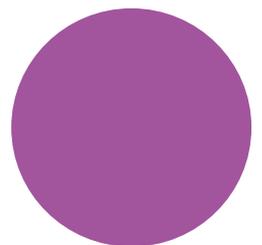
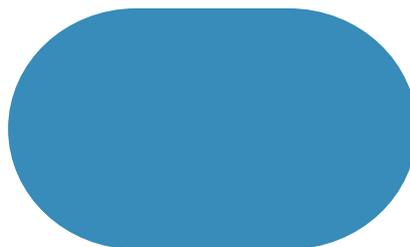
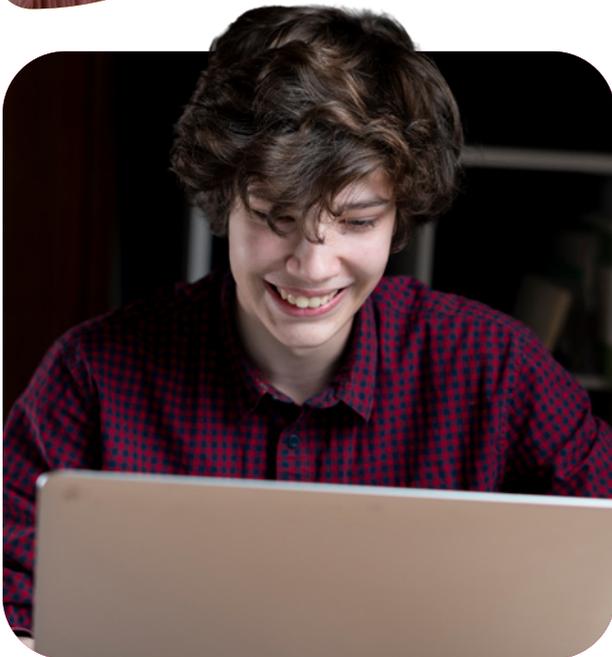
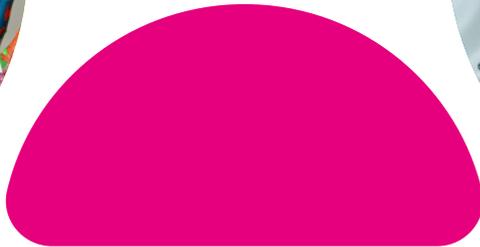
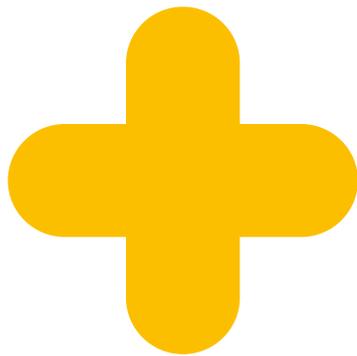
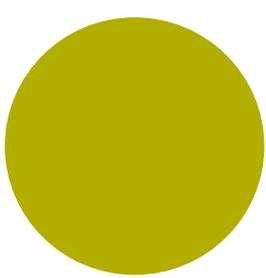


Hull City Council

Annual Education Report 2024 - 2025



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Welcome

Our Community Plan ambition for children and young people in Hull is that they are supported to reach their potential.

This report demonstrates projects undertaken over the last year and the positive impact that this collaborative work has had on children's outcomes, particularly the most vulnerable.

None of this could be possible without the continued collaboration of our Children and Families services, local schools, health, care and community service partners.

Together with our partners and families we are committed to ensuring our children and young people have high ambitions and reach their potential.

I would like to thank all those involved in providing the very best outcomes for our young people for their hard work and dedication.

As we look forward, focus remains on the safety and emotional wellbeing of local children, championing inclusion and the continued development of standards and performance to ensure that teaching and learning leads to the best possible life chances.



Pauline Turner
Director of Children and Young People Family Services



Councillor Tock
Portfolio Holder for Children, Young People, Families and Learning

Foreword

Assistant Director, Learning & Skills



Mary Meredith
Assistant Director, Learning & Skills

As you will gather from this report, 2024/5 was a busy year for Learning & Skills. Our collective mission is to enhance the outcomes of the most disadvantaged and vulnerable children and young people, so that education in Hull is truly an engine of social justice.

We are humbled by the practice we see in our many inclusive schools and settings and beyond proud that we have national 'closing the disadvantage gap' leaders amongst our number.

We believe that it takes a village to raise a child, however, and I'm very proud of the difference I see Learning & Skills teams making, week in, week out, to children's experiences and outcomes.

Nearly all schools in Hull are academies, only two maintained settings remaining. However, this has been no barrier to collaboration and collective decision-making in the best interests of the city's children and young people. The most impactful projects described within this report have been developed and delivered in partnership. We face acute challenges in Hull, but we face them together, and that's how we make a difference.

The report begins with a summary evaluation of what we achieved in 2024/5, in relation to our strategic priorities for the year. This overview is then illustrated in various ways throughout the body of the report which concludes with our objectives for 2025/26.

Review of last year's objectives

Embed the ATTEND Framework

Following the launch event in April 2024, 81% of schools have confirmed they use ATTEND to underpin a 'support-first' approach, the remainder adopting a robust equivalent. All but one secondary school improved attendance in 2024/5, several reporting the significant impact of ATTEND.

Enhance support at key transitions

Project evaluation clearly demonstrates the positive impact of the 2024/5 'HOST' transition project. This supported children who were in scope for Education, Health and Care Plan (EHCP) into Reception and secondary school, avoiding the need for statutory assessment. The pilot has been extended for a further 18 months due to its positive impact. Whilst demand for EHCPs has increased across other age groups, the target year groups (Reception and Year 7) saw a reduction and the project was positively evaluated by both families and professionals.

Reduce the number of Children Missing Education (CME)

Access & Inclusion training modules were implemented, equipping frontline staff with knowledge to identify & support CME. Investment in the Access & Inclusion team was secured, to increase capacity for CME intervention. Whilst CME numbers have not reduced over 2024/5, and this area remains a high priority, the additional resource is beginning to show impact.

Promote wellbeing

The Thrive offer was expanded to reach more children. 94% of schools have a trained mental health support lead. The offer to schools includes Emotional Resilience coaches, Mental Health Support Teams (MHSTs), school nursing & Turn 2 Us Youth service.

Strengthen school SEND Support

Hull's graduated approach has been fully implemented to establish a shared understanding of what constitutes ordinarily available provision as an entitlement for all children. The city's outreach services and a comprehensive training offer underpin this.

Harness school-to-school support to reduce the GCSE disadvantage gap

A secondary-specific Standards Board was established and a local agreement to data-sharing secured. Within this group, work is underway to modify and strengthen the local approach to school-to-school support. Meanwhile, a secondary Belonging Strategy is being developed within the Learning Partnership. This aims to reduce pupil mobility which impacts negatively on city GCSE outcomes overall. (See 2025/6 priorities)

The role of the Local Authority

Convening effective partnerships to facilitate the best outcomes for children by knowing the education landscape and supporting the removal of barriers to learning.

Working with the DfE Regional Director when there are concerns about an academy or on sufficiency matters.

Sharing information and insight with Ofsted at termly engagement meetings and meeting regularly with Diocesan representatives.

Promoting the best possible educational standards providing political accountability on behalf of local communities.

Enhancing the outcomes of Children Looked After, Previously Looked After, in kinship care or with a social worker through the Virtual School.

Delivering SEND services in accordance with legal requirements.

Ensuring a sufficiency of school, Early years and Post-16 places and coordinating school admissions.

Promoting participation in Post-16 education and training and tracking those young people not in education, training or employment.

Making provision for the education of children with medical needs and those permanently excluded.

Identifying and making arrangements for children missing education.

Recording and monitoring Elective Home Education and pupils in receipt of reduced provision.

Delivering attendance duties, including providing strategic leadership and promoting a support-first approach to absence.

Establishing a Schools Forum and maintaining a scheme to passport school funding and manage High Needs spending.

Hull Learning Partnership (HLP)



The Hull Learning Partnership (HLP) provides collective leadership and oversight for education in our city. Formed in 2019, all providers in the city alongside key partners are represented on the Board.

Key areas of focus for HLP in 2024/5 were:

• **Special Education Needs and Disabilities (SEND)**

Last year saw a significant expansion of specialist places within mainstream schools, an additional 92 places created. Multi-Academy Trusts (MAT) also agreed to invest in the expansion of SEN Outreach services, protecting the High Needs Block.

• **Transition**

The transitions subgroup continues to drive innovation and improvement. 2024/5 saw a strengthening of the quality of information shared between primary and secondary schools and from Early Years settings to school Reception. The immersive transition experiences that school leaders provide never fail to instill confidence and excitement.

• **Influence**

This subgroup continues to drive a whole-systems approach to education. In 2024/5, links with Health were strengthened, the Board's Terms of Reference include Health representation.

HLP also co ordinate key networks:

- Primary Headteachers
- Primary Standards Board
- Secondary Headteachers
- Secondary Standards Board
- Special School Headteachers
- Post 16 partnership
- Cross phase Headteachers

Our context and demography

- Almost 40,000 compulsory school aged children and young people
- 98 educational establishments, including:
 - 71 primary schools
 - 13 secondary schools
 - 6 special schools
 - 7 establishments offering alternative provision
- Network of resource bases and SEND Units across mainstream settings

35% of pupils are eligible for free school meals

5.9% of the school population have an Education, Health and Care plan

21% of primary school pupils speak English as an additional language

17% of secondary school pupils speak English as an additional language

15.1% of the school population are in receipt of SEN Support



Outcomes at KS2 and KS4 – all pupils

At the Foundation Stage, 55% of children eligible free school meals achieved a Good Level of Development – this places the city in the top 25% of local authorities.

At the end of Year 1, 80% of pupils achieved the expected level in Phonics Decoding – this is in line with the national average.

72% of Year 1 pupils eligible for free school meals achieved the expected level in Phonics Decoding - this places the city in the top 25% of local authorities.

At the end of Key Stage 2, 66% of pupils achieved the expected standard in Reading, Writing and Mathematics – this is above the national average and places the city in the top 25% of local authorities.

55% of Key Stage 2 pupils eligible for free school meals achieved the expected standard in Reading, Writing and Mathematics – this places the city in the top 25% of local authorities.

At the end of Key Stage 4, 36% of pupils achieved grades 5 or above in English and Mathematics GCSEs, compared to 45% nationally. This places the city in the bottom 25% of local authorities nationally.

23% of Key Stage 4 pupils eligible for free school meals achieved grades 5 or above in English and Mathematics GCSEs – this places the city in the lower 50% of local authorities (Quartile C).



Outcomes at KS2 and KS4 – vulnerable groups

44% of Children Looked After achieved the expected standard in Reading, Writing and Mathematics at Key Stage 2 - this is above the national average.

39% of Children in Need achieved the expected standard in Reading, Writing and Mathematics at Key Stage 2 - this places the city in the top 25% of local authorities.

Attendance rates for pupils at special schools continue to be higher than national averages.

Attendance rates for Children in Need and children and young people subject to a Child Protection Plan were higher than national averages.

Suspension and exclusion rates for pupils with an Education, Health and Care plan were lower than national averages

Children in Need were less likely to be suspended or excluded.



Outcomes at Post-16

In November 2024, 3,080 of the 3,223 young people who had just completed year 11, progressed into a learning opportunity. Sixth Form and Further Education College were the two most popular Post 16 destinations for Hull's young people.

By the end of September 2024, 3,327 Year 11 leavers (98.3%) and 3,102 Year 12 leavers (93.1%) were offered a place in employment with training, education or training (the September Guarantee).

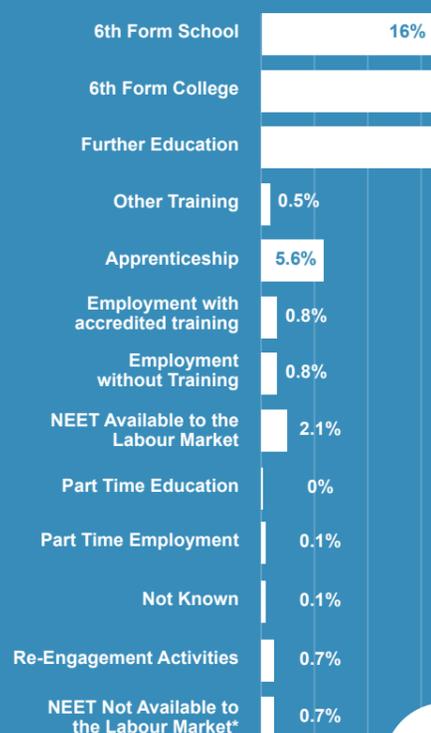
In 2024, 77.8% of 19 year olds in Hull achieved a Level 2 qualification and 42.1% achieved a Level 3 qualification.

In June 2025, Hull had over 3x the national average of young people undertaking a Supported Internship and 2x the national average undertaking an Apprenticeship.

Hull's average in learning figure for the 2024/25 target period (Dec – Feb) was 87.9% for years 12 and 13.

Hull's annual NEET & Not known target period (Dec – Feb) performance for 2024/25 was a combined figure of 7.4% (NEET = 7% and Not Known = 0.4%). This was an average of 478 NEET young people and 28 Not Known.

Figure 1: Activities of year 11 young people educated in a Hull institution in 2024.



Early Education and Childcare

Registered Provision

- There are 167 childcare providers in the city: 64 maintained/independent schools, 58 day nurseries and pre-schools and 45 childminders.
- 100% of all providers in Hull registered on the Early Years Register are judged to be Good or Outstanding.
- 14 PVI's are Outstanding

(Ofsted Data September 2025)

Take Up of Early Education and Childcare Funding

In Summer 2025:

- 71% of potentially eligible children accessed the disadvantaged or low income 2 Year Early Education Funding.
- 70.5% of potentially eligible families with children from 9 months to 2 years old accessed the expanded offer for working parents.
- 77% of potentially eligible 2 year olds accessed the expanded offer for working parents.
- 92% of 3 and 4 year olds took up their Universal 15 hour Early Education entitlement.
- 1,028 3 year old children of working parent accessed the extended 30 hour entitlement (33% of the 3 year old population).

Early Years Special Education Needs Inclusion Funding (SENIF)

- In 2024/25 there were 321 referrals made to panel.
- In Summer 2025, 534 children aged 9 months to 4 were receiving various levels of funding as identified and agreed by the multiagency access and inclusion panel.

Disability Access Fund (DAF)

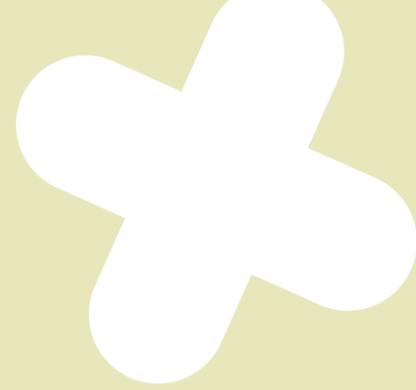
- 110 children received DAF in 2024/25, paid directly to the childcare provider/school.

Early Years Pupil Premium (EYPP) has remained consistent

- 1,395 children were funded EYPP in 2024/25, paid directly to the childcare provider/school.



Wraparound childcare



The National Wraparound Childcare Programme began in September 2024 to increase the availability of before and after school care for primary school aged children. The authority was given a target to create around 1000 new places.

Since September 2024, 24 providers have received funding to create/expand places, which has supported 31 schools. In total, 906 places have been expanded/created.

The funding draws to a close in March 2026.

Free Breakfast Club Pilot Initiative

Although all primary schools in the city provide some offer of a Breakfast Club, 16 primary schools were invited to be part of the Government's funded Free Breakfast Pilot from the start of the summer term 2025.

On average around 750 - 1000 children are accessing across the funded schools every day.

Further applications to join the scheme are to be opened in the autumn term when a further £80million will be invested to fund an additional 2000 schools across the country to join the initiative.



Early Years

Early Education Foundation Stage

- 65.3% of children at the end of the Foundation Stage (Reception) in 2025 achieved a 'Good Level of Development' (GLD), an increase of 0.8 percentage points from last year, 3% below the national figure. The highest outcomes were in Building Relationships (85%) and Gross Motor skills (89.3%) the lowest areas being Reading (71.9%) and Writing (68.1%).
- The percentage of children eligible for FSM was 55.9%, a gap of 9.4% from all children.
- 18% of the cohort were identified as having SEN, 20.8% achieving GLD, the gap to their peers being -44.5%.
- The Governments Opportunity mission within the 'Plan for Change', published in December 2024, commits to ensuring 75% of children achieve a 'Good Level of Development' by 2028. Hull has a localised target of 73.5% for all children and 64% for those eligible for FSM, an increase of 9% and 8% from current outcomes. No target has been set for children with SEN.

Early Education – Ready for School Outcomes for Children

(Data recorded by the Early Years Team in Summer 2025 – non statutory)

At the end of the summer term, 70.4% of 2025 reception school starters and 26.9% of children currently in nursery due to start school in September 2026 were on track across all 7 areas of Learning and Development. For both cohorts, Literacy was the lowest area of learning, 62.1% (those starting reception 2025), 18.6% (those due to start school September 2026).

- The percentage of children with SEND on track and entering reception in September was 32.4%, the gap to all children being 38%. The lowest area of learning was Communication and Language with only 24% being at the expected developmental stage for their age.
- The percentage of 2 year olds included in the data at the end of the summer term 2025 at the expected level of development across all 7 areas of learning was 58.1%, an increase of 4% from the 2024 autumn term.



Hull Association of Primary Headteachers

HAPH activity over 2024/5 reflect the sector's commitment to holistic education.

Creativity

A presentation on Creative Briefs enabled leaders to explore an arts-based curriculum that is designed to engage and empower children who may have the undiagnosed SEND whilst NAPA (The National Academy of Performing Arts) shared its arts outreach programme.

Health

Public Health shared data and discussed the value and importance of the vaccination programme, ensuring that leaders are sighted on the challenges and ready to support.

Reading

The Bookmark project provides schools with £2000 worth of high-quality library packs to increase access to diverse reading materials and create reading spaces in schools.

Financial Literacy

Barclays LifeSkills was presented. This is a free employability and financial education programme which unlocks the skills and employment opportunities for all ages, helping children to develop the skills and confidence to thrive in today's rapidly changing work environment.

Education Standards

Characterised by professional generosity, strategic school-improvement leads shared invaluable insights into how they achieve exceptional outcomes, especially for vulnerable cohorts. Sessions focused on curriculum design, teacher development, inclusion, community cohesion and attendance.

Safeguarding

A session on Educational Neglect enabled leaders to consider changing patterns which may indicate potential signs of neglect, abuse, exploitation, mental health or other vulnerabilities. Learning from CPOMS Engage, which aims to strengthen the sharing of sensitive pupil data to create a more complete picture, was also shared.



Secondary Education

The secondary sector's overall inspection outcome position under the former framework left the city in a very strong position. At 85% Good or better, the city performance is above the England average, and well above statistical neighbours.

Across all 13 schools, separate judgements are:

Quality of Education: 85% Good or better

Personal Development: 92% Good or better

Behaviour and Attitudes: 77% Good or better

Leadership and Management: 75% Good or better

Sixth Form provision: 100% Good or better

Hull Secondary Headteachers meet half termly to receive updates from the LA and wider partners. Membership includes all Secondary Headteachers, Alternative Provision Headteachers and LA Officers. 2024/5 also saw the introduction of a secondary-specific Standards Board which is designed to address some of the challenges related to outcomes at Key Stage 4. Underpinning this is the transparent sharing of school-level data which highlights the impact of in-year admissions and elective home education on city outcomes. This data-set will be used to measure the impact of the Learning Partnership's evolving approach to 'Belonging', agreed by the Board as a strategic priority for 2025/6.



The Connexions Service

During the 2024 calendar year, Hull City Council co-ordinated over 400 Work Experience placements for young people attending local Schools and Colleges.

From September 2024, the Connexions Service realigned its staffing resource, moving towards an early intervention model. This resulted in the service providing dedicated school-based Advisers to work with young people in year 11, (and year 10 with an EHCP) who were identified by the respective school(s) as being 'at risk of NEET' in year 12. In addition, the same Connexions Advisers now receive a Post-16 caseload of young people who are NEET, which is related to the previous secondary school they attended. This has significantly improved the visibility of those young people dropping out of Post-16 education, and has enhanced the partnership support provided by schools, Post-16 providers and the Local Authority.

The service has again successfully maintained the 'Matrix Accreditation' to quality assure its operations. The external Matrix assessor highlighted the following strengths:

- Strategic approach to working with schools to provide the most effective and appropriate service to young people.
- Works collaboratively with all parties across the city to provide the best possible outcomes for clients.
- The service is well managed, and a collaborative approach ensures that where strategic decisions are made, all staff have a chance to be involved in these discussions.
- Staff are highly qualified and experienced in their roles and are also encouraged to build their knowledge, skills and qualifications to meet their personal growth and organisational needs.

100% of young people are either happy or very happy with the service they receive from the Connexions team who support those who are not in education, employment or training (NEET).



Outreach Partnership

The SEN Outreach Partnership was reviewed and subsequently expanded during 2024/5, a major undertaking which now ensures comprehensive coverage of SEND needs, including direct work with children, a consultation offer for SENCOs (the Multi-Agency Network) and high-quality training.

The strengthened Outreach Offer:

- Communication and Interaction Outreach Service
- Intensive Communication and Interaction Outreach Service
- Sensory Processing Outreach Service
- Cognition and Learning Outreach Service
- Social, Emotional and Mental Health Outreach Services.

Multi-Agency Network

The Multi-Agency Network provides a multi-agency approach, bringing together partners from education, health and social care, to offer support and advice around the needs of the children and young people within mainstream education settings.

A consent based approach was introduced in September 2025 to take the support available to the next child-specific level, as well as a section dedicated to those at risk of permanent exclusion.

Hull SEND Workforce Development Strategy

2024 – 2027 Reaching Our Potential

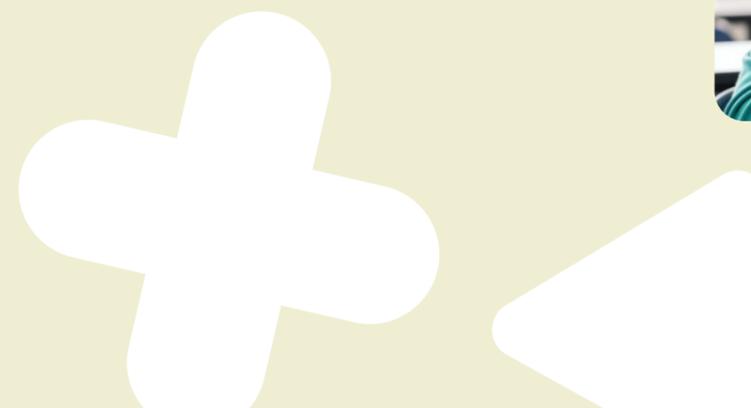
This hugely ambitious strategy was completed in 2024/5, all of the trainings within it now live. Its aim is to equip all professionals working with children and young people aged 0–25 with the knowledge, skills, and confidence to deliver inclusive, trauma-informed, and legally compliant services.

The strategy is closely aligned with the work of the Vantage Teaching School Hub (VTSH), which delivers the Early Career Framework (ECF) and National Professional Qualifications (NPQs) at scale across Hull. With retention rates exceeding national benchmarks (96% after two years), VTSH programmes are underpinned by the best available evidence and directly support the city's SEND priorities.

VTSH also supports Hull City Council in coordinating the workforce development strategy, underpinned by the Department for Education's 'golden thread' of approved CPD, and evaluates impact through robust quality assurance and strategic governance.

VTSH programmes are aligned with Hull's SEND priorities, including:

- Outreach service training in pedagogy and resources
- Ensuring teachers know more, remember more, and are more effective in inclusive practice.
- Initial Teacher Education (ITE) via VNHTT is integrated with SEND outreach services from the start of a teacher's career.



“SEND is everyone’s business – through strategic partnerships, evidence-based training, and inclusive practice, Hull is building a confident, competent workforce to meet the needs of all learners.”



Hull City Psychological Service

A growing network of support

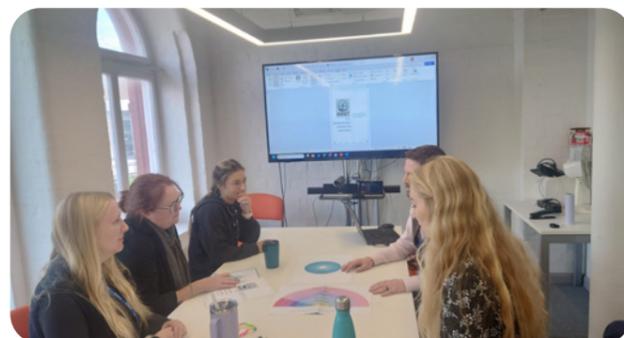
Over the last five years, Hull City Psychological Service has successfully trained:

- 142 ELSAs from primary schools
- 64 ELSAs from secondary schools
- 29 ELSAs from SEND provisions
- 39 ELSAs from alternative provisions

This reflects the growing commitment across Hull to embed emotional support within educational settings. Impressively, 92.3% of secondary schools in Hull now employ at least one ELSA, and both Hull College and our Integrated Physical and Sensory Service (IPaSS) have joined the network with trained ELSAs. Some schools now have teams of eight or more ELSAs, creating collaborative environments where practitioners can share knowledge and strategies.

What is an ELSA?

An Emotional Literacy Support Assistant (ELSA) is typically a teaching assistant working within a school who has completed a six-day training course developed by Educational Psychologist Sheila Burton. The ELSA programme was designed to empower schools to support the emotional wellbeing of pupils using their own resources, fostering resilience and emotional literacy from within.



Hull Organisational Support for Transitions (HOST) 2024-2025

Hull's Organisational Support for Transitions (HOST) focused on enhancing the primary to secondary school transition, ensuring that the preparation for this was thorough, person centred and delivered in a timely manner. It is a crucial period of cognitive, psychosocial, and emotional transformations which can impact on young people's emotional wellbeing and mental health.

The HOST Consultation meeting is a multi-agency collaborative conversation, using supportive and inclusive models and frameworks, to facilitate a successful transition from primary to secondary education.

Hull City Psychological Service (HCPS) adopted a strengths-based approach and identified key themes that need to be present for a successful transition:

- Feeling safe and belonging in school
- Relationships with staff and peers in school
- Support from family
- Problem-solving skills
- Attendance & attainment
- Extra-curricular activities



The project increased parental confidence in transitioning and improved readiness in children and young people (CYP) for this huge time of academic and social adjustment in their lives.

75 children in Year 6 were supported by the HOST project.

35 primary schools referred into the HOST during 2024-25.

Feedback from schools:

What is working well?

- HOST project described as thorough and supportive.
- HOST's role in fostering early relationships between parents, pupils, and receiving secondary schools.
- Eliciting pupil views and voicing their concerns helped them feel more prepared for September.
- Clear and helpful communication

Why is it working well?

- The team around the child format was a major strength: joint meetings with receiving schools enabled the development of a shared understanding in relation to pupils and concerns about transition.
- The process enabled schools to prioritise transition support and tailor provision in advance.

Feedback from parents:

understanding
 questions answered
 clear communication
 clearly explained
 extra time
 really impressed
 eased concerns
 needs met
 positive
 professional
 emotional support
 proactive
 care
 felt seen
 listened to
 wonderful
 amazing
 needed
 active listening
 outstanding reports
 grateful
 bridges gap
 helped
 felt understood
 informative

Integrated Physical and Sensory Service



Language Unit

- Outreach sessions have continued in 24/25 for pupils on waiting lists for a place within the Language Unit. Some pupils made so much progress that a place at the Language Unit was no longer needed. This work continues to build the capacity of schools to meet speech and language needs.
- Feedback from settings, professional colleagues, parents, and children was consistently very positive.
- Developmental Language Disorder training was delivered city-wide in the Summer term of 2025. Individual team packages were also delivered, the first of these to the Virtual School.

Physical Difficulties Team

The innovative 'new in country' protocol was embedded in 2024/5, the Physical Difficulties team ensuring that acutely vulnerable children arriving from overseas receive a timely assessment of their needs and the right support at the right time.

Vision Support Team

- Three members of staff working towards Qualified Teacher of the Visually Impaired (QTVI) status-two in their first year and one in the second year
- A guide to university support for students with VI was created in collaboration with Hull University and shared nationally to support the transition to Higher Education
- An education leavers guide was developed to provide advice to student/parents
- Collaboration with a local company to create and test extender keys to allow young children to write in Braille has created a useful product which has been well received nationally
- Early tactile intervention has improved braille reading and writing skills in reception and year 1
- New scheme of work created for nursery/primary children who are frightened of the Eye Clinic with role plays and social stories were highly successful
- Teaching and support for maths braille continued to be a focus with the team investing in whole team half day training from a specialist consultant

Resources Team

Habilitation

This team developed links with Hull City Council's Adult Education colleagues to support the team working with a young person completing a Supported Internship. Training was delivered to the team and support given for access to technology, mobility and orientation to the workplace.

A total of 200 habilitation lessons were completed with children and young people during academic 2024/25.

Curriculum support

258 Curriculum Requests for adapted resources were completed across the academic year

100% of requests were completed within requested deadlines

17 Students across Primary, Secondary and Post-16 settings received adapted Braille and Large Print Resources produced by the Curriculum Support Team

Moving and Handling

22 pieces of equipment were loaned out to individual children and young people in settings

20 staff were trained in Evac Chair Training

15 staff were trained in M&H theory and practical sessions



Support Service for Deaf Children (SSDC)

The Resource Bases

The Resource Bases are staffed by a highly qualified, specialist and experienced team. Both Bases, one primary and one secondary, are led by a Qualified Teacher of the Deaf (QTOD). Within a strong culture of continuous improvement and moral purpose, developments in 2024/5 included:

- Transition passports for each child taught in a new mainstream class
- Cyclic developments for pupils – the focus and activities to be needs led
- Theory of Mind in practice – using knowledge to understand real life situations as well as informing higher reading and comprehension skills
- Development of Deaf Studies - supporting understanding of deafness and knowledge of hearing technology



Peripatetic Team

A very experienced team provides high quality support to families and settings across Hull, positive professional relationships with the NHS Audiology team ensuring referrals are received in a timely manner. Achievements in 2024/5 included one Teacher of the Deaf completing the Foundation Course with Auditory Verbal UK to enhance the support for deaf babies to enable them to acquire language. Study towards a Masters degree will begin in the Autumn of 2025, with a bursary.

Feedback from settings, professional colleagues, parents, and young people continued to be consistently positive and pre-school group sessions were well received and well attended.



Attendance and Inclusion

An integrated, locality based model supporting attendance

Hull has significantly strengthened its approach to school attendance through the establishment of three locality-based attendance teams. These teams have fostered deeper relationships with schools across the city and enabled a collaborative response to attendance challenges. Regular termly meetings with SENCOs, Designated Safeguarding Leads (DSLs), and Trust Strategic Attendance Leads ensure alignment with Department for Education (DfE) guidance and a unified strategy for improving attendance.

Support first approach to positive attendance

Hull's approach to attendance is rooted in prevention and support, with legal intervention considered only as a last resort. Daily conversations are held for pupils with the highest level of need, fortnightly meetings address those at risk of exclusion, and termly meetings review school-level data and pupils with less than 85% attendance.

Beyond the school gates, Hull's work extended into the community in 2024/5. Termly "tea and chat" drop-in sessions for parents and carers are now held in accessible, non-judgemental spaces such as Family Hubs and youth centres. These sessions reduce stigma, promote early help, and reinforce our commitment to partnership, prevention, and pupil wellbeing.

Hull's citywide commitment ensures that no child misses out on education due to unaddressed barriers. Our strategic, collaborative, and preventative approach reflects national priorities and demonstrates the power of partnership in delivering better outcomes for children and young people.

School Admissions

A record number of secondary aged pupils secured their choice of school in September 2025:

95.92% of pupils secured one of their first 3 choices compared with 95.44% in 2024/2025.

For primary allocations, over 96% have a first preference and almost 99% have received one of their preferred schools.

85.66% obtained their first choice compared with 84.05% in 2024/2025

The ATTEND Framework

A key driver of success is the widespread adoption of the ATTEND Framework, now utilised by 85% of schools across the city. This evidence-based tool empowers schools to identify attendance barriers early and implement appropriate interventions, further enhancing their capacity to support pupils effectively.

Feedback from Attendance Leads

"We use it with our parents/carers in discussions and meetings about attendance; we use the responses from it to inform the attendance contracts; and we use it with pupils to identify any barriers to attendance."

"We offer to all parents during our 2nd meeting, as part of our practice"

"I love the ATTEND Framework and find it helpful when meeting with parents and/or children and getting their points of view across"

Thrive Hull Partnership

Supporting children and young people's emotional wellbeing



During 2024/25 the Thrive Offer was expanded to reach more children and young people:

- 94% of schools and colleges in Hull now have a trained Senior Mental Health Lead in post.
- The Early Help Education Officers (EHOs) continue to support all the schools/colleges on the relational whole school approach model promoting children and young people's mental health and wellbeing (RWSA).
- As part of the Thrive Partnership offer for Emotional Wellbeing, schools/colleges can access support and interventions from; MHST, 0-19 School Nurse Team, Emotional Resilience Coaches, Counselling, Turn 2 Us (youth service) and a range of other local organisations and agencies from the Community and Voluntary sector.

Coverage of Mental Health Support Teams (MHST) working in collaboration on the RWSA and supporting young people with mild to moderate emotional wellbeing needs:

- 21 primary schools
- 12 secondary schools
- 4 special schools
- 2 alternative provision settings
- 4 Post-16 provisions (colleges and sixth forms)

During 2024/25 we have delivered the following activities:

- Senior Mental Health Lead Network Meetings (termly)
- Coffee mornings
- Parent's evenings and events
- Drop down days
- Thrive conference
- Team around the school
- Trust wide/school-based training (e.g. staff wellbeing and working together)
- Togetherness (formally known as Solihull) Foundation Training
- Partnership for Inclusion and Neurodiversity in School (PINS) Project
- PSHE/RSHE Network
- What To Expect Videos on accessing mental health support
- Anti-bullying Initiative
- Support Finder tool development on howareyoufeeling.org
- Hull & East Riding Nothing About Us Without Us (NAUWU) group
- Representation at Healthy Holiday events across the City
- Community engagement



Education Safeguarding

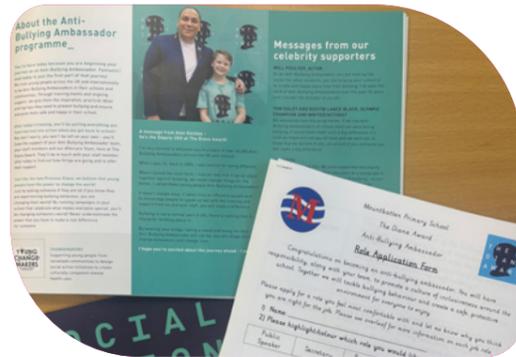
Hull's monthly DSLE (Designated Safeguarding Lead for Education) meetings continue to be a vital forum for collaboration, learning, and improvement across educational settings. These sessions provide regular updates on key legislation, including the latest statutory guidance from KCSIE 2025 and the Alternative Provision Framework.

Tailored support is provided for both registered and non-school alternative provisions, ensuring all providers are equipped to deliver safe, high-quality education tailored to individual pupil needs.

Hull is actively implementing the latest KCSIE 2025 guidance, including robust safeguarding systems across all settings, with clear protocols for identifying and responding to concerns.

Hull's commitment to creating safe and inclusive environments is further demonstrated through its active involvement in the White Ribbon campaign, which aims to raise awareness of violence against women and girls and promote respectful relationships through school assemblies, pupil engagement, and staff training.

Together, these efforts reflect Hull's dedication to safeguarding excellence, inclusive education, and supporting its most vulnerable pupils.



Headlines from Hull's Virtual School



The Virtual School promotes the educational achievement, progress and well-being of Care Experienced Children, including all those with a social worker in Hull

Supported:
511 School age
98 Post-16
24 Early Years
72% Living in Hull

89% Children Looked After (CLA) taught in Good/Outstanding Schools

Increase in Hull Post-16 CLA Progressing into Learning (2024)

95% Personal Education Plan (PEP) Completion

Hull CLA attendance above National

Hull Key Stage 2 CLA above England for RWM (2024)

Hull Key Stage 4 CLA above England for Standard & Strong Pass (2024)

700 Primary & Early Years 'Children with a Social Worker' screened for Speech Language & Communication needs

31% SEN Support
30% EHCP

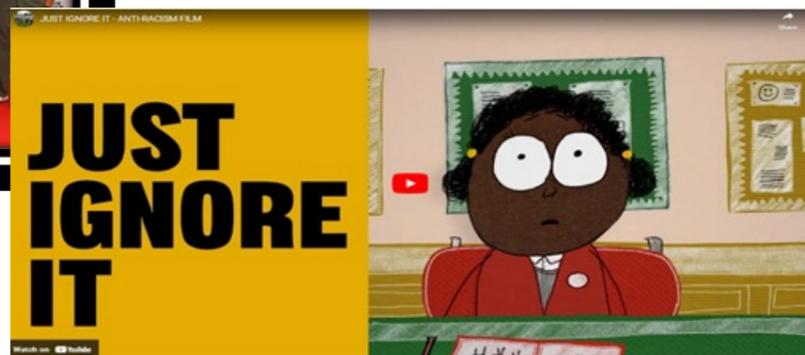
No Elective Home Educated CLA

No Exclusions



Award Winning Pupil Voice Projects

As part of a campaign led by Hull's Young Mayor an anti-racism team's film 'Just Ignore It' won the prestigious 'Time For Action' award. The group was recognised for their message and productivity around challenging racism with kindness and positivity.



Climate Changemaker students in Hull schools successfully launched their Oh Yes! Net Zero campaign with the help of funding from Reckitts. Each school is actively reducing their carbon footprints whilst learning about green careers. This excellent work was premiered at an awards ceremony at Hull University.

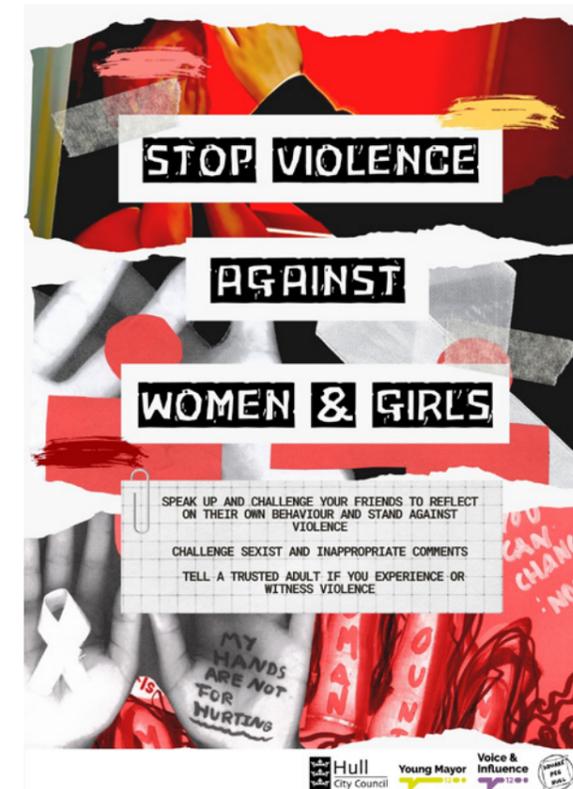
“As a result of the award, I have realised and understood that my voice is a very important key to making a positive change. It has taught me that where necessary, my voice is a powerful tool.”

Hull Young People's Parliament

Guided by the Lundy Model, youth representatives have focused on widening out and increasing the frequency of opportunities to actively promote participation in decision-making. As well as the events held at The Guildhall, the youth representatives supported two Youth Parliaments held in different parts of the city during school holidays and consulted on issues around food inequality/food for life which was a priority for young people, both locally and nationally. One outcome of this was a short animation, made by the young people in collaboration with Food Partnership.

The group further supported the roll out of Make your Mark which saw 3,046 young people from Hull vote for the themes most important to them, to focus future priorities.

8-10 young people who took part in Council Scrutiny meetings during the early months of 2024 saw changes made in response to feedback from young people. This included changing the venue to one that was more 'young person friendly' and the opportunity to scrutinise whichever reports they would like across the council, not just children's services reports..



Eunice Jogunosinmi
Hull's Young Mayor

Young Voices Influencing Care (YVIC)

YVIC have been nominated for a Coram Voice award for their original song, 'Shine Bright', which celebrates and promotes individuality. Recognising our differences make us collectively stronger, YVIC wrote this anthem to be embraced by all children and young people in the city.

YVIC played a key role in the council rollout of the Bright Spots survey, which seeks to capture the voices of Children Looked After across the city. Young people from the group contributed to the information sent out ahead of the launch of the survey and also encouraged and supported young people in having their voices heard.

Partnership working with the Music Service has resulted in an annual Christmas singalong attended by staff and young people from across the city. The group also partnered with the music service to write, record and showcase their original song, 'Shine Bright, which promotes the celebration of individuality.

Staff from across the directorate have an insight into the lived experience of children and young people through workshop sessions either led by the YVIC young people or supported by YVIC staff. These sessions used resources created by the group, including the interactive, experience-based game 'The Cards You're Dealt'.

YVIC actively collaborates across the council to provide insight and improve outcomes for all children and young people. This includes guiding work delivered by Thrive, supporting Independent Reviewing Officers and contributing to staff recruitment across the service by providing a young person's interview panel.

YVIC hosted training sessions across a range of council events, including Corporate Parenting Week and the launch of the Bright Spots results. They lent their voices and perspective to ensure the focus of the service remains on the child and to encourage reflective practice across all professionals.

YVIC recently supported a targeted Ofsted visit, hosting two inspectors during a Tuesday evening session. Our young people made a fantastic impression sharing the work they have undertaken in recent years and demonstrating the impact they have made across the city.



Hull Music Service

Lead Partner for the Humber Music Hub



15.3% (6,846) of school age children in Hull are receiving weekly instrumental music lessons. Up from 14.5% (6,422) in 2023

HMS delivered regular face to face weekly provision in 83 of the City's schools. (up from 77 in 2023)

Choral Hull in partnership with Hull Minster saw 7 local "pod" choirs across the city with 235 singers. A Hull Civic youth choir has been formed out of these choirs, singing at events throughout the year, including Holocaust Memorial Day and the Civic Carol Service.

4,033 received weekly Classroom Instrumental Learning (CIL)

The highest number of small group/individual learners from a single ward (195 pupils) was Orchard Park.

2,640 Whole Class Instrumental Teaching (WCET), 403 music curriculum delivery, 990 WCET and curriculum

Sustained numbers of vulnerable groups engaging in small group/individual lessons. 283 SEND, 598 FSM, 639 Pupil Premium, 323 EAL and 299 BAME 26 CLA (from an overall total of 2,213 learners).

Large scale events have included Summer Celebration at the Connexin Live; Festival of Carols and Albemarle Christmas Celebration (Hull City Hall) Stage@theDock (Humber Street Sesh) Regional HEROS Orchestra

44% of our small group/individual learners live in the 10% most deprived wards nationally.

Partnership network flourishing including work with Royal Philharmonic Orchestra (Strokestra), Royal Opera House Create & Sing and City of Hull Brass Band

Hull Music Service became Lead Partner for the new regional Humber Music Hub

Engaging in weekly instrumental/singing lessons raises learner's overall attainment at school, including those with SEND, EAL and BAME.

430 young musicians attended ensembles/activities at the Albemarle Music Centre



Generation Hull

Place Partnership Project – Fight for Our Creative Future

Generation Hull was successful in a single bid to Arts Council England, that requires strategic outcomes, transformation and a step change within the Arts and Cultural sector in the City. Fight for Our Creative Futures is a three-year programme designed by Children and Young People (CYP) in Hull to enable them to determine their own creative futures and cultural engagement to develop their creative career pathways.

What will we and our partners achieve?

Develop skills and career pathways needed in the creative industries to enable CYP to access 60 work placement and 10 creative apprenticeships in Hull.

Create a team to work with CYP to deliver this ambition supported by strategic, educational and creative partners to deliver and document the impact of the project.

Develop a CYP Cultural & Heritage Strategy for our City.

Support CYP to improve their mental health through making and taking part in creative projects.

Provide a Creative Voice and Influence Access Plan through the expansion of Arts Councils across 18 educational settings including SEND, mental health and economically disadvantaged young people.

Support CYP to work with more than 40 non profit organisations (NPOs), arts organisations and freelance creatives to deliver 30 creative projects supporting more than 36 teachers to share good practice.

CYP will have their own creative budget and access to a bank of local established and emerging artists and organisations promoted on the GH website to create music, installations, festivals and objects using written, spoken, light, digital, sound and visual arts.

Create safe spaces to develop skills, explore issues and showcase work with their local communities & families.



Over the next 12 months we will...

1
Through a partnership-wide, whole-system approach, begin to close the GLD and KS4 gaps.

2
Through a city-wide belonging strategy, increase the number of pupils who remain at their school of choice in Year 7.

3
Working with partners to remodel the city's Alternative Provision offer to promote inclusion and re-integration back into mainstream.

4
Continue to improve inclusion and strengthening ordinarily available provision in mainstream settings.

5
Increase the participation in employment, education and training across years 12 & 13 and up to the age of 25 for those with an EHCP.

6
Implement an integrated approach to the delivery of children's social-care reforms which sees educational settings embedded within the Family First Partnership approach.



