



Hull City Council Annual Education Report 2023 - 2024

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 across all key stages, and particularly the most vulnerable.

None of this could be possible without the continued collaboration of Hull City Council children and families services, local schools, health, care and community service partners.

Pauline Turner
Director of Children and
Young People Family Services



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 career opportunities.

Councillor Tock
Portfolio Holder for
Children's Services



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Foreword – Reaching our potential

Welcome to Hull's Annual Education report. It contains headline educational outcomes data whilst also highlighting some innovative projects and the key strategic developments of 2023-24, from a Local Authority perspective. These have only been possible through great partnership working and shared ambition for Hull's learners, across the system.

The Learning and Skills Team within Children's Services is committed to the successful delivery of Hull's Community Plan, 2024-2034, in particular the 'Reaching our Potential' ambition. As champions of the most vulnerable learners, we are committed to serving families in pursuit of the vision of a fairer Hull, closing the gaps between disadvantaged groups and their peers.

This report includes some key metrics around educational achievement gaps, some of which the city has seen widen since the pandemic at KS4.

However, there are also areas of strength, for example at KS2 and in relation to the outcomes of learners with special needs, across phases of education.

The education system in Hull is nearly fully academised. Therefore, we work in close collaboration with school leaders through the Hull Learning Partnership, some of the achievements of which are outlined within.

The council does of course retain a wide range of duties which families and educators rely upon for the crucial business of enhancing life chances to function smoothly. As champions of education, we deliver these with energy and purpose.

Mary Meredith, Assistant Director, Learning and Skills



The role of the council in an academised system

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 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 provisions 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

The Hull Learning Partnership (HLP) brings together key partners in the city's school system to form a coherent and effective strategic partnership. All city trusts are represented and actively engaged, whether national, regional or local.

Within an academised system, the importance of this collaboration has been recognised nationally as uniquely strong. Key areas of focus for HLP are special education needs and disabilities (SEND), transition, engagement and influence with innovative projects stemming from these.

HLP achievements include a city-wide transition protocol which ensures that all children benefit from a high quality, immersive transition experience. The protocol is robust and comprehensive but continues to evolve through the transition sub-group of the HLP. It has been showcased nationally.

HLP engages effectively with the LA on city-based issues, with members on key strategic boards, such as Education Standards, Place Planning and SEND but also the Youth Justice Board, the Safeguarding Partnership, Thrive Board and more. City challenges are understood and addressed collectively, system leaders committed to creating the conditions for partnership working to flourish in the best interests of children.

HLP also co-ordinate key networks:

- Primary Heads
- Secondary Headteachers
- Post-16 partnership
- Cross-phase meeting

These are termly meetings which typically include multi-agency presentations, council briefings and the sharing of innovative work within trusts.

Vantage Teaching School Hub (VTSH)

The VTSH delivers the Early Career Programme (ECF) and National Professional Qualifications (NPQs) at scale to teachers across Hull. These programmes are underpinned by the best available evidence on teacher and leader development.

Retention on VTSH ECF programme (and the retention of early careers teachers within the profession) exceeds national benchmarks with 96% of programme members remaining in teaching after two years.

VTSH programmes are aligned to city SEND workforce development priorities and the local authority commissioned outreach service training offer in both pedagogy and resources – ensuring teachers know more, remember more and are increasingly efficient and effective in meeting the inclusion and sufficiency challenges the city faces.

Initial Teacher Education (ITE) through Vantage North Humber Teacher Training (VNHTT) is also aligned with the local authority's commissioned outreach service offer ensuring that teachers develop the knowledge and practice to meet the SEND needs of children through quality first teaching, from the earliest stage in their career.

Evaluation of the impact of programmes on teacher and leader practice is conducted through the teaching school hub Appropriate Body Service for ECTs and ECT mentors and through the quality assurance activities for Initial Teacher Training (ITT) and NPQ participants. VTSH report and feedback to the Hull Learning Partnership and its own strategic board which includes representation from senior Hull City Council officers.

VTSH supports Hull City Council with the co-ordination of workforce development strategy, underpinned by the 'golden thread' of Department for Education (DfE) approved continued professional development (CPD).

Context and demography

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

20% of primary school pupils speak English as an additional language

33% of pupils are eligible for a free school meal

5.2% of the school population have an Education, Health and Care plan

16% of secondary school pupils speak English as an additional language

14.5% of the school population are in receipt of SEN Support

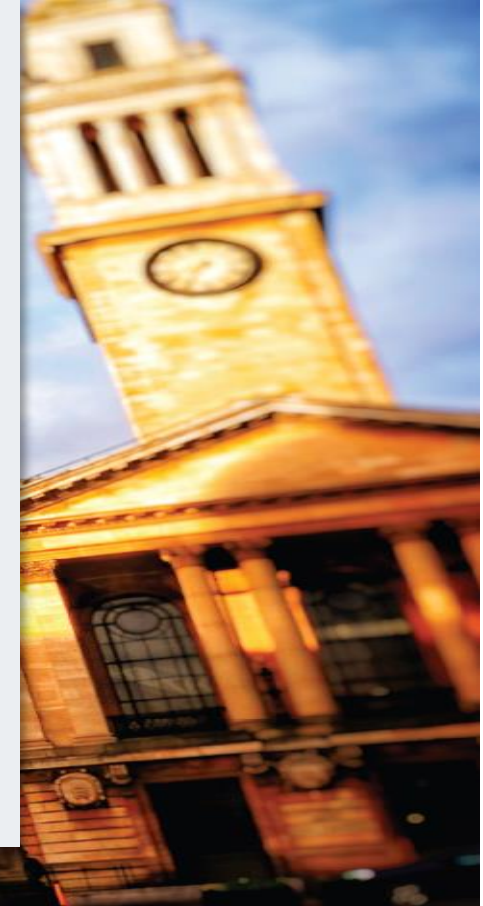
Learner outcomes – primary, secondary and gaps

- At the **Foundation Stage**, 56% of children eligible for a free school meal achieved a Good Level of Development – this places the city in the **top 25% of local authorities**
- 30% of pupils in receipt of SEN Support achieve a Good Level of Development at the Foundation Stage – this placed 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 **above the national average**
- At the end of **Key Stage 2**, 63% of pupils achieved the expected standard in Reading, Writing and Mathematics – this is **above the national average**
- 54% of **KS2 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** (Quartile A)
- At the end of **Key Stage 4**, 58% of pupils achieved grades 4 or above in English and mathematics GCSEs, compared to 65% nationally
- 41% of **KS4 pupils eligible for free school meals** achieved grades 4 or above in English and mathematics GCSEs – this places the city in the **lower 50% of local authorities** (Quartile C)



Learner outcomes – vulnerable groups

- 38% of Children Looked After achieved the expected standard in Reading, Writing and Mathematics - this is above the national average
- 35% Children in Need achieved the expected standard in Reading, Writing and Mathematics - this places the city in the top 25% of local authorities
- At Key Stage 4, pupils with an Education, Health and Care plan outperform their peers nationally
- Although the suspension rate was higher than the national average, fewer children and young people were excluded from school than the average nationally
- The attendance of pupils at special schools was, again, higher than the national average
- 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 special educational needs were lower than national averages
- Children in need were less likely to be suspended
- Pupils with special educational needs were less likely to be suspended or excluded than is the case nationally



Early education outcomes

Early education – Foundation Stage

64.5% of children in Foundation Stage achieved a Good level of Development 1% lower than last year. The gap to national widened to 3.2%. The lowest area was Literacy with Writing at 66.5% and Reading at 71.2%. The highest area was Gross Motor at 90.4%. BR 85.2PP.

Early education - ready for school outcomes for children

71.4% 2024 school starters are on track across all 7 areas. The highest area is Physical at 82.4% and the lowest Literacy at 62.5%.

Early education outcomes for children with SEND

(data recorded by the Early Years Team in Summer 2024)

2 year olds

24% of 2 year olds are working at the expected level across the average of all seven areas. The lowest areas are communication and language at 11.5% and mathematics at 17.7%. The highest areas are physical at 36.1% and EAD at 30.9%.

3 and 4 Year Olds

31.3% % of 3 & 4 year olds are working at the expected level across the average of all 7 areas. The lowest areas are Communication & Language at 11.5% and PSED at 25.5%. The highest areas are Physical at 50.4% and EAD at 36.4%.

Early education and childcare

Registered provision

- 61 PVI's and pre-schools, 43 childminders and 65 of the 71 primary schools deliver early education
- 98% of all providers in Hull registered on the Early Years Register are judged to be good or outstanding.
- 14 PVI's are Outstanding.
(Ofsted Profile March 2024)

Early Years Pupil Premium (EYPP) has remained consistent

- 1,476 children were funded EYPP in 2023/24, paid directly to the childcare provider/school.

Disability Access Fund (DAF) – eligibility has increased year on year

- 119 children received DAF in 2023/24, paid directly to the childcare provider/school.

Take up of early education and childcare funding - Uptake has been consistent for many years and is in line with the national average. In Summer 2024:

- 84% of potential eligible children accessed the 2 year funding for deprived children.
- 74% of potential eligible 2-year-olds accessed the expanded offer for working parents.
- 93% of the 3- and 4-year-old population received their Universal entitlement.
- 1,661 children received the extended entitlement which is 35% of the children receiving universal funding.

Early Years Special Education Needs Inclusion Funding (SENIF)

- In 2023/24 there were 366 referrals made to panel.
- In Summer 2024 539 children aged 2 to 4 were receiving various levels of support as identified and agreed by the panel.

Expansion and wraparound childcare

April 2024

The first phase of the early year's childcare expansion began in April 2024. With the introduction of 15 hours early education and childcare for 2-year-olds from working families.

In Summer 2024 815 2-year-olds accessed a place.

Hull was accepted as part of the pilot to offer early years recruitment incentive payments of £1,000 in April 2024. There have been 16 eligible individuals (as at September 24).

September 2024

The childcare expansion for working parents increases in the Autumn term, offering up to 15 hours early education and childcare to children from the age of 9 months. Hull has sufficient levels of childcare to meet the demand.

The National Wraparound Childcare Programme (NWCP) to increase and create wraparound provision for primary school aged children begins, it is anticipated that around 750 new places will be created (as at Sep 24)

September 2025

The childcare expansion is set to double to 30 hours for eligible children from the age of 9 months for working families (eligible 3 and 4 years olds are already accessing 30 hours).

This is an anticipated increase of 2,764 places required across the city.

Work will continue over the coming year to assess where there may be a need to create additional places.

Primary Education

70 of the 71 primary schools in Hull are academies.

All of Hull's primary and nursery Headteachers and are invited to be members of the Hull Association of Primary Headteachers known as HAPH.

- HAPH is independent, focusing on good practice in primary education
- There is a committee structure of representatives from each multi academy trust which represents the partnership which conveys the views of the members to the local authority
- Members of HAPH meet termly to discuss with each other as a large group important issues which they feel can and should be addressed at a local level
- They have regular representatives from both the local authority and wider partners who are invited to provide updates and information on services, projects and initiatives which they may wish to be involved in.



Hull Association of Primary Headteachers

Some of the external presentations to HAPH over the last year have included:



Click View, focused on engaging with video resources to enhance learning.

The Lundy Model of Pupil Participation, The Character Curriculum, The Behaviour Hub all delivered by representatives from MATs



'Creative Briefs' a community interest company dedicated to supporting all children through design-based projects, with a special focus on those with dyslexia and other learning differences.



Commando Joe's - Building character, self-worth and confidence in young people working with schools to empower young people and give them the life skills they need to thrive through evidence-based research.

Secondary Education

Secondary school Ofsted ratings are above the national average at 85% Good or better*

*based on Ofsted inspection overall effectiveness criteria up to the end of the 2024 academic year

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



The Hull Secondary Headteachers meet half termly to receive updates, share best practice and to feedback from the four sub-groups: Attendance, quality of education, SEND and transition. Membership includes all Secondary Headteachers, Alternative Provision Headteachers and LA officers.

Closing the KS4 disadvantage gap, building on the KS2 Quartile A rating, is a priority for system leaders and a focus at Secondary Standards Board.

Secondary Student Voice

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.



"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."



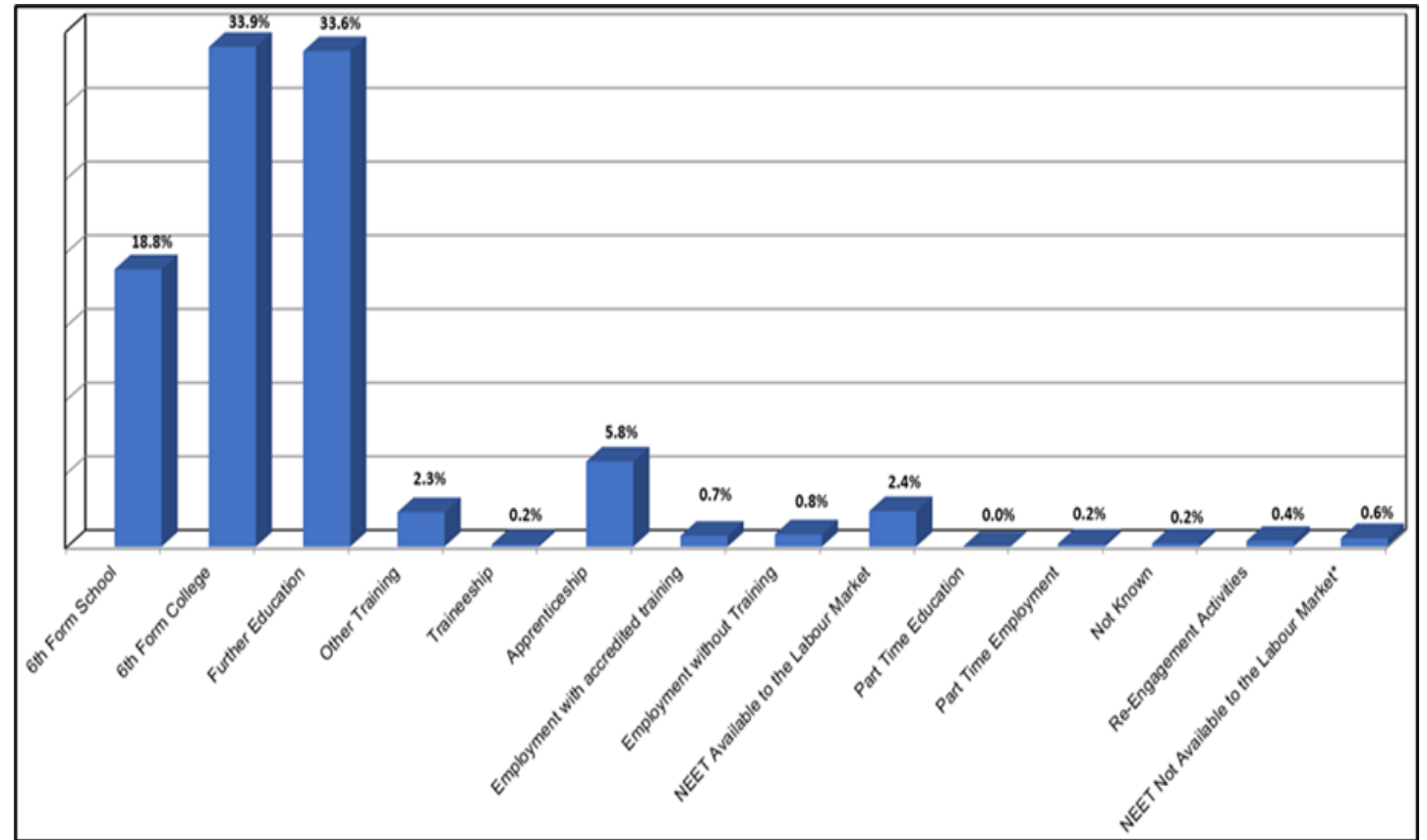
Climate Changemaker students in Hull schools successfully launched their Oh Yes! Net Zero campaign with the help of funding from Reckitts. Each school is actively reducing their carbon footprints whilst learning about green careers. This excellent work was premiered at an awards ceremony at Hull University.

Post 16 Education

In November 2023, 2,970 of the 3115 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 young people.

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

By the end of September 2023, 3,180 Year 11 leavers (98.6%) and 3,008 Year 12 leavers (93.5%) were offered a place in employment with training, education or training.



Post 16 Education

In 2023, 78.5% of 19-year-olds in Hull achieved a Level 2 qualification and 44% achieved a Level 3 qualification.

In December 2023, Hull had 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 2023/24 target period (Dec – Feb) was 87.3% for years 12 and 13.

Hull's annual NEET & Not known target period (Dec – Feb) performance for 2023/24 was a combined figure of 8.1% (NEET 7.6% and Not Known 0.5%). This was an average of 501 NEET young people and 36 Not Known.



The service which supports NEET young people in Hull, successfully maintains the 'Matrix Accreditation' to quality assure its operations. The matrix assessor was particularly impressed with:

- The experience, expertise and commitment of the staff
- The effective use of relevant Labour Market Information
- Strong partnership work
- Well defined, clear and accessible SEND support
- The important role played by the Engagement Officers
- Strategic management
- Support for staff from peers and managers

Attendance and Inclusion

Education Welfare/Access and Inclusion Service has been remodelled to better support children and young people and school settings in Hull, targeting those pupils most at risk of dis-engagement and permanent exclusion.

Through coordination of appropriate, targeted multi-agency support and provision mapping, officers are facilitating partnership working between schools, pupils and families and partner agencies to agree and identify access to appropriate support.

“I just wanted to say a massive thank you for your help in today’s meetingthe behavior support plan will definitely help all the teachers to understand Joshua’s mental wellbeing and additional needs.”
(Extract from a parent's email to Senior Education Welfare Officer)



Locality based drop-in sessions for Parent/Carers to discuss attendance concerns.

The Exclusion Panel fully operational supporting re-integration from AP – Mainstream.

Targeted support meetings with all trusts.

The ATTEND FRAMEWORK is embedded across all trusts.

Supporting children and young people's emotional wellbeing

Support for children and young people's emotional wellbeing is delivered through:

- Whole city meeting (community of practice) for children and young people's mental health
- 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)
- Solihull Foundation Training
- Partnership for Inclusion and Neurodiversity in School (PINS) Project

There is a Directory of Support, How Are You Feeling Hull website, QR code on stickers for pupil planners and posters around schools.



[How Are You Feeling?](https://www.howareyoufeeling.org.uk)

[Thrive Directory 2024 updated v2](#)

Supporting children and young people's emotional wellbeing

89% of schools have drawn down the government grant funding to train a member of staff in becoming a Senior Mental Health Lead (SMHL).

90% of schools have had an initial meeting with their linked Early Help Education Officer (EHO).

100% of schools have identified a named contact with whom all SMHL related communications can be shared.



Coverage of Mental Health Support Teams in 21 primary schools, 12 secondary schools, and 4 SEN schools. HEYMind MHST serve 2 post 16 Colleges, working in collaboration with EHO's to support Relational Whole School Approach.



Hull City Psychological Service

The Emotional Literacy Support Assistant (ELSA) Project was developed in 2001 by Educational Psychologists in Southampton to “build the capacity of schools to support the emotional needs of their pupils from within their own resources” (Burton, 2018).

In Summer 2023:

- 87% of schools in Hull have at least 1 trained ELSA
- 70.2% of those schools have a team of at least 2 or more trained ELSAs.

Feedback from Trainees

“To look into the deeper reasons for behaviours and give time for progress rather than expecting perfect results”

“The course has given me the knowledge to implement intervention effectively.”

Feedback from school staff

“It’s giving them... improved self-esteem, skills and confidence to spend more time in class and engage with the curriculum”

“[ELSA] has been working with a student, and she has given strategies to staff... it’s how he manages his emotions in class, so if he’s struggling it’s strategies for the staff as well.”



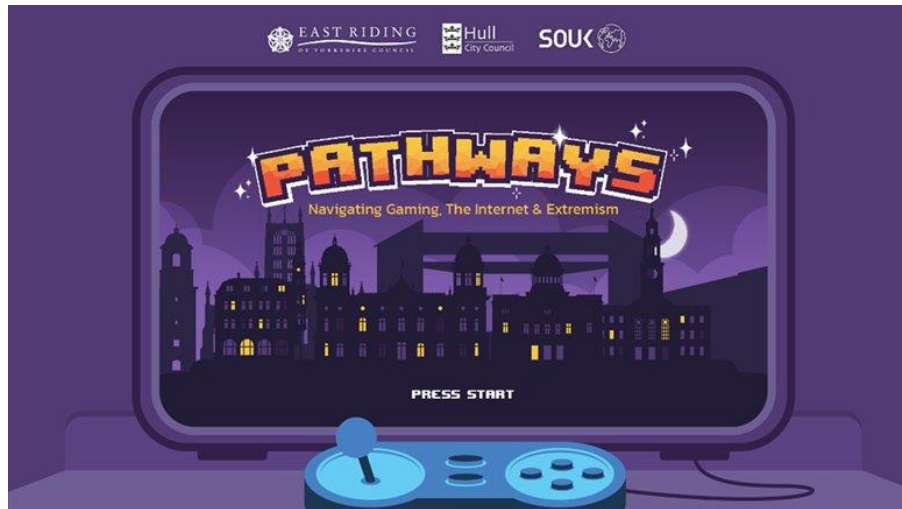
Education Safeguarding

Designated Safeguarding Lead (DSL) network meetings

- Around 100 DSLs and DDSLs in attendance every month.
- All provision types are included and attend.
- Regular updates are provided to schools from Social Care, Thrive, Virtual School, PREVENT, Attendance and Inclusion team, Police and the voluntary sector.

Safeguarding Support

- Visits to provisions to strengthen their Safeguarding offer.
- Reviews of processes and procedures.
- Advice and guidance to safeguarding teams when needed.



PREVENT: Home Office preventing radicalisation fund projects in Hull

Three projects applied for and were awarded in the last 12 months.

1. Software product/lesson resource for Hull Schools. Now ready for launch.
2. Programme to build critical thinking for 50 young men with a history of criminality/anti-social behaviour who are susceptible to radicalisation. Awarded October 24
3. Using targeted training for frontline professionals and inputs to children including drama workshops. Awarded October 24

The Hull Virtual School

OFFICIAL



89% CLA in Good/Outstanding Schools

533 School age CLA
70 Post 16
133 Pre-School

No Permanent Exclusions

Greatly Improved GCSE Outcomes
4+ English +5%
4+ Maths +17%
E&M 4+ Combined +12%

The Virtual School promotes the educational achievement and well-being of all Children Looked After within the care system in the City of Kingston upon Hull, from birth to age 18, and supports pupils from nursery provision, through their school years and into higher education.

High Primary attendance
96%

97% PEP Completion

No EHE CLA

99.6% on School roll
(0.4% EOTAS)

Hull's Area SEND Inspection

Hull's Local Area Partnership (LAP) SEND Inspection was undertaken in November 2023, Hull being the first LA in the region to be inspected under the new framework. Inspectors found that substantial improvements had been made since the last inspection of SEND services and, for the first time since 2017, the city is no longer in a category requiring intervention.

The positive impact of leadership is demonstrated by the fact that areas identified as weaknesses in 2019 are recognised as strengths in 2023, most notably in relation to coproduction and partnership working. The LAP is proud that "children and young people with SEND in Kingston upon Hull make their voices heard. They feel valued, visible and included in their communities."



Early support for emotional health and wellbeing is identified as a strength, as well as a responsive Early Years SEND support system. Without question, we are in Hull ambitious for children and young people with SEND, in pursuit of our shared vision.

The judgement was the middle of three possible outcomes, meaning that inspectors identified some inconsistencies. These are being addressed through the SEND Improvement Plan, where good progress is being made towards SMART targets and governance and accountability arrangements are extremely robust.

Integrated Physical and Sensory Service



Language Unit

- Outreach sessions were introduced in 23/24 for pupils on waiting lists – significant progress being made even before the start date.
- Feedback from settings, professional colleagues, parents, and children is consistently very positive.
- A Developmental Language Disorder training package has been developed for roll-out city-wide.
- Since September 2024, transport arrangements have seen a significant improvement with PAs on all runs.



Physical Difficulties Team

- A very experienced team provides high quality support to settings across Hull
- PD staff are supporting the SEND team in delivering prompt assessments of complex 'new in country' pupils
- Feedback from settings, professional colleagues, parents, and children is consistently very positive.

Integrated Physical and Sensory Service

Vision Support Team

- A new Teacher of the Vision Impaired started in January 2025 and two members of staff are working towards Qualified Teacher of the Visually Impaired (QTVI) status
- Teaching and support for maths braille has improved with increased training for staff and specialist resources for pupils.
- Early intervention with a structured 'Fantastic Fingers' programme has improved early braille skills including fine motor skills and touch sensitivity.
- Lead Vision Specialists provide additional braille sessions, support for school and IPaSS staff. They have created bespoke programmes and resources for children and young people they support. Working in partnership with school staff has increased the structure and tracking of Braille reading skills.
- A new visual assessment programme devised for children in special schools.



Support Service for Deaf Children (SSDC)

The Resource Bases – 15 Place Provisions

- The Primary Base based at Christopher Pickering Primary School had 11 children in the academic year of 2023-24, ages ranging from Year 1 to Year 6.
- The Secondary Base at Sirius Academy West had 12 students in attendance.
- The Resource Bases are staffed by a highly qualified and experienced team. Both Bases are led by a Qualified Teacher of the Deaf (QTOD). There are two other QTODs across the Bases.



Support Service for Deaf Children (SSDC)

Peripatetic Team



- A very experienced team provides high quality support to families and settings across Hull.
- Positive professional relationships with the NHS Audiology team ensures referrals are received in a timely manner.
- One Teacher of the Deaf is completing a foundation course with Auditory Verbal UK to enhance the support for deaf babies to enable them to acquire language
- The team works closely with the specialist speech and language therapists.
- Feedback from settings, professional colleagues, parents, and young people is consistently positive.
- Fortnightly pre-school group sessions are well received and well attended
- A successful Healthy Minds programme of work was completed with 10 students.

Outreach Partnership

The SEN Outreach Partnership aims to support children and young people with SEN to access education in a mainstream setting.

Outreach Services Review

During 2024, Hull City Council has been working closely with the three Outreach Services commissioned by the LA. In line with the DfE's Delivering Better Value in SEND, the services have been reviewed, and an extended offer (covering all primary needs) will be available to schools in 2025



Outreach Pre-referral Network

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

The network is available for education staff and was a new initiative introduced in 2024.

Voice and influence



Voice and Influence Team

The team based in Integrated Youth Services and based centrally at Kingston Youth Centre support a wide range of voice and influence activity and are actively supporting the citywide Voice & Influence Partnership.

The embedding of the Laura Lundy Model of Participation across services is a key function of the team and the partnership through working on sub-groups exploring evaluation and voice and influence toolkit development to ensure the voices of our youngest children and those with non-verbal communication are included.

Hull Young People's Parliament

Supporting young people to have their voices heard and acted upon in local, regional and national forums. This year the youth reps have been involved in the widening out and increasing the frequency of opportunities to actively promote participation in decision making by widening participation and using the Laura Lundy Model to review how we choose the right space for children and young people to participate meaningfully. As well as the events held at The Guildhall, the youth representatives who are fully conversant with the Lundy Model of Participation have supported two Youth Parliaments held in different parts of the city during school holidays and have consulted on issues around food inequality/food for life which was a priority for young people nationally too.

Work for 2024-2025 will focus further of undertaking consultation/voice and influence opportunities into communities and the spaces where young people are. The Youth Reps worked with the Food Partnership and were involved in a short animation made with other young people from Hull.

They further supported the roll out of make your mark Jan-March 2024 which saw 3,046 young people from Hull vote for the themes important to them as a focus for work undertaken 2024-2025.

Consistently 8-10 young people take part in Council Scrutiny meetings and the early months of 2024 brought changes in response to young people's feedback to change the venue to one which was more 'young person friendly' and to scrutinise which ever reports they would like across the council and not just children, young people services reports.

Young Voices Influencing Care (YVIC)

YVIC won Children in Care Council of the Year 2023 for their work around the language of care. They resisted offering a glossary of words to replace those in use and instead chose to challenge workers to use their relationships to explore and ask young people how they described the things in their lives.

YVIC have been central to the Staying Close Project and have led sessions at the Guildhall for staff to come, share and learn together.

Partnership working with the Albemarle Centre has resulted in a further sing along event. The group also wrote a song to promote positive messages which is now used as the council's customer services hold music.

Staff from the across the directorate have an insight into the lived experience of children and young people.

YVIC provide living experience of the services received by Children Looked After and are actively engaged in work across the council working in collaboration to continually offer insight and improve the outcomes for all children and young people.

Children and young people involved feel listened to and see the difference they can make.

Services provided meet the wants and needs of young people.

Hull Music Service

Lead Partner for the Humber Music Hub

2023 HEADLINES

▲ 14.5% (6422) of school-age children in Hull are receiving weekly instrumental music lessons.

▲ Highest number of small group/individual learners since 2018.

▲ 48% of our small group/individual learners live in the 10% most deprived wards nationally.

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

▲ HMS delivered regular face to face weekly provision in 77 of the City's 100 schools.

▲ Highest number of whole class learners were in Longhill & Bilton Grange and St Andrews & Docklands

▲ The highest number of small group/individual learners from a single ward (195 pupils) was North Carr.

▲ Orchard Park saw an increase in learners (172 – up from 152) Orchard Park is the second most deprived ward in Hull. It is in top 1% nationally based on the Index of Multiple Deprivation (IMD 2019)

▲ Increased numbers of vulnerable groups engaging in small group/individual lessons. 266 SEND, 620 FSM, 707 Pupil Premium, 361 EAL and 273 BAME (from an overall total of 2332 learners).

▲ 348 young musicians attend weekly ensembles/activities at the Albemarle Music Centre

▲ Strategic Partnership work increases engagement and musical impact, such as @ChoralHumber with Hull Minster and "Create & Sing" with the Royal Opera House.

▲ Large scale events have included Summer Celebration at the Bonus Arena; "Beautiful Bones" – Freedom Festival; "Gabrieli Roar" – Hull Minster

▲ Positive Annual Feedback from Arts Council England including "Hull & North-East Lincolnshire Music Hub has good systems in place and strong leadership."

Generation Hull



'Generation Hull', the city's Local Cultural Educational Partnership (LCEP), has worked with creative leads in schools on a wide range of voice and influence projects. Strategically underpinned by the Laura Lundy model of Participation, achievements include:

- 11 arts councils and consultation sessions launched in schools
- Four secondary and four primary school art councils, established and led by pupils
- Three pop-up sessions with 31 pupils in special schools and alternative provisions
- A network of creative leads and sharing of practice between schools
- A pupil-led steering group leading a 'Fight for our Creative Future' campaign including work experience and apprenticeships in arts organisations

Generation Hull

Reflections from the steering group and partnership projects:

“The steering group have developed their skills to make informed choices as leaders in the arts, campaigning for the arts to stay in schools and supporting good mental health - It’s comforting to know that I am listened to, and our inputs make a difference”

(Kelsey - Steering Group Member).

“The Arts Council are bringing Glastonbury to Ron Dearing. Inter alia, they are working with Mambo Jambo, Indie Circus Skills, Karaoke Jam Centre, and Spoken Word. We have a meditation and reading room and 15 different activities including a Fire Performer; Pub Games and Street Food.

“The Arts Council were involved in planning an Arts Market for Christmas and Big Draw this month. They are delivering a power point to encourage new attendees. Teachers fed back on how good the Arts Council were in supporting the launch of the STEAM studios.”

(Ron Dearing UTC).

“Sirius Academy West delivered the Hull Maritime pilot project this term. It was really-well received by the community over 300 attended the event and students have engaged well. The main project enabled pupils to make and design headscarves and a music shanty around the whole scheme of work – a choir was created for this as one of the main issues in the school is the low take up of singing.

“Now Mathew May (Middle Child) approached us about Play and Plate giving children, young people and their families access to plays and food. It’s amazing how an initial contact through our Generation Hull connection and chat with Lisa has led to so much. I have just finished doing the Arts Mark evaluation report and we have made over 100 cultural art activities and contacts there is a massive recognition from SLT on what has been achieved’

(Sirius Academy West).

Over the next 12 months we will...

1

Work with schools to embed the ATTEND framework & a graduated approach to reducing severe absence

2

Enhance the support provided for children and young people at key transitions

3

Work with schools to reduce the number of children out of education

4

Further strengthen the wellbeing offer for all children

5

Further improve our work with schools and partners to strengthen the consistency and quality of SEND Support

6

Facilitate peer support to reduce the KS4 disadvantage gap