

CITY OF
WOLVERHAMPTON
COUNCIL

Children, Young People and Families Scrutiny Panel

7 February 2018

Time 6.00 pm **Public Meeting?** YES **Type of meeting** Scrutiny
Venue Training Room, Ground Floor, Civic Centre, St Peter's Square, Wolverhampton WV1 1SH

Membership

Chair Cllr Peter O'Neill (Lab)
Vice-chair Cllr Udey Singh (Con)

Labour

Cllr Julie Hodgkiss
Cllr Rupinderjit Kaur
Cllr Welcome Koussoukama
Cllr Daniel Warren
Cllr Lynne Moran
Cllr Mak Singh
Cllr Zee Russell
Cllr Bhupinder Gakhal

Conservative

Cllr Jonathan Yardley

Quorum for this meeting is four Councillors.

Information for the Public

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Agenda

Part 1 – items open to the press and public

Item No. *Title*

MEETING BUSINESS ITEMS

- 1 **Apologies**
- 2 **Declarations of interest**
- 3 **Minutes of the previous meeting (1 November 2017)** (Pages 5 - 12)
[To approve the minutes of the previous meeting as a correct record]
- 4 **Matters arising**
[To consider any matters arising from the minutes]

DISCUSSION ITEMS

- 5 **Early Intervention Model Implementation** (Pages 13 - 22)
- 6 **The Way - Wolverhampton Youth Zone** (Pages 23 - 34)
[Carla Priddon, Interim CEO, The Way, to present report]
- 7 **Validated Key Stage 4 and 5 education results** (Pages 35 - 46)
[Amanda Newbold, Senior School Improvement Advisor, to present report]

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Children, Young People and Families Scrutiny Panel

Agenda Item No: 3

Minutes - 1 November 2017

Attendance

Members of the Children, Young People and Families Scrutiny Panel

Cllr Peter O'Neill (Chair)
Cllr Udey Singh (Vice-Chair)
Cllr Julie Hodgkiss
Cllr Rupinderjit Kaur
Cllr Daniel Warren
Cllr Lynne Moran
Rosalie Watkins
Cyril Randles
Jon Dovey
Cllr Jonathan Yardley
Cllr Zee Russell
Cllr Malcolm Gwinnett
Cllr Bhupinder Gakhal

In attendance

Meredith Teasdale - Director of Education
Bill Hague - Head of School Planning and Resources

Part 1 – items open to the press and public

Item No. *Title*

1 Apologies

Apologies were received from the following members of the panel:

Cllr Welcome Koussoukama
Cllr Mak Singh

2 Declarations of interest

There were no declarations of interest recorded.

3 Minutes of the previous meeting (6 September 2017)

Resolved:

That the minutes of the meeting be approved as a correct record and signed by the Chair.

4 **Matters arising**

There were no matters arising from the minutes.

5 **Draft Budget and Medium Term Financial Strategy 2018-2019 to 2019-2020**

Cabinet in October were presented with the Draft Budget and Medium Term Financial Strategy for 2018-2019 which enables the council to set a balance budget.

There were no new specific budget reduction proposals that fell in the remit of this panel.

There had been 4 evening consultation meetings with public and breakfast meetings with businesses along with an online and paper survey.

In Paragraph 3 it was noted that the significant existing budget reduction targets of £3.75 million related to looked after children. The Children's' Transformation Programme had been implemented and sought to reduce demand on specialist services by safely preventing family breakdowns. Significant progress had now been made and nationally the numbers of looked after children were increasing but the numbers were remaining level in Wolverhampton. It was important to try to ensure that children remained with their families safely

The panel noted sections 4.1.6 of the report which highlighted a potential overspend and actions regarding how to reduce deficit.

There were a significant number of young people in care and a young people's pilot team had been set up to try and help keep them remain at home safely

Officers stated that they were also reviewing the Multi-Agency Safeguarding Hub (MASH) and would be looking for more cost-effective placements where possible. Officers would also be looking to recruit in-house foster parents.

The Director for Education stated that the Education Department had delivered savings over the last few years but due to increased demand there was an overspend. The Director stated that the dedicated schools grant was ring fenced and there was core funding but that there were some implications due to having to place some children out of the City. The Schools Forum had agreed to retrospectively fund some of this. Officers were looking at the strategy to ensure that children's needs were being met locally. This was linked to funding more places in the City and having services in the City to cut down on transport costs.

The panel commented on the previous overspend in 25 July and queried what the situation was now. Officers confirmed that there was still some overspend but over the summer there had been a piece of work looking across the whole of children's services and a recovery plan put in place to consider how the Council could mitigate against risks. At the moment it was estimated that there could be £700,000 of efficiencies in 2017/2018 and further work currently being carried out as shown in the list under section 4.1.6.

The panel requested further clarification of the education savings.

The Director stated that the Council was seeking to reduce the number of children who had to be educated outside of the city and the knock-on transport costs of this.

There was no income associated with this but savings and on costs. The Council was also looking at the services we trade with schools to ensure that we are bringing in the right income. The Director stated that in some cases the needs of a child might be so complex that the City could not meet them and that it was often costly to place the child outside of the City.

Members referred to pages 7 and 8 of the report where it referred to reducing agency social workers, members queried how many agency staff the Council had and at what stage it was decided to make an agency worker permanent.

It was confirmed that in children's social care there were 31 agency workers (most of these were against vacancies or maternity leave or sickness) and that these staff could be made permanent if they decided to apply for a job, there was an ongoing recruitment campaign and constant advert out. There was also a robust recruitment offer and officers had reviewed the relocation package the previous year. The panel also noted that in most cases regarding agency social workers, agencies tended to pay more money which unfortunately undercut the efforts of Local Authorities. Officers stated that there was a West Midlands agenda protocol so there were capped rates for agency workers which had helped with recruitment.

The panel voiced some concerns in relation to the review of the MASH and the use of updated thresholds.

Officers stated that they were looking at how the MASH made decisions and that they had refreshed the thresholds documents to tightened up on areas such as escalation, consent and responses to cases.

The panel queried how the Council were looking to redress the overspend on transport and requested an assurance that there would not be changes in access criteria.

The Council was not looking at moving any thresholds and that the transport policy had not changed. Officers were however looking at having more conversations with parents and emphasising the need to promote and support independence as young people overtime needed to be able to transport themselves and this could often come down to confidence. This was linked to the other objective of trying to have more children placed in the City.

Officers stated that a lot of work had been done looking at behaviours and overriding need including encouraging independence. The Council had a moral duty to ensure that if a child with SEN could get to school on their own then they should as in the future this would give them more confidence to go to college. This was a well-regarded service at the moment but needed more emphasis on whether transport was the right choice, was it necessary, will requirements change as the child gets older etc. Members considered that resources needed to be in place to help with the transition for people with learning disabilities to help show them what to do, how to catch a bus etc.

The panel requested information regarding the number of children accessing higher education, The Director for Education confirmed that she would send this information out to the Panel members.

Resolved:

1. That feedback be provided to Scrutiny Board for consolidation and onward response to Cabinet on the Draft Budget 2018-2019.
2. That feedback be provided to Scrutiny Board for consolidation and onward response to Cabinet on the approach to Budget Consultation for 2018-2019.
3. That feedback be provided to Scrutiny Board for consolidation and onward response to Cabinet on progress on key budget reduction targets as detailed above.

6 **School Place Planning**

A report updating the panel regarding school place planning activities in Wolverhampton was introduced by Head of School Planning and Resources.

The report highlighted current pressures on school places, outlined the anticipated future needs of communities, and detailed the status of proposed expansion programmes.

The panel considered that it was worrying that the Local Authority had to negotiate with academies to get children into school.

The question was raised as to whether the Council was looking at development in the north of the City where hundreds of houses being built and how the primary and secondary differences had been mapped.

It was stated that people were now more willing for their children to travel to the school of their preference and clarified that the Council could only seek to expand good or outstanding schools which made the task even more difficult. It was stated that a school might be in the right place but the Council could not seek to expand it if it did not have the required rating.

It was also stated that due to parental preference the Council was looking to expand popular schools. At the moment this had resulted in more being done in the south of the City where there was increasing demand which marked the start of a longer-term expansion programme. It was stated the in the future the Council would look to mirror what it had done with primary schools in the secondary arena but that it had to be recognised that there were less but bigger secondary schools resulting in less options for development.

A panel member stated that in his opinion, Wednesfield was struggling and was already short of primary places with more housing planned.

Officers stated that this was part of the rationale of moving from 3 to 4 planning areas. The Council needed to be really sure that the number of children in that part of the city equalled demand for schools in that area. The Council did monitor places across the city and also considered areas for contingency sites. If there was a need to create additional primary places then this was accepted but it also had to be noted that this could then be a future issue for secondary provision and that creative

solutions were required. Officers confirmed that the concerns of the Councillors in Wednesfield had been noted and were reflected in the projections.

The panel commended officers on a brilliant paper.

The panel queried what the school appeals were like and whether there was a back log. It was confirmed that there was no backlog but a large number of in-year appeals continued to come in. The Council had a legal duty to provide a right to appeal and the City Council had the best success rate in the West Midlands with a team that was focused on process and if possible finding solutions for families that negated the need for an appeal.

The panel considered the fact that expansion post 16 was a very different issue and that note needed to be taken of current year 9 figures which would then lead to issues post 16.

Officers agreed that yes Post 16 was a very different situation and that the Team had modelled several scenarios regarding what a school might look like without a 6th form and whether the idea of a 6th form quarter should be pursued. There was currently an appetite from schools to get stuck into 6th form agenda.

The representative from the Youth Council expressed some concerns in relation to the expansion of St Peters which was already a large school over a large geographical area that consisted of poorly planned buildings which resulted in students having to go through one building to get to another building. There were already three lunch sessions at the school lasting for 30 minutes each which was not enough and the school could not support more pupils.

Officers stated that the Council was not in full control but that work had been done with governors at the school and with the head teacher and that all parties needed to have full confidence that the proposal was viable and that in the case of St Peter's that there was full confidence. Officers noted that the points regarding navigating around the school were extremely valid and suggested that students fed this back to the school through the School Council and that the school could perhaps engage the pupils regarding their concerns. Officers stated that the site was not as large as some of the sites and agreed that there may be some issues with the buildings but that they had worked with the school to ascertain what the school needed to function properly particularly in relation to teaching space and social spaces including dining areas.

Resolved:

That the comments of the panel be noted.

7

Wolverhampton Safeguarding Children Board Annual Report 2016 -17

A report was introduced by the Head of Safeguarding to provide Scrutiny with a copy of the Wolverhampton Safeguarding Children Board (WSCB) Annual Report and to inform Scrutiny of the safeguarding activity 2016/2017 and to present the progress made against the priorities for that period.

The Annual Report was agreed by the WSCB and provided an overview of how partners had discharged their safeguarding responsibilities over the preceding year.

The Wolverhampton Safeguarding Children Board (WSCB) was a statutory body set up in accordance with the Children Act 2004, and Care Act 2015, respectively. The Board was a partnership of enthusiastic members, dedicated to the improvement of practice and services that safeguard children in Wolverhampton.

The Annual Report was a summary of WSCB work during 2016-17.

Key points to be noted in the report were:

1. That the Safeguarding Report was subject to OFSTED and required improvement.
2. There was a need to improve how the organisations scrutinised themselves and other organisations.
3. The excellent partnership with the City Council was noted but there were some concerns that it was not monitored as well as it could be. There was work required in this area and the Board was well on track to do this and it formed part of its strategic action plan.
4. The panel noted the work of the BeSafe Team. This team involved young people in the City with an interest in safeguarding who wanted to make a difference in Wolverhampton. Work had included the Bullying Charter which had been introduced and adopted by all schools and around healthy relationships. There had also been a takeover day when the team took over the Board and encouraged it to reconsider its priorities and how it managed and monitored those who provided services and the affect they had on children.
5. There was now more focus on quality assurance. The Board had reinvigorated the Quality Assurance Committee to enable a better audited schedule and better challenge.
6. Multi agency case file audits had increased across agencies to share learning more effectively and two serious case reviews had been published. Learning from these serious case reviews were now embedded in learning and the board continued to oversee and actions required.

It was important to note that the Board was responsible for all the children in the City not just the most vulnerable children.

There had been a lot of work around Child Sexual Exploitation and from a very low base line (10 reports of identified children at risk) by the end of the period were reporting 50 and were now up to 130 which meant that these children could now start to get the correct support.

Page 42 of the Report dealt with the OFSTED recommendations.

It was noted that this was a Partnership Board and funded by the Partnership. The Local Authority was the largest contributor but not necessarily the biggest voice but had been positive in helping the Board achieve its expectations.

The Youth Council representatives stated that they were really pleased with links to BeSafe team and queried how much engagement the Board had with school safeguarding officers. The Head of Safeguarding stated that there was quite a lot of contact now and that there was a head teachers safeguarding group.

The panel queried how close are our links were with other Boards. The Head of Safeguarding stated that there were links between boards and local authorities and that there were 14 boards that we were closely linked with and shared information, policies and procedures with and that there were also very close links with the Black Country; training was shared and there was a joint child death overview panel and chairs forum.

Resolved:

That the comments of the panel be noted.

8 **Final Decision on the Proposed Merger of Springdale Infant School with Springdale Junior School**

A report was submitted for pre-decision scrutiny regarding the change in circumstances at infant and junior school.

The report detailed the outcomes of Informal Consultation and Formal Consultation (Representation) on the proposed merger of Springdale Infant School with Springdale Junior School. The paper would seek Cabinet approval to merge the two schools to create a primary school to cater for pupils aged between 3 and 11 years with effect from 1 January 2018.

It was confirmed that the Head teacher from the infants' school was no longer in place so the Head teacher from the Junior School was already running both.

Resolved:

That Cabinet be informed that Scrutiny Panel supports the recommendations listed in the report.

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| Cabinet Member Consultation | | | |
|--|---|-----------------------------|-------------------------------------|
| Report title: | Early Intervention model implementation | | |
| Cabinet member(s) consulted | Consulting employee | Mode of consultation | Primary date of consultation |
| Cllr Val Gibson | Emma Bennett, Director of Children's Services | face to face | 30.1.18 |
| Key comments arising from consultation (if applicable): Include as applicable or explain why no consultation undertaken. | | | |



Children, Young People & Families Scrutiny Panel

7 February 2018

| | | |
|--|--|---------------------------------------|
| Report title | Early Intervention model implementation | |
| Cabinet member with lead responsibility | Councillor Val Gibson Children & Young People | |
| Wards affected | All | |
| Accountable director | Emma Bennett, Children & Young People | |
| Originating service | Early Intervention | |
| Accountable employee(s) | Andrew Wolverson | Head of Service - People |
| | Tel | 01902 555550 |
| | Email | andrew.wolverson@wolverhampton.gov.uk |
| Report to be/has been considered by | Children & Young People Management Team | 18 January 2018 |

Recommendation(s) for action or decision:

The Panel is recommended to:

1. Support the next steps set out in section six of undertaking a route cause analysis to understand how we further achieve our aim of keeping children safely at home
2. Acknowledge the impact of the transformation programme on the 9710 children that Early Intervention have supported April 2016 to December 2017.
3. Endorse the ongoing work to maintain families at an early intervention level which has led to only 10% of cases requiring escalation to social care, achieving the aim of delivering the right services at the right level and right time.
4. Celebrate the recruitment of 37 parent champions and the positive impact this has had, particularly for eight who have moved into employment or are actively seeking jobs.

1.0 Purpose

- 1.1 This report seeks to set out the impact Early Intervention is having on the system transformation within Children's Services and the overarching aim of keeping children safely at home. It will consider the progress made under the four key principles which underpinned the transformation work and sets out the next steps for continued improvement.

2.0 Background

- 2.1 A paper outlining plans for a whole system transformation within Children's Services was initially presented to Cabinet in November 2015 and subsequently approved in February 2016 following consultation with the public and stakeholders. The transformation was built against four key objectives:

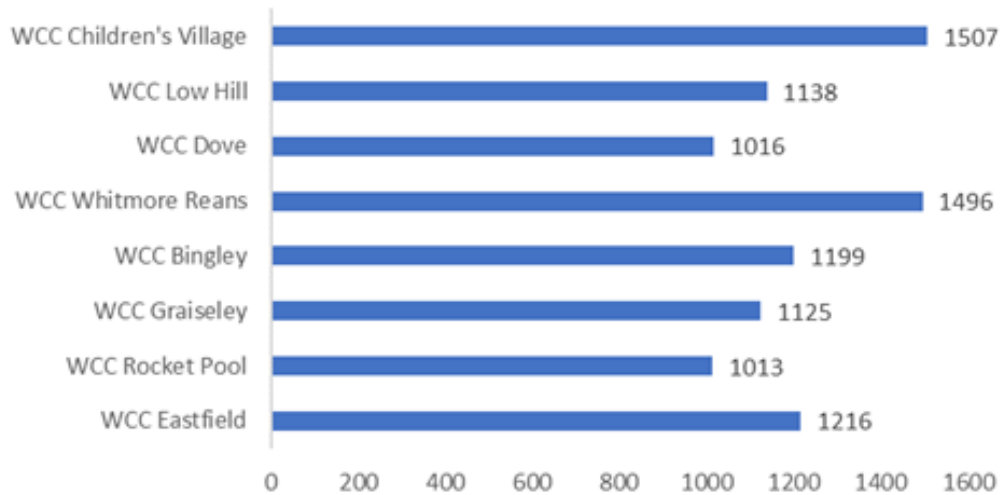
- Work with families to achieve positive and sustainable outcomes, safely preventing family breakdown.
- Be a whole system approach, enabling close working with partners with clarity on roles and responsibilities.
- Build employees' confidence and skills, and empower and support them to work creatively and innovatively with families.
- Provide affordability and enable the financial sustainability of children's services in the future.

- 2.2 The re-structuring and re-shaping of Early Intervention took effect from April 2016 and has continued to be embedded. This has seen the merging of two Early Help services into one 0-18 years service, delivered from eight Strengthening Families Hubs and the integration of an early intervention desk within the Multi-Agency Safeguarding Hub (MASH). A universal aspect also continues to be delivered and developed through the Early Years team which supports the continued delivery of a children's centre offer.

3.0 Working with families to achieve positive and sustainable outcomes, safely preventing family breakdown

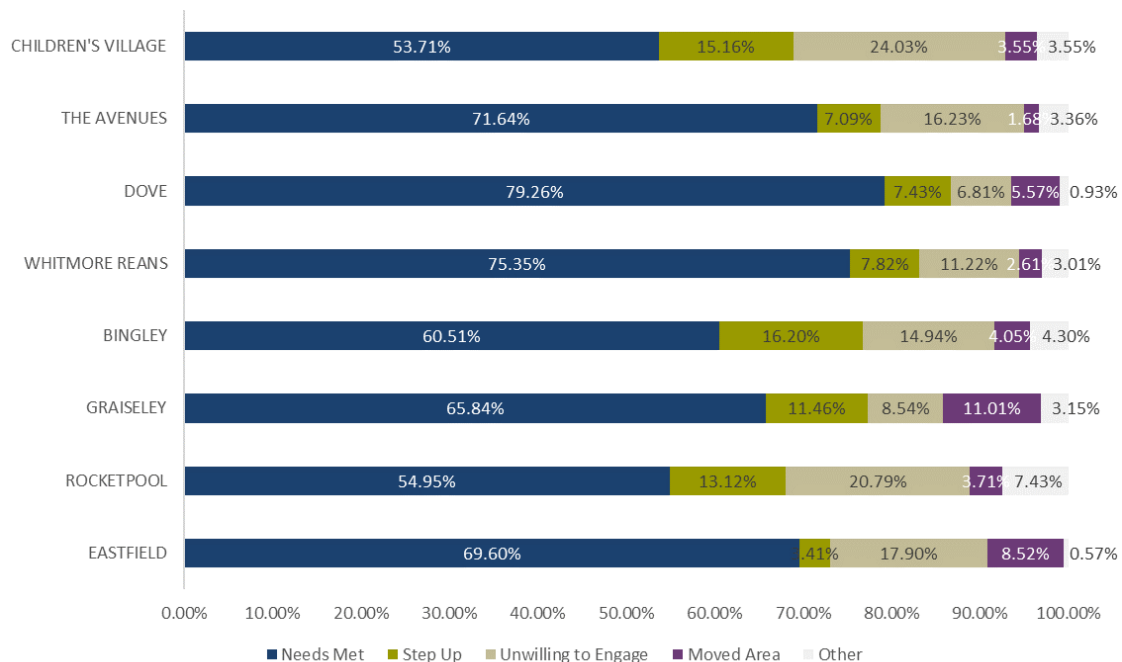
- 3.1 This aspect of the transformation has been a significant focus of development since April 2016 as it is critical to the success of safely keeping children at home.
- 3.2 The following paragraphs will outline some of the areas that have been subject to development or improvement and the impact this is having.
- 3.3 Having developed a more targeted approach to the work carried out by strengthening families' workers, there has been a shift towards whole family working. Between September 2016 and December 2017, the service has worked with 9,710 individual children under 18. As demonstrated in the graph below the two highest areas of demand are Children's Village (Wednesfield) and Whitmore Reans. All other areas have broadly equal demand. The chart below shows the demand for each area:

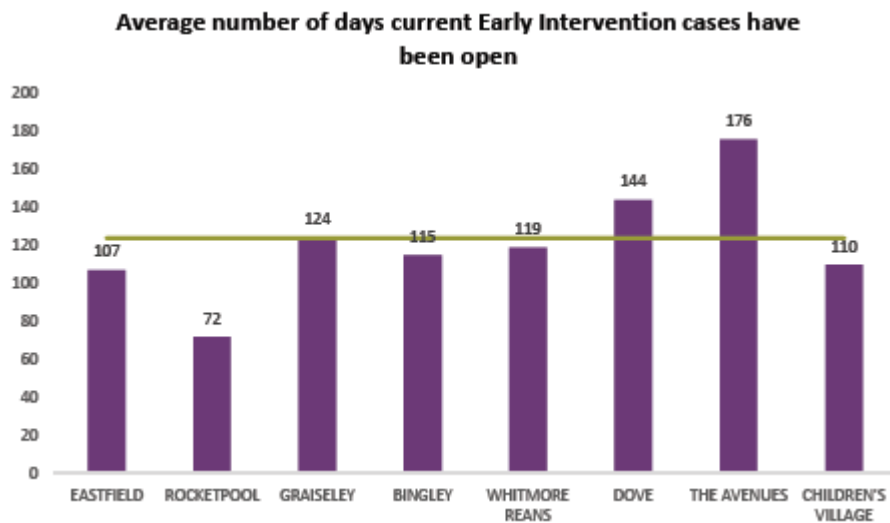
Early Intervention Starts from September 2016



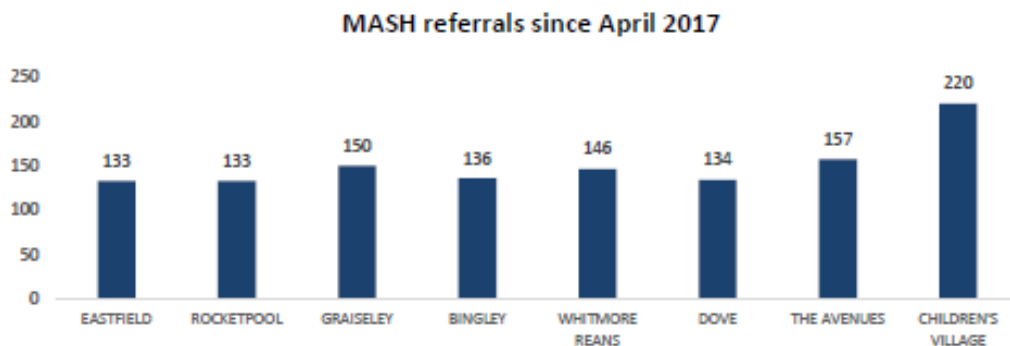
- 3.4 Between April and December 2017, 375 Children have 'Stepped Up' from Early Intervention to Children's Social Care. A positive trend from the data between April 2017 to December 2017, shows that of the cases worked at early intervention level, 65% close with only 10% requiring escalation to social care. This indicates that support is being offered in the majority of cases at the right level and the right time, to prevent families bouncing into more acute services. Bingley, Children's Village, Graiseley and Rocketpool all have above average as seen in the charts below:

Closure outcomes by Locality 17/18





- 3.5 One explanation for the above average step-ups within the areas highlighted could be due to the fact the same areas seem to keep their cases open for the shortest period of time. This could stem from a number of factors including that families are not referred in for early enough support and therefore needs escalate quicker.
- 3.6 A key source of referral for support from early intervention is through the early help desk within the Multi Agency Safeguarding Hub (MASH). In the period April to December 2017, 6038 children were referred from MASH to Early Intervention resulting in 3,236 referrals. It is almost certain that a large majority of these referrals would have previously not received a response through the social care duty and assessment team. In line with caseloads, Children's Village is the highest receiver of referrals with all other areas receiving similar levels. Whilst Graiseley has a slightly higher number of referrals than Whitmore Reans, as in 3.3 Whitmore Reans has a higher long term demand this can be attributed to the needs and complexity of work in this locality. This can be seen in the chart below:



- 3.7 As part of the transformation, an upgraded system for managing and producing early help assessments, Eclipse, was introduced. The Eclipse system is accessible by all agencies responsible for supporting children and families. Since its introduction in October 2017, 4467 Early Help Assessments (DHA's) have been initiated. The table below sets out the number of assessments undertaken by different agencies.

| Agency | Numbers Initiated | % |
|-------------------------------|-------------------|--------|
| City of Wolverhampton Council | 3817 | 85.45% |
| School / Education | 561 | 12.56% |
| Independent / Voluntary | 82 | 1.84% |
| Health | 7 | 0.16% |

- 3.8 Whilst it is recognised that there is further work to do in improving the number of assessments led by the other agencies, the numbers do not reflect that in the main there is good multi-agency collaboration and that other agencies are part of the team around the family.
- 3.9 Despite some positive outcomes each of the localities continues to face challenges specific to their area. These are discussed and action plans put in place to address them through the multi-agency Strengthening Families Partnership groups. The table below sets out the top three issues currently being faced in each locality.

| Locality | Top three challenges |
|-----------|---|
| Eastfield | <ul style="list-style-type: none"> Financial exclusion and worklessness leading to poor physical or mental health problems. Neglect, linked to substance misuse/parental mental health. Lower level domestic abuse accounts for half of all referrals. |
| Bilston | <ul style="list-style-type: none"> Financial exclusion and worklessness. Neglect and poor home conditions particularly in families with a child under five. Emotional health and wellbeing in Young People. |
| Graiseley | <ul style="list-style-type: none"> Domestic Abuse is very prevalent within the area Supporting No Recourse families due to the high number within the area. Achieving a good level of development for children 0-5 years |
| Bingley | <ul style="list-style-type: none"> Domestic Abuse Youth issues (inc young parents; youth violence) Parental mental health impacting on the ability to adequately meet the needs of the child |

| Locality | Top three challenges |
|-----------------------|---|
| Whitmore Reans | <ul style="list-style-type: none"> Increasing the number of Early Help Assessments initiated by Universal partner agencies. Improving the take up of targeted programmes particularly focussed on young people at risk of emerging youth crime issues. Private sector housing impacting on environmental neglect. |
| Dove | <ul style="list-style-type: none"> Increasing the number of Early Help Assessments initiated by Universal partner agencies. Improving the take up of targeted programmes including parenting and Freedom to support case work and better evidence outcomes. The negative impact of poor emotional health and well-being. |
| Low Hill | <ul style="list-style-type: none"> There were a number of youth violence incidents over the summer period requiring a co-ordinated response to engaging young people in the locality Ensuring that all children are accessing their free nursery entitlement to address the GLD scores across the locality. There is a growing concern for all local partners with many referrals see DV as the presenting issue. |
| Children's Village | <ul style="list-style-type: none"> Poor mental health both for adults and children is having more of an impact on their lives and their ability to achieve. There is a large quantity of temporary housing within the locality and the locality is faced on a weekly basis with ref to address either possible or immediate eviction. Many referrals see DV as a presenting issue. There is also a growing number of unreported incidents within the locality. |

- 3.10 As outlined within paragraph 2.2, an ongoing aspect of the early intervention service is the ability to support families in accessing services which will support the best outcomes for the family at the earliest opportunity. The re-structuring created a central team of universal service practitioners who deliver interventions at both group level and on a one-to-one basis.
- 3.11 One of the key targets for the Universal Service practitioners is increasing take-up of the two-year-old nursery offer. Take up of 2 year offer is now consistently between 75 – 80% which is in excess of the Department for Education target of 70%.
- 3.12 Another successful aspect of the transformation has been the creation of parent champions, managed through the Early Years Team. To date 37 have been recruited

and undertaken induction training delivered in partnership with Wolverhampton Adult Education Service.

- 3.13 Some of the real success for individuals has seen eight parent champions move into permanent employment and three actively seeking employment, something they have all stated would have been difficult or not a priority if they have not become parent champions.
- 3.14 The parent champions have engaged with 276 individuals providing signposting for parents to early intervention services such as the two year offer and groups within the community. They also act as advocates for early intervention. In addition to this, they actively recruit additional parent champions across the city.
- 4.0 Being a whole system approach, enabling close working with partners with clarity on roles and responsibilities.**
- 4.1 Work has taken place over the last six months to turn our attention to ensuring the transformation delivers a whole system approach and not just internal re-structuring. This is crucial to ensuring that the council can direct its resources at the families needing targeted support, whilst partners play their part in supporting families through early intervention.
- 4.2 One of the key engagements with partners has been through a series of locality conferences with eight delivered across the localities during October, with 276 partners attending the events. The purpose of the conferences was to inform stakeholders and partners of the offer within the hubs. This consistent message ensured they were aware of processes, protocols and operational delivery available to professionals and families. The introduction of monthly locality surgeries has further strengthened relationships and provides an opportunity to share information and good practice. The locality surgeries also provide an opportunity to ensure cases are kept at the right level with the right support.
- 4.3 Early Intervention has been a key stakeholder in developing the new domestic violence pathway. As part of this, eight strengthening families' workers have been identified as champions, with the key aim of being a single point of contact within the locality for domestic violence reporting from Barnardos screening; ensuring every family has a safety plan in place, including sharing information with schools, collating data to monitor impact and outcomes, and to identify gaps in support to inform future commissioning. In a six month period there have been in excess of 1,200 notifications of Domestic Abuse that have received support from Early Intervention and data shared with schools to.
- 4.4 An exciting development within the strengthening family hubs has been the integration of a dedicated police officer serving two locality areas which will extend to four from February 2018. This has been developed in line with the Police 2020 vision, and a move towards early intervention as opposed to prosecution.

5.0 Build employees' confidence and skills, and empower and support them to work creatively and innovatively with families

- 5.1 A key aspect of the transformation work was to ensure we have employees with the right skills and the right tools to provide the right support to families. A significant amount of input has taken place in this area and at all levels.
- 5.2 The re-structuring has seen the bringing together of a number of employees from different service areas and differing professional skills. Therefore, a number of training sessions have been developed to provide a base knowledge around key areas work within the early intervention service.
- 5.3 The introduction of Restorative Practice as a consistent approach across the children's services has been a major element of this work. Restorative Practice is a high challenge, high support, strength's based approach. All front line practitioners and managers have received three days training with employees who perform support functions receiving one day training.

6.0 Next Steps

- 6.1 Good progress has been made towards the objectives initially established for the transformation programme, however, there is still improvement required to fully realise the overarching aim of keeping children safely at home. Numbers of children who become looked after have plateaued in the last 12 months between 630 and 645. A review of this has taken place and whilst numbers of children becoming looked after hasn't increased compared to last year, numbers leaving the system has reduced.
- 6.2 It is proposed to undertake a route cause analysis exercise before the end of March which will look at the cohorts of children who are requiring support through social care at all levels including child in need, child protection and looked after. The analysis will then review whether resources are sufficiently targeted and what further work needs to be undertaken to achieve the next level reduction in families requiring acute services and the structures required to achieve this.
- 6.3 In addition to this, work will also be undertaken to understand if there are any specific localities that have elevated levels of re-referrals to ensure that cases are not being closed too early and before sustained change is embedded. This will also seek to provide reassurance that agreed step-up/down procedures are being followed.

7.0 Financial implications

- 7.1 The total approved budget for 2017-2018 for Early Intervention and Prevention is £4.8 million. The transformation work sought savings of £2.0 million which were achieved.
- 7.2 In addition to this for the financial year 2017-2018 one off savings of £300,000 are projected predominantly due to vacancies within the structure.

[NM/29012018/O]

8.0 Legal implications

8.1 There are no legal implications arising from this report. TC/30012018/M

9.0 Equalities implications

9.1 The early intervention service has developed an Equalities Plan in line with corporate guidelines and to ensure that the service is identifying and targeting Priority and Excluded groups. The Plan identifies seven key objectives; gathering and analysing data in each Locality to ensure effective targeting of groups; oversight of this by the Locality Partnership Board; Offering Maternity services in each hub; ensuring new community groups are accessing health & education services; ongoing training for staff; capturing the voice of the parent and child and evaluation of service delivery to those with the nine protected characteristics and increasing the uptake of the Two Year Offer to the most hard to reach groups.

9.2 These objectives build on some of the current good practices within the Service for example, annual data packs have been used within the 0-5 Service for some time but moving forward the priority and excluded groups list will be reviewed. The Early Years team identified that the take up of the two-year offer was lower than expected amongst BME groups in high deprivation area's and set up an equalities task and finish group. As a result of this an outreach and marketing plan was put into place including having materials translated into other languages, this resulted in an increased take up within the targeted communities from 58% to 71%.

10.0 Environmental implications

10.1 There are no environmental implications arising from this report.

11.0 Human resources implications

11.1 There are no human resources implications arising from this report.

12.0 Corporate landlord implications

12.1 There are no corporate landlord implications arising from this report.

THE WAY WOLVERHAMPTON YOUTH ZONE



Carla Priddon

CEO

CITY OF
WOLVERHAMPTON
COUNCIL

THEWAY
ON
AN **SIDE** YOUTH ZONE

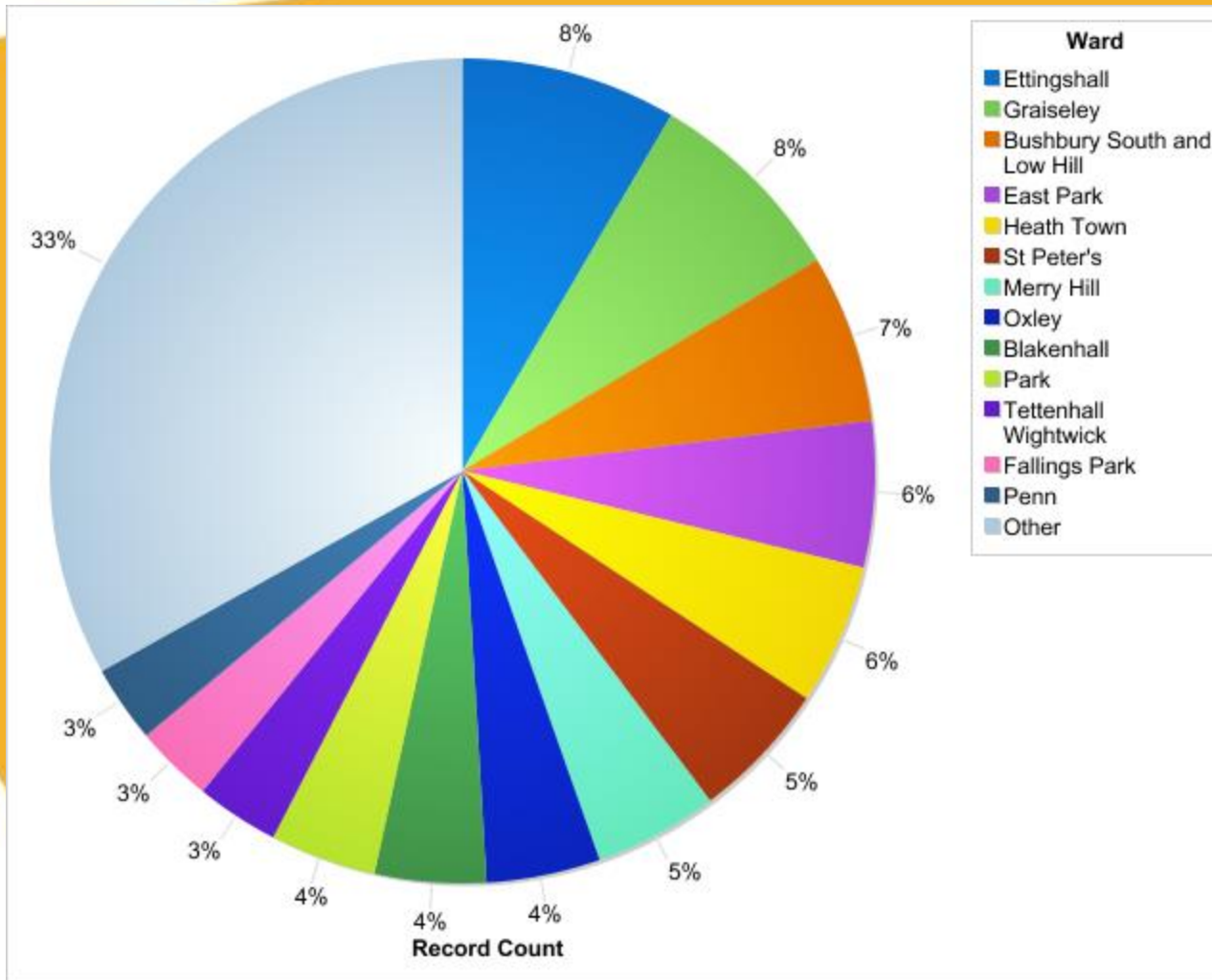
3,006 Members

WHY THE WAY?

THE WAY STATISTICS

- 56.7% Membership is BME
- 56.4% Male, 43.3% Female, 0.3% (9) didn't want to say
- 14% Members have an additional need or disability
- 1,200 Visits per week
- Average Member travels 4.6 miles

WHERE DO OUR YOUNG PEOPLE COME FROM?



Ettingshall – 254 members
 Graiseley – 241 members
 Bushbury South and Low Hill – 198 members
 East Park – 172 members
 Heath Town – 166 members
 St Peter's – 164 members
 Merry Hill – 146 members
 Oxley – 134 members
 Blakenhall – 131 members
 Park – 125 members
 Tettenhall and Wightwick – 98 members
 Fallings Park – 92 members
 Penn – 91 members
 Other wards in Wolverhampton - 994

WHAT DO OUR YOUNG PEOPLE DO AT THE WAY?



146 members have taken part in basketball



633 young people have been on our climbing wall



66 members have tried American Football



34 have tried various new dance styles included Ballet



42 have played tennis with a Qualified instructor



13 young people Stepped out of their comfort zone and took part in a drama workshop



91 took part in the Chance to Shine Cricket programme

3,168 have taken part in activities over the last financial quarter.



CITY OF
WOLVERHAMPTON
COUNCIL

THEWAY
AN **ON** SIDE YOUTH ZONE

HOW DOES THE WAY SUPPORT THE MOST VULNERABLE IN OUR COMMUNITY?

- Independent Living Programme with Looked After Children
- Discounted holiday club places for those referred by Social Services
- £486 is saved by every family that uses holiday club
- Mentoring Programme
- Inspiring Futures
- Inclusion Club, 4 staff specifically recruited.



HOW DO DOES THE WAY WORK CLOSELY WITH CITY OF WOLVERHAMPTON COUNCIL TO ENSURE BEST PRACTICE?

- Job Centre
- Council Partnerships to celebrate PRIDE, Black History Month and raise awareness of Domestic Violence with WDVF
- City Youth Forum
- Various councilors across the city
- SWP Meetings
- Social Workers – include the meeting where we did speech/tour for 100 recently
- Education Department Meetings
- Gangs Meeting
- YOT
- LAC – Independent Living Project
- Strengthening Families Hub
- Disability Groups across Wolverhampton
- Suicide Prevention Group Meetings

OUR PLANS FOR 2018

- Get a Job Programme
- ATM programme
- Inspiring Futures
- Schools

The Way and City of Wolverhampton Council TOGETHER FOR YOUNG PEOPLE

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| Cabinet Member Consultation | | | |
|--|--------------------------------|-----------------------------|-------------------------------------|
| Report title: | Key Stage 4 and 5 results 2017 | | |
| Cabinet member(s) consulted | Consulting employee | Mode of consultation | Primary date of consultation |
| Cllr Darke Cllr Gibson Cllr Lawrence | Meredith Teasdale | Face to face | 31 Jan 2018 |
| Key comments arising from consultation (if applicable): Update provided at panel | | | |

Children and Young People Scrutiny panel

7 February 2018

| | | |
|--|--|--|
| Report title | Key Stage 4 & 5 Results | |
| Cabinet member with lead responsibility | Councillor Claire Darke Cabinet Member for Education | |
| Wards affected | All | |
| Accountable director | Meredith Teasdale, Director of Education | |
| Originating service | School Standards | |
| Accountable employee(s) | Amanda Newbold Tel Email | Senior School Improvement Advisor 01902 555882 Amanda.newbold@wolverhampton.gov.uk |
| Report to be/has been considered by | Education Leadership team Strategic Executive Board CYP Scrutiny Panel | 30 January 2018 31 January 2018 7 February 2018 |

Recommendations for noting:

The Scrutiny Board is asked to note:

1. The 2017 validated results for Key Stage 4 performance in Wolverhampton.
2. The Post 16 accountability measures 2017

1.0 Purpose

- 1.1 This report provides an overview of the headline accountability measures for secondary schools in Wolverhampton in 2017 when compared to national averages and statistical and regional neighbours.

2.0 Background

- 2.1 Following changes to the secondary accountability measures in 2016, this is the second set of performance data for schools using the new measures.
- 2.2 The 2017 headline accountability measures for secondary schools are:
Progress 8
Attainment 8
Attainment in English and mathematics at grades 5 or above
English Baccalaureate (EBacc) entry and achievement (including a grade 5 or above in English and mathematics)
and destinations of pupils after key stage 4.
- 2.3 Headline measures 2017

Validated overall performance at the end of key stage 4 in 2017 - all pupils

| | Progress 8 | Attainment 8 | Percentage of pupils who obtained a 9 - 5 grade in English and maths | Percentage of pupils who obtained all components of the English Baccalaureate including a 9 - 5 grade in English and maths | Staying in education or entering employment (2015 leavers) |
|----------------------|------------|--------------|--|--|--|
| Wolverhampton | -0.06 | 45.0 | 35.6 | 14.5 | 92% |
| State funded schools | -0.03 | 46.3 | 42.6 | 21.3 | 94% |
| All Schools | | 44.6 | 39.6 | 19.7 | |

- 2.4 **Progress 8**
In terms of Progress 8 outcomes for Wolverhampton, schools improved in comparison with 2016. Wolverhampton is ranked 82nd nationally in 2017 for this measure, an increase from 109th in 2016.
- 2.5 Comparisons with statistical neighbours show that Wolverhampton schools was the third most improved, after Sandwell and Southampton, with an increase of 0.07 points. Wolverhampton has the 4th highest Progress 8 score in the group, after Sheffield, Birmingham and Southampton.

- 2.6 The table below identifies the average Progress 8 score for Wolverhampton and our statistical neighbours over the last two years.

| | Average Progress 8 score | | Difference |
|----------------------|--------------------------|--------------|-------------|
| | 2016 | 2017 | |
| Sheffield | 0.01 | 0.01 | 0.00 |
| Birmingham | 0.00 | -0.01 | -0.01 |
| Southampton | -0.12 | -0.02 | 0.10 |
| Wolverhampton | -0.13 | -0.06 | 0.07 |
| Peterborough | -0.03 | -0.07 | -0.04 |
| Stoke-on-Trent | -0.08 | -0.09 | -0.01 |
| Coventry | -0.05 | -0.12 | -0.07 |
| Derby | -0.17 | -0.18 | -0.01 |
| Sandwell | -0.29 | -0.18 | 0.11 |
| Walsall | -0.24 | -0.25 | -0.01 |
| Nottingham | -0.35 | -0.3 | 0.05 |

Source DfE SFR01_2018 published 25th January 2018

- 2.7 Progress 8 comparisons with regional neighbours show that Wolverhampton (-0.06) is 2nd place after Birmingham (-0.01) in 2017, this is an increase from 4th in the group in 2016.

| | Progress 8 Score | | Difference |
|----------------------|------------------|--------------|-------------|
| | 2016 | 2017 | |
| England | -0.03 | -0.03 | 0.00 |
| Birmingham | 0.00 | -0.01 | -0.01 |
| Wolverhampton | -0.13 | -0.06 | 0.07 |
| Coventry | -0.05 | -0.12 | -0.07 |
| Solihull | -0.09 | -0.12 | -0.03 |
| Dudley | -0.22 | -0.12 | 0.10 |
| Sandwell | -0.29 | -0.18 | 0.11 |
| Walsall | -0.24 | -0.25 | -0.01 |

2.8 Attainment 8

In comparison to 2016, the average Attainment 8 score per pupil has decreased by 2.7 points for Wolverhampton schools. This is less than the larger decrease of 3.9 points for all schools in England (to 44.6) and by 3.5 points for state-funded schools (to 46.3) in 2017. These decreases were expected, following changes to the 2017 point scores assigned to grades, because of the introduction of 9 -1 GCSEs in the performance tables.

- 2.9 In terms of Attainment 8 outcomes for Wolverhampton, schools improved in comparison with 2016. Wolverhampton is ranked 97th nationally for this measure in 2017, an increase from 125th in 2016.

- 2.10 Comparisons with statistical neighbours show that Wolverhampton schools had the least decrease amongst the group, jointly with Sandwell local authority. In 2017 Wolverhampton had the second highest Attainment 8 score in the group (after Birmingham 46.1) with 45.0 points. Attainment 8 is above the average for all schools in England.
- 2.11 The table below identifies the Attainment 8 scores for Wolverhampton, England and our statistical neighbours over the last two years.

**Validated Key Stage 4 Attainment 8 measure
2017**

| | Attainment 8 Average Score | | Difference |
|--|---------------------------------------|-------------|-------------------|
| | 2016 | 2017 | |
| England | 48.5 | 44.6 | -3.9 |
| Birmingham | 49.4 | 46.1 | -3.3 |
| Wolverhampton | 47.7 | 45.0 | -2.7 |
| Sheffield | 48.3 | 44.6 | -3.7 |
| Southampton | 47.5 | 44.2 | -3.3 |
| Stoke-on-Trent | 47.2 | 43.3 | -3.9 |
| Walsall | 47.8 | 43.2 | -4.6 |
| Coventry | 48.1 | 42.8 | -5.3 |
| Derby | 46.2 | 42.6 | -3.6 |
| Sandwell | 45.1 | 42.4 | -2.7 |
| Peterborough | 46.9 | 42.1 | -4.8 |
| Nottingham | 44.8 | 40.3 | -4.5 |
| Statistical Neighbour Average | 47.2 | 43.3 | -3.9 |

Source DfE SFR01_2018 published 25th January 2018

- 2.12 Comparisons of Attainment 8 with regional neighbours in 2017 show that Wolverhampton is in 3rd place after Solihull (47.1) and Birmingham(46.1), this is an improvement from 5th place in 2016 and reflects the lowest decrease(-2.7) in the group. Attainment in Wolverhampton is higher than the regional average which is 43.9.

| | 2016 | 2017 | Difference |
|------------------------------|-------------|-------------|-------------------|
| England | 48.5 | 44.6 | -3.90 |
| Solihull | 51.4 | 47.1 | -4.30 |
| Birmingham | 49.4 | 46.1 | -3.30 |
| Wolverhampton | 47.7 | 45.0 | -2.70 |
| Dudley | 47.6 | 43.7 | -3.90 |
| Walsall | 47.8 | 43.2 | -4.60 |
| Coventry | 48.1 | 42.8 | -5.30 |
| Sandwell | 45.1 | 42.4 | -2.70 |
| West Midlands Average | 47.6 | 43.9 | -3.8 |

2.13 Basics English and Maths

The proportion of pupils achieving the headline measure of grades 5 or above (strong pass) in English and maths is 35.6% for Wolverhampton Schools compared to 39.6% for all schools and 42.6% for state-funded schools. This figure does not have a comparator, as the new threshold is much higher.

2.14 In 2017, 59.1% of pupils in all schools and 63.9% of pupils in state-funded schools achieved grade 4 or above in English and maths (standard pass). In Wolverhampton 58% of pupils were at this level. This figure is comparable to 2016 data because the bottom of a grade 4 in reformed GCSEs maps onto the bottom of a grade C of unreformed GCSEs. Comparison of these figures, to equivalent 2016 data, shows that attainment in this measure is stable.

2.15 The table below identifies the Basics measure of the percentage of pupils attaining grades 9 - 4 English and maths for Wolverhampton, England and our statistical neighbours over the last two years.

| | 2016 | 2017 | Difference |
|--------------------------------------|-------------|-------------|-------------|
| England | 59.0 | 59.1 | 0.1 |
| Birmingham | 59.5 | 60.1 | 0.6 |
| Sheffield | 58.8 | 59.5 | 0.7 |
| Coventry | 60.6 | 58.3 | -2.3 |
| Derby | 53.7 | 58.3 | 4.6 |
| Wolverhampton | 58.3 | 58.0 | -0.3 |
| Southampton | 56.3 | 57.9 | 1.6 |
| Walsall | 57.1 | 54.6 | -2.5 |
| Peterborough | 54.3 | 54.4 | 0.1 |
| Stoke-on-Trent | 55.1 | 53.3 | -1.8 |
| Sandwell | 49.1 | 52.2 | 3.1 |
| Nottingham | 49.6 | 50.6 | 1.0 |
| Statistical Neighbour Average | 55.7 | 56.1 | 0.4 |

Source DfE SFR01_2018 published 25th January 2018

- 2.16 Comparisons with regional neighbours show that Wolverhampton has retained 4th place ranking, behind Solihull (65.6), Birmingham (60.1), Dudley (59.1) and Coventry (58.3).

| | 2016 | 2017 | Difference |
|------------------------------|-------------|-------------|-------------|
| England | 59.0 | 59.1 | 0.1 |
| Solihull | 65.2 | 65.6 | 0.4 |
| Birmingham | 59.9 | 60.1 | 0.2 |
| Dudley | 55.7 | 59.1 | 3.4 |
| Coventry | 60.8 | 58.3 | -2.5 |
| Wolverhampton | 58.8 | 58.0 | -0.8 |
| Walsall | 57.4 | 54.6 | -2.8 |
| Sandwell | 49.6 | 52.2 | 2.6 |
| West Midlands Average | 58.2 | 58.3 | 0.1 |

2.17 English Baccalaureate

In Wolverhampton schools 15.8% of pupils achieved the EBacc compared to 21.9% in all schools by gaining grades 4 or above in English, English Literature and maths GCSEs and grades C or above in unreformed qualifications (science, a language, history or geography and other subjects that count towards the remaining EBacc subject areas).

- 2.18 In terms of the EBacc measure for Wolverhampton, schools improved slightly in comparison with 2016. Wolverhampton is ranked 137th nationally for this measure in 2017, a small increase from 143rd in 2016.
- 2.19 The table below identifies the percentage of pupils attaining the EBacc in Wolverhampton, England and for our statistical neighbours over the last two years.

| | % of pupils achieving the English Baccalaureate | | Difference |
|--------------------------------------|---|-------------|-------------|
| | 2016 | 2017 | |
| England | 23.1 | 21.9 | -1.8 |
| Birmingham | 24.6 | 24.7 | 0.1 |
| Sheffield | 21.8 | 21.2 | -0.6 |
| Southampton | 20.6 | 20.3 | -0.3 |
| Walsall | 20.8 | 19.9 | -0.9 |
| Coventry | 20.6 | 19.7 | -0.9 |
| Peterborough | 21.6 | 17.7 | -3.9 |
| Derby | 19.7 | 17.5 | -2.2 |
| Wolverhampton | 15.0 | 15.8 | 0.8 |
| Nottingham | 16.8 | 14.1 | -2.7 |
| Stoke-on-Trent | 15.6 | 13.5 | -2.1 |
| Sandwell | 12.9 | 12.9 | 0.0 |
| Statistical Neighbour Average | 19.1 | 17.9 | -1.2 |

Source DfE SFR01_2018 published 25th January 2018

2.20 In regional neighbour comparisons, Wolverhampton retains is 6th place position.

| | 2016 | 2017 | Difference |
|------------------------------|-------------|-------------|-------------|
| England | 23.1 | 21.9 | -1.2 |
| Solihull | 27.2 | 25.8 | -1.4 |
| Birmingham | 24.6 | 24.7 | 0.1 |
| Walsall | 20.8 | 19.9 | -0.9 |
| Coventry | 20.6 | 19.7 | -0.9 |
| Dudley | 17.3 | 18.5 | 1.2 |
| Wolverhampton | 15.0 | 15.8 | 0.8 |
| Sandwell | 12.9 | 12.9 | 0.0 |
| West Midlands Average | 19.8 | 19.6 | -0.2 |

2.21 Floor standard and coasting measures

In 2017, two secondary schools (Wednesfield High and West Midlands UTC) in Wolverhampton were below the government's floor standard. This is a reduction from five schools in 2016 (Wednesfield High, The King's CE School, St Matthias, Moreton and NEWA).

A school or college is deemed to be below the secondary floor standard if its Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero.

2.22 In 2017 Wolverhampton has no secondary schools meeting the coasting definition. Last year there were three schools which were in this group but all have improved in their outcomes and are no longer 'coasting' (The King's, Our Lady and St Chad's and Coppice).

2.23 Post 16 accountability measures 2017

From 2016, the DfE introduced five new accountability headline measures for schools, colleges and other institutions providing education for 16-19 year olds. These have been designed to place a greater emphasis on progress and progression alongside attainment, ensuring students make progress from their starting points and that every young person leaves education capable of getting a place at university, an apprenticeship or a good job.

There are 5 measures:

Progress

Attainment

Retention

English and maths

Destinations

The DfE has published a limited number of measures in the Performance Tables and intends to publish more details in March.

| | Average points score per entry for L3 quals | English progress score | Maths progress score | Students staying in education 2 terms after 16 - 18 study | Students staying in employment 2 terms after 16 - 18 study |
|----------------------|---|------------------------|----------------------|---|--|
| Wolverhampton | 33.9 | -0.14 | -0.05 | 74% | 13% |
| State funded schools | 32.3 | -0.02 | -0.01 | 66% | 23% |
| England | 33.2 | -0.02 | 0.00 | | |

2.24 **Progress**

These figures tell you how much progress students who studied A levels at this school or college made between the end of key stage 4 and the end of their A level studies, compared to similar students across England. The majority of schools and colleges have progress scores between -2 and +2. These scores are also known as 'value added' scores. No progress or value-added score has been published at LA level for Wolverhampton. The DfE are intending to publish more 16 – 19 measures in March.

2.25 **Attainment**

This is the average point score per entry measure and removing the average point score per student measure. Wolverhampton 16 – 19 students had an average point score per Level 3 entry of 33.9. This places the city in 17th place nationally, above the national average of 32.3.

2.26 **Retention**

This measure shows the proportion of students being retained in their core aim and aligned as far as possible with the retention element of the funding formula. This measure will be published in March.

2.27 **English and maths**

This is an average change in grade measure for students who did not get a good pass (currently a grade C) in these subjects at GCSE.

Progress in English and maths has been published in the Performance Tables, Wolverhampton students scored on average -0.14 in English compared to a state funded school and all England average of -0.02. Maths progress was slightly better with Wolverhampton students making average -0.05 progress compared to an average of -0.01 for students in state funded schools.

2.28 **Destinations**

This measure shows the percentage of students going to or remaining in a sustained education or employment destination in the academic year after taking A levels or other Level 3 qualifications.

2.29 74% of students stayed in education for at least 2 terms following their 16 – 18 course of study compared to 66% nationally.

Of students going on to employment following their 16 – 18 course of study, only 13% of Wolverhampton students remained after 2 terms compared to a national average of 23%.

2.30 10% of students in Wolverhampton were not in education or employment for at least 2 terms after finishing their studies compared to 8% nationally.

2.31 The percentage of students whose destination was unknown was 3% in Wolverhampton, the same as the national average.

3.0 **Progress, options, discussion, etc.**

- 3.1 The school standards team continue to monitor, support and challenge maintained schools through the council's School Improvement and Governance Strategy. Work with academies is mainly through SLAs.
- 3.2 Regular meetings are held with the Regional Schools Commissioner, representatives from the Archdiocese of Birmingham and the Diocese of Lichfield to ensure a joint approach to support and challenge is delivered.
- 3.3 The council is represented at the DfE's Sub Regional Improvement Board where targeted support is planned for schools and academies requiring additional intervention through the Strategic School Improvement Fund bids.
- 3.4 The school standards team are working more closely with local teaching schools to ensure their work is directed to schools in most need.

4.0 Questions for Scrutiny to consider

4.1

5.0 Financial implications

5.1 There are no financial implications.

6.0 Legal implications

6.1 There are no legal implications.

7.0 Equalities implications

7.1 There are no equalities implications with the level of information held at present.

8.0 Environmental implications

8.1 There are no environmental implications.

9.0 Human resources implications

9.1 There are no human resources implications.

10.0 Corporate landlord implications

10.1 There are no corporate landlord implications.

11.0 Schedule of background papers

11.1 There are no background papers.

Appendix

Description of 2017 Headline Measures

Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

Progress 8

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero. When including pupils at special schools the national average is not zero as Progress 8 scores for special schools are calculated using Attainment 8 estimates based on pupils in mainstream schools. More information on Attainment 8 and Progress 8 can be found [here](#).

Attainment in English and maths (9-5)

From 2017, this measure looks at the percentage of pupils achieving a grade 5 or above in both English and maths. Pupils can achieve the English component of this with a grade 5 or above in English language or literature. There is no requirement to sit both exams.

The English Baccalaureate (EBacc) entry and achievement

The EBacc was first introduced into the performance tables in 2009-10. It allows people to see how many pupils reach the attainment threshold in core academic subjects at key stage 4. The EBacc is made up of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the English Baccalaureate list of qualifications.

In 2017, the headline EBacc achievement measure includes pupils who take exams in both English language and English literature, and achieve a grade 5 or above in at least one of these qualifications. Pupils must also achieve a grade 5 or above in mathematics and a grade C or above in the remaining subject areas.

Floor Standards

A school or college is deemed to be below the secondary floor standard if its Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero.

Coasting Schools

A secondary school will meet the coasting definition if:

1. In 2015, fewer than 60% of pupils achieved 5+ A* to C grades including English and maths, and the school has less than the national median percentage of pupils who achieved expected progress in English and in mathematics²⁴; and

2. In 2016 and 2017, the school has a Progress 8 score below -0.25 and the upper band of the 95% confidence interval is below zero

Schools will be excluded from the coasting definition if one of the following applies in at least one of the three years:

- the number of eligible pupils is fewer than 11 in 2015, or fewer than 6 in 2016 and 2017;
- the school does not have published results against all relevant performance measures;
- fewer than 50% of pupils have tests or assessments that can be used as prior attainment in the calculations of progress measures; or
- the school closed within the academic year and did not re-open as a converter academy