



Education and Children's Services Scrutiny Board (2)

Time and Date

3.00 pm on Thursday, 9th February, 2023

Place

Diamond Rooms 1 and 2 - Council House

1. **Apologies and Substitutions**
2. **Declarations of Interests**
3. **Minutes** (Pages 3 - 8)
 - a) To agree the minutes of the meeting held on 8 December, 2022
 - b) Matters Arising
4. **Coventry Safeguarding Children's Partnership Annual Report** (Pages 9 - 58)

Briefing Note of the Director of Children's Services
5. **Coventry Education Performance 2022** (Pages 59 - 76)

Briefing Note of the Interim Chief Executive (Chief Partnership Officer)
6. **Early Years Strategy** (Pages 77 - 90)

Briefing Note of the Interim Chief Executive (Chief Partnership Officer)
7. **Work Programme and Outstanding Issues** (Pages 91 - 96)

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

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

Julie Newman, Chief Legal Officer, Council House, Coventry

Wednesday, 1 February 2023

Note: The person to contact about the agenda and documents for this meeting is Usha Patel Email: usha.patel@coventry.gov.uk

Membership: Councillors F Abbott, P Akhtar, J Blundell, S Hanson (Co-opted Member), J Innes (Chair), S Keough, A Masih, R Thay, CE Thomas, A Tucker and Vohra (Co-opted Member)

By invitation: Councillor B Gittins (Deputy Cabinet Member for Children & Young People)

Councillor K Sandhu (Cabinet Member for Education and Skills)

Councillor P Seaman (Cabinet Member for Children and Young People)

Public Access

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Usha Patel

Email: usha.patel@coventry.gov.uk

Coventry City Council
Minutes of the Meeting of Education and Children's Services Scrutiny Board (2)
held at 3.00 pm on Thursday, 8 December 2022

Present:

Members: Councillor J Innes (Chair)
Councillor F Abbott
Councillor P Akhtar
Councillor J Blundell
Councillor S Keough
Councillor A Masih
Councillor R Thay

Co-Opted Members: Ghulam Vohra

Other Members: Councillor K Sandhu, Cabinet Member for Education and Skills
Councillor P Seaman, Cabinet Member for Children and Young People

Employees (by Directorate):

Children's Services	J Gregg (Director), M Clayton
Education and Skills	K Nelson, R Sugars,
Revenues and Benefits	K Gist, B Strain
Law and Governance	G Holmes, C Sinclair

Apologies: Councillor CE Thomas and A Tucker

Public Business

12. Declarations of Interests

Minute 5 (Cost of the School Day Project and Support to and from Schools for Financial Hardship)

- Councillor F Abbott declared that she was Chair of the Feeding Coventry Steering Group
- Mr G Vohra declared that he was a Governor of Lyng Hall School

As neither declaration was a disclosable pecuniary interest, Councillor Abbott and Mr Vohra remained in the meeting during the consideration of the item.

13. Minutes

The Minutes of the meeting held on 20 October 2022 were agreed and signed as a true record.

Matter Arising:

Children's Services Ofsted Outcome

In respect of the Board's request for information on bidding for short term funding, it was reported that this was a national issue recognised by the Public Administration and Constitutional Affairs Committee and a report on Governing England made the following recommendation on this matter "*In response to this report, the Government should make a clear commitment to put an end to the ubiquitous system of bidding for pots of money that appear to us to be wasteful of resources that could be deployed more effectively at all levels.*" The Board would receive an update on the Government's response as soon as it was available.

14. **Cost of the School Day Project and Support to and from Schools for Financial Hardship**

The Board considered a briefing note which provided information on the Cost of the School Day Project in Coventry and on support available to and provided by schools for pupils in financial hardship.

The briefing note indicated that the cost-of-living crisis was a national issue and the scale of the challenges provided limited ability for schools to respond in isolation. Schools alongside the Local Authority, and in partnership with community, voluntary and statutory sector organisations and businesses contributed to the 'One Coventry' response to the rising costs of living.

The Cost of the School Day project was run by Child Poverty Action Group and had run in Coventry between December 2020 and July 2022. It was a child's voice and whole school community project that focused on tackling financial barriers to learning and poverty stigma in schools and it helps schools and local authorities to take action which support children and young people's participation and wellbeing and support families on low incomes. The approach had been adapted to enable the project to continue during the pandemic.

The work had included direct work with schools, advice, support and training, resources for schools, practice gathering and sharing best practice with other schools and a collaborative approach.

Data on usage, reach and feedback was detailed in the briefing note, together with further information on free school meals (FSM), financial support for FSM during holiday periods, holiday activities and food programme, pre-loved uniform, Coventry Society working with schools, integrated services and the Coventry Food Network.

The Board questioned Officers and received responses on a number of matters relating to the presentation including:

- Clarification on free school meals and entitlement
- Sharing information with communities where English was not their first language
- Uptake of holiday activities

Following discussion, the Board requested further information on Schools that were participating in the Cost of the School Day Project and it was agreed that this information would be circulated to Members.

In respect of the pre-loved uniform project, Officers undertook to ensure all schools had a full brief on this initiative in advance of the start of the school year.

RESOLVED that the Board:

(a) Note the content of the report

(b) Agree that a letter be sent to the Secretary of State and Shadow Secretary of State for Education and the three Coventry MPs. The letter would be sent jointly from the Board, the Cabinet Member for Education and Skills and the Cabinet Member for Children and Young People and would convey their concerns regarding the impact of poverty and the cost-of-living crisis on children's learning.

(c) Agree to receive a report at a future meeting on the impact of the cost-of-living crisis on schools' budgets

15. Support to Care Leavers and The House Project

The Board considered a briefing note which set out the main changes in support offered to care leavers as a result of *The Children and Social Work Act 2017 (the Act)*. The paper focused on one area of the Coventry Local Offer to care leavers which was the housing support for children in care and care leavers through the Coventry House Project.

The Act introduced a requirement for Councils to publish a Local Offer for care leavers. The Local Offer was a document that outlined the services and support that would be available to care leavers in the local area where they live when they leave care. It included information about legal entitlements (rights) as well as any extra support that the Council might choose to give. The Coventry Local Offer was agreed by members in November 2018.

Section three of the Act introduced a new duty on local authorities, which required it to offer Personal Adviser support to all care leavers up to the age of 25.

Both the local offer and extension of Personal Adviser support were now embedded in Children's Services. This was helping to ensure that care leavers get support required, recently endorsed during a recent Ofsted inspection. The Briefing note also set out the background information to the House Project, Financial impact and the 'Staying Close' offer.

In attendance at the meeting were Service users, Paris and Alex, together with staff from the House Project. Paris and Alex spoke about their experience of their journey to independence with the help of the House Project, and staff spoke about their roles in supporting the young people.

The House Project had helped create a supportive, and creative offer for children in care and care leavers of Coventry. The feedback from partners and the children and young people involved with the project had been positive. There is a great

energy and creativity from the young people and practitioners and a real sense of community. The young people had created a peer network and have helped one another to refurbish their homes. There was recognition in the Ofsted Inspection for the sense of community and support/participation that the House Project had within Coventry.

The partnership with Citizen Housing Association was critical to the Coventry House Project. Citizen had pledged to provide properties to the young people on the project and they are also a steering group partner. There had been discussions with the Strategic Lead for Housing and a plan to reapproach all housing providers in Coventry given the success from cohort 1 and 2 of the Coventry Project.

During discussion it was suggested that there was an opportunity to include 'Care Leaver' as a protected characteristic and agreed that this be recommended to the Cabinet Member.

The Board also discussed and agreed to ask the Cabinet Member to investigate the possibility of increasing the £2k setting up home grant for care leavers. In addition, it was also agreed that it would be beneficial to engage with other housing providers in order to expand the accommodation offer.

Councillor P Akhtar, in his role on the West Midlands Combined Authority Transport and Delivery Committee, undertook to investigate the possibility of securing free travel for Care Leavers as Manchester City Council currently do. On behalf of the Board, the Chair thanked Alex, Paris and all attendees for their excellent and informative presentation.

RESOLVED that the Board:

- (a) Note the content of the report and presentation.**
- (b) Commended all those involved in the House Project and expressed support for work being done to expand the Project.**
- (c) Recommend that the Cabinet Member for Children and Young People investigate the possibility of the Council including 'Care Leaver' as a protected characteristic.**
- (d) Recommend that the Cabinet Member for Housing and Communities encourage other social housing providers to be involved with the House Project.**
- (e) Recommend that the Cabinet Member for Children and Young People and the Cabinet Member for Strategic Resource and Finance investigate the possibility of increasing the £2k Setting Up Home grant for Care Leavers**

16. Work Programme and Outstanding Issues

The Work Programme was noted including the addition of the Recommendation at Minute 14 above which would be included on the agenda for the February 2023 meeting.

There were no outstanding issues.

17. **Any Other Business**

There were no other items of business.

(Meeting closed at 4.45 pm)

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Coventry City Council

Briefing note

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

Date: 9th February 2023

Subject: Coventry Safeguarding Children's Partnership Annual report

1 Purpose of the Note

- 1.1 The purpose of the briefing note is to provide an update in relation to the Safeguarding Children's Partnership annual report for April 2021-March 2022. The full report can be found at Appendix A.

2 Recommendations

- 2.1 The Education and Children's Services Scrutiny Board (2) are recommended to:
- 1) Note the contents of the report.
 - 2) Make any further recommendations.

3 Background and Information

- 3.1 Working Together 2018 states that, 'In order to bring transparency for children, families and all practitioners about the activity undertaken, the safeguarding partners must publish a report at least once in every 12-month period. The report must set out what they have done as a result of the arrangements, including on child safeguarding practice reviews, and how effective these arrangements have been in practice.' The report can be found at Appendix A.

Appendix A – Children's Annual Safeguarding Report 2022

Name of Author	Rebekah Eaves
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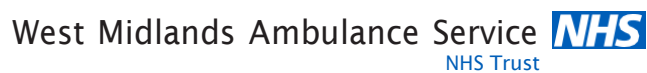
■ Annual report 2021-2022





**Coventry
Safeguarding
Children**
PARTNERSHIP

Board partners





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Introduction from the Chair

It is my pleasure to introduce the Annual Report for the Coventry Safeguarding Children Partnership for 2021/22.

The ongoing effects of the Covid Pandemic continued to have an impact on the work of partner agencies, with significant additional challenges in terms of demand, complexity and resourcing. But as we saw through the previous two years, professionals from across the Partnership kept safeguarding to the forefront of their thinking and activity, actively promoting the wellbeing of children and young people and maintaining an effective line of sight to those children and families who are among our most vulnerable.

Senior leaders from the statutory Safeguarding Partners maintained a strong and visible commitment to their responsibilities, working with colleagues from the wider safeguarding community to drive improvements and act as the strongest of advocates for the City's children.

Our priorities reflect the issues facing children and their families; neglect, harm outside of the home including exploitation and holding partner agencies to account for the provision of effective services. Safeguarding must remain a priority for all of us, and that together we maintain a resolute focus on the wellbeing and development of our children and young people.

Derek Benson

Independent Chair of Coventry Safeguarding Children Partnership

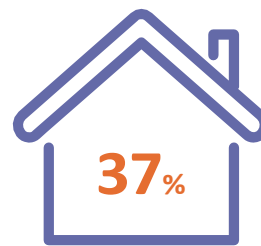
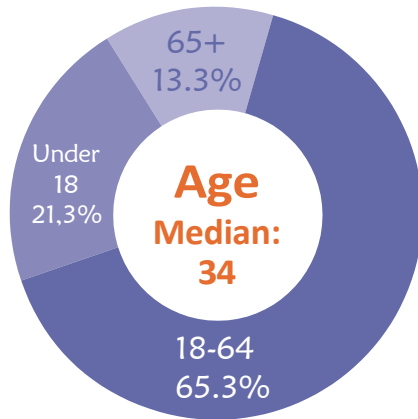
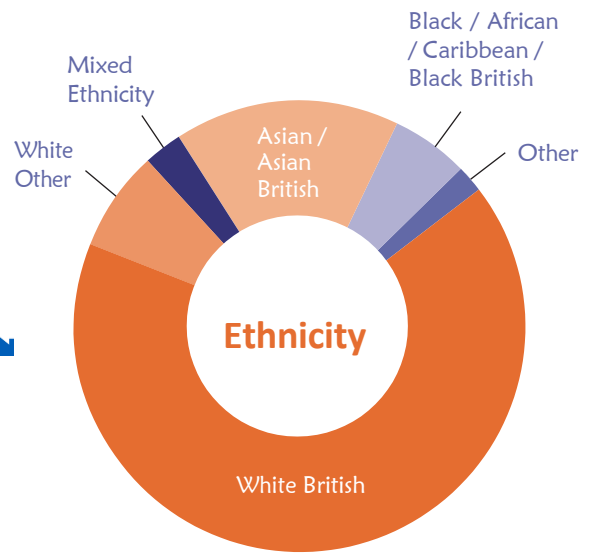
Local context

379,387

total population of Coventry



Dependent on way it is measured, Coventry ranks between 64th and 81st most deprived local authority area of 317 in England



Children in Low Income Families



Coventry ranks 81st most deprived local authority area of 317 in England:

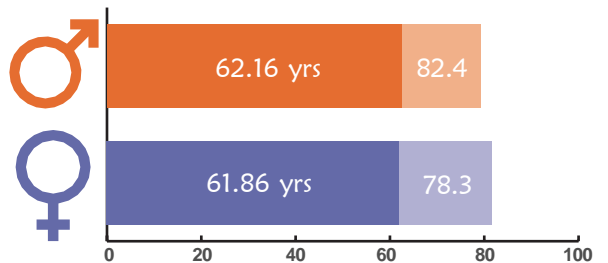


Total male population
193,290



Total female population
186,097

Healthy Life Expectancy / Life expectancy



5.2% Young people not in education, employment or training (NEET) or whose activity is not known (% of all 16-17s) (5.3% west mids, 5.5% nationally)

% of obese children aged 10-11



Coventry
25.3%



West Mids
23.9%



Nationally
21%



25.8%

Teenage (u18) conceptions (rate per 1,000 girls aged 15-17)

92

per 10,000 children looked after by the Local Authority (West mids average 85, National average 67)





Introduction

This document constitutes a position statement for Coventry Safeguarding Children's Partnership covering activity from April 2021-March 2022

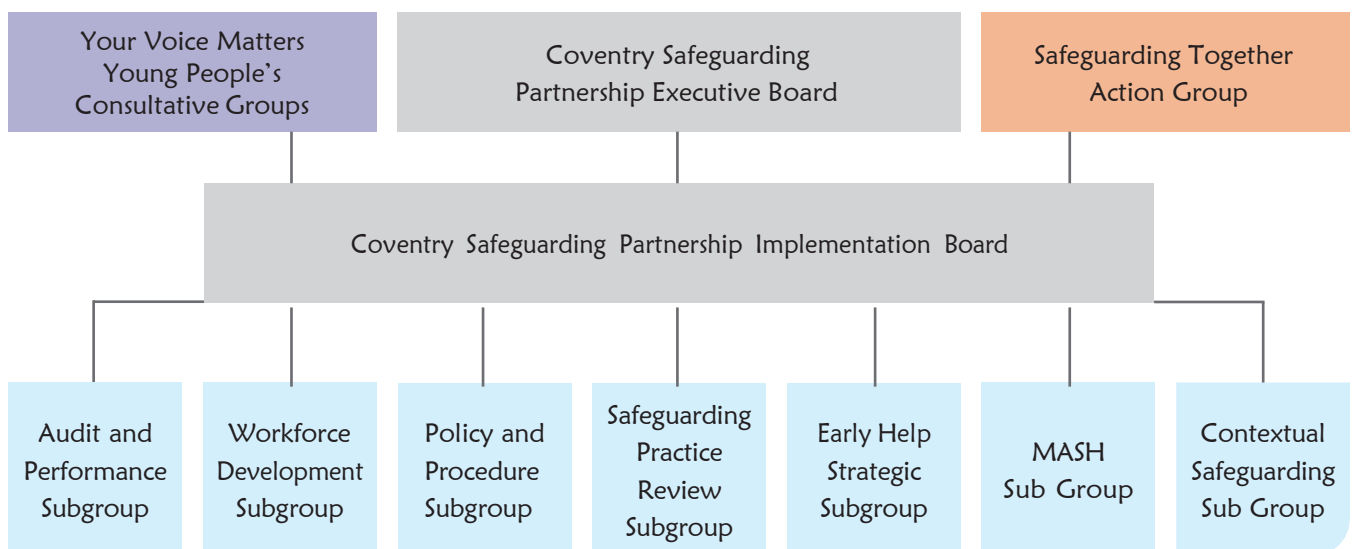
Our vision is to work in partnership to ensure that children and young people are protected from harm and neglect and that their welfare is promoted.

Our values are :

- To put children, young people and families at the heart of everything we do.
- To ensure that partners work together achieving better outcomes for children, young people and their families.
- To recognise and share examples of good practice so that these can be replicated in other areas.
- To be innovative and to try new approaches to ensure continuous improvement.
- To be open and honest about barriers that may be preventing improvement so that we can collectively agree how these may be overcome.
- To ensure that poor practice is challenged appropriately to ensure that it leads to improvements in the system.
- To ensure that children, young people and their families receive the right service, at the right time in the right way.

Coventry Safeguarding Children's Partnership benefits from strong, maturing relationships with partners which allows a greater degree of not only collaboration but challenge. The governance structure of the partnership is shown below:

The governance structure of CSCP





An Executive Group, made up of Safeguarding Partners, who want continuous improvement of safeguarding services for children and young people is in place. It meets on a monthly basis. Meeting more regularly has been instrumental in ensuring that work is progressed in a timely manner.

The CSCP has a number of sub-groups. All sub-groups report to Board in relation to progress, areas for development and those that require the support of the Board to move forwards. This ensures that Safeguarding Partners have a good understanding of the progress of work and highlights areas where blockages need to be removed or issues resolving.

The CSCP considers planned work but also responds to emerging issues, an example of this being the children in crisis audit (detailed later in this report).

In response to the Covid-19 pandemic, the partnership has used technology for meetings and other partnership activities. This has led to a greater number of partners being able to attend meetings and be more included in the partnership.

Priorities

For 2021-2022 the CSCP had 3 priorities

Neglect
Contextual safeguarding
Making the system work

Progress against priorities: Neglect

What's working well?

The CSCP has developed a Neglect toolkit which has been socialised across the partnership:-

<https://www.coventry.gov.uk/downloads/file/37790/neglect-toolkit>

The CSCP Neglect strategy 2021-2023 is embedded in practice in the West Midlands Police. It forms part of CPD refresher training for officers within Coventry.

In Coventry City Council Children's Services, the Graded Care Profile 2 (GCP2) Training programme has been established and is in place. A total of 120 people have been trained to use the tool and, as a result, are licenced GCP2 Practitioners. A dedicated GCP2 Trainer delivery cohort is in place that is made up of a range of posts across Children's Services that includes, Family Hub Workers, Family Hub Team Leaders and Supervisors, Early Help Social Workers and Social Work Team Managers. Trainer meetings are held regularly to review and evaluate training sessions and identify learning to further strengthen delivery. Following Graded Care Profile implementation there has been dip sampling of the quality of practise regarding neglect.

Work has been completed regarding the use of EHM and LCS to generate reports that identifies the number of GCP2 assessments undertaken across Coventry City Council Children's Services.

Coventry City Council Children and Family workers and Early Help practitioners provided practical support to parents and carers regarding the home environment and offer support and guidance in establishing safe routines.

Across the year the subgroup noted a downward trend in the number of children subject to Child Protection (CP) Plans and Child in Need (CIN) plans that feature neglect as a primary risk. However, this remains higher than in Q4 in the previous year. A Coventry Family Valued event called 'Turning the Curve' was held on 24 May 2022. It is anticipated that embedding this approach in Coventry and strengthening the early help and support offered to families will see a reduction in children made subject to a child protection plan and becoming looked after.

Learning culture: The Children's Safeguarding Partnership has mature systems for sharing, embedding and auditing how learning impacts on the safety and well-being of children, young people and adults with care and support needs. The CCG/ICS Safeguarding Team tailored the Primary Care protected learning time events for GP's in July 2020 and March 2021 with 400 participants joining each session virtually. These platforms offered an opportunity to share learning from safeguarding practice reviews.

West Midlands Police have invested heavily in hidden vulnerability training. There is a real focus around voice of the child and remains on the CPD agenda force wide.

Primary Care Safeguarding- The CCG commissioned Named GP for Safeguarding in all its GP Practices. The post of Children's Safeguarding Co-ordinator Training was established in 2018 to provide dedicated administrative support, with most practices having this post in place. This post is responsible for sharing information (Section 17/47 enquires; Child Protection reports; Looked after Children's health assessment). The post co-ordinates monthly multi-Disciplinary meeting. This continues to be in place.

At University Hospital Coventry and Warwickshire, the Safeguarding Team continues to ensure that neglect is incorporated into all internal safeguarding children training.

All children subject to Child Protection Plans or children in care, have an alert placed on University Hospital Coventry and Warwickshire's (UHCW) internal electronic system requesting that the allocated social worker is contacted if, for example, a child is not brought to an appointment.

Family Hubs deliver parenting intervention to children and families where neglect is a feature.

The Family Health & Lifestyle Service (FH&LS) 0-19 has commenced Clinical Rounds. This is a process where Clinical Leads go out with their staff during visits ensuring that there is appropriate senior support and oversight of case management. They scrutinise chronologies and provide robust oversight using a RAG rating system to ensure all cases are systematically reviewed. Staff are also given 1-1 clinical supervision to avoid “drift” and ensure that the outcome of interventions are monitored and there is noticeable sustained improvements.

The FH&LS 0-19 has a Vulnerable Families Team and a Domestic Abuse Lead to support families that may be struggling and need more targeted interventions.

What are we worried about?

Further work is required to ensure that learning and development is embedded.

As neglect is often difficult to identify this can be challenging for some practitioners especially if their involvement is acute such as in the Emergency Department.

South Warwickshire NHS Foundation Trust report that children’s needs are becoming more complex and this has an impact on staff.

The quality of children’s individual plans needs to be improved to support children and families where neglect is a factor.

As we have moved into an endemic with life returning to normality a new boarder risk has emerged, the cost of living crisis. All of the basics for a healthy environment for children have increased in cost, heating, fuel, food and hygiene have risen exponentially with further increases as we move through the year. This coupled with loss of employment creates the risk children suffering increasing levels of neglect.

What needs to happen?

An evaluation needs to be undertaken to review the current delivery of the GCP2 workforce development activity to evidence impact of the difference the training has had on practice and ultimately on outcomes for children.

The Safeguarding Team at UHCW to continue to offer support and guidance to staff in relation to all aspects of neglect, through supervision as well as visibility in clinical areas.

West Midlands Police have highlighted that we need to start modelling around the potential ramifications to the children around “cost of living crisis”.

TGCP2 awareness raising sessions for managers, leaders and supervisors focusing on “what good looks like” when undertaking a GCP2 assessment to be established in order to provide effective, reflective management oversight and case supervision for practitioners who are working with families using the GCP2 assessment tool.

To increase the number of GCP2 trained trainers across the service to further enhance the core training delivery group.

The role of the neglect champions to be further explored that will include GCP2 trainers and other representatives from across Children’s Services to act as leaders in practice in regard to working with children and families where neglect is a factor and, in the promotion, and use of the CSCP Neglect Toolkit.

To communicate and inform the Children’s Services’ workforce on how to record on EHM / LCS when GCP2 assessments feature as part of a child’s plan.

Contextual Safeguarding

What’s working well?

Skilled managers and practitioners within the Horizon team offer consultation and advice to practitioners across Children’s Services who are providing support and interventions with children and young people at risk of contextualised safeguarding.

West Midlands Police have now created and embedded a serious organised crime and exploitation (SOCEX) team. This is additional staffing due to national PC Uplift and is multi-faceted in terms of an intelligence, partnership and investigation response to exploitation within the city. The SOCEX team is co-located within the Broadgate Complex and work alongside the existing Horizon Team.

The Horizon team has seen a significant and sustained increase in young people at risk of child sexual abuse across all levels in the last year (primarily those deemed as low risk); but positively, there has also been an increase in children who had experienced a reduction in their risk level.

The number of missing episodes and the children involved in those episodes has reduced significantly. Positively the % of RHIs has increased to 92% in Q4 which is an upward trend that has continued year on year and is at the highest rate reported in the scorecard.

Partnership working between the Horizon Team and West Midlands Police is particularly strong. The collaborative working practices with the various aspects of the policing service, including PPU, FCID and NPUs, has strengthened the early identification and intervention offers to young people at risk of exploitation and radicalisation. This has been strengthened further by the recent partnership with SOCEX. There are plans to develop this further for the future that will consist of co-location with the Horizon Team.

The school nursing (SN) service continues to attend the Vulnerable and Missing Persons Panel to provide information of young people known to them. This is an active movement towards understanding and not attributing risk solely to parents/carers. Understanding that parents/carers may have no influence on events outside the home.

During the year, St Giles identified 24 'teachable moments' at UHCW involving children from the Coventry area.

Increased liaison between the Police Neighbourhood Team and the Horizon Team to clarify child exploitation hotspots, gang nominals and known perpetrators of child exploitation.

CCG/LA Public Health Exploitation Project Manager – September 2020 – August 2021.

The Exploitation Project Manager was hosted by the CCG to work with Public Health, CCG, Children's Services, Coventry Safeguarding Partnership and other partners to coordinate the delivery offer of services/teams within the health and social care system who are supporting or reaching those who are affected by child exploitation. The role had delivered:

- The mapping of provision including the prevention and early intervention offer
- The establishment of referral pathways
- The identification and monitoring of need and demand in the system, including the level of need across the city (e.g. risk level), by service area (e.g. Horizon Team, family hubs, service providers), demographics and unmet need
- The development of strategies for managing risk across the system by strengthening the network to effectively hold risk
- To work with Supporting Families colleagues in the local authority in relation to the clarification of the eligibility criteria encouraging the prioritisation of families affected by child sexual exploitation and gang and knife crime
- The development of the health offer to support the local authority Horizon Team
- Developing the job description of the Child Exploitation Health Navigator
- Delivering exploitation training to professionals on behalf of the Coventry Safeguarding Children's Partnership
- The identification of gaps in the system around service provision and support including prevention and early intervention
- To horizon scan and identify best practice
- Working with commissioners developing options to address gaps, including prevention, early intervention, recovery and reintegration support

The Horizon Team have developed and embedded low risk child exploitation pathway with Positive Choices. A representative from this service attends a weekly child exploitation screening tool review meeting to support in the identification of intervention offers available for children and young people identified as low risk of child exploitation.

The St Giles Trust continues to work within UHCW and liaise on a regular basis with the Safeguarding Team. Together they will identify and offer support to victims aged up to 25 years of age who may have been victims of violent crimes or be engaged in behaviour which could lead to extra familial harm.

The Horizon Team work closely with the Youth Justice Service (YJS) and over the past 12 months joint intervention and safety planning has supported the reduction of risks to young people being exploited. The Horizon Team monthly report, joint audit activity and case studies have evidenced reduction in risks.

All children and young people are referred into MASH where child exploitation is a risk factor. MASH practitioners complete the child exploitation screening tool which is submitted to the Horizon Team to review and track. Alongside this activity, MASH practitioners consult with the Horizon Team duty worker to obtain any information and or seek advice regarding the child that has been referred into the MASH. A Horizon Team representative attends MASH child exploitation strategy meetings to support in the identification and implementation of timely interventions and safety planning.

As part of the Weekly Extended Child Exploitation Multi-Agency Meeting, victims, perpetrators and locations are discussed to increase timely responses to safety planning, intervention offers and disruption tactics.

The community resolution programme has been in operation for 12 months now and continues to be successful with no reported re-offending of the young people that have taken part in the programme. This programme aims to offer an early intervention model to reduce first time entrants into the criminal justice system. The Community Resolutions Team offers an informal, flexible response to any crime reported. Without this diversion vulnerable young people may be at risk of becoming entrenched in offending behaviour. This can have a negative outcome on their wellbeing and life chances/outcomes. This programme aims to divert young people away from criminal behaviour and engage them through the right help right time model. The programme is jointly delivered by a youth worker and PCSO that are based in the Family Hubs. This approach is beneficial to the success of the programme as the young people get a true understanding of the consequences of the law and their actions without the formal punishment. The youth worker tries to understand why the young person has offended and talks through alternatives to their actions should they find themselves in similar situations. There have been 51 referrals into the programme, and only 3 of these young people have not engaged. To date none of the young people who have received support have reoffended.

The Daily Missing Triage meeting is firmly embedded with representatives from West Midlands Police, the Horizon Team, education representatives and the Health Navigator. This is a multifaceted meeting, that consists of information sharing, risk assessing and trigger/safety planning for missing children and young people.

What are we worried about?

Challenges in recruitment into the Horizon Team has impacted upon the number of children and young people receiving a direct service from dedicated practitioners within the team. Alternative means of support has been delivered via consultancy and advice to practitioners in area teams.

Significant lack of trained foster care provision for young people identified at risk of extra familial harm. Residential Care provision is limited for children needing to be looked after by the Local Authority due to extra familial harm concerns and the provision is costly if available.

The police have issued numerous Threat to Life warnings (formally Osman warnings) over the last year. Some warnings have not been communicated with the social work teams and therefore the risks have not been fully assessed or mitigated.

Within recent months there has been an increase in gang-on-gang activity within the city with firearms offences being prominent in respect of reported incidents and tensions.

The groups involved are not open to involving supportive services and the intelligence around potential tensions or intended victim is not as visible to partnership services. In this same context it is difficult to understand the driver for such tensions between these groups but a pattern of retaliation behaviour can be understood when reported.

Greater understanding from partners regarding children being identified as victims rather than perpetrators when involved in gangs and criminal exploitation is needed.

There has been significant investment in the VRU violence reduction unit (VRU) and others around youth violence. However the employment support pathways remain limited for those identified individuals.

What needs to happen?

Continue to deliver further learning and development and disseminate research and practice insights from local, regional and national work to improve practice.

Recruit and train carers specifically for children at risk of extrafamilial harm. Embed the SOCEX model within the Horizon Team that will involve co-location to enhance information sharing, reduce any communication barriers, particularly when significant incidents occur and implement timely joint intervention offers.

Increased consultation is needed prior to the issue of Threat to Life warnings to mitigate against creating further vulnerabilities for children. Development of an agreed information sharing pathway/protocol.

An evaluation of the Child Exploitation Multi Agency meeting is to be scheduled for June 2022 that will involve family feedback and the impact of the intervention (did it make a difference).

The Horizon Team scoping/restructure to be incorporated into the wider development of an adolescent strategy. This restructure will involve the child exploitation offers, edge of care, missing children and placement provisions for adolescences. The purpose of this activity is to respond to the areas of need, increased demand for services and interventions that are often misaligned. The overarching aim is to provide timely responses to children and young people at risk of exploitation and prevent them becoming looked after or first-time entrance into custody. An initial meeting has been held to begin the scoping exercise with a further meeting scheduled for the end of June.

The newly implemented SOCEX team needs to build on and improve existing working practices and identify reachable/teachable moments that the partnership can support in addressing contextual issues.

An increased awareness amongst the adult inpatient wards about extra familiar harm and contextual safeguarding as many of the 16 and 17 year-olds are admitted to those areas rather than paediatric services.

Making the system work

What's working well?

The CSCP has responded to emerging issues swiftly such as the children in crisis audit.

Most agencies maintained their compliance with child safeguarding awareness training and were at 90% or above

West Midlands Police has seen an increase in investment in staffing into the front door services such as MASH and early help. The SOCEX team is embedded to address exploitation within the city. Further uplift has been identified in supporting administration staffing in the areas of the central referral unit and the CONNECT team which helps address vulnerability and provide information reports for screening purposes.

The partnership is now seeing evidence that Signs of Safety is embedding when undertaking multi agency audit activity.

Right Help Right Time is incorporated in single agency safeguarding children training to ensure that children and families receive the right help at the right time.

The CCG is assured that its commissioned services and those it influences are maintaining the delivery of statutory safeguarding activity including participation in strategy meetings, child protection conferences, looked after children initial and review health assessments and adoption medical assessments. A Health Attendance at Strategy Meeting flow chart was devised to assist Children's Services invite the most appropriate health profession to meetings. NThis ensures compliance with WT 2018, and that health information is shared to assess and manage risk.

Looked after children: The CCG Designated Nurses produced guidance in line with the national advice from NHSE to ensure consistent service delivery across Coventry and Warwickshire. The delivery of looked after children's statutory duties has been maintained, initially being delivered virtually at the outset of April 2020, moving to hybrid offer of face to face or virtual by March 2021, determined by clinical need. Support and monitoring from the LAC Health Team of children placed out of the Coventry area or living alone or in supported housing was stepped up. There was joint partnership monitoring and support in place for foster carers with COVID-19 symptoms, those over 70 and those with a need to be shielded.

Safeguarding and Assurance: The Heads of Safeguarding have met fortnightly subsequently to share intelligence and escalate any safeguarding issues. In addition, the Head of Safeguarding has meetings with the strategic leads in health (LAC, Midwifery) and the Local Authority (Help and Protection, Children Looked After) to discuss and agree actions to address any safeguarding issues. From a CCG perspective, the Chief Nursing officer has weekly team huddles, fortnightly/monthly safeguarding huddles and the Clinical Quality Governance committee in common is furnished with monthly safeguarding reports so it is sighted on the position. The CCG provides a weekly audit report to NHS England regarding its safeguarding position from a system perspective.

Primary Care Responsibilities to Looked after Children Guidance (#RADAR): The CCG Safeguarding Team produced a piece of practice guidance to assist GPs understand their responsibilities for children in Care (CiC)/Looked after Children (LAC) and how it can respond to address unmet need, be alert to the risk of their vulnerability and proactive information sharing with other agencies. The guidance introduces the #RADAR approach to meeting these vulnerable children's health needs:

- Registration at a GP practice
- Access records
- Dedicated GP
- Assessment of health needs
- Review of health care plan and referral to meet any unmet health needs

Multi Agency Safeguarding Hub (Child Protection Referrals) - All health practitioners have remained in place working remotely to maintain business continuity.

What are we worried about?

The levels of referrals to the MASH resulting in no further action is still high.

Audit activity demonstrates that voice of the child is still variable in practice.

The cost of living crisis is likely to have a significant impact on children and families across the partnership.

Recruitment to some roles across the partnership both locally and nationally is difficult.

The lack of formal escalations into the CSCP caused some concern for partners. Although the Escalation Policy and One Minute Guide have been promoted, it was felt that further awareness raising with frontline practitioners and managers around what a formal escalation should look like is required.

The cost-of-living crisis is likely to have a significant impact on children and families across the partnership.

What needs to happen?

Work needs to be undertaken to further embed RHRT to reduce the number of referrals into the MASH that result in no further action.

The MASH subgroup continues work to identify the agency/source of referrals that result in no further action with a view to undertake some targeted RHRT training and incorporate any key themes into the training workshops.

Coventry Family valued needs to continue to embed.

Local Authority Designated Officer

The statutory guidance *Working Together to Safeguard Children 2018* sets out the requirements for all agencies providing services for children to have procedures in place for reporting and managing allegations against staff and volunteers. This is mirrored in *Keeping Children Safe in Education 2022*. This guidance highlights the need for a Local Authority Designated Officer (LADO) to oversee the process, by giving independent advice on thresholds and the other aspects of safeguarding when an allegation is made. This includes a range of measures, in consultation with the employer, including risk assessment, the use of suspension for more serious conduct matters or criminal investigations, alongside other issues including managing duty of care to the employee and proportionality to ensure the process is concluded fairly and as soon as possible.

In addition, all agencies have a duty to contact the LADO directly and make a Multi-Agency Referral Form (MARF) to the Multi-Agency Safeguarding Hub (MASH) if there is a child protection concern or an allegation made that a criminal offence may have been committed or related to a child by an individual or group of individuals holding a Position of Trust (POT).

The management of allegations service is integral to protecting children. This intrinsic part of safeguarding is conveyed and delivered throughout the LADO casework, training, and staff briefings. The LADO provides a single point of contact within Coventry Council for allegations regarding people working in the children's workforce in statutory and non-statutory organisations for those in both paid employment and volunteers who hold a POT in regulatory activity with children.

The period reported on for 21-22 in the annual report was challenging for the Coventry LADO Service given a number of changes relating to staff turnover and subsequent recruitment challenges (reflective of the national picture with several local authorities in the region having vacancies) - irrespective of this the LADO service has continued to provide an effective service with respect to managing allegations for those holding a POT across 21-22. The service has continued to be widely accessible and has provided timely responses to contacts from professionals and concerned members of the public, whether seeking advice and guidance or submitting an allegation.

The positioning of LADO within the Risk Management Team ensures effective oversight and the sharing of information internally and with external partners and organisations whilst remaining autonomous from the direct delivery of services. The Risk Management Team also includes the Safeguarding in Education Service which given the high proportion of allegations relating to the Educational Sector (44.5%) ensures joined up working and allows additional support and targeted training to be provided.

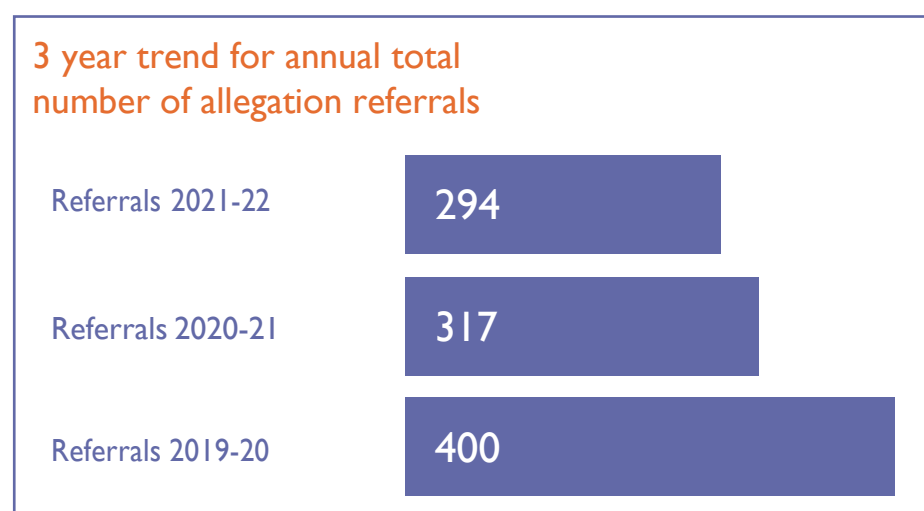
LADO training continued to take place across the year to partners and to Children's Services colleagues. Take up has been enhanced by virtual presentation with a high number of attendees this has worked well, and it is proposed this format will continue. Feedback has been positive. Training dates have been booked in for LADO training through to 2023 with partner agencies through the Safeguarding Board, directly and as part of the CPD offer in Children's Services.

By analysing National and Regional comparisons it is clear that LADO in Coventry is busy and in high demand. Improvements in efficiency have been made with the implementation of electronic record keeping on the Children's Services recording system. The associated benefits this has facilitated include timeliness, visibility, effective case management oversight and case progression. Coventry is a member of both the Regional (WMLN) and National LADO Network (NLN) forums where practice themes are discussed, and best practice shared.

Service Activity

Volume of referrals/activity, monthly demand, source and method of referral

It is difficult to draw conclusions when reviewing the volume of referrals and the pattern of workload for LADO over the past 3 years as these have been exceptional times with the impact of Covid 19, and even though lockdown restrictions were eased and then removed during the period under review, many workplaces remained working remotely or under a hybrid arrangement. This notwithstanding, the total number of LADO allegation referrals (excluding advice and guidance) for 21-22 and for the preceding two years for comparison are shown on the chart below.



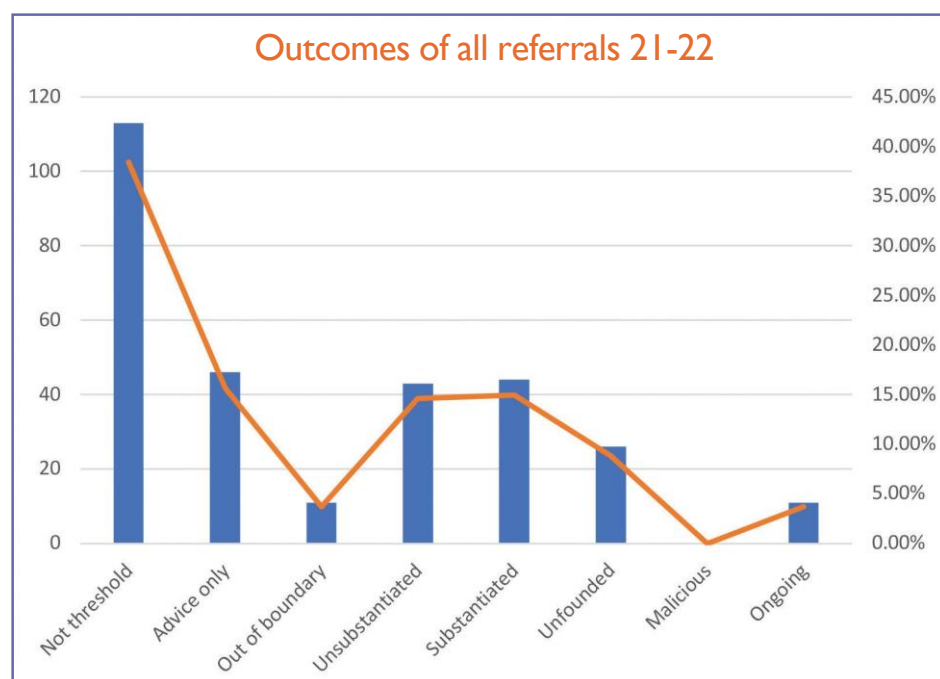
As illustrated above Coventry referrals marginally reduced with 23 less referrals being made in 21-22 versus 20-21. However, the increase in advice and guidance sought in 20-21 has increased further in 21-22, increasing from 1085 in 20-21 to 1389 in 21-22, an increase of 28.0%, whilst the number of referrals remained mainly static year on year, however, Coventry LADO has remained busy with less of a decline seen by other Local Authorities, during and post Covid, with a particularly significant increase in advice and guidance being sought.

The largest source of allegation referrals to LADO remains the social work teams across the Local Authority accounting for 31.9 % of total referrals for 20/21 and 31.3% for 21/22. The next greatest source of allegation referrals originates from educational establishments and again there is no significant change year on year in this with referrals made by the educational sector accounting for 24.0% in 20/21 and 25.5% in 21/22. Significant year on year increases in the source of referrals albeit from relatively small bases were made by both health, where referrals increased year on year by 60% from 15 referrals in 20-21 to 24 in 21-22, and police with a 21.4% increase year on year with a total of 17 referrals made in 21-22. This again indicates that awareness within these two sectors is embedded.

Another notable emerging trend is that of parents or individuals reporting concerns directly to the LADO, as for the first time in 21-22 there were 8 of these equating to 2.7% of all allegation referral, whereas none had previously been received in 20-21, indicating an increase in public awareness of the LADO role in protecting children.

Outcomes

Whenever an allegation referral is made an outcome is recorded as shown on the following graph and detailed by outcome in the narrative below.



Substantiated: is where there is enough identifiable evidence to prove the allegation. In 21-22 15% of all referral allegations had an outcome of substantiated. However, for those referrals that progressed to a POT meeting(s) to be held as reported above this was 42% indicating appropriate referrals are being progressed and providing evidence of a proportional and necessary response when referrals are subjected to the full POT process.

Unsubstantiated: this is not the same as a malicious or false allegation. It means that there is insufficient evidence to either prove or disprove the allegation; the outcome therefore does not imply guilt or innocence. In 21-22 14.6% of outcomes were unsubstantiated.

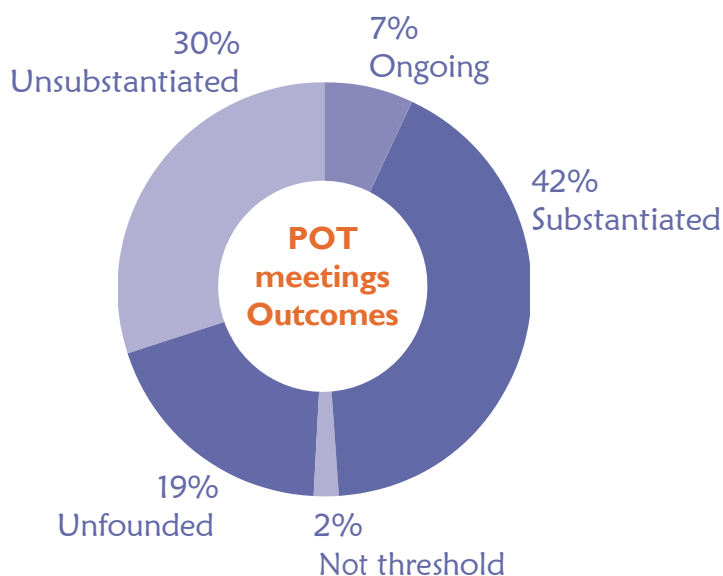
Unfounded: where there is insufficient evidence which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively, they may not have been aware of all the circumstances. In 21-22 9% of referrals had an outcome of unfounded.

Malicious: there is enough evidence to disprove the allegation and there has been a deliberate act to deceive. In 21-22 there were no outcomes which fell within this category.

Not Threshold or Advice and Guidance only: After consideration including gathering information to establish the facts an outcome of not threshold is given if harm cannot be identified caused by an individual or group of individuals. Not all referrals will meet threshold for LADO as set out under Section 2 page 5 or LADO may solely provide advice or guidance including signposting elsewhere. Of the 294 referrals made to LADO in 21-22 54% fell into these categories with 38% not meeting threshold and advice and guidance being provided for 16% of referrals.

Out of boundary: This is where the person concerned is identified as being involved in regulated activity with children and therefore holding a POT within another Local Authority who therefore will progress the referral in accordance with agreed protocols. In 21-22 3.7% of allegations were identified as falling under the responsibility of another Local Authority who managed these referrals.

Across 21-22 of the allegation referrals received a POT meeting was convened as part of managing the allegation process for 84 of the referrals. The chart below shows the outcomes for the allegations where one or more POT meeting was held with the highest proportion at 42% being a substantiated outcome.

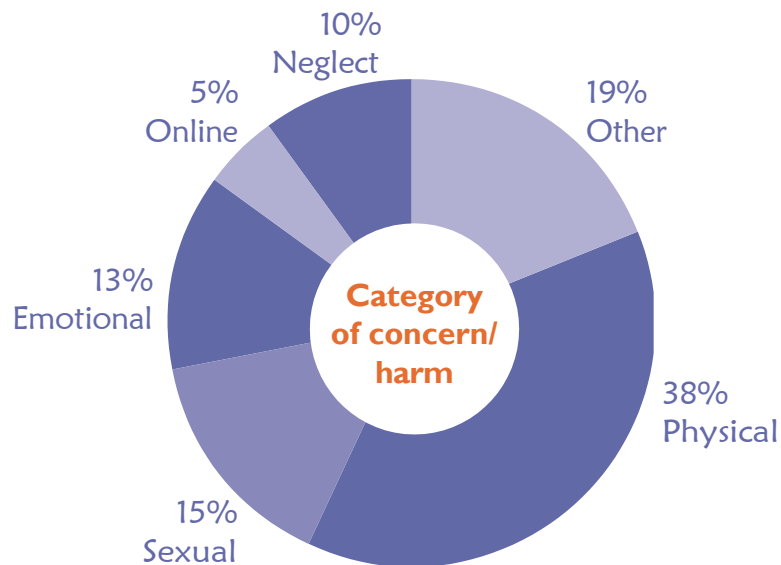


In 21-22 as a result of LADO involvement and the conclusion of the POT process 18 referrals to DBS were made in 20-21.

In addition, there were six Regulatory bodies referrals made in 21-22.

Type of Harm Analysis

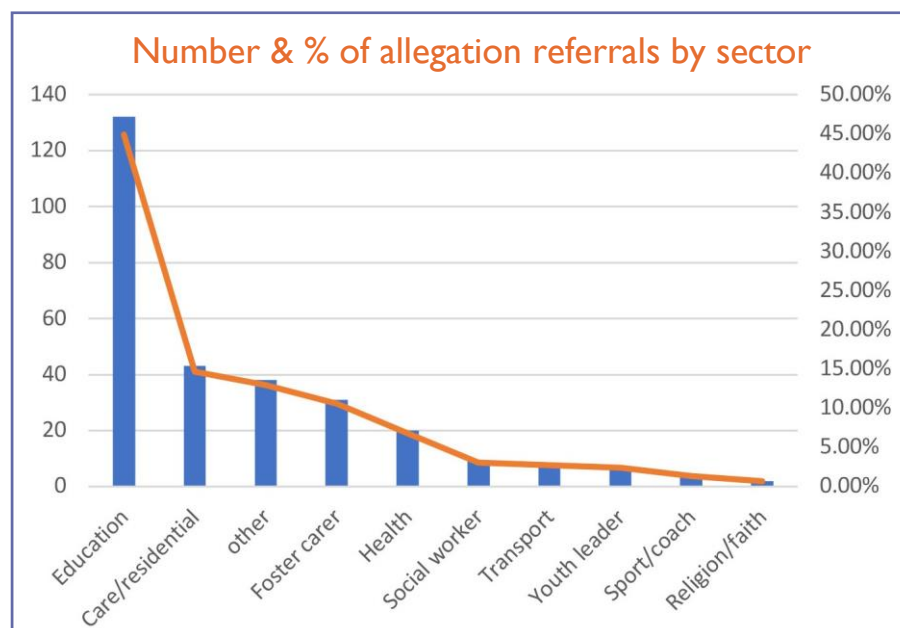
Whenever an allegation referral is made an outcome is recorded as shown on The breakdown of primary category of concern/harm for 21/22 are depicted in the chart below with physical continuing to be the largest at 38% followed by emotional harm at 19% and sexual harm at 15%. Category of harm falling under 'other' is either around suitability or reflects where allegation referrals have resulted in advice and guidance with no identified specific category of harm identified, or where the allegation does not meet threshold, such as where a referral highlights the practice of an organisation rather than a specific allegation against an individual in a POT.



There are no substantial shifts in the distribution and proportion for each category of harm for 21-22, either year on year, or when compared to the regional or national picture informed by LADOs via the Regional and NLN networks.

Allegation Referrals received by employment sector:

Referrals for allegations for each Sector are shown on the chart below:



As illustrated on the previous page, those working within a POT within the educational sector are by far the highest proportion of allegation referrals received totaling 132 referrals equating to 44.9% which represents a 10% year on year increase. Those working within the Residential care sector accounts for the next highest proportion of allegation referrals, with foster carers being the next highest. These three sectors alone representing approximately 70% of all allegation referrals.

Other significant points to note for 2021-22 include the following:

There were no referrals received with respect to police officers (versus 5 made in 20-21). Although the police have their own internal professional standards department (PSD) which has responsibility for ensuring that the Constabulary maintains and enhances its reputation and the service it provides to the public and to its staff including investigating, vetting and managing any allegations of misconduct and complaints or investigate counter-corruption activities effectively, this does not negate the role of LADO in overseeing and managing any allegations meeting the criteria for the Position of Trust process alongside the PSD.

There has been a significant increase in referrals classified and captured under the category 'transport' this consists of individuals who are predominantly employed or contracted to drive or be an escort for transporting children (predominantly to and from school) and are a combination of employed and self-employed individuals. In 20-21 there were 4 referrals which increased to 9 referrals in 21-22

The vast majority of allegation referrals remains to be for those in paid positions involving regulatory activity with children equating to 98.6% for 21-22 with only four allegation referrals equating to 1.4% relating to volunteers. There were, although still small in number, more referrals for volunteers equating to 3.8% of all referrals in 20-21.

In conclusion

The Annual Report of the Coventry LADO service has continued to operate and provide an effective service with respect to managing allegations for those holding a POT across 21-22 despite staffing challenges. The service has provided timely responses to contacts from professionals and concerned members of the public with all contacts being screened within one working day.

The service is readily accessible indicated by the breadth of organisations and individuals making referrals or seeking guidance and advice where they consider an individual or group of individuals may have:

Behaved in a way that has harmed a child or may have harmed a child.

Possibly committed a criminal offence against or related to a child.

Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Patterns and trends for referrals are regularly analysed and evaluated to identify training needs. A focus for 22-23 will be to increase awareness of the POT process within the voluntary sector and school transport by delivering targeted training as well as forging closer links with the police.



Safeguarding Practice Reviews and Rapid Reviews

The CSCP has published one Safeguarding Practice Review in 2021-2022.

Implementation Assurance Amy

The CSCP published the Safeguarding Practice Review in relation to Amy in August 2021. The full report can be found here:-

https://www.coventry.gov.uk/downloads/file/36763/amy_-_safeguarding_practice_review

This review focuses on Amy who in June 2020 disclosed that her father had sexually abused her over a period of time, dating back to the previous January. At the time of the disclosure Amy was 15 years of age. Amy's father is a Registered Sex Offender (RSO), having been convicted of a relevant offence in 2015.

Recommendation	Update
The Coventry Safeguarding Children Partnership should use this review to build on and promote the recently released partnership Sexual Abuse Strategy 2021-23.	<p>Coventry Safeguarding Children's Partnership continues to deliver the Child Sexual Abuse Strategy 2021-2023. Child sexual abuse will be a CSCP priority for 2022-2023. A child sexual abuse policy has been developed with 10 other West Midlands areas and will shortly be published in the Regional Child Protection Procedures Manual.</p> <p>Work is ongoing with partners to produce materials to raise awareness with parents, communities and professionals.</p> <p>The CSCP has agreed to multi-agency dataset for Child sexual abuse for 2022-2023 which will support the CSCP's understanding of child sexual abuse.</p> <p>The CSCP has funded the child sexual abuse leads programme in order for it to extend to partners. This training commenced in November 2021.</p>

Recommendation	Update
<p>The Coventry Safeguarding Children Partnership should review with relevant partners how child contact with Registered Sex Offenders is assessed and dealt with. This should include:</p>	
<p>A clear and agreed understanding of when a referral for assessment of a Registered Sex Offender requesting contact should be made and how that should be progressed.</p> <p>Assessments are child centred and holistic, that there is good oversight and that there are ongoing safeguarding measures built in for children and young people.</p> <p>Consideration of the use and greater awareness of the MAPPA framework.</p> <p>Joint understanding of how risk assessment is undertaken within different agencies.</p> <p>Children, young persons and families are provided with full information to allow them to make informed decisions regarding the risk.</p>	<p>West Midlands Police, Children's Services and probation have reviewed the process. Green MASH for a children and family assessment for checks to be completed as part of the assessment process and have confirmed that this is working well.</p> <p>Children's Services delivered to all staff outlining the key findings from this review and considerations for practice at the Children's Services conference.</p> <p>A presentation has been delivered to the STAG outlining the key findings for the review and considerations for practice. This has been recorded and shared with all STAG members for them to disseminate within their agencies. A One-minute guide has been created highlighting the key messages from this review.</p> <p>https://www.coventry.gov.uk/downloads/file/37023/learning-from-a-local-safeguarding-practice-review-2021-amy</p> <p>This has been shared in the CSCP newsletter.</p> <p>An awareness raising session took place attended by 42 multi agency professionals.</p>

Recommendation	Update
<p>Family time (supervised contact) is defined so that it is clear to all concerned what the expectation is.</p> <p>How the information can be shared with other professionals who have an active role in the child's life and need to be sighted on the risk.</p>	<p>A One minute Guide in relation to Supervised Contact has been created and shared across the partnership.</p> <p>https://www.coventry.gov.uk/downloads/file/38535/family-time</p>
<p>Coventry Children's Services should further promote the role of Child Sexual Abuse Lead Professional.</p>	<p>Coventry Safeguarding Children's Partnership has commissioned child sexual abuse training for 24 leads across the partnership. This training commenced in November 2021. The aim is to build confidence and competence with practitioners managing Child Sexual Abuse by developing specialist knowledge and skills with practice leads that can be disseminated across Children's Services and the partnership to drive improved multi-agency responses to child sexual abuse and risk. The result will be a multi-agency workforce with increased confidence in undertaking specialist assessments within this area of practice such as ability to protect children's assessments.</p>
<p>Where a Registered Sex Offender is the subject of prison licence conditions and a Sexual Harm Prevention Order that the National Probation Service and West Midlands Police work together to ensure that the conditions are complementary and where necessary the condition of pre-existing orders are reviewed</p>	<p>All Registered Sex Offenders are MAPPA category 1. Prior to any release from custody Probation Services, as the lead agency, must complete a MAPPA screening form which incorporates police comments. Within this process a discussion will take place regarding release planning to review restrictions and agree a risk management plan for the individual.</p> <p>Each release into the community must have management oversight to review the risk management plan (including licence conditions) prior to release, this includes checking that the MAPPA screening form is completed. Probation practitioners must also use mandatory tools designed to identify necessary and proportionate licence conditions on every custody case that they manage 6 months prior to release.</p>

Recommendation	Update
<p>The National Probation Service promotes the briefing of staff in accordance with Effective Practice briefing on Intra- familial Child Sex Abuse.</p>	<p>Briefings have been given to all Coventry probation managers and these have been disseminated in team meetings. Managers who work with new trainees and Probation Officers in Coventry are aware and continually promote the key messages in their conversations. Work is now underway to make these a permanent part of the national training offer.</p>
<p>The Coventry Safeguarding Children Partnership should review how information is shared with schools which will assist them when safeguarding and monitoring the wellbeing of students. This information will also be important when schools need to undertake vulnerability assessments for periods when children and young people may not be in school.</p>	<p>Education reviewed practice during lockdown to establish what went well, what did not go well and what needs to happen in future lockdowns.</p> <p>A process is in place between Children’s Services and schools to identify vulnerable children during periods when they may not be in schools. This includes children on CIN and CP plans but also asks schools to identify children based on wider vulnerability factors.</p> <p>The Head of SEND and Specialist Services has attended the DLS’s briefing to share the findings of this review and the importance of thinking about vulnerable children in the broadest sense.</p>

Sharing the learning from National Reviews

The CSCP shares learning from National Reviews and ensure that measures are put in place to implement any learning locally. An example of this being that following the ‘Myth of Invisible Men’ the engagement of men is a key line of enquiry in all CSCP multi agency audits and a standard element of all CSCP multi agency training.

Communicating the learning from serious incidents to the workforce

The CSCP shares learning from National Reviews and ensure that measures are put in place to implement any learning locally. An example of this being that following the ‘Myth of Invisible Men’ the engagement of men is a key line of enquiry in all CSCP multi agency audits and a standard element of all CSCP multi agency training.



Quality Assurance and Audits

Over the last year the rolling audit programme has included both statutory and thematic audits.

Vulnerable Babies Audit

Following communication from Vicky Ford, Under Secretary of State for Children and Families outlining that harm to babies under one was still the largest category of Serious Incident Notifications that they were seeing and requesting that Safeguarding Partners review the circumstances of families who had recently stepped down from a child protection plan but had a baby in the last six months, the CSCP responded quickly by completing an audit which included: babies up to 6 months old who have stepped down from Child Protection to Child in Need or Child In Need to Early Help (15 in total), babies under 9 months old who have stepped down from Child Protection to Child in Need or Child in Need to Early Help (12 in total) and babies under 9 months old who are currently on a Child Protection Plan (40 in total). The findings of this audit are outlined below:

What's working well?

Practitioners are trained and well-equipped to identify risks and vulnerabilities.

There was evidence of good multi-agency working between professionals.

Management oversight and case direction was clear, concise and decision making was timely.

The Early Help Partnership and Health Visiting Service discovered some good evidence of relationship-based practice and building trust with families.

The quality of chronologies continues to improve in most agencies.

What are we worried about?

Information sharing between key partner agencies were inconsistent and further exploration was required to understand if there are any barriers to sharing information.

'Think Family/Whole Family' approach is an area for development.

The audit identified some missed opportunities to engage with families at the earliest opportunity.

The COVID-19 pandemic has had an impact on the way practitioners are able to view and assess children and their families in their homes.

It was evident there is no risk-based, multi-agency tiered approach to safer sleep advice.

What needs to happen?

Agencies have provided the CSCP with assurance that they are promoting the think Family/Whole Family Model across their agencies.

CSCP have shared the audit findings with the Named Safeguarding Professionals in GP surgeries in relation to their role in recording information within Primary Care. A dip sample of 10 cases will also be undertaken.

CSCP has produced a One Minute Guide to help practitioners encourage families to engage in Early Help.

Partenr agencies have continued to provide the CSCP with a bi-monthly and then quarterly COVID-19 Position statement identifying any risks in the safeguarding system for escalation to the CSCP Executives.

CSCP and Warwickshire Safeguarding have produced Safer Sleep Practice Guidance for practitioners and lots of different resources to shar with families which are available on the CSCP website. The guidance and resources were launched at two virtual Safer Sleep Learning Events held on 12 July 2021 and 16 November 2021 attended by approx. 185 practitioners in total. The webinar included learning from national and local reviews, information from the Lullaby Trust on how to have opportunistic conversations and highlighted practical resources to use with families.

Children in Crisis Audit

The issue of children in mental ill health and emotional distress crisis reporting to general Paediatric Ward at University Hospital Coventry and Warwickshire was raised with the CSCP Executive Group. In response an audit was undertaken to explore the pathway available to children and young people, prior to admission to the Ward, in Coventry. The audit consisted of agencies audited a cohort of 10 children against an agreed template, a series of targeted practitioner interviews, a Young People's Engagement Event and a multi-agency panel to triangulate the findings. The findings are shown below:

What's working well?

The 24-hour Crisis Helpline launched during the pandemic by the Rise Crisis Team.

The CAMHS Acute Liaison Team consistently met their targets ensuring children are assessed within 24 hours of receiving a referral.

There was evidence of good case management.

Key relationships are important to children and young people - practitioners who buld relationships with the child are often able to get to the crux of their issues and offer them the appropriate support.

It was positive to see evidence of the child's voice being heard and used to informa assessments and decisions.

Effective MDT meetings taken place. The eating disorder referral and triage pathway is currently working well.

What are we worried about?

Collaborative working - there needs to be better communication between agencies, particular with Education.

It was evident there had been some missed opportunities by some agencies to intervene earlier.

Family dynamics, such as parental conflict has a detrimental impact on the mental health and wellbeing of children and young people.

Attachment-based work with children to help them understand their journey and experience is an area for development.

Although we identified that the Eating Disorder referral and triage pathway is working well, there are staffing issues within the Eating Disorder Team to meet the increased demand.

Diagnosis can sometimes be a barrier to support, and the focus needs to be on interventions and reasonable.

There is a shortage of Tier 4 placements both locally and nationally for children experiencing an acute mental health crisis.

What needs to happen?

Communication Strategy to promote message around mental health resources for.

Upskill, demystify and increase knowledge and understanding amongst professionals in schools.

Practitioners to consistency ensure they are hearing and recording the views, thoughts and feelings of the child or young person and using this to influence their decision making.

CSCP Your Voice Matters to gain the views and ideas of children and young people about what works well for them in terms of support for their emotional wellbeing.

A self-assessment/evaluation with schools in relation to their response to children and young people with mental health illness and emotional distress.

Strengthen the intelligence and understanding amongst professionals across all agencies of the Transforming Care Pathway.

Promotion of the 'Reducing Parental Conflict' training sessions.

Raise awareness of the importance of early identification and intervention with children and young people with mental ill health.

Neglect Audit

The purpose of this audit was to provide an evidenced based assessment of the strengths and areas for development of the partnership approach to working with children who experience neglect. 12 children were selected from a cohort of children experiencing or at risk of neglect who were receiving early help, were identified as children in need, were subject to a child protection plan and children looked after. The cohort was selected from cases that had been open to Coventry Children's Services since May 2021. The audit consisted of observations of practice, an agreed audit template completed by partners and an audit panel. The Children's Champion also reviewed the case file audits that related to the Voice of the Child KLOE and provided her expert analysis of the submissions.

What's working well?

Primary Care have invested heavily into their safeguarding assurance arrangements and the positive direction of travel in relation to safeguarding. Including neglect, within this service was apparent in their audit.

Early warning signs of abuse and neglect were identified followed by a timely appropriate response.

Evidence of good assessments taking place with a focus on understanding the child's lived experience.

The right agencies were involved in the process, were sharing relevant information and contributing to multi-agency meetings.

Children's Services and some health partners were able to provide good evidence of children in this cohort having a consistent worker.

What are we worried about?

The variation in the quality of chronologies was a feature in this audit.

CIN plans were not always SMART.

Some inconsistency in practice and approach to management oversight and supervision.

Contingency planning was identified as an area for development.

Practitioners need to be more professionally curious when trying to establish the root cause of the presenting issue for a family.

Communication between agencies is important and needs to be strengthened to ensure that information relating to CIN and Early Help plans is consistently shared with partners.

There were some cases where issues of diversity were not identified or recorded.

COVID-19 has impacted the way health partners assess families within the family home.

There were very few cases in the audit where fathers were involved in assessments, plans and interventions.

What needs to happen?

All Children's Services plans to be consistently SMART with specific timescales and include contingency plans.

Management oversight and supervision of practitioners to consistently use the Signs of Safety framework in the analysis of risk to mitigate any drift or delay.

CSCP's One Minute Guide on professional curiosity to be promoted across the partnership.

Strengthen the communication pathways to between key partner agencies in relation to Child In Need Plans and Early help.

All partners to ensure to that diversity factors are identified, recorded and addressed in assessments and plans.

Agencies to continue to review their position and service delivery in line with any restrictions related to COVID-19.

All agencies need to ensure they involve fathers and significant males in assessments and interventions - Coventry Family Valued and work within GP practices should help support this work.

Section 175/157 Schools Safeguarding Audit

The CSCP undertakes an annual assessment of all schools in Coventry. This self-assessment reviews the effectiveness of the arrangements for safeguarding children in relation to their duties under S157 and S175 Education Act 2002, Keeping Children Safe in Education 2021 (KCSIE) and Working Together 2018. The 2021 audit took place during a time of extraordinary pressure on schools due to the ongoing Covid-19 pandemic and associated lockdown restrictions. Schools faced unprecedented challenges and disruption to the education of children and young people. Periods of school closures meant that schools were unable to carry out their normal activities to support children's learning and wellbeing and were instead attempting to provide learning activities for pupils at home.



99% of schools (123 out of 124) completed the audit this year and there were some clear areas of outstanding performance with 100% of schools in Coventry self-assessing themselves as either Grade 1 (Outstanding) or Grade 2 (Good) in relation to their safeguarding arrangements. The average grade for all schools combined was Grade 1 indicating that any identified areas for development were viewed within the context of overall high levels of performance by schools which offered a good level of assurance to the Partnership.

The key recommendations from this audit are summarised below:

- Schools should ensure that all staff have completed the Early Help Assessment training and understand their role in the Early Help process. The number of Early Help Assessments completed by schools on EHM will be monitored via the Children's Services Early Help Team and reported on a quarterly basis to the Early Help Strategic Partnership.
- The Safeguarding in Education Advisor should ensure the recommendation from last year's audit is taken forward and set a clear expectation of frequency for the governor (or equivalent) responsible for safeguarding meeting with the DSL for supervision and checking the SCR every half term.
- Feedback to the DSL group should include the good practice and areas for development identified within this audit, highlight the progress made since last year and an emphasis on the importance of all schools completing this statutory audit in 2022.
- The names of the 22 schools who self-assessed as Requires Improvement or Inadequate in relation to the Prevent Toolkit have been passed on to the Prevent Co-ordinator to take forward and those identified schools should ensure that someone from their SMT has attended a Prevent toolkit workshop and have received the toolkit. The school should also ensure they have accessed training delivered by the Prevent Team in order to meet their requirements under the Prevent Duty.

Covid-19 Position Statements

Coventry Safeguarding Children's Partnership (CSCP) requested information from partners across the city and produced bi-monthly, and then quarterly, position statements throughout 2021-2022. This has given Coventry Safeguarding Children's Partnership oversight and assurance of the safeguarding system during the covid-19 pandemic and has also allowed the partnership to identify and respond to emerging needs and issues.



Training

The CSCP deliver a programme of specialist multi-agency training and development. This has been developed utilising support and co-facilitation from partners and agencies.

Course title	Attendee Total
RHRT Workshop	191
SOS 2 day	209
SOS 1 day	123
SOS 1/2 day	15
SOS 3 day	8
SOS Safety planning	52
SOS Life Long Links	34
SOS Family networking	38
SOS danger statements	5
Management of allegations	117
Contextual SG webinar	21
L3 Domestic Abuse	63
L1 - Introduction to Safeguarding Children	70
L3 Emotional abuse	39
Self-harm Workshop	45
L3 Effective Supervision	14
L3 Fabricated Illness	32
L2 Working Together to Safeguard Children	95
L3 -Forced Marriage	29
L3 Sexual Abusers	18
FGM	32
Learning Events	657

Evaluating Impact

Following last year's S11 Audit, it was highlighted that there was a weakness in relation to using the Voice of the Child to inform service provision. Our multi-agency training programme is regularly evaluated to ensure that the impact on practice is understood. The evaluation includes an analysis of three-month post course feedback, specifically linked to impact on practice and evidence of how training has resulted in better outcomes for children. Two courses were evaluated to review impact.

Course	Domestic Abuse	Effective Supervision
General Comments	<p>"It was a very informative presentation and will support our role more in the community"</p> <p>"The training was brilliant! The stats were alarming and made me reflect how common this is and how vigilant one has to be when making contact with service users"</p>	<p>"Very well delivered. Reflective and engaging"</p> <p>"This course has been invaluable in supporting my supervision expertise, I will most definitely be encouraging others to attend"</p>
Evidence of Impact	<p>"Recently had an issue with a staff member who discussed an issue with her partner during a 1:1 – DASH form was completed at the time but this has made me more aware"</p>	<p>"Has given me knowledge to now support my colleagues and offer (hopefully) effective safeguarding supervision to clinical staff"</p>



Your Voice Matters

The Coventry Safeguarding Children Partnership holds a Your Voice Matters (YVM) Session once a quarter to gauge the opinions and ideas of young people, asking them where they feel safe, unsafe and questioning them on certain themes.

The cohort for the past year has been:

- Grace Academy school - 8 students, 2 from each year group from year 7 to 10
- Positive Youth Foundation – 12 girls / young women aged 13-20 years old
- Sherbourne Fields – 21 Primary Age Young People, 18 Secondary / Sixth Formers
- Woodside Family Hub – 8 young people, mixed age
- Lyng Hall School – 15 students aged 11 to 15.

Sessions typically comprise an icebreaker, group activity and honestly section. Young people are made aware that should they raise any child protection issues that we have a duty to inform the relevant agencies.

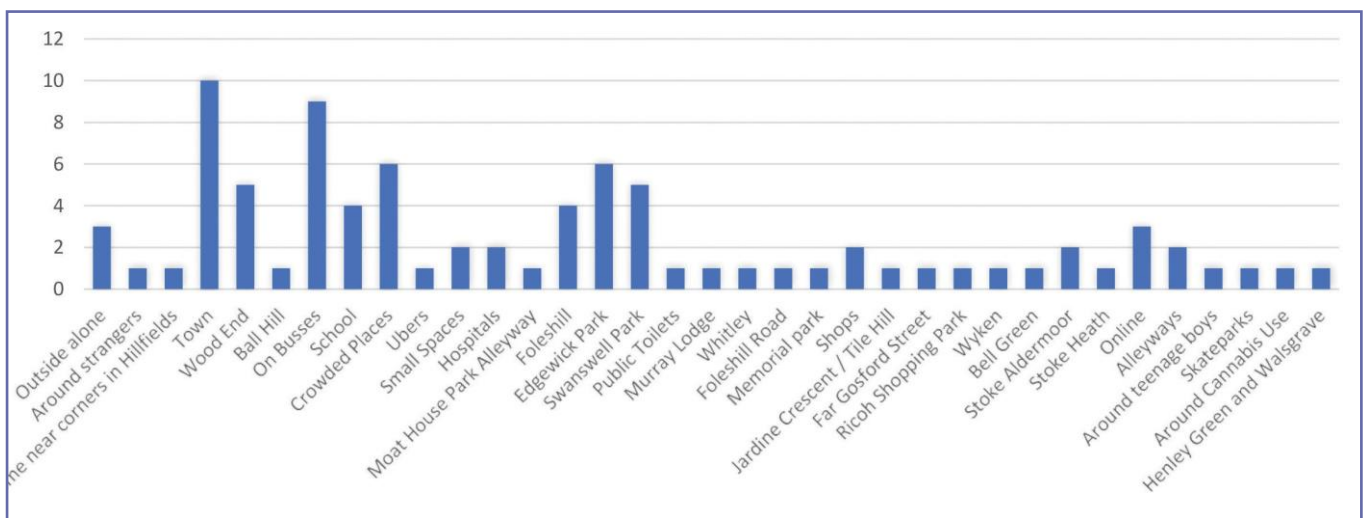
Feedback

The CSCP has collated feedback from the past year into the following areas:

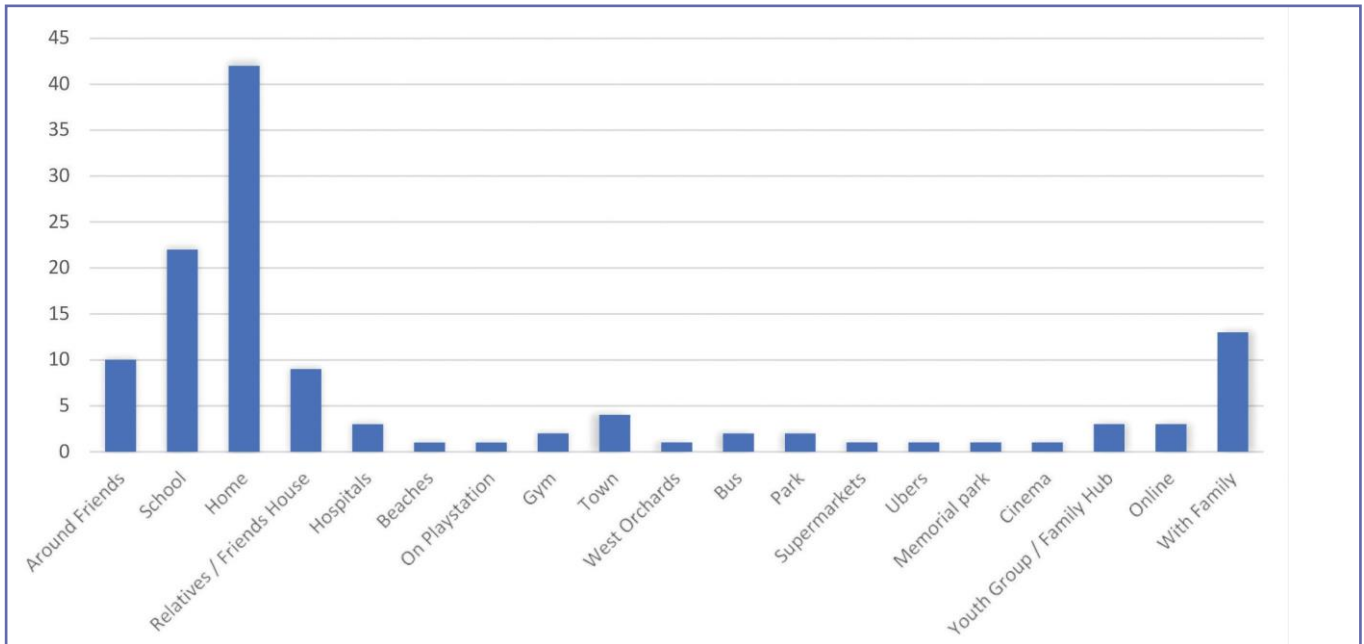
Coventry Safeguarding Children's Partnership - position Statement June 2022

Feeling safe in the city

Where do you feel the least safe?

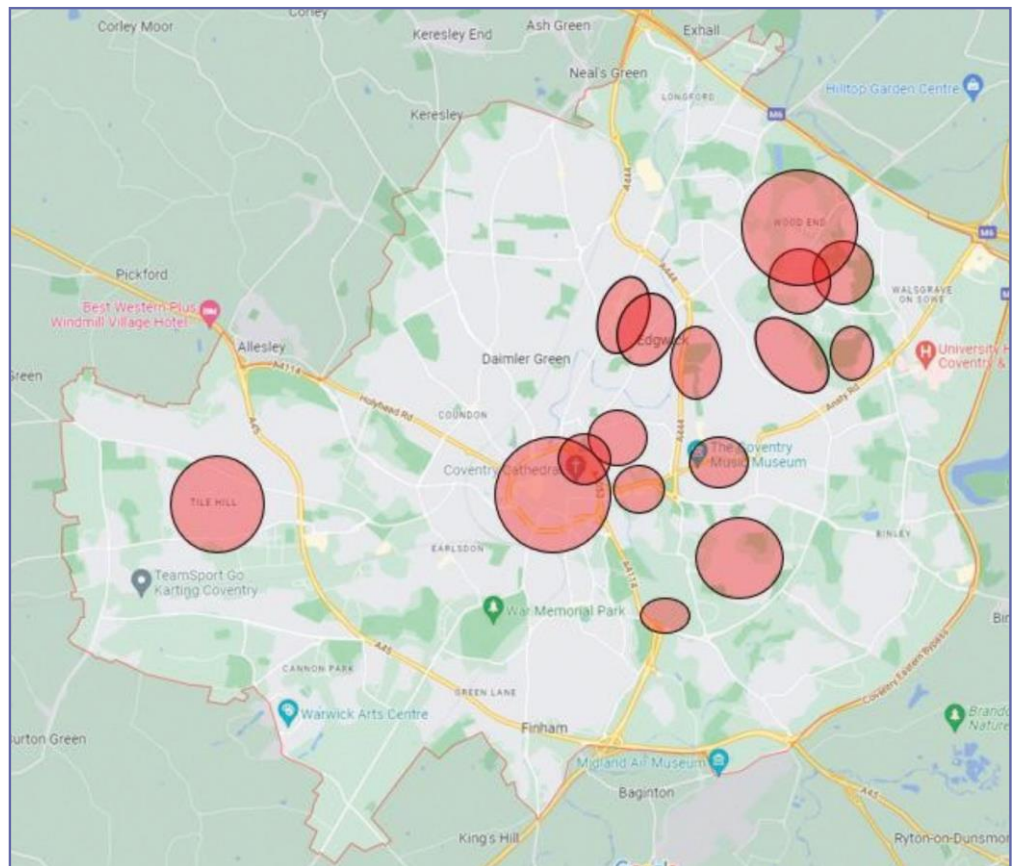


Where do you feel the most safe?



(Please note that some young people selected multiple answers)

This map plots the areas where young people said they felt unsafe in the city.



Public Transport remains a key area where young people feel unsafe. Discussions included behaviour of their peers while waiting at bus stops and anti-social behaviour on buses involving litter such as cans and broken bottles being thrown and kicked around the bus. Students feel there are too many blind spots from cameras on buses and a lone driver is too preoccupied to address issues. Their feedback included suggesting an attendant be present to address these issues and ensuring the cameras cover all areas of the bus, especially those areas out of sight.

Ubers were discussed as a source of anxiety and feeling unsafe, and perhaps more work needs to be done to highlight the apps safety features and procedures. They also mentioned that while hospital staff were supportive, they felt somewhat uneasy in Hospitals with no safe space for them.

Young people wanted more visible CCTV in the city centre to help them feel safer, and more well-lit alleyways.

The groups were asked which social media platforms they used, with Tiktok, Roblox, Youtube and Instagram being the most popular mentioned and Discord being highlighted as increasing in use.

Young people reported receiving negative comments and private messages either personally or being sent to someone in their peer group. These incidents were derogatory comments on social media posts from peers and one case of private messages from a stranger online. The current process of dealing with this was to block the user and highlighted developing features of filtering out harmful words in the Instagram comment section so they no longer appear.

What the young people are not currently doing is taking the next step and reporting the messages and accounts. This is because they feel that reporting does not work, and no action is taken. It was emphasised that results may happen but may not be visible to them and reporting outside of social media apps were highlighted such as via the CEOP site and Fearless. Anonymity in reporting was of particular interest and appealed to them. Young people were comfortable telling their parents, teacher or the police about any incidents although worries were raised that raised that telling others may make the issue worse or remove control.

They said, we did...

The CCSP values this rich feedback from young people and recognises the importance of using the information to drive improvements. As a result of what they young people tell us we have:

- Visited the Safer Travel Partnership in Birmingham who have informed us that there are CCTV cameras on buses throughout the West Midlands which can be directed and monitored should they receive any report of anti-social behaviour. This has been shared with young people.
- Linked in with the Head of transport in Coventry and a scheme is underway to develop QR codes for young people to scan and report a crime as suggested by Coventry young people.
- Set up a Task and Finish Group to look at how reports of online bullying/harassment can best be responded to in school.



Engagement with frontline practitioners

Engagement with frontline practitioners is a priority for CSCP as it is recognised that it is vital for learning to reach the frontline in order for there to be a positive impact for children, young people and their families. The CSCP utilises a number of methods to engage frontline practitioners in the work of the CSCP.

Engagement with Schools

The CSCP has strong relationships with Schools. Designated Safeguarding Lead (DSL) briefing sessions are held quarterly with meetings regularly having 150 plus attendees from across nurseries, primary, secondary education as well as colleges. The main purpose of the briefings is to deliver updated safeguarding legislation and guidance updates, whilst also raising awareness of support that is available not only in Coventry but nationally. Speakers who have attended during this academic year include Coventry Local Authority (Coventry Safeguarding Children's Partnership, Violence Reduction Team, Social Care Operational Leads, Early Help and the MASH) and charity sectors (NSPCC, Coventry Haven and Youth work).

STAG

The Coventry Safeguarding Children Partnership hold a frontline practitioner forum called the Safeguarding Together Action Group (STAG).

The STAG's purpose is to bring people together in a new way to safeguard children across the partnership. There are currently 181 members across over 100 agencies, some of which have never worked directly with the Safeguarding Children Partnership before.

The discussion topics in the STAG fall mainly into the below categories:

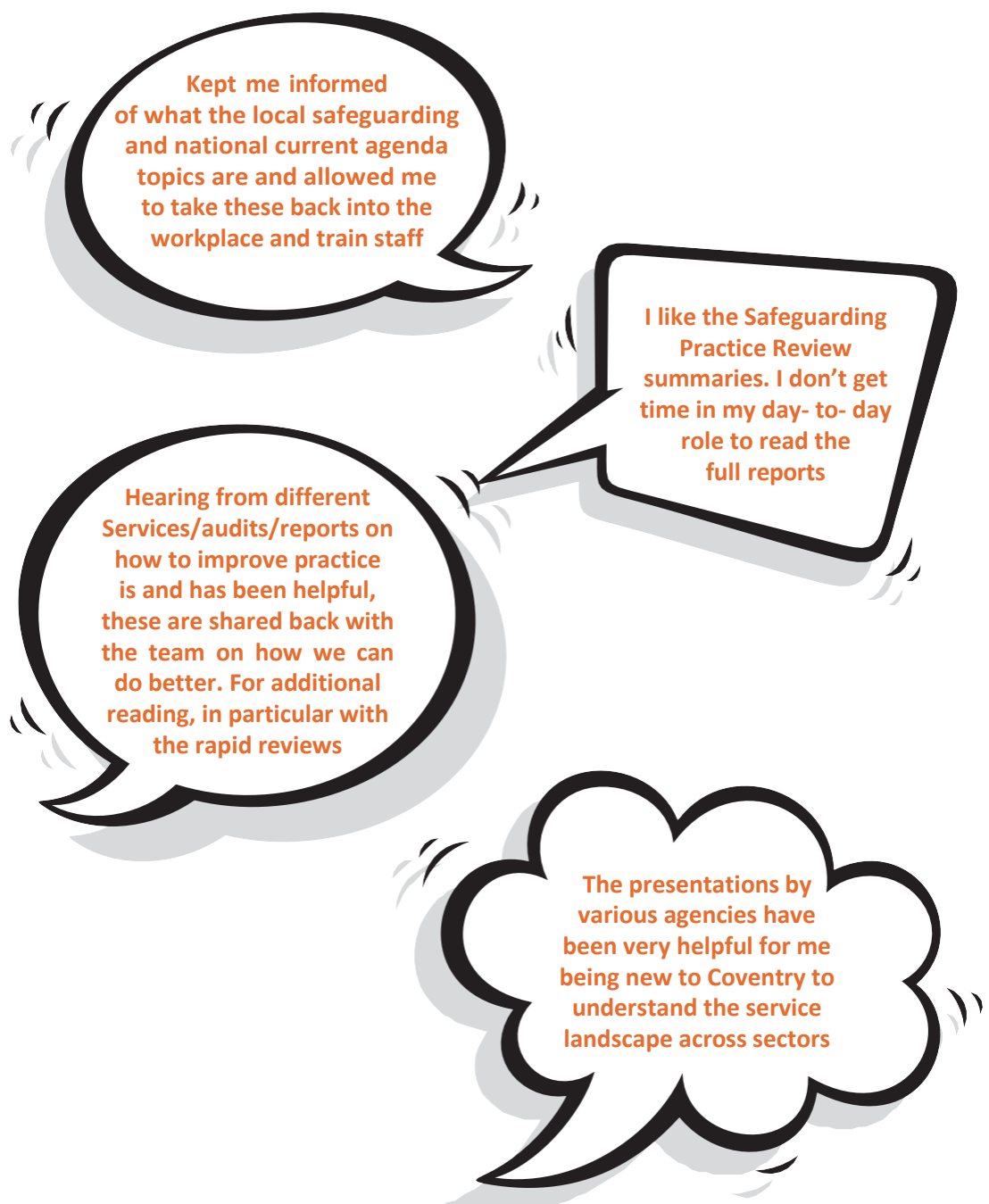
- To share information from Safeguarding Practice Reviews, audits and national learning so that information can reach front line professionals more effectively.
- To ensure that professionals are kept up to date with emerging safeguarding issues across the City.
- To help cross-agency working
- To look at the effects of action on front line practice
- To increase awareness of new policy and procedures
- To identify emerging safeguarding issues

Organisations are invited to put forwards speakers, presentations and items that are of interest to the forum members. Partnership updates are also shared via the Forums mailing list.

Meetings have taken place once a quarter over the past year, covering actions recommended in rapid reviews and topics recommended by members. This included: An overview of services available to pregnant young people (with a focus on care leavers); Adolescent neglect; Learning from National Panel report on the Myth of Invisible men; Prevent; and sharing learning from Serious Case Reviews.

The forum has adapted in innovative ways to maintain communication and discussions with partners, utilising chat functions and virtual polling software to obtain feedback on the forum, current safeguarding concerns and what members would like to see in future meetings. Meetings continue to be recorded and shared with members so they can be used in training sessions and by members unable to attend.

Members were asked what they thought of the group and the feedback received was very positive, highlighting a good mix of participants, excellent levels of debate and a good environment to share understanding, specialisms, and best practice. Feedback has been taken on board and meetings have been shortened and more practical, operational examples and case studies have been included in presentations.



Newsletter

The CSCP newsletter is sent out on a quarterly basis and contains a breadth of useful and timely information; ranging from the most recent One Minute Guides, highlighting campaigns and awareness weeks such as Safer Sleeping Week, promoting tools to help day-to-day practice such as the Child Exploitation Indicator Tool and signposting upcoming webinars, training and learning events. The newsletter has 2115 subscribers who are able to access further information through web links throughout the newsletter. Newsletters are published on the website and can be found here:-

<https://www.coventry.gov.uk/coventry-local-safeguarding-children-board/newsletters>

Resources

The CSCP recognises that frontline practitioners have a range of learning styles and often have busy daily roles which necessitates resources being developed that are informative and concise and suit a variety of learning styles. The CSCP has developed one-minute guides

https://www.coventry.gov.uk/downloads/file/34711/difficult-conversations-with-children_podcasts https://www.coventry.gov.uk/downloads/file/33979/messages_from_a_sudi_review

and webinars <https://www.youtube.com/watch?v=obnWzwNFAxs>

The CSCP will be developing TEDtalks across 2022-2023.

The CSCP is also conscious that resources from reviews can at times be delivered to partners in a disparate way and has therefore developed an infographic that allows partners to access all of the resource in one place.-

<https://www.coventry.gov.uk/downloads/file/38427/matt-action-plan-resources>

Practitioner events

Practitioner events are routinely held for all Safeguarding Practice Reviews to ensure that the views of practitioners are considered as part of the review. An area for development in 2022-2023 is Practitioner Implementation panels to ensure that practitioners co-produce and own the smart actions that are identified in relation to the recommendations.

Kantar review

The CSCP undertook a benchmarking exercise in relation to the Kantar Review - An examination of partnership working following multi-agency reforms. This provided the CSCP with a level of assurance that effective processes were in place. It did highlight an area for development as intra agency communication and to address this the CSCP team will be undertaking a roadshow to frontline teams in the Autumn to raise awareness in relation to the work of the CSCP and how practitioners can engage with us.

Safer sleeping learning event

Following recommendations within the Matt Safeguarding Practice Review, and following the National Review 'Out of Routine' work was undertaken to upskill practitioners and raise awareness in relation to safer sleeping. The Coventry Safeguarding Children's Partnership, working with the Warwickshire Safeguarding Partnership, produced a **Safer Sleeping Guide for Practitioners** as well as a **quick reference card**. These resources were produced with the intention of being used by all professionals who come into contact with families and are now hosted on a dedicated safer sleeping page.

To launch these resources, a learning event was held titled: Safer Sleeping is Everyone's Responsibility. This webinar included learning from National and Local reviews, information from the Lullaby Trust on how to have opportunistic conversations and highlighted practical resources to use with families including the Safer Sleeping Practitioner Guidance. 141 practitioners attended the event in July 2021, and the webinar was repeated in November 2021 where 45 practitioners attended. The event was also recorded and shared across the partnership via email and the partnership newsletter.

<https://www.coventry.gov.uk/coventry-local-safeguarding-children-board/safe-sleeping>



Business Plan 2022-2023

The Coventry Safeguarding Children's Partnership Business Plan is based upon 3 priority areas as determined by the Coventry Safeguarding Children's Partnership Executive Group:

- Child Sexual Abuse
- Exploitation
- Making the system work

Action	Target Date	Lead	RAG Rating	Progress
Priority 1 - Child Sexual Abuse				
Develop an awareness campaign for parents and communities highlighting the risks of CSA, the importance of healthy relationships, the signs and indicators of concerning sexual behaviour and the signs that a child or young person may be at risk.	September 2022	CSA Task and Finish Group		
Work with schools, nurseries and health agencies to raise awareness around healthy relationships and protective behaviours.	September 2022	CSA Task and Finish Group		
Raise awareness across the partnership in respect of how known offenders are managed in the community.	September 2022	Head of Probation Service/ CSCP Business Manager		
Seek assurance from partners that soft intelligence in respect to potential perpetrators is used and innovative solutions are sought to manage these individuals.	June 2022	DCI Public Protection		
Develop a local child sexual abuse profile to better understand the local picture.	March 2022	Audit and Performance Sub-group		
Develop a Child Sexual abuse policy.	June 2022	CSCP Business Manager		
Undertake awareness raising activity so that children and young people understand safe ways to disclose and what will happen when they do disclose.	September 2022	CSA Task and Finish Group		

Develop a network of CSA Champions to provide support to the wider network.	March 2022	LA Principal Social Worker		
Review the workforce development offer in relation to CSA so that practitioners have access to resources and training to equip them with the skills to provide effective, timely and appropriate responses to children at risk of or abused through CSA.	June 2022	Workforce Development Sub-group		
Develop resources to support practitioners to work with the non-abusing parent. These resources will signpost parents to sources of support but will also assist practitioners in considering whether the parent is able to be a protective factor.	June 2022	CSA Task and Finish Group		
Develop mapping guidance for practitioners to ensure that all affected children and young people are considered.	June 2022	Exploitation Sub-group		
Understand the local offer in relation to trauma informed services and appropriate therapeutic support and raise awareness of these pathways across the partnership.	June 2022	Exploitation Sub-group		
Make Child Sexual abuse the focus of the CSCP conference.	Dec 2022	Workforce Development Sub-group		
CSCP to undertake a case file audit of CSA cases to assess the effectiveness of partnership working.	June 2022	Audit and Performance Sub-group		

Action	Target Date	Lead	RAG Rating	Progress
Priority I - Exploitation				
The Child Exploitation Strategy to be reviewed and refreshed.	September 2022	Exploitation Sub-group		
All agencies to review their processes for recording both Child exploitation and child sexual exploitation.	June 2022	Exploitation Sub-group		
Develop a comprehensive Child Exploitation and Child Sexual Exploitation dataset to include data on victims, offenders and locations. This will include age, gender, disability and ethnicity.	June 2022	Audit and Performance Sub-group		
An awareness raising campaign to be developed including children and young people, parents, communities and businesses.	December 2022	Exploitation Sub-group		
Increase understanding of networks and to be assured that processes are in place to identify networks.	September 2022	Exploitation Sub-group		
CSCP to create a culture whereby victim blaming is challenged.	June 2022	Exploitation Sub-group		
CSCP to monitor the completion rate of return home interviews.	June 2022	Audit and Performance Sub-group		
Promote the importance of return home interviews being timely and effective and the information gleaned from them being used in safety planning.	September 2022	Exploitation Sub-group		

Review the screening tool to ensure that it is a holistic assessment that focuses on the child's needs.	June 2022	Exploitation Sub-group		
CSCP to scope out workforce development activity in relation to trauma informed practice and develop training/ workforce development materials to fill any gaps.	December 2022	Exploitation Sub-group		
Promote the use of disruption techniques.	December 2022	Workforce Development Sub-group		
Consider vulnerable groups when identifying areas for targeted work to include areas of deprivation, children with disabilities, care leavers and children who are permanently excluded from education.	December 2022	Exploitation Sub-group		
CSCP to review it's multi agency Exploitation meetings to support the promotion of two-way information sharing across agencies.	June 2022	Exploitation Sub-group		
An audit to be undertaken to assess the effectiveness of partnership working in relation to child sexual exploitation.	December 2022	Audit and Performance Sub-group		
A learning review to be undertaken, using the rapid review methodology, in relation to a Child Exploitation case.	March 2023	Audit and Performance Sub-group		

Action	Target Date	Lead	RAG Rating	Progress
Priority 1 - Making the System Work				
CSCP to ensure that learning from National, Regional and Local reviews is disseminated to frontline practitioners.	March 2023	Business Manager/ Workforce Sub-group		
Continue to deliver RHRHT and monitor attendance.	June 2022	Workforce Development Sub-group		
Monitor multi-agency Signs of Safety training to ensure all partners are identified and attend.	June 2022	Workforce Development Sub-group		
To continue to develop YVM to seek children's views as to whether safeguarding work is child centred.	March 2023	Business Manager		
CSCP to raise awareness of escalation procedures and monitor whether they are being implemented.	June 2022	Audit and Performance Sub-group		
CSCP to promote the need for practitioners to understand what the child's daily life is like, to use innovative methods to seek the child's views and to ensure that they are visible within case planning.	December 2022	Workforce Development Sub-group		
CSCP to support the implementation of the Coventry Valued approach.	March 2023	Workforce Development Sub-group		
CSCP to deliver a multi agency safeguarding training programme	March 2023	Workforce Development Sub-group		
CSCP to maintain accurate position statements.	March 2023	QA Manager		



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Coventry City Council

Briefing note

To: Education and Children's Services Scrutiny Board
Date 09 February 2023

Subject: Coventry Education Performance 2022

1 Purpose of the Note

1.1 To update members on Coventry's 2022 performance on the following:

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

1.2 Refer to Section 4 for commentary, and Appendix 1 for the data.

1.3 Published data in relation to the performance of vulnerable groups (e.g. disadvantaged, SEN) is not yet available at local and regional level. Headline attainment data (2022) for males and females has been provided in Appendix 1.

1.4 This report includes published data available through government sources. For operational and planning purposes the Local Authority (LA) also use NCER Nexus and FFT Aspire, which are used by the majority of Local Authorities for data analysis. This enables further in-depth analysis but is not quoted in this report as regional and national comparisons may not represent the total cohort.

2 Recommendations

2.1 Members have been provided with the information to give them an opportunity to comment and/or raise questions.

2.2 The Education and Children's Service Scrutiny Board are recommended to identify any recommendations for the appropriate Cabinet Member

3 School accountability information

- 3.1 All data is currently provisional and does not take account of amendments to data made by schools. Notwithstanding, significant changes in the data are not expected at this stage. We are expecting further data updates in February. National and statistical neighbour averages are included where available. Regional averages are included where statistical neighbour information is not available. A list of Coventry's statistical neighbours are included in Appendix 2.
- 3.2 The Department for Education (DfE) has been clear that all users of educational school performance data need to consider the data alongside a range of other information about the school and its individual circumstances, for example by speaking to the school directly, and that conclusions should not be drawn based on a single piece of data alone.
- 3.3 This is particularly important in relation to the data for 2021/22, as a school's performance may be affected by the uneven impact of the pandemic on pupils and schools, and so data needs to be used more cautiously. In recognition of this the government have removed comparison tables and other functionality for Key Stage 2 which allows users to directly compare providers. The DfE are also strongly discouraging users of data from drawing conclusions based on direct comparisons with performance data from earlier years and advises caution when comparing a school's performance with national or LA averages.
- 3.4 The normal suite of Key Stage 2 accountability measures at school and Multi Academy Trust (MAT) level have been produced and shared securely with primary schools, academy trusts and LAs to inform school improvement discussions.
- 3.5 Disruption to early years provision and the limiting of social contact with peers during the pandemic is likely to have affected EYFS assessment outcomes. In addition, decreases nationally have been seen between 2018/19 and 2021/22 in attainment for the phonics screening check, key stage 1 national curriculum assessments, and key stage 2 national curriculum assessments.
- 3.6 With GCSE, A Level and technical qualifications 'normal' assessments resumed in the 2021/22 academic year. The DfE has published data about exam results in a school or college, for transparency and as a starting point to support parents and students when choosing schools or post-16 institutions.
- 3.7 Ofsted inspectors will use 2022 outcomes cautiously and 2021/22 data will only be used to inform discussion with schools about pupil outcomes. No judgements will be made on the basis of the 2021/22 data alone.

4 Background/context

- 4.1 The vision of the Coventry Education Partnership encompasses high expectations for the achievement of children and young people to achieve their full potential whatever their culture or background. Statutorily it is the responsibility of school leaders to secure improvement in their school, but as part of our working partnership with all schools and settings, the LA acts as champions of educational excellence, forging strong professional relationships and networks.

- 4.2 The LA, in partnership with the primary school networks and secondary collaboratives, supports all schools in the city on their improvement journey. Additional improvement, through school-to-school support is also provided to schools most in need to ensure they can maintain / achieve an Ofsted outcome of Good or better. The Coventry Partnership Education Improvement priorities for the 2022/23 academic year are included at Appendix 3.
- 4.3 Following a pause during the pandemic, Ofsted inspections resumed from September 2021. As anticipated, we have recently seen a dip in our Ofsted profile (Appendix 1). This is a result of schools being inspected against a different framework, and legacy issues of the pandemic where school improvement activity was paused due to restrictions. Continued challenges in the 2021/22 academic year in relation to pupil and staff absence meant schools had less capacity overall.
- 4.4 Despite not meeting national attainment targets for Key Stages 1 and 2 we have improved and narrowed the gap at Key Stage 4. Our post 16 data is also positive as seen by the number of pupils progressing to education, apprenticeship, or employment destinations in the year after completing their 16 to 18 study, and the low numbers for those 'Not in Education, Employment or Training' (NEET). We also have low levels of youth unemployment in Coventry. This demonstrates the success of the system in securing high levels of education, employment, or training and is testimony to the strong partnership between Coventry education providers and a relentless focus on next steps. Further context on EYFS and Key Stages 1, 2 and 4 is provided below.
- 4.5 Early years continues to be a citywide priority. In September 2021 we launched our Citywide Birth to 5 Strategy to drive improvements in children's development. As highlighted above Covid has significantly impacted on the early years: school readiness, SEN / developmental delay, speech & language, social skills; and that is evident in our Early Years Foundation Stage Profile – Good Level of Development (Appendix 1) which shows a gap with both the regional and national position. The Early Years Strategy report being presented to the same meeting provides further detail on the position and the Birth to 5 Strategy.
- 4.6 As anticipated, and as a result of the pandemic, primary outcomes show a widening gap to national in some measures. This is despite the hard work and commitment our pupils and schools demonstrated during this period. We are confident that Coventry primary schools working in partnership in their networks and with the LA will mitigate this; effective improvement plans are in place.
- 4.7 The Key Stage 1 phonics check is a statutory assessment for all children in year 1. The Key Stage 1 subject level assessments take place at the end of Key Stage 1 and are teacher assessed. These tests did not take place in the 2019/20 or 2020/21 academic years. The data show that we are broadly in line with statistical neighbours but below national average.
- 4.8 The Key Stage 2 subject level assessments take place at the end of Key Stage 2. Reading and maths are from statutory tests, whereas writing is teacher assessed. These tests did not take place in the 2019/20 or 2020/21 academic years. The data show that we are below regional and national averages. Statistical neighbour average (which compares us with LAs with similar characteristics) is not currently available. The data shows an improvement in reading when compared with pre-pandemic data. The progress data between KS1 and KS2 is not currently available through government sources. Our analysis using NCER Nexus demonstrates that despite a decrease at

expected standard (attainment), progress (distance travelled) improved for both writing and mathematics.

- 4.9 Whilst we anticipated a widening of the gap at Key Stage 4 (end of secondary education), the 2022 data compared to 2019, show improvements across the board in all key measures, including closing the gap with national compared to pre-pandemic. This position is consistent across the city; the majority of schools have shown improvement across all key measures.

Kirston Nelson, Chief Partnership Officer & Director Education and Skills

Appendix 1 – Data and Information

1. Ofsted profile

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

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

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

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

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

Ofsted Profile			
Percentage of pupils attending good or outstanding provision (20 January 2023)			
Phase	%	Statistical neighbours (SN)	National
Early Years <small>(as of 31st August 2022)</small>	97%	Above SN at 96%	Above National at 96%
Primary	89%	Below SN at 93%	Below National at 93%
Secondary	86%	Above SN at 84%	Same as National at 86%
Special	77%	Below SN at 88%	Below National at 94%
Overall	88%	Below SN at 89%	Below National at 90%
Commentary			
<ul style="list-style-type: none"> • The Ofsted school profile changes every month as inspection reports are published. • Coventry is above or in line with statistical neighbours and national in the Early Years and Secondary phases. 			

continued overleaf...

1. Early Years Foundation Stage Profile

EARLY YEARS FOUNDATION STAGE PROFILE				
Good Level of Development	2018	2019	2022	Trend
Coventry	67.8%	69.0%	61.1%	It is not possible to directly compare 2021/22 assessment outcomes with earlier years as the EYFS profile was revised significantly in September 2021.
National	71.5%	71.8%	65.2%	
West Midlands average	69.8%	70.1%	63.7%	
Commentary <ul style="list-style-type: none"> The statutory EYFS framework sets the standards and requirements that all early years providers must follow to ensure all children have the best start in life and are prepared for school. It requires that children be assessed against the EYFS profile in the summer term of the academic year in which they turn 5. The EYFS profile is intended to provide an accurate representation of each child's development at the end of the EYFS to support their transition into year 1. It is made up of an assessment of the child's outcomes in relation to 17 early learning goals (ELGs) across 7 areas of learning. As part of wider reforms to the EYFS, the EYFS profile was revised significantly in September 2021. <u>It is therefore not possible to directly compare 2021/22 assessment outcomes with earlier years.</u> Definition of a 'Good Level of Development' (GLD) Children are defined as having a good level of development if they are at the expected level for the 12 early learning goals within the 5 areas of learning relating to: communication and language; personal, social and emotional development; physical development; literacy; and mathematics. 				

2. Phonics and Key Stage 1 (provisional)

Year 1 Phonics	2018	2019	2022	Trend
Coventry	81.3%	80.4%	72.3%	The DfE strongly discourages users of the data from drawing conclusions based on direct comparisons with performance data from earlier years and additionally advises caution when comparing 2021/22 performance with national or local authority averages.
National	82.5%	81.9%	75.5%	
Stat neighbour (SN) average	80.3%	79.9%	72.5%	
Commentary <ul style="list-style-type: none"> The phonics screening check assesses children on how well they can decode certain words. Decoding means sounding out an unfamiliar written word. To do this, children will need to be able to recognise letters and the sounds that they represent. This is an important part of achieving reading fluency. The Year 1 phonics screening check 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. 				

Key Stage 1 (provisional)

Key Stage 1 Expected standard Reading, writing and maths (subject level)	2018			2019			2022			Trend
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	
Coventry	72	65	73	72	65	73	61	52	64	The DfE strongly discourages users of the data from drawing conclusions based on direct comparisons with performance data from earlier years and additionally advises caution when comparing 2021/22 performance with national or local authority averages.
National	75	70	76	75	69	76	67	58	68	
Stat neighbour (SN) average	73	67	74	72	66	74	63	53	65	
Commentary <ul style="list-style-type: none"> Pupils' achievements in reading and mathematics at the end of Key Stage 1 are based on teacher assessment informed by statutory tests. KS1 writing is based on teacher assessment only. 										

3. Key Stage 2 (provisional)

Key Stage 2 ATTAINMENT Expected standard (subject level)	2018			2019			2022			Trend
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	
Coventry	72	77	74	69	78	77	71	65	68	The DfE strongly discourages users of the data from drawing conclusions based on direct comparisons with performance data from earlier years and additionally advises caution when comparing 2021/22 performance with national or local authority averages.
National	75	78	76	73	78	79	75	70	72	
West Midlands average	74	78	74	72	78	78	74	69	70	
Commentary										
<ul style="list-style-type: none"> Pupils' achievements in reading and mathematics at the end of Key Stage 2 are from statutory tests. KS2 writing is based on teacher assessment. 										

Key Stage 2 ATTAINMENT Expected standard Reading, writing and mathematics (combined)	2018	2019	2022	Trend
	Coventry	62%	62%	
National	64%	65%	59%	
West Midlands average	63%	63%	57%	
Commentary				
Pupils' achievements in reading and mathematics at the end of Key Stage 2 are from statutory tests. KS2 writing is based on teacher assessment.				

Key Stage 2 PROGRESS	2018			2019			2022			Trend
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	
Coventry	-0.27	-0.84	-0.20	-0.35	-0.42	+0.07	Not currently published			The DfE strongly discourages users of the data from drawing conclusions based on direct comparisons with performance data from earlier years and additionally advises caution when comparing 2021/22 performance with national or local authority averages.
National	0	0	0	0	0	0				
Stat neighbour (SN) average	-0.38	-0.29	-0.9	-0.37	-0.22	-0.07				
Commentary										
<ul style="list-style-type: none"> Pupils' achievements in reading and mathematics at the end of Key Stage 2 are from statutory tests. KS2 writing is based on teacher assessment. 										

4. Key Stage 4 (provisional)

Key Stage 4 PROGRESS Progress 8	2018	2019	2022	Trend
Coventry	-0.08	-0.12	-0.03	The DfE strongly discourages users of the data from drawing conclusions based on direct comparisons with performance data from earlier years and additionally advises caution when comparing 2021/22 performance with national or local authority averages.
National	-0.02	-0.03	-0.06	
Stat neighbour (SN) average	-0.14	-0.14	-0.12	
Commentary				
<ul style="list-style-type: none"> Progress 8 was introduced in 2016 as the headline indicator of school performance. It aims to capture the progress a pupil makes from the end of primary school to the end of key stage 4. It shows how pupils have improved during secondary school, compared to other pupils who were at the same level when they finished primary school. This measure is designed to encourage schools to offer a broad, well-balanced curriculum. 				

Key Stage 4 ATTAINMENT Attainment 8	2018	2019	2022	Trend
Coventry	43.3	43.6	46.1	The DfE strongly discourages users of the data from drawing conclusions based on direct comparisons with performance data from earlier years and additionally advises caution when comparing 2021/22 performance with national or local authority averages.
National	46.5	46.7	48.8	
Stat neighbour (SN) average	43.7	44.0	46.0	
Commentary				
<ul style="list-style-type: none"> Attainment 8 measures pupils' attainment across the same 8 qualifications as Progress 8. 				

Key Stage 4 ATTAINMENT Grade 5 or above in English and maths ('strong' pass')	2018	2019	2022	Trend
Coventry	37.5	38.0	47.0	The DfE strongly discourages users of the data from drawing conclusions based on direct comparisons with performance data from earlier years and additionally advises caution when comparing 2021/22 performance with national or local authority averages.
National	43.3	43.4	49.8	
Stat neighbour (SN) average	38.6	38.2	44.8	
Commentary				
<ul style="list-style-type: none"> The way GCSEs are graded changed in 2017. They're graded using 9 to 1, rather than A* to G. Grade 9 is the highest grade. Grade 4 at GCSE is described as a 'Standard Pass' and is equivalent to a C grade. This measure shows the proportion of pupils who achieved a Grade 4 or above in both GCSE English and maths. 				

Key Stage 4 ATTAINMENT Grade 4 or above in English and maths ('standard' pass)	2018	2019	2022	Trend
Coventry	60.2	59.4	65.2	The DfE strongly discourages users of the data from drawing conclusions based on direct comparisons with performance data from earlier years and additionally advises caution when comparing 2021/22 performance with national or local authority averages.
National	64.2	64.9	68.8	
Stat neighbour (SN) average	59.5	59.9	64.1	
Commentary				
<ul style="list-style-type: none"> Grade 5 at GCSE is described as a 'Strong Pass' and is placed between a low B and a high C grade. This measure shows the proportion of pupils who achieved a Grade 5 or above in both GCSE English and maths. 				

Key Stage 4 PUPIL DESTINATIONS	2018/19	2019/20	2020/21	Trend
Coventry	91.1	92.0	91.6	Awaiting 21/22 position
National	94.2	94.2	93.8	Awaiting 21/22 position
Stat neighbour (SN) average	92.7	92.4	92.5	Awaiting 21/22 position
Commentary				
<ul style="list-style-type: none"> Destination measures provide information on the success of schools and colleges in helping young people continue in education, apprenticeships or employment. Key stage 4 destination measures follow pupils at the end of key stage 4 study (GCSE and equivalent qualifications) and reports their destinations in the following academic year. They show the percentage of pupils going to an education, apprenticeship or employment destination. To be counted in a destination, young people have to have sustained participation for a 6-month period in the destination year. 				

5. 16-18 (provisional)

16-18 ATTAINMENT Average A level result	2018	2019	2022	Trend
Coventry	Grade C 29.62	Grade C 30.37	Grade B- 35.44	The DfE strongly discourages users of the data from drawing conclusions based on direct comparisons with performance data from earlier years and additionally advises caution when comparing 2021/22 performance with national or local authority averages.
National	Grade C+ 32.12	Grade C+ 33.77	Grade B 38.77	
Stat neighbour (SN) average	Grade C 30.21	Grade C 30.99	Grade B- 35.87	
Commentary				
<ul style="list-style-type: none"> The attainment measure shows the average point score per entry, expressed as a grade and average points. 				

16-18 ATTAINMENT Average tech level result	2018	2019	2022	Trend
Coventry	Distinction 31.66	Distinction 32.75	Merit 25.97	The DfE strongly discourages users of the data from drawing conclusions based on direct comparisons with performance data from earlier years and additionally advises caution when comparing 2021/22 performance with national or local authority averages.
National	Merit+ 28.11	Merit+ 28.64	Distinction- 30.61	
Stat neighbour (SN) average	Merit+ 28.56	Merit- 27.65	Merit+ 29.50	
Commentary				
<ul style="list-style-type: none"> Tech-Level qualifications are the vocational equivalent of A-levels. Their purpose is to lead to a recognised occupation, e.g. engineering, accounting, construction, manufacturing, agriculture, and IT. 				

continued overleaf...

English and Maths PROGRESS	2018		2019		2022		Trend
	Eng	Maths	Eng	Maths	Eng	Maths	
Coventry	-0.23	-0.14	-0.17	-0.11	Not currently published		The DfE strongly discourages users of the data from drawing conclusions based on direct comparisons with performance data from earlier years and additionally advises caution when comparing 2021/22 performance with national or local authority averages.
National	+0.06	+0.05	+0.14	+0.09			

Commentary

- This measure (for those students who have not achieved GCSE grade 9-4 by the end of key stage 4) shows the average change in grade, separately for English and maths.
- 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.

Key Stage 5 DESTINATIONS	2018/19	2019/20	2020/21	Trend
Coventry	80.7	81.6	78.0	Awaiting 21/22 position
England	80.9	80.5	79.1	Awaiting 21/22 position
Stat neighbour (SN) average	78.1	78.0	76.5	Awaiting 21/22 position

Commentary

- Key stage 5 destinations show the percentage of students continuing to education, apprenticeship or employment destinations in the year after completing their 16 to 18 study in schools and colleges.

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

Post-16 PARTICIPATION September Guarantee	2019	2020	2021	Trend
Coventry	96.7	97.4	98.6	Awaiting 21/22 position
England	95	94.3	95.5	Awaiting 21/22 position
West Midlands	96	94.9	96.3	Awaiting 21/22 position

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.
- Coventry has performed above West Midlands and national for the last 3 years.

Annual NEET and Not Known rates (3-month average – Dec, Jan & Feb)	2020 (16-17 year olds)			2021 (16-17 year olds)			2022 (16-17 year olds)		
	Com- bined figure	NEET	Not Known	Com- bined figure	NEET	Not Known	Com- bined figure	NEET	Not Known
Coventry	5.0	3.0	2.0	4.4	2.3	2.1	3.9	2.1	1.8
England	5.5	2.7	2.8	5.5	2.8	2.7	4.7	2.2	2.6
West Midlands	5.3	2.3	3.0	5.7	2.6	3.1	5	2.2	2.7

Commentary

Coventry's 2022 combined figure of **3.9%**:

- is an improvement on the last four years' performance and an all-time low;
- remains **below (better than)** both national and West Midlands;

continued overleaf...

7. Performance difference between males and females in 2022

Key Stage and Performance Measure	Males (national)	Female (national)	Difference (national)
Primary Key Stage 2 % Reading, Writing & Maths combined (RWM) Source: Gov.uk	48.5 (54.5)	60.2 (63.1)	-11.7 (-8.6)
Secondary Key Stage 4 Attainment 8 Source: Gov.uk	43.4 (46.4)	48.8 (51.4)	-5.4 (-5.0)

8. 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: 24 November 2022

Phonics screening check and key stage 1 assessments

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

Published: 06 October 2022

Key Stage 2 (National curriculum assessments)

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

Published: 15 December 2022

Key Stage 4 (GCSEs and equivalent results)

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

Published: 20 October 2022

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

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

Published: 10 November 2022

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

Appendix 2 – Statistical Neighbours – LAIT, December 2022

Portsmouth

Tameside

Southampton

Sheffield

Derby

Bolton

Medway

Walsall

Peterborough

Leeds

Appendix 3

2022-23 Education Improvement Priorities

- Secure an ambitious and relevant curriculum that is designed to give all pupils, including disadvantaged pupils, the knowledge and cultural capital they need to succeed in life
- Be ambitious for children and young people with SEND and effective in the provision that we make for them so that their educational outcomes improve across all key stages, including in the early years
- Ensure early years provision is effective in increasing the number of children who achieve a good level of development and provides children with successful foundations for learning
- Manage behaviour well so that schools and settings are calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive
- Recognise that attendance is an important area of school improvement, with each school and setting offering a clear vision for attendance, underpinned by high expectations and core values

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Coventry City Council

Briefing note

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

Date: 9th February 2023

Subject: Early Years Strategy

1 Purpose of the Note

- 1.1 The purpose of the note is to provide information about the 2022 Good Level of Development data for children aged five. It will also outline the progress of the Early Years Strategy, drawing attention to its alignment with new areas of work, which support and improve school readiness.
- 1.2 The note also provides information about the Marmot Review and the Saplings Programme

2 Recommendations

- 2.1 To note the 2022 dataset for pupils aged 5 in Coventry schools
- 2.2 Note the progress of the Early Years Strategy, within the context of Covid-19 and be aware of new opportunities to address identified concerns related to school readiness.
- 2.3 Be aware of progress in relation to the Marmot Review and initiation of the Saplings Programme.
- 2.4 Identify any areas the Board may want to consider in more detail

3 Background and Information

- 3.1 In England a child's progress is reviewed between the age of 2 and 3 by an early years practitioner or health visitor and again by their class teacher at the end of the school year in which they turn 5 (reception). The teacher uses their judgement to assess a child's attainment against 17 Early Learning Goals which cover 7 areas of learning.
- 3.2 Achievement of some of the 17 goals at the 'expected level' (personal, social and emotional development (PSED), physical development (PD), communication and language (C&L) literacy and mathematics lead to a child meeting an indicator called a 'Good Level of Development (GLD)'. This is the national indicator of whether a child is 'ready for school', even though the assessment takes place at the end of the Reception year.
- 3.3 The Early Learning Goals, attained by children at the end of the Early Years Foundation Stage (EYFS) changed in 2021. It is important to note that they continue to be measure of attainment, not progress. In addition, Local Authority

moderation of the data is no longer a statutory requirement. Therefore, along with the impact of Covid-19 the data for 2022 is not comparable with previous datasets.

3.4 The September 2021 changes from the previous EYFS framework include:

- Revisions to strengthen all areas of learning, with new educational programmes that set out what children must experience and learn about.
- Revisions to all 17 Early Learning Goals (ELG's) across the 7 areas of learning to make these more precise.
- Revised text to make it easier to understand what is required for a child to be working at the expected level of development and to link more closely with the Key Stage One curriculum.
- Removal of 'exceeding' assessment band. This is because the current policy direction is for children to have knowledge 'in depth' and to be 'ready' for Key Stage One, rather than working within Key Stage One. Children are now assessed as working at the 'expected stage' or 'emerging'.

3.5 **School Readiness: 2022, national statistics show that:**

- In England, 65.2% of children achieved a Good Level of Development in 2022 (Prime Areas of Learning + Literacy and Maths)
- A higher percentage of girls than boys were at the expected level of development across all 17 early learning goals and areas of learning.
- Physical Development had the highest percentage of children at the expected level of development (85%), and the literacy area of learning had the lowest (68%).
- Of the regions, Outer London had the highest percentage of children with a good level of development (68%) whilst the North- West had the lowest (62%).

3.6 **School Readiness: Local Position**

3.7 Overall achievement of a 'good level of development' in Coventry is 61.2%. There is a higher gap to national for the area of communication and language which may suggest that children in Coventry have been affected by the impact of Covid-19 to a greater extent than other children nationally. Compared to the West Midlands, Children in Coventry are not achieving as well as their peers, where achievement of GLD is 63.7%.

3.8 The data for groups shows the positive impact of approaches to 'SEND support' in the early years with outcomes are significantly above national performance. Children supported by an education and health care plan also achieve slightly above national outcomes. Those with an identified SEND need related to communication and language need achieved notably above national

3.9 The outcomes for children who are looked after by the Local Authority appears to be of significant strength, but the small cohort size is not statistically significant.

3.10 Programmes of support are in place to further support disadvantaged groups and White British Boys, where outcomes are lower than national.

3.11 Outcomes for children who have English as an additional language are below national, but only by a very small amount.

3.12 Appendix One provides examples of activity in response to data, the links to the Early Years Strategy and new opportunities to continue to improve School Readiness.

4 Coventry Early Years Strategy: Every Child, Every Chance, Every Day

- 4.1 The Early Years Strategy developed from a November 2020 workshop ‘Doing it together to achieve early help outcomes’. The purpose of the workshop was to look across services to determine how school readiness could be improved, considering this across the birth to five remit, with the knowledge that the ‘achievement gap’ is apparent from age 4 for disadvantaged and vulnerable children’. Services collaborated to address recommendations from a needs assessment completed during the summer of 2020. Appendix Two outlines the recommendations and objectives. Throughout the response to Covid-19, teams from Early Help, Public Health, Health Visiting, SEND, Birth to Five, The Early Years Service and Family Learning continued to meet to develop a document with a clear vision, aim, objectives. Individual area service plans are in place, with both linked and independent actions to meet the identified recommendations. A coalition approach is proving to be a successful delivery model.
- 4.2 The strategy document was built around the Marmot Review Priority Objectives for 2020
- Reduce inequalities in the early development of physical and emotional health, and cognitive, linguistic, and social skills
 - Ensure high quality maternity services, parenting programmes, childcare and early years education to meet need across the social gradient.
 - Build the resilience and well-being of young children across the social gradient.
- 4.3 During development of the strategy the Leadsom Report 2021, was published and the relevant messages from this work were also incorporated. The strategy was published in September 2021, alongside 4 Service Area plans.
- 4.4 Revised mapping of available services and support for children and families from birth to five across the city was completed. A key piece of work within the strategy included a new website
- 4.5 In March 2022 A ‘one year later’ session reviewed progress. The ongoing cross service commitment to improving school readiness was evident through the numbers attending.
- 4.6 Over the last 9 months delivery of actions in each service plan has continued. The next step is to monitor progress more closely and implement the outcomes framework developed at the beginning of the strategy to track impact. Appendix Three provides examples of progress and impact to date. Until October 2022 the capacity for leadership of the strategy has been limited. New appointments within the Early Years Service have made this possible.
- 4.7 Currently, strategic work related to the Early Years Strategy includes submission of an Integrated Care System Health Inequalities Bid, The Family Hubs: Best Start in Life Programme bid, Responding to the September 2022 Speech, Communication and Language Needs Assessment (SCLN) and considering the draft Marmot Partnership Action Plan priority objectives and aims for 2023. These all evidence the commitment and support for the One Coventry approach in relation to Early Years with the aim of improving outcomes for children at the age of five.

5 Marmot Review

- 5.1 Coventry’s Marmot Action Plan is currently being refreshed to address potentially widening health inequalities as part of Coventry’s post COVID-19 recovery. Work is

taking place with partners to collate programmes of work and activities under the headings of the Marmot principles and scoping which high level indicators we should have for Coventry to help measure progress towards reducing inequalities. University College London (UCL) Institute of Health Equity (IHE) are supporting Coventry to refine these indicators.

- 5.2 On behalf of the Marmot Partnership, the Public Health Inequalities team are working in partnership with the Senior Adviser for Early Years and partners to capture the work to reduce health inequalities; the city-wide programmes of work and updating the indicators aligned to the Marmot policy objectives work 'give every child the best start in life'. By February 2023 a final draft of the Marmot action plan will be presented to the Partnership and the Health and Wellbeing Board.

6 The Saplings Pilot Programme

- 6.1 Over the past five years, the number of Early Years and Reception Year children with additional needs has increased significantly. This can be seen in the table below.

Pupils in Early Years	2017-18	2018-19	2019-20	2020-21	2021-22
Early Years pupils with SEN	122	88	133	142	179
Number of EHCPs issued to Early Years pupils during academic year	55	54	96	110	125
Number of Early Years pupils allocated special school for reception	15	39	43	53	55

- 6.2 This is in part due to the impact of the COVID-19 Pandemic. This is a national trend which is evident locally. The Saplings Programme complements our existing SEND provision by enhancing our local offer to children who need extra help during their Reception Year. This includes children who:
- Are working up to one year below their peers in the early years' curriculum.
 - Have delayed language and communication skills.
 - Need help to develop their social and play skills.
- 6.3 The programme aims to provide all Coventry Children with the resources and support they need to thrive in school and maximise the number of children who achieve a 'good level of development at the end of their Reception Year.
- 6.4 Children enrolled on the programme spend part of their time learning in the Saplings Base at Little Heath Primary School. Each child receives a personalised programme and transition plan.
- 6.5 The Saplings Base is made up of two learning rooms and a shared outdoor area. It has a range of early years resources and equipment and offers a rich learning experience. The base is located next to Little Heath Primary Schools own Reception Class and there will be opportunities for collaboration and joint learning.

- 6.6 In the Autumn term of 2022, a total of 33 children were referred to the programme, 18 of whom were identified as appropriate for the intervention. These children came from 15 different schools, between 1 and 6 miles from the Saplings Base.
- 6.7 The programme will be evaluated by the Local Authority's Educational Psychology Team, in collaboration with the parents and carers of the children enrolled on the programme and Saplings staff. The outcome of the evaluation will help refine programme delivery and, if appropriate, inform a wider roll out of support.

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Further Information

[Framework for the early years foundation stage \(EYFS\)](#)

The 7 Areas of learning within the EYFS

[Early years foundation stage profile handbook 2023 \(publishing.service.gov.uk\)](#) This document explains how the assessment system works at the end of reception.

[Ready, Steady, Grow](#) is the website developed as part of the early years strategy to improve access for families to information about early learning, health and child development.

[Leadsom Report: The best start for life: a vision for the 1,001 critical days](#) was a review led by Early Years Health Adviser Andrea Leadsom MP. It sets out a vision for best practice across the health system to ensure babies and children can get the best possible start.

Appendix One Activity in response to data and link to early years strategy and new opportunities.

Group	Area	Activity	Links to Current and New Opportunities
Disadvantaged	<p>Negative gap to national in</p> <p>Good Level of Development</p> <p>Communication and Language</p> <p>Personal, Social & Emotional Development</p> <p>Physical Development</p>	<p>Health Inequalities Fund Bid</p> <p>To improve early language and communication skills for children (aged birth to 4 years), in socially disadvantaged areas through delivery of an Early Years' time to talk programme.</p> <p>This will provide tiered training and development of Speech and Language champions in early years settings.</p> <p>The programme supports early years practitioners, Special Education Needs Officers, volunteers, and other professionals (health visitors, family hubs and librarians) within localities that fall inside the top 20% areas of deprivation as defined by the index of multiple deprivation (IDACI)</p> <p>The Easy Peasy App is in use with 400 families - with a revised higher target to reach 500 and plans to extend this project through the Family Hubs bid</p> <p>The 20-week Early Talk intervention for children with language delay is in place with 20 settings trained to date and plans for further expansion of this and an intervention called Talk Boost</p> <p>The Training Programme accessed by early years practitioners is closely targeted using GLD data.</p>	<p>Link to EY Strategy: Aim</p> <p>To improve the education, wellbeing, resilience, safety and health of children from conception to five years of age.</p> <p>Link to Best Start in Life funding strand: Home Learning Environment and Language and Communication</p> <p>Marmot Partnership Action Plan</p> <p>Draft: Priority Objectives and Aims 2023</p> <p>Reduce inequalities in the early development of physical and emotional health, and cognitive, linguistic, and social skills.</p> <p>Ensure high quality maternity services, parenting programmes, childcare and early years education to meet need across the social gradient.</p> <p>Build the resilience and well-being of young children across the social gradient.</p>
EaL	<p>Communication and Language Gap – 5.0 ppt</p> <p>Personal, Social & Emotional</p>	<p>Increased Capacity in Early Years Service with X 2 Teacher Advisers and increased Education,</p>	<p>Coventry's area of focus:</p> <p>To work together so that all children have developed the skills around areas such as social interaction, play, language, emotional</p>

	Development Gap – 1.4 ppt	Improvement and Sufficiency Adviser roles directed to quality improvement support	development, physical skills, literacy and fine motor skills to allow schoolteachers to expand and further develop these skills when children start school.
BME	Good Level of Development – Gap – 1.1 ppt	DfE: Professional Development Programme: - Building on Success:	
	Communication and Language Gap – 2.7 ppt	10 days funded training related to Communication & Language, Personal, Social and Emotional Development and Mathematics	
White British Boys	Good Level of Development – Gap – 3.7 ppt	Criteria for selection: <ul style="list-style-type: none"> • Highest numbers of funded two-yr olds • Highest numbers of children with SEND (EHCP/Inclusion Grant) • Highest numbers of children in receipt of EY Pupil Premium • Low GLD in 2022 	
	Communication and Language Gap – 2.9 ppt	<p>Summer 2022 Cohort: 33 practitioners from 16 settings including one childminder</p> <p>Spring 2023 Cohort: focus on nominations from Nursery Classes</p> <p>Covid-19 Recovery Programme</p> <p>Practitioners in early years settings and childminders are able to access 18 hours free support from the Covid-19 Recovery Programme focused on improving in practice in the Prime Areas of learning. An early years expert works directly with the setting and a mentor provides remote support through a programme of child development training</p>	

Health Inequalities Bid: Population Health, Inequalities and Prevention Board consideration

The project is supported by Coventry Warwickshire Partnership Trust, Integrated Care System, Coventry City Council including Education and Social Care

		<p>Initiated in September 2022, Cohort one saw 9 settings participate</p> <p>For Cohort 2, commencing February 2023 a further 11 settings will join.</p>	
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Appendix Two: Early Years Strategy Recommendations and Objectives

Recommendations	Vision	Aim	Objectives: The development plan will:
<p>1. Shared understanding Ensure a shared definition of ‘School Readiness is underpinned by a development plan to improve outcomes</p> <p>2. Use existing knowledge and resources to improve partnership working and information sharing</p> <ul style="list-style-type: none"> • Ensure that information is clear, easy to understand and accessible across service delivery teams and when sharing with families. • Ensure that the systems and resources already in place are understood by all those who support the education, health, wellbeing and safety of children <p>3. Improve Integration</p> <ul style="list-style-type: none"> • Ensure integration at local level, resilience and sufficient 	<p>In the future to meet the Marmot policy objective of ‘giving children the best start in life’ we want to see:</p> <p>Every Child <i>Reduced inequalities in the early development of physical and emotional health, and cognitive, linguistic, and social skills.</i></p> <p>Every Chance <i>Provision of high-quality maternity services, parenting programmes, childcare and early years education meeting the level of need across the social gradient.</i></p> <p>Every day <i>Strong and sustained resilience and well-being in young children across the social gradient.</i></p>	<p>To improve the education, wellbeing, resilience, safety and health of children from conception to five years of age</p>	<ol style="list-style-type: none"> 1. Work with a range of services to define a shared definition of ‘School Readiness’ which is agreed to by all partners, practitioners and professionals. Develop a joint development plan to determine how we will improve outcomes relating to the education, health, wellbeing and safety of children from conception to five years, in which there are shared baseline measures, identified activity, goals, evaluation and monitoring tools and governance are considered 2. Implement evidence-based activities from the development plan to improve the education, health, wellbeing and safety and to achieve school readiness 3. Review the systems and resources already in place to support the education, health, wellbeing and safety of children. Check they are clearly understood and used to their greatest extent by practitioners, professionals and families. 4. Develop and implement approaches to share information about what is available to support delivery teams, and families in ways which are accessible and easy to use 5. Secure commitment to work with more integration, to build resilience and capacity in the system and reduce inequalities across the social gradient. 6. Determine what effective integration at local level will look like when it is successful and deliver a pilot in one Family hub area.

<p>capacity in the system to reduce inequalities, particularly for disadvantaged groups and young children with SEND.</p> <p>4. Improve Practice:</p> <ul style="list-style-type: none"> • Ensure that practitioners working with children and professionals supporting families are resilient well trained, knowledgeable and confident to deliver high quality services. 			<p>7. Identify how different services communicate with each other and act to ensure that information communicated is clear and accessible across service delivery teams and in its delivery to families.</p> <p>8. Develop integrated workforce development plans for practitioners working with children and professionals supporting families, to improve the quality-of-service delivery.</p> <p>9. Support Early Years Providers to improve the quality of early teaching</p> <p>10. Prioritise the needs of disadvantaged groups and those with a SEND requirement</p>
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Appendix Three: Examples of Progress and Impact

Key Priorities	Outcome	Progress	Impact
<p>Accessible data provides a current baseline for children who are accessing 2-year-old funding where they are eligible via Family Hub referral pathways.</p> <p>Commence a pilot of a two-year integrated assessment check</p>	<p>More children will access 2- and 3-year-old entitlement. funding where eligible.</p> <p>2- year development assessments will identify a clear assessment of the child by both services giving opportunity to identify concern and agree a plan if needed and avoid duplication</p> <p>Sharing information between nurseries and health visiting services regarding 2- yr assessment provides a clear view of the child, giving an opportunity to identify concerns, agree support if needed and avoid duplication</p>	<p>Use DWP data to identify individual children who are not currently accessing their 2- and 3-year-old entitlement.</p> <p>Written correspondence used to invite parent/carer to sessions delivered in the Family Hubs, leading increased of attendance. Work completed families in relation to securing places at a local early years settings.</p> <p>The Early Years Service works closely with Health Visitors and Family Hub staff to undertake assisted checks to access a two year old place</p> <p>The Early Years Services works Children’s Services colleagues to ensure vulnerable children are accessing a two year old place where they are eligible to do so, using the low income families tool (LIFT)</p> <p>All nursery settings have a named link Health visitor</p>	<p>Uptake of 2 yr old places: Autumn 19: 76% Autumn 20: 61% Autumn 21: 82% Autumn 22: 77%</p> <p>Uptake of 3 & 4 yr old places: Autumn 19: 92% Autumn 20: 90% Autumn 21: 91% Autumn 22: 91%</p> <p>Pilot is in its early stages but being received successfully to date.</p>
<p>Use existing knowledge and resources to improve partnership working and information sharing</p>	<p>Parents and carers will understand the importance of play in relation to their child’s learning</p>	<p>5 of the 8 Family Hubs are delivering a school readiness intervention – Stay together, Play Together</p> <p>Structured planning and evaluation template and baseline measure created and used in the session</p> <p>There is co-ordinated delivery by Family Hubs and South Warwickshire Foundation Trust (SWFT)</p>	<p>New partnerships created with</p> <ul style="list-style-type: none"> • Library service • Hillfields Nursery school • One Body One Life • SWFT

<p>Professional Development Induction Framework</p> <p>Provide more precise training in relation to areas of need</p> <p>Improve SEND provision in early years settings</p>	<p>A common induction programme will provide a baseline for a minimum standard of practice</p> <p>Sustain Ofsted outcomes at national standards</p> <p>Supportive process in place for transition from nursery to reception</p>	<p>Early Language Development & Quality Interaction Supporting Language & Communication for 2–5-year-olds</p> <p>Child Development (essential & enhanced)</p> <p>Purposeful Provision</p> <p>4 HLTA roles in place in Schools to support transitions into reception and then school readiness in nurseries in preparation for school</p>	<ul style="list-style-type: none"> • 2% (5) requires improvement • 2% (4) inadequate • 96% are good or outstanding, nationally the figure is 97% <p>Children receiving SEND support and those with a diagnosed Speech, Communication & Language Need (SCLN), achieve outcomes above national performance, in the prime areas of learning and for GLD.</p>
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Agenda Item 7

Education and Children's Services Scrutiny Board (2) Work Programme 2022-23

Last updated 31/01/23

Please see page 2 onwards for background to items

21st July 2022
Overview of Education and Children's Services Work Programme 2022-23
22nd September 2022 (cancelled) 20th October 2022
Children's Service Ofsted outcome Co-option of Other Faiths Representative to the Board
8th December 2022
The House Project Cost of the School Day Project – include FSM
9th February 2023 (moved from 2nd)
Safeguarding Children's Partnership Annual Report School Performance Information Early Years Strategy
16th March 2023
Children's Services Development Plan (Ofsted actions) Ofsted Inspection Framework – including SEND
20th April 2023
Library provision Summer Reading Scheme Report and Recommendations - Task and Finish Group – Autism in Schools
Items for 2022-23
Family Valued Programme Family Health and Lifestyles Service – health inequalities
Items for 2023-24
Social Worker recruitment and retention Post-16 provision in the city Youth Provision in Coventry SEND, employment and post-16 opportunities Outdoor Education Attendance Behaviour and Exclusions Duties (September 2023)
Items taken for information
Adoption and Fostering Service Annual Reports Holiday Activity Fund

Education and Children's Services Scrutiny Board (2) Work Programme 2022-23

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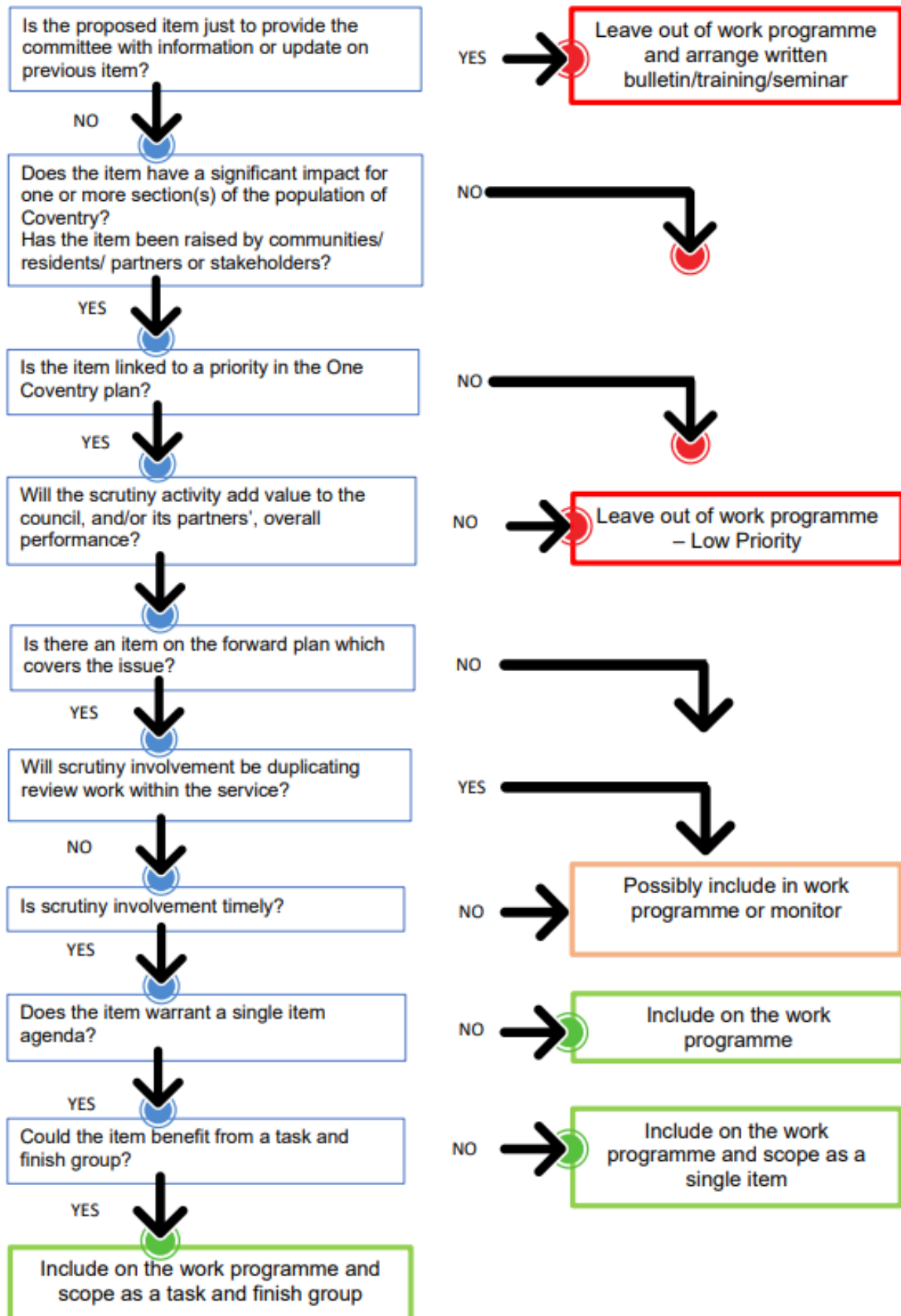
Date	Title	Detail	Cabinet Member/ Lead Officer
21st July 2022	Overview of Education and Children's Services	An opportunity to consider and identify items for the work programme for the year	John Gregg/Kirston Nelson Cllr Sandhu and Seaman
	Work Programme 2022-23		
22nd September 2022 (cancelled)			
20th October 2022	Children's Service Ofsted outcome	To consider the outcome of the recent Ofsted inspection, the self-assessment framework and associated action plan	Cllr Seaman John Gregg
	Co-option of Other Faiths Representative to the Board	To appoint a representative of "other faiths" as laid out in section 2D paragraph 6.1(e) of the constitution	Gennie Holmes
8th December 2022	The House Project	To look in more detail at the House Project to look at how it is improving outcomes for looked after young people – wider discussion on support for care leavers.	Cllr Seaman John Gregg
	Cost of the School Day Project – include FSM	Research done by the Child Poverty Action group which Coventry has participated in. Recommendations in the report are aimed at central government but the Board could consider to what extent this is an issue in the city and whether there are any steps that could be taken locally to address the issues	Cllr Sandhu Kirston Nelson Rachael Sugars
9th February 2023 (moved from 2nd)	Safeguarding Children's Partnership Annual Report	To consider the Children's Safeguarding Board annual report, including progress on recommendations following serious case reviews and safeguarding practice reviews	
	School Performance Information	To consider the validated data on school performance	Kirston Nelson Cllr Sandhu

Education and Children's Services Scrutiny Board (2) Work Programme 2022-23

Date	Title	Detail	Cabinet Member/ Lead Officer
	Early Years Strategy	A follow up item to the item from December 2021 – to include the potential increase in Reception numbers in September 2022 who aren't "school ready"	Rachael Sugars Cllr Sandhu
16th March 2023	Children's Services Development Plan (Ofsted actions)	To monitor progress on the actions to address the 4 areas of improvement highlighted in the Ofsted Report – Private fostering, LAC CAMHS, Care leavers at risk of homelessness and supervision of social workers.	John Gregg Cllr Seaman
	Ofsted Inspection Framework – including SEND		
20th April 2023	Library provision	With particular reference to those now being delivered with/by volunteers e.g. Earlsdon	Peter Barnett Cllr Sandhu
	Summer Reading Scheme	To consider the impact of the summer reading scheme, particularly in areas of disadvantage	Peter Barnett Cllr Sandhu
	Report and Recommendations - Task and Finish Group – Autism in Schools	Following a T&F group led by SB5, it was agreed that SB2 would undertake a T&F on the in-depth challenges facing schools in providing support to children, young people and their families who are on the autism assessment pathway.	Jeannette Essex Cllr Sandhu
Items for 2022-23	Family Valued Programme	To consider progress and impact on families of the programme	John Gregg Cllr Seaman
	Family Health and Lifestyles Service – health inequalities	To looking in more detail at how the service is tackling health inequalities and targeting services at those in need on a localised basis.	Harbir Nagra Cllr Caan
Items for 2023-24	Social Worker recruitment and retention	To consider potential financial incentives as a T&F with SB1	John Gregg Cllr Seaman
	Post-16 provision in the city	An item referred from Scruco to consider the range and quality of FE provision across the city but to also include work based learning in schools.	Kirston Nelson Cllr Sandhu
	Youth Provision in Coventry	How and where we work with outside partners (and specifically the third sector) to deliver it	John Gregg Cllr Seaman

Date	Title	Detail	Cabinet Member/ Lead Officer
	SEND, employment and post-16 opportunities	To consider how children with SEND are supported to access employment and training opportunities post 16, including information about the supported internship programme	Kirston Nelson Cllr Sandhu
	Outdoor Education	To look at outdoor education provision in Coventry	Kirston Nelson Cllr Sandhu
	Attendance Behaviour and Exclusions Duties (September 2023)	To consider the implementation of the new duties around attendance, Behaviour and Exclusions	Kirston Nelson Cllr Sandhu
Items taken for information	Adoption and Fostering Service Annual Reports	Annual report – including information about the diversity of the adoption panel and adopters as well as support to birth mothers after their children have been adopted	Cllr Seaman
	Holiday Activity Fund	A delivery progress report	Adrian Coles Cllr Sandhu

Work Programme Decision Flow Chart



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