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

Date: 28th February 2019

Subject: Education Service Redesign - update on progress

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 to £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;

- 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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