiltern Primary School • Ings Primary School • Priory Primary School • Sidmouth Primary School • St Georges Primary School • Stepney Primary School • Kelvin Hall • Newland School for Girls • Oldfleet Primary School
Post 16/Further Education	<ul style="list-style-type: none"> • Hull College • Archbishop Sentamu Sixth Form College • Sirius Academy West Sixth Form • St Mary's Sixth Form College • Wilberforce Sixth Form College • Wyke Sixth Form College • Ron Dearing University Technical College • Hull Training and Adult Education
Consortium Academy Trust	<ul style="list-style-type: none"> • Winifred Holtby Academy

Hull City Council Learning & Skills Structure

The Council engages with local and regional educators and through the following structure:

Director of Children, Young People & Family Services Lead Member

Assistant Director (Education)

Music	Access and Inclusion	SEND	Early Years	Virtual School	Secondary
<ul style="list-style-type: none"> • Music Hub • Music traded service 	<ul style="list-style-type: none"> • Admissions • Educational Welfare • Exclusions/Behaviour • Attendance • EHE • CME • Governors • AP commissioning • Assisted Transport • Reduced Timetables • Home to School Transport • Education Safeguarding 	<ul style="list-style-type: none"> • LA SEND duties • Educational Psychology • IPaSS (inc HI/VI/PD/LU) 	<ul style="list-style-type: none"> • EY standards & sufficiency • EY inclusion & SEND • Primary SIO • Portage • Family Information Service 	<ul style="list-style-type: none"> • Education for Looked After Children and other children with a social worker 	<ul style="list-style-type: none"> • 11-19 Standards and Improvement • Teaching Schools

Education Operations

- Mainstream Place Sufficiency
- Internal Service Operations
- Education Project Support



The Education Core Offer to Schools and Academies

The LA will (in addition to compliance with the statutory responsibilities outlined in section 2):

- Convene and participate in purposeful education partnerships
- Invite leaders to regular information exchange and consultation meetings with LA senior leadership and partner agencies
- Provide safeguarding support and training via school safeguarding officer and information via the LADO and the DSCB
- Provide Early Years advisory support
- Provide SEND Advice and training via the SEND Standards and Effectiveness Officer
- Early Help services and training
- Support the sharing of relevant data between schools to target improvement
- Convene a service 'Team around the School' for schools and academies of concern and in emergencies
- Support elected members to fulfil their duties with regard to education
- Attend at Ofsted feedback when invited
- Attend at Headteacher final interviews when invited
- Provide school organisation advice and support (e.g. significant change applications)
- Support school self-evaluation by sharing relevant school data and intelligence
- Clerk and support a range of Education Partnerships
- Post-16 Offer, including support for those young people classified as being at 'risk of NEET', September Guarantee, Destination tracking, attendance at Education Health and Care Plan reviews

Traded Services to Schools and Academies

- Educational Welfare Service
- Educational Psychology Service
- Service Data & Analysis
- Music Service
- School Governors Service
- Audit
- Procurement
- Information Governance
- Educational Visits
- Media
- Occupational Health
- Payroll
- Pension Advice
- Health & Safety
- Free School Meals
- Maternity
- Legal Services
- Safeguarding Adults
- Careers advice and guidance
- Log on Move on



Inclusion Statement

Inclusion is everyone's right, and everyone's responsibility. LAs have a legal responsibility to champion the needs of the most vulnerable children and young people, promote educational excellence and ensure fair access to school places for all learners, but this can only be delivered via genuine and strong partnerships with education leaders across the city.

Education leaders in Hull are committed to a shared moral purpose and passion for inclusion, as well as for continuous improvement in outcomes for all children and young people. This Education Protocol recognises the importance of system leadership in promoting inclusion and school improvement. In the new educational landscape the Learning Partnership, including the LA, and Teaching School Alliances are taking an increasing role in developing system leaders and sharing good practice across MATs, ensuring that education leaders take responsibility beyond their own organisations.

Our collective vision for inclusion is one where potential is unlocked for all learners whatever their abilities and needs. The LA and the Learning Partnership will act as champions of educational transformation to ensure the best possible provision for Hull's children and young people, and will work together to connect best practice across the educational estate, irrespective of the status of, or governance arrangements in place for, individual schools and academies.



Hull is committed to achieving quality education for all. We will work to ensure that “no child is left behind and every child gets the best start in life”. We will take the necessary steps and interventions to address areas of concern, including exclusion, attendance and attainment. All aspects of education, including the curriculum, teaching methods and school culture & environments present opportunities for promoting inclusion, and a partnership approach is required to ensure that all children and young people in Hull benefit from the commitment that the city has given to inclusion.

As partners we are committed to providing an appropriate, high quality, inclusive education to ensure the best possible outcomes for all our pupils, whatever their abilities or needs. We believe that all

children should be equally valued wherever they access their education. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can achieve, feel safe and included.

All of the city’s six Special Schools are rated by Ofsted as good or better, as are five of the six Pupil Referral Units. The LA manages the Virtual School for Looked After Children which works with schools in the city (and further afield) to support an inclusive education for the city’s looked after children.

Inclusion in Hull, is cross-cutting and is the responsibility of all services and partners. Hull’s inclusive approach is delivered via a range of policies and strategies, including (but not limited to):

- SEND Strategy
- Attendance Strategy
- School Place Planning Strategy
- Exclusion Protocol
- Fair Access Protocols
- Children Missing Education
- Reduced Timetable Protocol
- SEND Sufficiency Strategy
- Accessibility Strategy
- Joint Commissioning Strategy
- Health Needs Policy



Strategic Education Partnerships in Hull

The appended education partnerships structure shows the range of partnership bodies. Each have their own ToRs & Membership, however a brief summary of the key partnership bodies is provided below:

Learning Partnership: Key partnership body which aims to provide strategic oversight of partnership activity, maximise outcomes and promote life chances for children and young people

Schools Forum: Statutory body, which has decision making powers re: DSG retention by the LA, delegation of funding and changes to the Scheme of Financial management. Also consultative powers re: local funding formula, contracts, arrangements for SEND / AP / Early Years

Music Hub: Ensure compliance with nationally agreed terms of Hub funding, oversight of the Hull Music Service against its agreed business plan. Promotion and celebration of music culture in the city.

Early Years Board: Oversee sufficiency and quality of provision. Multi-agency monitoring and governance of school readiness.

School Organisation and Place Planning Board: Securing the supply of sufficient school places, including nursery to 19 provision in an increasingly autonomous context with a range of providers, and ensuring fair access for admission to school.

Education Standards Board: Monitor and challenge standards across all phases in the city. Support priorities for improvement from the existing partnerships.

Inclusion and Attendance Board: Develop and monitor the implementation of the Inclusion Strategy, focus on attendance, behaviour and exclusions.

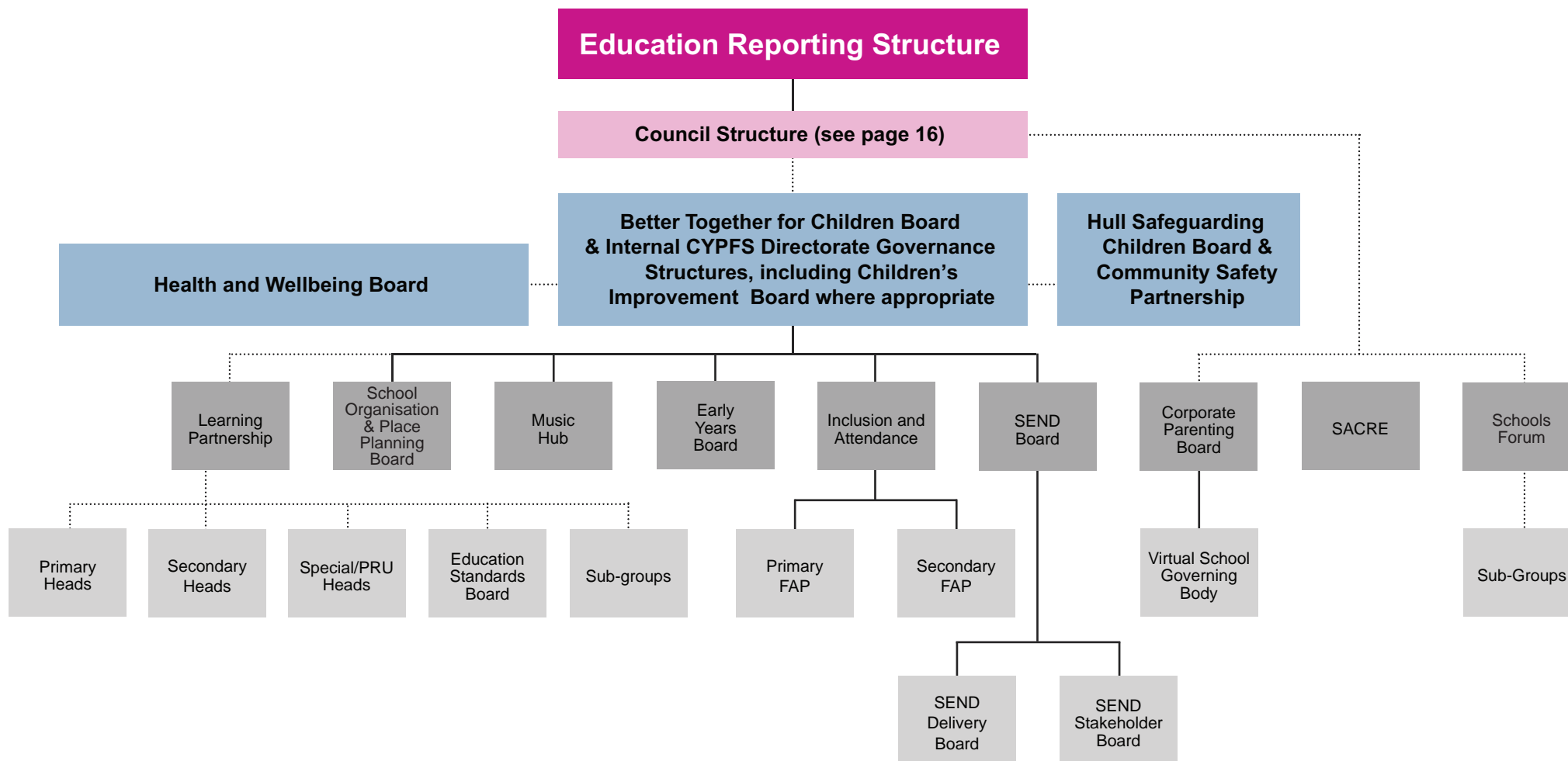
SEND Board and SEND Accountability Forum: Deliver the SEND Improvement programme, hold all agencies accountability for delivery of SEND functions.

SACRE: Statutory body to ensure development of RE curriculum, provision of locally agreed syllabus and monitor standards of support.

Virtual School GB: Provide oversight for the operation of the Virtual School for Looked After Children.

Vantage Teaching School Hub: Provide school leadership and teacher training as part of the Government's recruitment and retention strategy.

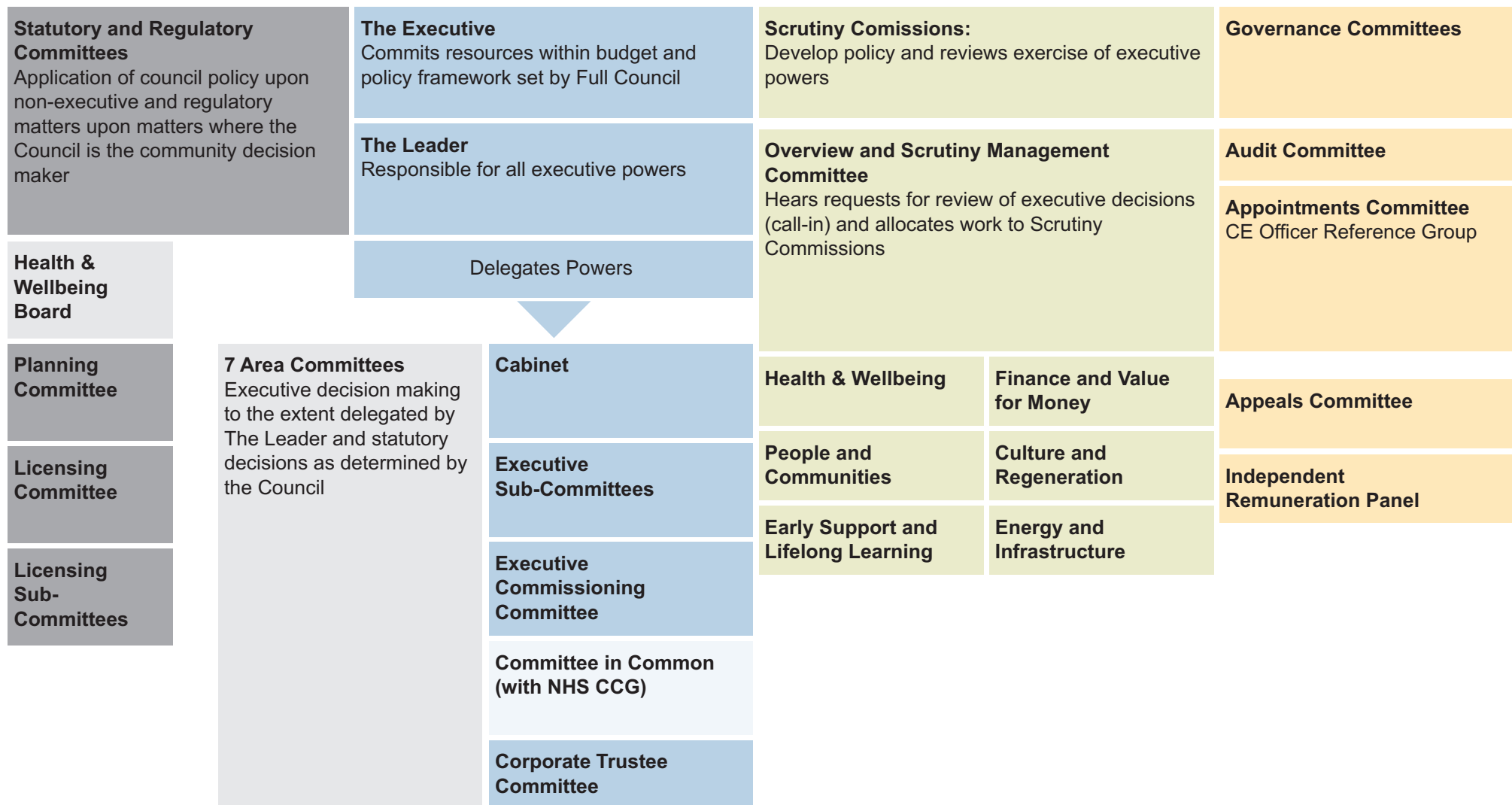
Education Reporting Structure



Council Structure

Full Council:

Adoption of Budget and Policy Framework/Constitution/Appointments to Committees and External Bodies



2022 City Wide School Standards

	Attendance			Suspensions			Elective Home Education		
	2017/2018	2018/2019	2020/2021	2018/2019	2019/2020	2020/2021	2019/2020	2020/2021	2021/2022
Pupils with Education, Health and Care plans	92.5% (Eng-91.3%)	92.6% (Eng-91.3%)	89.8% (Eng-86.9%)	2.21 (Eng-3.57)	1.86 (Eng-2.44)	3.41 (Eng-2.8)	6.7% 23	4.9% 20	6.5% 29
Pupils in receipt of SEN Support	93.9% (Eng-93.5%)	93.8% (Eng-93.5%)	93.2% (Eng-93.5%)	8.72 (Eng-16.11)	8.80 (Eng-11.71)	18.94 (Eng-12.98)	24.6% 85	21.40 88	21.9% 97
Pupils with no special educational needs	95.4% (Eng-95.6%)	95.4% (Eng-95.7%)	95.4% (Eng-96.4%)	10.09 (Eng-15.59)	8.83 (Eng-11.01)	13.54 (Eng-11.86)	68.7% 237	73.7% 303	71.6% 317

Attendance - attendance levels of pupils with Education, Health and Care plans have been higher than published England averages for the last three years. Attendance levels of pupils in receipt of SEN Support dropped to be below the England average in 2020/2021. Attendance levels for pupils with any level of special educational needs compare more favourably with England averages than those of pupils with no special educational needs.

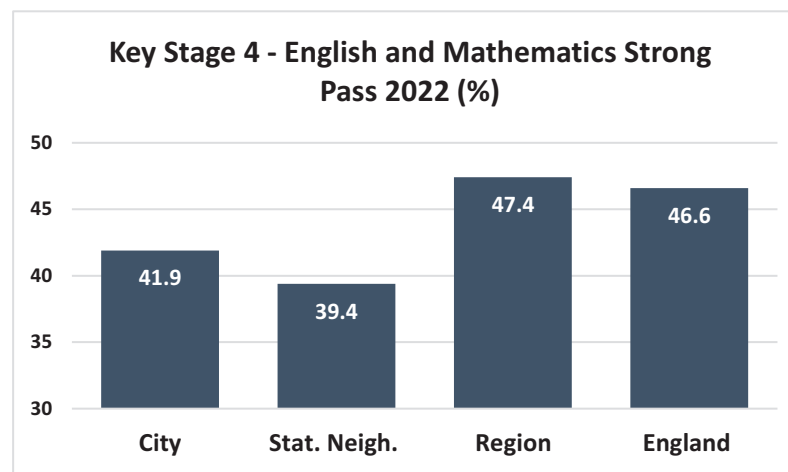
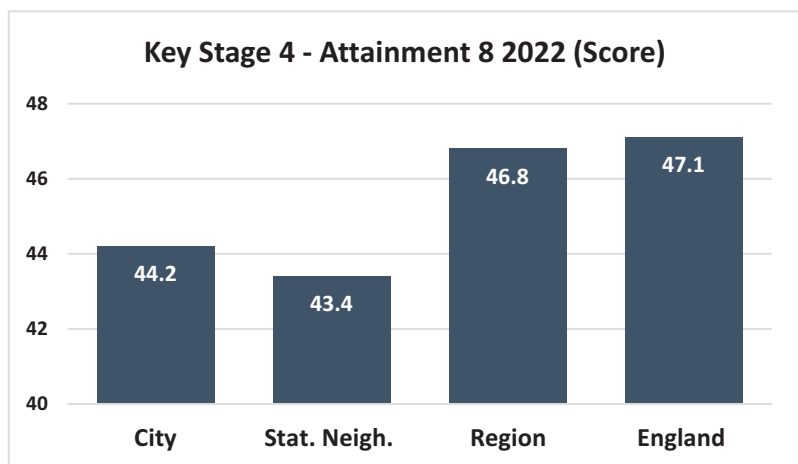
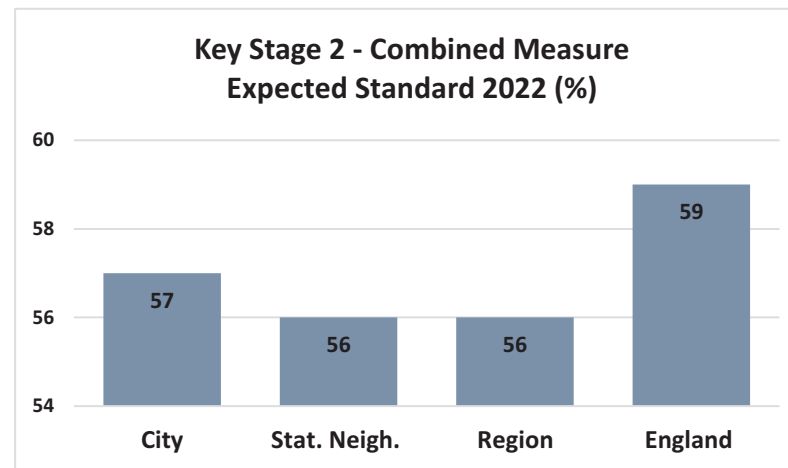
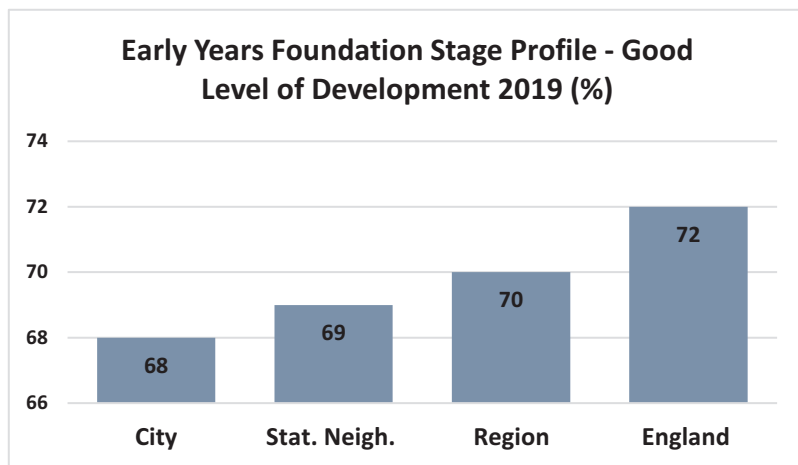
Suspensions - after two years of being below England averages, suspension rates relating to pupils with an Education, Health and Care plan increased to be above the England average in 2020/2021 – the same is true for pupils in receipt of SEN Support and for pupils with no special educational needs.

Elective Home Education - against an increasing EHE cohort, the underlying number of pupils with Education, Health and Care plans increased in 2021/2022, the same is true for the number of pupils in receipt of SEN Support.

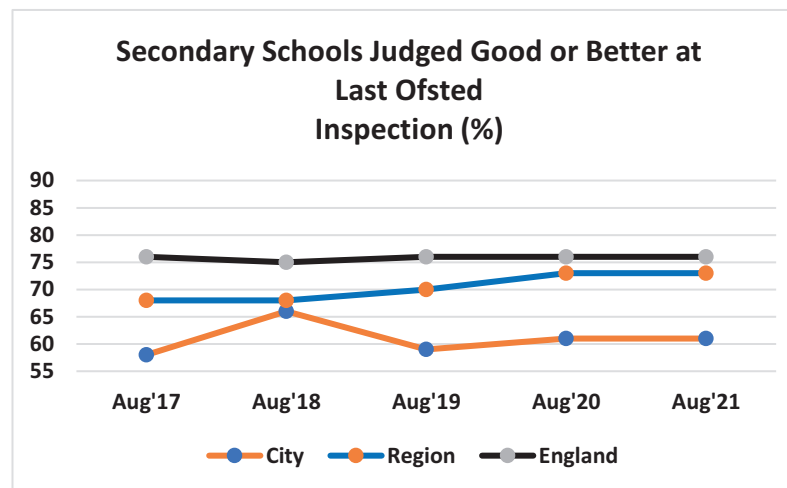
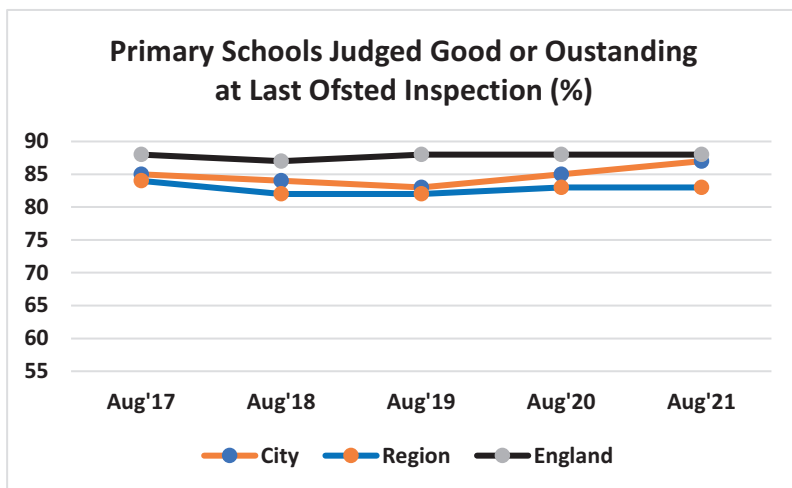
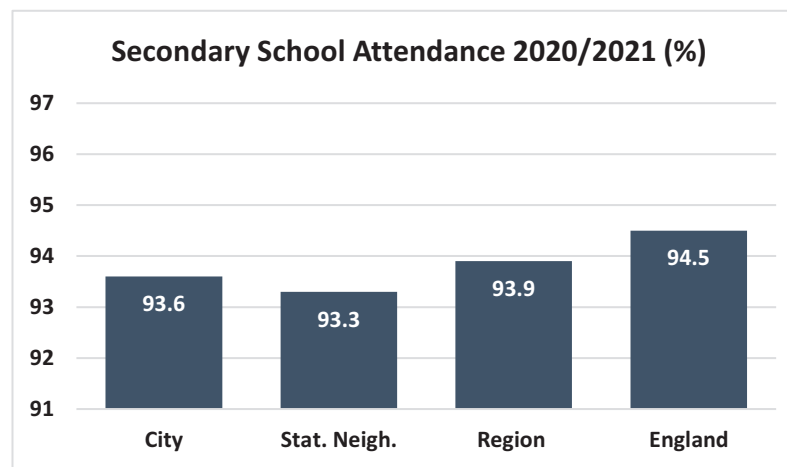
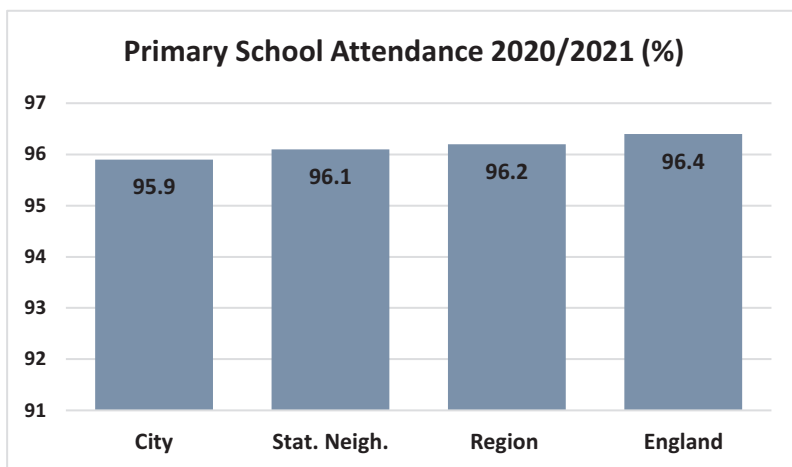
Note:

Due to COVID-19 Pandemic, the DfE did not publish full year attendance data for 2019/2020.

City Wide School Standards and Demography



City Wide School Standards and Demography continued....



Notes:

- The city (like all local authorities across the country) has 10 statistical neighbour authorities, these are authorities that are deemed to have similar characteristics. Where appropriate, statistical neighbour averages are used for comparative purposes and referred to as 'Stat. Neighbours'
- There were no formal assessments in 2020 or 2021, the latest published Early Years Foundation Stage data relates to 2019; Key Stage 2 and Key Stage 4 data reflect early outcomes published by the DfE and may be subject to change.

Hull School Signatures of Risk

The Council and partners consider the performance of every school and academy in the City and assess identified 'signatures of risk'.

These factors are used to determine risk and inform school self-evaluation.



Hull Education Protocol 2022-23

