
Education and Children's Services Scrutiny Board (2)

Time and Date

2.00 pm on Thursday, 19th July, 2018

Place

Committee Room 3 - Council House

Public Business

1. **Apologies and Substitutions**
2. **Declarations of Interests**
3. **Minutes** (Pages 5 - 8)
 - a) To agree the minutes of the meeting held on 21st June, 2018
 - b) Matters Arising
4. **The Virtual School for Looked After Children** (Pages 9 - 20)

Report of the Deputy Chief Executive (People)
5. **Improvement Board - 4th July, 2018 Update Report** (Pages 21 - 24)

Report of the Deputy Chief Executive (People)
6. **Supported Internship** (Pages 25 - 28)

Report of the Deputy Chief Executive (People)
7. **Co-option of Parent Representative to the Board** (Pages 29 - 30)

Briefing Note of the Scrutiny Co-ordinator
8. **Work Programme** (Pages 31 - 34)

Briefing Note of the Scrutiny Co-ordinator (attached)
9. **Serious Case Review** (Pages 35 - 36)

Briefing Note of the Scrutiny Co-ordinator
10. **Any Other Public Business**

Any other items of public business which the Chair decides to take as matters of urgency because of the special circumstances involved.

Private Business

11. Serious Case Review (Pages 37 - 38)

Briefing Note of the Scrutiny Co-ordinator

(Listing Officer: G Holmes, tel: 024 7683 1172)

12. Any Other Private Business

Any other items of private business which the Chair decides to take as matters of urgency because of the special circumstances involved.

Martin Yardley, Executive Director, Place, Council House Coventry

Wednesday, 11 July 2018

Notes: 1) The person to contact about the agenda and documents for this meeting is Michelle Rose, Governance Services, Council House, Coventry, telephone 7683 3111, alternatively information about this meeting can be obtained from the following web link: <http://moderngov.coventry.gov.uk>

2) Council Members who are not able to attend the meeting should notify Michelle Rose as soon as possible and no later than 1.00 p.m. on 19th July, 2018 giving their reasons for absence and the name of the Council Member (if any) who will be attending the meeting as their substitute.

3) Scrutiny Board Members who have an interest in any report to this meeting, but who are not Members of this Scrutiny Board, have been invited to notify the Chair by 12 noon on the day before the meeting that they wish to speak on a particular item. The Member must indicate to the Chair their reason for wishing to speak and the issue(s) they wish to raise.

Membership: Councillors L Bigham, J Clifford (By Invitation), S Hanson (Co-opted Member), K Jones (By Invitation), B Kaur, L Kelly, D Kershaw, J Lepoidevin, A Lucas, P Male, K Maton (By Invitation), M Mutton (Chair), P Seaman (By Invitation), T Skipper (By Invitation) and C Thomas

Please note: a hearing loop is available in the committee rooms

If you require a British Sign Language interpreter for this meeting
OR if you would like this information in another format or
language please contact us.

Michelle Rose

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Coventry City Council
Minutes of the Meeting of Education and Children's Services Scrutiny Board (2)
held at 2.00 pm on Thursday, 21 June 2018

Present:

Members: Councillor M Mutton (Chair)
Councillor L Bigham
Councillor Clifford (substitutue for Councillor Kaur)
Councillor L Kelly
Councillor D Kershaw
Councillor J Lepoidevin
Councillor A Lucas
Councillor P Male
Councillor C Thomas

Co-Opted Members: Mrs S Hanson

Other Members: Councillor Bigham

Employees (by Directorate):

People: J Gregg, P Smith
Place: G Holmes

Apologies: Councillor B Kaur

Public Business

1. Declarations of Interests

There were no declarations of interest.

2. Minutes

The minutes of the meeting held on 26 April 2018 were signed as a true record. There were no matters arising.

3. Corporate Parenting and the Corporate Parenting Board

The Board received a briefing note which set out Members' responsibilities as corporate parents and the role of the Corporate Parenting Board.

The briefing note set out the definition of a 'corporate parent' and the legal responsibilities as set out in the Children and Social Work Act 2017. That Act required that a core offer which set out what the Council would offer to its care leavers, be published by December 2018.

The Corporate Parenting Board was the body in the Council that reviewed and focussed on the progress of our Looked after Children and Care Leavers, and was chaired by the lead member for Children's Services.

The briefing note set out data in respect of Looked after Children and care leavers.

Members asked questions on a number of aspects in the report including the following:

- What support was given for independent living.
- What financial support was available from Government
- The need to remind members the Council and partners of the importance of their corporate parenting role.

Arising from their discussion, the Board requested further information on the following:

- Education outcomes for Y11 LAC last year
- Percentage of LAC Level 4+ in Maths and English, LAC NEET numbers and what is being done to support students
- Examples of schools who are good with LAC
- Plans for underachieving LAC in second half of secondary school

RESOLVED:

- (a) To note progress made against the 2015 Task and Finish group recommendations.**
- (b) To recommend that in-house training be provided to all elected members and senior managers.**

4. Progress Towards an Outstanding Fostering Service

The Board received a briefing note which detailed progress made towards establishing an outstanding fostering service together and the subsequent benefits for Coventry's looked after children.

In March 2015, a report was presented to Scrutiny Board 2 following a Task and Finish Group review of Coventry's fostering service. Ten recommendations were made and actions were now completed, these were appended to the briefing note.

The briefing note indicated that the implementation of the recommendations had contributed to a significant improvement in Coventry's fostering service in the last 2 years.

The Board noted that other areas of improvement were in:

- Recruitment of foster carers
- Current mainstream placements
- Occupancy rates
- Specialist services
- Support for foster carers
- Connected person's placements
- Staying put

The Board discussed a number of issues including the matter of housing in terms of the capacity to foster, and arising from this, the Board agreed to refer to

Scrutiny Board 4, the consideration of housing allocation priority for foster carers who require a bigger house.

The Board also acknowledged and commended the work of the Operational Lead for Fostering and agreed that this be conveyed to her in a letter.

RESOLVED:

- (a) To note progress made against the recommendations agreed by the Board in March 2015.**
- (b) That a letter be sent to the operational Lead for Fostering, on behalf of the Board, to thank her and acknowledge the progress that has been made to improve the fostering service.**

5. Regional Adoption Agency Progress

The Board considered a briefing note setting out progress towards establishing a Regional Adoption Agency.

In the paper Regionalising Adoption in 2015, the Government gave clear direction to all local authorities that they were to participate in the development of a Regional Adoption Agency. Coventry City had joined with Solihull MBC, Warwickshire and Worcestershire County Councils. The arrangement was approved by Cabinet on 31 October 2017 and Adoption Central England (ACE) became operational on 1 February 2018.

The briefing note indicated that as it had only been operational since 1 February 2018, there was not a full quarter data set available yet, however, key indicators were set out in the briefing note.

The Board noted that it was anticipated that initial benefits associated with the implementation of ACE included:

- Improved outcomes for children including access to a wide pool of adopters and an ability to better match children to a new family.
- Reduction in bureaucracy as interagency fees between Local Authorities are avoided.
- Better links across the region
- Ability to learn best practice from colleagues in other areas
- Consistency of approach across all four Local Authorities

RESOLVED that the Board:

- (a) Note the content of the briefing note and agree that the continued progress of the Regional Adoption Agency be reviewed through the Corporate Parenting Board.**
- (b) Agreed to receive a progress report in 12 months' time.**

6. Outstanding Issues

There were no outstanding issues.

7. **Work Programme**

The Board noted the 2018-19 Work Programme with the following additional items:

- Secure provision
- Supported Internship (July meeting)
- Evaluation of the “family of schools”
- Allocation of school places (to include LAC when exclusions are considered in January)

8. **Any Other Business**

There were no other items of business.

(Meeting closed at 3.15 pm)

To: Education and Children's Services Scrutiny Board (2)

Date: 19th July 2018

Subject: The Virtual School for Looked After Children

1 Purpose of the Note

- 1.1 To inform the members of the Education and Children's Services Scrutiny Board (2) of the work of the virtual school for looked after children.

2 Recommendations

- 2.1 The Education and Children's Scrutiny Board (2) are recommended to:
- 1) Consider the content of the briefing note
 - 2) Identify any further recommendations for the Cabinet Member

3 Information/Background

3.1 The reporting cycle and parameters:

- 3.2 The Virtual School is able to make preliminary reports on outcomes for KS4 (Key Stage) covering most of the Accountability Measures for secondary schools and other headlines of interest, immediately after the release of the GCSE results in August. The data at this stage has however not been validated by the Department of Education (DfE) and is not so validated until at least the following March. Outcomes reported in the autumn maybe subject to small errors in reporting from schools and cannot account for any subsequent re-marks. Numbers making 'expected progress' can be estimated at this stage, but the final Progress 8 outcome for the Virtual School is not available until the validated data is published. Neither can the performance of Coventry Looked After Children be compared to national Looked After Children attainment, or that of our statistical neighbours, until the release of this data.
- 3.3 At the time of writing (June 2018), we *are* able to fully report on the validated data for 2016 and 2017, including Progress 8. In autumn 2018, we will be able to report on the preliminary data for the current year 11 cohort; and on the validated data in the following Spring.
- 3.4 Please note, due to the new attainment and progress measures introduced in 2016 (explained below), and because of the on-going changes to the grading system of GCSEs, comparisons between current data and attainment measures prior to 2016 are no longer reliable.
- 3.5 In line with DfE requirements, the cohort reported on is known as OC2; that is, those students who have been in care for a least one year beginning 1st of the April of the previous financial year.

3.6 Explanation of Attainment 8:

- 3.7 This is the reporting headline which replaces the old head-count of children achieving 5 or 9 GCSEs at A*-C or A*-G. Attainment 8 measures the individual's achievement across eight qualifications from four categories; mathematics (double weighted), English (where both language and literature are taken the highest is double weighted), three GCSEs that count in the English Baccalaureate (EBacc), and three further qualifications that can be either GCSEs or equivalents from the DfE approved list. Each individual grade a pupil achieves is assigned a point score, which is then used to calculate a pupil's Attainment 8 score. The individual scores are then averaged to produce the final Attainment 8 score for the school.

3.8 Changes to GCSE grading and impact on Attainment 8:

- 3.9 We should also be aware that the on-going move to the new 1-9 grading structure for GCSEs may impact upon the Attainment 8 outcomes year on year. This is due the two grading systems are not an exact map in terms of their scoring toward Attainment 8. Under the A*-G system an A* attracts 8.5 points, whereas under the new system 9 points are possible and awarded for a Grade 9. In 2016 GCSEs were still graded A*-G. In 2017, English and Maths were graded on the new 1-9 scale, but other subjects were graded A*-G. In 2018, most GCSEs will be graded 1-9 with a few 'legacy' GCSEs still graded A*-G.

3.10 Explanation of Progress 8:

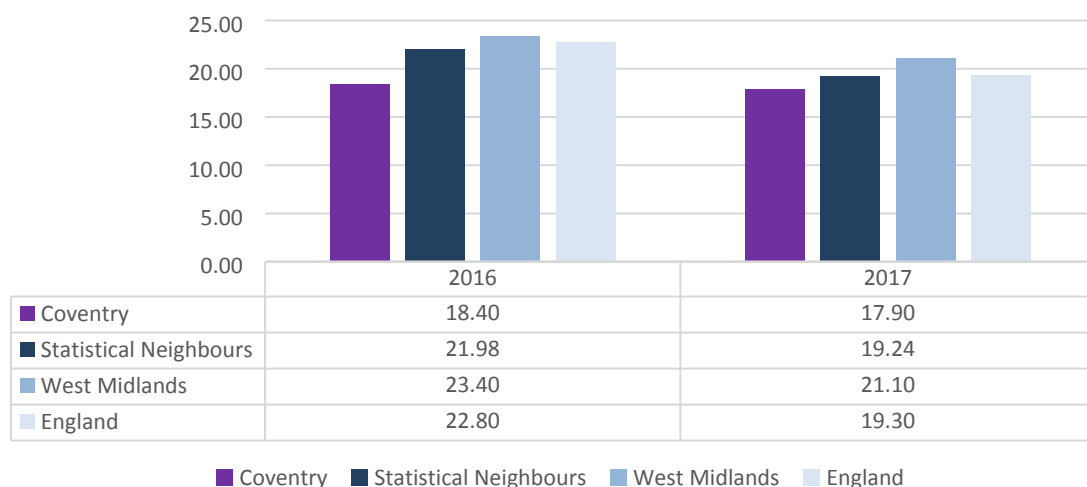
- 3.11 Also introduced in 2016, Progress 8 quantifies the progress made between each individual's starting point; i.e. their end key stage 2 score, to their key stage 4 outcome; i.e. attainment 8. The result of this calculation is of no personal import the individual child, but is made to enable a further set of calculations, which facilitate comparisons between the 'progress made' by the children in one school with the actual achievements of other pupils with similar prior attainment. As such, it is a type of 'value added' measurement. A score of 0 for the school means that the pupils' overall progress meets the expected standard. In simple terms, any minus figure represents progress which is less than expected, and any positive score represents progress above the expected standard.
- 3.12 Progress scores for cohorts of looked after children, because of their additional vulnerabilities, are typically less good than those of peer groups. Indeed, in 2017, no local authority had a Progress 8 score for looked after children equal to or greater than 0.

4 Outcomes for Coventry Children

4.1 Average Attainment 8 Outcome for Coventry Virtual School:

- 4.2 Below are the Attainment 8 scores for the Coventry Virtual School compared to other Virtual Schools regionally and nationally, across the two years for which this measurement has been in place. Coventry's statistical neighbours, that is an average from those Virtual Schools in other authorities considered most similar to Coventry across a range of socio-economic factors, are also used as a comparator.

The attainment 8 score of Coventry CLA compared to other CLA in 2016 and 2017



[Source: Gov.uk]

4.3 Progress 8 score for Coventry Virtual School

4.4 Below is the Progress 8 score for the Coventry Virtual School compared to other Virtual Schools regionally, nationally and amongst our statistical neighbours, across the two years for which this measurement has been in place.



[Source: gov.uk]

- 4.5 Factors other than pupil performance can impact upon Progress 8 and attainment 8 scores. For instance, the lists of qualifications approved by the DfE as counting toward progress and attainment 8 changes from year to year and this can affect the scoring. Consequently, the dip in attainment 8 score of 0.5 points between 2016 and 2017, should be read against the national trend for all pupils and the Looked After Children of our statistical neighbours, and is best understood in terms of the progress 'gap' between our children and those of other groups.
- 4.6 Nationally, there was a dip of 3.7 points for all pupils and 3.5 attainment 8 points for all Looked After Children. The dip for our statistical neighbours was 2.74 points. That our children have done comparatively very well is underscored by the fact that the old GCSE count (which includes qualifications that are approved but do not fit the counting 'buckets' for attainment 8) actually rose from 6% attaining 5 A* - C (or equivalents) in 2016 to 12.5% in 2017.
- 4.7 Moreover, Coventry Virtual School has experienced a significant improvement in progress made by our children and a closing of the 'progress gap', narrowing its positioning in comparison to its statistical, regional and national neighbours. The Progress 8 score for Coventry Virtual School improved by +0.13 between 2016 and 2017, greater than the improvement experienced by our statistical neighbours, with whom our performance is now more in line.

5 English and Maths

- 5.1 Along with the reporting requirements for Attainment 8 and Progress 8, from 2017 schools will report on the percentage of children obtaining English and Maths at grade 4 and above and at grade 5 and above. A grade C under the A*-G scheme attracts 4 points and is thus broadly speaking equivalent to a grade 4. As the schemes are not an exact map, a cross year comparison on 2017's data is likely to be unreliable and is not attempted here.
- 5.2 In 2017, Gov.uk gives the percentage passing English and Maths at grade 4 or better as 18.75%. Coventry's score for those passing at grade 5 is, however, suppressed due to the small size of the cohort. The National Consortium for Examination Result give the figure of 14.6% of Coventry Looked After Children passing English at grade 5 or better and 8.3% passing Maths at these higher grades. 4.2% passing at the higher level in both
- 5.3 **What action plans are in place for young people who are not making adequate progress/achieving?**
- 5.4 Pupils' progress is closely tracked through their termly Personal Education Plans (PEP). Half termly overview reporting and PEP quality assurance processes allow advisory teachers to both identify, celebrate and encourage those children who are doing well, and to identify and better plan for children who are struggling.
- 5.5 Support and challenge is offered to schools to ensure that individual progress is maintained and accelerated. Advisory teachers do this by:
- contacting the designated teacher to discuss the education progress of pupils and ask about planned interventions
 - Ensure that schools have the best guidance on tailoring support and curriculum to the need of the individual child. Request a multiagency meeting to address complex issues impacting on engagement and/or attendance such as mental health, CSE (Children at risk of Sexual Exploitation), frequent missing episodes, persistent absence, ill health.
- Attend any future PEPs.

- Promote an understanding of any impact attachment disorder may be having on that child and provide strategies for school to enable the child to cope.
- Making referrals to Virtual School Lead Mentor for personal mentoring support.
- Where appropriate, making referrals for a learning assessment by Virtual School's educational psychologist.
- Where appropriate, commissioning hypnotherapy to reduce anxiety levels.
- Where appropriate, commissioning support from partner schools who offer nurture programmes, forest schools and emotional literacy programmes etc.
- Where necessary, securing support from the Educational Attainment team to support the pupil attendance and engagement.
- Advising school as to how to make the most of their PP+ to accelerate the progress of the child and helping them make application for additional funds where appropriate.
- Ensuring that the children are offered one to one tuition
- Commissioning alternative education, say Work related learning, for our most vulnerable children.
- Tailoring Work-Related Learning Provision to meet need, e.g Confident Me course to help build self-esteem.

5.6 Additionally, the Virtual School encourages the engagement of these children in a number of beneficial projects and services depending upon their personal interests and ambitions. These services include a wide range of learning and cultural events, celebration events and career and university taster days.

5.7 **Pupil One:**

5.8 The designated teacher and inclusion manager at this school designed an excellent 12 week support programme to facilitate the smooth transition for a child returning from ELC (Extended Learning Centre) provision to a full time, mainstream schooling. This included learning mentoring and tutoring to provide a significant amount of one to one support. The school facilitate personal mentoring support from the Virtual School and actively encourage his participation in our learning events. This child is currently on a full-time timetable, working at age related expectation and making good progress in English, Maths and Science. His attendance is 100%.

6 **Examples of schools who are good with LAC**

6.1 The virtual school promotes stable school placements within schools which are rated 'good' or better and to cultivate positive working relationships with those schools. Currently, 72% of children are in a school which is rated 'good' or better and a further 19 % are in new Academy Converters awaiting an OFSTED rating, but expected to be good or better.

6.2 The schools which have the best practice, proactively seek advice and guidance from the Virtual School and engage with our advisory teachers to find individual solutions for our children. Typically, they offer most or all of the types of support below, tailored to the learning needs of the child, and delivered in a timely manner:

- Identified keyworker for each Looked After Child, who is sensitive to their needs
- A bespoke timetable suited to the needs of the learner
- Internal arrangements to minimise any breaks in pupil's capacity to access their education.
- access to mentoring services, 1-1 tutoring
- student support facilities
- detailed educational assessment tools.

- 6.3 Such practices do much to reduce the threat of fixed term exclusions for those children who struggle in school settings. These schools also routinely produce timely and high quality PEPs.
- 6.4 The effective use of the above practices in the best of our Coventry Schools is illustrated by the following case studies:
- 6.5 **School One:**
- 6.6 At this school a child was at risk of permanent exclusion. She had recently had a placement change and was emotionally unstable. The school liaised closely with the Virtual School to develop a bespoke package of support, including one to one mentoring, play therapy and a Work Related Learning Course. Following this programme this child has gradually reintegrated back into her mainstream school and is accessing a full-time timetable. She has formed some new, positive friendships and developed positive relationships with the adults she works with. Overall, she has developed a more positive, reflective attitude. Her attendance has increased from 51.7% to 76.6%.
- 6.7 **School Two:**
- 6.8 A child at this school with emotional, behavioural and significant learning needs, had been excluded on a number of occasions by the end of half term 2. He also had a significant number of unauthorised absences, his attendance falling to 71%, and was failing to make progress.
- 6.9 The school engaged with the Virtual school to find solutions to ensure the stability of his place, and better to adapt his curriculum and learning environment to his difficulties. The Virtual School supported the school to secure an educational psychologist's assessment and EHCP referral and, in the meantime, to identify and obtain funding for an appropriate alternative provision. The school provided SEN mentoring and properly documented their plans in a 'good' quality PEP.
- 6.10 This child remains on roll with this school, attending the alternative provision full time and comments that he prefers the work set for him. There have been no further exclusions and his attendance has risen to 100%.

7 LAC NEET numbers and what is being done to support

- 7.1 The importance of aspirations and career choices are underlined by the fact that sections of the PEP are devoted to pupil's career choices, this enables conversations to be held 3 times per year as part of the process for pupils as young as 5 years old.
- 7.2 The Virtual School are working with 10 schools involved in a Key stage 3 project: 'The Wasted Years' a major element is careers advice for Year 7-9 pupils.
- 7.3 The Virtual school facilitate a Year 9-11 Careers Event held during the Spring Term which was attended by 42 pupils alongside with career providers, Carers, social workers and DTs from several schools.
- 7.4 KS4 students in Year 10 continue with focused meetings to discuss career choices and access follow up Appointments with Careers Teachers at their individual schools.
- 7.5 The KS4 Advisory Teacher for the Virtual School attends all PEPs of all focused children in Year 11.
- 7.6 There is a programme for identified potential Year 11 NEETs (run in partnership with Coventry College and Work Related Learning (WRL))

- 7.7 The Next Steps Mentor also supports the LAC Mentoring Service via Aspirational and Educational visits and trips, this is an excellent way to start raising aspirations early with LACs (Looked After Children) in Y7 onwards as it also allows the Next Steps Mentor to get to know the LACs earlier and start planning and preparing expected post 16 options and routes. This support also includes the residential trips organised by the LAC Mentoring Services as well as supporting the UniGo Programme and Crest Awards Programme.
- 7.8 The introduction of a Next Steps mentor has enabled the Virtual School to ensure a staff member attends most initial Post 16 PEPs and can continue to support for the focused pupils. She monitors and tracks other Year 12 and 13 pupils carefully, developing a clearer picture of LAC transitioning from Y11 into Post 16 and onto university and identifying where there may be gaps or further development required. The Next Steps Mentor is embedded into the Through Care Team and she supports all team members and works with managers to look at developing fresh ways to engage young people and promote positive outcomes. Currently the Next Steps Mentor is working on a report to include the proposed destinations of nearly 500 LAC and Care Leavers, this includes those in or going to university. **The 2017-18 academic year has 34 Care Leavers engaged with HE (Higher Education) this is a record number for the city.
- 7.9 This academic year there was a total of 162 Post 16 PEPs spread across 40 social workers. Last academic year's Post 16 PEP completion rate was 95%, with fewer number of Post 16 LACs, this year the predicted rate is 95%+.
- 7.10 The Next Steps Mentor also supports transition to post 16 educational pathways by sharing EET opportunities, with local school careers advisers, social workers and other professionals, representing the virtual School at LAC NEETs Management group and supporting NEETs advisors to reduce the risk of our young people becoming NEET. She works directly with LAC who wish to consider council apprenticeships.
- 7.11 The Next Steps Mentor also works extremely close with Adult Education, this has allowed the advent of a special offer to those LAC NEETs who have been dis-engaged for some time with the offer to undertake English and maths in very small groups with 1:1 tuition too. This is most effective for those 'harder to reach' NEETs as the offer starts with just 1 half a day session per week with the option to build up to a full day offering qualifications and training in IT, Customer Service and Care and Childcare. The 16-19 Bursary is also paid for this alongside the Money Matters Incentive payments (where young people are in semi-independence). This approach has supported several young people into apprenticeships too, or the opportunity to gain work experience.
- 7.12 Another partnership approach with Adult Education includes ESOL options for UASC's who are unable to gain a college place straight away. This summer will see a further collaboration of the ESOL offer to include an additional 2-week ESOL summer course, this is for any new UASC's, Y11 leaver UASC's plus those who may already be doing ESOL at college but who wish to continue their learning during the college summer break.

8 Next Steps Mentor Case study - client A:

Client A is in their first year of A Level studies and disclosed during his Post 16 PEP that he no longer wanted to continue and wanted to find a full-time job instead, he is in a Foster Care placement.

He felt that he was not getting good enough grades, after his teacher showed him where he was at with his studies, and that he would fail so he believed it was better to leave straight away.

He is in a good and secure foster placement and his carers have high aspirations for him to go to university, and whilst he has the potential to take this route he still felt that he is not good enough.

After I explained that his current working grades were as expected and that it was early in the year, so he still had time to improve. I explained how everyone was proud that he got good GCSE's and that A levels are a big step up and that it is normal to have doubts at that stage. The PEP went on to look at additional support with studies and how the tutors could build in extra time to ensure client A felt he could still achieve. I also told client A, and carers, about Money Matters and how this would allow additional support in the option to fund a laptop that would give him the opportunity to enhance his home study periods.

We went on to talk about how difficult it would be for client A to find meaningful employment if he dropped out at that stage of the year, this was just before the Christmas period.

I advised that I expected client A to remain in 6th form for the remainder of the academic year and how even if he does not return for the second year, then his options would still be greater after completing one year rather than dropping out. We talked about other routes, such as, apprenticeships and especially higher-level apprenticeships. I advised about the council apprenticeship offer to LAC and Care Leavers and offered to arrange for client A to meet with a representative of the apprenticeship team to find out more. I also offered to arrange for client A to speak to a Care Leaver who had faced a similar experience, if he so wished.

Client A was adamant at the time that he did not want to go to university, however this was since he was only aware of the usual route to HE i.e. A levels, and he felt pressured, however after learning about other routes and options he said he felt better informed and agreed to continue with his first year at 6th form.

This demonstrates that when LACs are properly advised as to routes, options and opportunities they feel less 'stuck' and can make more informed decisions and choices about their direction. To take stress away from client A it was important to make sure he clearly understood that he is capable and has the ability to go to university, and that those involved have high expectations that he does so, but that we would work together to remove negative thoughts and help him to understand that there are different options, and whatever route he decides to take for this coming September is OK and that he is fully supportive of those around him.

I feel that without my knowledge and intervention it was highly likely that client A would have dropped out of 6th form during the year, and whilst he has still not made a firm decision on continuing in 6th form come September, he is still engaged and now feels more confident and less pressured about his future. One thing is for sure, he will not become NEET and now knows how to take some responsibility for his career planning and knows he is able to ask me for further advice and guidance if needed. His Foster Cares also told me that they too felt better informed, and they were thankful that I was at the PEP, especially as they too now have a clearer understanding.

9 Data

- 9.1 Coventry commissions Prospects LTD to directly work with LAC and Care Leaver NEETs. There are 2 Careers/ NEETs Advisers (job sharing 1 full time role) based within the Through Care Team and it is their role to support the NEETs directly.
- 9.2 The Next Steps Mentor oversees the NEET numbers and ensures that the CLA Activity codes on Protocol are correct and up to date. This work is carried out monthly and means that Coventry has a 'real time' view on what all older LAC and Care Leavers are doing, whilst this means we may have higher NEET figures, it means we have no unknowns, this is something of a rarity across other Virtual Schools and Social Care teams throughout the West Midlands. The Next Steps Mentor also now collates NEET figures at the end of each month so that as an LA we can monitor more effectively, and spot trends linked to certain periods throughout the year, such as, higher NEET numbers after the Christmas break. This monthly checking started recently after a FOI request highlighted that there was no monthly record/ stocktake facility due to Protocol being a live data base. Over the next year Coventry will be able to better plan and look at where there are gaps in NEET provision.

- 9.3 Most recent NEET figures for the month of June:

Total = 160 out of 414

Code	Number of NEETs
G5 (121) Young Person not in EET (Education, Employment or Training) - other circumstances i.e. refusing/ failing to engage.	131 16 = 6 17 = 24 18 = 27 19 = 32 20 = 28 21 = 3 22 = 1 23 = 0
G4 (17) Young Person not in EET (Education, Employment or Training) - because of illness or disability	16 17 = 1 18 = 2 19 = 5 20 = 6 21 = 3
G6 (22) Young Person not in EET (Education, Employment or Training) - due to pregnancy or parenting.	20 17 = 3 18 = 3 19 = 6 20 = 9 21 = 1

10 Support provided by Prospects to LAC/Care Leavers:

- 10.1 Prospects Advisers have been involved in Personal Education Plans, LAC Reviews and strategy meetings with other professionals. These have provided an opportunity to meet with young people who are difficult to reach/have not previously engaged. The Adviser can gain an understanding of the issues faced by the young person and ascertain their correct educational level. By becoming officially embedded in the plan they can support progression appropriately and encourage

meaningful activity; they can help to ensure that education/training forms part of a safety plan so that the young person is less likely to engage in risky or criminal behaviour.

- 10.2 Joint working continues with supported accommodation providers, including Key Transitions, Key Futures and Elysian Fields.
- 10.3 Home visits have taken place in conjunction with Social Workers, Personal Advisers and housing Support Workers, including visits to Brook House Care Home.
- 10.4 Inter-agency NEETs meetings are in place, involving Throughcare, Prospects, Adult Education and Coventry City Council Apprenticeships and Early Careers Team. NEETs meetings between Throughcare and Prospects staff provide an opportunity to discuss the specific support requirements of individual young people.
- 10.5 Links have been established with Coventry Youth Partnership so that LAC/Care Leavers may benefit from the specialist support, creative programmes, sport and mentoring services available.

11 Areas for further development:

- 11.1 Identify areas of academic concern and/or staff CPD across cohort and explore the extension of the use of shared resources/training.
- 11.2 Continuing to embed post 16 PEP process.
- 11.3 Expansion of Year 11 transition work.
- 11.4 Expansion of getting copies of Y11 school's Careers Action plans, to cover all schools/ academies.
- 11.5 Continue to work with partners to improve appropriate destinations and reduce NEETs.
- 11.6 Extend scope of the West Midlands Post 16 Virtual Schools group.
- 11.7 Extend the attachment training input to all post 16 settings/providers.
- 11.8 Continue with the new monthly report of NEET numbers – Next Step Mentor now checks and records NEET numbers at the end of each month and shares this data with relevant parties.
- 11.9 Work with the Through Care Team to develop Peer Mentors – older Care Leavers supporting and mentoring younger post 16's with regards to promoting positive progressions and raising aspirations with a view to reduce NEET numbers, longer term.
- 11.10 Working with the lead on the council's apprenticeship team to look at building in incentives for those older LACs and Care Leavers who want to gain a council vacancy. **This will also involve the implementation of the Government's new £1000 Bursary payment, from 1st August 2018, for LAC/ Care Leavers in an apprenticeship.

12 Mental Health

- 12.1 Non-statutory guidance, published in March 2016, provides advice on how all pupils can benefit from learning and developing in a well-ordered school environment that fosters and rewards good behaviour and sanctions poor and disruptive behaviour. Paragraph 1.8 of this document (see below*) outlines how schools can promote cultures and structures which can support their pupils' mental health.
- 12.2 Recognising that a significant proportion of looked after children experience mental health problems, the Virtual School works collaboratively with providers, to support

the delivery of these principles and processes primarily through training and awareness projects and other initiatives which make use of external expertise to help schools address mental health issues.

13 Training

- 13.1 All Virtual School frontline staff have themselves attend training sessions in attachment theory and its impact on brain development. This training has furthermore been offered to all schools. Since March 2016 116 school staff have attended the level one course and 27, the level two.
- 13.2 Theraplay is a technique which enables children to better manage behaviour in educational settings and specific training on its use has been offered since autumn 2017. A total of 42 schools and 10 Early Years providers have attended a half day course.

14 Support Services

- 14.1 The Virtual School buys in the service of an Education Psychologist, equivalent to 1.5 days per week. To expedite EP assessments for looked after young people who have been identified by the school as requiring one to enable support to commence at the earliest possible stage. We have further bought in psychological support services from Phoenix psychology and a hypnotherapist. In addition, the Virtual School, has two mentoring staff, who support children on 1-1 basis and supports with vulnerable groups transition from Year 6 into Year 7 and between KS4 - KS5.

15 Supporting Attachment Projects

- 15.1 HV funding is supporting the Attachment Project to the tune of £23,000; providing each participating school with £4,000 to fund the project and a half day of attachment training by a clinical psychologist. Initiatives include:
- Membership to Attachment Research Community (ARC) for 12 schools and facilitate the school's involvement in a programme over 3 years totalling £6,000.
 - The Virtual School's participation in a £5m project supported by The Alex Timpson Trust.
 - Five primary schools are working with The Rees Centre (Oxford) research programme. This project is currently in its early phase, with schools completing an audit of the Attachment Awareness status. Attachment training will be delivered in September/October 2018, and school staff and pupils will complete an online survey.
 - Additional support projects have been funded via the Highly Vulnerable stream, in areas such as Thrive programme, Riverside Resilience Project, Woodfield supporting schools, plus other individual programmes to support pupils' transition into secondary school.
- 15.2 For further information, please refer to the following;

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/634725/Supporting_Mental-Health_synthesis_report.pdf

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Coventry City Council

Briefing note

To: Education and Children's Services Scrutiny Board (2)

19 July 2018

Subject: Progress on Children's Services Improvement Plan

1 Purpose of the Note

- 1.1 To inform the Education and Children's Services Scrutiny Board (2) of the progress with the Children's Services Improvement Plan reported to the Children's Services Improvement Board on 4 July 2018. The next Improvement Board will be held on 3 October 2018.

2 Recommendations

- 2.1 The Education and Children's Scrutiny Board (2) are recommended to:
- 1) Consider the progress made to date
 - 2) Receive regular updates from the Children's Services Improvement Board that will include further progress relating to the children's services improvement plan
 - 3) Identify any further recommendations for the appropriate Cabinet Member

3 Information/Background

- 3.1 The Ofsted Inspection of Coventry's Children's Services and the review of the Local Safeguarding Children Board (LSCB), published in March 2014, judged services and the LSCB to be inadequate. As a result, the Department for Education issued an Improvement Notice on 30th June 2014. The two-year review was held on 30th November 2016 and focused on quality of practice; the effectiveness of the children's services system and partnership working. Ofsted re-inspected Children's Services on 6th -30th March 2017, the outcome of the inspection was published on 13th June 2017, Children's Services were judged as "requires improvement to be good". Services for Children are no longer inadequate.
- 3.2 The Department for Education (DfE) removed Children's Services from intervention on 13 June 2017, the service is no longer subject to an improvement notice. Supervision and support has been provided by the DfE over the last 12 months, which included two reviews held in January 2018 and June 2018. This has now ended.
- 3.3 To oversee the improvement journey and as a response to the inadequate rating a Children's Service Improvement Board was established. An experienced Improvement consultant and retired Her Majesty Inspector (HMI), chairs the Children's Services Improvement Board. The Board includes elected Members, Council representatives and representatives from partner agencies in the City as well as a representative from the Department for Education. Progress is reported to the Improvement Board every twelve weeks.
- 3.4 The Leader of the Council and the Chief Executive have both given public commitment that Children's Services remains a key priority for the Council.

includes prioritising funding for Children's Services to maintain its capacity to improve. The Council, alongside partner organisations continue a relentless focus on securing improvements in services for children, young people and families to ensure they are safeguarded and achieve positive outcomes.

- 3.5 Ofsted's revised new framework includes focused visits to local authorities who are judged to be 'requires improvement' the first visit was held on 30-31 January 2018. Two Inspectors spent two days reviewing the MASH, the front door service and speaking to social workers and partners. Visits were also made to two area social teams to review children in need cases. The letter confirming the outcome of the visit was published on 22 February 2018.

4 Department for Education Review

- 4.1 The Department for Education conduct 6 month reviews for all 'support and supervision' LA's that have exited intervention. The first 6-month review was held on 23 January 2018, followed by the exit 6-month review held on 15 June 2018. The focus of the exit visit included:
- Management oversight, with a particular focus on assessments
 - Social work Practice, with a focus on caseloads and plans
 - Progress update on Ofsted's nine recommendations
 - Transition to the regional improvement plan
- 4.2 The exit review provided an opportunity for Coventry to identify the progress since the last review in January 2018 and discuss current priorities for the next year. The DfE intervention team confirmed that they were satisfied with progress and agreed transition to the regional improvement team. The DfE Improvement Lead is now a member of the Improvement Board. The letter from the DfE confirming this was circulated to Board members.

5 Ofsted Annual Conversation

- 5.1 The annual engagement with regional representatives was held in April 2018 to review the self-evaluation and reflect on progress and future engagement.
- 5.2 A briefing was provided on the quality of social work practice; SCR briefing and serious incident notifications; Child Sexual Exploitation activity; update on Children's Centre Offer; relationships between health and education re: two year olds development; Regional Adoption Agency.

6 Workforce

- 6.1 The Children's Services Workforce Strategy 2018 has been refreshed to reflect the workforce needs of Children's Services. It builds on the progress the service has made over the last three years and supports the aim of achieving the right capacity, capability and culture needed to confidently face organisational challenges.
- 6.2 A key element in delivering high quality services is improving the effectiveness of the recruitment and retention of permanent social work staff across all teams and strengthening the service's ability to retain a high quality experienced workforce. Support, training and development of the workforce are fundamental to service innovation and improvement and help make Coventry a great place to work and live.
- 6.3 Recruiting and retaining experienced social workers is a challenge across children and families social work, and in particularly in area based teams. This is a both a regional issue across the West Midlands and Nationally.

- 6.4 The Council have been successful in achieving £1,790,610 through a bid with the West Midlands Regional Teaching Partnership. The two-year contract will ensure minimum numbers of practice educators, academics returning to practice and practitioners enhancing academic delivery. A modular framework allows for bespoke responses to individual learning needs and aspirations with the programme built around a two-year delivery period to allow for impact and culture change. This will promote a step change across the West Midlands and will reflect a commitment and ambition for closer collaboration, and working together to improve the quality of social work education. This funding has been awarded to Coventry City Council on behalf of the 14 local authorities and 8 higher education establishments in the region. This is a reflection on how our standing on the regional and national platform has shifted.

7 Overview Summary

- 7.1 The last three months' highlights how important this phase of the improvement journey is, the Improvement plan progress and highlight reports demonstrates the progress and changes moving forward.
- 7.2 The Children's senior leadership team and extended Leadership are embedding and working together driving forward practice improvements and service changes. The next phase of improvement relies heavily on corporate support and the support from partners to ensure that improvement continues. There is an explicit intention to ensure that Children's Services reaches a position where it is continuously achieving good outcomes for the Children of Coventry. The Children's Services Strategic Plan will support our journey in "Getting to Good" whilst it is acknowledged that this will take considerable time to achieve.

8 Communications

- 8.1 The e-newsletter continues to be produced focusing on Children's Services. This is issued to all staff in Children's Services, all partners, senior managers and Members to ensure everyone is aware of the progress made so far, what has still to be achieved and the role all employees can play in supporting the service in 'getting to good.' In addition to this, the Director of Children's Services holds open sessions for all staff and gets out and about visiting teams and talking to staff.

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To: Education and Children's Services Scrutiny Board (2)

Date: 19th July 2018

Subject: Supported Internships: University Hospital Coventry and Warwickshire

1 Purpose of the Note

- 1.1 To inform the Education and Children's Services Scrutiny Board (2) of the requirement to develop supported internships for young people with learning difficulties and or a disability (SEND), as part of an employment pathway; to provide a summary of progress to-date at University Hospital Coventry and Warwickshire (UHCW) and set out an aspiration for expansion of the scheme.

2 Recommendations

- 2.1 It is recommended that the Education and Children's Services Scrutiny Board (2)
- 1) Consider the information presented and note the progress made to date and the direction of travel
 - 2) Identify any recommendations to the appropriate Cabinet Member

3 Information/Background

- 3.1 The Children and Families Act 2014, placed a requirement on LAs to secure positive outcomes for young people with SEN and/or disabilities with a specific focus on preparation for adulthood. This includes preparation for employment. It is a fact that the vast majority of young people with SEN are capable of achieving sustainable paid employment with the right preparation and support. In Coventry young people described this as an entitlement to an ordinary life which is encapsulated under the SEND strategy of "Raising the Cloud of Limitation"

In 2012/13, a DfE trial of supported internships concluded that 36% of participants achieved paid employment. This compared to a national average employment rate of just 7% for people with moderate to severe learning difficulties.

3.2 Who are Supported Internships for?

Supported internships are for young people with complex learning difficulties aged 16 to 24 with an Education, Health and Care Plan, who want to move into employment and need extra support to do so.

3.3 Who can offer a Supported Internship?

Since September 2013, any institution that receives a funding allocation directly from the Education Funding Agency (EFA) has been able to deliver supported internships. This includes Further Education colleges, schools and independent specialist providers.

3.4 What is a Supported Internship?

Supported internships are structured study programmes based primarily with an employer. They are designed to enable young people with learning difficulties and/or disabilities **to achieve sustainable, paid employment** by equipping them with the skills they need through work based learning. Internships normally last for a year and include unpaid work

placements of at least six months. They should support the young person to move into paid employment at the end of the programme.

An internship should be relevant, contribute to the young person's long-term career goals and match their working capabilities. For the employer, the internship must meet a real business need and if required standards are satisfied, offer the potential of a paid job at the end of the programme of study. Job coaches are critical to the success of supported internships. They provide in work support to enable the young intern to familiarise with their role. The job coach simultaneously provides support to employers, with a focus on increasing their confidence and evidencing the strong business case for employing a diverse workforce.

3.5 Supported internships expectations:

- The majority of the young person's time is spent at the employer's premises;
- Young people are expected to comply with real job conditions, such as timekeeping and dress code;
- Training in systematic instruction should be used as appropriate, this is a method specifically designed to help people with complex learning difficulties learn new tasks;
- Stretch learning goals should be set to include English and Maths;
- Both the young person and the employer should have access to support through a tutor and an expert job coach; and
- The support should continue after the course of study is complete, to ensure that young people get paid jobs and sustainable careers.

3.6 How is it funded?

Supported internships are funded from a combination of Education Funding Agency core funding (Elements 1 and 2) and top up funding for the required amount from the relevant local authority high needs budget (Element 3). The Department for Work and Pension's Access to Work fund can pay for any reasonable adjustments needed for the in-work element of an internship, this includes the job coach and the extra fares to work if the young person is unable to use public transport.

3.7 Progress and Next Steps in Coventry:

A strong partnership approach between the young person and their family, the school/college, the employer and the job coach/supported employment service is needed to successfully deliver supported internships. To succeed, the partnership requires commitment at a senior level, to drive aspiration and champion the rights of young people with SEND. Champions must promote the very positive economic contribution this group of young people can make to society and the world of work, if given the opportunity.

3.8 University Hospital Coventry and Warwickshire (UHCW):

Coventry's Employment & Wellbeing Service (previously TESS) took the first steps in Coventry to develop a supported internship programme, by approaching UHCW. The presentation to the UHCW Equality and Diversity Strategy 'Dragons Den' event, led to a strategic commitment that supported internships would be an objective included in the UHCW three year Equality and Diversity Strategy. Consequently the 'Changing Futures Together' programme was developed.

The programme is currently delivered in partnership with Hereward College. However, any post 16 provider can take on this role. Riverbank and Sherbourne Fields Special Schools are actively developing a range of opportunities with employers to add range and choice to the City's employer and employment options.

Whilst UHCW are now approaching the end of the 3rd year of the programme, the hospital remain committed to continuing supported internships and exploring partnerships with other FE providers. This is a testament to their success.

The UHCW supported internship programme is employer led. The Employment and Wellbeing Service has based an Employment Advisor at the hospital for two days a week, to provide coordination of the programme. The funding for this provision is currently drawn down from access to work funds via Hereward College.

An evaluation of the outcomes for 2017/18 to-date, based on eight interns completing the programme evidences that:

- Five young people have secured confirmed job offers
- Two young people are being actively supported in securing employment
- One young person has determined that they want to access the Princes' Trust Programme

- 3.9 There are currently a limited number of supported internships available within the City. Coventry's post 16 providers are committed to rolling out an extended range of opportunities for young people with an Education, Health and Care Plan to secure employment as part of the FE offer. Currently most programmes begin at the age of 19. Special school FE providers have confirmed their commitment to developing a pathway to employment post 16 curriculum. Whilst the Citywide strategy to secure supported internships is at an early stage of development, the need to secure a strong partnership infrastructure is now a priority. The Council in partnership with schools now have to achieve the critical step of secure the full engagement of a wider range of employers across the City, to secure an appropriate job match for the range of skills and career aspirations of young people with SEND.

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Briefing note

To: Education and Children's Service Scrutiny Board (2)

Date: 19th July 2018

Subject: Co-option of Parent Representative to the Board

1 Purpose of the Note

- 1.1 To provide Members of the Education and Children's Services Scrutiny Board (2) opportunity to co-opt a parent representative to the Board

2 Recommendations

- 1) The Education and Children's Services Scrutiny Board (2) are recommended to co-opt Mrs Kellie Jones as a non-voting co-optee to the Board.

3 Information/Background

- 3.1 Part 2D, Section 5 of the Council Constitution, states:

"5.1 Subject to paragraph 6 below, each Scrutiny Board or Sub-Group will be entitled to appoint non-voting co-optees. Co-optees will be appointed by the Scrutiny Board to which they are to be appointed in accordance with the Scrutiny Procedure Rules in Part 3.

5.2 Co-opted Members will be required to attend at least one appropriate meeting every six months or else their co-option will cease. Any exemptions to this rule, for example long-term illness, would need to be approved by the full Council."

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Please see page 2 onwards for background to items

21st June 2018
The Role of the Corporate Parent Fostering Adoption Central England
19th July 2018
Supported Internships The Virtual School for Looked After Children Improvement Board 4 th July Update Report
6th September 2018
Partnership Working for Children's Services One Strategic Plan updates Primary Progress (Unvalidated data)
4th October 2018 1st November 2018
Secondary Progress (Unvalidated data) Improvement Board 3 rd October Update Report
29th November 2018 10th January 2019
Review of the Education Service redesign Alternative Provision and Exclusions
28th February 2019
School Performance Information – validated data
4th April 2019
Coventry Parenting Strategy
Date to be determined
Coventry Youth Partnership Home to School Transport Review of Libraries Published SCR's School based police panels Secure Provision Adoption Central England – June 2019

Date	Title	Detail	Cabinet Member/ Lead Officer
21st June 2018	The Role of the Corporate Parent	Overall briefing and introduction to the role of being a corporate parent – including some facts and figures about Coventry	Paul Smith Cllr Seaman
	Fostering	Covering where we are and what we're doing - recruitment - specialist fostering - special guardianships, progress on recommendations. To be linked in with the previous T&F on Fostering.	Paul Smith Cllr Seaman
	Adoption Central England	Covering progress since the transfer and establishment of the new organisation, along with some facts and figures on the current position with adoption	Paul Smith Cllr Seaman
19th July 2018	Supported Internships	The Cabinet Member referred this item to the Board to look at in more detail and consider how the programme can be supported further	Cllr Maton Jeanette Essex
	The Virtual School for Looked After Children	To look at the virtual school for looked after children	Cllr Seaman Paul Smith Sarah Mills
	Improvement Board 4 th July Update Report	A regular progress report from the Improvement Board	John Gregg Sonia Watson Cllr Seaman
6th September 2018	Partnership Working for Children's Services	Members requested information about working with partners to achieve the outcomes for the Children's Services improvement plan.	John Gregg Cllr Seaman
	One Strategic Plan updates	Progress on the information provided including the provision and demand for special school places across the city	Kirston Nelson Cllr Maton
	Primary Progress (Unvalidated data)	Members requested a report in September of the unvalidated data when available	Kirston Nelson
4th October 2018			

Date	Title	Detail	Cabinet Member/ Lead Officer
1st November 2018	Secondary Progress (Unvalidated data)	Information on Secondary school pupils progress using the unvalidated data when available	
	Improvement Board 3 rd October Update Report	A regular progress report from the Improvement Board	John Gregg Sonia Watson Cllr Seaman
29th November 2018			
10th January 2019	Review of the Education Service redesign	Following a meeting where the proposals for a new structure for the Educations service were considered, Members requested a progress report following implementation. To include an invite to the Regional Schools Commissioner	Kirston Nelson Cllr Maton
	Alternative Provision and Exclusions	A follow up report on the impact of the new managed transfer system 6 months on	Sara Mills Kirston Nelson
28th February 2019	School Performance Information – validated data	A report on school performance data using validated data, including LAC and vulnerable groups	Sara Mills Kirston Nelson
4th April 2019	Coventry Parenting Strategy	A 12 month progress report, to include rag ratings against actions	Sue Frossell
Date to be determined	Coventry Youth Partnership	To discuss the new Coventry Youth Partnership, young people involved in the panel to be invited. To include how targeted youth provision provided by the Council will link in with the partnership.	Cllr Seaman Michelle McGinty
	Home to School Transport	A follow up report covering on applications, decisions and appeals and amendments to the process.	Jeanette Essex Kirston Nelson Cllr Maton

Date	Title	Detail	Cabinet Member/ Lead Officer
	Review of Libraries	To include information about how libraries can become hubs for community wellbeing, as well as progress on the changes implemented last year.	Peter Barnett Kirston Nelson Cllr Maton
	Published SCR's	For Members of the Board to consider how the recommendations from the SCRs have been implemented	John Gregg David Peplow Cllr Seaman
	School based police panels	A report on how the police are supporting improving behaviour in schools and tackling anti-social behaviour in partnership	Kirston Nelson Cllr Maton
	Secure Provision		
	Adoption Central England – June 2019	As requested at their meeting on 21 st June to provide a further progress report, along with some facts and figures on the current position with adoption	Paul Smith Cllr Seaman

Briefing note

To: Education and Children's Services Scrutiny Board (2)

Date: 19th July 2018

Subject: Serious Case Review

1 Purpose of the Note

- 1.1 To inform the Education and Children's Services Scrutiny Board of their consideration of a Serious Case Review, the recommendations arising from the review and progress in implementing them.

2 Recommendations

- 2.1 The Education and Children's Services Scrutiny Board (2) are recommended to
 - 1) Consider the progress in implementing the recommendations arising from the serious case review.
 - 2) Identify any recommendations for the Cabinet Member for Children and Young People and/or the Coventry Safeguarding Children's Board.

3 Information/Background

- 3.1 Members will be provided with information about a serious case review at their meeting on 19th July 2018.
- 3.2 Members will consider whether appropriate progress has been made implementing the recommendations arising from the Serious Case Review.

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By virtue of paragraph(s) 1, 2 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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