



Education and Children's Services Scrutiny Board (2)

Time and Date

3.00 pm on Thursday, 16th March, 2023

Place

Committee Room 3 - Council House

Public Business

1. **Apologies and Substitutions**

2. **Declarations of Interests**

3. **Exclusion of Press and Public**

To consider whether to exclude the press and public for the item(s) of private business for the reasons shown in the report.

4. **Minutes** (Pages 3 - 6)

- a) To agree the minutes of the meeting held on 9th February 2023
- b) Matters Arising

5. **Early Years Strategy** (Pages 7 - 20)

Report of the Director of Children's Services

6. **Children's Services Development Plan (Ofsted actions)** (Pages 21 - 38)

Report of the Director of Children's Services

7. **Outstanding Issues**

8. **Work Programme** (Pages 39 - 44)

Briefing Note of the Scrutiny Co-ordinator (attached)

9. **Any Other Business**

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

Private Business

Nil

Julie Newman, Chief Legal Officer, Council House, Coventry

Wednesday, 8 March 2023

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

Membership:

Councillor J Innes (Chair)
Councillor F Abbott
Councillor P Akhtar
Councillor J Blundell
Councillor S Keough
Councillor A Masih
Councillor R Thay
Councillor CE Thomas
Councillor A Tucker

By Invitation:

Councillor B Gittins
Councillor K Sandhu
Councillor P Seaman

Co-opted Members:

Mrs S Hanson
Mr G Vohra

Public Access

Any member of the public who would like to attend the meeting in person is encouraged to contact the officer below in advance of the meeting regarding arrangements for public attendance. A guide to attending public meeting can be found here: <https://www.coventry.gov.uk/publicAttendanceMeetings>

Usha Patel

Governance Services Officer

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, 9 February 2023

Present:

Members: Councillor J Innes (Chair)
Councillor P Akhtar
Councillor J Blundell
Councillor S Keough
Councillor A Masih
Councillor R Thay
Councillor CE Thomas
Councillor A Tucker

Co-Opted Members: Sybil Hanson and Ghulam Vohra

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

By invitation: David Jackson (Observer)

Employees Present:

Children's Services J Gregg (Director)
M Legard, A King, R Sugars

Chief Executives K Nelson (Interim Chief Executive (Chief Partnership Officer))

Law and Governance G Holmes, U Patel

Safeguarding R Eaves, D Benson

Secondary Schools V Shelley
Partnership

Apologies: Councillor B Gittins (Deputy Cabinet Member for Children and Young People)

Public Business

18. Declarations of Interests

Several members of the Board declared an 'Other Interest' in that they were school governors and as these were not disclosable pecuniary interests, they remained in the meeting and took part in the discussions.

19. Minutes

The minutes of the meeting held on 8 December 2022 were agreed and signed as a true record subject to the addition of Sybil Hanson to the list of apologies.

Matter arising: Minute 14(b) (Cost of the School Day Project and Support to and from Schools for Financial Hardship)” – the Board noted that the letter to the Secretary of State had not been sent yet as officers were still waiting for information on the school settlement.

20. **Coventry Safeguarding Children's Partnership Annual Report**

The Board considered a briefing note of the Safeguarding Boards Business Manager which introduced the Safeguarding Children's Partnership Annual Report 2021-2022. The full report was appended at Appendix A.

The annual report must be published as per the requirements of the Working Together Act 2018 which 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 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 Independent Chair of the Coventry Safeguarding Children Partnership, together with the Safeguarding Boards Business Manager introduced the annual report and provided progress on the three key priorities; (i) neglect, (ii) contextual safeguarding and (iii) making the system work. The report further provided information on what had worked well, area of concerns and what needed to happen for each of the priorities.

The following points were highlighted:

- Despite the ongoing effects of the Covid pandemic, professionals from across the Partnership kept safeguarding at the forefront of daily activity and the ability to meet remotely resulted in a greater number of partners being able to attend meetings and be more involved
- A Neglect toolkit had been developed and shared across the partnership
- Continued improvement in the learning culture tailored events which provided an opportunity to share learning from safeguarding practice reviews
- West Midlands Police have invested heavily in hidden vulnerability training with greater focus around the voice of the child
- 92% of children who went missing received a return to home interview
- Over 90% had completed the mandatory safeguarding training
- Quick response from partners to emerging issues
- Engagement with children from all backgrounds and act on what they say
- Offer multi agency training

The report also provided information on the statutory review undertaken, details of audit activity, the different types of resources available and STAG, the frontline practitioners group.

The Business Plan for 2022-2023 would be based on 3 priority areas as determined by the Coventry Safeguarding Children's Partnership Executive Group.

These being (i) Child Sexual Abuse, (ii) Exploitation and (iii) Making the system work

The Board questioned Officers and received responses on a number of matters including:

- Category of children who had absconded
- Cross border liaison with neighbouring authorities in relation to missing children
- Whether the data highlighted certain communities were affected more than others
- Consideration to be given to whether places of worship had a role to play
- Issues around involvement of fathers
- Shortage of CAMHS beds on the paediatric ward
- More detail on the type of things that make children feel unsafe, whether on line, etc

The Board commended the officers on an excellent, informative, and well-structured report.

RESOLVED that the Board:

- 1. Note the content of the report**
- 2. Requests that the Partnership consider including the following information in next year's annual report:**
 - (i) The involvement of faith groups**
 - (ii) Progress on equality, diversity and inclusion**
 - (iii) Work on identifying areas where children and young people say they feel safe and unsafe**

21. Coventry Education Performance 2022

The Board considered a report of the Chief Partnership Officer and Director of Education and Skills which provided an update on Coventry Education Performance 2022 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

The report included 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 LAs for data analysis. This

would enable further in depth analysis but was not quoted in the report as regional and national comparisons may not represent the total cohort.

Published data in relation to the performance of vulnerable groups (e.g. disadvantaged, SEN) was not yet available at local and regional level. Headline attainment data (2022) for males and females was provided in Appendix 1 of the report. It was important to note that currently the data is very tenuous as some children missed school completely, whilst others did incredibly well. This made it difficult to draw conclusions, however, if the results are the same next year, this would allow for patterns to be identified and focus on key areas such as language, social interaction etc.

The Board noted and officers reiterated that the LA no longer have any statutory responsibility over schools unless they were deemed inadequate. However, as part of the working partnership with all schools and settings, the LA acted as champions of educational excellence, forging strong professional relationships and networks.

The data indicated that there were some highs such as Key Stage 4 and 5 and lows and that the fall out of the pandemic was still noticeable. The Ofsted outcomes demonstrated that Coventry was in line with, or above average the national trend, however, there was a dip in primary. The improvement in Key Stage 4 and 5 reflected the sheer work undertaken to raise attainment.

The 2022-23 education improvement priorities were detailed in Appendix 3 of the report.

The Members asked questions and received responses on a number of matters including:

- Data on the behaviour of pupils, specifically in relation to short term and permanent exclusions
- Capacity issues in year 8
- Attainment of white, working class boys
- Demographic of teachers and head teachers
- Definition of SEND
- Impact of socio-economic issues on families, schools and attainment
- Lack of funding and impact on schools
- Support for children for whom English is a second language

RESOLVED that the Board supports the Cabinet Member in writing once again to the Secretary of State about the financial position schools are in and to invite her to Coventry to discuss this matter further.

22. **Early Years Strategy**

The consideration of this item was deferred to the next meeting.

23. **Work Programme and Outstanding Issues**

The Work Programme was noted.

24. **Any Other Business**

There were no other items of business.

(Meeting closed at 4.50 pm)

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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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Coventry City Council

Briefing note

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

Date: 16 March 2023

Subject: Children's Services Ofsted Areas for Development Action Plan Progress

1 Purpose of the Note

- 1.1 To inform the Education and Children's Services Scrutiny Board (2) of the progress against the four recommendations in the Children's Services Areas for Development Action Plan.

2 Recommendations

- 2.1 The Education and Children's Scrutiny Board (2) are recommended to:
- 1) Consider the progress against the Ofsted recommendations highlighted in the Ofsted Areas for Development Action Plan
 - 2) Identify any items to look at in more detail on the work programme 2023-24
 - 3) Identify any recommendations for the appropriate Cabinet Member.

3 Ofsted re-inspection of Children's Services

- 3.1 Children's Services were re-inspected by Ofsted 13 June – 1 July 2022.
- 3.2 The Ofsted re-inspection of services report was published on **12th August 2022**, judged all areas and the overall judgement for Children's Services in Coventry to be "**Good**", recognising the significant hard work and dedication of so many employees in children's services as well as the many other services that work across the Council to provide good outcomes for children, young people and their families.
- 3.3 The Ofsted judgements received are as follows:
- The impact of leaders on social work practice with children and families **Good**
 - The experience and progress of children who need help and protection **Good**
 - The experience and progress of children in care and care leavers **Good**
 - Overall effectiveness **Good**

The full inspection report is available via the link below:
www.reports.ofsted.gov.uk/provider/44/80456

4 Areas for Development Action Plan

4.1 The Ofsted inspection report identified four areas for further development:

- The focus on children's views and carers capacity to meet children's needs in private fostering arrangements
- The response to children aged 16 and 17 who are homeless
- The mental and emotional wellbeing provision for care leavers
- The quality of team managers supervision provided to social workers

4.2 A Children's Services Areas for Development Action Plan was developed in response to the Ofsted recommendations and areas for development and submitted to Ofsted on 18 November 2022. **See Appendix 1 – Action Plan**

4.3 The Development Plan was shared with staff and partners.

4.4 Progress on the plan is reported on a regular basis through the Extended Leadership Team

5 Progress against the Children's Services Areas for Development Action Plan

5.1 Recommendation 1

The focus on children's views and carers capacity to meet children's needs in private fostering arrangements

5.2 A Private Fostering Action Plan was developed in June 2022 and provided to Ofsted. Progress against actions is monitored monthly.

5.3 Two Lead IRO roles have been identified for children who are privately fostered to provide quality assurance around their care arrangements and ensure that their voices and wishes are heard and considered. The Lead IRO's for Private Fostering undertake preparation activity with all privately fostered children in readiness to facilitate the independent review. As the Private Fostered children are now allocated to an IRO, a system is in place to raise any significant concerns in advance.

5.4 Recommendation 2

The response to children aged 16 and 17 who are homeless

5.5 A quality assurance process which includes dip samples are undertaken to review and improve the response and practice for 16/17 year olds who present as homeless receive. The process has been incorporated into the Children's Services Quality Assurance Framework to monitor on a regular basis.

5.6 A Youth Hub in the city (one stop shop) for young people who are homeless has been developed to access services, provide a welcoming safe accessible environment to access practical support, information and guidance. The project will go live in April 2023.

5.7 **Recommendation 3**

The mental and emotional wellbeing provision for care leavers

- 5.8 An initial review of LAC CAMHS service has been undertaken to identify what works, and to identify any gaps in service. The service has been redesigned and will be recommissioned by April 2023.
- 5.9 The funding pathway CAMHS service development for 18-25 years has been identified.
- 5.10 The Emotional Wellbeing and Mental Health Support service for up to 25-year-old care leavers tender for Tier 2 has been awarded and went live in December 2022.
- 5.11 The service is undertaking a pilot 'Ask Jan' (a 24/7 telephone counselling and support service for care leavers) with a cohort of care leavers to assess impact and effectiveness this is currently progressing forward and will be evaluated.

5.12 **Recommendation 4**

The quality of team managers supervision provided to social workers

- 5.13 Managers across Children's Services including Early Help and Social Work teams have completed a dip sampling exercise of supervision records as part of the Quality Assurance framework in December 2022. The information is being collated and analysed with findings to report tracking distance travelled and will be completed in February 2023 with recommendations to share with managers and staff.
- 5.14 A range of leadership programmes are offered to Managers. Frontline Pathways Programme continues to roll out, with six managers accessing this to date. A bespoke Black Asian Leadership programme (BALI) is planned for spring 2023 for Coventry Managers and a tailored support offer via Research in Practice will be delivered in April 2023.
- 5.15 The recording guidance relating to supervision and management oversight which enables managers to capture reflective supervision in recording and drive progress in children's plans through supervision is being embedded within the service in line with Coventry Family Valued.
- 5.16 A range of, focus groups were held in February facilitated by the Principal Social Worker and colleagues from Leeds City Council to help managers to see how they can support sustainability and embedding of the 'method and mindset model'.

6 Next Steps

- 6.1 Good progress continues to be embedded within the service. The progress against the Areas for Development Action Plan will continue to be monitored on a quarterly basis.

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Coventry Children's Services

Areas for Development Action Plan

Ofsted Inspection 13 June – 1 July 2022

November 2022



The Children's Services Development Plan focuses on the areas of development identified in the Ofsted Inspection of Children's Services held on 13 June – 1 July 2022. The actions are divided into three sections: Children who need help and protection; Children looked after and achieving permanence; Leadership, management, and governance. The delivery lead will be responsible for driving the completion of the action (in conjunction with relevant colleagues and partners).

No.	Actions	By When	Delivery Lead	Performance measure	How will we know it's working well for children?
Children who need Help and Protection					
<u>1.0 Ofsted Recommendation - Area for Development:</u>					
The focus on children's views and carers' capacity to meet children's needs in private fostering arrangements					
1.1	Implement the Children's Services Private Fostering Action Plan. (This was shared with Ofsted inspectors during the inspection).	April 2023	Strategic Lead, Help and Protection	QA activity and dip sampling as part of Children's Services QA Schedule 2022/2023.	Children who are privately fostered will be responded to effectively in a timely manner. The welfare of children privately fostered will be safeguarded and promoted. Children who are privately fostered have access to advocacy.
1.2	Develop and implement a proposal to introduce a lead IRO role for children who are privately fostered. To provide	Proposal by December 2022. All children who are privately	Operational Lead QA & Service Manager for IROs	Protocol in place to ensure standardised Reviews around quality of care for children in	Children who are privately fostered will be providing regular views and feedback regarding their care arrangements.

No.	Actions	By When	Delivery Lead	Performance measure	How will we know it's working well for children?
	independent quality assurance around their care arrangements, the ability of their carers to meet their holistic needs, and to ensure that their voices and wishes are heard and considered.	fostered to have been visited and to have had their care arrangements reviewed by an IRO by end of January 2023 (based on 6 privately fostered children as at 13/10/22)		<p>private fostering arrangements and to capture their views.</p> <p>QA activity/dashboard reporting/IRO manager oversight shows that:</p> <p>All privately fostered children will have received their first visit from an IRO in agreed timescale.</p> <p>All privately fostered children's care arrangements will have been subject to an agreed IRO review process, and there are records of this in an agreed standardised format.</p> <p>All privately fostered children have a clear channel for sharing their views and to know how these will be responded to via existing systems in place, such as the Mind of My Own app.</p> <p>Management Alert system used by lead IRO for private fostering, to raise concerns to</p>	<p>There is evidence that privately fostered children have access to advocacy.</p> <p>Views being shared by privately fostered children will indicate that they feel happy and safe within their care arrangements.</p> <p>Evidence that where children have shared concerns, these have been robustly addressed and resolved without delays.</p> <p>Reviews completed by IROs, in relation to care arrangements for privately fostered children, using a standardised review tool and methodology.</p> <p>Evidence on children's records showing that carers are consistently able to meet the needs of the children in their care.</p> <p>Concerns raised by IROs in relation to privately fostered children have led to swift resolutions and improved outcomes for children.</p>

No.	Actions	By When	Delivery Lead	Performance measure	How will we know it's working well for children?
				the appropriate level of CS management, and to capture timeliness, robustness, and impact of resolutions,	Children in private fostering arrangements are loved and cared for. They are engaged in appropriate education or training, have their physical and emotional health needs met (including in relation to being able to form a positive sense of identity and belonging), and are being consistently supported to meet their full potential.
<p><u>2.0 Ofsted Recommendation - Area for Development:</u></p> <p>The response to children aged 16 and 17 who are homeless</p>					
2.1	Undertake Quality Assurance activity reviewing the response and practice for 16/17-year-olds presenting as homeless.	QA activity scheduled for November 2022 . Practice evaluations completed November-July 2023	Operational Lead QA & QA Service Manager	Dip sample as part of CS QA Schedule 2022/2023.	Quality Assurance findings will show that children aged 16 and 17 years who are homeless receive a consistent service with a timely response, including the completion of a thorough assessment that considers the wider needs of the child as well as their housing needs. Young people are not left living in uncertain, unstable, and unsatisfactory circumstances. All 16-17 children who are homeless will have a safe and

No.	Actions	By When	Delivery Lead	Performance measure	How will we know it's working well for children?
		Demonstrate Impact November 2023			stable home where they feel settled. All young people are provided with clear guidance about all their rights and entitlements when they present as homeless and can make informed choices.
2.2	Develop a Youth Hub (a one stop shop) in Coventry for young people who are homeless to access services, providing a welcoming, safe, accessible environment to access practical support, as well as information, advice, and guidance.	April 2023- project go live date	Strategic Lead – Looked After Children (Practice) and Head of Housing & Homelessness	The percentage of young people who present as homeless who have joint assessment undertaken.	All 16- and 17-year old's who present as homeless will have a joint assessment undertaken and be provided with appropriate accommodation in line with their assessment.
2.3	Agree who will be responsible for 16–17-year-old homelessness assessments to align with the launch of youth hub.	April 2023	Strategic Leads for Looked After Children (Practice) and Strategic Lead, Help and Protection	The percentage of young people who present as homeless and who have a joint assessment undertaken.	Young people have appropriate support and accommodation. All young people receive consistent service.

No.	Actions	By When	Delivery Lead	Performance measure	How will we know it's working well for children?
2.4	Review and refresh procedures regarding <i>Prevention of Homelessness and Provision of Accommodation for 16- and 17-Year-Old Young People who may be homeless and/or Require Accommodation</i> - additional guidance to be provided and shared with relevant teams. (flowchart)	April 2023	Strategic Leads for Looked After Children Principal Social Worker	The percentage of young people who present as homeless and who have a joint assessment undertaken.	Dip sample of Young People who present as homeless at 3 months & 6 months following implementation: against updated procedures to be followed.
2.5	Strengthen further the performance data for all young people who present as homeless.	June 2023	Insight Manager	Number of homeless 16-17 presenting as homeless.	Young people have appropriate support and accommodation.
Children looked after and achieving permanence					
<u>3.0 Ofsted Recommendation – Area for Development</u>					
<i>The mental health and emotional well-being provision for care leavers</i>					
3.1	Deliver a review of the LAC CAMHS service, with a plan to recommission the service by April 2023.	Review complete by December 2022 Service recommissioned by April 2023	Strategic Lead Quality Assurance	LAC (including Care Leavers) CAHMS service is operational.	Extensive engagement to inform redesign of service, including with service users. Children and young people get the right support at the right time when they need it.

No.	Actions	By When	Delivery Lead	Performance measure	How will we know it's working well for children?
					<p>Your life Beyond Care survey to ask about user satisfaction when operational.</p> <p>KPI data from service and case studies.</p> <p>Impact on improving Placement stability.</p> <p>Professional satisfaction and feedback.</p>
3.2	<p>Agree funding, pathway, and model for delivery by the Integrated Care Board for 18-25 care leavers.</p> <p>Commission tier 3 LAC CAMHS service to ensure this is available to 18–25-year-old care leavers.</p>	April 2023	Strategic Lead Quality Assurance	Deliver the 18-25 service offer ensuring care leavers are prioritized for support.	<p>Children and young people get the right support at the right time when they need it.</p> <p>KPI data from service and case studies.</p> <p>Feedback from Care Leavers via Your life Beyond Care survey to ask about user satisfaction.</p> <p>Professional satisfaction and feedback.</p>

No.	Actions	By When	Delivery Lead	Performance measure	How will we know it's working well for children?
3.3	Re-commission Tier 2 Emotional Well-being and Mental Health Support service up to 25-year-old care leavers.	<p>December 22 – Go live date</p> <p>March 23 – full-service offer will be available</p>	Strategic Lead Quality Assurance	New Tier 2 service operational.	<p>Emotional well-being services work effectively across the system so children and young people get referred to the right service that can support them.</p> <p>KPI data on children and young people and case studies.</p> <p>Overarching outcome to reduce the number of children and young people requiring tier 3 or 4 CAMHS intervention.</p> <p>Feedback from Care Leavers via Your life Beyond Care survey to ask about user satisfaction.</p> <p>Feedback from children and families via survey to ask about user satisfaction.</p>
3.4	Undertake a pilot for 'Ask Jan membership' (a 24/7 telephone counselling and support service for care leavers) with a cohort of care leavers and evaluate to	November 2022	Operational Lead Through Care	All care leavers have access to emotional well-being and mental health support when they need it.	Feedback from care leavers.

No.	Actions	By When	Delivery Lead	Performance measure	How will we know it's working well for children?
	assess impact and effectiveness.			Feedback from "Your life beyond care" survey of care leavers.	
3.5	To ensure all Personal Advisers are trained in mental health first aid.	April 2023	Operational Lead Through Care	Percentage completion rate.	Care leavers having support from Personal Advisers when they need it.
3.6	Deliver a <i>best-in-class</i> Care Leavers Offer.	April 2023	Strategic Lead, Looked After Children (Practice) Operational Lead Through Care	All care leavers have access to Care leavers offer.	Feedback from care leavers. Benchmarked against other care leaver offers.
Leadership, Management and Governance					
4.0 Ofsted Recommendation – Area for Development:					
The quality of team managers' supervision provided to social workers.					
4.1	Undertake Quality Assurance activity reviewing the quality of supervision by team managers.	QA activity scheduled for November 2022 and follow up in February 2023 .	Operational Lead QA & QA Service Manager	Dip Sampling and Practice Observation as part of CS QA schedule 2022/2023. The QA activity in November 2022 will evaluate the current position and provide a benchmark with recommendations made which will be revisited and progress made evaluated in the February 2023 QA activity.	Quality Assurance activity findings will evaluate the extent of social workers receiving regular supervision with their team managers. Management supervision will be consistent in quality, taking place regularly and show impact for

No.	Actions	By When	Delivery Lead	Performance measure	How will we know it's working well for children?
					<p>children - this will be reflected on the case file in supervision records.</p> <p>This will be both reflective and task setting, with SMART targets directly linking to the difference made for the child/family.</p> <p>Children will have a plan that progress, and supervision will reflect on the effectiveness of practice in terms of outcomes as well as considering children and families views.</p> <p>Supervision records will detail and set out future actions and the timescales for the social workers to progress, so drift and delay does not occur.</p>
4.2	<p>Deliver to Team Managers a range of leadership programmes on offer:</p> <ul style="list-style-type: none"> • Frontline Pathways program • Black and Asian Leadership Initiative 	December 2023	Principal Social Worker	<p>Percentage of team managers accessing a development course related to leadership and management:</p> <p>60% of Team Managers by January 2023</p>	Managers are able to develop their staffs practice and capabilities through good leadership and management.

No.	Actions	By When	Delivery Lead	Performance measure	How will we know it's working well for children?
	<p>drive progress in children's plans through supervision.</p> <p>(This guidance to be in line with the "method and mindset" model of supervision in line with Coventry Family Valued)</p>		Coventry Family Valued Programme Manager	best practice in decision making for children	which reflect children's journeys accurately.
4.5	<p>Deliver the "method and mindset" model of supervision, under Coventry Family valued with operational leads, creating a sustainable culture of practice leadership around supervision in line with Coventry Family Valued.</p>	February 2023	<p>Principal Social Worker</p> <p>Coventry Family Valued Programme Manager</p>	<p>Each operational lead has created a periodic space to undertake the session with team managers</p> <p>Each operational lead has created a periodic peer space for team managers to undertake the sessions (minimum of bi-monthly)</p>	<p>QA activity demonstrates improvements in supervision recordings, capturing reflective discussions, challenging drift through a review of actions, and clearly recorded decision making on children's files which reflect children's journeys accurately.</p>
4.6	<p>Evaluate the sustainability of the supervision "method and mindset" plan in line with Coventry Family Valued.</p>	July 2023	<p>Principal Social Worker</p> <p>Coventry Family Valued Programme manager</p>	<p>Team Managers report that supervision is taking place regularly</p> <p>Team Managers develop their supervision recording for children</p> <p>Management supervision will be consistent in quality, taking place regularly and show</p>	<p>Management supervision will be consistent in quality, taking place regularly and show impact for children - this will be reflected on the case file in supervision records. Tested in quality assurance activity.</p>

No.	Actions	By When	Delivery Lead	Performance measure	How will we know it's working well for children?
				impact for children - this will be reflected on the case file in supervision records. Tested in quality assurance activity.	

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Agenda Item 8

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

Last updated 2/3/23

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 - deferred
16th March 2023
Children's Services Development Plan (Ofsted actions) Early Years Strategy
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) Coventry Safeguarding Children's Partnership Annual Report Ofsted Inspection Framework – including SEND
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

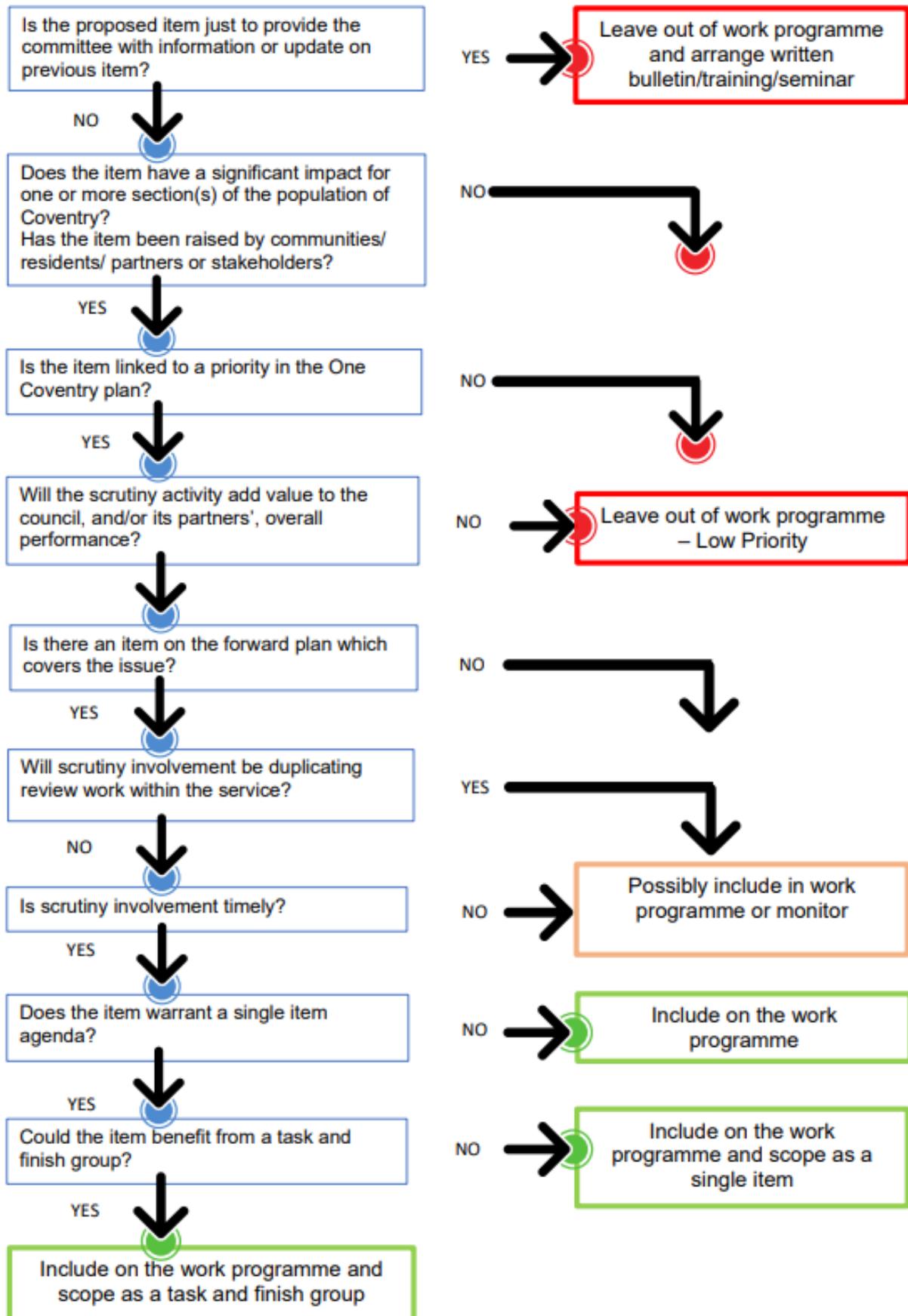
Education and Children's Services Scrutiny Board (2) Work Programme 2022-23

Date	Title	Detail	Cabinet Member/ Lead Officer
	Early Years Strategy - deferred	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
	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
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

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

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
	Coventry Safeguarding Children's Partnership Annual Report	To include picking up the actions requested by the Board – widening work with faith groups, EDI strategy and work with children and young people	Rebekah Eaves Cllr Seaman John Gregg
	Ofsted Inspection Framework – including SEND		
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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