



Cabinet Member (Education)

Time and Date

2.00 pm on Tuesday, 20th January 2015

Place

Committee Room 3, Council House

Public Business**1. Apologies****2. Declarations of Interest****3. Minutes**

(a) To agree the minutes of the meeting held on 12th November 2014
(Pages 3 - 6)

(b) Matters arising

4. Petition - Finham Library (Pages 7 - 12)

Report of the Executive Director of People

To consider the above petition bearing 446 signatures which has been submitted by Councillor Sawdon, a Wainbody Ward Councillor who has been invited to the meeting for the consideration of this item along with the petition organiser.

5. Petition for Additional External Works to Clifford Bridge Primary School (Pages 13 - 22)

Report of the Executive Director of People

To consider the above petition bearing 223 signatures which has been submitted by a resident of Wyken Ward who, as petition organiser, has been invited to the meeting for the consideration of this item.

6. The Attainment and Progress of Coventry Pupils by Ages 5, 7, 11, 16 and 18 in 2014 (Pages 23 - 42)

Report of the Executive Director of People

7. Appointment of Authority Governors (Pages 43 - 44)

Report of the Executive Director of People

8. **Outstanding Issues** (Pages 45 - 48)

Report of the Executive Director of Resources

9. **Any Other Items of Public Business**

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

Private Business

Nil

Chris West, Executive Director of Resources, Council House, Coventry

Monday, 12 January 2015

Note: The person to contact about the agenda and documents for this meeting is Michelle Salmon, Governance Services, Tel: 024 7683 3065, E-mail: michelle.salmon@coventry.gov.uk

Membership: Councillors D Kershaw (Cabinet Member) and D Chater (Deputy Cabinet Member)

By invitation: Councillor J Blundell (Shadow Cabinet Member)

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 Salmon

Governance Services

Tel: 024 7683 3065

E-mail: michelle.salmon@coventry.gov.uk

Coventry City Council
Minutes of the Meeting of Cabinet Member (Education) held at 2.00 pm on
Wednesday, 12 November 2014

Present:

Members: Councillor D Kershaw (Cabinet Member)
Councillor Blundell (Shadow Cabinet Member)
Councillor D Chater (Deputy Cabinet Member)

Employees (by Directorate):

People D Wallis, R Lickfold, I Merrifield, P Weston

Resources E Atkins, G Paddan

Apologies: There were no apologies

Public Business

19. Declarations of Interest

There were no disclosable interests.

20. Minutes

The minutes of the meeting held on 3 October 2014 were agreed and signed as a true record. There were no matters arising.

21. System Leadership Through School to School Support in Coventry - 12 Month Review of Progress and Impact

The Cabinet Member considered a report of the Executive Director, People advising that in September 2013, the Local Authority (LA) launched its school improvement strategy. Informal evaluations were made by officers after six months but these lacked an external perspective. As a result, the Senior Management Team of the Education and Inclusion Service agreed to commission an external evaluation one year after the improvement strategy's launch to identify what had worked well; understand what was working less successfully and provide guidance to school leaders and officers of the Local Authority about what they might do next to refine and improve the process. The Institute of Education was approached and as a result of a proposal submission, Professor Toby Greany and Dr Tracey Allen were commissioned from the London Centre for Leadership in Learning to undertake the external evaluation.

The results of the consultation undertaken were discussed and the Cabinet Member advised that he had visited schools and had the opportunity of holding discussions with Heads. The Improvement Strategy work being undertaken by the LA had been recognised nationally.

RESOLVED that the Cabinet Member agrees:

- 1) That the key findings of the report be considered and discussed by school leaders and officers of the Local Authority in the autumn term 2014.**
- 2) That Coventry's School Improvement Strategy be adapted and modified in late autumn 2014, early spring 2015.**
- 3) That a revised Coventry School Improvement Strategy be completed in the summer of 2015 and implemented from the beginning of the 2015 academic year.**

22. Report on Pupil Behaviour in Coventry Schools and Educational Settings in 2013/14

The Cabinet Member considered a report of the Executive Director, People which summarised the data on pupil behaviour in schools and other educational settings in Coventry.

National data for 2012/13, released in summer 2014, showed the incidence of fixed term and permanent exclusions in Coventry which continued to be below that for England and low in relation to statistical neighbours. Local data for 2013/14 indicated that the number of fixed term exclusions and permanent exclusions had risen across mainstream schools but remained below levels seen in the previous three years. Across special schools the number of fixed term exclusions decreased and there were no permanent exclusions.

RESOLVED that the Cabinet Member approves the report and the further development of the identified strategies to further improve pupil behaviour.

23. Permission to Consult on Changes to the School Travel Assistance Policy for Children with Special Educational Needs and Disabilities

The Cabinet Member considered a report of the Executive Director, People that indicated that in July 2014 the Department of Education (DfE) published updated statutory guidance for local authorities on home to school travel. In Coventry, children and young people with Special Education Needs and Disabilities (SEND) were currently provided with more assistance than required by the statutory guidance, unlike many other local authorities (e.g. Dudley, Solihull and Warwickshire). These local arrangements were not consistent with the commitment set out in the DfE's SEND Code of Practice (2014) to promote greater independence for pupils with SEND and greater choice for parents and pupils.

The report sought permission to consult on proposals to align Coventry's home to school travel assistance for children and young people with SEND with the statutory requirements and with the national SEND reforms.

The appendices attached to the report were considered together with options and timescales for implementing the policy changes.

RESOLVED that the Cabinet Member agrees:

- 1) That a public consultation be undertaken between 24 November 2014 and 23 January 2015 on the proposed School Travel Assistance Policy changes.
- 2) That, following the consultation, a report be submitted to Cabinet 2015 to agree any revisions to the policy.

24. **Appointment of Authority Governors**

RESOLVED that, having met the Local Authority criteria for the appointment of Local Authority school governors, the Cabinet Member approves the appointment of the persons listed below for the schools and terms of office indicated:-

Authority Governor: Re-Appointments

Name	School	Term of Office
Mrs S Langford	All Souls Catholic Primary	27 November 2018
Jayash Kanabar	Alderman's Green Primary	27 November 2018
Councillor D Welsh	Frederick Bird Primary	27 November 2018
Mr J Beesley	Stivichall Primary	27 November 2018

The Cabinet Member thanked officers for the works they had undertaken on the appointment of Authority Governors.

25. **Outstanding Issues**

The Cabinet Member noted a report of the Executive Director, Resources that identified those issues on which further reports had been requested and were outstanding, so that progress could be monitored.

26. **Any Other Items of Public Business**

There were no other items of public business.

(Meeting closed at 2.50pm)

This page is intentionally left blank



Cabinet Member for Education

20th January 2015

Name of Cabinet Member:

Cabinet Member for Education – Councillor D Kershaw

Director Approving Submission of the report:

Executive Director for People

Ward(s) affected:

Wainbody

Title:

Petition - Finham Library

Is this a key decision?

No

Executive Summary:

A petition with 446 signatures to date, organised by a Wainbody Ward resident and sponsored by Councillor Sawdon, has been presented to the City Council asking them to reconsider making cuts to Finham Library. In accordance with the City Council's procedure for dealing with petitions, those relating to library issues are heard by the Cabinet Member for Education.

Recommendation:

Cabinet Member for Education is requested to note the petition and request that Officers write to the petition spokesperson to advise them of the Council's current position and assure them that Finham residents will be encouraged to participate in any future consultation exercise, if one is undertaken, in relation to library services in Coventry.

List of Appendices included:

None

Other useful background papers:

None

Has it been or will it be considered by Scrutiny?

No

Has it been or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

No

Report title:

Petition - Requesting the Council to Reconsider Making Cuts to Finham Library

1. Background

- 1.1 A petition was presented to the meeting of the Council on 11th November 2014 with 201 signatures (subsequently additional signatures were submitted and the total number increased to 446), organised by a Wainbody Ward Resident and sponsored by Councillor Sawdon asking:-

“We the undersigned understand the need for cuts in all services, but we in Finham have only a library. It provides facilities for many different groups to meet for all ages from babies music, children’s story time and craft to adult groups. If any of the Finham library services are cut we will have nothing left for the community of Finham. The children don’t even have a play area. So please take this into consideration when making the library cuts.”

- 1.2 The City Council currently operate a Library Service comprising Central Library plus 16 community libraries, a mobile service and an at home service. Finham Library, located in Finham Green Road, is one of the City’s long-standing Community Libraries.
- 1.3 The petition relates to genuine concern from local residents regarding the level of service reductions that may need to be considered by Coventry City Council as a result of sustained cuts by Central Government to the Council’s finances. The City Council has made clear that as a result of reducing resources, all Council services will be reviewed with a view to identifying the most efficient way of delivering services, particularly those that protect the most vulnerable.
- 1.4 There is currently no proposal to change the configuration of library services in the City. Officers are considering a range of options to ensure the Council can respond to the financial challenges and these will be considered in the Medium Term Financial Strategy in February 2015.
- 1.5 The way in which library provision is provided across the City may be considered within service reviews and at this formative stage and prior to any decisions being made a full consultation exercise will be undertaken.

2. Options considered and recommended proposal

- 2.1 There is no current proposal to close Finham Library therefore, there is no further action that Officers are recommending to take in terms of this request.
- 2.2 However, the Cabinet Member is recommended to request that Officers write to the petition spokesperson to advise them of the Council’s current position and assure them that Finham residents will be encouraged to participate in any future consultation exercise, if one is undertaken, in relation to library services in Coventry.

3. Results of consultation undertaken

- 3.1 No consultation has been undertaken. Any future proposals about the provision of library services in the future will at a formative stage and prior to any decisions being made be the subject of a full consultation exercise.

5. Comments from Executive Director, Resources

- 5.1 Financial implications
There are no financial implications as a result of this report.
- 5.2 Legal implications
There are no legal implications as a result of this report.

6. Other implications

6.1 How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / Local Area Agreement (or Coventry Sustainable Community Strategy)?

Not applicable.

6.2 How is risk being managed?

None

6.3 What is the impact on the organisation?

None

6.4 Equalities / EIA

None

6.5 Implications for (or impact on) the environment

None.

6.6 Implications for partner organisations?

None

Report author:
 Peter Barnett
 Head of Libraries, Advice Health and Information

Directorate:
 People

Tel and email contact:
 Tel: 024 7683 1579
 E-mail: peter.barnett@coventry.gov.uk

Enquiries should be directed to the above person.

Contributor/approver name	Title	Directorate or organisation	Date doc sent out	Date response received or approved
Contributors:				
Simon Brake	Assistant Director for Communities and Health	People	11/12/2014	18/12/14
Sara Roach	Deputy Director for Strategy and Communities	People	11/12/2014	15/12/14
Michelle Salmon	Governance Services Officer	Resources	11/12/2014	18/12/14
Names of approvers for submission: (Officers and Members)				
Diane Jones	Lead Accountant – Business Partner, Finance	Resources	11/12/2014	17/12/14
Julie Newman	Senior Solicitor, Legal Services	Resources	11/12/2014	18/12/14
Councillor D Kershaw	Cabinet Member for Education	-	12/12/2014	22/12/14

This report is published on the council's website: www.coventry.gov.uk/meetings

This page is intentionally left blank



Cabinet Member for Education

20 January 2015

Name of Cabinet Member:

Cabinet Member for Education - Councillor D Kershaw

Director Approving Submission of the report:

Executive Director of People

Ward(s) affected:

Wyken

Title:

Petition for Additional External works to Clifford Bridge Primary School

Is this a key decision?

No

Executive Summary:

Following the expansion of Clifford Bridge Primary School in September 2014, a petition was submitted on 24th November 2014 by parents/carers requesting the installation of a ramp connecting the KS1 and KS2 playgrounds. The new building is now occupied and is fully operational. All the school buildings are on the same level, however, the playing field and the KS1 playground are at a higher level. Access to the upper KS1 playground is currently through the building or externally by using steps or a pedestrian gate from Bracadale Close. The petition requests a modification to enable internal site access to both playgrounds with the installation of a connecting ramp. During the recent construction phase it emerged that there are significant contaminated ground conditions on site that resulted in additional expenditure, completely depleting the contingency budget. The cost of a new ramp has been estimated in the region of £50,000, but this will again be dependent upon whether contaminated materials are found in the ground.

Recommendations:

The Cabinet Member is requested to note the petition and agree to measures to improve the pedestrian circulation around Clifford Bridge School grounds, as recommended in Option 2 of the report.

List of Appendices included:

- Appendix 1: Details of the petition from Clifford Bridge parents and carers.
- Appendix 2: Clifford Bridge School site plan and pedestrian access arrangements.
- Appendix 3: Detailed costs of ramp construction.

Background papers:

None

Other useful documents:

Cabinet Member (Education) 11th December 2012 – Report on the Outcome of Consultation on the Proposed Expansion of Primary School Places 2014/15

Cabinet 5th March 2013 – Report on the Determination of Statutory Notices for the Proposed Expansion and Changes to Admission Numbers for 12 Primary Schools for September 2014

Cabinet Member (Education) 18th June 2013 – Report on Increasing Pupil Places Programme 2014: Aldermoor Farm, Broad Heath, Clifford Bridge, Coundon & Frederick Bird Primary Schools

Has it been or will it be considered by Scrutiny?

No

Has it been or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

No

Report title: External works to Clifford Bridge Primary School.

1. Context (or background)

- 1.1 Due to increases in the primary age population, Clifford Bridge Primary School was one of twelve primary schools approved for expansion by Cabinet in March 2013. The school was to increase in size from one to two forms of entry (210 to 420 Year R to 6 places) with effect from September 2012. The building was completed on schedule for the start of the current 2014/15 academic year. The approved budget for the scheme was £2,879,000. The design team, in consultation with the school, has delivered a very good building, which is all on the same level and fully accessible.
- 1.2 The scheme included:
- A single storey KS2 block of 8 Classrooms, new entrance lobby, office suite and link to the existing building;
 - Adaptations to the existing building, including extending the hall, creating a studio, relocating the Community Association into another area of the building, converting a former classroom into a staffroom, remodelling classrooms and the former staff room;
 - Externally a new KS2 playground was created, additional car parking, some new footpaths and areas of landscaping.
- 1.3 External access arrangements have changed with the introduction of the new building. There is now an upper and lower playground connected by a flight of steps making it difficult for some parents and carers to conveniently access the site when dropping off or collecting children.
- 1.4 During the construction the land was found to have a number of contaminants below the surface. Where these were found they were disposed of safely and fully in accordance with regulations and best practice. The additional and considerable costs incurred from this disposal have resulted in the scheme being over budget. Some savings have had to be made and there is no funding remaining.
- 1.5 A petition 'Clifford Bridge Primary School – Concerns with extension and associated groundwork' - was submitted on 24th November 2014 (Petition Register Ref. No: 35/14). There are 223 signatories to the petition calling for a ramp to be installed between the KS1 and KS2 playgrounds.

2. Options considered and recommended proposal

- 2.1 Three main options have been considered to address the access issues for parents and carers with pushchairs who need to access different parts of the school when dropping off or collecting pupils.
- 2.2 Each option has advantages and disadvantages. The principle objective is to try and improve external circulation for parents and carers around the site, when they drop off and collect pupils. The school population will continue to grow by 30 extra pupils a year for the next 4 years. The existing infrastructure and arrangements are as follows and shown in Appendix 2:
- 2.2.1 The school direct all parents who use the main entrance (off Coombe Park Road) around to the right hand side of the new building and across the KS2 playground. Access to the KS2 classrooms is very straight forward, with access directly from this lower playground.

2.2.2 Pupils in KS1 need to continue around the outside of the building to access the KS1 playground so as to gain access to their classrooms. Adopting this route they then need to use a flight of steps to go up to the KS1 playground. As this is difficult for parents with pushchairs, some have opted to push pushchairs up the adjacent grass bank. It is in this location that a ramp has been suggested.

2.2.3 There is an alternative school gate to the KS1 playground from Bracadale Close. Parents and carers can gain level access to the KS1 playground using this gate, unfortunately as things stand, they then have no direct level access to the lower playground, KS2 or the main school office.

2.3 Option appraisal. Three options have been considered and are as follows:

2.3.1 **Option 1** to make no change to the physical environment. Instead encourage parents to use the gate which serves the area of the school they most need to access, this will include using the upper level playground gate.

Disadvantages: This option will be less convenient for parents and carers needing direct access to various parts of the school each visit. This may result in fewer parents and carers having daily contact with class teachers, if children are not accompanied to their classrooms.

Advantages: There will be no capital outlay. No further construction required.

Conclusions: The current situation and attempts to manage it by the school continues to present difficulties for some parents and carers. This is highlighted in the 223 name petition. This option is affordable and until further funding for a more costly solution is secured, it cannot be rejected.

2.3.2 **Option 2** to create an alternative path around the school as shown in Appendix 2. In addition to the existing arrangements this will create another route around the school to the left hand side of the school building from the main school entrance. It will provide a level access route linking the main entrance with the Key Stage 1 and Foundation stage external area. It will involve installing a gate by the side of the community association room, some new pathway and relocating a storage shed. The cost of this work is in the region of £12,000.

Disadvantages: This option may be less convenient for some parents and carers needing direct access to various parts of the school each visit, albeit a significant improvement on the current situation.

Advantages: This option will provide a permanent improvement to access. It will enable all parents including the ones using the Bracadale Close gate to gain level access to other parts of the school including the main office. The works will cause minimal disruption to the school and can be carried out at short notice.

Conclusions: This option presents a compliant solution which is easily achievable with minimal risk and disruption. At £12,000 it does take the project over budget and some additional funding will be required. Subject to securing the funding this is the preferred option.

2.3.3 **Option 3** to construct a ramp between the two playgrounds. This will provide a level access route externally around the school. It will involve some excavation of the school grounds and ramping of approximately 90m². The cost of this option is estimated at £50,722 however it depends on what may be encountered. Appendix 3 is a generic costing for a ramp in the vicinity of the steps.

Disadvantages: Constructing a ramp will be intrusive for school operations, works may have to be carried out during school holidays. There is a great likelihood that contamination will be unearthed. The cost of option 2 is £50,722.

Advantages: This option will provide a permanent improvement to access. Parents and carers with pushchairs will be able to gain access between the playgrounds and level access to other parts of the school.

Conclusions: This option presents a compliant solution, however, it has risks of unknown ground conditions, is potentially intrusive to the operations of the school and the most costly option at over £50,722. Securing this additional capital expenditure is uncertain. This option therefore is rejected.

3. Results of consultation undertaken

- 3.1 Following Cabinet approval on 18th June 2013, the detailed design of the new school building and the alterations to the existing school was carried out in close consultation with the school leadership team, council officers and design consultants. These meetings occurred prior to building starting on site and on a monthly basis during the construction phase. Many decisions were made to ensure that the end product would be of a high quality, ready on time and on budget. When difficulties arose these too were discussed and occasionally compromises needed to be reached. The external landscaping and ultimately the decision, to only include steps between the two playgrounds was decided during on-going design review meetings.
- 3.2 On the first day of term in September 2014, the school contacted the local authority to request a ramp adjacent to the steps as part of the project. Consultation took place with the school leaders to look at other options and how these could be managed. A site meeting was held on 25th September 2014 to discuss the options available.
- 3.3 The costs of the various options were shared. It was confirmed that the school was not in a financial position to assist with the cost.

4. Timetable for implementing this decision

- 4.1 Subject to approval of option 2 the works can be carried out and completed within a few weeks.

5. Comments from Executive Director of Resources

5.1 Financial implications

- 5.1.1 The cost of the Council's preferred option (Option 2) is £12,000 and would be funded from within the 2014/15 Capital Programme.
- 5.1.2 The cost of the petitioners preferred option (Option 3) is estimated at £50,722. Your officers are of the view that this does not represent good value for money at a time when funding is limited and there is a more cost effective solution which delivers level external access to all parts of the building.

5.2 Legal implications

None

6. Other implications

6.1 How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / Local Area Agreement (or Coventry Sustainable Community Strategy)?

This proposal will continue to encourage parents and carers to walk pupils to school, contributing to the health and well being of the school community.

6.2 How is risk being managed?

The key risk to this proposal is ensuring parents and carers accept the new arrangements. The decision is not their preferred choice as the third option is the solution put forward by the school community. This matter has given rise to local concerns which have generated local press and the 223 name petition.

Working closely with the school new arrangements need to be established and evolve particularly as the school continues to grow in population.

What is the impact on the organisation?

None.

6.3 Equalities / EIA

Public authority decision makers are under a duty to have due regard to 1) the need to eliminate discrimination, 2) advance equality of opportunity between people who share a protected characteristic and those who do not 3) foster good relations between persons who share a relevant protected characteristic and people who do not (public sector equality duty - s 149(1) Equality Act 2010). The applicable protected characteristics are disability, gender reassignment; race, religion or belief, sex; sexual orientation, pregnancy or maternity.

Decision makers must be consciously thinking about these three aims as part of their decision making process with rigour and with an open mind. The duty is to have "due regard", not to achieve a result but to have due regard to the need to achieve these goals. Consideration being given to the potential adverse impacts and the measures needed to minimise any discriminatory effects.

6.5 Implications for (or impact on) the environment

None.

6.6 Implications for partner organisations?

None.

Report author(s):**Name and job title:**

Judith Applegarth, Assistant Programme Manager

Directorate:

Place

Tel and email contact:

Tel: 02476 833209

E-mail: Judith.applegarth@coventry.gov.uk

Enquiries should be directed to the above person.

Contributor/approver name	Title	Directorate or organisation	Date doc sent out	Date response received or approved
Contributors:				
Michelle Salmon	Governance Services Officer	Resources	16/12/14	18/12/14
Paul Weston	Head of Education Standards and Effectiveness	People	16/12/14	17/12/14
Ashley Simpson	Capital Programme Manager	People	16/12/14	17/12/14
Alistair Dixon	Project Manager	Place	16/12/14	17/12/14
Names of approvers for submission: (officers and Members)				
Helen Williamson	Finance Officer	Resources	16/12/14	07/01/15
Elaine Atkins	Solicitor	Resources	16/12/14	17/12/14
Neelesh Sutaria	Human Resources Manager	Resources	16/12/14	18/12/14
Paul Weston	Head of Education Standards and Effectiveness	People	16/12/14	17/12/14
Brian Walsh	Executive Director	People	16/12/14	22/12/14
Councillor D Kershaw	Cabinet Member for Education	-	16/12/14	22/12/14

This report is published on the council's website: www.coventry.gov.uk/councilmeetings

Appendices

Appendix 1 Petition from Clifford Bridge Parents and Carers

We the undersigned parents and carers of pupils of Clifford Bridge Primary School and Community Centre wish to raise serious concerns regarding the recent school extension and associated ground works. The consultation process of school plans included a ramp access between the original playground and the newly constructed playground, which was subsequently agreed within minuted meetings.

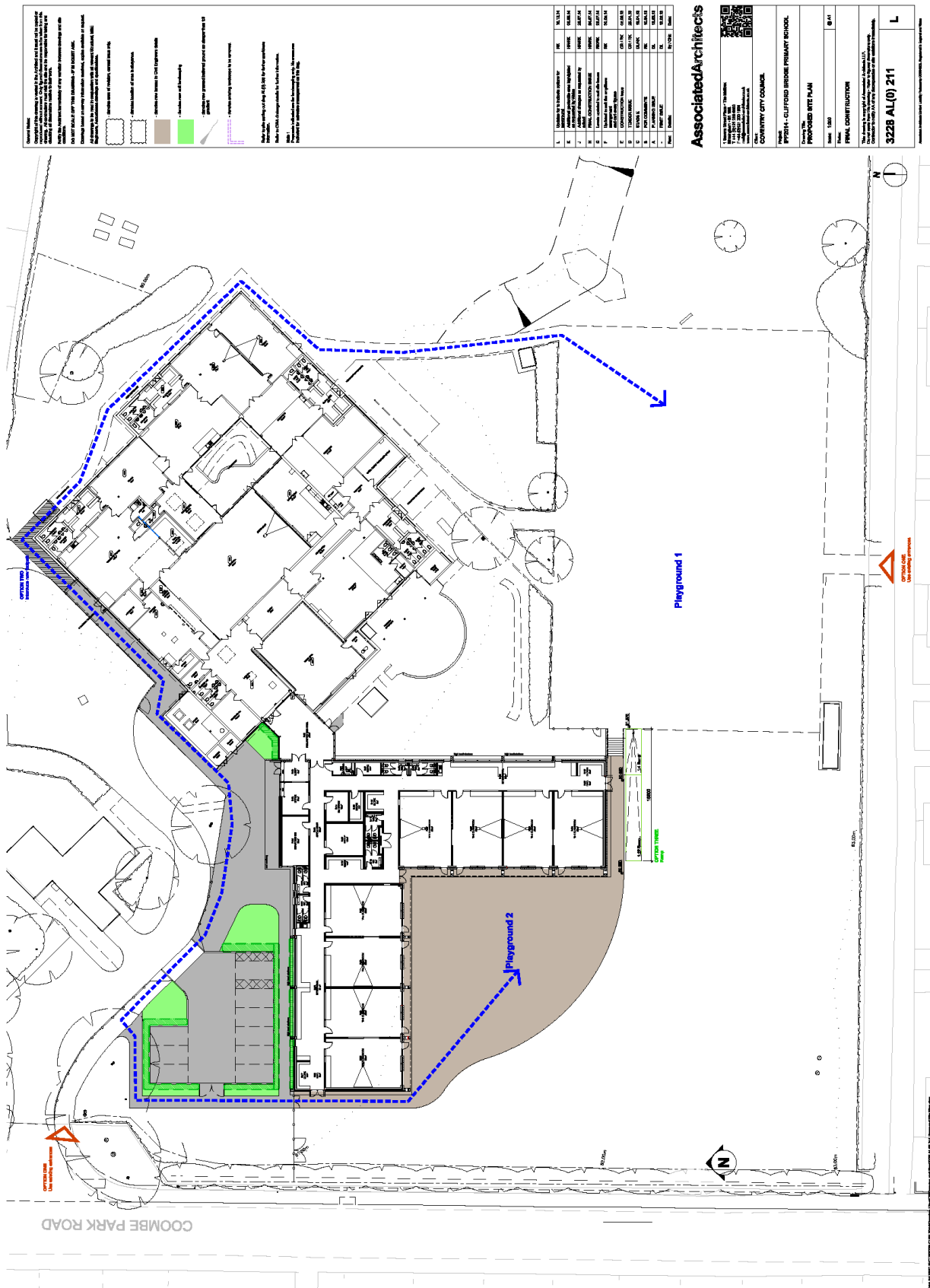
As a primary school we have many attendees using pushchairs, elderly carers with mobility issues and the potential for wheelchair users. The current arrangements are not sufficient to accommodate the community needs or to enable pupils in the different key stages to get into classrooms on time as parents/carers cannot safely access both areas without a long divert around the exterior of the school perimeter. (A number of children are getting late marks). We strongly believe the external works of the new build has created a hazardous situation resulting in one accident and a number of near miss incidents.

The proposed alternative arrangements are seen as a cost cutting option for the council rather than fulfilling the original build brief itself and in turn creates additional hazards by a) potentially blocking emergency escape routes and b) requiring significant traffic flow through or round a car park where there is little space to negotiate pushchairs.

As part of the Construction Design and Management Regulations and wider Health and Safety Legislation design teams must design out hazards at planning stage. Whilst this appears to have happened with the proposed ramp, this does not appear to have been actioned in the build.

We are disappointed at the Councils lack of ownership on this matter considering it was their requirement to extend school places at Clifford Bridge Primary School and are looking to them to provide a ramp as per the original plans.

Appendix 2



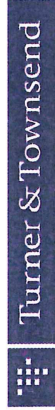
AssociatedArchitects

WPS14 - CLIFFORD BROWNE PRIMARY SCHOOL
PROPOSED SITE PLAN

Client: CLIFFORD BROWNE PRIMARY SCHOOL
 Project No: 3228 AL(0) 211
 Date: 15/05/2024
 Scale: 1:500
 Drawing No: 01/01

Prepared by: [Name]
 Checked by: [Name]
 Approved by: [Name]

3228 AL(0) 211



Clifford Bridge Primary School
 Provision of New External Ramp connecting External Hard Landscaping - Option 2
 Preliminary Feasibility Estimate of Cost
 2nd October 2014
 Revision 0

New External Pedestrian Access Ramp - Option 2 (Excludes regrading of existing ground)						
Ref	Proposed Elemental Scope of Works	Quantity	Unit	Rate	Total	Comments
1. Site Clearance						
1a	Strip of existing surface materials	87	m ²	30.00	2,610.00	General strip off of existing soft landscape surface materials
1b	Total Site Clearance				2,610.00	
2. Substructure						
2a	Excavations					
2b	Excavations; generally	26	m ³	30.00	780.00	Small machinery
2c	Disposal of spoil off site	26	m ³	55.00	1,430.00	Assume non contaminated spoil; to off site tip
2d	General labours to surfaces of excavations	1	Item	650.00	650.00	Levelling; trimming and the like
2e	Allowance for drainage alterations	1	Item	2,000.00	2,000.00	Provisional allowance; Acco drainage system or the like
2f. Surface Treatments						
2g	Store fill	13	m ³	80.00	1,040.00	
2h	Herbicide	87	m ²	5.00	435.00	
2i	Earthwork support/formwork	1	Item	500.00	500.00	
2j. Concrete						
2k	Concrete kerb foundations to lower level (including haunching)	47	lm	30.00	1,410.00	
2l	Total Substructure				8,245.00	
3. Superstructure						
3a. External Walls						
3b	Provision for Engineering brick retaining walls; complete; both sides of ramp; curved to suit plan profile	30	m ²	280.00	8,400.00	Includes foundation
3c. Surface Treatment						
3d	Tarmac finish; complete to all surfaces	87	m ²	75.00	6,525.00	Pedestrian grade
3e. Fixings and Furnishings						
3f	Handrail; to one side only; curved to plan profile	37	lm	150.00	5,550.00	Non architectural; plasticised finish
3k	Total Superstructure				20,475.00	
6. Main Contractor On-Costs						
6a	Main Contractor General Preliminaries Costs				5,326.10	
6b	Main Contractor Overheads & Profit-Cost Allowance				2,565.93	
7	Estimated Construction Costs				39,222.03	
9	Contingencies Allowance				7,500.00	Allowance based at risk associated with asbestos in ground; 30m ³ of spoil at £250.00 per m ³
11	Professional and Statutory Fees Cost provision				4,000.00	
12	Construction Project Cost (excl VAT)				50,722.03	Excluding VAT



Public report Cabinet Member Report

Education and Childrens Services Scrutiny Board (2)
Cabinet Member for Education

8 January 2015
20 January 2015

Name of Cabinet Member:

Cabinet Member for Education - Councillor D Kershaw

Director Approving Submission of the report:

Executive Director of People

Ward(s) affected:

All

Title:

The Attainment and Progress of Coventry Pupils by Ages 5, 7, 11, 16 and 18 in 2014

Is this a key decision?

No

Executive Summary:

The report has four key purposes which are to:

- 1.1 Report on the outcomes of the following key stages:
 - i) The Early Years Foundation Stage (EYFS)
 - ii) Key Stage 1 (KS1)
 - iii) Key Stage 2 (KS2)
 - iv) Key Stage 4 (KS4)
 - v) Key Stage 5 (KS5)
- 1.2 Report on the most recent comparative data about the performance of pupils at these five Key Stages.
- 1.3 Recommend priorities for improvement at each Key Stage.
- 1.4 Seek approval for the recommendations below.

Recommendations:

The Education and Childrens Services Scrutiny Board (2) is requested to:

- 1) Note the information contained in the report and the implications for the Local Authority.
- 2) Endorse the key priorities for further improvements in standards and achievement in Coventry schools and academies.

- 3) Identify any further recommendations or comments for consideration by the Cabinet Member for Education.

The Cabinet Member is requested to:

- 1) Endorse the evaluation of EYFS, KS1, KS2, KS4 and KS5 outcomes for 2014.
- 2) Approve the key priorities for the 2014-15 improvement cycle outlined in the report.

List of Appendices included:

Key Stage 4 Gender and Vulnerable Groups: 5+ A*-C Including English and Maths Graph
KS2: Level 4+ in Reading, Writing and Maths 2012-14 Graph

Background Papers

None

Other useful documents:

The Coventry School Improvement Strategy: September 2013 - August 2015.

Has it been or will it be considered by Scrutiny?

Yes – Education and Childrens Services Scrutiny Board (2) on 8 January 2015

Has it been or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

No

Title: The Attainment and Progress of Coventry Pupils by Ages 5, 7, 11, 16 and 18 in 2014

1. Context and background

1.1 This report has been completed using the latest data available as at December 2014. Data for EYFS and KS1 was finalised in October 2014 and August 2014 respectively. KS2 data was published in the form of national performance tables by the Department for Education on 11th December 2014.

1.2 In relation to City figures for 2014, a 1% point change represents approximately 43 children in a cohort of 4293 at EYFS, 42 of 4181 at KS1, 37 of 3705 at KS2, 34 out 3433 at KS4.

1.3 Pupil Premium

1.3.1 Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil premium funding is available to both mainstream and non-mainstream schools, like special schools and pupil referral units.

1.3.2 Funding in the 2014 to 2015 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,300 for primary-aged pupils
- £935 for secondary-aged pupils

Schools also receive £1,900 for each pupil who:

- has been looked after for 1 day or more
- has been adopted from care
- has left care under:
 - a special guardianship order
 - a residence order
 - a child arrangement order

1.3.3 Eligibility for free school meals is used as the main measure of deprivation at pupil level. The **percentage** of pupils eligible for free school meals in Coventry primary schools is above the national average although the percentage dipped by 1% in 2014 to 22%. (The national average in 2013 was 19%). This slight dip was also mirrored in secondary schools where 17% of students from Year 7 to 13 were eligible. This remains above the 2013 national average by 1%. In special schools, the proportion of pupils eligible for free school meals rose to 43% which is significantly above the 2013 national average of 36%. There has been a year on year increase since 2010 in this phase. Ofsted now used the term **disadvantaged pupils** for those eligible for pupil premium. In 2014, disadvantaged pupils attained less well than other pupils in all subjects and at all levels in the Early Years Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 4.

2. The Attainment and progress of Coventry pupils in 2014

2.1 Early Years Foundation Stage (EYFS)

2.1.1 Children at the end of the EYFS are completing their Reception year and most will be aged five. Their progress and attainment has been assessed across seven Areas of Learning (AoLs) by their teachers, measured against the 17 Early Learning Goals (ELGs) of the Early Years Foundation Stage Profile (EYFSP).

2.1.2 There are three prime areas of learning: Communication and Language (CL), Physical Development (PD) and Personal, Social and Emotional Development (PSED) with eight associated ELGs.

2.1.3 There are four specific areas of learning: Literacy (L), Mathematics (M), Understanding the world (UW) and Expressive Arts and Design (EAD) with nine associated goals.

- 2.1.4** At the end of the EYFS, teachers have made a judgement for each ELG as to whether the child's learning and development is best described by:
- the description of the level of development expected at the end of the EYFS (**expected**)
 - not yet at the level of development expected at the end of the EYFS (**emerging**); or
 - beyond the level of development expected at the end of the EYFS (**exceeding**).
- 2.1.5** The judgements made by the teacher are '**best fit**'. 'Best fit' does not mean that the child has equal mastery of all aspects of the ELG. Teachers look to the whole of each ELG description when making their summative judgements about children's attainment, taking into account their relative strengths and weaknesses.
- 2.1.6** A child is judged to have reached a **good level of development** if they have achieved at least the expected level of development in each of the ELGs of the three prime areas of learning (CL, PD and PSED) and in the two specific areas of learning of Literacy and Mathematics.
- 2.1.7** All areas of learning within the EYFS are important. To reflect this, the GLD measure is supported by a measure of the average of the cohort's total point score across every early learning goal. This captures the attainment of all children across all the Early Learning Goals.

2.2 Positive indicators at EYFS

- 2.2.1** The proportion of Coventry children achieving a good level of development has increased by 5 percentage points from the outcomes of 2013 to 60%.
- 2.2.2** Coventry's average point score is 33.0. 34 points is the equivalent of children achieving the expected level across all 17 Early Learning Goals (ELGs).
- 2.2.3** There has been an increase in the number of children attaining a good level of development in each of the different groups of children in the 2014 cohort.

2.3 Across the seven areas of learning and development in 2014:

- 2.3.1** Performance ranged from 65% to 85% of children attaining the expected level of development or above. For the second year of the revised EYFSP, the highest outcome was in *Physical Development*, the lowest in *Literacy*. The outcome in *Literacy* improved 2.8% on last year.
- 2.3.2** Across the 17 early learning goals (ELGs), performance ranged from 66% to 89% of children attaining the expected level of development or above. The highest performing ELGs are *Health and Self-care* and *Technology*, the lowest is *Writing*. The outcome in *Writing* improved 3% on last year.
- 2.3.3** 68% of girls attained a good level of development. This was an increase of 5% on 2013.
- 2.3.4** 52% of boys attained a good level of development, which was an increase of 3% on 2013.
- 2.3.5** The largest ethnic groups all improved their attainment, 69% of Asian Indian, 62% of White British, 58.1% of Black African and 56% of Asian Pakistani achieved a good level of development.
- 2.3.6** 53% of EAL learners achieved a good level of development, an increase of 5%.

2.3.7 55% of children attained a good level of development across the three deciles of schools in the most deprived areas¹ of the city compared to 50% in 2013.

2.4 Outcomes for disadvantaged pupils (those eligible for free school meals)

2.4.1 In 2014, 50% of disadvantaged children in Coventry achieved a good level of development which was 5% above the national average of 45%. Attainment of Coventry disadvantaged children improved by 7% compared with the previous year. 62% of other children achieved this benchmark compared with the national average of 64%.

2.5 Compared to national outcomes in 2014:

2.5.1 The percentage of children attaining a good level of development in the city was 60%, which is in line with the national figure. Across England the proportion achieving a Good Level of Development in all Local Authorities ranged from the 41% to 75%

2.6 Compared with Statistical Neighbours in 2014:

2.6.1 Coventry's performance ranked third out of 11 Local Authorities. Across our statistical neighbours the proportion of children achieving a Good Level of Development ranged from 51% to 66%.

2.6.2 The supporting measure of average point score shows the national average point score is 33.8 compared to Coventry's 33 points. Nationally the average points score achieved by children across all the early learning goals ranged from 29.7 to 37.1.

2.7 Across all 17 early learning goals in Coventry:

2.7.1 The lowest proportion of children achieving at least the expected level was in *Writing* at 66%. The highest proportion was in *Technology* and *Health and Self-care*, both at 89% respectively. Coventry outcomes were within 1% to 4% of national outcomes.

2.7.2 The percentage of girls in Coventry achieving a good level of development was 68% compared to 69% nationally. Across England the proportion of girls achieving ranged from 44% to 79%.

2.7.3 The percentage of boys in Coventry achieving a good level of development was 49% compared to the national figure of 50%. Across England the proportion of boys achieving ranged from 28% to 70%.

2.7.4 The average point score for boys in Coventry was 31.8 compared to a national figure of 32.6. The average point score for girls in Coventry was 34.3 compared to a national figure of 35.1. Overall the gender gap in Coventry was 2.5 points, which was in line with national.

2.7.5 The achievement gap between the lowest attaining 20% of children and the mean average is 36.8% compared to national which is 33.9%. The gap in achieving a good level of development has increased by 0.8% from 2013 but is still significantly lower than outcomes prior to 2013.

2.7.6 In 2014, 55% of Coventry children in the most deprived areas of the city achieved a good level of development compared to 53% nationally.

¹ Grouping within Income Deprivation Affecting Children Index (where 0 to <1decile is the most deprived, 9 to <10 least

2.8 EYFS priorities for improvement

2.8.1 The priorities for raising attainment at age 5 are:

- Increase the percentage of children attaining a good level of development across the city through closing the achievement gap, particularly for the most vulnerable children.
- Boys' attainment is improving, but the gap between boys and girls at the end of EYFS remains too wide. In 2014, the gap in writing is 14%, therefore boys' writing continues to be a priority for improvement.
- Improve children's communication and language. Children need to be confident communicators and have the relevant vocabulary to enable them to reach the expected level of development across the Early Learning Goals.
- Further improve the quality of early years' education across the PVI sector to increase 'school readiness'.

2.8.2 We will do this by:

- Briefing headteachers and networks; identifying and sharing effective practice within the networks linked to national picture.
- Liaising with teaching schools to ensure EYFSP practitioners are able to access relevant continuing professional development to improve their knowledge and practice.
- Tailoring the support and training to the Private Voluntary and Independent (PVI) sector to ensure more children are 'school ready' and able to make the most of the learning opportunities presented.
- Supporting settings to maximise opportunities to develop children's communication and language.
- Monitoring and evaluating progress in the ten settings in the PVI sector working with the Achievement for All Early Years Pilot, 'Achieving Early'.
- Using the outcomes to influence practice and improve outcomes for most disadvantaged children.

3 Achievement at Key Stage 1 (KS1)

3.1 Measuring Attainment at Key Stage 1 (KS1)

3.1.1 Attainment at the end of KS1 is measured by teacher assessment in speaking and listening, reading, writing, mathematics and science. National Curriculum Level 2 is the expected standard for children by the end of KS1, with Level 3 representing the achievement of the more able. Level 2 is subdivided into a lower: Level 2c, a secure Level 2b and a higher Level 2a.

3.2 Positive Indicators at KS1

3.2.1 The 2014 Key Stage 1 data shows pupils' attainment in reading, writing and mathematics to be at an all-time record high at all levels (Level 2+, Level 2B+ and Level 3).

3.2.2 In 2014, attainment at Level 2 and above in reading and mathematics improved by 2 percentage points, writing by 1% and there was no change in speaking and listening and science. Since 2010 there has been an upward trend in attainment in all subjects. The gap with national outcomes closed in reading and mathematics in 2014. However, despite this improvement attainment in reading, writing and mathematics remains below the national figures.

Level 2+

Subject	Coventry		National		Difference	Comments
	%	increase	%	increase		
Speaking and listening	86%	+0%	90%	+1%	-4%	
Reading	89%	+2%	90%	+1%	-1%	Highest ever score
Writing	84%	+1%	86%	+1%	-2%	Highest ever score
Mathematics	91%	+2%	92%	+1%	-1%	Highest ever score
Science	88%	0%	91%	+1%	-3%	Highest ever score

3.2.3 At Level 2B and above, there were further improvements in reading, writing and mathematics in 2014 building on the improvements of the previous year. Mathematics rose by 2 percentage points with reading and writing improving by 1 percentage point.. Trends since 2012 are upward but the gaps between the City and national need closing further. Attainment is just 1% behind in reading and mathematics. It is 3 percentage points below in writing.

Level 2B+

Subject	Coventry		National		Difference	Comments
	%	increase	%	Increase		
Reading	80%	+1%	81%	+2%	-1%	Highest ever score
Writing	67%	+1%	70%	+3%	-3%	Highest ever score
Mathematics	79%	+2%	80%	+2%	-1%	Highest ever score

3.2.4 At the higher Level 3, attainment last year rose by 2 percentage points in reading, 1% in speaking and listening and mathematics but remained at the same level in writing. Trends overall are upward since 2010. Although attainment is higher than last year in reading and speaking and listening, further improvement is required at this level at this level because the gap with national remains at 4%. The gap is 3% below national in mathematics and 2% below in writing.

Level 3

Subject	Coventry		National		Difference	Comments
	%	increase	%	increase		
Speaking and listening	20%	+1%	24%	+1%	-4%	
Reading	27%	+2%	31%	+2%	-4%	Highest ever score
Writing	14%	+0%	16%	+1%	-2%	Highest ever score
Mathematics	21%	+1%	24%	+1%	-3%	Highest ever score
Science	18%	+0%	22%	+0%	-4%	

3.2.5 Although this improvement is extremely pleasing, attainment nationally also rose by a similar percentage in all subjects. Consequently, the difference between Coventry and national outcomes remain comparable to those of last year.

3.2.6 At the end of KS1, girls' attainment is better than that of boys in reading, writing and mathematics at Level 2B+. There is no difference in attainment in mathematics at level 2C. Boys attain better at the higher Level 3.

3.2.7 In 2014, girls' attainment at Level 2+ and Level 3 was similar to that achieved in the previous year in reading and writing. It was 1% higher at Level 2+ in mathematics but 1% lower at the higher Level 3. Boys attainment improved significantly in all areas. At Level 2+, boys' attainment rose by 3% in reading, writing and mathematics. At Level 3, boys' attainment rose by 4% in reading, 2% in writing and 1% in mathematics.

3.2.8 In 2014, the attainment of Bangladeshi Indian, Pakistani, Any other Black and any other Mixed backgrounds, and White Irish was above the national average at Level 2+. The attainment of Gypsy/Roma, any other White background and Black Caribbean pupils was significantly below average. Pupils with Special Educational Needs and Disabilities (SEND) perform less well in writing and better in mathematics.

3.2.9 In 2014 there were 15 children looked after who had been in the care of Coventry for more than one year. Of these three were educated outside the city.

Key stage 1 2014 with colours showing gap narrowed or gap widened between Coventry LAC and national statistics.

Subject	Coventry	National average	Difference
Reading	87	71	+16
Writing	73	61	+12
Maths	80	72	+8

3.3 Outcomes for disadvantaged pupils at KS1

3.3.1 At Key Stage 1, outcomes for disadvantaged pupils improved in 2014 in all areas at Level 2+ and Level 2B+ compared with the previous year. At the higher Level 3, attainment improved in reading and mathematics but stayed the same in writing. The gaps with other pupils narrowed in most areas except mathematics and Level 2B+ and reading at Level 3.

Key Stage 1 2014 and (2013) with colours showing gap narrowed or gap widened between disadvantaged and other pupils

Subject	Level 2+		Level 2B+		Level 3	
	Others	Disadv.	Others	Disadv.	Others	Disadv.
Reading	91 (90)	85 (82)	84 (83)	74 (71)	32 (29)	18 (16)
writing	87 (86)	78 (75)	72 (71)	55 (54)	17 (17)	8 (8)
maths	93 (92)	88 (84)	83 (81)	70 (69)	24 (24)	14 (13)

3.4 The priorities for raising attainment and progress at KS1 are to:

- increase attainment in reading, writing and mathematics, particularly at Level 2+;
- improve attainment at Level 3, particularly in reading and mathematics;
- ensure gaps are closed between different groups to minimise the under-achievement of any particular group;
- continue to raise the attainment of boys in all subjects;
- increase the attainment of Gypsy/Roma and Black Caribbean pupils and those that are looked after.

4 Achievement at Key Stage 2 (KS2)

4.1 Measuring attainment and progress at the end of Key Stage 2 (KS2)

4.1.1 Attainment is measured by national tests and teacher assessments. There are tests in Reading, mathematics and Grammar, Punctuation and Spelling (GPAS). Writing is teacher assessed; there is no national test in writing.

4.1.2 National curriculum levels can be converted to average points scores (APS) with a number ascribed to each level. This method is used in the national RAISEonline data booklet for each school and Her Majesty's Inspectors (HMI) and Ofsted use this to assess both attainment and progress, particularly from the end of KS1 to the end of KS2.

4.1.3 The progress of pupils over the four years from the end of KS1 to the end of KS2 is measured in a number of ways. There are two National Indicators here, one indicating the proportion of pupils that have made at least two national curriculum levels progress in English and the other indicating the same measure for progress in mathematics.

4.1.4 Value Added is a formula based measure that seeks to assess the expected progress of an individual cohort of pupils between the end of KS1 and KS2 against the progress that they actually made. The 'average' figure is 100, with figures either side deemed as lower or higher than expected based on the size of the cohort and the gap between the average figure.

4.2 Positive Indicators at KS2

4.2.1 Coventry's 11 year olds have made significant improvement in all attainment and progress measures in 2014. Pupils' reading, writing and mathematics attainment at Level 4+ and writing and mathematics attainment at Level 5+ are the highest in the city's history. In reading, attainment at Level 5+ is the highest since 2010. Although overall attainment remains below that found nationally in all subjects, the gap has narrowed perceptibly in reading and mathematics at both Level 4+ and Level 5+. The city's outcomes are above those found nationally for Grammar, Punctuation and Spelling at both levels. Progress measures were at least in line with and above those found nationally.

4.2.2 Please note: In local data the cohort is part adjusted for overseas pupils. The percentage may therefore be up to 0.5% higher in the final data set published in December 2014.

4.2.3 The rates of progress for the city's pupils increased for all subjects in 2014 and continue their upward trajectory over time. The proportion achieving at least two levels progress in reading was 91%, an increase of 3%. The proportion achieving at least two levels progress in writing rose by 2% to 93%. The proportion achieving at least two levels progress in mathematics rose by 2%.

Expected and more than expected progress

	expected		More than expected progress	
Reading	91 (91)	+3 (+/-0)	36	+5
Writing	93 (93)	+1 (+/-0)	35	+2
Mathematics	89 (90)	+1(+/-0)	36	+5

4.2.4 In 2014, writing attainment at Level 4+ rose by 1% point and outcomes are now 2% below the national average. Level 5+ writing outcomes rose by 3% to an all-time high of 31% and are also 2% below national.

4.2.5 Attainment at Level 4+ in reading improved significantly by 6% to 87%. The gap between Coventry and all schools nationally narrowed by 4%. Attainment at Level 5+ also rose sharply by 6% to 44%. The gap closed between the City's schools and all schools nationally by 2% but there is still a difference of 5% to make up.

4.2.6 Attainment at Level 4+ in mathematics improved by 4% to 84%. The national average increased to 85% leaving a gap of just 1%. Attainment at Level 5+ improved further in 2014 by 2% to an all-time Coventry high of 39%. National outcomes improved by 1% to 42%, therefore the gap closed by 1%.

4.2.7 In 2014, 76% of Coventry's pupils achieved a Level 4+ in reading, writing and mathematics combined compared with 79% nationally. The gap between Coventry and national averages has narrowed by 2% points and now stands at 3% points below. Although the attainment of boys rose in 2014 it still remains below that of girls in reading, writing and mathematics combined at Level 4+.

4.2.8 Girls outperformed boys in reading and writing at all levels. In addition there was 2% point difference in the attainment of boys and girls in mathematics at Level 4+ but boys' attainment was above that of the girls at the higher levels 5 and 6 in this subject. Compared with the previous year, boys and girls showed significant improvements in their outcomes at all levels to close the gap with national outcomes.

Level 4+

Subject	Coventry		National		Difference	Comments
	%	increase	%	increase		
Reading	87	+6	88	+2	-1	Highest ever attainment
Writing	83	+1	85	+1	-2	Highest ever attainment
Mathematics	84	+4	85	0	-1	Highest ever attainment
Reading, writing and mathematics	76	+5	78	+2	-2	
Grammar, punctuation and spelling	77	+6	76	+2	+1	

Level 5+

Subject	Coventry		National		Difference	Comments
	%	increase	%	increase		
Reading	44	+6	49	+4	-5	Highest attainment since 2012
Writing	31	+3	33	+3	-2	Highest ever attainment
Mathematics	39	+2	42	+1	-3	Highest ever attainment
Reading, writing and mathematics	21	+3	24	+3	-4	
Grammar, punctuation and spelling	53	+8	52	+4	+1	

4.2.9 At the higher Level 6, girls made good gains in writing. A significantly higher percentage of pupils attained the higher level in mathematics and GaPS. Overall, reading outcomes of 0.1% exceeded the national figure of 0% but was a decrease of 0.1% from the previous year. In writing Coventry's outcome of 1.7% was below the national figure of 2%. Nevertheless this was an increase of 0.7% on the 2013 outcome. Attainment in mathematics at 7.2% was below the national figure of 9%, however, this was an increase of 2.5% for Coventry. The GaPS outcome of 3.2% was an increase of 2.8 but remained below the national figure by 0.8%.

4.2.10 Indian, Chinese, Mixed other and mixed White Black African pupils now attain above the national average in reading, writing and mathematics combined. Most other groups are close to the national average but Black Caribbean, White Other, White and Black Caribbean and White Roma/Gypsy pupils' attainment is significantly below average at the end of KS2. In 2014, Mixed White/Black African and Caribbean pupils and Roma/Gypsy pupils make significantly less than expected progress but the number of pupils represented in these groups is relatively small.

4.2.11 The attainment of those eligible for free school meals and children looked after is below the national average in all subjects. In 2014 there were 25 children looked after in the year 6 cohort. This includes eight pupils educated outside the city. Outcomes improved in reading, mathematics and GaPS. However, a significant number of pupils attained the higher level 5 in reading and GaPS.

Level 4+

Subject	Coventry LAC		National LAC	Difference
	%	Increase (2013)	%	
Reading	78	9%	68	+10
Writing	74	11%	59	+15
Mathematics	70	2%	61	+9
Reading, writing and mathematics	61		48	+13
Grammar, punctuation and spelling	57%	7%	49	+8

4.2.12 The attainment of pupils identified with special educational needs including those at school action, school action plus and those with statements of special educational needs (SEN) is generally below average.

4.3 Outcomes for disadvantaged pupils at KS2

4.3.1 The attainment of disadvantaged pupils at the end of Key Stage 2 in 2014 rose significantly in all areas and the gaps closed with other pupils in most areas, except mathematics at Level 5. Disadvantaged pupils made much better progress in 2014 in most areas except writing at the expected level.

Key Stage 2 2014 and (2013) with colours showing gap narrowed or gap widened between disadvantaged and other pupils

Subject	Level 4+		Level 5+		Expected Progress		More than Expected Progress	
	Others	Disadv.	Others	Disadv.	Others	Disadv.	Others	Disadv.
Reading	90 (85)	82 (75)	50 (44)	35 (28)	92 (89)	89 (85)	39 (37)	34 (32)
writing	87 (86)	77 (73)	37 (34)	20 (17)	95 (93)	92 (91)	36 (34)	33 (31)
maths	87 (85)	79 (73)	46 (43)	28 (26)	91 (90)	87 (85)	38 (34)	31 (26)
Re/Wr/Ma	81 (77)	68 (61)	26 (23)	12 (9)	na	na	na	na

4.4 Priorities for Improvement at KS2

4.4.1 Improve attainment for all pupils, particularly the most able, so that the current gaps between city and national averages at Level 4+ narrow further from the current 1% in mathematics, 1% in reading, 2% in writing, and are in line with national averages by 2015.

4.4.2 Narrow the gaps in achievement for all vulnerable groups, particularly those with SEND and White Other, White and Black Caribbean, Black Caribbean, Children Looked After and Gypsy/Roma pupils.

4.4.3 While raising the attainment and progress of all pupils, particular focus should be given to raising the performance of boys, to narrow the gender achievement gap.

4.4.4 The priorities for raising attainment and progress at KS2 are to:

- Increase the proportion of children attaining Level 4+ in both mathematics and English and making at least 2 levels progress from KS1 to KS2.
- Increase the proportion of higher attaining pupils assessed at Level 5 and Level 6.
- Close the gaps in attainment for vulnerable groups such as pupils with special educational needs, those from the most deprived neighbourhoods and different ethnic groups of pupils.

5 Achievement at Key Stage 4 (KS4)

5.1 Key Stage 4 Performance Measures

5.1.1 Two major reforms have been implemented which affect the calculation of key stage 4 performance measures data:

1. **Professor Alison Wolf's Review of Vocational Education recommendations** which;
 - restrict the qualifications counted
 - prevent any qualification from counting as larger than one GCSE
 - cap the number of non-GCSEs included in performance measures at two per pupil.
2. **An early entry policy** to only count a pupil's first attempt at a qualification.

5.1.2 The above changes have led to a reduction in attainment nationally, and the picture is no different in Coventry.

5.1.3 Nationally, there is a gap of 3.7% between the first entry (55.9%) and best entry (59.6%) outcomes. In Coventry, there is gap of 3.3% between the first entry (52.3%) and best entry (55.6%) outcomes.

5.1.4 All outcomes below refer to 'best entry'.

5.2 Outcomes for key indicators at Key Stage 4

5.2.1 Key indicators at key stage 4 show variable performance in 2014:

- 5 A*-C (including English and Maths) decreased from 57% to 56% (below national at 60%-which decreased by 1%)
- Expected progress (3 levels) in English increased significantly to 77% (above national at 73%)
- Expected progress (3 levels) in mathematics decreased from 68% to 62% (below national at 68%)
- More than expected progress (4 levels) in English increased from 28% to 36% (above national at 34%)
- More than expected progress (4 levels) in mathematics decreased by 27% to 25% (below national at 31%).

5.2.2 The attainment indicators comparing KS2 attainment with expected attainment at KS4 show a variable picture:

- 5 A*-C (including English and maths) is above estimate by 1%
- 5 A*-A is below estimate by 2%
- Expected progress (3 levels) in English is above estimate by 5% (significant)
- Expected progress (3 levels) in mathematics is below estimate by 2%.

- 5.2.3** Attainment in GCSE English (C grade or better) increased from 65% to 71% and is now above the national average of 70%. However, attainment in GCSE Maths (C grade or better) decreased from 69% to 66% and is below the national average of 69%-which decreased by 2%.
- 5.2.4** Attainment at the higher levels of 5A*-A decreased from 18% to 10% in Coventry against a decrease nationally from 20% to 16%.
- 5.2.5** As in past years girls performed better than boys on most measures and the gap (approximately 9% at 5A*-C including English and maths) remains similar to previous years.
- 5.2.6** Achievement of 5A*-C (including English and maths) by vulnerable groups shows variable performance:
- White British boys receiving free school meals decreased significantly from 31% to 22% (national at 29%)
 - LAC decreased from 30% in 2013 to 15% this year (above national average at 14%)
 - SEN increased from 25% to 27% (above national at 22%).
- 5.2.7** The performance tables will include the proportion of students attaining the English Baccalaureate or EBacc (C+ grades in English, maths, 2 sciences, a humanity and a modern foreign/ancient language). This year 20% of Coventry 16 year olds were successful in obtaining the EBacc, an increase from last year's 18% but below national (24%).

5.3 Outcomes for disadvantaged pupils at KS4

5.3.1 At Key Stage 4, the percentage of disadvantaged pupils attaining 5A*-C including English and mathematics decreased by 2% points between 2013 and 2014. Furthermore, the gap widened by 6 points from 22% to 26%. See 5.3.2. for further detail. The actual number of pupils eligible for free school meals decreased slightly.

5.3.2 Achievement of disadvantaged pupils decreased overall in 2014:

- Overall, attainment declined as a result of lower outcomes in mathematics.
- Expected progress increased in English but was lower in mathematics.
- The gaps widened with other students in all areas:
 - 5A*-C (including English and mathematics) decreased from 40% to 38% (national also at 38%) widening the gap from 22% to 26%
 - Although expected progress (3 levels) in English increased from 58% to 66% (well above national at 60%) the gap has still widened from 14% to 16%
 - Expected progress (3 levels) in mathematics decreased from 54% to 46% (below national at 50%) widening the gap from 20% to 25%.

Key Stage 4 2014 and (2013) with colours showing gap narrowed or gap widened between disadvantaged and other pupils

Key Stage 4	Others	Disadv.	Gap
% 5+ A*- C (inc English and maths)	64 (62)	38 (40)	26 (22)
% A*- C Entries in English	78 (70)	56 (49)	22 (21)
% A*- C Entries Maths	74 (74)	47 (52)	27 (22)
Expected Progress in English	82 (73)	66 (59)	16 (14)
Expected Progress in Maths	71 (74)	46 (54)	25 (20)

5.4 Priorities for improvement at KS4

5.4.1 Improve attainment for all pupils, including the performance of most able students.

5.4.2 Improve achievement in mathematics.

5.4.3 Narrow the gaps in achievement for all vulnerable groups, particularly disadvantaged students, white British boys receiving free school meals and children looked after.

6. Achievements of Coventry students 16-19

6.1 16-19 provision

6.1.2 Young people in Coventry attend a range of education providers including school sixth forms, further education colleges and independent private training providers.

6.1.3 Just under 4,000 young people aged 16-19 are attending our three Coventry Colleges of Further Education, City College, Henley College and Hereward College. Provision in these colleges is wide-ranging both in terms of levels of courses and the vocational offer. The breakdown of levels of qualification shows that 43% of students are on Level 3 courses with 28% working towards Level 2 qualifications and the remaining 29% on Level 1 or pre Level 1 courses (source: College data). Additionally there are 415 apprentices studying and working with employers as part of college provision.

6.1.4 The wider Apprenticeship offer, delivered by Further Education Colleges and Independent Private Training Providers, is vital in terms of the mix and balance of 16 – 19 provision for Coventry young people. The communication and coherence of this offer is particularly important bearing in mind the requirements of the Raising of the Participation Age (RPA). From September 2013, the age of compulsory participation has been raised, meaning young people now stay in some form of education or training until the end of the academic year in which they turn 17. From the start of the 2015/16 academic year this requirement will be extended so that it applies until a young person's 18th birthday.

6.2 16-19 participation and progression

6.2.1 The most recent published data on participation rates of 16 and 17 year olds (DfE June 2014) show Coventry above West Midlands and England:

- The proportion of Coventry 16-17 year olds recorded in education and training was 90.3% (West Midlands 87.5% and England 89.7%)
- Coventry 16 year olds' participation was 94.3% (West Midlands 91.7% and England 93.1%)
- Coventry 17 year olds' participation was 86.2% (West Midlands 83.2% and England 86.2%).

6.2.2 Coventry Schools have a very high number of young people studying in sixth forms with the Year 11 into Year 12 (first year of sixth form) transition currently at 53.7% (+ 2.3 point increase). Total school sixth form numbers increased from 3459 (January 2013) to 3556 (January 2014). This increase in absolute numbers was mainly due to Raising of the Participation Age.

6.2.3 Although the proportion of students who then continued from Year 12 to Year 13 decreased from 77% to 73%, the number of 'final year' students taking Level 3 qualifications in 2014 increased by almost 150 (11%) to 1453. This was achieved mainly through increases in the number of students taking vocational qualifications and the Extended Project.

6.2.4 A longitudinal approach to measuring progression of all Coventry 16-19 year olds (i.e. the cohort that left Year 11 in 2011) shows that 53.2% reached Level 3 by age 19 (+0.5 point increase but below national at 57.3%). 82% reached Level 2 (5 A*-C GCSE or equivalent) by age 19 (+3 points but below national at 84.4%).

6.2.5 The DfE published educational and employment destinations of the key stage 4 (KS4) and key stage 5 (KS5) 2010/11 cohort students and where they were in 2011/12 (one year on) are as follows:

- Nationally 89% of young people were recorded as being in a sustained education or employment/training destination in the year after KS4. Coventry's figure is the same as national at 89%.
- 74% of young people nationally were recorded as being in a sustained education or employment/training destination in the year after KS5. Coventry's figure is above national at 81%.

6.3 Attainment (Schools)

6.3.1 The provisional Key Stage 5 Value Added (VA) scores indicates that Coventry students in school sixth forms, on average, made above expected progress from KS4 (2012) to KS5 (2014).

6.3.2 The overall **A level (A2)** pass rate increased slightly by 0.1% from 98.4% to an all-time high of 98.5%. For the second consecutive year Coventry students outperformed students nationally (98%).

6.3.3 The percentage of entries achieving an A* grade increased by 0.5% to 5% compared to a similar increase nationally of 0.6% to 8%. This means the gap between Coventry and national has widened slightly by 0.1% to 3%.

6.3.4 The percentage of entries achieving A*-B grades decreased by 0.6% to 40.5% compared to a similar decrease nationally of 0.5% to 51.8%. This means the gap between Coventry and national has widened by 0.1% to 11.3%.

6.3.5 The overall **AS level** pass rate was also positive with an increase of 1.7% to 86.5%. This means that the gap between Coventry and national has closed by 1.2% to 2.4%.

6.3.6 The percentage of entries achieving A-B grades also increased by 1.5% to 29.9% compared to an increase nationally of 0.4% to 39.8%. This means the gap between Coventry and national has closed by 1.1% to 9.9%.

6.3.7 The overall pass rate for **vocational qualifications** increased by 1.5% to 98% - the best ever achieved. This is particularly impressive given the significant increase in entries.

6.4 Priorities for Improvement at KS5/Post-16

6.4.1 Improve the percentage of students achieving the highest grades. The gaps between Coventry and national are too wide which means our most able students are not doing as well as they should.

6.4.2 The destinations of year 12 students (schools) who do not progress into Year 13 (schools) require more detailed analysis in order to identify a) progression route and subsequent achievement, and b) whether there are any information, advice and guidance issues requiring further discussion.

7. Results of consultation undertaken

7.1 No consultation undertaken to inform this report.

8. Timetable for implementing this decision

8.1 No decision required

9. Comments from Executive Director of Resources

9.1 Financial implications

There are no financial implications to the Council as a result of this report.

9.2 Legal implications

Under Section 13A Education Act 1996 the Local Authority has a duty to promote high standards of education and fulfilment of potential. A Local Authority must ensure, that their relevant education functions are exercised (as far as they are capable of being so exercised) with a view to promoting high standards of education, ensure fair access and promote fulfilment of learning potential in persons under 20 years of age or over 20 but under 25 who have been assessed to have a learning difficulty.

Public authority decision makers are under a duty to have due regard to 1) the need to eliminate discrimination, 2) advance equality of opportunity and 3) foster good relations between persons who share a relevant protected characteristic. (Public sector equality duty/ies 149(1) Equality Act 2010)

The relevant protected characteristics in education are, age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Decision makers must be consciously thinking about the 3 aims as part of their decision making process with rigour and with an open mind. The duty is non-delegable and continuing to have "due regard", not to achieve a result but to have due regard to the need to achieve these goals. Consideration must be given to the potential adverse impacts and the measures needed to minimise any discriminatory effects.

10. Other implications

10.1 How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / Local Area Agreement (or Coventry Sustainable Community Strategy)?

Improving attainment of all children and young people makes an important contribution to the Council's core aims of securing a prosperous Coventry; where young people are employable and make a positive contribution to the City's economic future; where children and young people are supported and their achievements celebrated and where they are safe, achieve and make positive contributions; encouraging a creative, active and vibrant city; together with developing a more equal city and cohesive communities and neighbourhoods.

10.2 How is risk being managed?

The Education and Inclusion Service has a planned programme in place to monitor the progress being made by Coventry schools and analyses key attainment and achievement data robustly. This is supported by regular monitoring of the quality of teaching, classroom observation and the scrutiny of Ofsted reports in the most vulnerable schools. Regular monitoring and evaluation also takes place through discussions with senior and middle leaders in schools, school improvement partners, relevant lead officers in the Education and Inclusion Service and other City Council Departments, and Diocesan staff. Progress is regularly reported to the Cabinet Member for Education by officers of the Education and Inclusion Service.

Key strategies for reducing risk include:

- a) Developing and maintaining local performance data systems;
- b) Leading and providing a programme of support, challenge and intervention to schools and settings targeted for those needing to improve most quickly;
- c) Co-ordinating key improvement partnerships and networks in order to facilitate the sharing of effective practice.

10.3 What is the impact on the organisation?

Educational standards and attainment have an impact on the reputation of the City and influence people's desire to live, work and invest in the City. Higher school standards correlate with higher aspirations and expectations for the City and a strong school sector leads to a stronger City. The success of Coventry Schools has a direct impact on the ability of schools to recruit and retain staff.

10.4 Equalities / EIA

An Equality Impact Assessment of the work of the Learning and Achievement Service was completed as part of service review and re-organisation in 2013. This concluded that the Service continues to have a positive impact on equalities. The Service maintains a focus on challenging and supporting schools to analyse and improve the attainment of different groups of students, including boys and girls, different minority ethnic groups, transient students, Looked After Children, children living in poverty and students with Special Educational Needs. The analysis of the standards and attainment of children and young people by gender, ethnic group and specific characteristics including Special Educational Needs and Looked After Children is undertaken at City-wide level at each key stage and is reported in the Report.

10.5 Implications for (or impact on) the environment

There are no particular implications for the environment arising from this report although it should be noted that different subjects of the primary and secondary curriculum promote an awareness of sustainable development and environmental issues.

10.6 Implications for partner organisations?

The continued focus on improving educational achievement and outcomes will help key partners to ensure that successful student and family learning is placed at the heart of our approach to community education and that schools are viewed as key institutions at the centre of the City's approach to ensuring community cohesion.

Report author(s):

Paul Weston
 Head of Education Standards and Improvement

Directorate:

People

Tel and email contact:

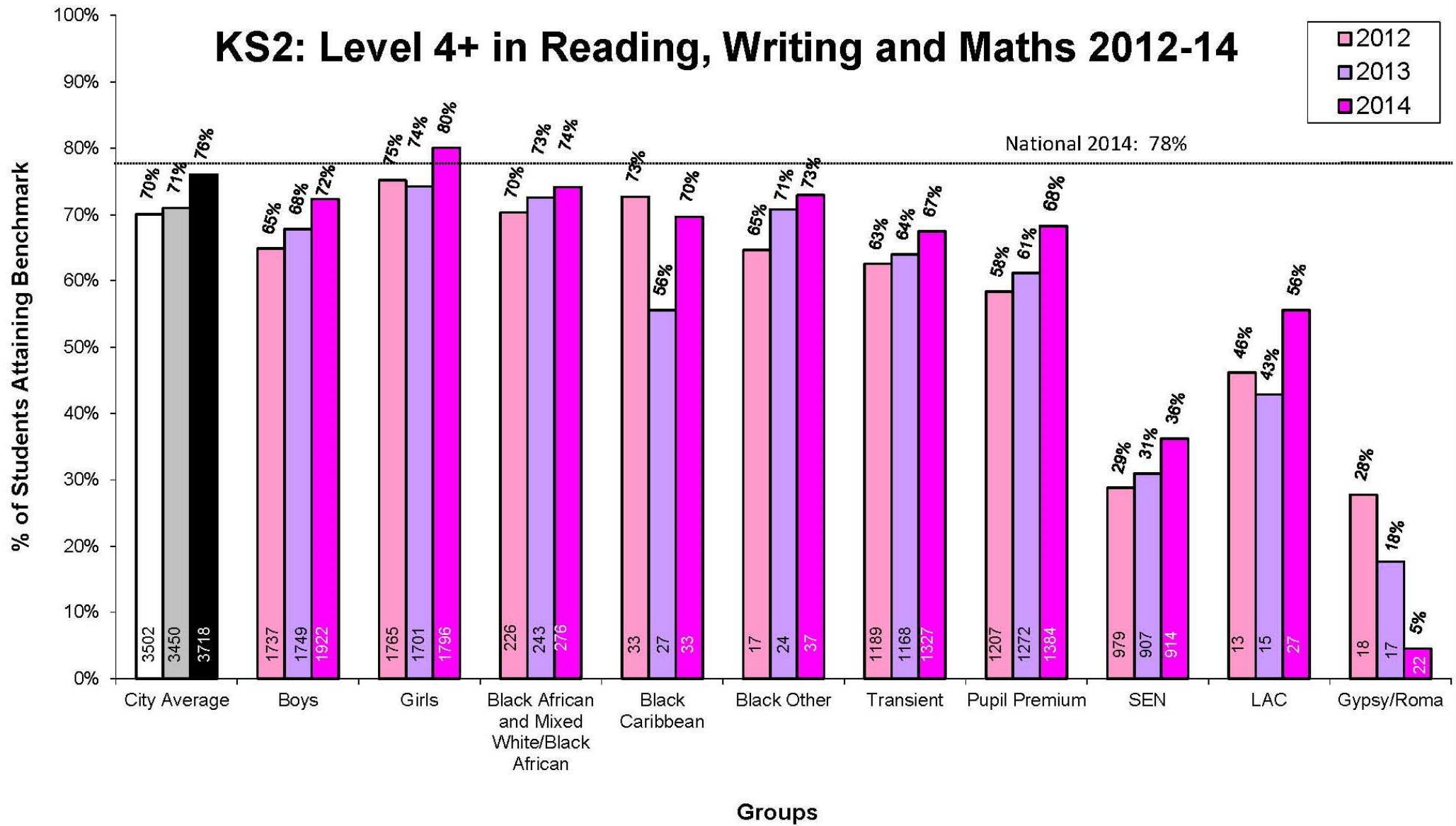
Email: Paul.weston@coventry.gov.uk
 Tel: 024 7683 2813

Enquiries should be directed to the above person.

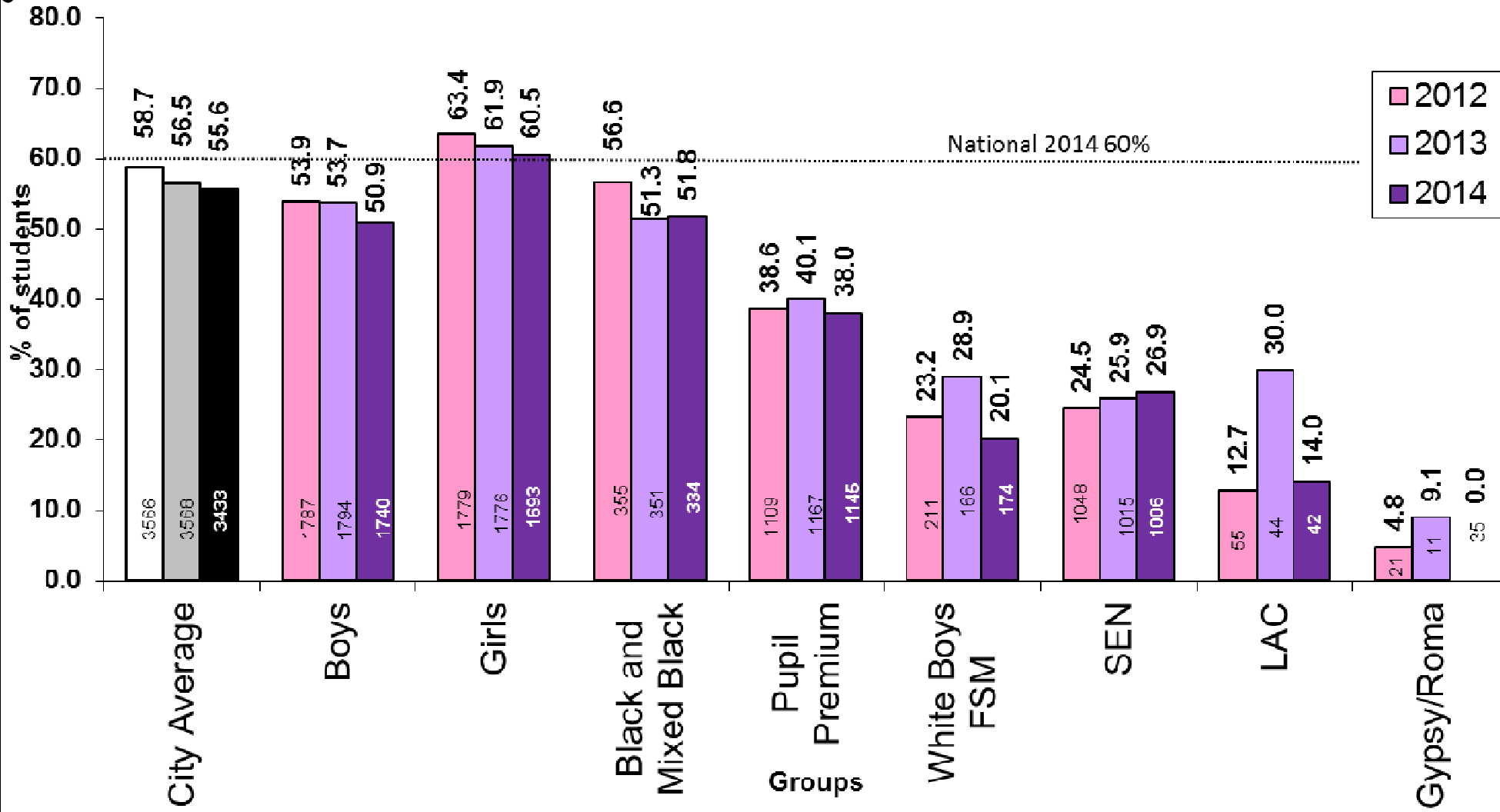
Contributor/ approver name	Title	Directorate or organisation	Date doc sent out	Date response received or approved
Contributors:				
Melanie Harvey	Early Years Education Advisor	People	09.12.2014	16.12.2014
Anne Brennan	11-19(25) Advisor	People	09.12.2014	16.12.2014
Mathew Stokes	Coventry Improvement Partner	People	09.12.2014	16.12.2014
Kevin Coughlan	Performance Manager – Data team	People	09.12.2014	16.12.2014
Jayne Heavey	Head of Learning and Achievement for Looked After Children	People	09.12.2014	16.12.2014
Michelle Salmon	Governance Services Officer	Resources	09.12.2014	16.12.2014
Names of approvers for submission: (Officers and Members)				
Richard Adams	Finance Manager	Resources	09.12.2014	17.12.2014
Julie Newman	Legal Services	Resources	09.12.2014	11.12.2014
Paul Weston	Head of Education Standards and Improvement	People	09.12.2014	16.12.2014
Brian Walsh	Executive Director	People	09.12.2014	18.12.14
Councillor D Kershaw	Cabinet Member for Education	-	09.12.2014	17.12.2014
Councillor J Innes	Chair of Education and Children's Services Scrutiny Board (2)	-	09.12.2014	17.12.2014

This report is published on the council's website: www.coventry.gov.uk/meetings

KS2: Level 4+ in Reading, Writing and Maths 2012-14



KS4 gender & vulnerable groups: 5+ A*-C including English & Maths





Cabinet Member for Education

20 January 2015

Authority Governor: New Appointments

Name	School	Term of Office
Jane Goodyer	Hillfields Nursery	19 January 2015
Patricia Cox	St Osburgs Catholic Primary	19 January 2015

Authority Governor: Re-Appointments

Name	School	Term of Office
Councillor D Howells	St Christopher Primary	3 November 2018
Mr Steven Cooke	Manor Park Primary	18 January 2019
Mrs T Sargeant	Mount Nod Primary	27 February 2019
Mrs S Cranfield	Park Hill Primary	19 February 2019
Councillor S Bains	Stoke Park School	15 January 2019

All of the above meet the criteria for appointment as LA Governors set out below:

- Have a commitment to the provision of high quality education and the pursuit of excellence for all children
- Are supportive of the LA's policies, its aspirations for Coventry's children and the partnership between a publicly accountable LA and its schools
- Are able to work as a member of a team.
- Are conscientious and committed to attending meetings regularly.
- Have good communication skills both written and oral.
- Have an interest in and a desire to contribute to improving education outcomes in Coventry.
- Have a willingness to be challenging, supportive and a critical friend to the school.
- Are supportive of public services and of the role of the City Council in the provision of Education.

This page is intentionally left blank



Public report Cabinet Member Report

Cabinet Member for Education

20 January 2015

Name of Cabinet Member:

Cabinet Member for Education – Councillor D Kershaw

Director Approving Submission of the report:

Executive Director of Resources

Title:

Outstanding Issues Report

Is this a key decision? No

Executive Summary:

In May 2004 the City Council adopted an Outstanding Minutes System, linked to the Forward Plan, to ensure that follow up reports can be monitored and reported to Members. The attached appendix sets out a table detailing the issues on which further reports have been requested by the Cabinet Member for Education so he is aware of them and can monitor progress.

Recommendations:

Cabinet Member for Education is requested to consider the list of outstanding issues and to ask the Member of the Management Board or appropriate officer to explain the current position on those which should have been discharged at this meeting or an earlier meeting.

List of Appendices included:

Table of Outstanding Issues.

Other useful background papers:

None

Has it or will it be considered by Scrutiny?

No

Has it, or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

No

Report author(s):

Name and job title:

Michelle Salmon
Governance Services Officer

Directorate:

Resources Directorate

Tel and e-mail contact:

Tel: 024 7683 3065

E-mail: michelle.salmon@coventry.gov.uk

Enquiries should be directed to the above person.

Contributor/approver name	Title	Directorate or organisation	Date doc sent out	Date response received or approved
Contributors:				
Names of approvers: (officers and Members)				

This report is published on the council's website: www.coventry.gov.uk/meetings

APPENDIX

	Subject	Date for Consideration	Directorate/ Responsible Officer	Proposed Date/Amendment to Date for Consideration	Reason for Request to Delay Submission of Report
1	Adult Education Service Fees Strategy for Academic Year 2014/2015 - Report on the impact of the Strategy be submitted to the Cabinet Member in March 2015 (minute 48/14 refers)	March 2015	Simon Brake, Assistant Director for Policy, Performance, Health, Libraries and Adult Education, People Directorate		

* Identifies items where a report is on the agenda for the meeting.

