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Coventry City Council

Agenda

Education and Children's Services Scrutiny Board (2)

Time and Date
2.00 pm on Thursday, 28th February, 2019

Place
Committee Room 3 - Council House

Public Business

1. **Apologies and Substitutions**

2. **Declarations of Interests**

3. **Supported Transfers and Permanent Exclusions** (Pages 3 - 8)

   Briefing Note of the Deputy Chief Executive (People)

4. **Education Service Redesign - Update on Progress** (Pages 9 - 12)

   Briefing Note of the Deputy Chief Executive (People)

5. **Coventry Education Performance** (Pages 13 - 32)

   Briefing Note of the Deputy Chief Executive (People)

6. **Work Programme 2018-19** (Pages 33 - 38)

   Briefing Note of the Scrutiny Co-ordinator

7. **Any Other Business**

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

Private Business
   Nil

Martin Yardley, Executive Director, Place, Council House Coventry

Wednesday, 20 February 2019

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 28th February, 2019 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, B Kaur, L Kelly, D Kershaw, J Lepoidevin, A Lucas, P Male, M Mutton (Chair) and C Thomas

Co-opted Members: Mrs S Hanson and Mrs K Jones

By Invitation: Councillors J Clifford, K Maton, P Seaman and T Skipper

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

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

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Coventry City Council

To: Education and Children's Services Scrutiny Board (2)
Date: 28th February 2019

Subject: Supported Transfers and Permanent Exclusions

1   Purpose of the Note
1.1   To provide an overview of:

- The number of permanent exclusions that have been implemented by Coventry Schools over the last three academic years;

- The post exclusion process, leading to either an alternative school offer or alternative provision.

2   Recommendations
2.1   The Education and Children's Services Scrutiny Board (2) are recommended to:

1) Note the content of the report
2) Identify any recommendations for the Cabinet Member

3   Information/Background
3.1   The rules governing exclusions from schools, academies and pupil referral units in England, are set out in s52 of the Education Act 2002. This is underpinned by Statutory Guidance "Exclusions from maintained schools, academies and pupil referral units – A guide for those with legal responsibilities in relation to exclusion" (September 2012, updated September 2017). In summary, the guidance states that the head teacher of a publicly funded school, may exclude a pupil from the school for a fixed period or permanently

3.2   A fixed term exclusion is for a specific period of time. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

3.3   Pupils whose lunchtime behaviour is disruptive may be excluded from the school premises for the duration of the lunchtime period. An exclusion that takes place over a lunchtime would be counted as half a school day. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases.

3.4   An 'informal' exclusion involves a child being sent off the school premises, without this being officially recorded as an exclusion (e.g. where a child is sent home for a 'cooling off' period). It is unlawful for a child to be informally excluded from school, even where the child's parent/s or carer/s agree to the exclusion

3.5   A permanent exclusion involves the child being removed from the school roll. However, the head teacher must not remove a pupil's name from the school Admissions Register until the outcome of the Independent Review Panel (if this route is followed by parents).

3.6 The DfE reports that 6,685 permanent exclusions were recorded in 2015-16, up from 5,785 the previous year. This represents an increase of 13%.

3.7 However, the Statutory Guidance is clear that exclusion should be a last resort and that early intervention should be used to address the underlying causes of disruptive behaviour. Coventry schools invest heavily in social, emotional and behaviour support. Consequently, the level of permanent exclusions in the City, whilst rising remains relatively low.

4 Primary Exclusions and Alternative Provision

4.1 Table 1 sets out the number of primary school permanent exclusions in Coventry, over the last three academic years, alongside the recorded reasons.

Table 1	Academic Year			Total
Primary Reason for Exclusion	**2015/16**	**2016/17**	**2017/18**	
Bullying - Racism	1			1
Damage	2	1		3
Other	1	2	3	6
Challenging behaviour	3	2	1	6
Persistent violation of school rules		1	1	2
Disobedience	1		2	3
Persistent Disruptive Behaviour	3	10	12	25
Physical assault against an adult	4	4	5	13
Physical Assault against an adult	1			1
Physical assault against a pupil		2	3	5
Aggressive behaviour against an Adult	1	1	1	3
Threatening behaviour against a pupil – carrying an offensive weapon	1		1	2
Total	**18**	**23**	**29**	**70**

Of the 29 excluded pupils in 2017/18, it is noted that only two were girls. Twenty pupils were of white British origin and 0 had an identified SEN. 3 (10%) of pupils were excluded during their final year in primary school (NCY6). In 2016/17, it took an average of 19 days to secure an alternative school placement.

4.2 Provision

The vast majority of primary age pupils excluded from school, are offered an alternative mainstream primary school. In support, the Local Authority offer a specialist teaching, support and advice service to schools for social, emotional and mental health difficulties. The SEMH Team, which is part of the Traded SEND Support Service offer, deliver Team Teach Training across the City, this is a nationally accredited de-escalation behaviour management intervention. In addition, schools offer their pupils a range of highly specialist services including: nurture groups; the Thrive programme' language programmes; play therapy; psychology and counselling.

Consequently, the LA does not maintain a pupil referral unit provision for primary age children. Instead, in partnership with schools the LA delivers an intensive support programme known as

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the KEYS, which is targeted at children who are at risk of exclusion. The service is delivered from two designated bases within mainstream schools; Parkgate Primary School and Frederick Bird Primary School. The 4 day a week programme is delivered by specialist teachers and support staff. It focuses on the child's individual needs, providing assessment, emotional support and intervention. Teachers offer an academic curriculum to enable children to fill gaps in learning. Children return to their registered school on Fridays.

In recognition of the number of permanently excluded pupils in the 2016/17 academic year, the KEYs programme was extended to KEYS+ from September 2017 and is now known as Gateway intervention service. The programme is delivered from a base at Logan Road. The primary focus is assessment, with the aim of determining the child's individual needs and support requirements, before reintegration to a mainstream or special school begins. This intervention is designed to enhance the child's chance of success. When appropriate, children identified as requiring special school provision for SEMH, would be placed at Woodfield School. Woodfield is a special school for primary age pupils with SEMH. The school is rated 'good' by OfSTED.

5   Secondary Exclusions and Alternative Provision

5.1   Table 2 sets out the number of secondary school permanent exclusions in Coventry, over the last three academic years, alongside the recorded reasons.

Table 2.	Academic Year			
Primary Reason for Exclusion	**2015/16**	**2016/17**	**2017/18**	**Total**
Damage				
Drug and alcohol related	5	5	6	16
Other	1	9	11	21
Persistent disruptive behaviour	11	12	20	43
Physical assault against a pupil	4	9	6	19
Physical assault against an adult	3	1	2	6
Racist abuse	1			1
Verbal abuse/threatening behaviour against an adult	2	6	2	10
Verbal abuse/threatening behaviour against a pupil			3	3
Sexual misconduct			2	2
Total	**27**	**42**	**52**	**121**

5.2   Secondary schools across the City invest in a variety of internal behaviour support interventions, including specialist assessment, teaching, mentors and counselling. In addition, many schools have bespoke provision that enables young people to work in smaller focused groups organised through an internal unit. Key stage 4 students can benefit from a range of extended pathways including work experience and vocational training. Secondary schools have recently reviewed the managed move arrangements as part of a fair access protocol. It is intended that this process will facilitate fresh starts for those that might benefit from a change of school.

5.3   In addition, the LA has commissioned three school-based provisions at Grace Academy, West Coventry and Whitley Academy. These places are used mainly for pupils preparing to re-integrate back into mainstream provision. We have also commissioned work with Positive Youth Foundation for intervention work 6 week programme and are working with the

5.4   College to identify additional places for pupils not working well in mainstream.

5.5   The LA maintains a Pupil Referral Unit (Coventry Extended Learning Centre), to secure an appropriate education for secondary age students who have been permanently excluded from school. The provision can provide assessment, intervention and reintegration and offer a full academic curriculum. Some students may benefit from personalised learning pathways that include vocational training and work experience. CELC operates from three sites

- Wyken (Key Stage 3 pupils)
- The Link (Key Stage 4 pupils)
- Swanswell (Key Stage 4 pupils).

5.6   Depending on the most appropriate pathway for each individual student, full time suitable education is delivered onsite or through a combination of onsite and off-site work-related learning opportunities e.g. vocational courses delivered at a college or accredited training provider

5.7   The LA's Work Related Learning Team, work on behalf of schools to commission, coordinate and quality assure, off-site work-related learning provision for 13-19 year-old learners, particularly those who are most at risk of becoming disengaged from learning and 'not in education employment or training' (NEET). This provision complements and extends the education programme delivered by the responsible school. The team also work in close partnership with CELC to secure appropriate off-site courses for permanently excluded pupils. The service aims to positively impact upon participation, levels of progress and achievement and promote the social inclusion of all 13-19 year olds.

5.8   The LA also maintains a pupil referral unit for pupils admitted to the University Hospital Coventry and Warwickshire (UHCW). The Hospital Education centre provides education for pupils aged 4-16 on three paediatric wards (Wards 14-16), who are well enough to access learning. The majority of children are short-term in-patients with one-off stays, of less than 3 days. Teaching is conducted mostly at bedsides.

5.9   A home teaching service is offered as part of 'Hospital Education', to make provision for pupils who are unable to attend school for medical reasons including physical or mental illness. The level of service is responsive to the child's specific medical needs. The service aims to provide a continuation of education until the child is well enough to return to school.

6 Supported Transfers

6.1. Table 3 sets out the number of secondary school Supported Transfers in Coventry, since September 2018. Please note that these do not include the most recent pupils discussed at the panel meetings on 12.02.19 and 14.02.19, who have not yet started their Supported Transfers at the agreed schools.

The Coventry Supported Transfer Protocol was implemented in November 2017 with the aim of reducing the amount of permanent exclusions and enabling pupils to remain in or, in the case of pupils from the Coventry Extended Learning Centre (CELC), return to mainstream education. This process requires full cooperation from all parties involved and recognises that early intervention and support can bring longer-term benefits of maintaining school placements. As of December 2018, pupils from the CELC were discussed by the Fair Access Panel.

There have been 47 Supported Transfers in the current academic year (2018/19) of pupils into Coventry secondary schools. Of these 47 Supported Transfers, 5 have been successful, with these pupils now on the permanent roll of their receiving school, and 21 are ongoing Supported Transfers, with the pupils still on their first 12 week placement.

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However since April 2018, there have been a total of 61 supported transfers if this new system had not been implemented, almost all of these would have been seen as excluded pupils. Of these 61 supported transfers:

- 20 have been successful, with the pupil being taken onto the roll of the receiving school
- 23 have failed but are engaged in alternative activities either Positive Youth intervention or may have moved to the CELC.
- 18 are still ongoing (i.e. still within the 12 week period)

Table 3

2018/19 Supported Transfers	
Successful 1st Supported Transfers	5
Unsuccessful 1st Supported Transfers	20
Unsuccessful 2nd Supported Transfers	1
Ongoing Supported Transfers	21
Total no. Supported Transfers	47

2018/19 Supported Transfers

■ Successful 1st Supported Transfers ■ Unsuccessful 1st Supported Transfers
■ Unsuccessful 2nd Supported Transfers ■ Ongoing Supported Transfers
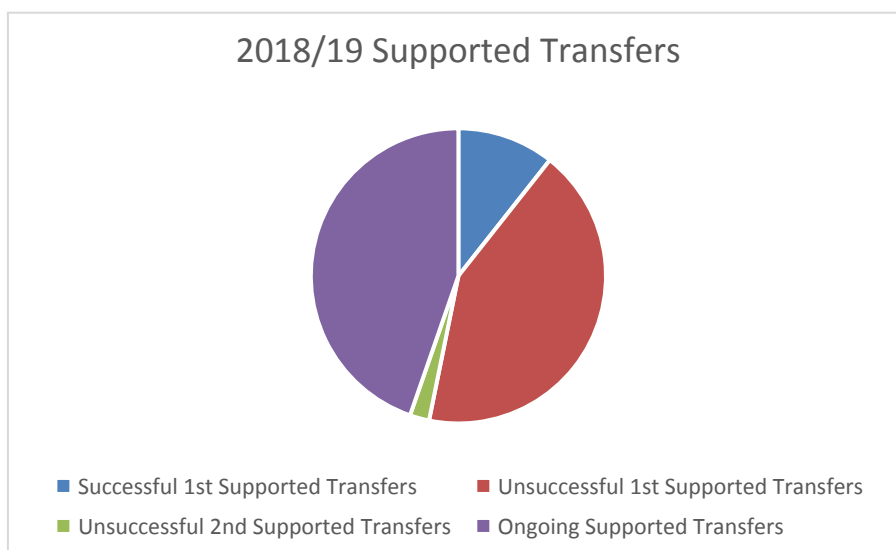
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Coventry City Council

To: Education and Children's Services Scrutiny Board (2)
Date: 28th February 2019

Subject: Education Service Redesign - update on progress

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1   Purpose of the Note
1.1   To provide an update on:
- the impact of Education Services, following the implementation of a phase one re-design in September 2017.

2   Recommendations

2.1   The Education and Children's Services Scrutiny Board (2) are recommended to:
1) Note the content of the report.
2) Identify any additional recommendations for the Cabinet Member

3   Information/Background
3.1   In Spring 2017 a significant redesign of the Council's Education Service was undertaken;. with the aim of delivering a fit-for-purpose service, that met the current needs of children, families and schools. The full partnership consultation process, led to the co-design of a new delivery model. Some historic activities were ceased, new functions established and the overall structure realigned to secure maximum efficiency and effectiveness. The new model was commended by the Scrutiny Co-ordination Committee. As a consequence of the service redesign £3m savings was released.

3.2   The revised model was implemented in September 2017. Ongoing review and development has seen further investment in the traded service to meet growing demand and enhanced provision to secure emerging gaps e.g. the establishment of an Inclusion and Attendance Team within the Education Entitlement Service.

4   Progress since implementation of new model
4.1   The model continues to be reviewed in response to user feedback. More formally, a full-'one year on' service survey was undertaken with schools in late autumn 2018. The survey was designed to test of services continued to be ;fit-for-purpose' and identify any gaps or further areas for improvement,   The services included were: Coventry Music; Ethnic Minority Achievement; Work Related Learning; Capital Strategy; Admissions, SEND support which includes: complex communication (ASD), Education Psychology, Sensory (hearing and visual impairment), Social Emotional and Mental Health and Learning, SEND Early Years and SEN statutory assessment.

4.2   **Feedback on services**

4.3   Over a third of Coventry schools responded to the satisfaction survey, which is deemed a reasonable representative sample.

4.4   **Summary of responses**
"Have services improved?" 76% of respondents were satisfied with services overall (of which 6% said it was too early to say). Satisfied is defined as respondents indicating that services have significantly improved, improved or consider that there has been no change since the redesign took place. Of the remaining 24%, 12% indicated that a new model needed to be considered and 12% that further development was required.

"What is your view of services now?" 82% of respondents were satisfied (with 58% saying that services were good or excellent). Satisfied is defined as current service delivery being excellent, good or acceptable. Of the remaining 18%, 4% indicated that a new model needed to be considered and 14% said that further development was required.

4.5   These overall findings have been received positively and are reflective of the contribution that the Council is making towards improved educational outcomes within the Coventry Education System. It is noted that these findings are in the context of the delivery of up £3m of savings and increased need and demand. The response represents a good foundation on which to base continuous improvement. Heads of Service have reviewed the commentary with their teams and they are being used to drive forward improved customer service and impact.

4.6   Coventry Music Service was one area subject to fundamental change in the delivery model, which has been successfully delivered against a level of concern for its sustainability. The survey confirmed that 87% of respondents rate the provision as good and 13% describing provision as acceptable. 53% of respondents confirmed that the service had improved, whilst 47% indicated that they had not experienced a change. The overall commentary complimented the service's positive approach, the quality of teaching and the overall organisation of provision.

4.7   The SEND Support Service was another area of fundamental change. The previously fragmented centralised provisions were brought together under one integrated service. Some aspects of historic functions were stopped, others adapted, expanded or reduced. Gaps in provision were filled e.g. SEMH support for secondary schools. The survey concludes high levels of satisfaction for this area of service - in excess of 80%. The level of traded service continues to grow with demand consistently exceeding supply. There is a particularly high demand for Education Psychology, which has led to an imminent expansion of the service to include clinical psychology. The commentary on how can the service be improved, focussed on a need to secure more provision to meet increasing demand.

5   Summary and next steps
5.1   The revised Education Service model is now well embedded and the overall feedback from schools is positive. The service continues to evolve and improve in a context of increasing demand within a context of limited financial resources.

5.2   The following quality assurance and review measures are in place to ensure continuous monitoring, review and improvement:

- Ongoing dialogue with schools with a focus on performance, utilising existing networks including Primary, Secondary and Special School Partnerships; the primary Inclusion Group and SENCO Network meetings;
- An annual Local Authority survey of schools covering all services;
- Education and Skills Division focus groups for staff who are not managers;

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- Networking meetings for service managers to share good practice and challenges;
- Monitoring of Performance Management including the establishment of an education performance dashboard.

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Coventry City Council

Briefing note

To: **Education and Children's Services Scrutiny Board**
Date   **28 February 2019**

Subject: **Coventry Education Performance**

1   Purpose of the Note

1.1   To update members on Coventry's performance on the following:

- Ofsted profile
- Early Years Foundation Stage
- Phonics and Key Stage 1
- Key Stage 2
- Key Stage 4
- 16-19 attainment
- Post-16 participation in education, employment and training

1.2   Headline achievement data for the following vulnerable groups has been provided:

- Disadvantaged pupils
- Pupils with an Education, Health and Care Plan (EHCP)
- Pupils receiving Special Educational Needs (SEN) Support
- White British Disadvantaged Boys
- Children Looked After (CLA)

2   Recommendations

2.1   The Education and Children's Service Scrutiny Board (2) are recommended to:
    1) Comment and/or raise questions on the information provided
    2) Identify any recommendations for the appropriate Cabinet Member

3   Information/Background

3.1   The Department for Education published the results for the Early Years Foundation Stage Profile (EYFSP) on 18 October 2018 and Phonics and Key Stage 1 on 30 October 2018. The **validated** results were published for Key Stage 2 on 13 December 2018. The validated results for Key Stage 4 (including GCSEs) and 16-19 attainment were published on 24 January 2019. Publication of post-16 participation data is as indicated in the relevant tables.

At the time of writing, validated data is available for all local authorities across England and allows for comparisons to be made with Coventry's statistical neighbours, the West Midland's region and performance seen nationally in state-funded schools and FE colleges across England. **Pupils who are admitted from**

overseas within the last two years of the completion of their key stage and for whom English is not their first language have been removed from final published data.

Comparisons with statistical neighbours have been included where possible. The use of statistical neighbours is ideal since it allows us to compare our performance with other local authorities who share many of the characteristics present within Coventry. These include such aspects as the proportion of children entitled to Free School Meals, similar population demographics and the proportion of children who are defined as non-White British.

Further information on how to access school and FE college data is available in **Section 12 – References**.

Kirston Nelson, Director Education and Skills
People Directorate

1. Ofsted profile

Primary and secondary schools

All maintained schools across England are subject to monitoring and inspections by the Office for Standards in Education, Children's Services and Skills (Ofsted).

Further information on Ofsted and its purpose can be found at the following link:

http://www.ofsted.gov.uk/resources/school-inspections-guide-for-parents

When a school has been inspected, Ofsted will determine whether the school falls into one of four categories, these are:

- Grade 1 (Outstanding)
- Grade 2 (Good)
- Grade 3 (Requires Improvement)
- Grade 4 (Inadequate)

Ofsted profile – percentage of pupils attending a good or outstanding school			
Proportion of pupils attending good or outstanding provision (December 2018)			
Phase	**Coventry**	**Statistical neighbours (SN)**	**National**
Early Years *	**94%**	Below SN at 95%	Below National at 95%
Primary	**95%**	Above SN at 84%	Above National at 90%
Secondary	**85%**	Above SN at 78%	Above National at 83%
Special	**100%**	Above SN at 93%	Above National at 93%
Overall	**92%**	Above SN at 82%	Above National at 87%

'* as at 31st August 2018

Commentary

- The profile for Primary remains above national
- The profile for Secondary has improved since 2015 and is now above national
- 100% of pupils attend good or outstanding special schools
- The combined citywide profile (excluding Early Years) continues to rise and is above national

2. DfE accountability

On 29 January 2019 the Department for Education launched a consultation that seeks views on proposals for a clearer, simpler approach to identifying schools that may benefit from an offer of support to help improve a school's educational performance.

The proposal is that all schools judged as 'Requires improvement' by Ofsted will be eligible for support, and that schools with 2 consecutive 'Requires improvement' judgements will be eligible for more intensive support.

To simplify accountability the DfE is also proposing to remove floor and coasting data standards.

3. Early Years Foundation Stage Profile

Teacher assessments of children at the end of the reception year at all primary schools are conducted according to the Early Years Foundation Stage Profile (EYFSP).

The EYFSP is conducted across all children at the end of the reception year and should assist in supporting the smooth transition of pupils into a Key Stage 1 programme of study. The EYFSP has been designed to assist both teachers and parents in informing them about their child's development against the early learning goals.

Teachers decide upon a 'best-fit' assessment when judging whether or not a child is seen to be 'emerging', 'expected' or 'exceeding' against all of the 17 Early Learning Goals.

Definition of a 'Good Level of Development'

The number and proportion of children achieving at least the expected level within the three prime areas of learning: communication and language, physical development and personal, social and emotional development and the early learning goals within the literacy and mathematics areas of learning.

EARLY YEARS FOUNDATION STAGE PROFILE				
Good Level of Development	**2016**	**2017**	**2018**	**Trend**
Coventry	**65.4%**	**66.1%**	**67.8%**	Upward
National	69.3%	71%	71.5%	Upward
LA ranking	**123**	**132**	**132**	No change to position
Stat neighbour (SN) average and ranking	66.4% 6th	68% 7th	68.8% 7th	Below SN average No change to position
Commentary				
• Coventry has continued to improve against this measure and in 2018 the improvement is at a faster rate than national (1.7ppts compared to 0.8ppts).				

4. Phonics and Key Stage 1

Phonics

The Year 1 phonics screening check, introduced in 2012, is a statutory assessment for all children in Year 1 (typically aged 6). Pupils are judged to have met the expected phonics standard if they exceed the nationally published performance level.

Year 1 Phonics	**2016**	**2017**	**2018**	**Trend** (ppt = percentage point)
Coventry	**79%**	**79.2%**	**81.3%**	Upward
National	81%	81.2%	82.5%	Upward
LA ranking	**102**	**112**	**108**	Upward
Stat neighbour (SN) average and ranking	79.3% 6th	79% 6th	80.3 6th	Above SN average No change to position
Commentary				
• The % of pupils achieving the expected standard in phonics rose by 2.1ppt at a faster than national at 1.3ppt				
• The gap to national has narrowed by nearly 1ppt.				

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5. Key Stage 1

In 2016 pupils were assessed against the new more challenging curriculum. Results are no longer reported as levels, the interim frameworks for teacher assessment have been used by teachers to assess if a pupil has met the new, higher expected standard. The expectations for pupils at the end of key stage 1 have been raised.

Key Stage 1 Expected standard Reading, writing and maths	2016			2017			2018			Trend (ppt = percentage point)
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	
Coventry	70	62	70	72	64	72	72	65	73	No change for Reading Upward for Writing and Maths
National	74	65	73	76	68	75	75	70	76	Downward for Reading Upward for Writing and Maths
LA ranking	126	115	114	123	127	118	124	139	126	Dropped positions for all 3
Stat neighbour (SN) average and ranking	70.6 7th	62.4 7th	70.1 7th	72 7th	65 7th	73 9th	73 9th	67 9th	74 9th	Dropped to 9th position for Reading and Writing

Commentary

- Coventry's performance in Writing and Maths has improved in 2018, and at the same rate as national for Maths but marginally slower for Writing.
- Coventry is below its SN average for Reading, Writing and Maths.

6. Key Stage 2

Performance data

The headline measures, which appear in the performance tables, include attainment and progress measures. These are:

- the percentage of pupils achieving the 'expected standard' in English reading, English writing and mathematics at the end of key stage 2
- the pupils' average scaled score
    - in English reading at the end of key stage 2
    - in mathematics at the end of key stage 2
- the percentage of pupils who achieve at a higher standard in English reading, English writing and mathematics
- the pupils' average progress:
    - in English reading
    - in English writing
    - in mathematics

The 'expected progress' measure

The system of national curriculum levels is no longer used by the government to report end of key stage assessment. There is no 'target' for the amount of progress an individual pupil is expected to make. Any amount of progress a pupil makes contributes towards the school's progress score.

Key Stage 2 ATTAINMENT Expected standard Reading, writing and mathematics combined	2016	2017	2018	Trend (ppt = percentage point)
Coventry	**49%**	**58%**	**62%**	Upward
National	53%	61%	64%	Upward
LA ranking	**123**	**115**	**110**	Upward
Stat neighbour (SN) average and ranking	48.3% Joint 6th	57.4% Joint 5th	61.4% Joint 5th	Above SN average No change to position

Commentary

- Coventry's improvement in 2018 is at a faster rate than nationally (4ppts compared to 3ppts).
- The gap with national has therefore narrowed by 1ppt to 3ppts.
- Coventry has moved up 5 places in the LA ranking.

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Key Stage 2 PROGRESS	2016			2017			2018			Trend
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	
Coventry	-0.73	-0.27	-0.26	-0.5	+0.1	-0.2	-0.3	-0.8	-0.2	Upward for Reading, no change for Maths and downward for Writing
National	0	0	0	0	0	0	0	0	0	National expressed as 0
LA ranking	123	97	89	121	74	88	109	134	90	Upward for Reading, downward for Writing and Maths
Stat neighbour (SN) average	-0.57 6th	-0.07 8th	-0.22 Joint 5th	-0.26 6th	+0.1 Joint 4th	-0.31 Joint 4th	-0.38 7th	-0.29 9th	-0.9 7th	Downward positions for all 3

Commentary

- In 2018 Coventry's performance in Reading has improved, stayed the same for Maths and declined in Writing, and we are below national for all 3.
- Coventry has moved up 12 places in the LA ranking for Reading but moved down for Writing and Maths.

7. Key Stage 4

Secondary accountability measures in 2018

A new secondary school accountability system was introduced in 2016. The headline measures which appear in the 2018 performance tables are:

- progress across 8 qualifications (Progress 8)
- attainment across the same 8 qualifications (Attainment 8)
- percentage of pupils entering the English Baccalaureate (EBacc)
- percentage of pupils at the school achieving the English Baccalaureate at a grade 5 or above in English and maths, and at a grade C or above in other subjects
- percentage of pupils achieving a grade 5 or above in English and maths
- percentage of students staying in education or going into employment after key stage 4 (pupil destinations)

Key Stage 4 PROGRESS Progress 8	2016	2017	2018	Trend
Coventry	**-0.05**	**-0.12**	**-0.08**	Upward but below national
National	-0.03	-0.03	-0.02	Upward
LA ranking	**86**	**97**	**82**	Upward
Stat neighbour (SN) average and ranking	-0.1 4th	-0.07 6th	-0.14 4th	Improved from 6th to 4th position

Commentary

- Progress 8 was introduced in 2016 as the headline indicator of school performance determining the floor standard. It aims to capture the progress a pupil makes from the end of primary school to the end of key stage 4. It is a type of value added measure, which means that pupils' results are compared to the progress of other pupils nationally with similar prior attainment.
- In 2017, new GCSE (9 to 1) qualifications in English and maths were included for the first time in the Progress 8 measure. In 2018 most other subjects were also graded 9-1.
- Coventry's Progress 8 score has improved in 2018 resulting in improved positions in both the LA and SN rankings. Coventry's Progress 8 score improved by 0.04, above the national rate of improvement of 0.01, therefore closing the gap to national by 0.03.

Key Stage 4 ATTAINMENT Attainment 8	2016	2017	2018	Trend
Coventry	**48.1**	**42.8**	**43.3**	Upward but below national
National	50.1	46.3	46.5	Upward
LA ranking	**118**	**125**	**128**	Downward
Stat neighbour (SN) average and ranking	47.9 6th	44.0 8th	43.7 7th	Just below SN average Improved from 8th to 7th position

Commentary

- Attainment 8 measures pupils' attainment across 8 qualifications.
- In 2018, new GCSE (9 to 1) qualifications in English and maths were included for the first time in the Attainment 8 measure. In 2018 most other subjects were also graded 9-1.
- Coventry's Attainment 8 score improved by 0.5, faster than the national rate of improvement of 0.2, therefore closing the gap to national by 0.3.

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Key Stage 4 ATTAINMENT Grade 5 or above in English and maths ('strong' pass')	2016	2017	2018	Trend
Coventry	**NA**	**36.2**	**37.5**	Upward but below national
National	NA	42.6	43.3	Upward
LA ranking	**NA**	**125**	**124**	Upward
Stat neighbour (SN) average and ranking	NA	37.9 8th	38.6 7th	Below SN average Improved from 8th to 7th position

Commentary

- Coventry's performance in the 'strong pass' has improved by 1.3ppts, almost twice the rate of improvement nationally at 0.7ppts, therefore closing the gap to national by 0.6ppts.

  (In March 2017, the department announced that the 'strong' pass would be used in headline attainment accountability measures. The headline English and maths measure is, therefore, the percentage of pupils achieving a grade 5 or above in English and maths. There is also an additional measure showing the percentage of pupils achieving a grade 4 or above in English and maths in performance tables (see table below).

Key Stage 4 ATTAINMENT Grade 4 or above in English and maths ('standard' pass)	2016 (Old measure: Grade C or above)	2017 (New measure: Grade 4 or above)	2018 (New measure: Grade 4 or above)	Trend
Coventry	**60.8**	**58.3**	**60.2**	Upward but below national
National	63.3	63.9	64.2	No change
LA ranking	**102**	**128**	**117**	Upward
Stat neighbour (SN) average and ranking	59 3rd	59.9 8th	59.5 5th	Improved from 8th to 5th position

Commentary

- Coventry's performance in the 'standard pass' has improved by 1.9ppts, faster than the rate of improvement nationally of 0.3ppts, therefore closing the gap to national by 1.6ppts.

Key Stage 4 ENTRY MEASURE % ENTERING the English Baccalaureate (EBacc)	2016	2017	2018	Trend
Coventry	**39.6**	**39.2**	**38.9**	Downward but above national
National	39.7	38.2	38.4	Upward
LA ranking	**69**	**65**	**69**	Downward
Stat neighbour (SN) average and ranking	36.5 3rd	34.9 2nd	36.8 4th	Above SN average Dropped from 2nd position to 4th

Commentary

- The English Baccalaureate (EBacc) entry measure reports the percentage of pupils entered for the EBacc. To enter the EBacc, pupils must take up to eight GCSEs across five subject 'pillars'.

Key Stage 4 ATTAINMENT English Baccalaureate (EBacc) Average Point Score (APS)	2016	2017	2018	Trend
Coventry	**NA**	**NA**	**3.7**	No trend but below national
National	NA	**NA**	4	No trend
LA ranking	**NA**	**NA**	**121**	No trend
Stat neighbour (SN) average and ranking	NA	NA	3.7 Joint 5th	In line with our SN average

Commentary

- In 2018 the headline EBacc attainment measure changed from the proportion of pupils achieving a grade 5 and above in the EBacc subjects to an EBacc average point score (APS). This new measure recognises the attainment of all pupils, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.
- Coventry's performance in 2018 is below national. The average point score of 3.7 equates to GCSE grade 4.

Key Stage 4 PUPIL DESTINATIONS	2013-14 cohort in 2015	2014-15 cohort in 2016	2015-16 cohort in 2017	Trend
Coventry	**92**	**93**	**94**	Improved performance for the third consecutive year and in line with national
National	94	94	94	No change
LA ranking	**110**	**90**	**49**	Upward
Stat neighbour (SN) average and ranking	92.1 Joint 4th	92.7 Joint 2nd	92.1 Joint 1st	Above SN average Improved from 2nd position to joint 1st

Commentary

- The headline pupil destination measure shows the percentage of pupils continuing to a sustained education, employment or training destination in the year after completing key stage 4 study (after year 11). The data is for pupils who finished year 11 in summer 2016, which is the most recent data available. To be counted in a sustained destination, pupils had to have a recorded activity throughout the first two terms of the 2016-17 academic year.
- In 2018 Coventry improved by 1ppt (national remained the same) and moved up in both the LA and SN rankings. This demonstrates that Coventry schools are preparing pupils effectively for the next stage of their education or training.

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8. 16-18 accountability

Headline measures

A set of five headline measures was published for the first time in 2016 16-18 performance tables. These measures provide a rounded picture of provider performance used in a range of ways: informing student choice; informing a provider's own self-assessment and benchmarking; informing Ofsted's inspection regime; and informing government's performance management of the 16-18 sector.

The 2018 16-18 performance tables will be published in January and March 2019 as the data sources required for some of the headline measures do not become available until after January 2019.

The five headline measures are:

- **Progress:** The progress of students is the main focus of the new accountability system. This measure is a value added progress measure for academic and applied general qualifications, and a combined completion and attainment measure for tech level and level 2 qualifications.

- **Attainment:** The attainment measure shows the average point score per entry, expressed as a grade and average points. Separate grades are shown for level 3 academic (including a separate grade for A level), applied general, tech level and level 2 vocational qualifications, including a separate grade for technical certificate qualifications.

- **English and maths progress** (for those students who have not achieved GCSE grade 9-4 or A*-C by the end of key stage 4): This measure shows the average change in grade separately for English and maths. The methodology for the measure is closely aligned with the condition of funding rules, which means that students that do not reach grade 9-4 or A*-C are required to continue to study English and/or maths at post-16.

- **Retention:** As the participation age has increased to 18 it is increasingly important that all young people are given suitable education and training opportunities that they see through to completion. The retention measure therefore shows the proportion of students who are retained to the end of their main programme of study.

- **Destinations:** Including destination information in performance tables broadens the information available to the public and gives schools and colleges the opportunity to demonstrate other aspects of their performance.

16-18 ATTAINMENT Average point score (APS) per entry – A level	2016	2017	2018	Trend
Coventry	**28.29** (Grade C-)	**28.95** (Grade C)	**29.81** (Grade C)	Upward and continued improved performance but below national
National	31.79 (Grade C)	31.14 (Grade C)	32.12 (Grade C+)	Upward
LA ranking	**108**	**116**	**114**	Upward
Stat neighbour (SN) average and ranking	28.28 6th	29.06 7th	30.21 8th	Below SN average Dropped one position

Commentary
- A new point score system was introduced in 2016 (A*= 60, C=30, E=10).
- In 2018 Coventry's A Level point score remained at Grade C, just below national.
- It should be noted that 1 point is equal to 1/10th of a grade. Therefore, although Coventry's SN ranking position has dropped, the data set is clustered around Grade C.

16-18 ATTAINMENT Average point score (APS) per entry – Tech level	2016	2017	2018	Trend
Coventry	**28.63** (Merit +)	**29.29** (Merit +)	**31.66** (Distinction-)	Improved performance for third year and above national for the first time
National	30.77 (Merit+)	32.25 (Distinction-)	28.11 (Merit+)	Downward
LA ranking	**117**	**131**	**26**	Upward
Stat neighbour (SN) average and ranking	30.46 10th	32.35 11th	28.6 2nd	Moved up 9 positions

Commentary

- Coventry's performance in 2018 has improved significantly compared to national. Further analysis of this data is required to understand the drop in national performance.

- Since 2016, only high value level 3 vocational qualifications, which meet predefined characteristics, are recognised in the 16-18 performance tables. Only those qualifications on the list of tech level qualifications are recognised in the tech level category.

- Tech level qualifications are level 3 qualifications for students wishing to specialise in a technical occupation or occupational group, e.g. a level 3 diploma in construction or bricklaying.

English and Maths PROGRESS	2016		2017		2018		Trend
	Eng	**Maths**	**Eng**	**Maths**	**Eng**	**Maths**	
Coventry	**-0.12**	**-0.29**	**-0.13**	**-0.16**	**-0.23**	**-0.14**	Downward in English Upward in Maths
National	-0.10	-0.13	-0.02	-0.01	+0.06	+0.05	Upward

Commentary

- These scores show how much progress students made in English and maths qualifications such as GCSE re-takes, between the end of key stage 4 and the end of the 16 to 18 phase of education.

- A positive score means that, on average, students got higher grades at 16 to 18 than at key stage 4. A negative score means that, on average, students got lower grades than at key stage 4. Students are included in these measures if they did not achieve a grade C/4 or higher in their GCSE or equivalent by the end of key stage 4 in that subject.

Key Stage 5 DESTINATIONS	2013-14 cohort in 2015	2014-15 cohort in 2016	2015-16 cohort in 2017	Trend
Coventry	**90**	**91**	**90**	Downward but above national for 3 consecutive years
National	88	89	89	No change
LA ranking	**14**	**13**	**30**	Downward (data clustered across a small range)
Stat neighbour (SN) average and ranking	86.8 Joint 1st	88.4 Joint 1st	87.6 Joint 1st	Above SN average Maintained position at the top of the table alongside one SN

Commentary

- The headline destination measure shows the percentage of young people from school or college continuing to a sustained education, employment or training destination in the year after the young person took their A level or other level 3 qualifications.

- Coventry has performed above national and our statistical neighbours for three consecutive years and demonstrates the impact of all Coventry's 16-18 providers in preparing learners for their chosen next steps, enabling them to make well-informed decisions about their future plans.

- 71% of Coventry learners' progressed to education (compared to 67% nationally) and 18% progressed to employment (compared to 22% nationally). Of these:

    o 63% progressed to Higher Education Institutions (HEIs) compared to 59% nationally.

    o 7% progressed to Apprenticeships, compared to 6% nationally.

9. Post-16 participation in education, employment and training

Post-16 PARTICIPATION September Guarantee	2016	2017	2018	Trend
Coventry	**91.1**	**95.6**	Not yet available	Upward and above both national and West Midlands for 2017
England	**94.5**	**94.7**	Not yet available	Slight improvement in 2017
Statistical neighbours	93.97 10th	Not yet known	Not yet available	
West Midlands	93.1	94.9	Not yet available	Upward

Commentary

- 2018 data will be available in October 2019.
- The September Guarantee helps local authorities fulfil their duty to provide education and training to young people and find them a suitable place. The offer should be appropriate to the young person's needs and can include:
    - full-time education in school sixth-forms or colleges
    - an apprenticeship or traineeship
    - employment combined with part-time education or training.

Annual NEET and Not Known rates	2016 (16-18 year olds)		2017 (16-17 year olds)			2018 (16-17 year olds)		
	NEET	Not Known	Com-bined figure	NEET	Not Known	Com-bined figure	NEET	Not Known
Coventry	**4.7**	**11.1**	**6.8**	3.1	3.7	**5.4**	3.5	1.9
England	**5.1**	**6.2**	**6**	2.8	3.2	**6.0**	2.7	3.3
Stat neighbours	4.3	12.4	7	3.6	3.4	Not yet known	Not yet known	Not yet known
West Midlands	4.2	8.4	7.3	2.7	4.6	6.4	2.4	4.0

Commentary

- Coventry's performance has continued to improve over the last two years and the 2018 combined figure is **below (better than)** both national and West Midlands.
- The term NEET refers to the group of young people who are not engaged in any form of further education, employment or training. The term Not Known refers to young people who are believed to be resident in the area but whose current activity is not known.
- Since September 2016 local authorities are only required to report on 16 and 17 year olds.
- In addition, the DfE changed the definition of NEET to **include** those young people whose activity is not known, i.e. a **combined figure** and also shifted the period for which the average is made from November to January to December to February. As such the 2016 figures cannot be compared with NEET publications for subsequent years.

10. PERFORMANCE OF VULNERABLE GROUPS

Phase	Vulnerable group	2017 (national)	2018 (national)	2017 to 2018	Gap with national
EarlyYears **Good Level of Development** **(GLD)**	Disadvantaged pupils	**57.5%** (56.6%)	**55.1%** (57.2%)	↓	Widened by 3.0
	Education, Health and Care Plan (EHCP)	**0.0** (4.0%)	**1.8%** (5.0%)	↑	Narrowed by 0.8
	Special Educational Needs (SEN) Support	**27.6%** (26.4%)	**26.6%** (27.5%)	↓	Widened by 2.1
	White British disadvantaged boys	**47.2%** (46.8%)	**43.1%** (47.4%)	↓	Widened by 4.7
	Children looked after (CLA)	**33%** (Not available)	**44%** (47%)	↑	National not available in 2017
Year 1 Phonics	Disadvantaged pupils	**72.0%** (70.1%)	**73.5%** (71.7%)	↑	No gap – above national
	Education, Health and Care Plan (EHCP)	**5.7%** (18.4%)	**6.1%** (20.2%)	↑	Widened by 1.4
	Special Educational Needs (SEN) Support	**50.1%** (46.4%)	**53.8%** (48.2%)	↑	No gap – above national
	White British disadvantaged boys	**62.5%** (62.2%)	**65.2%** (64.4%)	↑	No gap – above national
	Children looked after (CLA)	**65%** (0.0%)	**64%** (0.0%)	↓	National not available

Phase	Vulnerable group	2017 (national)	2018 (national)	2017 to 2018	Gap with national
Primary Key Stage 1 **Reading, Writing & Maths combined (RWM)**	Disadvantaged pupils	**47.3%** (49.3%)	**47.8%** (50.2%)	⬆	Widened by 0.5
	Education, Health and Care Plan (EHCP)	**0.0** (8.1%)	**0.0** (7.8%)	↔	No change
	Special Educational Needs (SEN) Support	**21.0%** (19.2%)	**23.5%** (20.6%)	⬆	No gap – above national
	White British disadvantaged boys	**36.4%** (40.1%)	**36.8%** (41.2%)	⬆	Widened by -0.7
	Children looked after (CLA)	**27%** (0.0%)	**43%** (37%)	⬆	National not available in 2017
Primary Key Stage 2 **Reading, Writing & Maths combined (RWM)**	Disadvantaged	**46.3%** (47.1%)	**49.4%** (50.5%)	⬆	Widened by 0.2
	Education, Health and Care Plan (EHCP)	**2.6%** (8.2%)	**1.7%** (8.0%)	⬇	Widened by 0.7
	Special Educational Needs (SEN) Support	**18.8%** (20%)	**21.4%** (23.4%)	⬆	Widened by 0.8
	White British disadvantaged boys	**39.6%** (39.7%)	**41.2%** (42.7%)	⬆	Widened by 1.4
	Children looked after (CLA)	**22%** (32%)	**26%** (35%)	⬆	Closed by 1.0

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Secondary Key Stage 4 Progress 8	Disadvantaged	**-0.43** (-0.40)	**-0.51** (-0.44)	⬇	Widened by 0.4
	Education, Health and Care Plan (EHCP)	**-1.29** (-1.04)	**-1.05** (-1.08)	⬆	Narrowed by 0.28
	Special Educational Needs (SEN) Support	**-0.50** (-0.43)	**-0.52** (-0.44)	⬇	Widened by 0.01
	White British disadvantaged boys	**-1.07** (-0.84)	**-1.04** (-0.92)	⬆	Narrowed by 0.11
	Children looked after (CLA)	**-1.27** (-1.18)	**-1.03** (-1.24)	⬆	No gap – above national
	White disadvantaged boys – English	**20.1%** (27.4%)	**25.4%** (26.8%)	⬆	Narrowed by 6.1
	White disadvantaged boys – Maths	**19.4%** (25.8%)	**23.1%** (25.2%)	⬆	Narrowed by 4.3

Sources: NEXUS based on NPD and DfE LAIT as at January 2018

Summary of KS2 higher and lower performing pupil groups in 2018

Higher performing

Bangladeshi (65)
Indian (337)
First language not English (1172)
Other Asian (211)
Pakistani (230)

Lower performing

EHC Plan (101)
SEN Support (731)
FSM (685)
Joined in Y5 or Y6 (181)
Black Caribbean (149)

Summary of KS4 higher and lower performing pupil groups in 2018

Higher performing

Indian (282)
Bangladeshi (67)
First language not English (820)
Other Asian (150)
Any Other (82)

Lower performing

Joined in Y10 or Y11 (84)
EHC Plan (113)
FSM (491)
SEN Support (381)
FSM (in last 6 years) (1002)

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11. Conclusion

Members have been provided with the 2017-18 results to give them an opportunity to comment or raise questions.

In 2018 there are some notable improvements to celebrate:

- Upward trend for EYFS and Year 1 phonics
- Improvement in KS2 results, specifically attainment
- Upward trend and improvements at a faster rate than national for almost all KS4 indicators:
- Coventry NEET rate below (better than) national

A key overarching priority for 2018-19 is to continue to improve outcomes for all pupils so they are in line with or better than national.

12. References and sources

Much of the data contained in the tables above is currently accessible to the public via the DfE's Government Data website:
https://www.gov.uk/government/organisations/department-for-education/about/statistics

Early Years Foundation Stage Profile

https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile

Published: 18 October 2018

Phonics screening check and key stage 1 assessment

https://www.gov.uk/government/collections/statistics-key-stage-1

Published: 27 September 2018

Key Stage 2 (National curriculum assessments)

https://www.gov.uk/government/collections/statistics-key-stage-2

Published: 11 January 2019

Key Stage 4 (GCSEs and equivalent results)

https://www.gov.uk/government/collections/statistics-gcses-key-stage-4

Published: 24 January 2019

16-19 attainment (A levels and other 16-18 results)

https://www.gov.uk/government/collections/statistics-attainment-at-19-years

Published: 24 January 2019

Ofsted 'Data View'

http://dataview.ofsted.gov.uk

Published: Ofsted Data View is usually updated on a six monthly basis

Local authority interactive tool (LAIT)

https://www.gov.uk/government/publications/local-authority-interactive-tool-lait

A tool for comparing data about children and young people across all local authorities in England

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SB2 Work Programme 2018/19

28th February, 2018

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 4th July Update Report
6th September 2018
Primary Progress (Unvalidated data) SCR – Baby F
4th October 2018
Partnership Working for Children's Services
1st November 2018
One Strategic Plan consultation: 1) Secondary School Places 2) SEND Phase One Improvement Board 3rd October Update Report
29th November 2018
Review of Libraries Home to School Transport Social, Emotional and Mental Health Task and Finish
14th February 2019
Early Help Hubs Final Improvement Board Report CAMHS LAC service Conference Report
28th February 2019
School Performance Information – validated data Review of the Education Service redesign Supported Transfers and Permanent Exclusions
21st March
CAMHS Coventry Youth Partnership
4th April 2019
Coventry Parenting Strategy
Date to be determined
Education, Sport, and Participation Strategy Published SCR's School based police panels Secure Provision
2019-20
Serious Case Review Adoption Central England – June 2019

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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 4th July Update Report	A regular progress report from the Improvement Board	John Gregg Sonia Watson Cllr Seaman
6th September 2018	Primary Progress (Unvalidated data)	Members requested a report in September of the unvalidated data when available	Kirston Nelson Cllr Maton
	SCR – Baby F	For Members to consider progress on the recommendations arising from the SCR of Baby F	Neil MacDonald Rebekah Eaves Cllr Seaman
4th October 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
1st November 2018	One Strategic Plan consultation:	Consultation on the proposals to increase school places across the city.	Kirston Nelson Cllr Maton

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Date	Title	Detail	Cabinet Member/ Lead Officer
	1) Secondary School Places 2) SEND Phase One		
	Improvement Board 3rd October Update Report	A regular progress report from the Improvement Board	John Gregg Sonia Watson Cllr Seaman
29th November 2018	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. Maybe to take place at a library involving some of the volunteers involved.	Peter Barnett Kirston Nelson Cllr Maton
	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
	Social, Emotional and Mental Health Task and Finish	Recommendations from the task and finish group looking at support in schools for pupils social, emotional and mental health.	Cllr Seaman Kirston Nelson Jeanette Essex
14th February 2019	Early Help Hubs	A follow up report to that received on 4th October, to include evaluation data, sharing good practice, use of satellite venues and outreach work, engagement with schools and education and how the impact of the work is being assessed and evidenced	John Gregg Rebecca Wilshire Cllr Seaman Cllr Maton
	Final Improvement Board Report	A final summary report of the progress made whilst the Improvement Board has been in place. To also include transitional arrangements for monitoring performance in Children's Services	John Gregg Cllr Seaman
	CAMHS LAC service	Following their consideration of the Children's Service Improvement Board report on the 1st November, Members requested a review of impact following the launch in April. To invite Care Leavers to talk about their experiences.	Health partners John Gregg Sheila Bates Cllr Seaman
	Conference Report	A report on a conference on Signs of Safety.	Lee Pardy-McLaughlin

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Date	Title	Detail	Cabinet Member/ Lead Officer
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
	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
	Supported Transfers and Permanent Exclusions	A follow up report on the impact of the new supported transfer system 6 months on.	Sara Mills Kirston Nelson
21st March	CAMHS	At their meeting on 1st November, the Board requested a report on CAMHS, particularly looking at waiting times. Also to include how CAMHS is working with education	
	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
4th April 2019	Coventry Parenting Strategy	A 12 month progress report, to include rag ratings against actions	Sue Frossell
Date to be determined	Education, Sport, and Participation Strategy	Following their meeting on 6th September 2018, Members requested further information on the draft strategy	Sarah Mills 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	To look in more detail at the provision of secure placements and custody for young people across the region	John Gregg
2019-20	Serious Case Review	To consider progress on recommendations from a recent SCR	Rebekah Eaves Cllr Seaman

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Date	Title	Detail	Cabinet Member/ Lead Officer
	Adoption Central England – June 2019	As requested at their meeting on 21st June to provide a further progress report, along with some facts and figures on the current position with adoption	Paul Smith Cllr Seaman

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