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### **Education and Children's Services Scrutiny Board (2)**

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**Time and Date**

10.00 am on Wednesday, 14th February, 2018

**Place**

Committee Room 3 - Council House

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**Public Business**

1. **Apologies and Substitutions**
2. **Declarations of Interests**
3. **Minutes** (Pages 3 - 6)
  - a) To agree the minutes of the meeting held on 11<sup>th</sup> January, 2018
  - b) Matters Arising
4. **Coventry's Education Performance** (Pages 7 - 28)

Briefing Note of the Deputy Chief Executive (People)
5. **Exclusions and the Extended Learning Centre** (Pages 29 - 42)

Briefing Note of the Deputy Chief Executive (People)
6. **Progress on Ofsted Recommendations and Improvement Board** (Pages 43 - 48)

Briefing Note of the Deputy Chief Executive (People)
7. **Outstanding Issues**

Outstanding Issues have been picked up in the Work Programme
8. **Work Programme** (Pages 49 - 54)

Briefing Note of the Scrutiny Co-ordinator
9. **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

Tuesday, 6 February 2018

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

2) Council Members who are not able to attend the meeting should notify Michelle Rose as soon as possible and no later than 1.00 p.m. on Wednesday 14<sup>th</sup> February, 2018 giving their reasons for absence and the name of the Council Member (if any) who will be attending the meeting as their substitute.

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

Membership: Councillors S Bains, J Clifford (By Invitation), S Hanson (Co-opted Member), K Jones (Co-opted Member), B Kaur (By Invitation), D Kershaw, J Lepoidevin, A Lucas, P Male, K Maton (By Invitation), C Miks, K Mulhall, M Mutton (Chair), R Potter (Co-opted Member), E Ruane (By Invitation) and P Seaman

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.

**Lara Knight/Michelle Rose**

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**Coventry City Council**  
**Minutes of the Meeting of Education and Children's Services Scrutiny Board (2)**  
**held at 2.00 pm on Thursday, 11 January 2018**

Present:

Members: Councillor M Mutton (Chair)  
Councillor S Bains  
Councillor J Clifford (substitute for Councillor Miks)  
Councillor D Kershaw  
Councillor J Lepoidevin  
Councillor A Lucas  
Councillor P Male  
Councillor K Mulhall  
Councillor P Seaman

Co-Opted Members: Mrs S Hanson

Other Members: Councillor R Bailey

Employees (by Directorate):

People J Gregg, J Jones, N MacDonald  
Place G Holmes, M Rose

Apologies: Councillor Miks  
K Jones and R Potter

## **Public Business**

### **32. Declarations of Interests**

There were no Disclosable Pecuniary Interests.

### **33. Minutes**

The minutes of the meeting held on 30<sup>th</sup> November, 2017 were approved, subject to Minute 31/17 'Any Other Business – Mrs Hanson's Award for her services to education in the City', now reading as below:

The Scrutiny Board congratulated Mrs Hanson on her recent nomination for Maundy Money from the Queen. The Board were very supportive as Mrs Hanson was a valued member of the Board and had been part of the Board since it was established. She had been nominated by Bishop Christopher for her services to Education in the Coventry Diocese. The award will take place on Maundy Thursday in St George's Chapel, Windsor.

Further to Minute 28/17 'Exclusions, Alternative Provision and Elective Home Education' a Task and Finish Group to consider Mental Health from an Educational Perspective had been established and the opposition group were welcome to nominate a representative.

### 34. **Private Fostering**

The Scrutiny Board considered a briefing note of the Deputy Chief Executive (People) which provided an update on current private fostering activity in Coventry and compliance with national standards. The draft private fostering communication plan 2018 was appended to the briefing note.

The briefing note explained that private fostering was when a child under the age of 16 (under 18 if disabled) was cared for by someone who was not their parent or a 'close relative'. This was a private arrangement made between a parent and a carer, for 28 days or more.

During March 2017 Ofsted undertook an inspection of Coventry Children's Services and published their report in June 2017. One of the recommendations was to "Review the authority's arrangements for privately fostered children and ensure that those arrangements and associated practice comply with statutory guidance". Since that time an officer task and finish group had been established to implement the recommendation and improve practice. There were 7 national standards for private fostering and progress had been made against each of them since the inspection. The standards were listed and progress noted against each standard in the briefing note.

The Scrutiny Board questioned officers on the following:

- The review request from Ofsted
- The implications of the review including costs and responsibilities
- Under-representation
- Children privately fostered outside Coventry
- Safeguarding
- Local Safeguarding Childrens Board
- Communication from schools

#### **RESOLVED that the Scrutiny Board**

- 1) **note the briefing note**
- 2) **request the Local Safeguarding Children's Board (LSCB) and Cabinet Member for Children and Young People promote the identification of private fostering arrangements within schools in order to offer support.**
- 3) **request a report back following implementation of the promotion/communication plan**

### 35. **Quality Assurance Audit Activity**

The Scrutiny Board considered a briefing note of the Deputy Chief Executive (People) which provided information about progress on quality assurance and auditing activity to date and provided a summary of case audit activity undertaken in Children's Services this year.

The Quality Assurance and Continuous Improvement Framework articulated how Coventry City Council Children's Services managed and measured quality. Improving the consistency in the quality of work improved outcomes for Coventry's children. This supported the development of a culture that expected and valued high standards to improve the experience of users and carers. These aspirations

and standards drive up expectations, improve learning, and strengthen outcomes and impact.

The framework continued to evolve as changes as a result of information learnt from the assurance activity was embedded. It was informed by learning from the audits, single agency learning reviews and serious case reviews overseen by Coventry Safeguarding Children Board.

Since January 2017 there had been a renewed and relentless focus on improving the quality of practice through the audit and review cycle, which was linked to developing practice through the use of supervision, team meetings, practice improvement forums and manager briefings. The service had developed a more robust programme of audit activity to inform continuous improvement in front line practice.

The briefing note detailed

- Monthly audit activity
- Training and good practice
- Lead member and scrutiny oversight
- Senior management oversight
- Quality Assurance reporting
- Monthly Findings 2017 April – November including areas of progress and areas requiring improvement
- Audit Schedule to March 2018

Officers discussed with Members the 'lens of good' the performance information in the context of what Ofsted's expectations of what 'good' required and the 5 year journey that the Authority have begun.

The Scrutiny Board thanked officers for the clear information in the report and challenged them on the following:

- statistics that officers would expect through the 'lens of good' and benchmarking targets to give context to the data
- concerns about not seeing improvements when auditing different areas
- poor performance
- themes remaining a concern
- areas for improvement including assessments incomplete, out of date, not having chronology and decision making not being timely
- concerns about slow progress

Officers offered to provide further context in the next update and hoped that the informal audit workshop would also help provide reassurance about the audit process.

**RESOLVED that the Scrutiny Board:**

- 1) note progress information**
- 2) agree that an informal audit workshop be held for Members on 14<sup>th</sup> February, 2018**
- 3) request an update on areas requiring improvement to the Board in March, 2018**

36. **Improvement Board Report from 18th October, 2017**

Further to minute 8/17 the Scrutiny Board considered a briefing note of the Deputy Chief Executive (People) which informed the Board of progress with the Children's Services Improvement Plan reported to the Children's Services Improvement Board on 18th October, 2017. The report was based on data from September, 2017 and the next Improvement Board was on 10th January, 2018.

The first six month Department for Education (DfE) review would be held on 23<sup>rd</sup> January, 2018 followed by a further review in 2018. The Children's Services Strategic Plan was published in September, 2017 and was appended to the briefing note. The briefing note also updated on the Children's Services Redesign and Communication.

The Scrutiny Board discussed the DfE review and noted that the Chair had invited the DfE to Scrutiny should they wish to attend. The Board also discussed communication of the e-newsletter.

**RESOLVED that the Scrutiny Board request that the e-newsletter communication also be circulated to co-opted Members.**

37. **Outstanding Issues**

The outstanding issues were picked up in the work programme.

38. **Work Programme**

The Scrutiny Board discussed the Work Programme.

**RESOLVED that the following items be added:**

- 1) **Private Fostering report back**
- 2) **Audit report back**
- 3) **Education Progress to the February meeting**

39. **Any Other Business**

Exclusions and Pupil Referral Unit (PRU)

Members requested that this item be discussed at the next meeting.

**RESOLVED that Exclusions and Pupil Referral Unit (PRU) be added to the next agenda**

(Meeting closed at 4.00 pm)



Coventry City Council

## Briefing note

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**To: Education and Children's Services Scrutiny Board**

**Date: 14<sup>th</sup> February 2018**

**Subject: Coventry Education Performance**

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### **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 (not yet validated) has been provided:

- Children Looked After (CLA)
- Disadvantaged (previously referred to as Pupil Premium)
- Special Educational Needs (SEN)
- English as an Additional Language (EAL)
- Ethnicity group – White British, Gypsy/Roma

### **2 Recommendations**

2.1 The Education and Children's Services Scrutiny Board is recommended to:

- 1) Consider the 2016-17 results provided in the report to give them an opportunity to comment and to raise questions.
- 2) Identify any recommendations for the appropriate Cabinet Member

### **3 Information/Background**

3.1 The Department for Education published the validated results for the Early Years Foundation Stage Profile (EYFSP) on 30 November 2017, Phonics and Key Stage 1 on 14 December 2016, Key Stage 2 on 25 January 2018, and Key Stage 4 (including GCSEs) and 16-19 attainment on 25 January 2018. Publication of post-16 participation data is as indicated in the relevant tables.

At the time of writing, validated data (except for vulnerable groups) is available for all local authorities across England and allows for comparisons to be made with Coventry's statistical neighbours, the West Midlands 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 9 – References.**

**Kirston Nelson, Director Education, Libraries and Adult Learning  
People Directorate**



## 1. Ofsted profile

### Primary and secondary schools

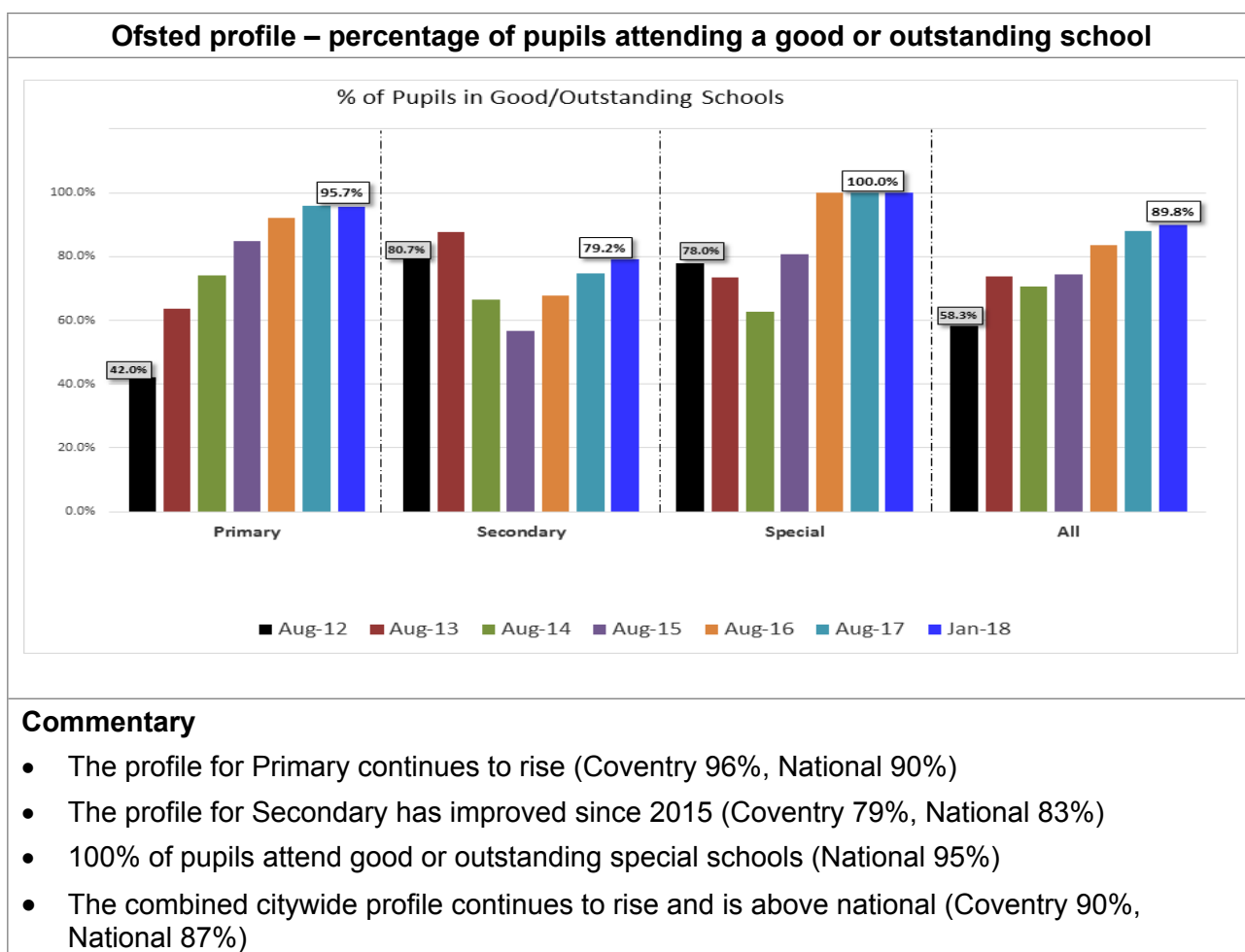
All maintained schools across England are subject to monitoring and inspections by the Office for Standards in Education, Children's Services and Skills (Ofsted).

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)



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## 2. 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.

The new profile in 2013 made changes to the way in which children are assessed at the end of the EYFS and requires teachers to 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	2015	2016	2017	Trend
Coventry	63.9%	65.4%	66.1%	Upward
National	66.3%	69.3%	71%	Widening gap to national
LA ranking	104	123	132	Downward
Stat neighbour (SN) average and ranking	63.4% 5 <sup>th</sup>	66.4% 6 <sup>th</sup>	68% 7 <sup>th</sup>	Below SN average in 2017 Dropped from 6 <sup>th</sup> to 7 <sup>th</sup> position
Commentary <ul style="list-style-type: none"> <li>Although we have continued to improve against this measure it has not been at the same rate as nationally.</li> <li>Significant increases in the number of newly-arrived pupils has impacted on the measure resulting in a downward trend in our LA and SN rankings.</li> </ul>				

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### 3. 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	2015	2016	2017	Trend (ppt = percentage point)
Coventry	75%	79%	80%	Upward
National	77%	81%	81%	Narrowed the gap to national
LA ranking	106	102	101	Upward
Stat neighbour (SN) average and ranking	74.2% 4 <sup>th</sup>	79.3% 6 <sup>th</sup>	80% 6 <sup>th</sup>	In line with SN average Remained in 6 <sup>th</sup> position

#### Commentary

- The % of pupils achieving the expected standard in phonics rose by 1ppt and continues the upward trend, compared to national which remained the same as the previous year.
- The gap to national has narrowed by 1ppt.

#### 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. As a consequence of these assessment changes, figures for 2016 and 2017 are not comparable to those for 2015. The expectations for pupils at the end of key stage 1 have been raised.

Key Stage 1 Expected standard Reading, writing and maths	2015			2016			2017			Trend (ppt = percentage point)
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	
Coventry	90	85	92	70	62	70	72	64	72	Improved performance in 2017
National	90	88	93	74	65	73	76	68	75	Gap to national has stayed the same for Reading & Maths but has widened for Writing
LA ranking	80	121	95	126	115	114	123	127	118	Improved position for Reading but downward for Writing & Maths
Stat neighbour (SN) average and ranking	88.6 3 <sup>rd</sup>	85.5 5 <sup>th</sup>	91.3 3 <sup>rd</sup>	70.6 7 <sup>th</sup>	62.4 7 <sup>th</sup>	70.1 7 <sup>th</sup>	72 7 <sup>th</sup>	65 7 <sup>th</sup>	73 9 <sup>th</sup>	Dropped from 7 <sup>th</sup> to 9 <sup>th</sup> position for Maths

#### Commentary

- Although Coventry's performance has improved in 2017 and at the same rate as national (+2ppts) for Reading and Maths, Coventry has not improved at the same rate as national for Writing (+2 compared to +3).
- Coventry is in line with its SN average for Reading but below in Writing and Maths.

## Key Stage 2

### Performance data

The headline measures, which appear in the performance tables in December 2017, 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.

### Floor standard

The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet. In 2017, a school will be above the floor if:

- at least 65% of pupils meet the expected standard in English reading, English writing and mathematics; **or**
- the school achieves sufficient progress scores in all **three** subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing

To be above the floor, the school needs to meet either the attainment **or** all of the progress element.

### Coasting schools definition

The Education and Adoption Act 2016 allows the Department to identify, support and take action in coasting schools for the first time. These are schools where, over time, pupils do not fulfil their potential.

The coasting definition is based on three years of data, using the same performance measures that underpin the floor standards. In line with regulations, **in 2017** a primary school falls within the coasting definition if based on revised data:

- In 2015 fewer than 85% of pupils achieved level 4 in English reading, English writing and mathematics and below the national median percentage of pupils achieved expected progress in all of English reading, English writing and mathematics, and
- In 2016 fewer than 85% of pupils achieve the expected standard at the end of primary schools and average progress made by pupils is less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing, and
- In 2017, fewer than 85% of pupils achieved the expected standard at the end of primary schools and average progress made by pupils was less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing.

<b>Key Stage 2 ATTAINMENT</b>				
<b>Expected standard – Reading, writing and mathematics combined</b>				
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>Trend</b> (ppt = percentage point)
Coventry	<b>78%</b>	<b>49%</b>	<b>58%</b>	Improved performance but still below national
National	80%	53%	61%	Narrowed the gap to national
LA ranking	<b>118</b>	<b>123</b>	<b>115</b>	Upward
Stat neighbour (SN) average and ranking	77.8% Joint 4 <sup>th</sup>	48.3% Joint 6 <sup>th</sup>	57% Joint 5 <sup>th</sup>	Improved from 6th to 5th position
<b>Commentary</b>				
<ul style="list-style-type: none"> <li>Coventry's improvement is at a faster rate than nationally (9ppts compared to 8ppts).</li> <li>The gap with national has therefore narrowed by 1ppt to 3ppts.</li> <li>Coventry has moved up 8 places in the LA ranking and 1 place in the SN ranking.</li> </ul>				

<b>Key Stage 2</b>	<b>2015</b>			<b>2016</b>			<b>2017</b>			<b>Trend</b>
	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	
<b>PROGRESS</b>										
Coventry	<b>91%</b>	<b>95%</b>	<b>89%</b>	-0.73	-0.27	-0.26	-0.5	+0.1	-0.2	Improved performance in 2017
National	94%	96%	93%	0	0	0	0	0	0	National expressed as 0
LA ranking	<b>70</b>	<b>54</b>	<b>74</b>	<b>123</b>	<b>97</b>	<b>89</b>	<b>121</b>	<b>74</b>	<b>88</b>	Upward
Stat neighbour (SN) average	NA	NA	NA	-0.57 6 <sup>th</sup>	-0.07 8 <sup>th</sup>	-0.22 Joint 5 <sup>th</sup>	-0.26 6 <sup>th</sup>	+0.1 Joint 4 <sup>th</sup>	-0.31 Joint 4 <sup>th</sup>	Improved positions for Writing and Maths
<b>Commentary</b>										
<ul style="list-style-type: none"> <li>In 2017 Coventry is above national for Writing and although our performance has improved in Reading and Maths we are below national.</li> <li>Coventry has moved up in both the LA and SN rankings.</li> </ul>										

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## 4. Key Stage 4

### Secondary accountability measures in 2017

A new secondary school accountability system was introduced in 2016. The headline measures which appear in the 2017 performance tables are:

- progress across 8 qualifications (Progress 8)
- attainment across the same 8 qualifications (Attainment 8)
- percentage of pupils entering the English Baccalaureate
- 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)

### Floor standard

From 2016, a school is below the floor standard if its Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero.

### The coasting definition

In January 2017, the Department published regulations setting out a three year definition of coasting based on the same performance measures that underpin the floor standards. In 2017, a secondary school will fall within the coasting definition if based on revised data:

- in 2015, fewer than 60% of pupils achieved 5 A\*-C at GCSE (including English and maths) and less than the national median achieved expected progress in English **and** in maths;
- **and** in 2016, the school's Progress 8 score was below -0.25
- **and** in 2017, the school's Progress 8 score was below -0.25

A school will have to be below the relevant coasting threshold in all three years to fall within the overall coasting definition

Key Stage 4 PROGRESS Progress 8	2016	2017	Trend
Coventry	-0.05	-0.12	Downward and below national
National	-0.03	-0.03	No change to national figure
LA ranking	86	97	Downward
Stat neighbour (SN) average and ranking	-0.1 4 <sup>th</sup>	-0.07 6 <sup>th</sup>	Dropped from 4th to 6th 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.
- Coventry's Progress 8 score has declined in 2017 resulting in a drop in both our LA and SN rankings.

<b>Key Stage 4 ATTAINMENT Attainment 8</b>	<b>2016</b>	<b>2017</b>	<b>Trend</b>
Coventry	<b>48.1</b>	<b>42.8</b>	Downward and below national
National	50.1	46.4	Gap to national has widened
LA ranking	<b>118</b>	<b>125</b>	Downward
Stat neighbour (SN) average and ranking	47.9 6 <sup>th</sup>	44.0 8 <sup>th</sup>	Below SN average Dropped from 6 <sup>th</sup> to 8 <sup>th</sup> position

#### **Commentary**

- Attainment 8 measures pupils' attainment across 8 qualifications.
- In 2017, new GCSE (9 to 1) qualifications in English and maths were included for the first time in the Attainment 8 measure.
- Although Coventry's attainment 8 score dropped (as did national), using the legacy measure of 5 or more A\*-C GCSEs including English and Maths, Coventry's figure improved from 54% in 2016 to 55.3% in 2017.
- It should be noted that the 2017 Key Stage 4 cohort left the primary phase in summer 2012 at which point only 42% of pupils were in good or better provision.

<b>Key Stage 4 ATTAINMENT Grade 5 or above in English and maths ('strong' pass)</b>	<b>2016</b>	<b>2017</b>	<b>Trend</b>
Coventry	<b>NA</b>	<b>36.2</b>	Below national
National	NA	42.6	
LA ranking	<b>NA</b>	<b>125</b>	
Stat neighbour (SN) average and ranking	NA	37.9 8 <sup>th</sup>	Below SN average

#### **Commentary**

- In 2017, pupils sat reformed GCSEs in English language, English literature and maths for the first time, graded on a 9 to 1 scale. 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).
- In 2017 Coventry is 4.4ppts below national and 1.7ppts below our SN average, placing us in the bottom half of the table.

<b>Key Stage 4 ATTAINMENT Grade 4 or above in English and maths ('standard' pass)</b>	<b>2016</b> (Old measure: Grade C or above)	<b>2017</b> (New measure: Grade 4 or above)	<b>Trend</b>
Coventry	<b>60.8</b>	<b>58.3</b>	Downward and below national
National	63.3	64.2	Upward
LA ranking	<b>102</b>	<b>128</b>	Downward
Stat neighbour (SN) average and ranking	59 3 <sup>rd</sup>	59.9 8 <sup>th</sup>	Dropped from 3 <sup>rd</sup> to 8 <sup>th</sup> position

### Commentary

- This additional measure in the performance tables shows the percentage of pupils achieving a grade 4 or above in English and maths.
- In 2017 Coventry is 5.9ppts below national and 1.6ppts below our SN average, placing us in the bottom half of the table.

Key Stage 4 ENTRY MEASURE % ENTERING the English Baccalaureate (EBacc)	2016	2017	Trend
Coventry	20.6	39.2	Upward trend at a faster rate than national
National	24.8	38.4	Upward
LA ranking	104	65	Upward
Stat neighbour (SN) average and ranking	21.2 6 <sup>th</sup>	34.9 2 <sup>nd</sup>	Above SN average Moved from 6th to 2nd position

### 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'.
- The 2017 figure (almost doubled from 2016) demonstrates the impact of the change in Coventry schools' curriculum offer and shows that we are closing the gap to national for the number of students entering.

Key Stage 4 ATTAINMENT % ACHIEVING the English Baccalaureate (EBacc)	2016 (Old measure: Grade C or above)	2017 (Comparable measure 4-9 EM + Grade Cs)	2017 (Headline measure 5-9 EM + Grade Cs)	Trend (between 2016 and comparable 2017 measure)
Coventry	20.6	19.7	17.1	Downward trend in line with national
National	24.8	23.9	21.4	Gap to national has remained the same (-4.2ppts)
LA ranking	104	107	112	Downward
Stat neighbour (SN) average and ranking	21.2 6 <sup>th</sup>	Not calculated	18.6 8 <sup>th</sup>	NA

### Commentary

- The headline EBacc attainment measure in 2017 is the percentage of pupils in a school gaining a grade 5 or above in English and maths, and a grade C or above in other subjects.
- In 2018 the headline EBacc attainment measure will change from the proportion of pupils achieving a grade 5 and above in the EBacc subjects to an EBacc average point score. This will ensure the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.
- In the 2017 headline measure Coventry is 4.2ppts below national and 1.5ppts below our SN average, placing us in the bottom half of the table.



<b>Key Stage 4 PUPIL DESTINATIONS</b>	<b>2012/13 cohort in 2013/14</b>	<b>2013/14 cohort in 2015/16</b>	<b>2014/15 cohort in 2016/17</b>	<b>Trend</b>
Coventry	<b>91</b>	<b>92</b>	<b>93</b>	Improved performance for the third consecutive year but 1ppt below national
National	92	94	94	No change to national figure from 2016
LA ranking	<b>NA</b>	<b>110</b>	<b>90</b>	Upward
Stat neighbour (SN) average and ranking	90.4 Joint 2 <sup>nd</sup>	92.1 Joint 4 <sup>th</sup>	92.7 Joint 2 <sup>nd</sup>	Above SN average Improved from 4th to 2nd position

#### **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 published in January 2018 is for pupils who finished year 11 in 2015, 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 2015/16 academic year.
- In 2017 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.
- 89% of pupils progressed to education (compared to 90% nationally) and 4% progressed to employment and/or training (compared to 3% nationally).

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## 5. 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 2017 16-18 performance tables will be published in January and March 2018 as the data sources required for some of the headline measures do not become available until after January 2018.

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	2016	2017	Trend
<b>Average point score per entry – A level</b>			
Coventry	<b>28.29</b> (Grade C-)	<b>28.95</b> (Grade C)	Improved performance but below national, however Grade C now in line with national
National	31.79 (Grade C)	31.13 (Grade C)	Downward
LA ranking	<b>108</b>	<b>116</b>	Downward
Stat neighbour (SN) average and ranking	28.28 6 <sup>th</sup>	29.06 7 <sup>th</sup>	Below SN average Dropped one position
<b>Commentary</b>			
<ul style="list-style-type: none"> <li>• A new point score system was introduced in 2016 (A*= 60, C=30, E=10).</li> <li>• In 2017 Coventry's A Level point score improved from Grade C- to Grade C, in line with national.</li> <li>• It should be noted that 1 point is equal to 1/10<sup>th</sup> of a grade. Therefore, although Coventry's LA and SN ranking positions have dropped, the data set is clustered around Grade C.</li> </ul>			

<b>16-18 ATTAINMENT</b> <b>Average point score per entry - Applied general</b>	<b>2016</b>	<b>2017</b>	<b>Trend</b>
Coventry	<b>35.08</b> (Distinction)	<b>34.49</b> (Distinction)	Downward and below national, however Distinction grade in line with national
National	34.69 (Distinction)	35.69 (Distinction)	Upward
LA ranking	<b>63</b>	<b>100</b>	Downward
Stat neighbour (SN) average and ranking	34.5 6 <sup>th</sup>	36.27 9 <sup>th</sup>	Below SN average Dropped from 6 <sup>th</sup> to 9 <sup>th</sup> position
<b>Commentary</b>			
<ul style="list-style-type: none"> <li>• 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 applied general qualifications are recognised in the applied general category.</li> <li>• Applied general qualifications are level 3 qualifications that provide broad study of a vocational subject area, e.g. level 3 certificate/diploma in business or applied science.</li> <li>• In 2017 Coventry's Applied general point score grade remained at Distinction, in line with national.</li> <li>• It should be noted that 1 point is equal to 1/10<sup>th</sup> of a grade. Therefore, although Coventry's LA and SN ranking positions have dropped, the data set is clustered around Distinction grade.</li> </ul>			

<b>16-18 ATTAINMENT</b> <b>Average point score per entry – Tech level</b>	<b>2016</b>	<b>2017</b>	<b>Trend</b>
Coventry	<b>28.63</b> (Merit +)	<b>29.29</b> (Merit +)	Improved performance but below national
National	30.77 (Merit+)	32.25 (Distinction-)	Upward
LA ranking	<b>117</b>	<b>131</b>	Downward
Stat neighbour (SN) average and ranking	30.46 10 <sup>th</sup>	32.35 11 <sup>th</sup>	At the bottom of the table for SN ranking
<b>Commentary</b>			
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• It should be noted that 1 point is equal to 1/10<sup>th</sup> of a grade. Therefore, although Coventry's LA and SN ranking positions have dropped, the data set is clustered around a high Merit/low Distinction grade.</li> </ul>			

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English and Maths PROGRESS	2016		2017		Trend
	English	Maths	English	Maths	
Coventry	-0.12	-0.29	-0.13	-0.16	Improved performance in maths progress in 2017 but below national for progress in both subjects
National	-0.10	-0.13	-0.02	-0.01	Upward
LA ranking	NA	NA	NA	NA	Not available
Stat neighbour (SN) average	NA	NA	NA	NA	Not available

#### 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 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 2015/16	2014/15 cohort in 2016/17	Trend
Coventry	90	91	Upward and above national for 2 consecutive years
National	88	89	Upward
LA ranking	14	13	Upward
Stat neighbour (SN) average and ranking	86.8 Joint 1st	88.4 Joint 1st	Above SN average Maintained position at the top of the table alongside two SNs

#### Commentary

- The headline destination measure shows the percentage of young people 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 two 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 66% nationally) and 20% progressed to employment (compared to 23% nationally). Of these:
  - 56% progressed to Higher Education Institutions (HEIs) compared to 51% nationally. 10% of these were to Russell Group universities compared to 12% nationally.
  - 7% progressed to Apprenticeships, the same percentage as nationally.

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## 6. Post-16 participation in education, employment and training

Post-16 PARTICIPATION September Guarantee	2015	2016	2017	Trend
Coventry	95.1	91.1	Not yet published	Downward and below national
England	94.6	94.5	Not yet published	No change
Statistical neighbours	94.9 4 <sup>th</sup>	93.97 10 <sup>th</sup>	Not yet published	Below SN average in 2016 Dropped from 4 <sup>th</sup> to 10 <sup>th</sup> position
West Midlands	94.6	93.1	Not yet published	Downward

### Commentary

- 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.
- The September Guarantee data show Coventry's performance dropped in 2016. Indications for 2017 are that the figure will be similar to 2015 and previous years.

Annual NEET and Not Known rates	2014-15 (16-18 year olds)		2015-16 (16-18 year olds)		2016-17 (16-17 year olds)		
	NEET	Not Known	NEET	Not Known	Combined figure	NEET	Not Known
Coventry	6.8	10.7	4.7	11.1	6.8	3.1	3.7
England	4.7	9.0	5.1	6.2	6	2.8	3.2
Stat neighbours	5.7	8.5	4.3	12.4	7	3.6	3.4
West Midlands	5.4	12.2	4.2	8.4	7.3	2.7	4.6

### Commentary

- 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.
- From September 2016 local authorities are only required to report on 16 and 17 year olds.
- In addition, the DfE have 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 previous years.
- Coventry's 2016-17 combined figure is above (worse than) national but below (better than) our statistical neighbour average and West Midlands.

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## 7. PERFORMANCE OF VULNERABLE GROUPS

### SOURCES

**GLD** LAIT: Same group nationally

**Phonics** DfE SFRs and NCER Nexus – same group nationally

**KS1** DfE SFRs and NCER Nexus – Ofsted agreed comparison (LAC:non, Dis:non, FSM:non, SEND:all, EAL:all, WB:all, GRT:all)

**KS2** DfE SFRs and NCER Nexus – Ofsted agreed comparison (LAC:all, Dis:non, FSM:non, SEND:all, EAL:all, WB:all, GRT:all)

**KS4:** DfE SFRs and NCER Nexus – Ofsted agreed comparison (LAC:all, Dis:non, FSM:non, SEND:all, EAL:all, WB:all, GRT:all)

**Progress** DfE SFRs and NCER Nexus - same group nationally

### KEY:

GLD Good Level of Development

R,W,M Reading writing and mathematics individual subject results

RWM Reading writing and mathematics combined

Group	Phase	Measure	Coventry National	2016	2017	Diff	Narrative / trend
CLA (Children Looked After)	EYFS	% GLD	Coventry				Yr 1 phonics – decreased by 7ppts.  KS1 expected standard – improvement in Maths, decreases in Reading and Writing. Gap in Maths narrowed and widened in Reading and Writing.  KS2 RWM expected standard – improved by 8ppts, the same as national. Gap remained the same.  KS2 RWM progress – improvements in Reading and Maths at a faster rate than national, decrease in Writing. Gap in Reading and Maths narrowed and widened in Writing.  KS4 Progress 8 score improved. Gap narrowed. KS4 Attainment 8 score decreased. Gap narrowed.
			National				
	Yr 1 Phonics	% at Standard or above	Coventry	71	64	-7	
			National	61	NA	NA	
	KS1	Expected standard R,W,M	Coventry	69, 38, 46	36, 27, 54	-33, -11, +8	
			National	74, 65, 73	76, 68, 75	+2, +3, +2	
	KS2	Expected standard RWM	Coventry	14	22	+8	
			National	53	61	+8	
		Progress R,W,M	Coventry	-3.3, -1.2, -4.1	-2.6, -2.5, -0.8	+0.7, -2.3, +3.3	
			National	-0.5, -1.0, -1.3	Embargo	Embargo	
	KS4	Progress 8	Coventry (National)	-1.4 (-1.14)	-1.28 Embargo	+0.12 Embargo	
		Attainment 8	Coventry (National)	18.4 (50.1)	17.2 (46.3)	-1.2 (-3.8)	

<b>Disadvantaged</b> <b>(previously known as Pupil Premium)</b>	EYFS	% GLD	Coventry	57	57	0	EYFS – the percentage of children achieving a good level of development (GLD) remained the same and above national. National narrowed the gap with Coventry. Yr 1 phonics – remained the same and above national whilst national dropped by 1ppt. National widened the gap with Coventry. KS1 expected standard – improvements in Reading and Maths. Gap in Writing widened. KS2 RWM expected standard – improved by 8ppts. Gap narrowed by 1ppt. KS2 RWM progress – improvement in Writing at a faster rate than national. Gap narrowed in Writing and widened in Reading and Maths. KS4 Progress 8 score decreased. Gap widened. KS4 Attainment 8 score decreased. Gap widened.
			National	54	56	+2	
	Yr 1 Phonics	% at Standard or above	Coventry	70	70	0	
			National	69	68	-1	
	KS1	Expected standard R,W,M	Coventry	61, 52, 59	62, 51 62	+1,-1, +3	
			National	78, 70, 76	79, 72, 79	+1,+2, +3	
	KS2	RWM Expected standard	Coventry	38	46	+8	
			National	60	67	+7	
		Progress R,W,M	Coventry	-1.3,-0.7, -0.7	-1.3,-0.3, -1.0	0, +0.4, -0.3	
			National	-0.7,-0.3, -0.5	-0.6,-0.2, -0.5	+0.1, +0.1, 0	
KS4	Progress 8	Coventry (National)	-0.32 (-0.37)	-0.44 (-0.41)	-0.12 (-0.04)		
	Attainment 8	Coventry (National)	40.4 (53.3)	34.4 (49.5)	-6.0 (-3.8)		
<b>SEND</b> <b>(Special Educational Needs)</b>	EYFS	% GLD	Coventry	30	28	-2	
			National	30	31	+1	
	Yr 1 Phonics	% at Standard or above	Coventry	55	55	0	
			National	64	66	+2	
	KS1	Expected standard R,W,M	Coventry	36, 27, 37	31, 22 33	-5,-3, -4	
			National	74, 65, 73	76, 68, 75	+2,+3, +2	
	KS2	RWM Expected standard	Coventry	12	12	0	
			National	53	61	+8	
		Progress R,W,M	Coventry	-2.4, -2.8, -1.7	-2.2, -2.6, -2.1	+0.2, +0,2,-0.4	
			National	-1.5, -2.6, -1.4	-1.3, -2.4, -1.3	+0.2, +0.2,+0.1	

							same and widened in Maths.
	KS4	Progress 8	Coventry (National)	-0.51 (-0.55)	-0.70 (-0.59)	-0.19 (-0.04)	KS4 Progress 8 score decreased. Gap widened. KS4 Attainment 8 score decreased. Gap widened.
		Attainment 8	Coventry (National)	30.0 (50.1)	23.3 (46.3)	-6.7 (-3.8)	
<b>EAL</b> <b>(English as an Additional Language)</b>	EYFS	% GLD	Coventry				Yr 1 phonics – decreased by 1ppt compared to national decrease of 2ppts. Gap closed – no gap.  KS1 expected standard – improvements in Reading and Maths. Gap in all three indicators has widened.  KS2 RWM expected standard – improved by 10ppts. Gap narrowed by 2ppts.  KS2 RWM progress – improvements in all three indicators. Gap in Reading and Writing has narrowed and remained the same in Maths.  KS4 Progress 8 score small improvement. National closed the gap with Coventry – no gap. KS4 Attainment 8 score decreased. Gap widened.
			National				
	Yr 1 Phonics	% at Standard or above	Coventry	79	78	-1	
			National	80	78	-2	
	KS1	Expected standard R,W,M	Coventry	69, 64, 71	70, 63, 72	+1,-1, +1	
			National	74, 65, 73	76, 68, 75	+2,+3, +2	
	KS2	RWM Expected standard	Coventry	47	57	+10	
			National	53	61	+8	
		Progress R,W,M	Coventry	-0.3 +1.2 +1.5	-0.2 +1.4 +1.6	+0.1 +0.2 +0.1	
			National	+0.3 ,+1.5 +2.0	+0.3 ,+1.4 +2.1	0 -0.1 +0.1	
KS4	Progress 8	Coventry (National)	0.50 (0.39)	0.51 (0.51)	+0.01 (+0.12)		
	Attainment 8	Coventry (National)	49.7 (50.1)	44.8 (46.3)	-4.7 (-3.8)		
<b>WB</b> <b>(White British)</b>	EYFS	% GLD	Coventry				
			National				
	Yr 1 Phonics	% at Standard or above	Coventry	79	78	-1	
			National	81	81	0	
	KS1	Expected standard R,W,M	Coventry	72, 64, 72	73, 63, 73	+1, -1 +1	
			National	74, 65, 73	76, 68, 75	+2,+3, +2	



	KS2	RWM Expected standard	Coventry	46	58	+12	Gap narrowed by 4ppts.  KS2 RWM progress – improvement in Reading, decreases in Writing and Maths. Gap narrowed in Reading and widened in Writing and Maths.	
			National	53	61	+8		
		Progress R,W,M	Coventry	-0.8,-0.1, -0.1	-0.7,-0.6, -1.1	+0.1, -0.5, -1		
			National	-0.1, -0.4,-0.5	-0.1, -0.3,-0.5	0, +0.1, 0		
	KS4	Progress 8	Coventry (National)	-0.27 (-0.11)	-0.39 (-0.14)	-0.12 (-0.03)	KS4 Progress 8 score decreased. Gap widened.	
		Attainment 8	Coventry (National)	46.8 (50.1)	41.0 (46.4)	-5.8 (-3.7)	KS4 Attainment 8 score decreased. Gap widened.	
	<b>Gypsy/ Roma</b>	EYFS	% GLD	Coventry				Yr 1 phonics – improved by 10ppts.  KS1 expected standard – improvement in Maths, decreases in Reading and Writing. Gap in Maths has narrowed and widened in Reading and Writing.  KS2 RWM expected standard – improved by 4ppts compared to 8ppts improvement nationally. Gap widened.  KS2 RWM progress – improvement in Reading, decreases in Writing and Maths. Gap narrowed in Reading and widened in Writing and Maths.  KS4 Progress 8 score decreased as did national. Gap widened.  KS4 Attainment 8 score decreased. Gap narrowed.
				National				
Yr 1 Phonics		% at Standard or above	Coventry	26	36	+10		
			National	37	NA	NA		
KS1		Expected standard R,W,M	Coventry	28,22,22	26,19,31	-2,-3,+9		
			National	74, 65, 73	76, 68, 75	+2,+3, +2		
KS2		RWM Expected standard	Coventry	7	11	+4		
			National	53	61	+8		
		Progress R,W,M	Coventry	-3.1,+4.0 ,+0.7	-2.6,+2.3 ,-0.5	+0.5, -1.7 -1.2		
			National	-1.5, -0.6 -1.0	-1.1, -0.4 -0.7	+0.4, +0.2, +0.3		
KS4		Progress 8	Coventry (National)	0.65 (-0.69)	-0.11 (-0.82)	-0.76 (-0.13)		
		Attainment 8	Coventry (National)	20.0 (50.1)	19.8 (46.3)	-0.2 (-3.8)		

## Summary of KS2 higher and lower performing pupil groups in 2017

	Higher performing	Lower performing
Overall achievement pupil progress	Bangladeshi (66) Indian (307) First language not English (1047) Other Asian (209) Any Other (122)	EHC Plan (116) Joined in Y5 or Y6 (187) SEN Support (645) Black Caribbean (104) FSM (656)

## Summary of KS4 higher and lower performing pupil groups in 2017

	Higher performing	Lower performing
Overall achievement pupil progress	Indian (260) Bangladeshi (64) First language not English (779) Black African (218) Other Asian (131)	EHC Plan (133) Joined in Y10 or Y11 (70) Black Caribbean (110) SEN Support (377) FSM (494)

## 8. Conclusion

Members have been provided with the 2016-17 results to give them an opportunity to comment or raise questions.

In 2017 there are some notable improvements to celebrate:

- results at Key Stage 2
- KS4 destinations and KS5 destinations
- performance of some vulnerable groups

A key overarching priority for 2017-18 is to continue to improve outcomes for all pupils so they are in line with or better than national.

## 9. 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:** 30 November 2017

### Phonics screening check and key stage 1 assessment

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

**Published:** 14 December 2017

### Key Stage 2 (National curriculum assessments)

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

**Published:** 25 January 2018

### Key Stage 4 (GCSEs and equivalent results)

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

**Published:** 25 January 2018

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

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

**Published:** 25 January 2018

### 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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Coventry City Council

## Briefing note

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

**Date: 14<sup>th</sup> February 2018**

**Subject: Exclusions and the Extended Learning Centre**

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### **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 current academic year and the last two full academic years;
- The post exclusion process, leading to either an alternative school offer or alternative provision. This includes recent service developments which were implemented in September 2017, as an outcome of the Education re-design process.
- The number of pupils that are not accessing full time education as a result of permanent exclusion.
- The CELC Coventry Extended Learning Centre (ELC)

### **2 Recommendations**

2.1 The Education and Children's Services Scrutiny Board are recommended to:

- 1) Consider the information contained in the briefing note
- 2) Identify any recommendations to the Cabinet Member

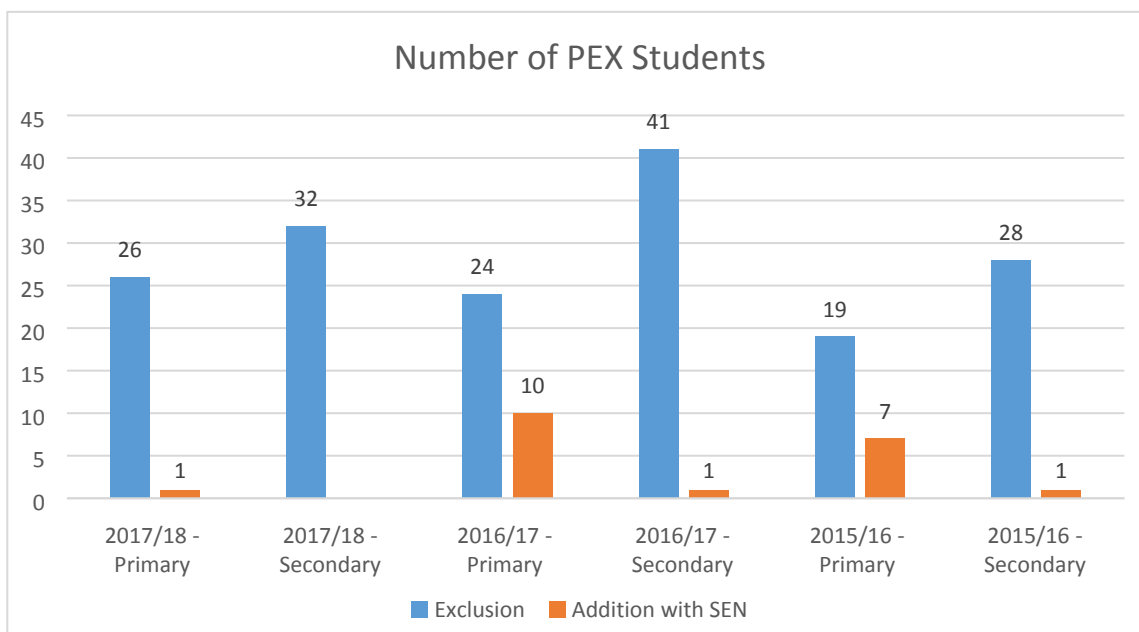
### **3 Information/Background**

- 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 5,795 the previous year. This represents an increase of 13%. This is the most recent national data that has been published.
- 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. It has been previously reported that Coventry schools invest heavily in social, emotional and behaviour support. Consequently, the level of recorded permanent exclusions in the city, whilst rising remained recorded as relatively low. However, a practice of moving pupils into the Coventry ELC as part of a managed move process will have influenced the level of recorded exclusions.
- 3.8 In 2016/17, there were 74 recorded 'managed moves', the majority of these being from mainstream into alternative provision. The year before, there were 72 recorded managed moves, with the same trend of movement into alternative provision.

#### **4 Exclusions and Alternative Provision**

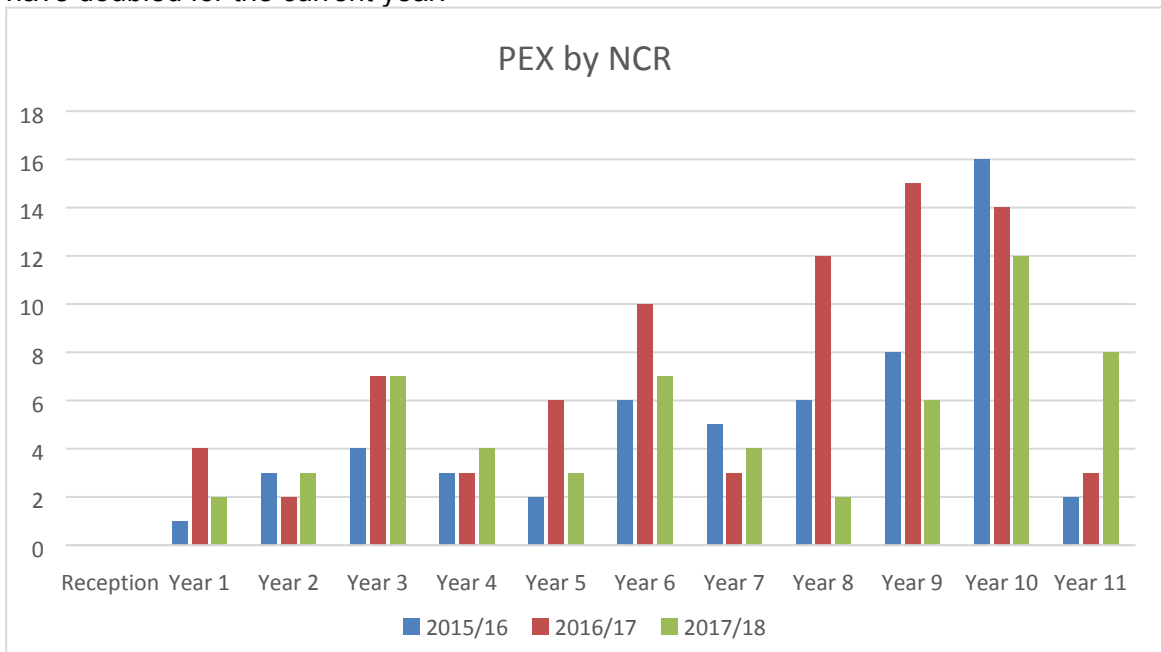
- 4.1 The number of excluded children has risen from 2015/16 to 2016/17 in both primary and secondary phases of education. In both primary and secondary phases of education the number has risen from 47 to 65 pupils. An increase of 38% or 18 pupils. For the current academic year, 2017/18, there have been 58 exclusions, 89% of the previous academic year's exclusions in 40% of the time. If exclusions to continue at this rate for the remainder of the academic year the total value is projected to be c.150.
- 4.2 The process for secondary permanent exclusions (PEX) changed in January 2016. All pupils both PEX and those at risk of PEX were sent directly by schools to The CELC via an agreed pupil passport. Therefore, the data became dependent upon each school informing the LA a formal PEX had taken place. Since the implementation of the new Education Entitlement Team in November 2017, created as part of the education restructure, the Local Authority are able to track and monitor PEX more effectively. This means that all PEX students are now recorded as such, rather than as pupils being dual-registered at the Coventry ELC. Therefore, the argument can be made that the level of PEX has remained at constant levels for the last two years, PEX pupils are more visible to the LA and are being registered as such.
- 4.3 This team is now responsible for coordinating the new Fair Access Protocol and Supported Transfers which aim to reduce the overall amount of permanent exclusions and where possible enable pupils to remain in mainstream education. Managed moves practises have now been discontinued, and supported transfers have been created which aims to encourage children to stay within mainstream education, and that if a child was required to be transferred then the first option would be a mainstream setting. Since December 2017, there have been 29 supported transfers, of which only 2 can be considered to have failed, leading to a permanent exclusion.



Source – CCC Datawatch

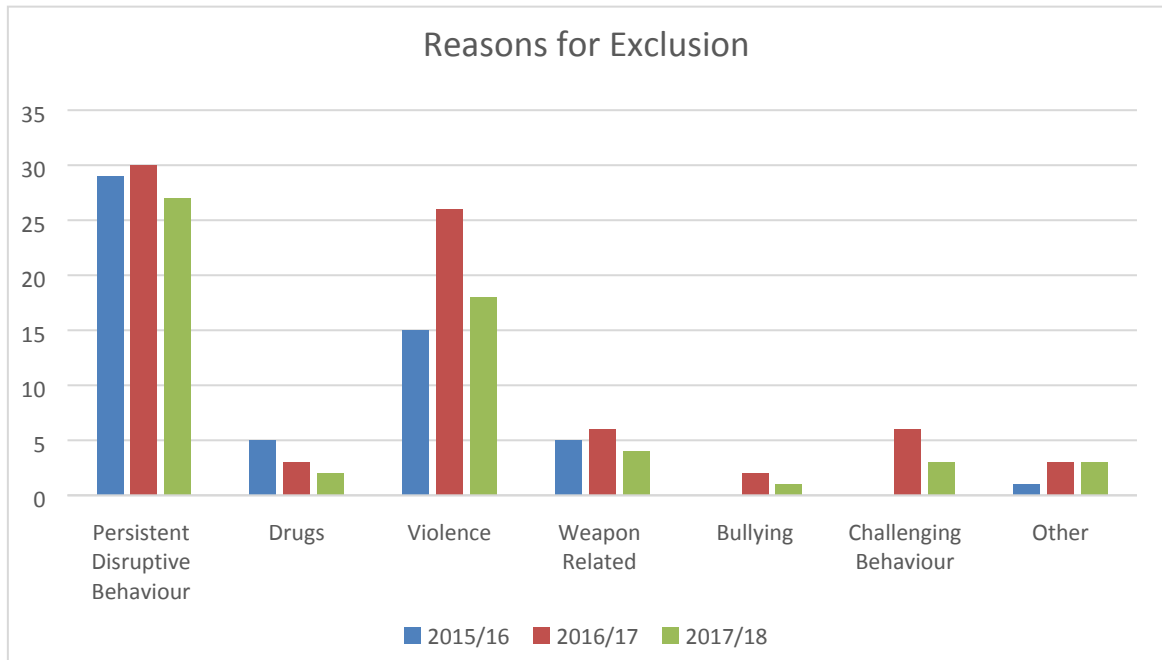
- 4.4 The growth of exclusions was larger in secondary than in primary with secondary exclusions growing by 13 pupils whereas primary only grew by 5 between 2015/16 and 2016/17. The number of recorded permanently excluded children with an EHC/Statement is low in secondary. In both studied full academic years there has only been 1 permanently excluded child with an EHC in secondary. (However this does not cover those with an undiagnosed learning difficulty or behaviour need.) In 2016/17 the child above, was excluded from Ernesford Grange Secondary and in 2015/16 a different child with an EHC plan was excluded from what was the Woodlands Academy. There is a higher proportion of PEX students being in the primary education with an EHC plan of the 43 pupils excluded from primary education in the two years, of which 17 had an EHC plan. For the current academic year, only 1 child has been excluded from primary education with SEN, with none so far with SEN from Secondary education.
- 4.5 However more work is being undertaken in the Coventry ELC to identify those pupils on roll who should have an EHC plan. Of the 28 pupils excluded from Secondary in 2015/16 and placed within the CELC, 8 of them were later diagnosed with additional needs and were placed on the EHC process. With all of them going on to have an EHC plan. In 2017/18 of the 41 excluded pupils from Secondary 10 now have an EHC plan, and in the current academic year 2 of the excluded pupils have been placed on the EHC process. This figure will rise as staff become more familiar with the pupils. In terms of exclusions, the numbers of undiagnosed EHC need within Secondary but later found to have an EHC need brings secondary exclusions of EHC into the same percentage as the amount of EHC excluded from primary school.
- 4.6 For the 2016/17 academic year the level of exclusions has grown larger from secondary exclusions. In the lower cohorts of secondary with the Year 8 + Year 9 exclusions effectively doubling in the 2 academic years. This figure has dropped for the current academic year returning to 2015/16 levels. Conversely, the current year 11 exclusions

have doubled for the current year.



Source – CCC Datawatch

- 4.7 It seems the reason for the growth of exclusions is due to the category of violence which has risen from 15 pupils in 2015/16 to 26 in 2016/17. The 'Other' category reasons for exclusion have remained at similar levels across the 2 years. This could be down to more accurate reporting of the reasons for exclusion.



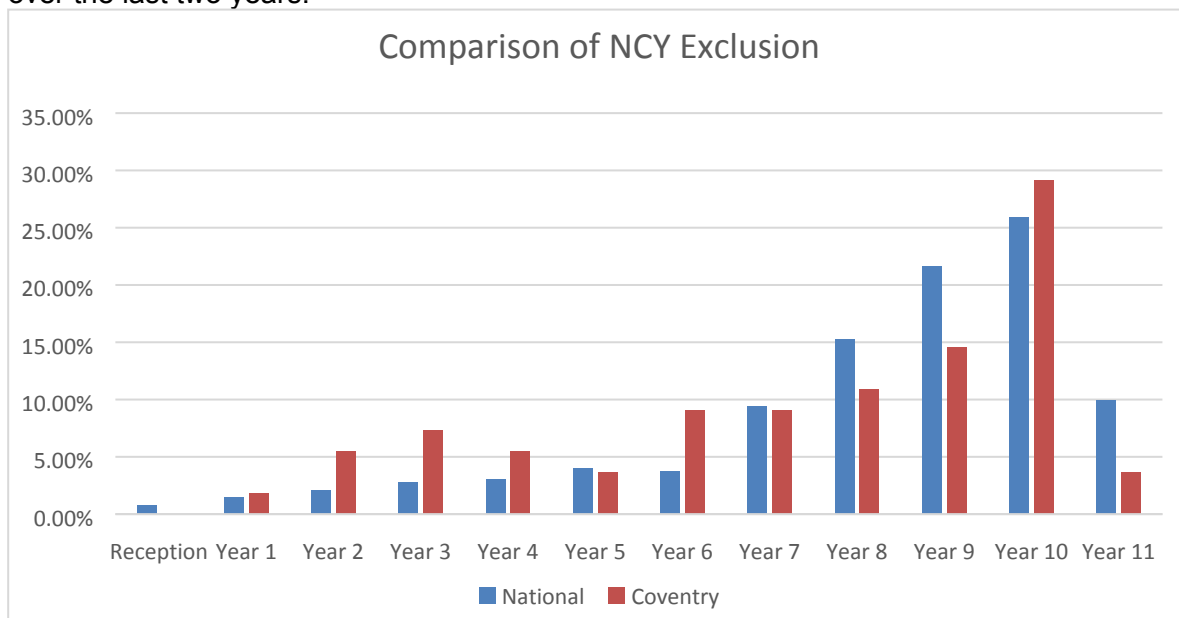
Source – SEN/Education Entitlement PEX Spreadsheet

Please note this table is down to interpretation of the person examining these tables, where multiple reasons have been given it has been placed within the group which seems most appropriate. The general trends are accurate though. Therefore, violence incorporates a large variation in behaviour but the comparison between the three years is still valid.



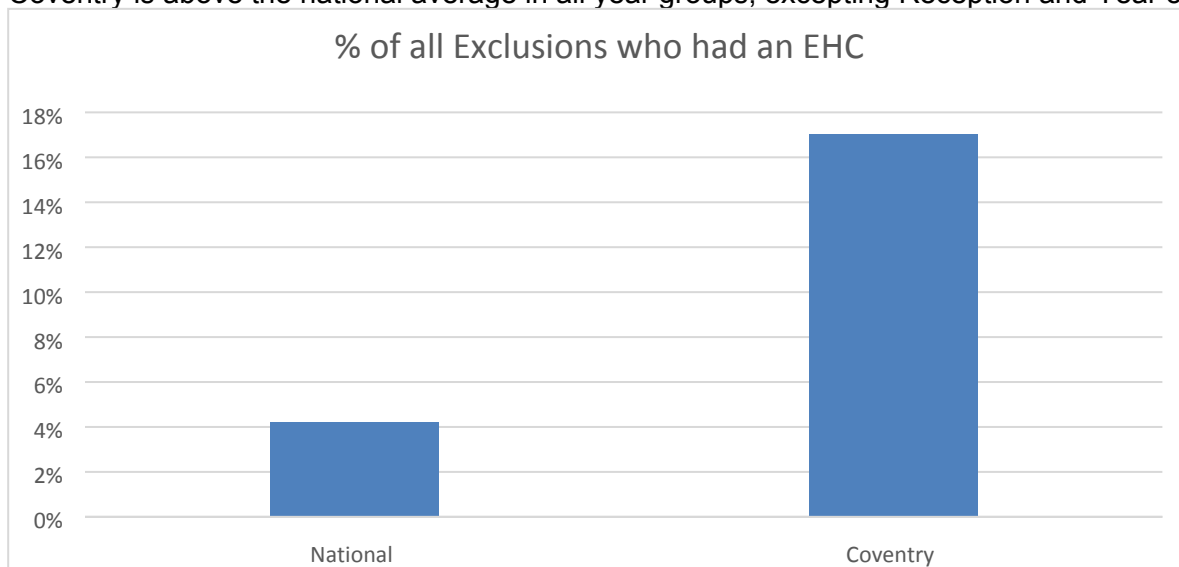
## 5 National Comparison

5.1 The last update of national data was conducted on the 2015/16 academic year, all comparison data for Coventry will be from that year also. This means that the following analysis cannot take into account the growth of exclusions that have occurred in Coventry over the last two years.



Source – Datawatch and National Published Data - <https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2015-to-2016>

5.2 Therefore, it can be seen that Secondary exclusions are broadly in line with national figures and in some years below the national average, however in the level of primary exclusions, Coventry is above the national average in all year groups, excepting Reception and Year 5.



Source – Datawatch and National Published Data - <https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2015-to-2016>

5.3 Nationally, there were 6685 exclusions in this year, of which 280 had an EHC, this equates to 4%, whereas in Coventry of the 47 exclusions, 8 had an EHC, this is 17%. Therefore, Coventry had over 4 times as high level of exclusions of SEN pupils than the national average.

	National	Coventry
Physical assault	23%	36%
Drug and alcohol related	8%	9%
Persistent disruptive behaviour	35%	53%
Other	17%	2%

Source – SEN/Education Entitlement PEX Spreadsheet and National Published Data - <https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2015-to-2016>

\*Please note that only national exclusions which have a Coventry comparison have been included. Therefore, the national figure does not equal 100%.

- 5.4** It is known that ‘Other’ exclusions are down to the school not reporting the reason for exclusion, therefore it is encouraging to see that Coventry schools are recording the reason as to why each pupil is being excluded. Nationally, persistent disruptive behaviour remained the most common reason for permanent exclusions in state funded primary, secondary and special schools - accounting for 2,310 (34.6 per cent) of all permanent exclusions in 2015/16. Coventry is in excess of this national % but given the large amount of ‘other’ within national statistics, this national figure may rise.
- 5.5** The regions with the highest overall rates of permanent exclusion across state-funded primary, secondary and special schools are the West Midlands (at 0.12 per cent) and the North West (at 0.11 per cent). The region with the lowest rate is the South East (at 0.06 per cent). The below table shows the number of permanent exclusions for each school type expressed as a percentage of the number (headcount) of pupils (including sole or dual main registrations and boarding pupils) in January 2016.

<b>WEST MIDLANDS</b>	<b>Number of Exclusions</b>	<b>Permanent exclusion rate</b>	<b>Statistical Neighbours</b>	<b>Number of permanent exclusions</b>	<b>Permanent exclusion rate</b>
Birmingham	259	0.13	Tameside	79	0.22
Coventry	47	0.08	Medway	81	0.18
Dudley	82	0.17	Walsall	78	0.16
Herefordshire	12	0.05	Sheffield	109	0.14
Sandwell	79	0.14	Bolton	47	0.10
Shropshire	34	0.09	Derby	42	0.10
Solihull	67	0.18	Peterborough	27	0.08
Staffordshire	152	0.13	Southampton	24	0.08
Stoke-on-Trent	41	0.11	Coventry	47	0.08
Telford and Wrekin	12	0.04	Portsmouth	16	0.06
Walsall	78	0.16	Leeds	26	0.02
Warwickshire	57	0.07	Wigan	0	0.00
Wolverhampton	63	0.15			
Worcestershire	80	0.10			

Source – National Published Data - <https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2015-to-2016>

- 5.6** These figures of exclusions are favourable for Coventry but given the rise in exclusions in the intermediary two years, this figure will have risen and will be a much higher percentage. Given the earlier projection of c.150 pupils excluded in the current academic year, assuming continuing trends, the percentage of exclusion rises to 0.27. This would place Coventry as the LA with the highest percentage of exclusions across the country, assuming that other LA figures have remained at the same level as 2015/16 year.

## **6 Provision**

- 6.1 There has been a new provision set up by SEND colleagues for primary issues whereby pupils are either at risk of or have been excluded. These provisions are known as Keys provision for intervention and the avoidance of exclusion and Keys Plus is for the statutory duty of providing the 6 day provision following a permanent exclusion. It would be expected that the majority of primary age pupils excluded from school, are offered an alternative mainstream primary school. However as of 1<sup>st</sup> January 2017 there were 22 primary aged pupils without a school place, either currently being offered Home Education, within Keys Plus, or without a school place. Other support offered for schools is 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, some schools offer their pupils a range of highly specialist services including nurture groups, the Thrive programme, language programmes, play therapy, and psychology and counselling.
- 6.2 As a consequence, the LA does not maintain a pupil referral unit provision for primary age children. The Keys 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. Children remain on the roll of their allocated school throughout the intervention programme.
- 6.3 In the 2016/17 academic year, the KEYs programme was extended to KEYS+ from September 2017. This programme is delivered from a base at Gosford Park Primary School. 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. The unit is able to focus on 8 pupils at any one time. However due to the amount of exclusions carried over from previous years, and the number continuing to rise, as previously highlighted there were 21 pupils without a school place as of 1st January 2018.
- 6.4 When appropriate, children identified as requiring special school provision for SEMH, would be placed at the primary phase of Woodfield School. Woodfield is a special school for primary age pupils with SEMH. The school is rated 'good' by OfSTED.

## **7 CELC - PRU Census Analysis**

- 7.1 The October 2017 school census states there is a total of 203 pupils in the PRU system, 10 at Whitmore Park, 26 at the Hospital Education Centre and 167 at the Coventry ELC's. Of those in the Hospital Education System, the youngest has a NCY of Year 2 and the oldest as 15+. 11 are identified as still being of primary age and the alternative 15 are secondary's. The pupil who is identified as being in the 15+ age group has been within the Hospital Education System since 8<sup>th</sup> February 2012, looking at the average dates of admittance to the median is the 2<sup>nd</sup> of February 2017. Of the 167 in Coventry ELC's 8 are designated as being still in Year 8 and have no designated UPN number. According to the school census there have been pupils within the same setting since 12/06/2014. The median being 29/12/2016.
- 7.2 Of those pupils within this alternative provision many have additional need. 64% or 124 are identified, from the October 2017 school census, as having some form of additional need

requiring further support. Of this 107 have some form of school support and the remaining 17 pupils having an EHC plan. Being placed within Alternative Provision and remaining in there for extended periods of time would be place difficulties upon most pupils, students with an EHC plan would find this transition all the more complex.

## 8 Outcomes for Pupils (December 2017)

8.1 Historic outcomes for pupils at the Coventry ELC were good compared to alternative provision for geographic neighbours and National (source, national SFER data sets, Appendix A):

Region	13/14	14/15	15/16
	Ave GCSE and = points score end KS4	Ave GCSE and = points score end KS4	Average Attainment 8 score
<b>Coventry</b>	<b>110.9</b>	<b>90.3</b>	<b>11.3</b>
Warwickshire	10.9	50.0	4.2
Birmingham	42.7	44.7	7.0
West Midlands	46.4	50.6	7.6
National	51.2	57.7	7.8

8.2 Although AP is not accountable for its P8 measure, outcomes are equally favourable when compared against the same comparators (source, national SFER data sets, Appendix A and FFT Aspire dashboards Appendix B<sup>1</sup>):

Region	15/16	16/17
	Average P8 (VA) score per pupil	P8 (VA)
<b>Coventry</b>	<b>-2.96</b>	<b>-2.39</b>
Warwickshire	-3.41	-
Birmingham	-3.25	-
West Midlands	-3.23	-
National	-3.28	-

8.3 Pupils attending alternative provision have disproportionate levels of need and their context is complex. Analysis of the levels of vulnerability are as follows (Source: FFT Aspire Dashboards):

'Need' Criteria	Proportions ELC 15/16 (% of 53 pupils)	Proportions ELC 16/17 (% of 52 pupils)	National % (Source: Raiseonline 2015)
Low attaining	70	81	c.15
Disadvantaged	64	71	c.29
SEN	60	85	c.12
EAL	2	4	c.15

<sup>1</sup> Differences exist between these two datasets due to 'matched pupil' differences, cohort SFER is 63, cohort for FFTAspire is 53

Proportions of pupils with more than one need	Number of 'needs'				
	0	1	2	3	4
15/16 (% of 53 pupil)	2	15	19	17	0
16/17 (% of 52 pupil)	1	5	20	24	2

8.4 In addition there are disproportionate numbers of pupils known to social care. GET data on % of pupils known to social care in the last 3 years. The tables show that the degree of complexity of need has increased over time, in particular with respect to low attaining pupils with special educational need. CVA data for both cohorts is evidence of how well pupils are progressing compared to their national peers despite the level of challenge that their circumstances present.

Progress 8 (CVA, using prior attainment, gender, month of birth, FSM and SEN status, ethnic group and EAL status, mobility factors)	
15/16	+0.39
16/17	-0.32

8.5 In 15/16 outcomes were good compared to pupils with similar needs nationally. However, the P8 figure has fallen from a positive to negative residual in 16/17. When analysed by ELC provision, it is clear that on-site programmes (The Link or Swanswell) are more successful than bespoke programmes (Positive Youth Foundation and College)

e.g.

- The Link A8 Est vs actual average -0.24 (all) and -0.09 (attending pupils)
- PYF A8 est vs actual average -0.46

So, when attending pupils are educated on site at one of the two KS4 bases, outcomes are in line or above expected. There has been a need to use bespoke programmes due to the increased number of referrals to the Coventry ELC which is now significantly oversubscribed.<sup>2</sup>

## 9 At KS3

9.1 At KS3 existing datasets (Wyken progress spreadsheets) suggest that the majority of pupils are making good progress in all year groups –

Year / group	% making good progress		
	English	Maths	Science
14/15 all	74	68	68
14/15 PP	77	73	76
14/15 LAC (1 pupil)	0	0	0
15/16 all			
15/16 PP			
15/16 LAC			
16/17 all	63	66	55
16/17 PP	66	67	53

<sup>2</sup> LA Review into the 'Current Position' of provision at CELC, Hospital Education Service and MRL team, October 2017)

16/17 LAC (3 pupils)	66	100	66
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## 10 Destinations

10.1 At KS3, the majority of pupils remained in alternative provision, too few were reintegrated back into mainstream or special school settings. Disproportionate numbers were assessed for previously undiagnosed special educational needs whilst at the Wyken Centre.

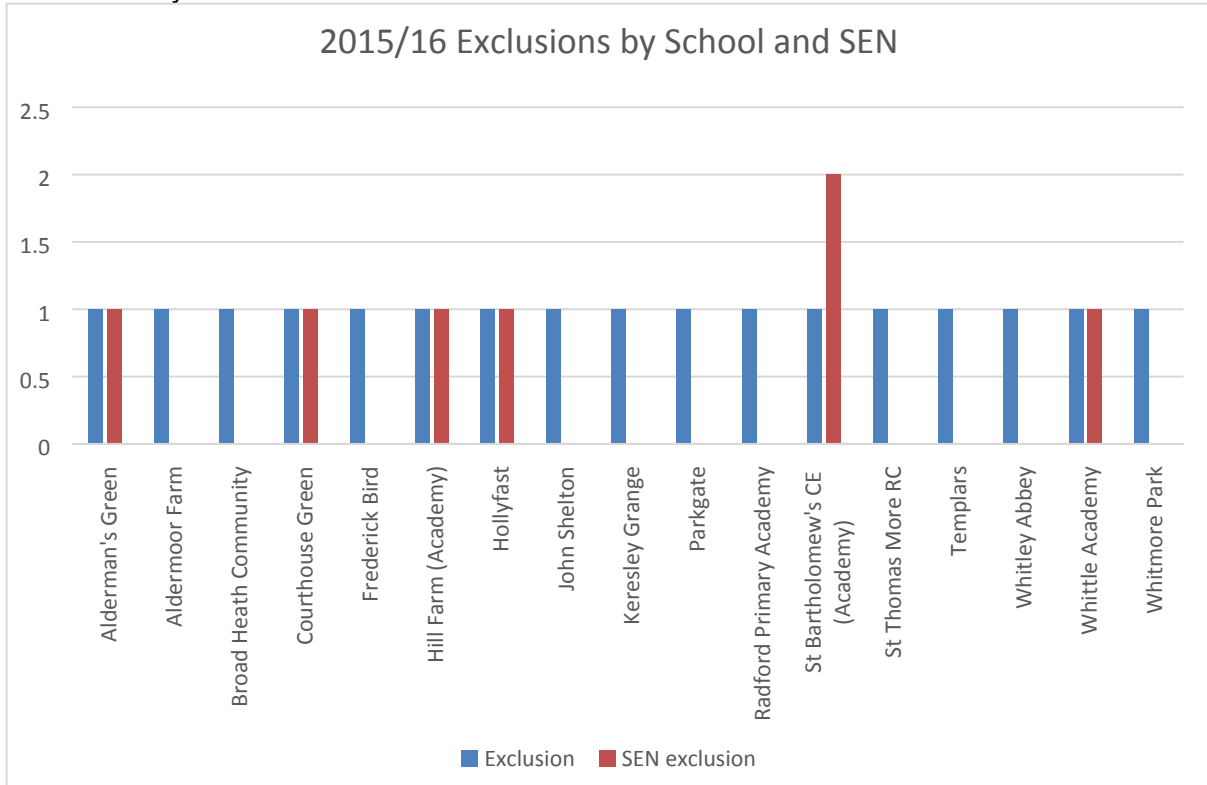
Pathway	% of Pupils	Number of pupils
Remained at CELC	72.2	68
Returned to Mainstream	7.8	7
Went onto Special	10.0	9
Other	10.0	6

10.2 At KS4, 15% of pupils did not maintain a place in education or employment with training (NEET), this compares with 40% nationally (14/15 cohort, dataset from 2016, <https://www.gov.uk/government/statistics/destinations-of-ks4-and-ks5-pupils-2016>)

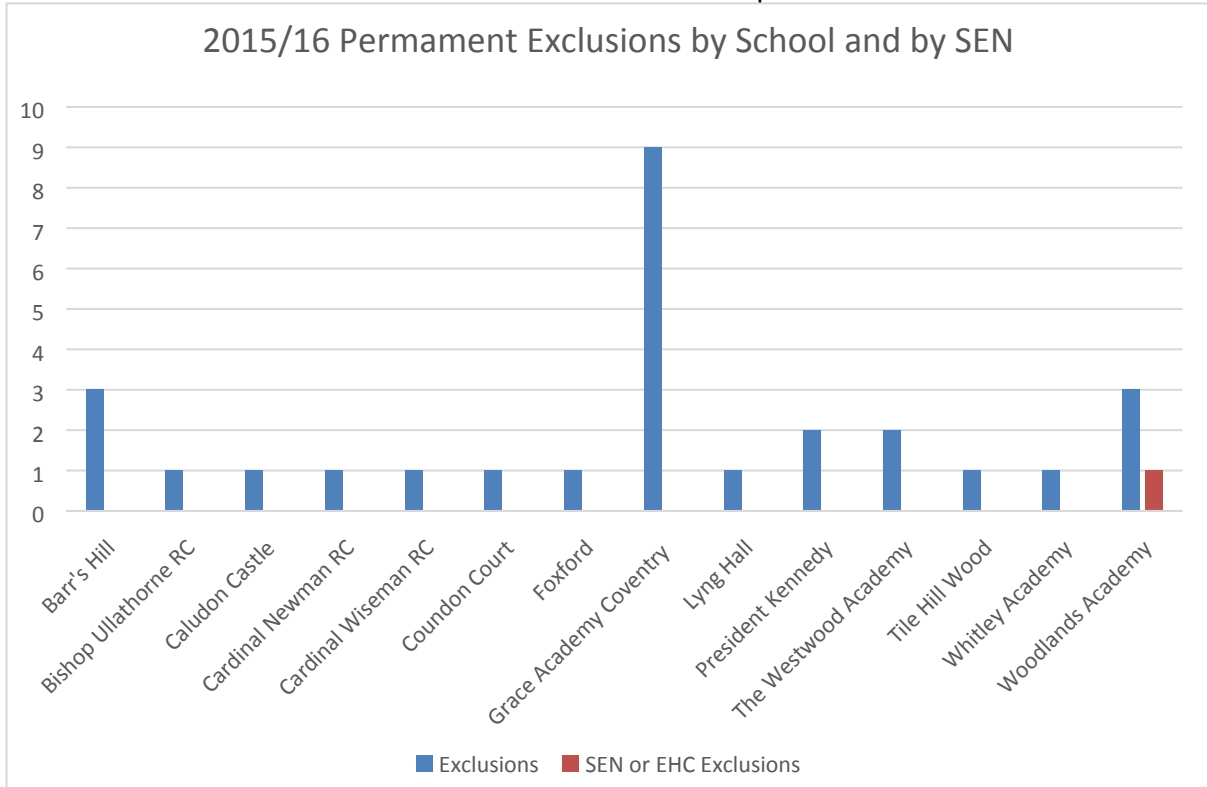
Sarah Mills  
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 Office; 02476 832785  
 Email; [sarah.mills@coventry.gov.uk](mailto:sarah.mills@coventry.gov.uk)

# Appendix 1

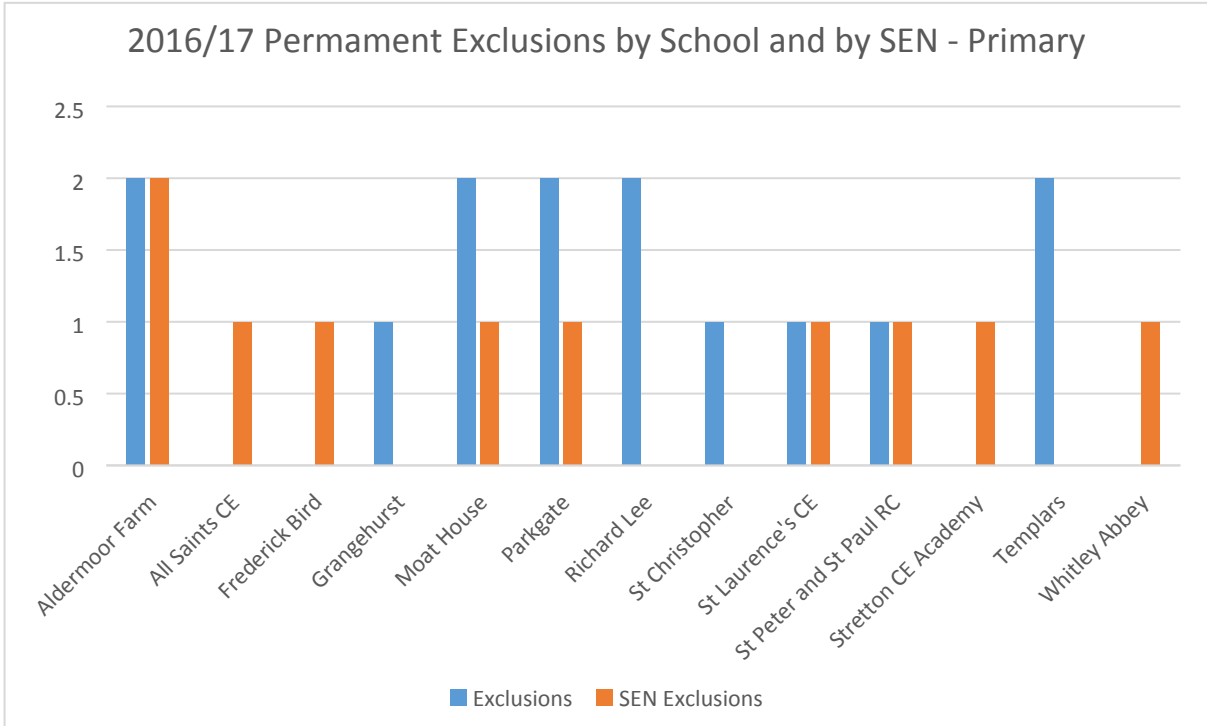
Exclusions by School - All Source Taken from CCC Datawatch



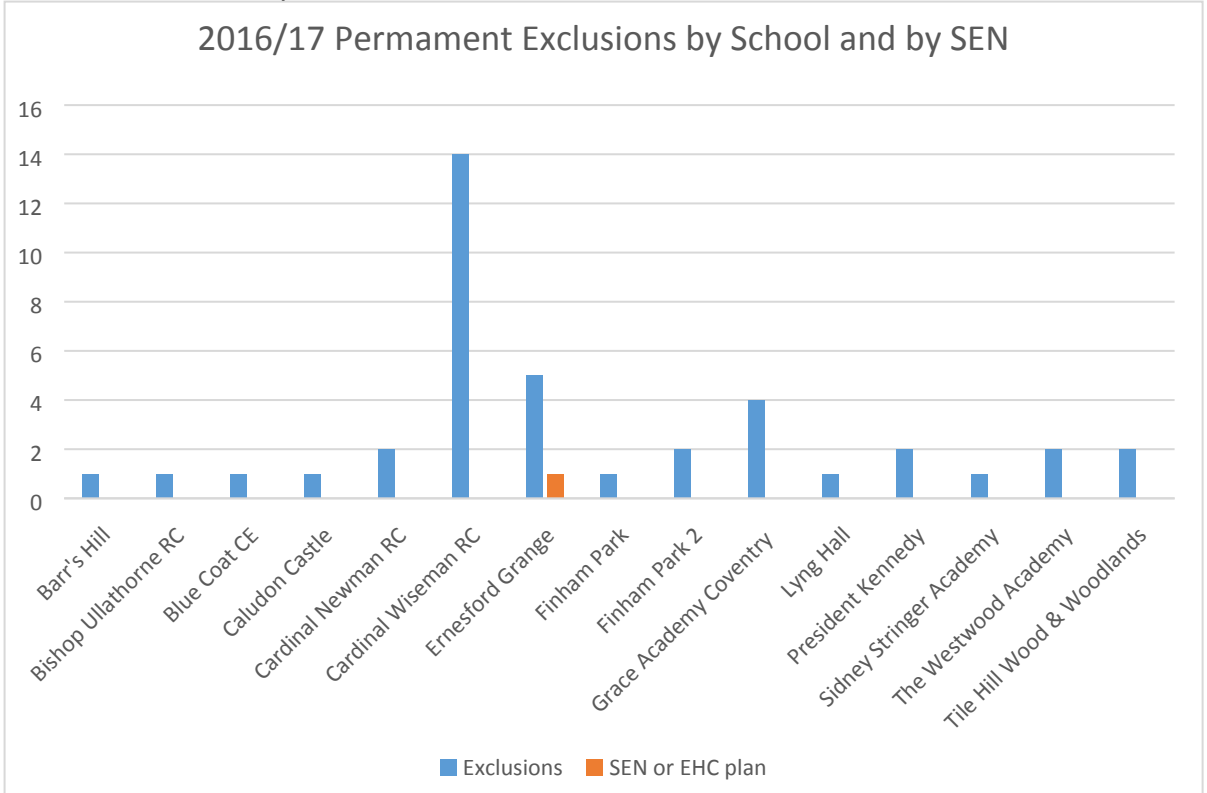
In 2015/16 there was only 1 school which excluded more than 2 pupils, this was St Bartholomew's which excluded 3 on which 2 had an EHC plan.



For the 2015/16 academic year, one secondary school dominates the exclusion charts, the Grace Academy excluded 9 pupils in that year. Only one SEN child was excluded, from Woodlands Academy.

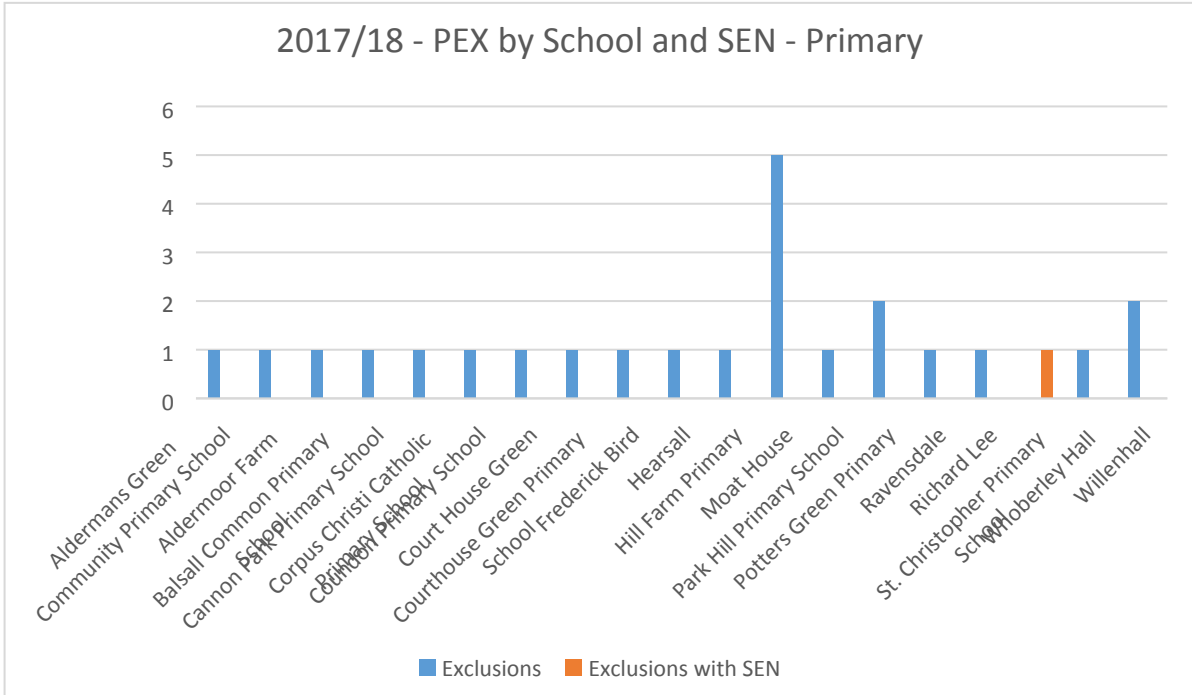


Of the 34 primary exclusions in 16/17; Aldermoor Farm excluded the most children, 4 in total of which 2 had an EHC plan.

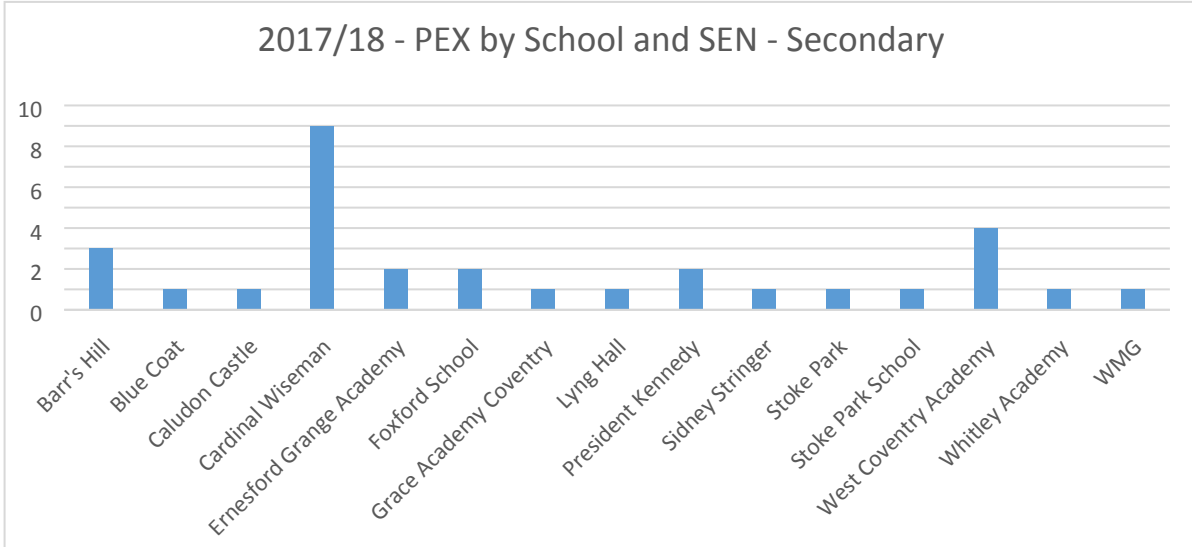


Of the secondary exclusions Cardinal Wiseman excluded the most at 14 children, the second highest exclusion by school was Ernesford Grange at 6 exclusions of which 1 had an EHC plan.



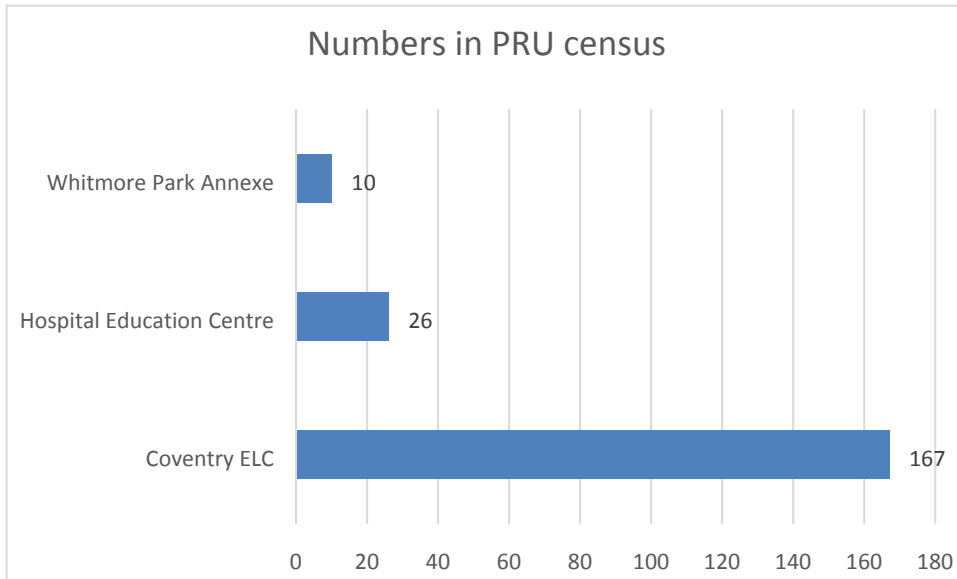


A similar situation at primary level as at previous years with many schools excluding low amount of pupils, the exception to this is Moat House School which has excluded 5 pupils so far this academic year. Please note this includes Balsall Common in Solihull as the child is a Coventry resident and so has defaulted back into Coventry area and will be placed within a Coventry school.

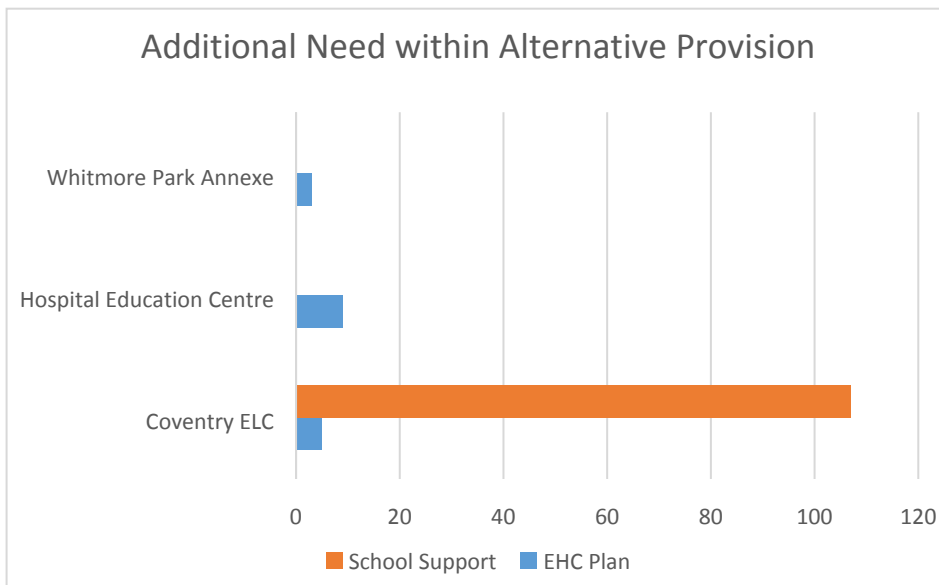


Cardinal Wiseman, the school with the most exclusions from the previous academic year, is again the school with the most exclusions for the current academic year. With there being no SEN exclusions from Secondary this academic year this is reflected in the no SEN additions in this table.

## Appendix 2



Source – 2017 October School Census



Source – 2017 October School Census



Coventry City Council

## Briefing note

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

**Date: 14<sup>th</sup> February 2018**

**Subject: Progress on Ofsted Recommendations and Improvement Board**

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### **1 Purpose of the Note**

- 1.1 To inform the Education and Children's Services Scrutiny Board (2) of the progress with the Children's Services Improvement Plan reported to the Children's Services Improvement Board on 10 January 2018. The report is based on data from December 2017, unless stated otherwise. The next Improvement Board will be held on 11 April 2018.
- 1.2 The report also covers progress made against the Ofsted recommendations arising from the last inspection in March 2017 where Coventry Children's Services were judged to be "requires improvement".

### **2 Recommendations**

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

### **3 Information/Background**

- 3.1 The Ofsted Inspection of Coventry's Children's Services and the review of the Local Safeguarding Children Board (LSCB), published in March 2014, judged services and the LSCB to be inadequate. AS a result the Department for Education issued an Improvement Notice on 30<sup>th</sup> June 2014. The two year review was held on 30<sup>th</sup> November 2016 and focused on quality of practice; the effectiveness of the children's services system and partnership working. Ofsted re-inspected Children's Services on 6<sup>th</sup> -30<sup>th</sup> March 2017, the outcome of the inspection was published on 13<sup>th</sup> June 2017, Children's Services were judged as "requires improvement to be good". Services for Children are no longer inadequate.
- 3.2 The Department for Education (DfE) removed Children's Services from intervention on 13 June 2017, the service is no longer subject to an improvement notice. Supervision and support will be provided by the DfE for the next 12 months, which will include two reviews. The first six month DfE review was held on 23 January 2018, followed by a further review in June/July 2018.
- 3.3 To oversee the improvement journey and as a response to the inadequate rating a Children's Service Improvement Board was established. An experienced Improvement consultant and retired Her Majesty Inspector (HMI), chairs the Children's Services Improvement Board. The Board includes elected Members, Council representatives and representatives from partner agencies in the City as well as a representative from the

Department for Education. Progress is reported to the Improvement Board every twelve weeks.

- 3.4 The Leader of the Council and the Chief Executive have both given public commitment that Children's Services remains a key priority for the Council. This includes prioritising funding for Children's Services to maintain its capacity to improve. The Council, alongside partner organisations continue a relentless focus on securing improvements in services for children, young people and families to ensure they are safeguarded and achieve positive outcomes.

#### **4 Progress against the Ofsted Recommendations**

- 4.1 The re-inspection of Children's Services highlighted nine recommendations in the Inspection report published 13 June 2017. A summary of progress against the recommendations is highlighted below:

#### **5 Recommendation 1: Continue to monitor and develop services through the work of the Improvement Board so that all children in Coventry receive the help and support that they need and their outcomes improve.**

- 5.1 An Improvement Board has been in place for some time and following the March 2017 inspection was reviewed in terms of its membership and remit. The Improvement Plan is rigorously monitored and partners are responsible for providing highlight reports of progress and impact on outcomes for children and young people. The Improvement Board is chaired by an Independent Chair and includes representation from senior leaders across the city. The overall objective is to ensure that the Improvement Board drives improvement with pace and holds partners to account by monitoring progress and impact through the Children's Services Improvement Plan.

#### **6 Recommendation 2: Ensure that the Local Safeguarding Children Board supports partners to understand and consistently apply appropriate thresholds to levels of need at every stage of the child's journey, including the early help pathway.**

- 6.1 A number of initiatives are underway with partners to enable better threshold application and create a more effective 'referral making' and 'referral taking' system in Coventry. The threshold document is being refreshed and will have greater clarity about levels of need and a stronger focus on how and where to source early help support and guidance. A review of the current Common Assessment Framework (CAF) has resulted in plans to develop a new early help assessment based on signs of safety methodology.
- 6.2 A number of reviews and quality assurance audit activity undertaken recently has surfaced a range of other system and cultural changes that will strengthen both the social care and partnership responses at the front door. These changes are underway and captured in a MASH Implementation Plan. The overall objective is to ensure that partners play their part in identifying and addressing need before problems escalate through early help support and make the right referrals to social care. This work will be further supported by the development of the Family Hubs.

#### **7 Recommendation 3: Ensure that the introduction of the risk management methodology across the authority includes partners and the authority at all stages.**

- 7.1 Partners in Coventry have agreed to adopt signs of safety methodology as the preferred approach in Coventry. All the forms being used in Coventry are under review so that they support this methodology, including the early help assessment that will replace the current CAF. A training plan for practitioners across the partnership to be trained in this approach is being scoped with some training already underway. To support this development a signs of safety Implementation Manager has been appointed to lead this work in conjunction with the Principal Social Worker. The objective is to ensure that the signs of safety methodology is understood and used across Coventry to support children and families.

- 8 Recommendation 4: Improve the quality of chronologies to ensure they provide relevant detail relating to children's histories and the impact of previous interventions.**
- 8.1 Quality assurance activity shows that chronologies are an area for development. Practitioners and managers understand the importance of ensuring that chronologies are up to date and of good quality. A range of initiatives have been introduced, including; workshops about good practice led by team managers and the Principal Social Worker, bespoke training as part of the learning and development offer, guidance on how to write a good chronology, and a reporting mechanism for managers to check cases that have not had a chronology in the last 3 months. First line managers have developed team action plans that set out specific actions that they are taking within their teams to strengthen this area of practice and embed this as part of core recording activity by practitioners.
- 8.2 Additional rigour has been introduced in the monthly quality assurance audit programme to report on the impact of these initiatives. This will be reported on within the monthly audit reports from February 2018. The overall objective is to ensure that practitioners develop chronologies that take account of the importance of the full history of the family and significant events, and use this to inform purposeful interventions.
- 9 Recommendation 5: Improve the quality of children's assessments and the focus of plans, so that all children at every stage of their journeys have their needs fully recognised and met.**
- 9.1 The quality of children's assessments and SMART (specific, measurable, agreed upon, realistic and time-based) planning are themes for learning in recent audit activity. From October 2017, child protection chairs have been focusing on timely and effective planning at the second review. They are providing challenge where there is drift and delay in progressing child protection plans and where necessary raising formal alerts to managers. The response to resolving alerts is being monitored using a dashboard. In child in need cases, a pilot is underway where child in need reviews are being chaired by managers to ensure that case progression is timely and effective, and those cases stepped down from a child protection to a child in need plan is reviewed by a child protection chair at the first review. The overall objective is to ensure that all children and young people at every stage of their journey have their needs fully recognised and met, through good quality assessments and plans.
- 10 Recommendation 6: Ensure that managers, chairs of child protection conferences and IRO's improve their practice, by robustly chairing children's meetings and challenging any delays in their plans being progressed.**
- 10.1 Intensive coaching and observation of child protection chairs has been taking place since September 2017 to centre the focus of the child protection system on the child and ensure that plans are purposeful and address need. Child protection chairs are trained in signs of safety methodology and expected to apply this in a consistent way. Feedback is provided on a one to one and team basis so that the learning is shared across the team. The overall objective is to ensure that managers and chairs robustly challenge any drift and delay that impacts on outcomes for children, including through formal escalation processes
- 11 Recommendation 7: Review the authority's arrangements for privately fostered children and ensure that those arrangements and associated practice comply with statutory guidance.**
- 11.1 One of the newly appointed Operational Leads has been identified as the new private fostering lead in social care to provide advice, support and additional oversight of private fostering cases across all teams. The brief includes reviewing assessments of private fostering cases to ensure that they meet the requirements set out in the National Minimum Standards for Private Fostering. All 11 private fostering cases (as at January 2018) were reviewed and actions identified to bring case files up to standard.

of private fostering cases is included as a theme in the February 2018 monthly audit programme.

- 11.2 The private fostering procedures were updated in September 2017, and training is available as part of the training and development plan for local authority staff. Awareness about private fostering is raised in multi-agency training level 1 courses.
- 11.3 The LSCB issued communication about private fostering in its August 2017 newsletter. A communication plan to raise awareness has been produced with the engagement of partner agencies as well as an accompanying leaflet that explains what private fostering means and how to refer cases to children's social care for follow up. A letter was included in the monthly bulletin to all schools in December 2017 reminding them of their responsibility with regard to private fostering. The overall objective is to ensure that children who are living in private fostering arrangements are known to the local authority and are cared for safely..

**12 Recommendation 8: Strengthen arrangements to ensure that the management of allegations of professional abuse is robust and effectively safeguards children.**

- 12.1 A new Risk Management Co-ordinator that incorporates the Local Authority Designated Officer (LADO) function has been appointed and takes up post in March 2018. A manual data base is in place to track cases that are reported to the LADO and a project to build a dashboard on Protocol is underway. An audit of the quality of LADO casework took place in December 2018 and learning from this being taken forward by the Operational Lead. The audit found that thresholds for referrals to the LADO were appropriate and timeliness was generally appropriate. The overall objective is to ensure that allegations against professionals are addressed swiftly to protect children from harm.

**13 Recommendation 9: Ensure that the progress of prospective adopters is tracked effectively so that the potential for children to be placed without delay is minimised.**

- 13.1 The Regional Adoption Agency (ACE) is using 'Coram I' to track adoption applications and the progress of children's permanence plans to make sure matching takes place at the earliest opportunity. All adopters who had been waiting in excess of a year have been reviewed for learning and next steps for their progression as adopters.
- 13.2 Adopter training has been reviewed and includes information on making successful matches and placements. Lessons from disruptions are included with an emphasis on maintaining attachments for children with their new parents. Adoption disruptions are reviewed and learning is presented to the Adoption Panel and rolled out across the service. The timeframes of reports being completed in 1 month and presented to the adoption panel 1 month later has been challenging. There have been no disruptions since April 2017. The overall objective is to ensure that there are no delays in the adoption process with a particular focus on improving the learning and development offer for adopters, ensuring that all children and young people benefit from early preparation for permanence and learning from adoption breakdowns

**14 Review of the Children's Services Improvement Board**

- 14.1 The Independent Chair of the Improvement Board recommendations were accepted by Board members and have been implemented.
- 14.2 The changes included reviewing the Improvement board membership. The LSCB Chair, West Midlands Police, Coventry and Rugby Clinical Commissioning Group, University Hospital Coventry and Warwickshire, Schools, Voluntary Action and Coventry and Warwickshire Partnership Trust and Schools will remain as a board member. NHS England have written to relinquish their current membership as the work on the Board is focussed on identifying and prioritising areas for improvement and on monitoring delivery of the Improvement Plan. Coventry and Rugby Clinical Commissioning Group are better placed to support and assure the health service contribution to service improvement and are represented on the Board.

14.3 The Implementation Group has been strengthened to hold members of the group to account for delivering the improvement plan and reporting up to the Improvement board on issues that need strategic direction. The Implementation Group meet every six weeks to review progress and agree Highlight reports submitted to Improvement Board.

## **15 Improvement Plan Progress**

15.1 Highlight reports confirming actions in the Improvement Plan that have been fully completed and embedded within the service were submitted to Improvement Board on 10 January 2018. Board members signed off the following actions as completed:

- Multi-Agency FGM Audit
- Review of adopters waiting in excess of a year
- Review of CAF system
- Development of the Advocacy Service
- Recruitment and Retention Plan

15.2 The Implementation Group will meet in February and March to sign off Highlight reports for the next Improvement Board in April 2018.

15.3 At the last Improvement Board in October, some changes to completion dates were highlighted. It was agreed by Board members that this is further reviewed to reflect accurate completion dates. Strategic Leads and partners have completed this review and new timescales have been agreed and will be published in the Children's Services Strategic Plan on the website very shortly.

## **16 Children's Services Redesign**

16.1 The Children's Services re-designed has now been fully implemented.

16.2 Staff have been allocated to Family Hubs operating from 8 locations in the city. Staff includes: Health visitors, Family hub workers and assistants, Youth worker, Early help co-ordinator, Partnership co-ordinator, senior parenting practitioners and Early help social worker.

16.3 The CAF process has been reviewed by partners and details of the work completed were presented to Board members.

16.4 Recruitment to the Operational Lead posts within the new structure is complete with a permanent senior and middle management leadership team in place. All Operational Leads have completed a comprehensive induction programme. The new leads bring a wealth of experience and expertise and will be significant in the next phase of our improvement journey.

## **17 Department for Education DfE Review**

17.1 The Department for Education 6 month review was held on 23 January 2018. The focus for the visit included:

- Front Door and Assessment
- Recruitment and Retention
- Balancing Restructuring and Improvement Work
- Continuing the momentum for a consistent 'Requires Improvement' service
- A visit to a Family Hub

17.2 Feedback from the visit to the Family Hub is positive, the review went well and the DfE have confirmed that they have received the level of assurance required. The next review will take place in June 2018.

## 18 Communications

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

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Please see page 2 onwards for background to items

<b>29<sup>th</sup> June 2017 – formal/ informal meeting</b>
Ofsted Inspection Report Informal briefing of the Board
<b>13<sup>th</sup> July 2017 – 10am</b>
Young Carers Improvement Board Report Work programme briefing note
<b>14<sup>th</sup> September 2017</b>
LSCB Interim Annual Report Children's Services Redesign
<b>12<sup>th</sup> October 2017</b>
Quality of Social Workers Regional Adoption Agency
<b>23<sup>rd</sup> November 2017</b>
Home to School Transport Exclusions, Alternative Provision and Elective Home Education
<b>11<sup>th</sup> January 2018</b>
Private Fostering Case File Audits Improvement Board Report – 18 <sup>th</sup> October 2017
<b>14<sup>th</sup> February 2018</b>
Ofsted Progress and Improvement Board Report – 10 <sup>th</sup> January 2018 Education Performance including vulnerable groups Extended Learning Centre
<b>1<sup>st</sup> March 2018</b>
Children's Services Redesign Parenting Strategy
<b>29<sup>th</sup> March 2018</b>
Task and Finish group – Retention of Social Workers - recommendations
<b>26<sup>th</sup> April 2018</b>
Improvement Board Report – 11 <sup>th</sup> April 2018 Case File Audits
<b>Date to be determined</b>
One Strategic Plan updates Review of the Education Service redesign School Funding SCR – Baby L SCR – Child F School based police panels World Class Schools Quality Award Special Education Places Coventry Youth Partnership
<b>Next year</b>
Home to School Transport
<b>Standing Items</b>
Serious Case Reviews Schools Ofsted Reports

<b>Date</b>	<b>Title</b>	<b>Detail</b>	<b>Cabinet Member/ Lead Officer</b>
<b>29<sup>th</sup> June 2017 – formal/ informal meeting</b>	Ofsted Inspection Report	Following the Ofsted inspection in March, the inspection report is published on 13 <sup>th</sup> June. This is an opportunity for Members to consider the outcomes of the inspection and the subsequent action plan.	Gail Quinton John Gregg Cllr Ruane
	Informal briefing of the Board	To cover the work areas of the Board plus. Looking at the Council's Corporate parenting requirements and how the Council is meeting them.	
<b>13<sup>th</sup> July 2017 – 10am</b>	Young Carers	Referred from the Corporate Parenting Board, to look at support offered to children and young people who are carers, especially those that are children in need, child protection or who come into care because of the health of their parents.	Paul Smith Jon Reading Cllr Ruane Cllr Abbott
	Improvement Board Report	A standing item as agreed by Council reporting progress against the areas identified in the improvement notice, to include follow up from the DfE visit	John Gregg Cllr Ruane
	Work programme briefing note	A follow up from the informal meeting to agree the work programme for the year	Gennie Holmes
<b>14<sup>th</sup> September 2017</b>	LSCB Interim Annual Report	Members requested to see the interim annual report of the LSCB following their consideration of the Annual Report at their meeting in January 2017	David Peplow Cllr Ruane
	Children's Services Redesign	Following on from the meeting in July, Members requested a full briefing on the changes proposed through the redesign.	John Gregg Cllr Ruane
<b>12<sup>th</sup> October 2017</b>	Quality of Social Workers	A 6 month follow up report from the meeting on 27 <sup>th</sup> April	Lee Pardy- McLaughlin Cllr Ruane
	Regional Adoption Agency	With the creation of a regional adoption being headed by Warwickshire County Council, Members requested further information on implementation and timescales. A Cabinet report for 31 <sup>st</sup> October 2017 will be considered at the meeting.	John Gregg Cllr Ruane

<b>Date</b>	<b>Title</b>	<b>Detail</b>	<b>Cabinet Member/ Lead Officer</b>
<b>23<sup>rd</sup> November 2017</b>	Home to School Transport	A new policy was introduced in April and September introducing new guidelines for home to school transport. Parents have been concerned and requested an item at scrutiny	Jeanette Essex Kirston Nelson Cllr Maton
	Exclusions, Alternative Provision and Elective Home Education	Members requested a report on how children who are home schooled are supported by the LEA and also to discuss whether pupils excluded from school are being home schooled by parents	Kirston Nelson Cllr Maton
<b>11<sup>th</sup> January 2018</b>	Private Fostering	Following the recommendations in the Ofsted report Members requested to look in more detail at private fostering arrangements – possible Task and Finish Group	John Gregg Paul Smith Cllr Ruane
	Case File Audits	Case File are regularly audited for quality assurance purposes. This report will summarise progress. If available it should include audit information on supervision.	John Gregg Neil MacDonald Cllr Ruane
	Improvement Board Report – 18 <sup>th</sup> October 2017	Regular report – to include the refreshed Improvement Plan	John Gregg Cllr Ruane
<b>14<sup>th</sup> February 2018</b>	Ofsted Progress and Improvement Board Report – 10 <sup>th</sup> January 2018	Following the recommendations in the Ofsted report, Members want to look at progress, particularly at how risk is managed, including with partner agencies such as health and schools	John Gregg Cllr Ruane
	Education Performance including vulnerable groups	A regular report, looking at school performance, in particular progress of vulnerable groups	Kirston Nelson Cllr Maton
	Extended Learning Centre	To look at how the changes made to the provision at the Extended Learning Centre – to come to Board in September 2018	Jeanette Essex Kirston Nelson Cllr Maton
<b>1<sup>st</sup> March 2018</b>	Children’s Services Redesign	Following on from the meeting in September, Members requested a full briefing on how the implementation of Family Hubs has been effective, including partners.	John Gregg Cllr Ruane
	Parenting Strategy		Harbir Nagra
<b>29<sup>th</sup> March 2018</b>	Task and Finish group – Retention of Social	A report to consider the recommendations identified by the task and finish group to support the retention of social workers.	Gennie Holmes John Gregg

<b>Date</b>	<b>Title</b>	<b>Detail</b>	<b>Cabinet Member/ Lead Officer</b>
	Workers - recommendations		
<b>26<sup>th</sup> April 2018</b>	Improvement Board Report – 11 <sup>th</sup> April 2018		
	Case File Audits	Following the meeting on 11 <sup>th</sup> January Members requested further information on how case file audits were being used as part of the journey to good.	John Gregg Neil MacDonald Cllr Ruane
<b>Date to be determined</b>	One Strategic Plan updates	Progress on the information provided	Kirston Nelson Cllr Maton
	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.	Kirston Nelson Cllr Maton
	School Funding	To look at changes to school's funding formula once finalised.	
	SCR – Baby L	For Members of the Board to consider how the recommendations from the SCR have been implemented	John Gregg David Peplow Cllr Ruane
	SCR – Child F	The Board will consider recommendations from a serious case review.	Cllr Ruane David Peplow
	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
	World Class Schools Quality Award	President Kennedy School have been awarded this and the Board would like to know more about the process and what it means for the pupils.	Cllr Maton Kirston Nelson President Kennedy pupils
	Special Education Places	To consider the provision and demand for special school places across the city	Kirston Nelson Cllr Maton
	Coventry Youth Partnership	To discuss the new Coventry Youth Partnership.	Cllr Ruane Michelle McGinty
<b>Next year</b>	Home to School Transport	A follow up report covering on applications, decisions and appeals and amendments to the process. To come to Board in June 2018	Jeanette Essex Kirston Nelson

<b>Date</b>	<b>Title</b>	<b>Detail</b>	<b>Cabinet Member/ Lead Officer</b>
			Cllr Maton
<b>Standing Items</b>	Serious Case Reviews	The Board will consider recommendations from serious case reviews when they are published.	Cllr Ruane
	Schools Ofsted Reports	Members requested information on how schools with poor Ofsted reports are being supported, using Stoke Park as a case study. If any school in Coventry is rated Inadequate by OFSTED, the resulting action plan will be considered as an item for Scrutiny	Kirston Nelson Cllr Maton

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