



Cabinet Member (Education)

Time and Date

12.00 pm on Wednesday, 16th January, 2013

Place

Committee Room 2 - Council House

Public Business

1. **Apologies**
2. **Declarations of Interest**
3. **Minutes**
 - (a) To agree the minutes of the meetings held on 14th and 28th November 2012 (Pages 3 - 12)
 - (b) Matters arising
4. **The Standards, Progress and Achievement of Coventry Children by Ages 5, 7 and 11 in 2012** (Pages 13 - 32)

Report of the Director of Children, Learning and Young People
5. **The Standards, Progress and Achievements of Coventry Students by Age 16 (Key Stage 4) and Age 19 (Key Stage 5)** (Pages 33 - 46)

Report of the Director of Children, Learning and Young People
6. **Appointment of Local Authority Governors** (Pages 47 - 48)

Report of the Director of Children, Learning and Young People
7. **Outstanding Issues** (Pages 49 - 52)

Report of the Director of Customer and Workforce Services
8. **Any Other Items of Public Business**

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

Private Business

Nil

Bev Messinger, Director of Customer and Workforce Services, Council House Coventry

Tuesday, 8 January 2013

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

Membership: Councillors D Kershaw (Cabinet Member)

Please note: a hearing loop is available in the committee rooms

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language please contact us.

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CABINET MEMBER (EDUCATION)

14th November 2012

Cabinet Member

Present: Councillor Kershaw

Employees Present: S. Diamond (Children, Learning & Young People Directorate)
C. Green (Children, Learning & Young People Directorate)
D. Haley (Children, Learning & Young People Directorate)
K. Ireland (Children, Learning & Young People Directorate)
R. Lickfold (Children, Learning & Young People Directorate)
J. Newman (Finance & Legal Services Directorate)
M. Salmon (Customer & Workforce Services Directorate)
D. Wallis (Children, Learning & Young People's Directorate)

Apologies: Councillor Williams

Public Business

22. Declarations of Interest

There were no declarations of interest.

23. Minutes

(a) The minutes of the meeting held on 5th September 2012 were signed as a true record.

(b) There were no matters arising.

24. Review of the New Coventry Strategy for improving Attendance

The Cabinet Member considered a report of the Director of Children, Learning and Young People that summarised the levels of attendance in the 2011/12 school year. Attendance had improved across all phases, however Persistent Absence appeared to have increased as the Persistent Absence threshold had been raised from attendance of 80% and below, to 85%. The report set out the enhancements to the Local Authority support for attendance.

The Local Authority had maintained close monitoring of attendance through the Capita One Attendance Module, to allow early warning of changes in the attendance patterns for all children and young people. The System updated school attendance data daily supplying the Council with accurate data to inform its work and to monitor and challenge schools. Where levels of attendance in a school had been of concern, the Council worked with key school staff to support their self-review and improvement of strategies and actions to improve attendance. Education Improvement Advisers supported schools to achieve the National Average for both Overall Attendance and Persistent Absence measures.

On 1st September 2012 the local Authority introduced a new multi-disciplinary approach to tackling persistent absence which replaced the education welfare service. The approach involved schools and other educational settings working with the Children and

Family First Team; Social Care; workers from the Integrated Youth Support Service; Community Safety Team; the Police and other agencies, to address issues that impacted on a child or young person's ability to attend school regularly and make academic progress. Such circumstances being family bereavement and breakdown, financial difficulties leading to loss of the family home, unemployment, domestic violence, bullying, peer pressure, inability to access the curriculum, low self-esteem, poverty impacting on pupils' everyday requirements. The Overcoming Barriers to Learning Programme continued to identify improving school attendance as a City wide priority for 2012/13 and looked at ways they could offer school to school support, including academies, around early identification and intervention for attendance issues.

The report provided comparative absence data, from the Department of Further Education, for Coventry and its statistical neighbours, for primary, secondary and special schools, for school years from 2007/2008 to 2011/2012.

As there were high levels of authorised absence in some schools, the new Attendance Strategy proposed that schools became more challenging to parents who requested taking their children out of school during term time for holidays. Parents would be required to put in a written request to the school for exceptional leave of absence, which the head would have the discretion to approve. Schools would also be expected to work closely with the School Nursing Service to determine whether there were reasonable medical grounds for the absence of individual pupils and where a pupil was absent with no acceptable medical grounds, the absence would be classed as unauthorised and followed up accordingly. The new Strategy set out the roles and responsibilities of Parents/Carers; schools and the Local Authority and other agencies, such as the Integrated Youth Support Service, for improving attendance. Additional co-ordinators had been appointed to support schools in staff training; completion of assessments and to model the role of the Lead Professional. If a positive outcome was not achieved it was referred to the Children and Family Worker Schools.

All schools had been asked by the Children and Family First Team, who had responsibility for providing statutory and non-statutory duties for school attendance, to identify targets for the reduction of persistent absence. In 2012/13 there continued to be a greater focus on primary schools and early identification and intervention.

Schools were asked to:

- Identify which pupils made up their persistent absentees and, recognising that some pupils may have a chronic or serious illness or injury, take specific action as appropriate.
- Identify pupils meeting the persistent absentee criteria who had high levels of unauthorised absence or a mixture of unauthorised and authorised absence.
- Identify pupils who met the persistent absentee criteria where there was a reason to doubt the justification for their authorised absence.
- Implement actions for those cases through school staff and external service support services/agencies
- Use a whole-school action plan for tackling persistent absence that committed all staff, the senior management team and governors to improving the attendance of persistent absentees and reducing their numbers. Schools were asked to track and monitor the attendance of Children and Young People and put in preventative measures and early intervention to prevent non-attendance from escalating.

- Multi-disciplinary working would continue to be the key element in the drive to support families and reduce absence co-ordinated by the Children and family First Team.

RESOLVED that, after due consideration of the report and matters raised at the meeting, Cabinet Member (Education):

- (1) Approves the enhancements to the Strategy and action plan on school attendance.**
- (2) Agrees that a report on the impact of the new strategy be submitted to Cabinet Member (Education) in the new municipal year 2013.**

25. Pupil Behaviour in Coventry Schools and Educational Settings in 2011/2012

The Cabinet Member considered a report of the Director of Children, Learning and Young People that summarised the data on pupil behaviour in schools and other educational settings in Coventry. Judgements in recent Ofsted inspections indicated that behaviour was good or outstanding in 86% of primary schools, 95% of secondary settings and 88% of special schools. These figures matched or exceeded the data for England. National data for 2010/11 and released in July 2012, showed the incidence of fixed term and permanent exclusions in Coventry to be low in relation to statistical neighbours. Local data for 2011/12 showed the overall incidence of fixed term exclusions to be lower than in 2010/11, but there had been a rise in permanent exclusions.

Coventry City Council had a policy of working in strong partnership and collaboration with schools to avoid the use of permanent exclusion wherever possible and to reduce the use of exclusions more generally. In line with best practice nationally, the Local Authority had sought to develop a range of alternative strategies to achieve this. One of the key strategies had been the establishment and on-going development of a Partnership Agreement with secondary schools that set out the policy, principles and procedures for the prevention and management of exclusions and support for pupils who were considered Hard to Place. The policy was overseen through the work of the Social Inclusion Placement Panel, which included Headteachers from the area behaviour partnerships as well as the Local Authority, who reported its work to the Local Authority School Admissions Forum.

At the start of the 2011/12 school year the strategy included the development of a more graduated response to challenging behaviour in KS3/4 through establishing Area Behaviour Partnerships so that more opportunities for support to young people with challenging behaviour were provided in mainstream school settings before alternative settings were considered. Headteachers working with the Local Authority established two Area Behaviour Partnerships (East and West), providing school to school support for pupils presenting challenging behaviour. The Local Authority supported each partnership in establishing its own protocols, devolving £30,000 p.a. to each.

The report provided comparative data, from the Department of Further Education, for Coventry and its statistical neighbours, for primary, secondary and special schools, for school years from 2007/2008 to 2011/2012.

To further improve pupil behaviour three existing developments would be taken forward:

- Given the rise in the permanent exclusion of Key Stage 2 pupils and the profile of demand for primary BESD placements, the formation of a mainstream school based provision for pupils experiencing BESD. Funding was agreed by the Schools Forum in 2011/12. Staff recruitment and accommodation planning were underway.
- In Key Stage 3/4, in order to maximise the number of pupils having access to the full range of curricular opportunities afforded by mainstream schools, to further develop school-based educational provision made by the two behaviour partnerships.
- In Key Stage S3/4, due to the paucity of in-city BESD special school places for girls, the further development of BESD provision for girls through a partnership between Tile Hill Wood Academy and Woodfield School.

RESOLVED that after due consideration of the report and matters raised at the meeting, Cabinet Member (Education) accepts the report and approves the further development of three existing strategies, as detailed in the report, to further improve pupil behaviour.

26. Progress Update on the Implementation of the Local Strategy for Raising the Participation Age

The Cabinet Member considered a report of the Director of Children, Learning and Young People on the implementation of the Local Strategy for Raising the Participation Age.

As part of the spending review and The Importance of Teaching White Paper 2010, the Government confirmed its commitment to raising the participation age to 18 by 2015. The Education and Skills Act 2008 increased the minimum age at which young people could leave learning, requiring them to continue in education or training until the end of the academic year in which they turn 17 from 2013 and until their 18th birthday from 2015.

Guidance for Local Authorities: Funding 16-19 Education and Training, stated 'when raising the participation age comes into effect from 2013, local authorities will have new duties to promote participation and to make arrangements to identify young people not participating. These complement the existing duty to encourage, enable and assist young people to participate'. A position paper was produced that gave background, local context, current provision and risks associated with Raising the Participation Age for the City Council. A consultation event took place in May 2012, involving schools, colleges, providers and other stakeholders to promote an increased understanding and awareness and to contribute to the strategic direction and implications that Raising the Participation Age would have in Coventry.

In order to implement the requirements of Raising the Participation Age, the Local Authority had appraised the current position with regard to participation and provision, and had identified potential risks associated with it. A number of actions had been put in place to take forward the work needed to ensure 100% of young people accessed education, employment or training on leaving statutory education within the context of Raising the Participation Age at 17 (2013) and 18 (2015). The work to be taken forward would link to the Overcoming Barriers to Learning Programme, including raising aspirations of the most vulnerable groups. In addition the work would need to take account of new provision in the City, for example the University Technical College. Changes to the delivery of careers guidance was at the heart of the Government's Education Act 2011. It placed a new duty on schools to secure access to impartial and independent careers guidance for every pupil in years 9 to 11 from September 2012 and repealed the requirement for schools to provide a programme of careers education. It retained the Local Authority's duty to encourage,

enable or assist young people's participation in education or training and to assist the most vulnerable young people and those at risk of becoming not engaged in education, employment or training

To take forward the full range of work required for the implementation of Raising the Participation Age of 16 and 17 year olds from 2013, the Local Authority had/would implement the following:-

- 1) The establishment of a Raising the Participation Age Working Group to continue to raise awareness of Raising of the Participation Age, agree future strategies, link in with the work on curriculum development across all post 16 provision and determine a way forward for the City. External members would be invited to join this group with representatives from colleges, apprenticeship providers, foundation learning providers, schools and CSWP -The Careers Guidance Company. The Groups would feed into workstreams.
- 2) Develop 4 workstreams to take forward the work required to introduce a full strategy for the implementation of Raising the Participation Age, through a workplan, with the work of each group tracked through a local authority project board, as follows:

Communications

Aim – To develop a strategy that would ensure the main messages regarding Raising the Participation Age were communicated to parents, young people, schools, colleges, training providers, the voluntary sector and employers.

Sufficient and Adequate Provision

Aim – To ensure current provision was 'fit for purpose', identify gaps in provision and barriers to progression.

16-18 NEET

Aim – To develop a clear process for those young people at risk of becoming NEET and targeted interventions delivered.

Data & Tracking 16-18 and IAG

Aim – To develop a process to track the participation of all young people in the City and ensure all young people have access to appropriate Information Advice and Guidance (IAG).

RESOLVED that after due consideration of the report and matters raised at the meeting, Cabinet Member (Education):

- 1) Endorses the actions taken to date on Raising the Participation Age**
- 2) Agrees the strategy suggested for the implementation of the workstreams to take forward the work**
- 3) Approves the establishment of a Project Board to oversee the work in conjunction with the 11-25 Partnership**
- 4) Agrees that the overall strategy for Raising the Participation Age be taken to the Cabinet in April /May 2013.**

27. Appointments to the Standing Advisory Council for Religious Education

The Cabinet Member (Education) considered a report of the Director of Children, Learning and Young People that sought approval of the appointment of representatives of the Hindu Temple Society and ASCL to the Coventry Standing Advisory Council for Religious Education.

The Standing Advisory Council for Religious Education was established under the Education Reform Act 1988 to advise the Local Authority on matters concerning religious education in community schools and the religious education provision to be made in accordance with an Agreed Syllabus. These matters may include methods of teaching, training for teachers; and, choice of materials and resources. The Advisory Council comprised 4 Groups, appointed to by the City Council:

- A Church of England Group (Group 1);
- A Group representing other Christian denominations and other Faiths which reflect the principal religious traditions in the area (Group 2);
- A Group representing teachers (Group 3); and,
- A Group representing the City Council (Group 4)

The membership of Group 2 of the Advisory Council was undersubscribed and as a member of the Hindu Temple Society, Mr Ram Krishan was nominated to serve on this Group to represent Other Faiths. In addition, following the resignation of Mary Armstrong as a member of Group 3, Mrs Carol Buchanan was nominated, as a member of ASCL, as a replacement teaching representative. Both appointments were for a period of 4 years.

RESOLVED that after due consideration of the report and matters raised at the meeting, Cabinet Member (Education) approved the appointments of Mr Ram Krishan of the Hindu Temple Society, to Group 2 to represent Other Faiths and Mrs Carol Buchanan as a member of ASCL, to Group 3 to represent the teaching union, to the Coventry Standing Advisory Council for Religious Education for a period of four years.

28. Appointment of Authority Governors

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

Authority Governor: New Appointments

Name	School	Term of Office
Mr Robert Griffiths	Allesley Primary	4 September 2016
Cllr P Townshend	Allesley Hall Primary	4 September 2016
Mrs P Burton	Bishop Ullathorne Catholic School	4 September 2016
Mr T Sharman	Gosford Park Primary	4 September 2016
Mrs M Cantillon	St John Fisher Catholic Primary	4 September 2016
Mr R Drew	Whitmore Park Primary	4 September 2016

Authority Governor: Re-Appointments

Name	School	Term of Office
Mrs Haley Short	Alderman's Green Primary	21 October 2016
Mrs Gill Browett	Charter Primary	21 October 2016
Mrs Pauline Davies	Ernesford Grange Community School	21 October 2016
Cllr J O'Boyle	Gosford Park Primary	21 October 2016
Mr Muneeb Mirza	St Augustine's Catholic Primary	21 October 2016
Dr M Chappell	Sowe Valley Primary	21 October 2016
Mr A Guymer	Woodfield School	21 October 2016
Mrs D Sherwood	Wyken Croft Primary	21 October 2016

29. **Outstanding Issues**

There were no outstanding issues.

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

There were no other items of public business.

Private Business

Nil

(Meeting closed at 12.45 p.m.)

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CABINET MEMBER (EDUCATION)

28th November 2012

Cabinet Member

Present: Councillor Kershaw

Other Member Present: Councillor Noonan

Employees Present: A. Brennan (Children, Learning & Young People Directorate)
S. Durkin (Children, Learning & Young People Directorate)
C. Green (Children, Learning & Young People Directorate)
D. Haley (Children, Learning & Young People Directorate)
J. McLellan (Customer & Workforce Services Directorate)

Apologies: Councillor Williams

Public Business

31. Declarations of Interest

There were no declarations of interest.

32. Post-16 Transport Policy – Support to Access Education and Training

The Cabinet Member considered a report of the Director of Children, Learning and Young People which sought approval for a public consultation on the post-16 Transport Policy.

Local Authorities have a duty to prepare and publish an annual Transport Policy Statement which specified the arrangements that the Local Authority considered necessary to 'facilitate the attendance of all persons of sixth form age receiving education or training' (The Education Act 1996 S509AA). From 1st April, 2010, this duty was extended to require a Transport Policy Statement covering young people aged 19-24 who were continuing in learning and had learning difficulties and/or disabilities (Education Act 1996 S508G).

Local authorities were also required to have regards to 'the needs of those who could not access education or training provision', the needs of young parents and those who are vulnerable to becoming NEET (Not in education, employment or training) at the age of 16 or 17 or those who have already become NEET.

The Council's current Transport Policy offered free transport support to young people aged 16-19 who had learning difficulties and/or disabilities who were participating in education and were subject to a Learning Difficulty Assessment (Section 139a). It does not specify the arrangements for those aged 19-24 who had learning difficulties and/or disabilities. It was acknowledged that the current policy does not clearly describe the support that was available, nor the criteria for assessing such support. It was also acknowledged that the current policy does not address access to education and training for other vulnerable groups.

In 2010/11, the total cost of transport support for young people aged 16-19 was c£465,000. Free transport support does not take into account family/household income. This level of support had been, in part, subsidised by a grant from 2006/07 from the

Learning and Skills Council and its successor body, the Young People's Learning Agency. 2010/11 was the final year of this grant (£80,162).

The Council's officers believed that there was a need to review and revise the current policy to ensure that it was compliant with the Council's statutory duties and that financial resources were used effectively, particularly in the current economic environment.

RESOLVED that, after due consideration of the report and matters raised at the meeting, the Cabinet Member (Education) requests:

- (1) That a public consultation is carried out following further work, in collaboration with colleagues in Community Services, and that as part of the SEN and Disabilities FSR, further proposals for a full consultation be brought forward in a future Cabinet Member report.**
- (2) That the current post 16 transport policy is reviewed to ensure that it meets statutory requirements and published by 31st May 2013.**
- (3) That the revised policy be submitted to the Cabinet Member early in 2013.**

33. Any Other Items of Public Business

There were no other items of public business.

Private Business

Nil

(Meeting closed at 3.15 p.m.)



Public report Cabinet Member report

Cabinet Member (Education)

16 January 2013

Name of Cabinet Member:
Councillor Kershaw

Director Approving Submission of the report:
Director of Children, Learning and Young People

Ward(s) affected:
All

Title:
The Standards, Progress and Achievement of Coventry Children by Ages 5, 7 and 11 in 2011

Is this a key decision?
No

Executive Summary:

The report has four key purposes which are to:

- 1.1 Report on the outcomes of the Early Years Foundation Stage (EYFS), Key Stage 1 (KS1) and Key Stage 2 (KS2) statutory assessments undertaken by Coventry pupils in 2012;
- 1.2 Report on the most recent comparative data about the performance of pupils at these three Key Stages;
- 1.3 Recommend priorities for the 2012/13 improvement cycle in relation to the 2012 results;
- 1.4 Seek approval of the recommendations below.

Recommendations:

- 1.5 The Cabinet Member is recommended to:
 - 1.5.1 Endorse the evaluation of the outcomes of the 2012 EYFS, KS1 and KS2 statutory assessments as summarised in sections 1.1 to 10.7 on pages 3-8;
 - 1.5.2 Approve the key priorities for the 2012-13 improvement cycle outlined in section 11 on page 8.

List of Appendices included:

- Appendix 1 – Graph showing recent trends in EYFS performance for 2012.
- Appendix 2 - Graph showing recent trends in KS1 performance for 2012.
- Appendix 3 - Graph showing recent trends in KS2 performance for 2012.
- Appendix 4 – Focus Schools: Two Year Trends, 2011-2012.
- Appendix 5 - Graph showing Key Stage 2: Level 4+ in English and Maths 2010 – 2012.

Other useful information:

- Directorate Operational Plan: Education and Learning Service
- Overcoming Barriers to Learning Strategy

Has it or will it be considered by Scrutiny?

The Standards, Progress and Achievement of Coventry children and young people was presented and discussed by Scrutiny Board 2 on 20th December 2012. A further update will be provided in June 2013, particularly in relation to the performance of key underperforming groups.

Will this report go to Council?

No

Report title:

The Standards, Progress and Achievement of Coventry Children by Ages 5, 7 and 11

1. Context and background

- 1.1 This report has been written using the latest data available as at December 2012. Data for EYFS and KS1 was finalised in October and August respectively. KS2 data was published in the form of national performance tables by the DfE on 15th December 2012.
- 1.2 In relation to City figures for 2011, a 1% point change represents approximately 40 children at EYFS, 38 at KS1 and 35 at KS2.
- 1.3 Some performance indicators at each key stage are compared with Coventry's 'statistical neighbour' Local Authorities. These are the 10 Local Authorities that are assessed as being closest to the City in terms of their socio-demographic backgrounds. Derby, Bolton, Walsall, Peterborough, Telford and Wrekin, Tameside, Kirklees, Leeds and Sheffield are defined as being 'very close' statistical neighbours with the tenth, Thurrock, being 'close'.
- 1.4 There are five National Indicators for LA performance in primary education, two at EYFS and three at KS2. Whilst it appears likely that these will not be used in future they remain as comparators for 2011. These are detailed in the analysis of results at each Key Stage.

2. Summary of 2012 results

- 2.1 2012 saw some very positive trends in improvement at EYFS and KS1 with some significant closing of gaps against National averages. In the EYFS achievement exceeded national averages at the expected level of achievement and in Key Stage 1 gaps with national averages closed at the expected Level 2+ in science and writing. There were good improvements in all subjects at Level 2b+ (which is a more secure predictor of achieving a Level 4+ at the end of KS2). At the higher level 3, results remained stable in reading, writing, and mathematics. There was a slight dip in science, down 1%.
 - Key Stage 2 in 2012 produced significant improvement in all areas.
 - Combined Level 4+ in English and Maths rose by 4% to 75%
 - English Level 4+ rose by 4% to 82%
 - Mathematics Level 4+ rose by 3% to 81%
 - Each of these areas showed the greatest single year improvement margin since 2003

Over the period 2009-12:

- English Level 4+ combined have improved by 7% to 75%
 - Children making 2 levels of progress in English has risen by 7% to 90% which is 1% above the national average
 - Children making 2 levels of progress in Mathematics has risen by 6% to 87% which is in line with the national average
- 2.2 In 2012, the DfE 'floor standard' for KS2 performance for schools was that at least 60% of children should achieve Level 4+ in English and maths (combined), 87% achieve 2

levels progress in English and 86% achieve 2 levels progress in maths. Two Coventry schools have been below the floor standard for more than 3 consecutive years.

- 2.3 In 2011 there were 45 schools who did not achieve the national average % of two levels of progress in English. In 2012 there were 21.
In 2011 there were 44 schools who did not achieve the national average % for two levels progress in English. In 2012 there were 31

3. Measuring Attainment at the end of the Early Years Foundation Stage (EYFS)

- 3.1 Trends in standards at EYFS are illustrated by Graphs in Appendix 1.
- 3.2 Children at the end of the EYFS are completing their Reception year and most will be aged 5. Their progress and attainment have been assessed by their teachers against criteria on thirteen 9-point scales across 6 Areas of Learning. The Areas of Learning for Personal, Social and Emotional Development (PSED), Communication Language and Literacy (CLL) and Problem Solving, Reasoning and Numeracy (PSRN) cover 10 of the scales, with Knowledge and Understanding of the World, Physical Development and Creative Development being discrete areas.
- 3.3 EYFS assessments are moderated by the Local Authority in Coventry. External moderation by the National Standards and Testing Agency in 2011 reported that 'Coventry had a robust moderation model in place leading to accurate data'.
- 3.4 A score of 6 points is considered to be a 'good' level of development at the end of EYFS, whilst points 8 and 9 are indicators of achievement at a higher level. The scales are not entirely linear; for example two children may score 6 points in writing, but by achieving different elements of the scale.
- 3.5 There are two National Indicators (NI) for EYFS performance. NI 72 is the percentage of children scoring at least 78 points across all Areas of Learning and at least 6 in each of the PSED and CLL scales. NI 92 measures the attainment gap between the median EYFS score for all children in the cohort compared with the mean score for the lowest attaining 20% of children. In the latter case, therefore, the lower the number the narrower the gap and the better the result.

4. Positive indicators at EYFS

- 4.1 The proportion of children achieving NI 72 increased by 2.3% to 61.3% having been at 59.2% in 2011. The national figure increased by 5% to 64 % with the City 2.7% below the national average. Coventry's performance compared with Statistical Neighbours in 2012 ranked the city 5th out of 11. From 2010 to 2012 the percentage of children achieving a good level of development has improved by 9%. This represents 373 children.
- 4.2 In 2012 Coventry children performed better than in the previous year in Personal Social and Emotional Development, Communication Language and Literacy, and Mathematical Development. All other areas of learning remained high. A good level of development was achieved by 83.2 % of children in Knowledge and Understanding of the World, 90.7 % in Physical Development and 81.8% in Creative Development The biggest increases were 1.9% in CLL .There was a 1.5% in PSED. and a 0.7% increase in Mathematical Development The greatest gains made at 6+ in individual scales were Linking Sounds and Letters with a 3.1% improvement and Reading which improved by

2.5 %. Writing continued to show further improvement although this area of learning continues to be the weakest within CLLD. The outcome for Language for Communication and Thinking remained the same with an increase of 3.3% in 2011.

Both boys' and girls' attainment at point 6+ continues to rise in PSED and CLLD. At 6+ across the areas of learning and development boys improved in PSED, CLL, and Maths, girls in PSED and CLL.

At 6+ in CLL boys' outcomes improved 1.7% more than the girls' improvement of 1.0%

The gap between boys and girls has lessened in the majority of scales most noticeably LSL with decrease of 2.4% and SD with a decrease of 1.8%

The widest gap between boys and girls is again Writing at 18.7% but that is an improvement of 1.5% on the gap in 2011

Least gap is in KUW with a difference of 3.3% which continues the last 3 years improvement in boys' outcomes

From 2009 to 2012, the rate of progress was better for boys than girls in all CLL, MD and PD at 6+

The attainment gap measure NI 92 has narrowed from 32.9% in 2011 to 31.7% in 2012. This represents a gap narrowing of 1.3% and continues the narrowing trend in 2011. The 2012 gap figure is the narrowest achieved so far. Coventry's performance compared with Statistical Neighbours remains same with a ranking of 5 out of 11. However the City's performance is 0.9% better than the statistical neighbour average of 32.2%.

5. Priorities for Improvement at EYFS

5.1 At NI 92 the gap narrowed to 31.7% in 2012. Although the gap is now at its narrowest, closing the gap further continues to be a priority to improve outcomes for the most vulnerable children.

5.2 Although boys' attainment is improving year on year, the gap between boys and girls at the end of EYFS at 6+ remains too wide, particularly in CLLD. In 2012 the gap in writing was 18.7% with a narrowing of 1.5%. Boys Writing continues to be a priority.

5.3 Therefore the priorities for raising attainment at age 5 are:

Continue to improve outcomes in CLLD by continuing to build on and embed improvements in the provision for CLLD particularly in writing
Narrow the gap further between the lowest attaining 20% and the City median.

We will do this by:

Supporting the improvement of quality further focussing on what **adults do** and what **adults provide**

Support practitioners in providing for the Prime and Specific areas of learning and development

Supporting settings and schools to ensure that the characteristics of **Effective Learning** underpin children's learning and development across all areas and lead to high levels of engagement, motivation and thinking

6. Measuring Attainment at KS1

6.1 Attainment at the end of KS1 is measured by teacher assessment in speaking and listening, reading, writing, mathematics and science. National Curriculum Level 2 is the expected standard for children by the end of KS1, with Level 3 representing the

achievement of the more able. Level 2 is subdivided into a lower: Level 2c, a secure Level 2b and a higher Level 2a.

- 6.2 The Local Authority moderates teacher assessment and conducts monitoring visits across a sample of nearly half of eligible schools every year. In 2011 all other schools not being visited participated in moderation meetings to help ensure consistency and reliability of results. In July 2012 the Standards and Testing Agency evaluated Coventry's procedures as:

“Quality assurance processes are embedded to check data, support professional development of moderators and practitioners.”

7. Positive Indicators at KS1

- 7.1 Trends in standards at KS1 are illustrated by Graphs in Appendix 2.

- 7.2 Following three years of a broadly static trend from 2008-2010 there were improvements in the proportions of pupils achieving Level 2+ in mathematics and science in 2011. In 2012 there has been a further increase in mathematics rising 3% to 89% and a 1% drop in Science. Reading at Level 2+ increased by 3% to 85% in 2012. Writing at Level 2+ also increased in 2012 by 3% to 81%. The gaps between Coventry and national averages now stand at 2% in reading, writing, mathematics and science. This narrows the gap by 1% in reading, writing and science and narrows the gap in Maths by 2%.

The number of pupils achieving a Level 2b and above improved by 3% in reading, 2% in writing and 3% in mathematics. This closes the gap with national by 1% in reading and mathematics. The gap widened by 1% in writing. Level 3+ achievements in reading, writing and mathematics remained the same as 2011 and fell by 1% in science. The gap with national increased by 1% in reading and writing and by 2% in mathematics and science.

- 7.3 Girls improved by 3% in mathematics at Level 2+ and 3% Level 3+. Boys improved in all areas for Level 2+ and in Level 3 by 1% in reading and science. Girls continue to attain better than boys in all subjects at Level 2+ and Level 3, however, the gaps with national have closed in reading, writing and maths and science for girls and for boys in reading, writing and mathematics at Level 2+.

- 7.4 The attainment of all groups improved or remained static in comparison to 2011 results in reading Level 2+, except pupils of Black Caribbean heritage which fell 7%. Attainment at Level 2+ writing increased or remained static for all groups except pupils of Indian, Pakistani and Black Caribbean heritage which fell, 1%, 3% and 7% respectively. In Level 2+ mathematics all groups improved or remained static in comparison to 2011 results, except pupils of Mixed White/Black Caribbean, Indian and Black Caribbean heritage which fell 4%, 2% and 22% respectively. Attainment of Gypsy Roma pupils was a priority for this year and results for this group of pupils rose significantly in 2012. Attainment for Special Educational Needs pupils at Level 2+ improved in reading, writing and mathematics.

8. Priorities for improvement at KS1

- 8.1 Although there were some notable improvements in attainment and narrowing of

gaps in 2011, Coventry remains below national by 2% in all of the areas at Key Stage 1 and has risen in the overall ranking against its statistical neighbours from 9th to joint 6th place.

8.2 Attainment of Black Caribbean pupils fell significantly in 2012.

8.3 There were improvements in both boys' and girls' attainment. The gender gap between boys and girls attainment came down in reading and writing and increased by 2% in mathematics.

The priorities for improving attainment at age 7 are:

- Continue to raise attainment at all levels and in all subjects so that the City's performance is in line with national averages and our ranking against statistical neighbours continues to improve.
- Monitor closely the performance of vulnerable groups, particularly to ensure that the attainment of pupils from Black Caribbean and Mixed White/Black Caribbean heritage is improved.
- Ensure strategies are in place to further raise boys' attainment and narrow the gap with girls' attainment.
- Ensure that the quality of provision in schools enables the improvements in Level 3 attainment.
- Continue to raise the attainment of SEN pupils

9. Measuring attainment and progress at the end of KS2

9.1 Attainment is measured by national tests in English (incorporating reading and writing), and mathematics, with teacher assessments in these subjects and science also being reported. The National Indicator (NI 73) for attainment at KS2 is the proportion of pupils gaining a Level 4 in both English and mathematics (combined).

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

9.3 The progress of pupils over the 4 years from the end of KS1 to the end of KS2 is measured in a number of ways. There are two National Indicators here, NI 93 indicating the proportion of pupils that have made at least two national curriculum levels progress in English and NI 94 indicating the same measure for progress in mathematics.

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

10. Positive Indicators at KS2

10.1 Trends in standards and progress at KS2 are illustrated in Graphs in Appendix 3

10.2 In 2012, the performance of Coventry eleven year olds was in line with or exceeded the national average on all measures of Level 4+ attainment and progress. In 2012,

despite achieving the best ever single year improvement in all areas overall Level 4+ attainment was good but was still just below the national average. The overall trajectory over the past five years is upwards and good improvement has been made.

- 10.3 In 2012 75% of pupils achieved a Level 4+ in both English and mathematics (combined) compared with 71% in 2011, 82% in English compared with 78% in 2011, and 81% in mathematics compared with 78% in 2011. . The gap between Coventry and national averages now stands at 4% in English and Maths (combined), 3% in English and 3% in Maths.
- 10.4 Latest DfE comparative data shows that compared to our statistical neighbours: The gap has narrowed to 2% for the combined Level 4+ in English and Maths The gap has narrowed to 1% for the Level 4+ in English. The gap has closed in Mathematics the first time since 2008
- 10.5 In terms of gender, girls outperformed boys in all areas, with combined English and Maths Level 4+ attainment for girls at 78%, a 3% increase on 2011, and boys at 72%, a 2% increase on 2011. There was good improvement between 2011 and 2012 for all groups of vulnerable children, with Looked after Children making the most improvement in combined level 4+ which rose from 31% in 2011 to 62% in 2012 (Refer to Appendix 5).
- 10.6 At the higher Level 5 there was a 6% rise in English to 32% although there was a widening of the gap with national averages to 5%. In Mathematics 34% achieved a Level 5, compared to 31% in 2011, but the gap with national widened by 1% as national performance improved to 5%.
- 10.7 Rates of progress for Coventry increased significantly in 2012 and remain on an upward trajectory over time. The proportion achieving at least two levels progress in English was 90%, compared with 84% in 2011, 1% above the national average. In mathematics the proportion achieving at least 2 levels progress was 87% compared with 82% in 2011, in line with the national average

11. **Priorities for Improvement at KS2**

- 11.1 To improve attainment for all pupils, including the more able, so that the current gaps between City and national averages at Level 4+ narrow from 3% in mathematics and 3% in English and are in line with national averages by 2013.
- 11.2 To continue this year's good progress to further narrow the gaps in progress and attainment for all vulnerable groups, particularly those with SEN, Gypsy/Roma pupils, those that are transient and those pupils who attract the Pupil Premium.
- 11.3 While raising the attainment and progress of all children, particular focus be given to raising the performance of boys, to narrow the gender performance gap.
- 11.4 Therefore the priorities for raising attainment and progress at KS2 are:

To continue to:

- Increase the proportion of children attaining Level 4+ in both mathematics and English and making at least 2 Levels progress from KS1 to KS2.
- Increase the proportion of higher attaining pupils assessed at Level 5.

- Close the gaps in attainment for vulnerable groups: pupils with SEN, those from the most deprived neighbourhoods, transient pupils and Gypsy/Roma pupils.

12. The Impact of the Birth-11 Improvement Strategy on pupils' attainment and progress

12.1 Within the Education and Learning Service the Birth-11 team provides challenge and support for all primary schools and more intensive targeted support for high priority schools, delivered through a carefully planned programme with schools. All schools currently purchase Continuing Professional Development (CPD) and support through a Service Level Agreement. The Education and Learning Service is funded to provide a range of programmes and interventions aimed at improving pupil attainment and rates of progress, particularly where underperformance is identified. The following paragraphs outline some of the impact of this work.

12.2 In September 2012 Focus School Meetings were introduced to sharpen up the challenge and support role of the Local Authority in monitoring schools causing concern. The headteacher and Chairs of Governors of individual schools have been invited to focus Meetings, Chaired by the Senior Adviser. The meetings offer the school a balance between challenge and support. 23 schools were involved during the Autumn 2011 and Spring term 2012.

The impact of intervention through Focus School meetings with 23 schools is demonstrated by the following:

- The % of pupils achieving a Level 4+ in English rose by 6% to 77%
- The % of pupils achieving a Level 4+ in Mathematics rose by 6% to 75%
- The % of pupils achieving a Level 4+ in both English and Maths rose by 8% to 69%
- The % of pupils making 2 levels of progress in English rose by 7% to 87%
- The % of pupils making 2 levels of progress in Mathematics rose by 8% to 82%

Each of these % increases are above the city average

12.3 Listen, Think, Talk (LLT) project, a language acquisition and development programme, was delivered in 23 maintained and 60 non-maintained nursery settings over the three years of the project. It came to an end in December 2010. During the programme more than 800 staff received training and they worked with 4638 children. Early Years Foundation Stage Profile outcomes for the schools where their nursery received training showed 70% of them improved their outcomes at a good level of attainment between 2009 and 2011. Outcomes in Communication, Language and Literacy (CLL) for the City from 2009 to 2011, which includes the children from settings involved in the programme, have improved by 9.8% from 52.2% to 62% attaining a good level of achievement. The upward trend in outcomes for CLL over the last three years has meant that the 2011 City outcome is the same as the national average for CLL for the first time.

12.4 Every Child a Reader supports children with reading in Key stage 1. It is designed to support quality first teaching for all children through class based teaching; small group intervention for children who can be expected to catch up with their peers with some additional support and Reading Recovery for children who have been identified as having specific support needs. Children identified for Reading Recovery have the lowest achievement in literacy learning in their first years at school and would be

predicted to reach national assessment Level 1 or below without the intervention. End of key stage 1 national assessment outcomes for Reading Recovery children in Coventry from the first year of implementation show 82% of the children reached Level 2 or above in reading, compared with 84% nationally. For the year 2010-11, 82.6% of children who completed a Reading Recovery programme made accelerated progress compared with 79% nationally, moving from the lowest attaining children in literacy to the national average in reading in 20 weeks. 17.4% of the children who completed a Reading Recovery programme made progress but did not reach the average band for literacy and continued to need additional support compared to 21% nationally.

12.5 Every Child a Writer is a targeted programme for Year 3 and Year 4 pupils in schools where, historically, rates of progress in writing are slow. In 2010-2011 24 partner schools were supported by 12 lead schools which is an increase on the previous year. Data shows the proportion of pupils making expected or better progress as a result of this intervention was 8% higher than the national average. 77% in Coventry compared with 69% Nationally.

12.6 Every Child Counts (ECC) aims to accelerate the progress of potentially underachieving KS1 children in mathematics. Thirteen Coventry schools participated in the programme. On average targeted children participating in a twelve week programme during 2010 11 made 15.9 months progress, above the national average of 14.5 months. Children continued to succeed after completing the programme. Six months after the programme they had made an average of 8.9 months progress, above the national average of 8 months. 63% of the children achieved Level 2+ at the end of KS1. Although this was below the national average of 72% many participating children were the most vulnerable assessed at P levels on entry to the programme. Consequently whilst they made above average progress they were unable to accelerate to a Level 2+.

13. **Options considered and recommended proposal**

13.1 Endorse the evaluation of the outcomes of the 2012 EYFS, KS1 and KS2 statutory assessments as summarised in sections 1.1 to 10.7 on pages 3-8.

13.2 Approve the key priorities for the 2012-13 improvement cycle.

14. **Consultation undertaken**

14.1 This analysis has been shared with key stakeholders, including primary Headteachers primary school Governors, Councillors through Scrutiny Board 2 and the local Roman Catholic and Church of England Diocese.

15. **Timetable for implementing this decision**

15.1 The expected outcomes and actions for 2012/13 are detailed in the Operational Plan for the Education and Learning Service.

16. **Comments from Director of Finance and Legal Services**

16.1 Legal implications

There are no specific legal implications arising from this report.

17. Other implications

None

18. How will this contribute to achievement of the Council's key objectives/corporate priorities (corporate plan/scorecard)/organisational blueprint/LAA (or Coventry SCS)?

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

18.2 How is risk being managed?

The Birth to 11 Learning and Achievement Team has a planned programme in place to monitor the progress being made by Coventry Schools and analyses key attainment and achievement data robustly. This is supported by regular monitoring of the quality of teaching, classroom observation and the scrutiny of OFSTED reports. Regular monitoring and evaluation also takes place through discussions with senior and middle leaders in schools, school Improvement Partners, relevant lead officers in the Children, Learning and Young People directorate and other City Council Departments and Diocesan staff. Progress is regularly reported to the Director of Children, Learning and Young People and the Cabinet Member for Children's Services by the leadership Team of the Education and Learning Service.

Key strategies for reducing risk include:

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

18.3 What is the impact on the organisation?

The success of these school improvement initiatives is linked to the impact of local work to help schools to recruit and retain staff.

18.4 **Equalities / EIA**

A review of the Equality Impact Assessment of the work of Birth-11 Learning and Achievement Service was completed in the Autumn term 2010. This concluded that the Service continued to have a positive impact on equalities. The Service maintains a focus on helping schools to analyse and improve the attainment of different groups of students, including boys and girls, different minority ethnic groups, transient students, Looked After Children, children living in poverty and students with Special Educational Needs.

18.5 **Implications for (or impact on) the environment**

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

18.6 **Implications for partner organisations?**

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

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Councillor David Kershaw	Cabinet Member (Education)	-	13/12/12	19/12/12

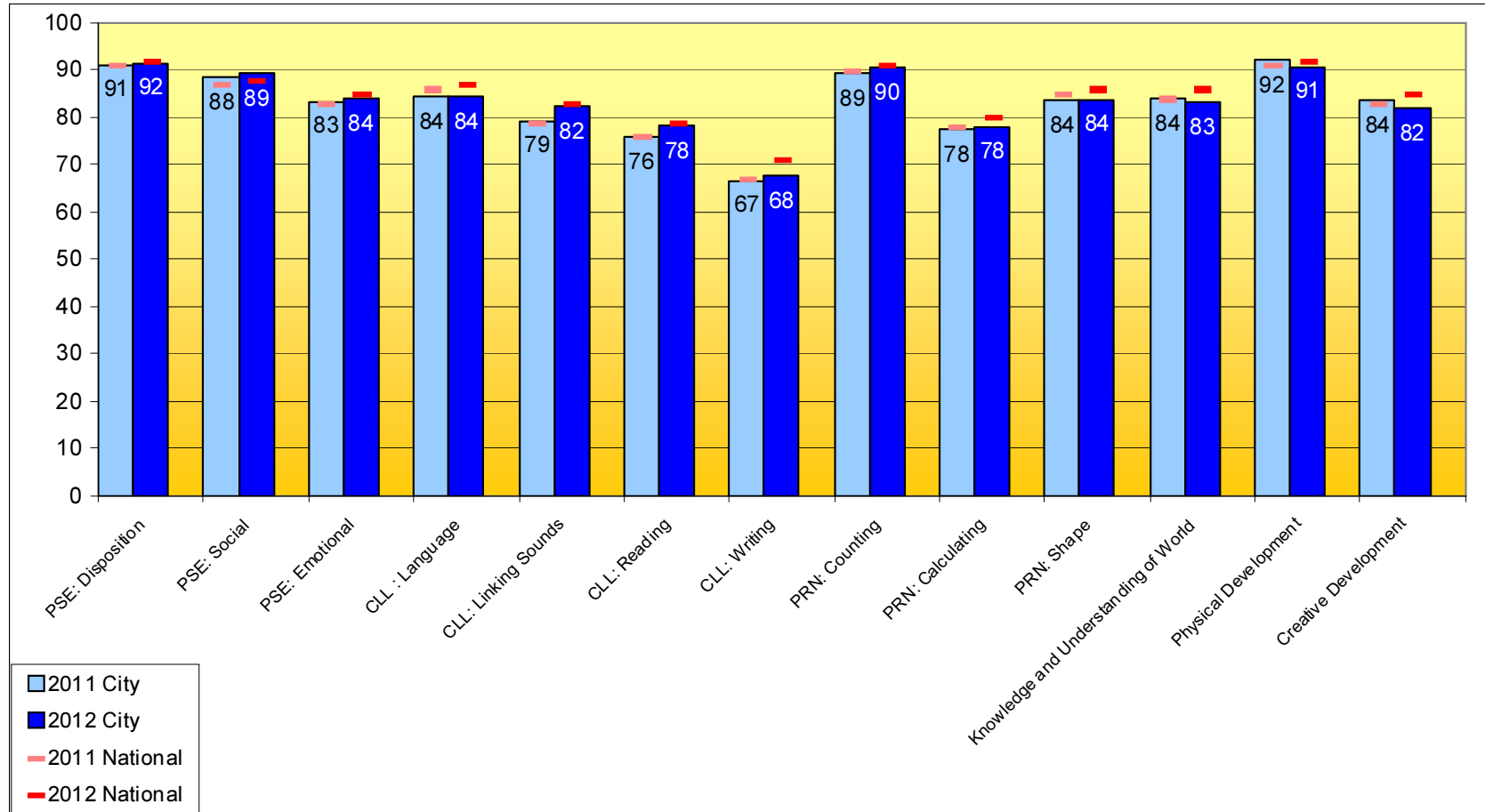
This report is published on the council's website: www.coventry.gov.uk/moderngov

Appendix 1

Foundation Stage 2012

Final Data

Percentage of pupils attaining 6 or more points in each assessment scale

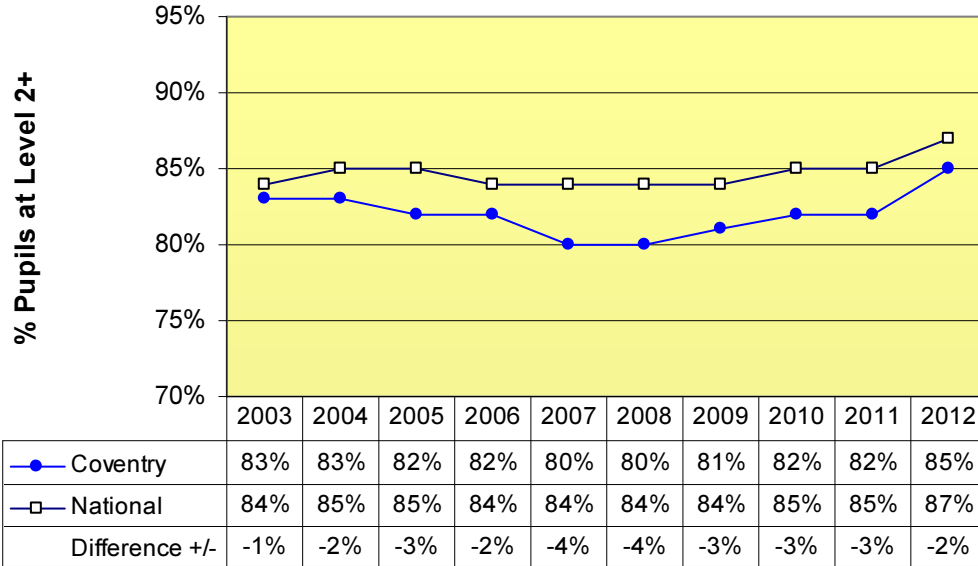


Key: PSE Personal, Social and Emotional Development
 CLL Communication, Language and Literacy
 PRN Problem Solving, Reasoning and Numeracy

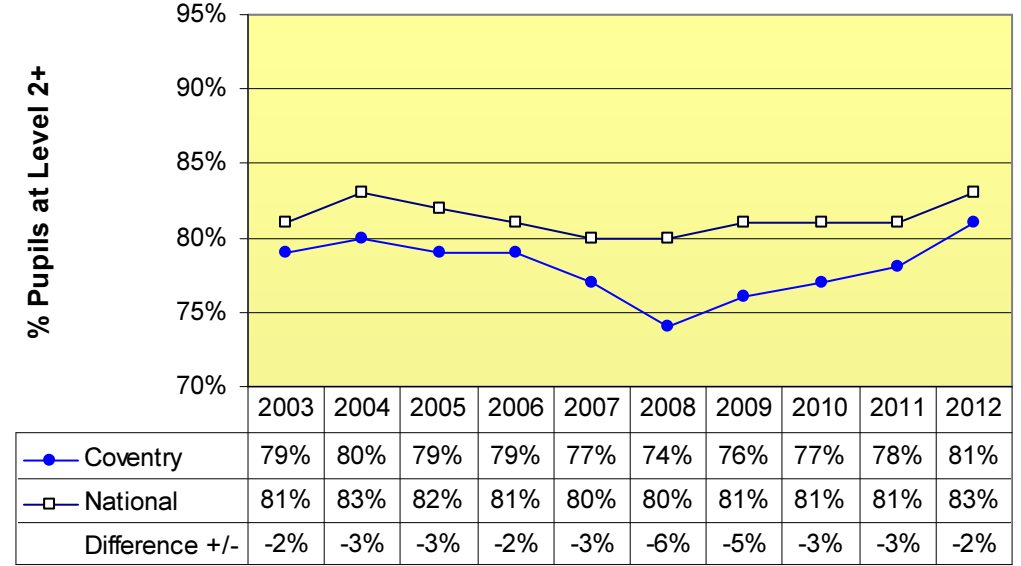
Data Sources City figures - School Returns
 National figures - DfE SFR23/2012

Appendix 2

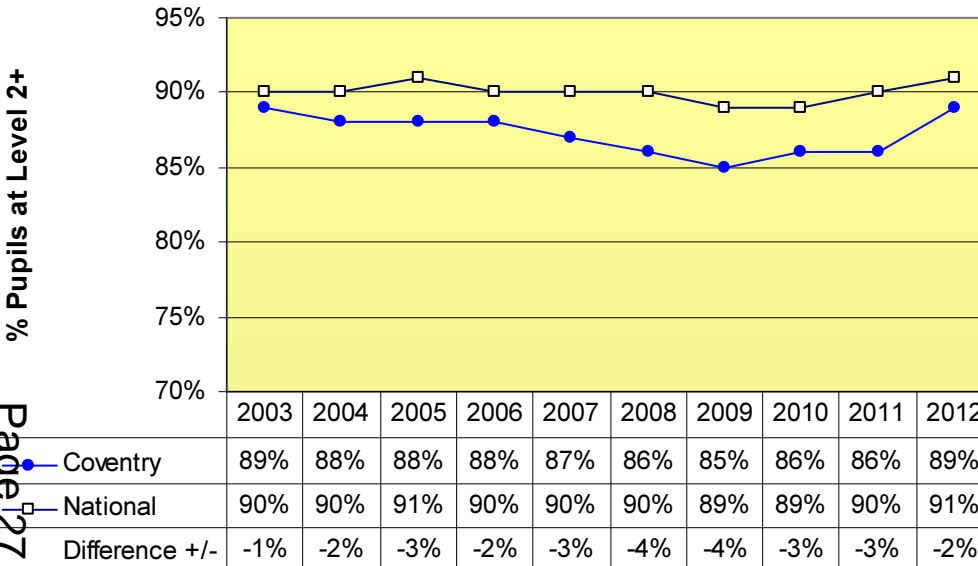
Key Stage 1 Reading Task/Test/TA 2003-2012



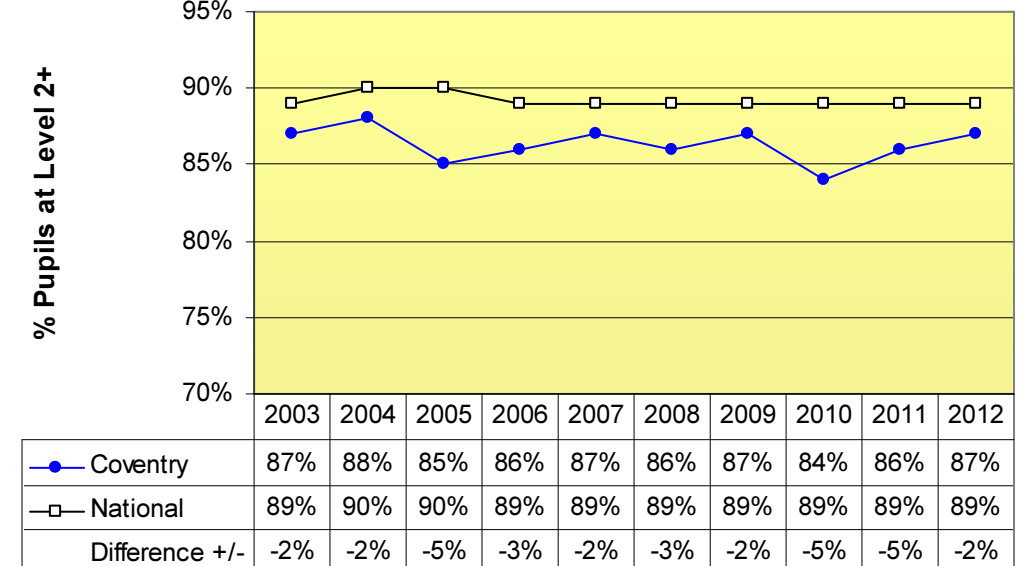
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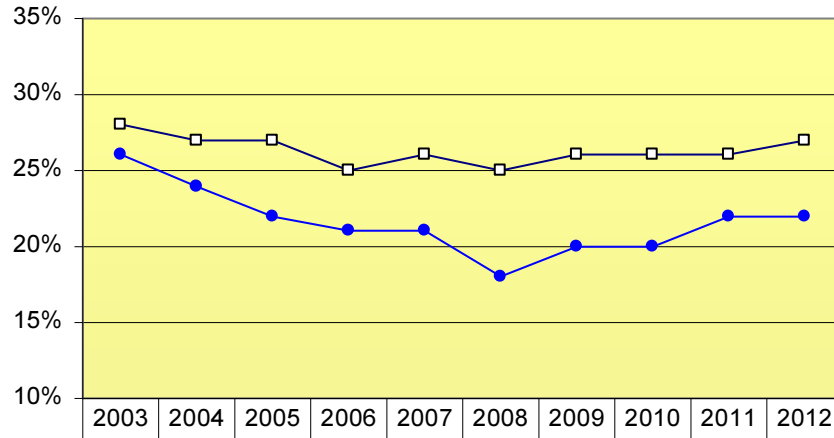
Key Stage 1 Mathematics Test/TA* 2003-2012



Key Stage 1 Science 2003-2012

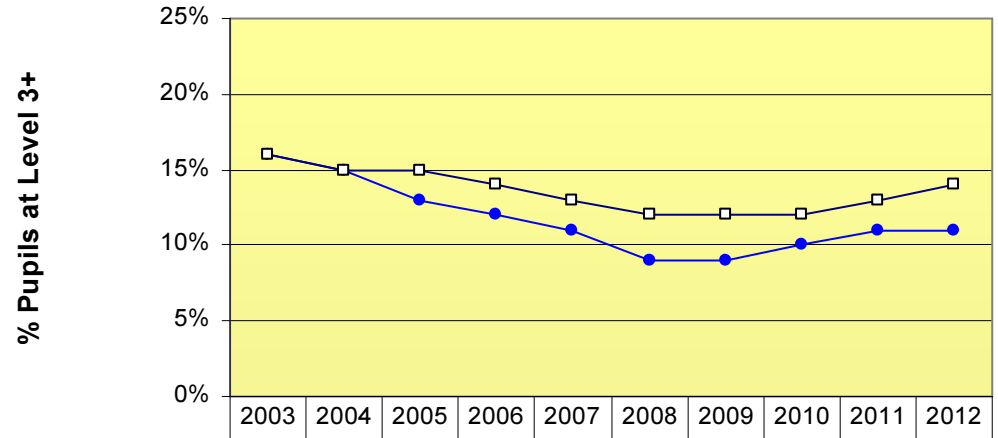


Key Stage 1 Reading Task/Test/TA 2003-2012



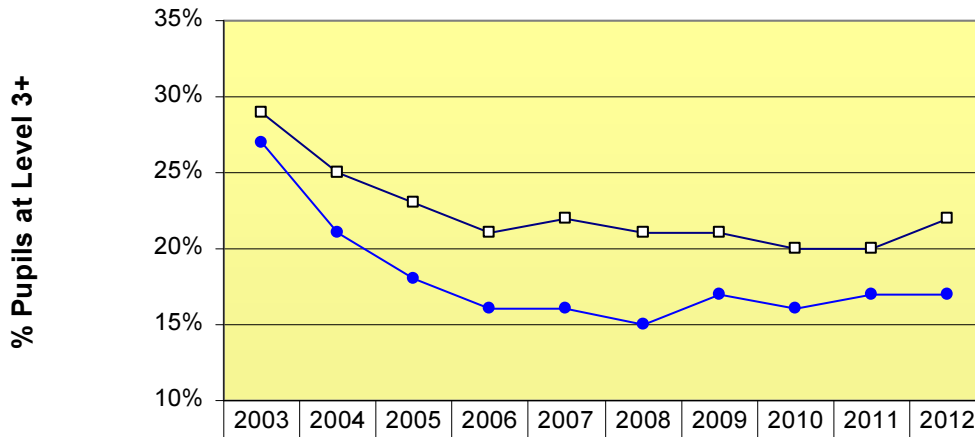
● Coventry	26%	24%	22%	21%	21%	18%	20%	20%	22%	22%
□ National	28%	27%	27%	25%	26%	25%	26%	26%	26%	27%
Difference +/-	-2%	-3%	-5%	-4%	-5%	-7%	-6%	-6%	-4%	-5%

Key Stage 1 Writing Task/Test/TA 2003-2012



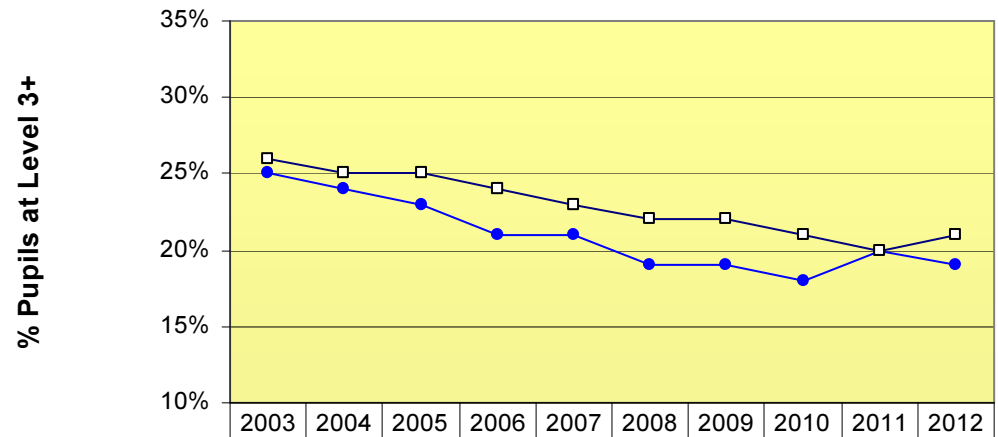
● Coventry	16%	15%	13%	12%	11%	9%	9%	10%	11%	11%
□ National	16%	15%	15%	14%	13%	12%	12%	12%	13%	14%
Difference +/-	0%	0%	-2%	-2%	-2%	-3%	-3%	-2%	-2%	-3%

Key Stage 1 Maths Task/Test/TA 2003-2012



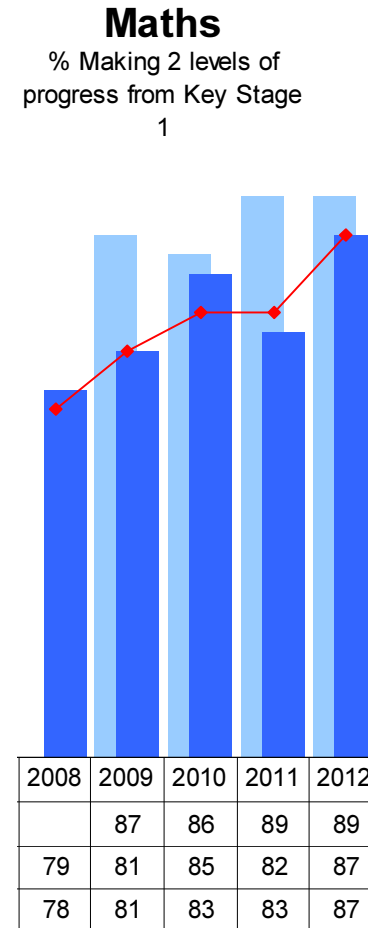
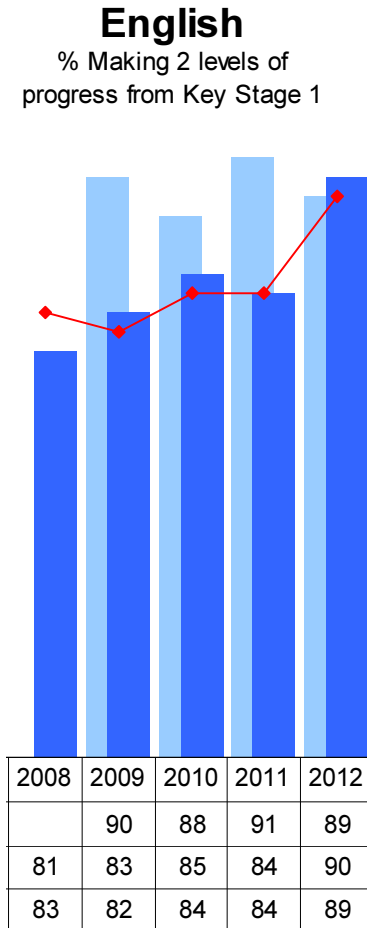
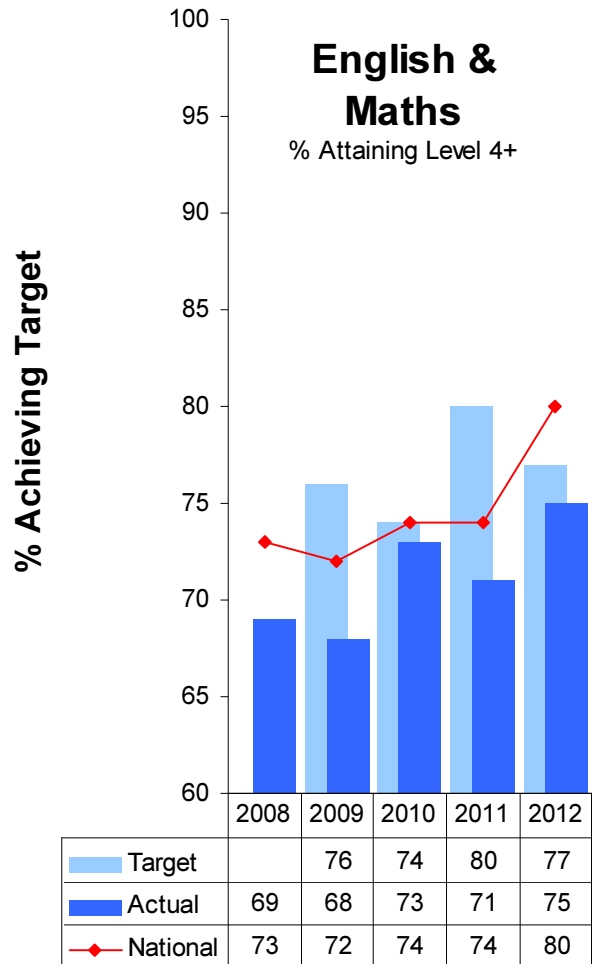
● Coventry	27%	21%	18%	16%	16%	15%	17%	16%	17%	17%
□ National	29%	25%	23%	21%	22%	21%	21%	20%	20%	22%
Difference +/-	-2%	-4%	-5%	-5%	-6%	-6%	-4%	-4%	-3%	-5%

Key Stage 1 Science Task/Test/TA 2003-2012



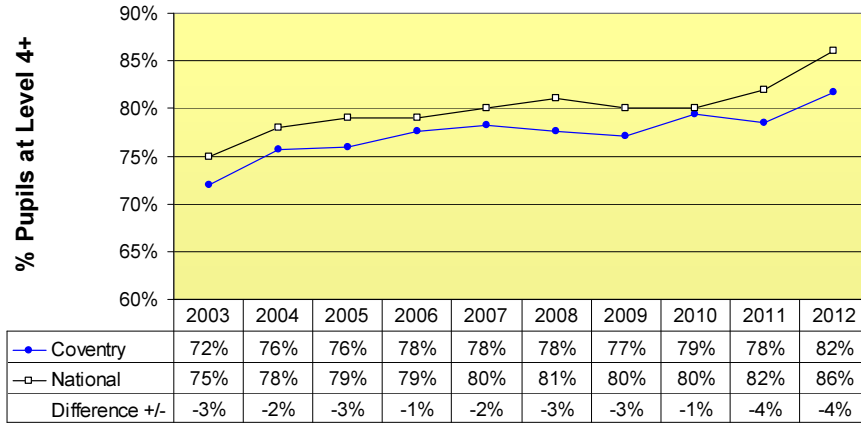
● Coventry	25%	24%	23%	21%	21%	19%	19%	18%	20%	19%
□ National	26%	25%	25%	24%	23%	22%	22%	21%	20%	21%
Difference +/-	-1%	-1%	-2%	-3%	-2%	-3%	-3%	-3%	0%	-2%

Key Stage 2: 2008-2012

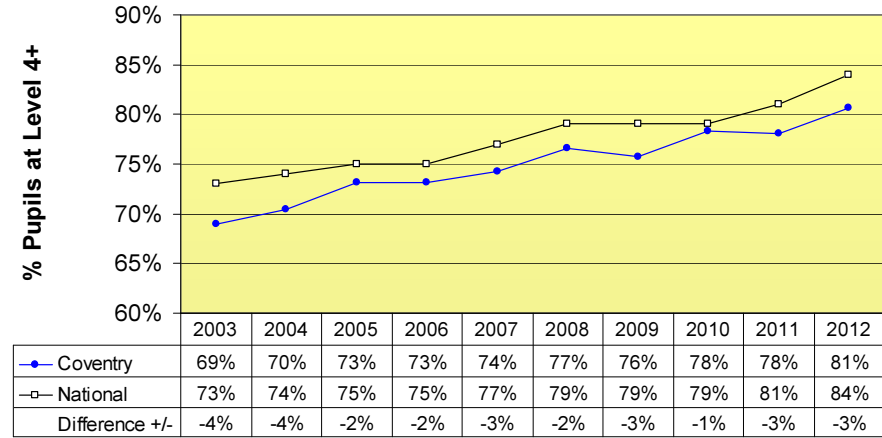


Legend:
■ Target
■ Actual
◆ National

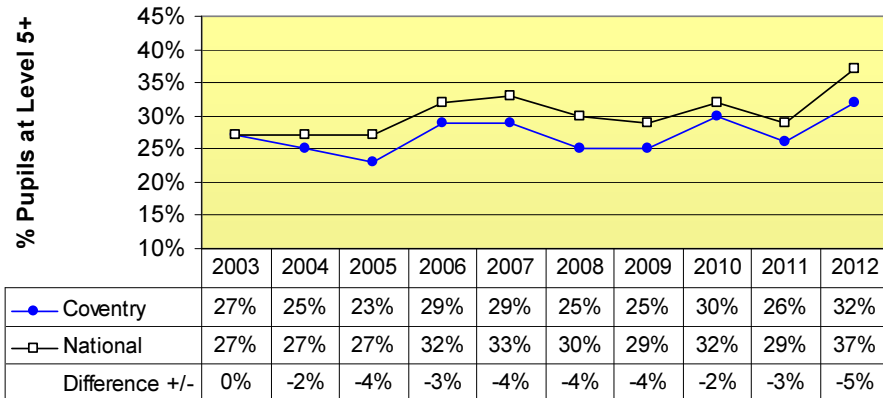
Key Stage 2 English 2003-2012



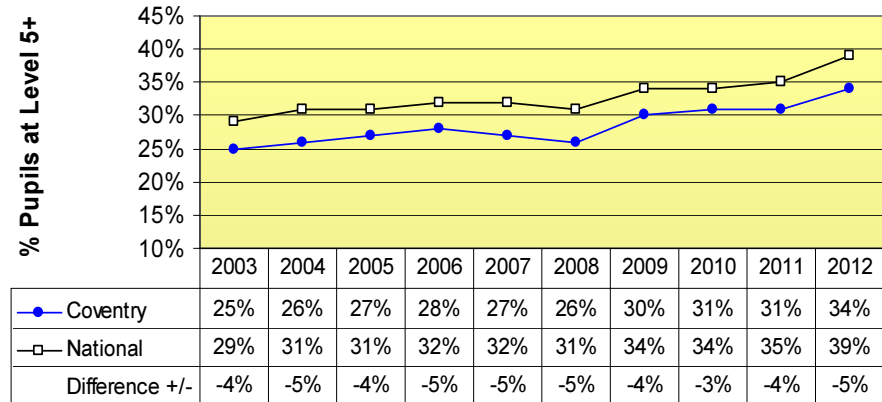
Key Stage 2 Mathematics Test 2003-2012



Key Stage 2 English 2003-2012



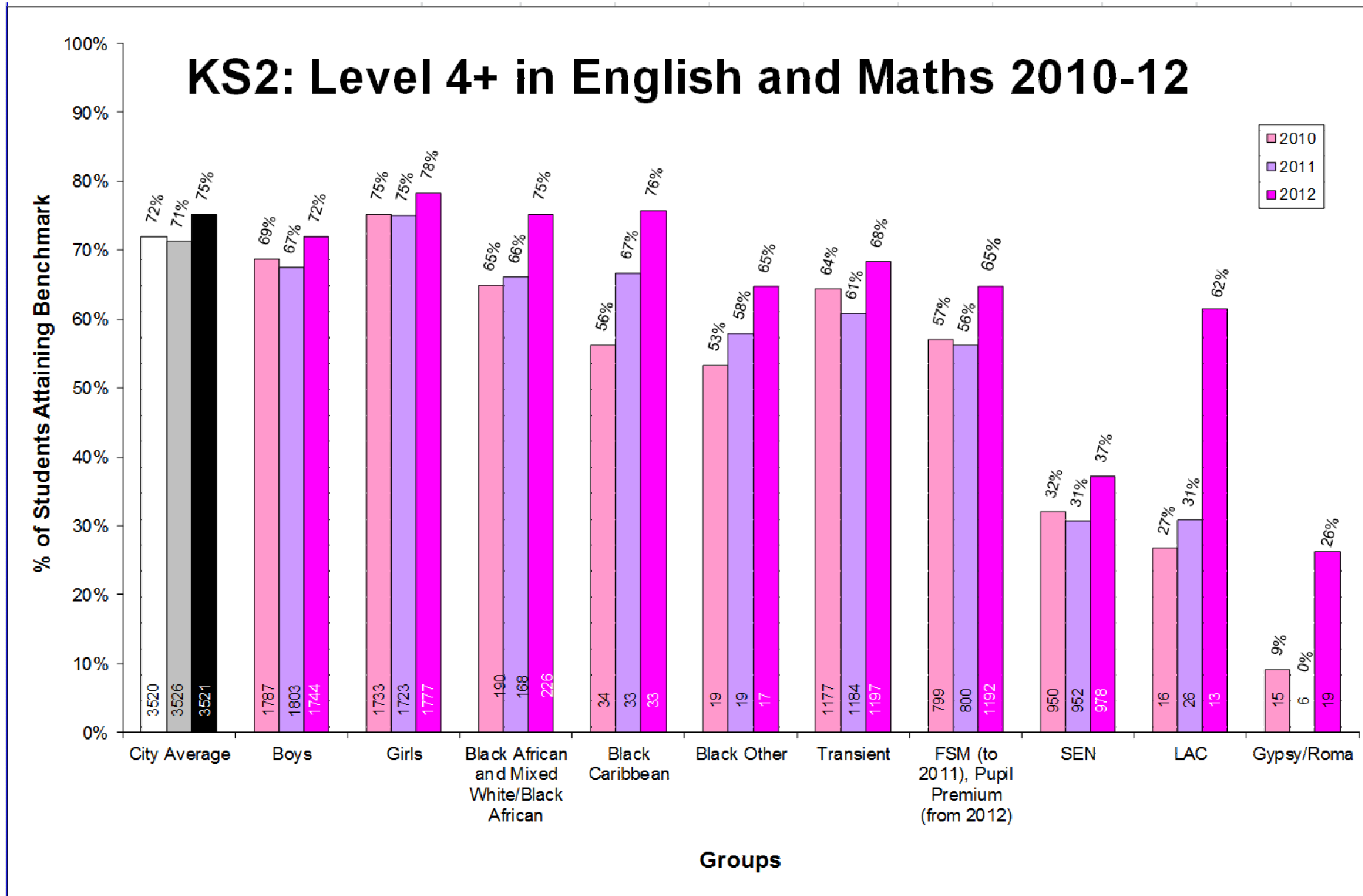
Key Stage 2 Mathematics Test 2003-2012



Appendix 4

Focus Schools: 2-Year Trends, 2011-2012															
School	English Level 4+			Maths Level 4+			English and Maths Level 4+			English: 2 Levels of Progress, KS1-KS2			Maths: 2 Levels of Progress, KS1-KS2		
	2011	2012	Change	2011	2012	Change	2011	2012	Change	2011	2012	Change	2011	2012	Change
Aldermoor Farm	63.4%	78.0%	14.6%	70.7%	63.4%	-7.3%	61.0%	58.5%	-2.4%	73.5%	89.5%	15.9%	82.4%	78.9%	-3.4%
Charter	56.5%	73.3%	16.8%	87.0%	73.3%	-13.6%	56.5%	73.3%	16.8%	81.8%	90.9%	9.1%	90.9%	72.7%	-18.2%
Clifford Bridge	79.2%	83.9%	4.7%	75.0%	77.4%	2.4%	66.7%	74.2%	7.5%	87.5%	100.0%	12.5%	83.3%	90.0%	6.7%
Corpus Christi RC	63.9%	79.3%	15.4%	69.4%	72.4%	3.0%	58.3%	72.4%	14.1%	70.6%	89.7%	19.1%	73.5%	79.3%	5.8%
Gosford Park	58.3%	72.5%	14.2%	61.1%	75.0%	13.9%	47.2%	67.5%	20.3%	78.8%	87.1%	8.3%	63.6%	74.2%	10.6%
Grangehurst	66.7%	79.7%	13.0%	60.0%	79.7%	19.7%	56.7%	76.3%	19.6%	70.7%	79.3%	8.6%	65.5%	75.9%	10.3%
Henley Green	60.9%	76.0%	15.1%	43.5%	72.0%	28.5%	43.5%	64.0%	20.5%	68.4%	84.2%	15.8%	52.6%	78.9%	26.3%
Hill Farm	71.9%	64.8%	-7.1%	62.5%	53.7%	-8.8%	57.8%	46.3%	-11.5%	75.9%	73.5%	-2.4%	64.4%	55.1%	-9.3%
Joseph Cash	67.5%	72.5%	5.0%	70.0%	77.5%	7.5%	60.0%	67.5%	7.5%	85.7%	91.2%	5.5%	77.1%	88.2%	11.1%
Limbrick Wood	42.3%	95.2%	52.9%	65.4%	90.5%	25.1%	42.3%	90.5%	48.2%	57.7%	95.2%	37.5%	69.2%	90.5%	21.2%
Little Heath	74.1%	60.7%	-13.4%	63.0%	50.0%	-13.0%	55.6%	42.9%	-12.7%	88.5%	87.0%	-1.5%	88.5%	82.6%	-5.9%
Our Lady of the Assumption RC	62.5%	80.8%	18.3%	62.5%	77.8%	15.3%	50.0%	73.1%	23.1%	78.3%	92.3%	14.0%	60.9%	80.8%	19.9%
Park Hill	88.6%	97.6%	9.0%	70.5%	92.9%	22.4%	68.2%	92.9%	24.7%	79.5%	90.5%	10.9%	75.0%	95.2%	20.2%
Parkgate	68.3%	75.0%	6.7%	68.3%	75.0%	6.7%	59.8%	70.2%	10.5%	82.7%	92.5%	9.8%	75.7%	85.0%	9.3%
Radford	88.9%	84.0%	-4.9%	81.5%	60.0%	-21.5%	77.8%	56.0%	-21.8%	96.2%	100.0%	3.8%	92.3%	75.0%	-17.3%
Richard Lee	68.8%	67.9%	-0.8%	62.5%	79.2%	16.7%	57.5%	66.0%	8.5%	70.7%	76.0%	5.3%	66.2%	92.0%	25.8%
Sir Frank Whittle	72.2%	78.6%	6.3%	63.9%	96.4%	32.5%	55.6%	78.6%	23.0%	94.3%	73.1%	-21.2%	74.3%	96.2%	21.9%
Southfields	68.0%	64.3%	-3.7%	96.0%	78.6%	-17.4%	68.0%	60.7%	-7.3%	89.5%	81.8%	-7.7%	100.0%	100.0%	0.0%
St Gregory's RC	95.0%	81.8%	-13.2%	85.0%	78.8%	-6.2%	85.0%	75.8%	-9.2%	100.0%	96.9%	-3.1%	100.0%	87.5%	-12.5%
St John's CE	82.1%	76.9%	-5.2%	78.6%	76.9%	-1.6%	78.6%	65.4%	-13.2%	75.0%	88.5%	13.5%	75.0%	84.6%	9.6%
St Thomas More RC	77.2%	96.3%	19.1%	87.7%	88.9%	1.2%	73.7%	88.9%	15.2%	84.9%	100.0%	15.1%	88.9%	94.3%	5.5%
Stretton CE	94.1%	45.0%	-49.1%	70.6%	60.0%	-10.6%	70.6%	45.0%	-25.6%	100.0%	78.9%	-21.1%	73.3%	78.9%	5.6%
Whitmore Park	76.5%	74.2%	-2.3%	67.1%	73.0%	6.0%	61.2%	65.2%	4.0%	85.0%	80.2%	-4.8%	70.4%	72.1%	1.7%
Focus Schools	71.2%	76.8%	5.5%	69.3%	75.1%	5.8%	60.9%	68.7%	7.8%	80.2%	87.1%	6.9%	74.8%	82.3%	7.5%

Appendix 5





Public report Cabinet Member report

Cabinet Member (Education)

16 January 2013

Name of Cabinet Member:

Cabinet Member (Education) – Councillor David Kershaw

Director Approving Submission of the report:

Director of Children, Learning and Young People

Ward(s) affected:

All

Title:

The Standards, Progress and Achievements of Coventry Students by Age 16 (Key Stage 4) and Age 19 (Key Stage 5)

Is this a key decision?

No

Executive Summary:

The report has four key purposes. These are to:

- 1.1 Report the outcomes of the Key Stage 4 (KS4) and post-16 examinations undertaken by Coventry students in 2012;
- 1.2 Report on the most recent comparative data about the performance of 16-19 year olds;
- 1.3 Recommend appropriate priorities for the 2012 to 2014 improvement cycle, particularly in relation to maximising impact on the 2013 results;
- 1.4 Seek approval of the recommendations below.

Recommendations:

- 1.5 The Cabinet Member is recommended to:
 - 1.5.1 Endorse the evaluation of the outcomes of the 2012 KS4 and post-16 examinations summarised in sections 2 pages 3 to 4;
 - 1.5.2 Approve the key priorities for the 2012 -14 improvement cycle outlined in section 5 and 6 on page 6 and 7.

List of Appendices included:

- Appendix 1 – An explanation of the key indicators that are used to evaluate Key Stage 4 and Key Stage 5 performance
- Appendix 2 – Graph showing recent trends in Key Stage 4 and Stage 5 performance
- Appendix 3 - Graph showing Key Stage 4 gender and Vulnerable Groups: 5+ A* - C including English and Maths

Other useful information:

Directorate Operational Plan: Education and Learning Service
Overcoming Barriers to Learning Strategy

Has it or will it be considered by Scrutiny?

The Standards, Progress and Achievement of Coventry children and young people was presented and discussed by Scrutiny Board 2 on 20th December 2012. A further update will be provided in June 2013, particularly in relation to the performance of key underachieving groups.

Will this report go to Council?

No

Report title:

The Standards, Progress and Achievements of Coventry students by age 16 (Key Stage 4) and 19 (Key Stage 5)

1. Context/background

- 1.1 This report has been drafted using the latest available data at the time of writing and the key headline statistics are based on the provisional KS4 and post-16 data. This will be updated by the DfE in the Spring of 2013 when the validated data becomes available. Most of the judgements in this report are based on the analysis of provisional 2012 data.
- 1.2 The Local Authority has agreed with Headteachers and College Principals that they will adopt a balanced approach to monitoring and evaluating student performance using a range of key indicators. This approach ensures that the Local Authority and providers focus on a variety of inclusive measures that demonstrate the performance of all Coventry students. These key indicators are outlined in Appendix 1. The most significant data that has been used to evaluate the performance of Coventry students in this report is as follows:
- Fischer Family Trust (FFT) data about the expected progress of similar pupils in similar schools from the end of Key Stage 2 to the end of Key Stage 5;
 - The DfE Value Added scores for Key Stage 4 and Key Stage 5;
 - Comparisons with the performance of Coventry's 11 statistical neighbours and trends in the national average;
 - Comparisons of the performance of different groups of Coventry students

2. The Standards, Progress and Achievement of Coventry Students by age 16 (Key Stage 4)

- 2.1 Coventry 16 year olds achieved the best ever results in 2012 and for the first time the achievements in Coventry are higher than the national average on many key measures including
- 5 A*-C (including English and Maths) improved by 4.3% to 59% (national 58.3%)
 - 5 A*-C (any subject) improved by 1.1% to 87.1% (national 81.1%)
 - 3 levels of progress English 69% (national 68%)
 - 3 levels progress mathematics 71% (national 68%)
- 2.2 A comparison with FFT estimates reinforces this strong picture:
- 5 A*-C (including English and Maths) – above estimate by 5.5% points
 - 5 A*-C (in any subject) – above estimate by 7.1% points
 - Capped Point Score – above estimate by 12.6 points.
- 2.3 As in past years Girls performed better than boys on most measures and the gap (approx 9% at 5ACEM) remain similar to previous years
- 2.4 Attainment in GCSE English improved again in the city with 67.6% attaining C or better grades. This was against the national trend and despite the difficulties experienced by some schools with the marking and grade boundary issues. Attainment in GCSE Maths improved significantly by 6.7% to 68.6% and is now above the national average
- 2.5 Performance at the higher levels of A* A and 4 levels of progress in English and Mathematics although improved slightly remains below expectations with 9.1% of Coventry students achieving at least 5 A*A passes 2.5% below the FFT prediction

- 2.6 The performance tables will include the proportion of students attaining the English Baccalaureate EBacc (C+ grades in English, maths, 2 sciences, a humanity and a modern foreign language). This year 10.4% (18.1% nationally) of Coventry 16 year olds were successful in obtaining the EBacc, up 3.4% from 2011.

In Coventry secondary schools the proportion attaining this measure ranged from 30% to 0%. This qualification relates to curriculum provision planned in schools up to 3 years ago before this measure was introduced and it is restricted to particular approved qualifications. Schools have not yet had sufficient opportunity to configure subject choices to achieve the EBacc in advance of it becoming a published measure.

- 2.7 The provisional analysis of school by school results indicates that of the 19 secondary schools and Academies in the City 10 are likely to be in the top 25% of schools nationally for student progress in 5 A*-C including English and Maths, with 5 in the top 10%. There are 5 schools likely to be below the 50th percentile on this measure including 3 significantly below.
- 2.8 The vast majority of vulnerable groups identified as a priority by the Overcoming Barriers to Learning Strategy made good improvements in attainment. 35.4% of students on Free school meals attained 5 good GCSE's including English and Mathematics, an increase of 4% on last year but still significantly below students not in receipt of free school meals.

Black African and Black Caribbean students performed well in 2012 with both groups now achieving above the city and national averages. (See Appendix 2)
The only group in Coventry performing significantly below expectation on the 5ACEM measure are those in the School Action group. (See Appendix 3)

3. Future Service priorities

Following this analysis of the latest performance data it is proposed that the priorities for the next improvement cycle should include a focus on the following areas:

- 3.1 Continue to develop the Overcoming Barriers to Learning Strategy in order to improve the outcomes achieved by Looked After Children, students with SEN, in receipt of FSM, Gypsy/Roma, and transient students together with low attenders.
- 3.2 Support schools in the effective use of the Pupil premium to raise achievement of students facing poverty.
- 3.3 Improve the performance of higher attaining students, both by ages 16 and 19.

4. The Standards, Progress and Achievements of Coventry students 16 – 19

- 4.1 The provisional DfE Key Stage 5 Value Added (VA) scores indicated that Coventry students, on average, made above expected progress from ages 16 to 19 in 2012. This judgement is supported by the latest 2011 DfE statistical first release information (April 2012) which shows that 77% of Coventry students reached Level 2 by age 19 and 52% reached Level 3 by age 19. This compares well with our group of statistical neighbours, particularly at Level 3 where we are 3rd out of 11. The 2011 Learning and Achievement Tracker (LAT) data, which is calculated using a slightly different method, indicates that Coventry students made broadly expected progress. 2012 LAT provisional data is due to be published at the end of November 2012.

Participation

- 4.2 Coventry Schools currently have a very high number of young people studying in sixth forms with the year 11 into year 12 transition currently showing an all time high of 52%. Total school sixth form numbers went from 3579 (January 2011) to 3,514 (9th January 2012). The slight decline in numbers was mainly due to lower cohort in year 11. The number of 'final year' students taking Level 3 qualifications in 2012 rose by 99 (7%) to 1462. This figure includes a slight decline in the number of A level entries of 139 (4%) and most notably a continuation of the increase in the take up of vocational qualification at Level 3. Comparing the amount of vocational qualifications (mainly BTEC Diplomas) with 2011 there has been an increase from 946 to 1271 (+34%). This change to the mix and balance of the post-16 offer is a result of planned curriculum development to meet the needs of students progressing from key stage 4. The last published data on participation rates of 16 and 17 year olds (2010 participation data DfE statistical first release) shows Coventry 1st compared to its statistical neighbours; the latest figure for 16 year old participation is 99% with the figure for 17 being 89% and the combined figure being 94%.

Attainment Headlines

- 4.3 The overall A level (A2) pass rate has increased from 97.4% to 97.7% in line with the national average. The percentage of A* - B grades at A2 has increased from 40.9% to 41.87%, the highest it has ever been in Coventry. This is even more noticeable given the slight decline in national results, meaning that Coventry has closed the gap with the national trend from 12% to 11%.
- 4.4 The percentage of students achieving 3 A* - A at A level increased from 5.2% to 6.4% in 2012.

The percentage of A – B grades at AS has slightly declined from 28% to 27.3% .The gap with the national average increased slightly from 11% to 12%.

The overall AS pass rate increased from 84.4% to 84.7%.

- 4.5 The average point score per candidate has stayed broadly the same at 645 from 646 in 2011. Coventry's position amongst its statistical neighbours has gone from 9th to 8th on this measure. Both the statistical neighbour average (675) and the national average (822) declined in 2012. The Coventry factors impacting on this measure include both increased participation and the continued increase in the number of vocational qualifications being taken (these qualifications attract a lower overall points score than A levels). The points score per candidate dropped slightly from 205.2 (2011) to 203.3 (2012) but again our position with regard to our statistical neighbours improved from 8th (2011) to 5th (2012).
- 4.6 The position in relation to our statistical neighbours strongly suggests that our improving position is as a result of increased participation across the country with many of our neighbours facing the challenges that we are already dealing with.
- 4.7 In terms of the percentage of students achieving a Level 2 qualification at 19, the latest data shows that Coventry is ranked 6th amongst its statistical neighbours with a percentage of 77% in 2011, an increase from 74.9 in 2010.

The picture for Level 3 at 19 shows that Coventry has maintained its position as joint 3rd with a percentage of 51.8% in 2011, an increase from 49.3% in 2010. The 2012 figures become available in March 2013.

5. Key issues arising from the performance of Coventry students

- 5.1 Although there was a high rate of increase in the percentage of students achieving 3A*- A grades at GCSE in 2011, a range of data indicates that the highest attaining students did not make as much progress as expected by age 16. FFT data indicated that the average number of A*- A passes in Key Stage 4 was significantly lower than expected, as was the percentage of students making 4 levels of progress in English or maths.
- 5.2 The rise in the percentage of higher grades at A level is positive news however the performance of higher attaining students remains a priority. Additionally a key area for targeted improvement is the overall percentage pass rate at AS level.
- 5.3 Looked After Children, including those placed in Coventry schools by other Local Authorities, made lower than expected progress by age 16.
- 5.4 Whilst FFT data shows that Coventry students made significantly above expected progress at 5A*-C, (including English and maths), and achieved a top quartile ranking nationally, the City's ranking for this measure in relation to the performance of the group of statistical neighbours dropped from an average ranking in 2010 to a just below average ranking in 2011.
- 5.5 Ensure targeted support is available for the most vulnerable young people to enable them to remain in education and training, alongside support for schools for their new statutory responsibilities for careers guidance from Sep 2012.

6. Future Service priorities

Following this analysis of the latest performance data it is proposed that the priorities for the 2010 – 2012 improvement cycle should include a focus on the following areas:

- 6.1 Continue to develop the Overcoming Barriers to Learning Strategy in order to improve the outcomes achieved by Looked After Children, students with SEN, in receipt of FSM, Gypsy/Roma, and transient students together with low attenders.

White British students, particularly boys, are also a focus group for improvement and continue to achieve below expectations.
- 6.2 Improve the performance of higher attaining students, both by ages 16 and 19.
- 6.3 Improve the percentage pass rate (A – E) at AS level
- 6.4 Further explore the strategies that are being used by schools in some of our statistical neighbours Local Authorities to improve performance at 5A*-C, including English and maths, and ensuring that no Coventry schools are below the DfE 'floor standards' outlined in the White Paper.

7. Priorities for working with 11-19 Providers

- 7.1 Focus on the importance of raising the aspirations of all young people, in particular meeting the needs of vulnerable and under-achieving students through the Overcoming Barriers to Learning Strategy and maximising the potential of the most able students to ensure improved performance at the higher grades at both GCSE, AS and A Level.
- 7.2 Detailed city wide and subject based school reports are being shared with schools to support self-evaluation and identify key improvement actions.
- 7.3 Continue to work with schools, colleges and training providers to ensure a broad range of Level 1, 2 and 3 provision and qualifications.
- 7.4 Meet the requirements of Raising the Participation Age (RPA) by 2013 and 2015; develop and deliver Coventry's RPA Strategy. This will include the promotion of full participation across the city and targeted support and encouragement for our most vulnerable young people.
- 7.5 Linked to Raising the Participation Age we will continue to work closely on reviewing and understanding the destinations of young people post-16. This work will be taken forward at the 11 – 25 Strategic Partnership and other post 16 forums across the city.
- 7.6 Support schools, colleges and providers in the implementation of changes to 14-16 qualifications and Key Stage 4 performance tables following the Wolf Review.
- 7.7 Raise the awareness of Apprenticeships as a positive progression option with schools (both pre and post 16 students)

8. Consultation undertaken

- 8.1 This analysis has been shared with key stakeholders, including Secondary Headteachers and College Principals, Secondary School Governors, Councillors through Scrutiny Board 2 and the local Roman Catholic and Church of England Diocese.

9. Timetable for implementing this decision

- 9.1 The expected outcomes and actions for 2011/12 are detailed in the Operational Plan for the Education and Learning Service.
- 9.2 The Local Authority's 11-19 improvement cycle operates across two years, with related planning, implementation and evaluation phases. This report focuses on the evaluation of the 2011 results and marks the completion of the 2009 to 2011 cycle. This analysis also supports the process of identifying the key priorities for the 2011 to 2013 improvement cycle, which focuses on improving the 2012 results.

10. Comments from Director of Finance and Legal Services

10.1 Legal implications

There are no specific legal implications arising from this report.

The public sector equality duty under section 149 of the Equalities Act 2010 came into force on 5th April 2011. Decision makers must have on-going due regard to

avoid discrimination and advance opportunity for anyone with the relevant protected characteristics which are disabilities, age, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. "Due regard" requires more than just an awareness of the equality duty. It requires rigorous analysis by the public authority, beyond broad options.

11. Other implications

None

12. How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / LAA (or Coventry SCS)?

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

12.2 How is risk being managed?

The 11-19 Learning and Achievement Team has a planned programme in place to monitor the progress being made by Coventry schools and analyses key attainment and achievement data robustly. This is supported by regular monitoring of the quality of teaching, classroom observation and the scrutiny of OFSTED reports. Regular monitoring and evaluation also takes place through discussions with senior and middle leaders in schools, Education Improvement Advisers, relevant lead officers in the Children, Learning and Young People Directorate and other City Council Departments and Diocesan staff. Progress is regularly reported to the Director of Children, Learning and Young People and the Cabinet Member for Children's Services by the Leadership Team of the Education and Learning Service.

Key strategies for reducing risk include:

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

12.3 What is the impact on the organisation?

The success of these school improvement initiatives is linked to the impact of local work to help schools to recruit and retain staff.

12.4 Equalities/EIA

A review of the Equality Impact Assessment of the work of 11-19 Learning and Achievement Service was completed in the Autumn term 2010. This concluded that the Service continued to have a positive impact on equalities. The Service maintains

a focus on helping schools to analyse and improve the attainment of different groups of students, including boys and girls, different minority ethnic groups, transient students, Looked After Children, children living in poverty and students with Special Educational Needs.

12.5 Implications for (or impact on) the environment

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

12.6 Implications for partner organisations?

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

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

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Directorate:

Children Learning and Young People

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Contributor/approver name	Title	Directorate or organisation	Date doc sent out	Date response received or approved
Contributors:				
Kevin Coughlan	Section Leader – Attainment	Children, Learning and Young People	13/12/12	19/12/12
David Haley	Assistant Director (Education and Learning)	Children, Learning and Young People	13/12/12	04/01/13
Kate Ireland	Strategic Lead: Learning and Achievement	Children, Learning and Young People	13/12/12	19/12/12
Names of approvers for submission: (Officers and Elected Members)				
Rachael Sugars	Finance Manager	Children, Learning and Young People	13/12/12	19/12/12
Elaine Atkins	Solicitor	Finance and Legal Services	13/12/12	17/12/12
Neelesh Sutaria	Human Resources Manager	Customer and Workforce Services	13/12/12	19/12/12
Colin Green	Director of Children, Learning & Young People	Children, Learning and Young People	13/12/12	19/12/12
Councillor David Kershaw	Cabinet Member (Education)	-	13/12/12	19/12/12

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APPENDIX 1

Appendix 1 - An explanation of the key indicators that are used to evaluate Key Stage 4 and Key Stage 5 performance

a) Students' attainment by 16 and progress from aged 11 - 16

The LA currently uses the independent Fischer Family Trust (FFT) estimates of performance to review the progress made by students in different schools. These estimates are based around what is known about students' progress, given their performance in tests or examinations in Years 6 and 11, together with the impact of a range of contextual factors, such as the students' gender or whether they are living in poverty.

The LA reviews a broad range of key indicators. The first three of these are sometimes referred to as 'threshold measures' because they indicate the percentage of students achieving a particular threshold. The key 11-16 measures are:

- 1) The percentage of students achieving at least 5 GCSE grades at A*-C, including English and maths.
- 2) The percentage of students achieving at least 5 GCSE grades at A*-C
- 3) The percentage of students achieving at least 5 GCSE grades at A*-G
- 4) The capped average points scores achieved by students. This measures the average examination points gained by all students in the City across their best 8 subjects, with one grade in one of these subjects being typically worth 6 points and a grade C in one subject at GCSE being worth 40 points.
- 5) The DCSF contextual value added (CVA) score. A score of 1,000 indicates that students have made average progress, given what is known statistically about the typical progress that is made by similar students in similar schools. This measure is based on the capped average points score across 8 subjects. A CVA score of 1006 would therefore be equivalent to students achieving one GCSE grade in one subject above the statistically expected average. In 2008 a school would have been placed in the top quartile if they had achieved a score above 1011 and in the bottom quartile below 991. In 2009 this measure was changed to include additional points for the performance of students in English and maths.
- 6) The DCSF also produces CVA scores and percentile rankings for progress from Key Stage 2 to Key Stage 4 in English and maths. These provide evidence about the average progress made by all students in these subjects and may therefore present a different picture from the threshold measures which look at the percentage of students achieving the higher grades.
- 7) Percentile rankings that are calculated by the Fischer Family Trust (FFT). These are calculated in similar way to the DCSF contextual value added measures but FFT uses a slightly different statistical formula to weight some of the contextual factors. A percentile ranking of around 50 out of a 100 indicates average performance.
- 8) Conversion rates that show the percentage of students making 3 levels, or 'expected', progress from Key Stage 2 to Key Stage 4. For the purposes of this measure the DCSF assumes that expected progress is as follows:

Key Stage 2 level	2	3	4	5
GCSE grade	E	D	C	B

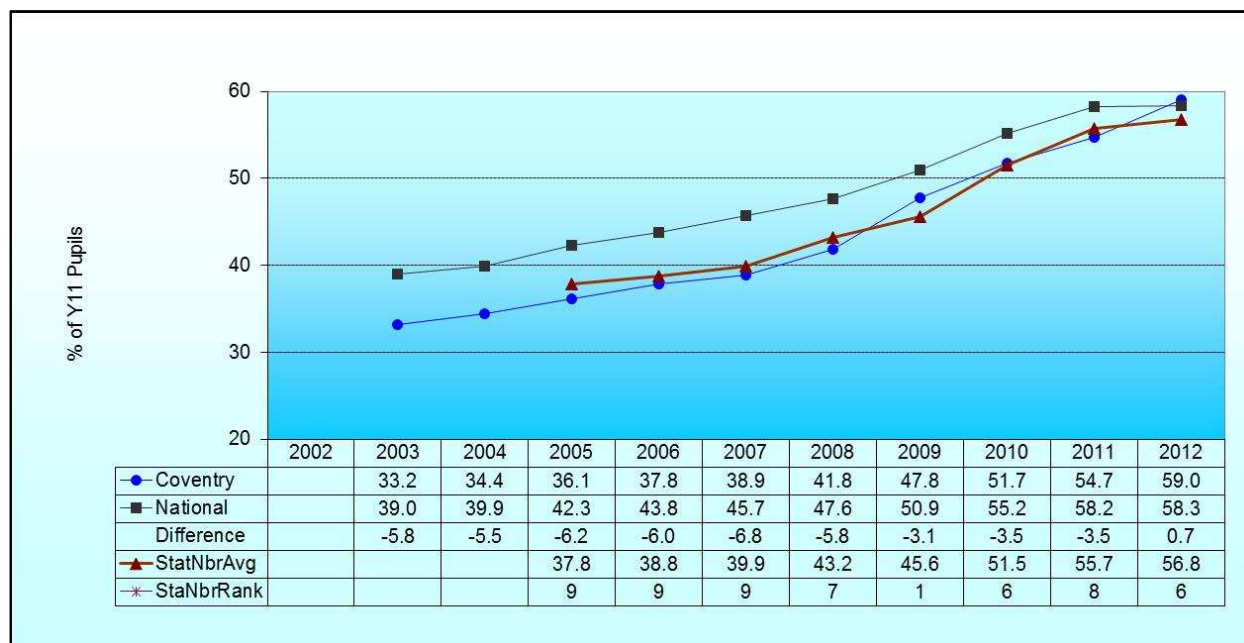
These conversion rates don't take the context of the school into account or the statistical likelihood of achieving a certain GCSE grade from, for example, a low level 4 as opposed to a high level 4 at the end of Key Stage 2.

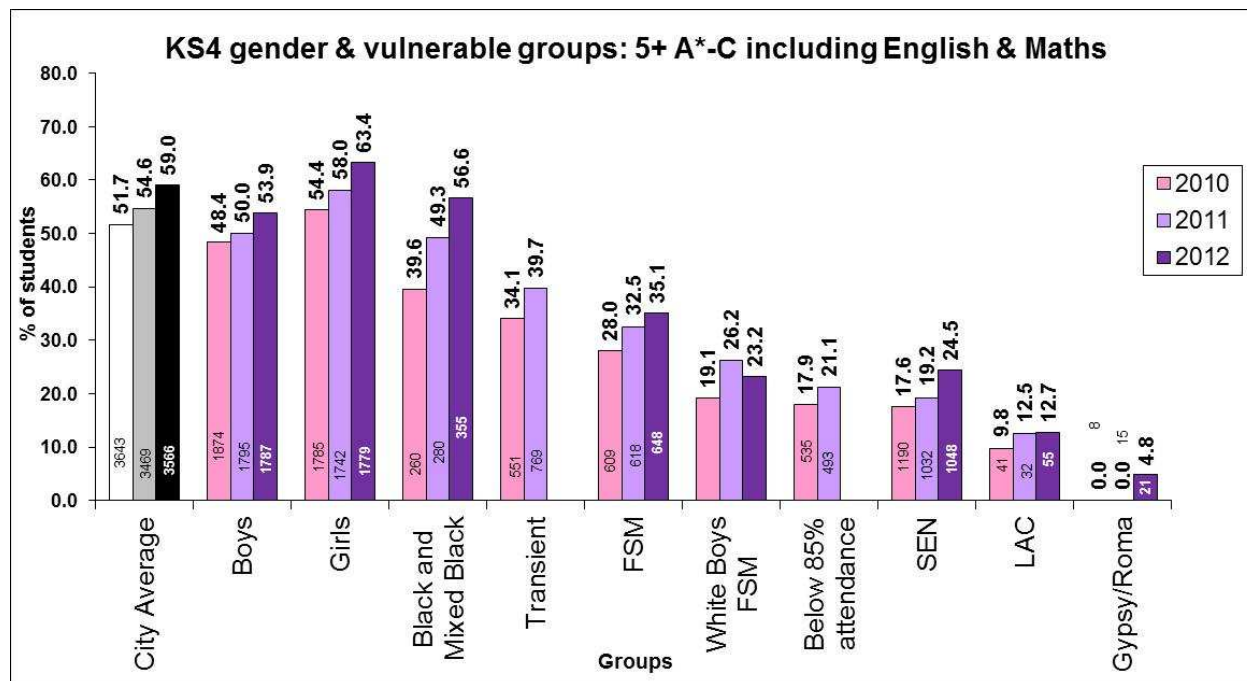
b) Students' attainment by 19 and progress from aged 16 - 19

The Local Authority currently uses a number of key indicators to judge post 16 provision. These include:

- 1) The overall percentage of students who achieve either Level 2 or Level 3 by age 19. Level 2 is judged to be the equivalent of either 5A*-C grades at GCSE or two AS levels at grades A-E. Level 3 is judged to be the equivalent of either two A2 levels or four AS levels at grades A-E.
- 2) The average total points gained by each student on all their level 3 courses (A2 and AS level equivalent) Using the QCDA scale, 30 points is equivalent to one A2 grade and 15 points to an AS level grade. A grade C in one A level is worth 210 points and in an AS level is worth 105 points. This measure is also influenced by the number of qualifications that each student takes and in 2007 this was around 3.5 A level courses per student. The national average was 733 points in 2010. This was equivalent to students achieving approximately three grade Cs at A2 plus a grade C in a fourth subject at AS.
- 3) The average points gained by each student for each level 3 course that they are entered for. In 2010 the national average was 201 points.
- 4) The percentage of students who complete level 3 courses that they started studying in Year 12 (Retention rates) and who are then successful in passing the examinations at the end of the course (Pass rates).
- 5) The percentage of Year 11 students who go on to positive destinations in education, employment or training i.e. are not classified as NEET (Not in Education Employment and Training) at ages 16, 17 and 18.
- 6) Different value added measures that indicate the progress of students from the end of their Key Stage 4 GCSE courses to their post 16 courses. These are not adjusted for the context of the provider or the student. The LA and the YPLA currently use the Learner and Achievement Tracker (LAT) scores to measure the progress of students from the end of Key Stage 4. These scores are centred around 0 and a score of plus 30 would be equivalent to one A2 grade and plus 15 to an AS level grade.
- 7) In 2009 the DCSF also released a new post-16 value added (VA) measure in the Attainment and Achievement tables. A score of 1,000 indicates that students have made average progress from Key Stage 4 to Key Stage 5. This measure is based on the points awarded for level 3 courses. A VA score of 1030 would therefore be equivalent to students achieving one A level grade in one subject above the statistically expected average. In 2008 a provider would have been placed in the top quartile if they had achieved a score above 1014 and in the bottom quartile below 986.

Key Stage 4 2003-2012 (Provisional) Coventry & National % 5+ A*-C (including English & Maths)







Coventry City Council

Cabinet Member (Education)

16 January 2013

Authority Governor: New Appointments

Name	School	Term of Office
Mrs G Browett	Charter / Wyken Federated Governing Body	15 January 2017
Mrs T Connolly	Gosford Park Primary	15 January 2017
Mrs Sandra Smith	Henley Green Primary	15 January 2017
Mr J Rowe	Howes Primary School	15 January 2017
Mrs S Roberts	Howes Primary School	15 January 2017
Mrs Viv Cooper	Joseph Cash Primary	15 January 2017
Mr Larry Watson	St Anne's Catholic Primary	15 January 2017
Cllr K Caan	Sacred Heart Catholic Primary	15 January 2017
Mr M Badsah Miah	Southfields Primary	15 January 2017
Mrs Julie Jenkins	Stoke Primary School	15 January 2017

Authority Governor: Re-Appointments

Name	School	Term of Office
Cllr Rachel Lancaster	John Shelton Primary School	20 January 2017
Mrs C Storek	SS Peter and Paul Catholic Primary School	20 January 2017

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

- Have a commitment to the provision of high quality education and the pursuit of excellence for all children
- Be supportive of the LA's policies, its aspirations for Coventry's children and the partnership between a publicly accountable LA and its schools
- Show a willingness to be a supportive and critical friend to the school
- Have the time to attend meetings of the governing body and to get to know the school
- Possess skills and/or experience relevant to the work of school governing bodies

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16 January 2013

Name of Cabinet Member:

Cabinet Member (Education) – Councillor Kershaw

Director Approving Submission of the report:

Director of Customer and Workforce Services

Ward(s) affected:

None

Title:

Outstanding Minutes

Is this a key decision?

No

Executive Summary:

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

Recommendations:

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

List of Appendices included:

Table of Outstanding Issues.

Other useful background papers:

None

Has it or will it be considered by Scrutiny?

No

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

No

Will this report go to Council?

No

Report author(s): Michelle Salmon

Name and job title: Governance Services Officer

Directorate: Customer and Workforce Services

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Enquiries should be directed to the above person.

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

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APPENDIX

	Subject	Date for Further Consideration	Responsible Officer	Proposed Amendment to Date for Consideration	Reason for Request to Delay Submission of Report
1	<p>Review of the New Coventry Strategy for improving Attendance</p> <p>A report on the impact of the new strategy be submitted to Cabinet Member (Education) in the new Municipal Year 2013 (Minute 24/12 of Cabinet Member (Education) 14 November 2012 refers)</p>	New Municipal Year 2013	<p>Director of Children, Learning and Young People</p> <p>Sue Diamond</p>	-	-
2	<p>Post-16 Transport Policy – Support to Access Education and Training</p> <p>A report on the revised policy be submitted to the Cabinet Member (Education) in the new Municipal Year 2013 (Minute 32/12 of Cabinet Member (Education) 28 November 2012 refers)</p>	New Municipal Year 2013	<p>Director of Children, Learning and Young People</p> <p>Ann Brennan</p>	-	-

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

