



Cabinet Member (Education)

Time and Date

2.00 pm on Tuesday, 1st October, 2013

Place

Committee Room 2 - Council House

Public Business

1. **Apologies**
2. **Declarations of Interest**
3. **Minutes**
 - (a) To agree the minutes of the meeting held on 16th July 2013 (Pages 3 - 6)
 - (b) Matters arising
4. **Review of the New Coventry Strategy for Improving Attendance** (Pages 7 - 50)
Report of the Executive Director, People
5. **Appointment of Local Authority Governors** (Pages 51 - 52)
Report of the Executive Director, People
6. **Outstanding Issues** (Pages 53 - 56)
Report of the Executive Director, Resources
7. **Any Other Items of Public Business**
Any other items of public business which the Cabinet Member decides to take as matters of urgency because of the special circumstances involved.

Private Business

Nil

Chris West, Executive Director, Resources, Council House Coventry

Monday, 23 September 2013

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

Membership: Councillors D Kershaw (Cabinet Member)

By invitation: Councillors J Blundell

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

If you require a British Sign Language interpreter for this meeting
OR if you would like this information in another format or
language please contact us.

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Coventry City Council

Minutes of the meeting of Cabinet Member (Education) held at 2.00 pm. on 16 July 2013

Present:

Cabinet Member:	Councillor Kershaw
Deputy Cabinet Member:	Councillor Howells
Shadow Cabinet Member:	Councillor Blundell
Other Members:	Councillor Duggins (Cabinet Member (Children and Young People)) – By Invitation

Employees (by Directorate):

Community Services:	S Brake, H Blevins
Children, Learning & Young People	D Haley, D Wallis, K Huxtable
Customer & Workforce Services:	M Salmon
Finance & Legal Services	E Atkins

Public business

6. **Minutes** ([Minutes](#))

The minutes of the meeting held on 11th June 2013 were agreed and signed as a true record. There were no matters arising.

7. **Declarations of Interest**

There were no declarations of interest.

8. **Adult Education Service 3 Year Strategic Development Plan 2013-2016**
([Report](#)) ([Appendix](#))

The Cabinet Member considered a report of the Director of Community Services that sought approval of the Adult Education Service three year Strategic Development Plan. The Service delivered accredited and non-accredited learning opportunities to adults across Coventry, with a particular focus on working in priority neighbourhoods and supporting learners who had not yet achieved a first level two qualification. The Plan included key actions for the Service, to improve its performance and delivery. The improvements were to ensure that the Service continued to meet learner expectations as well as the requirements of Ofsted and to support it in meeting funding body targets and its on-going sustainability.

The Cabinet Member expressed his support, endorsed by the Shadow Cabinet Member, for this valuable service provision and acknowledged its positive impact and importance to communities.

RESOLVED that Cabinet Member (Education) approves the Adult Education Service 3 year Strategic Development Plan for 2013-2016.

9. School Meals Price Increase with effect from September 2013 [\(Report\)](#)

The Cabinet Member considered a report of the Director of Children, Learning and Young People that sought approval to increase the price of school meals, in line with the pricing strategy agreed by the Cabinet in 2010 (minute 14/10 refers). The School Catering Service reviewed and monitored its performance and regularly liaised with its suppliers, to ensure that the Service operated as efficiently as possible.

RESOLVED that Cabinet Member (Education):

(1) Notes the budget performance for the School Meal Service in 2012/13.

(2) Agrees to increase the price of Primary & Special School meals by 5p to £2.00 per day from 3 September 2013.

(3) Agrees to there being no increase in the notional value of the Free Meal allowance in Secondary Schools from 2 September 2013, i.e. the notional price to remain at £2.55 per day.

(4) Agrees to increase the price of adult meals by 5p per meal to £3.21 for an adult meal and to £2.69 for a teacher duty/student meal from 2 September 2013.

(5) Agree to increase Special Secondary School Prices in two stages from 2nd September 2013 by 10p to £2.05 per meal and 1st January by 10p to £2.15 per meal.

10. Dissolution of the Federated Governing Body of Alice Stevens, Baginton Fields and Sherbourne Fields Special Schools and the Establishment of Individual Governing Bodies [\(Report\)](#)

The Cabinet Member considered a report of the Director of Children, Learning and Young People that sought approval to dissolve the Federated Governing Body of Alice Stevens, Baginton Fields and Sherbourne Fields Special Schools and establish individual Governing Bodies. The Federated Governing Body was established as a vehicle for implementing the Secondary Broad Spectrum Inclusion Strategy and had secured, through the Governments Priority Schools Building Programme, the delivery of the first Broad Spectrum Secondary School with the rebuilding of the Alice Stevens School, which would have governance arrangements under a single governing body. The remaining schools in the federation had determined that in order to achieve the Broad Spectrum Strategy there needed to be a strategic partnership in place that included the primary special schools and that this was best achieved through a Partnership Board rather than a federated governing body. The School Governance (Federations) England Regulations 2012 required that the Local Authority established temporary governing bodies for schools leaving a federation.

The Cabinet Member thanked Councillor Noonan for the issues she had raised regarding the dissolution process which would be considered for future consultations.

RESOLVED that Cabinet Member (Education):

- (1) Approves the establishment of temporary governing bodies for Alice Stevens, Baginton Fields and Sherbourne Fields Schools.**
- (2) Appoints the members detailed in the appendix as temporary governors for each school.**
- (3) Approves the establishment of a cross-phase Partnership Board to deliver the Local Authority's Broad Spectrum School Strategy.**

11. **Appointment of Authority Governors [\(Report\)](#)**

RESOLVED that, having met the Local Authority criteria for the appointment of Local Authority school governors, Cabinet Member (Education) approves 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
Mrs C Campbell	Corpus Christi Catholic Primary	15 July 2017
Mr H. Hopkinson	Henley Green Primary	15 July 2017
Mr Gordon Mercer	St Gregory's Catholic Primary	15 July 2017
Mr Harish Dhokia	Stivichall Primary	15 July 2017
Mr T Sandhu	Stoke Primary School	15 July 2017
Mrs Pat Cox	St Johns CE Primary	15 July 2017
Councillor R Sandy	Whoberley Hall Primary	15 July 2017

Authority Governor: Re-appointments

Name	School	Term of Office
Mr S Rees	Alderman's Green Primary	20 July 2017
Councillor K Taylor	All Saints CE Primary	31 August 2017
Mr P Liggins	Allesley Primary	20 July 2017
Councillor A Lucas	Cardinal Newman Catholic School	31 August 2017

Mr P Beasley	Coundon Primary	20 July 2017
Mr G Moore	Coundon Primary	20 July 2017
Ms J Young	Edgewick Primary	20 July 2017
Councillor G Duggins	Longford Park Primary	31 August 2017
Dr R Nash	Lyng Hall School	25 July 2017
Councillor L Kelly	Moat House Primary	25 July 2017
Mrs J Piper	Park Hill Primary	31 August 2017
Mrs L Burns	Potters Green Primary	20 July 2017
Mrs H Hudson	Whitmore Park Primary	20 July 2017
Councillor D Chater	Willenhall Primary	31 August 2017
Councillor R Lahka	Willenhall Primary	31 August 2017
Mr J Hetherington	Willenhall Primary	31 August 2017

12. **Outstanding Issues [\(Report\)](#)**

The Cabinet Member considered a report of the Director of Customer and Workforce Services that contained the list of outstanding issues in respect of his portfolio. The report summarised the current position in respect of the future consideration of reports for each item.

RESOLVED that Cabinet Member (Education) notes the dates for the future consideration of matters relating to the outstanding issue items listed in the report. He also notes that the issue relating to ‘Post-16 Transport Policy – Support to Access Education and Training’ will be included in the ‘Revised Transport Policy’ report being submitted in Autumn 2013 therefore, the matter could be removed from the list.

13. **Any Other Public Business**

There were no other items of public business.

(Meeting closed at: 2.55 p.m.)



Cabinet Member (Education) Meeting:

1st October 2013

Name of Cabinet Member:

Cabinet Member (Education) - Councillor Kershaw

Director Approving Submission of the report:

Executive Director, People

Ward(s) affected:

All

Title:

Review of the new Coventry strategy for improving attendance

Is this a key decision?

No

Executive Summary:

This report provides an update on the impact of Coventry's attendance strategy, one year after its implementation in September 2012, and summarises the levels of attendance in the 2012/13 school year.

Data is now available for one full year, allowing analysis of the impact of the service since the Education Welfare Service ceased to exist. The Department for Education are now collecting figures across 6 half terms, previously data was analysed over 5 half terms. Within this report the data for 5 half terms is used. This is to allow an accurate comparison to be made with previous years.

The data shows that attendance figures have been maintained across all phases with slight improvements in overall attendance for both primary and secondary schools. Coventry figures for overall attendance is in line with the 2011-12 national average for secondary schools and slightly below for primary schools.

Persistent absence levels in secondary schools, when compared with the 5 half terms data, shows an improvement and has fallen below the national average. For primary schools there is a slight improvement with a fall in the level of persistent absence, although the Coventry persistent absence level is above the national average for 2011/12.

Recommendations:

The Cabinet Member is recommended to continue to endorse the Coventry strategy for improving attendance and approve a revised approach to the way in which the service works with schools to enhance the strategy.

List of Appendices included:

Coventry Local Authority Attendance Strategy

Other useful background papers:

Nil

Other Useful Documents

(i) Improving attendance at school

<http://media.education.gov.uk/assets/files/pdf/t/improving%20attendance%20at%20school.pdf>

(ii) Response letter from the Secretary of State for Education to Charlie Taylor on 16th April 2012

<http://media.education.gov.uk/assets/files/pdf/r/response%20letter%20from%20the%20secretary%20of%20state%20for%20education%20to%20charlie%20taylor%20on%2016%20april%202012.pdf>

(iii) Letter form Charlie Taylor setting out progress on 31st July 2012

<http://media.education.gov.uk/assets/files/pdf/l/charlie%20taylor%20to%20secretary%20of%20state%20attendance%20review%20implementation.pdf>

Has it been or will it be considered by Scrutiny?

No

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

No

Will this report go to Council?

No

**Report title:
Review of the new Coventry Strategy for improving attendance**

1. Context (or background)

- 1.1 In 2012 Coventry's Children Services underwent a Full Service Review regarding the redesign of services to produce efficiency and effectiveness. The main focus was early intervention and prevention and the Children and Families First teams were established. As part of this review the role of staff within the Education Welfare Service was refocused to become Children and Families Workers (Schools). A key focus of their role is to focus on improving levels of persistent absenteeism (a child is classified as a persistently absent if he/she has an absence rate of 15% or more).
- 1.2 A new attendance strategy was developed to reflect the changes in Coventry's approach to supporting and improving attendance. The strategy clearly sets out the roles and responsibilities of the Local Authority, schools and parents for improving the attendance of children and young people.
- 1.3 The new Attendance strategy was developed following wide consultation with a group of head teachers from Primary, Secondary and Special school. As part of the consultation process of the new strategy, all Heads were invited to briefing sessions during the spring and summer terms of 2011/12. It was disseminated to stakeholders within the Children Learning and Young People directorate for their input.
- 1.4 The work of the new Children and Families First Service and the attendance strategy reflect the recommendations made by *Charlie Taylor, Government Adviser's report, "Improving attendance at school" March 2012*. This report identifies the need for early intervention.
- 1.5 The attendance strategy and the Children and Families First Service recognise the need for all services to work in a more coherent way. This ensures that all children and young people can make the most of the opportunities provided by attending school.
- 1.6 The strategy requires all schools to identify early patterns of poor attendance and put in preventative measures and early intervention to avoid non-attendance from escalating. Schools are asked to identify young people at risk of becoming persistent absentees. The Common Assessment Framework co-ordinator and named Children and Families First worker (schools) meet, at least half-termly or more depending on the needs of the school, to discuss children causing concern. If attendance does not improve despite school based interventions, and drops below 85%, this would then be escalated with a referral to the Children and Families Service. All maintained schools have a named Children and Families Worker (Schools). Academies have the option to buy into this area of the service.
- 1.7 The Children and Families First Service has been working hard to embed the new service since it went live in September 2012. The Service Manager, Children and Family First Service with Strategic lead for attendance, have worked in close partnership with the School Improvement Advisor for Attendance and Behaviour to move the strategy forward.
- 1.8 The Local Authority maintains 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, including the more vulnerable sub-groups of children and young people (e.g. Looked After Children). The Capita One system updates school attendance data daily so the Local Authority has an accurate data set to inform our work and to monitor and challenge schools. Data is monitored on a half-termly basis to evaluate the impact of the new strategy and prioritise future resource allocation. One full year of

data now exists to allow analysis of the impact of the service since the Education Welfare Service has ceased to exist.

1.9 Department for Education (DfE) figures from 2011-12 from Coventry and its statistical neighbours indicate that:

- For primary schools Coventry's overall level of attendance (95.6%) was in line with the average for the statistical neighbours (95.6%), whilst the overall level of persistent absence (3.4%) was slightly higher than the average for the statistical neighbours (3.3%). These figures are for the new Persistent Absence measure of 85% or less attendance, introduced in September 2011.
- For secondary schools Coventry's overall level of attendance (93.9%), was again, just below the average for the statistical neighbours (94.1%), whilst the overall level of persistent absence (8.5%) was above the average for the statistical neighbours (7.5%).

1.10 Data on outcomes for the 2012/13 school year are as follows. Table (i), below, shows primary attendance. Our local statistics for 2012/13 shows a slight increase of 0.06% on the previous year's equivalent figure to 94.96%. DfE statistics for 2011/12 show that city attendance was in line with the national average of 95.6% (2012/13 DfE city and national figures are not yet available). Local figures (Year R-6) for primary persistent absence show an improvement from 4.04% in 2011/12 to 3.89% in 2012/13. DfE persistent absence statistics for 2011/12 (which exclude Year R) show Coventry at 3.4% which is above the national Average of 3.1%.

	DfE Statistics (excludes Year R)				LA Statistics (includes Year R)	
	2008/09	2009/10	2010/11	2011/12	2011/12	2012/13
Coventry	93.82%	94.48%	94.8%	95.6%	94.90%	94.96%
National	94.70%	94.79%	95.0%	95.6%	-	-

Table (i): Overall primary attendance (Source: DfE School Census 2008/09-2011/12; Capita One HT1-5 for 2011/12-2012/13)

Table (ii), below, shows the distribution of primary mainstream schools across bands of attendance.

	DfE Statistics (excludes Year R)				LA Statistics (inc. Year R)
	2008/09	2009/10	2010/11	2011/12	2012/13
< 90%	0	0	0	0	0
90.0 - 90.99	0	0	0	0	0
91.0 - 91.99	5	0	1	0	0
92.0 - 92.99	19	6	12	0	2
93.0 - 93.99	23	20	15	1	13
94.0 - 94.99	22	32	22	17	27
> 95.0%	16	27	35	66	42

Table (ii): Numbers of Primary Mainstream Schools within Attendance Level Bands (Source: DfE School Census to 2011/12; Capita One HT1-5 for 2012/13)

- In 2012/13 there were 2 schools with attendance below 92.99%. In 2011/12 there were no primaries with attendance below 92.99% (13 in 2010/11, 6 in 2009/10, and 24 in 2008/09).

- The secondary school attendance levels in Coventry, and nationally, are shown in table (iii), below. All figures in tables (iii) and (iv) include academies (except one prior to 2011/12, where the data was unavailable to the LA). In 2012/13 the rising trend in secondary school attendance continues to be sustained.

	2008/09	2009/10	2010/11	2011/12	2012/13
Coventry	92.43%	92.95%	93.10%	93.9%	94.14%
National	92.79%	93.12%	93.5%	94.1%	-

Table (iii): Secondary School Attendance (Source: DfE School Census to 2011/12; Capita One HT1-5 for 2012/13)

Table (iv), below, shows the distribution of secondary schools across seven attendance level bands. The 2008/09 to 2010/11 figures exclude one academy.

	2008/09	2009/10	2010/11	2011/12	2012/13
< 90%	1	1	0	0	0
90.0 - 90.99	1	0	0	0	0
91.0 - 91.99	3	5	4	1	1
92.0 - 92.99	10	5	5	3	1
93.0 - 93.99	2	3	5	7	7
94.0 - 94.99	1	4	4	5	8
> 95.0%	0	0	0	3	2

Table (iv): Numbers of Secondary Mainstream Schools within Attendance Level Bands (Source: DfE School Census to 2011/12; Capita One HT1-5 for 2012/13)

Secondary persistent absence had decreased to 6.20% in 2012/13 from 8.5% in 2011/12. This is below the 2011/12 national average of 7.4%.

Special school attendance levels in Coventry, and nationally, are shown in table (v), below.

	2008/09	2009/10	2010/11	2011/12	2012/13
Coventry	91.30%	84.53%	86.%	87.1%	87.94%
National	89.28%	89.75%	90%	90.4%	-

Table (v): Special School Attendance (Source: DfE School Census to 2011/12; Capita One HT1-5 for 2012/13)

Each special school faces a different set of challenges in promoting attendance. The Children and Family First Team have allocated a dedicated Children and Family Worker to schools, with detailed knowledge and experience of working with Special schools to delivery the family centred approach. The purpose is to further improve the outcomes for these vulnerable young people.

- 1.11 The uptake and engagement by schools in the new strategy and ways of working varies across the city. Some schools are fully engaged, understand their responsibilities, lead on level 2 CAFs and are making appropriate referrals to The Children and Families First teams. Others require further support to fully embed the new strategy.

2 Options considered and recommended proposal

- 2.1 Data is available to School and the Local Authority at school, cohort and individual child level. Through improved analysis and better understanding of data by individual schools and by the Local Authority, patterns and trends will be identified and interventions / services planned and reviewed. Data is monitored on a half-termly basis to evaluate the impact of the new strategy and to prioritise future resource allocation.
- 2.2 The Children and Families First Service has been working hard to embed the new service since it went live in September 2012. Although the Children and Families First Service are not suggesting any major changes to the approach outlined in the strategy, it is accepted there are certain aspects of work, previously delivered by the Education Welfare Service, which would enhance the development of the attendance strategy. The Children and Families First Service is proposing to adopt a more flexibly approach with schools to support them with emerging persistence absence issues.
- 2.3 Where the overall levels of attendance in a school have been causing concern then the Local Authority has worked with key school staff to support their self-review and improvement of strategies and actions to improve attendance. The 2012-13 data is currently being analysed to prioritise schools requiring additional input. The Children and Families First Service Manager, with the lead for attendance will work closely with the Education Improvement Advisers to support schools in achieving the National Average for both Overall Attendance and Persistent Absence measures.
- 2.4 The service is proposing to work intensively with a number of priority schools each half term. This work would involve Children and Families First Workers (Schools) going into the school on a regular basis to establish and/or further underpin the use of appropriate systems and processes to monitor and tackle attendance issues within the wider school. In consultation with the school the Children and Families (Schools) Workers would work with teachers, parents and children to improve overall attendance through a variety of interventions and activities.
- 2.5 School Improvement Networks have been established to replace the Overcoming Barriers to Learning (OB2L) programme and these networks have identified attendance and persistent absence as a priority. These networks are looking at ways that they can offer school to school support around early identification and intervention for attendance issues. The Children and Families First Service will continue to support these networks.
- 2.6 The Attendance Strategy proposes that schools become more challenging to parents who wish to take their children out of school during term time for holidays. It proposes that parents put in a written request to the school for exceptional leave of absence, which the head has the discretion to approve. Schools should have in place a clear attendance policy that is communicated to all parents which sets out the schools ethos toward holidays/leave of absence in term time. The policy should also inform parents of the possible consequences of taking their children out of school without first seeking permission or if the take children out of school after permission has been denied or if more days than have been authorised are taken. This has now be supported by a amendments made to the 2006 attendance regulations in the **Education (Pupil Registration) (England) (Amendment) Regulations 2013** regarding term time holiday. These amendments came into force on 1 September 2013. The attendance strategy will be updated to include these amendments.

2.7 There have also been amendments to the **Education (Penalty Notices) (England) Regulations 2007** which also came into force on 1 September 2013. These amendments reduce the timescales for paying a Penalty Notice. Parents must, from 1 September 2013, pay £60 within 21 days or £120 within 28 days. This brings attendance penalty notices into line with other types of penalty notices and allows local authorities to act faster on prosecutions. The City Council's Code of Practice for issuing Penalty Notices is required to incorporate all these amendments.

2.8 All schools will continue to be asked by the Children and Family First Team to identify targets for the reduction of persistent absence. In 2013/14 there continues to be a greater focus on primary schools and early identification and intervention.

Using the data gathered, each school is being asked to:

- Identify which pupils make 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 have high levels of unauthorised absence or a mixture of unauthorised and authorised absence.
- Identify pupils who meet the persistent absentee criteria where there is 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 commits all staff, the senior management team and governors to improving the attendance of persistent absentees and reducing their numbers. Schools are 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 will continue to be the key element in the drive to support families and reduce absence coordinated by the Children and family First Team.

2.9 The Attendance strategy requires schools to promote positive school attendance. The Children and Families First Service supplied each school with an attendance toolkit, highlighting strategies and good practice. The Children and Families First Service continues to update this tool kit to include new developments.

2.10 The Children and Family First Team retain responsibility for providing both Statutory and non-statutory duties for school attendance including Prosecutions; Fixed Penalty Notices; Performance Licences and Missing Children from education.

3 Results of consultation undertaken

3.1 A group of Head teachers from Primary, Secondary and Special schools took part in the consultation process of the new strategy, and all Heads were invited to briefing sessions during the spring and summer terms of 2011/12. On-going discussions continue to be held with head teachers through the half-termly attendance meetings. The newly developed school improvement networks will also be used to consult with schools on attendance issues.

4. Timetable for implementing this decision

- 4.1 The strategy will be monitored through quarterly meetings of senior officers in Children and Family First and Education and Learning Services.

5. Comments from Executive Director, Resources

5.1 Financial implications

As part of the FSR, the Education Welfare Service (previously within Education & Learning) was reorganised and placed within the Children & Families First structure – school attendance issues will be supported by Children and Families Workers (schools). For 2013/14 this can be funded through current resources. Additional support will also be provided by CAF coordinators for a time limited 3 year period, resources through the Troubled Families programme.

The Children and Families Workers (schools) team is currently funded by core budget.

The Children and Families First Service is currently reviewing its Service Level Agreements with academies as more Coventry Schools become academies. During 2012-13, only one academy requested a Service Level Agreement with Coventry City Council for support with attendance issues.

There are now a number of primary schools that have become academies and a decision has to be made about how the Children and Families Services continue to support them.

5.2 Legal implications

None. Section 7 of the Education Act 1996 establishes that it is the responsibility of the parent(s) to ensure that a child of compulsory school age receives efficient full-time education suitable to the child's age, ability, aptitude, and any special educational need, by regular attendance at school or by educating the child otherwise (home education).

6. Other implications

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

This proposal is based on a commitment to further improve attendance at schools and other educational settings, which will help to ensure that children and young people are safe, achieve and make a positive contribution

6.2 How is risk being managed?

The risk of further improvements in attendance being compromised by reductions in the capacity of some services will be managed through careful monitoring of progress and targeting the available staff resource in the highest priority areas

6.3 What is the impact on the organisation?

None.

6.4 Equalities / EIA

By improving the attendance of all children and young people, with a particular focus on the more vulnerable, this strategy helps to ensure that all children and young people are safe, achieve and make a positive contribution

6.5 Implications for (or impact on) the environment

None

6.6 Implications for partner organisations?

None

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

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People

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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
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David Haley	Assistant Director: Education and Learning	People	11/9/13	18/9/13
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Debbie Carter	Head of Service Social Care and Family Intervention	People	11/9/13	17/9/13
Jason Brannigan	Data Analyst	People	11/9/13	12/9/13
Names of approvers for submission: (officers and members)				
Finance: Eileen West	Finance Officer	Resources	12/9/13	13/9/13
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Executive Director: Brian Walsh	Executive Director	People	12/9/13	13/9/13
Members: Cllr David Kershaw	Cabinet Member (Education)		17/9/13	17/9/13

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Appendices

Coventry Local Authority Attendance Strategy 2012-2014

"Promoting positive school attendance is everyone's responsibility"

Coventry Local Authority

Attendance Strategy

2012-2014

"Promoting positive school attendance
is everyone's responsibility"



Coventry City Council

Implementation of Coventry's attendance strategy

Executive Summary

Aim of strategy- In line with the recent report *"Improving attendance at school"* by Charlie Taylor, Government Adviser, Coventry's priorities are:

- ✚ Improving attendance and reducing absence, particularly, persistent absence.
- ✚ Focus on Early Intervention and Prevention
- ✚ Raising standards and narrowing the attainment gap.
- ✚ Safeguard all children

These priorities are especially pertinent for the vulnerable groups identified through the Overcoming Barriers to Learning Programme. The profile of tackling non-school attendance will be raised across all agencies and become a shared responsibility across Services in order to prevent neglect of Children and Young People.

Overview of key features of the Strategy

- Focus on Early Intervention and Prevention through enhanced support for Primary and other schools where attendance is raised as a concern.
Recommendations are for 'a greater focus on improving attendance of vulnerable pupils in Primary schools.'
- Partnership working with Early Years Foundation Stage; Children's Centres and PVI's to promote 'being ready' for school and offer support for targeted families.
Report recognises that 'many schools do not take measures to improve attendance until their pupils reach statutory age but for some children this is already too late.'
- Focussed work on Primary Schools with well below National Average (94.86% for 10/11), therefore, attendance below 93%. ***'Non- attendance in the early years is approved by parents. This will soon become a pattern and establishes poor attitudes towards school. Youngest children don't play truant from school, they are off because their parents allow it.' 'Evidence shows that children who miss significant amounts of their education in Primary school are more likely to truant later on.'***
- Reinforce parental; school and Local Authority responsibilities in promoting positive school attendance.
- Develop effective multi-agency working practices in order to facilitate early intervention and the delivery of a seamless service. ***'Poor attendance is often a sign that there are more serious issues going on in the child's home...'***
- Identification of families where poor attendance is systemic, for example, via engagement with the 'Troubled Families' programme to offer intensive support and intervention.
- Family approach working holistically to overcome barriers through more effective use of the CAF and flexible early intervention services with appropriate levels of intervention, including Parenting Programmes.

- Improve future economic wellbeing of Children and Young People through good attendance and academic achievement and reduce NEETS. ***'Clear link between poor attendance at school and lower academic achievement. Of pupils who miss more than 50% of school, only 3% manage to achieve five or more GCSE grades A*-C...73% who have 95% attendance achieve five or more A*-C grades.'***
- Use wider range of support and sanctions from CAF to criminal prosecution or Child Protection legislation. ***'The best schools work with their parents to improve attendance and they offer a wide range of support to help them get their children to school..'***
- Make the legal process more robust, streamlined and effective by:
 - Developing Magistrates' understanding of the supportive partnership work carried out by schools and Local Authority with families to improve school attendance prior to moving to prosecution.
 - Working with Magistrates to develop consistent sentencing policy and guidelines including the range of community sentence options.
 - Actively pursue prosecution for those parents who fail to carry out their legal responsibility of ensuring their children attend school regularly.
 - Actively pursue non payment for Fixed Term Penalties on behalf of the schools using Civil Debt Recovery.
 - Strengthening of Fixed Penalty Notice Warning for unauthorised holidays and extended holidays in term time incorporated into common school attendance policy or Parent/school agreement. ***'Changes are made to the pupil registration regulations to strengthen the rules on term time holidays. While head teachers should continue to have discretion, holidays in term time should be the exception rather than the rule.'***
- Greater use of publicity to demonstrate outcomes from legal proceedings to deter other families and promote positive school attendance.
- Greater impact of sanction on improving attendance not only for individual child but whole school. Improved communication and common system will allow sanction to have impact on all family members.

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Section 1

Overall Purpose of Strategy

Overall Purpose of the Strategy

Coventry is a vibrant and economically successful city. In order to benefit from the opportunities the city offers, it is important that children and young people are successful at school, leaving with the skills and qualifications that enable them to secure employment, continue with their education or access appropriate training courses. Ensuring that children go to school every day will help achieve this ambition by maximising their educational and social achievements and by developing self-discipline and organisation and preparedness for the work environment / culture.

Children's Services work in an integrated way with schools, other agency settings and partners to secure positive outcomes for children and young people in what were the five Every Child Matters outcome areas: Staying Safe, Being Healthy, Enjoying and Achieving, Making a Positive Contribution and Achieving Economic Wellbeing.

There is a strong correlation between good school attendance and achieving positive outcomes for children. It is recognised that attending school regularly can be a protective factor for children and young people. Poor school attendance is a recurrent theme in Serious Case Reviews. It is therefore important to ensure that schools and other settings offer a safe environment, positive relationships, high-quality teaching and learning, and opportunities to develop social and emotional skills. This will include Children's Centres and Nurseries, where education is non compulsory.

The Attendance Strategy has been developed to help the Local Authority, schools, settings and other services work in a more coherent way, making the best use of resources available, in order to ensure that:

- All children and young people can make the most of the opportunities provided by attending school. Standards continue to rise and improvements in attainment are sustained
- Overall attendance improves and levels of persistent absence reduce
- Children are safeguarded because they attend school regularly
- Parents understand the contribution they can make to their child's wellbeing, achievement and good attendance.

This Strategy document:

- Describes the Coventry context
- Identifies the role of the Local Authority, schools, settings and partners in improving attendance
- Describes the key strands of the Strategy.

Related Strategies that have a direct impact on school attendance include:

- Overcoming barriers to learning
- The Social and Emotional Wellbeing Strategy
- The Parenting & Family Support Strategy
- The Community Cohesion Strategy
- The Crime and Disorder Strategy.

Improving attendance and reducing absence, especially persistent absence, is a priority for Coventry and critical to the city's ambitions to raise standards, narrow the attainment gap and safeguard all children, especially for the vulnerable groups identified through the Overcoming Barriers to Learning Programme and to create a future citizens with a positive attitude to work.

The key strands of the Strategy are described and developed in Section 3. They can be summarised as

Strand 1: parents and carers;

Strand 2: attendance and school improvement;

Strand 3: the integration of attendance within Children's Services – a family intervention approach;

Strand 4: data and the use of data;

Strand 5: developing the skills of the workforce;

Strand 6: legal sanctions.

Emotional health and wellbeing is a theme that underpins all strands within the Strategy.

Strand One: Parents and carers (not including Children Looked After by Local Authority)

For the purpose of this document, the term parent includes carers and all those with parental responsibility.

Parents have the responsibility and therefore a vital role to play in ensuring that their child attends school regularly, is on time and is ready to learn. Engaging positively with parents at all stages of their child's education is a key driver for the success of the Attendance Strategy.

Positive relationships between the school and parents will help to ensure good attendance.

Schools need to be accessible and develop a wide range of effective strategies to ensure that relationships are built with all parents. This can include the use of Family SEAL (Social Emotional Aspects of Learning), a family or parent support worker, training for school staff and regular consultation with parents.

Through a continued focus on developing positive and responsible parenting outlined in Coventry's Parenting Strategy parents will be provided with high-quality information through The Family Intervention Service, children's centres, libraries, health centres, early years settings and schools. This will include information about the importance of their child attending school. The Local Authority is working in partnership with schools to give clear messages to parents and is developing a range of guidance relating to school attendance.

Poor school attendance is a safeguarding matter and where parents are not able to ensure that their child attends school regularly, additional and targeted short-term support will be required; this might take the form of a parenting intervention such as involvement in a parenting programme. This level of support should be offered at the earliest opportunity when concerns first emerge. The Common Assessment Framework (CAF) should be used to assess and identify appropriate multi-agency support for the child and family. This will help to identify the underlying causes of poor school attendance and ensure that appropriate solutions are identified and parents and pupils are supported to effectively participate in this process. This may lead to a package of family support which can be tailored to the individual needs of the family.

The Education Act 1996 places a legal responsibility on parents to ensure their children receive a suitable education and attend school regularly if their child is a registered pupil. Where appropriate, schools and the Local Authority will move to more assertive intervention. Schools will

be supported and training will be provided for schools deciding to use parenting contracts and penalty notices, and in preparing cases for prosecution.

Strand Two: Attendance and School Improvement

Schools

Schools are the key universal children's service that children and young people experience and that can positively influence their lives and emotional wellbeing. A positive ethos, the quality of the curriculum, the organisation and engaging delivery of teaching and learning all contribute to school being a safe and secure environment and a place, children want to be. Building strong relationships with parents and engaging them in their child's education will also help secure good attendance. Regular attendance at school makes a critical contribution to safeguarding children and securing good outcomes. We want our schools to promote a culture of good attendance and to work in partnership with children and young people, their families, Children's Services and other agencies to improve attendance.

Providing children with the opportunities to develop positive social and emotional skills and resilience is crucial in addressing individual needs. Research increasingly demonstrates that positive emotional health and wellbeing are key factors in affecting social development, school attendance and educational attainment. Embedding programmes such as SEAL (Social Emotional Aspects of Learning and Healthy Schools) will support school improvement.

Schools have a key role to play in the early identification of patterns of poor attendance and for taking action at an individual pupil, cohort, departmental and whole-school level. Systems and procedures for encouraging regular attendance should be clearly set out in each school's Attendance Policy and make clear links with the CAF windscreen, Curriculum, Behaviour, Health, Anti-bullying and Emotional Wellbeing Policies. The Attendance Policy should identify how individual cases are managed, how the school works proactively with parents and pupils to ensure that they understand why attendance is important, as well as include an escalation of interventions that will be used.

The Local Authority strongly recommends that all schools adopt a 'Distributed Leadership' model of managing attendance, with all staff having a clear role and responsibility for improving attendance and reducing persistent absence. Staff should be supported to implement this model through professional development opportunities, such as reflective practice, coaching and the shadowing of others. This approach also includes:

- Identifying a senior member of staff as the Attendance Leader
- Identifying specific groups of PA (persistently absent) pupils

- Identifying specific actions for each half-term
- Implementing a scale of escalating interventions that are understood by pupils, their families and staff
- Monitoring the impact of actions taken.
- Issue Fixed Penalty Notices where appropriate.

The Local Authority

Through the process of self-evaluation the school will identify priorities, supported by the Adviser for Behaviour and Attendance and the Education Improvement Advisers. These will include targets for reducing overall absence and persistent absence where attendance has been identified as a priority from attendance data. There is an expectation that in schools where attendance is identified as a priority, Local Authority support will be tailored accordingly.

The focus for the Local Authority will be on Early Intervention and Prevention, working in a more targeted way with Primary schools and families (where non attendance impacts on a number of siblings). Primary schools will be supported to identify children where there are early signs of poor attendance. The named Children and Families worker – Schools, will identify whether there are other siblings within the same family also with poor attendance and will work with the family through the CAF process to address the issues.

The Local Authority has a clear role, through the Education Improvement Advisers, to challenge and support Head teachers and senior leaders to ensure that the measures taken to improve attendance and reduce persistent absence are effective.

The Local Authority ensures that the Children and Family First Service and the Adviser for Behaviour & Attendance efficiently and effectively discharges the Local Authority statutory functions relating to attendance.

These include:

- Analysing data from schools, providing reports for the Director of Children's Services and others, reporting on the number of penalty notices issued, etc.
- Providing early intervention via family support interventions
- Prosecuting cases for non-attendance in line with legal and statutory requirements
- Executing post-prosecution interventions, parenting orders and monitoring conditional discharges
- Conducting register and attendance audits annually
- Providing training on legal and statutory requirements
- Monitor children missing from education
- Implementing Child Employment and Entertainment functions

- Developing and co-ordinating city-wide campaigns and initiatives
- Co-ordinating truancy sweeps and liaising with relevant agencies.

The Local Authority will support schools in taking a rigorous line in reducing absence. While the predominant focus is always to build strong positive relationships between parents, pupils and education providers, the Local Authority will prosecute parents/ carers where it is deemed appropriate. Parents and carers will be encouraged to participate in the CAF process, however, where there is non engagement and/or no improvement in attendance, the Local Authority will prepare a strong case for prosecution and pursue the case with vigour.

Support for schools for learning, behaviour and attendance is available through SLA; Partnership and Bespoke approaches. **Schools will be offered support based on priority and need.**

Examples of support may include:

- Consultancy and assessments
- Developing preventative early intervention strategies
- Support and advice on establishing and maintaining effective systems and interventions to improve school attendance and reduce persistent absence
- Support to develop processes involved in issuing penalty notices
- Guidance on standard procedures to ensure case management processes are robust, for example, how to record actions taken in individual cases to build up a pre-court file.

Schools can either prepare cases for court themselves or commission support from the family support service

Strand Three: Integration of Attendance Work Within Children's Services and Partner Agencies

Services and key partners that have the potential to impact on attendance outcomes include the following:

LACES (Looked After Children Education Service)

The Looked After Children Education Service works with schools, social workers, carers and other professionals to support the educational achievement of looked after children. The service also provides a range of material resources, both to young people and to schools. Liaison with schools and other professionals, together with monitoring systems, enables the service to respond to attendance issues at an early stage and provide advice, guidance and support to those working with young people to encourage attendance. In addition, close working relationships with services such as the LAC Mentoring Service and Work Related Learning, provide an effective means of promoting good attendance.

Children Centres and Nurseries

Engagement with young children and their families through a local Children centre or Nursery is a key opportunity to work with parents to ensure that they understand the importance of their role in ensuring good attendance at school. Staff working in these provisions are well placed to provide targeted support to parents and to emphasise the crucial role parents play in their child's learning and development. When children start school, children's centre staff can support the transition, working with the school staff to ensure a positive start, which includes good attendance.

MGSS

The Minority Group Support Services provide a range of services to schools and community groups to enhance the educational provision for Black & Minority Ethnic pupils and their families. The MGSS settlement team works closely with newly arrived families from overseas to ensure children and young people's smooth admission, induction and integration into allocated schools and to help inform parents & carers about educational systems & procedures. Multilingual educational assistants & outreach workers provide home language support to children & families and liaise between schools & families to improve communication and minimise potential cultural or linguistic barriers to learning for BME pupils.

Primary Care Trust Coventry

Health Services and Children's Services work closely together in the context of developing integrated approaches within districts. All health professionals, especially School Nursing Service, have an important role to play in supporting good attendance and challenging reasons for poor or non-attendance. Consideration should always be given to making routine medical appointments for children out of school hours. The Healthy Schools Team supports schools in achieving the National Healthy School Standard and curriculum development.

Integrated Youth Service

The Integrated Youth Support and Targeted Youth Support programmes support the development of enriching experiences, which will enable young people to develop better outcomes, including positive behaviours in relation to attendance.

Persistent non-attendance heightens the possibility of young people being involved in criminal activity. Closer liaison between YOS, Education Services and schools can ensure that each young person known to YOS is afforded the best opportunity to attend school or a suitable alternative provision.

Connexions

The Connexions/ CSWP Service support vulnerable young people to successfully engage in education, employment and training. The ' NEET indicator' can be used for early identification of young people who are most at risk of not achieving their potential.

The voluntary and community sector (including Work Related Learning Providers)

The voluntary and community sector works with many children and young people, including those who are not fully engaged with the education process. This resource is often not fully recognised and the Local Authority should seek opportunities to co-ordinate resources and interventions on a more targeted basis to meet identified district and locality needs.

Early intervention and prevention services

A range of preventative services are available to provide a holistic family intervention approach to assist schools in working with families to improve non This includes intensive intervention for 'Troubled Families' and includes Multi Systemic Therapy for 11- 17 year olds where there are complex needs.-school attendance and persistent absence.

Troubled Families Programme formerly Family Intervention Programme

Troubled Families Programme will work with families identified through the CAF process and is aimed at improved school attendance, preventing children becoming looked after / supporting the rehabilitation of children looked after to their families, reducing the risk of significant harm to children, reducing youth crime and curtailing anti-social behaviour. When fully developed, troubled families programmes will be a discrete service to families who present the greatest risks to children and/or their communities. Its mission will be to provide intensive, high quality, multi-disciplinary interventions offering effective individual/family support and/or therapeutic interventions where:

- children and young people within the household have, or are at risk of, suffering significant harm; and/or
- children and young people within the household are on the margins of entering public care, and/or
- children or young people are returning to the household from public care, and/or
- Significant levels of anti-social behaviour or youth crime are evident.

Troubled families programme is expected to contribute to:

- Improving the parenting and care of children within targeted families
- Improving school attendance of children within targeted families
- Reducing actual and perceived levels of anti-social behaviour and youth crime.

Social Care

Social Care are involved in child protection concerns and where non-school attendance is deemed to be a significant contributing risk factor social care will always take a lead role.

West Midlands Police

West Midlands Police is committed to making Coventry safer: respecting, reassuring and responding to local communities. The police work with partners to identify those young people failing to attend school and who are in danger of becoming involved in crime. The Safer Schools Partnership places officers in schools and has helped to build the relationships with young people and address some attendance issues.

Strand Four: Data and the Use of Data

The Local Authority will work with all schools to ensure that data returns are both timely and accurate.

Data is available to schools and the Local Authority at school, cohort and individual child level through the Watch tables and EMS system. Through improved analysis and better understanding of data by individual schools and by the Local Authority, patterns and trends will be identified and interventions planned. The data will be shared with all partners.

The main focus within this strategy is to ensure that schools understand and own their data, analyse it accurately, identify trends and compare it with the national picture, have a clear picture of the reasons for absence, understand their attendance profile, and have in place actions for improvement. The Local Authority will also analyse school data and work with schools and partners to address issues raised by the analysis.

The four year data trend for schools, will be used to determine the level and frequency of support from the Children and Families Worker (Schools) and strategic support from the Adviser for Behaviour & Attendance.

To improve the accuracy and quality of the data set, the Capita 'ONE' system has been implemented across the whole of Education Services as a major tool for capturing the support provided by the Local Authority for schools and for individual children .

Strand Five: Developing the Skills of the Workforce

We need to ensure that staff in schools, all educational settings and Children and Family First Teams have the knowledge, understanding and skills to meet the needs of our young people. They also need to have opportunities to problem solve, reflect on practice, coach and shadow others.

Training on communication with parents will be developed and made available for school staff, particularly in relation to behaviour and attendance issues. Other training to be developed and made available for staff will include learning from Serious Case Reviews linked to poor school attendance.

In schools, staff with lead responsibility for attendance may wish to obtain the qualification provided by the National Programme of Specialist Leaders – Behaviour and Attendance (NPSLBA). The Local Authority is committed to supporting the continued roll-out of this training programme.

Through Behaviour and Attendance networks, the Local Authority, working in partnership with schools, will provide information for School Attendance Leaders that will enable them to continue to develop their skills and understanding, as well as share effective practice between schools within and outside the Local Authority. Schools will be provided with further training to support them with the effective use and analysis of their data. A range of training courses for Learning, Behaviour and Attendance is also available for schools through Partnership and Bespoke approaches.

Training for Governors will be provided by the Learning and achievement service through governor support and individual governing bodies will be able to request bespoke training in relation to attendance.

Strand 6: Legal Sanctions

The strategy will articulate the full range of legal sanctions available to the school and Local Authority to be employed consistently to provide a deterrent and encourage parents to exercise their responsibilities in relation to ensuring their children attends school, including:

- Parenting Contracts
- Parenting Orders
- Education Supervision Orders
- School Attendance Orders
- Harbours notices
- Safeguarding escalation
- Penalty Notices
- Prosecution

Section 2

Coventry's Attendance Policy

Coventry Local Authority Attendance Policy

“ To eliminate poor school attendance across Coventry and help children and young people achieve the very best outcomes they can during their time at school. We do this by identifying, supporting and, where necessary, intervening in those families where children have a poor attendance record. As a council we work with schools to celebrate and promote excellent attendance.”

Coventry Local Authority recognises that punctual and regular school attendance is essential to effective learning and, for a significant number of children; poor school attendance is a direct cause of social exclusion and underachievement. It also recognises that children who are registered at a school and fail to attend regularly are placing themselves at greater risk of either offending or becoming the victims of offending by others. (The local authority acknowledges that some parents or carers may choose to home educate their children rather than send them to school) the local authority is committed to improving levels of school attendance and punctuality.

It aims to do this by:

- a) Promoting the value and importance of regular school attendance
- b) Reducing all forms of unjustified absenteeism, especially levels of persistent absenteeism. (a child is classified as being a persistent absentee if he/she has an absence rate of 15% or more).the local authority sets a range of attendance and absence targets, including statutory and non-statutory, and incorporates these into its key plans (including its Children and Young People's Plan) and supports schools to set their own individual targets. The local authority believes that success in obtaining these targets will be best achieved if principles of active and meaningful partnership (with schools, parents, pupils and other agencies and services) inform all local authority activities.

In order to improve levels of school attendance and punctuality the local authority will employ the following strategies:

- a) The provision of support and challenge to all schools, focusing resources on those schools with the most clearly identifiable needs
- b) The provision of consistent and equitable support to parents, ensuring, through an appropriate balance of assistance and insistence that all parents are able to meet their legal responsibilities in relation to school attendance
- c) The development of effective multi-agency working practices in order to facilitate early identification and intervention and the delivery of a seamless service**

- d) The development of a range of relevant performance indicators and the subsequent setting of realistic yet challenging targets.
- e) Actively pursue prosecution for those parents who fail to carry out their legal responsibility of ensuring their children attend school regularly.
- f) Actively pursue non payment for Fixed Term Penalties on behalf of the schools.

In developing its policy and practice for promoting school attendance, the local authority has endeavoured to ensure that the need to recognise the national context and central government priorities is balanced by the need to respond to the local context and particular priorities within Coventry.

Responsibilities of schools

Schools are responsible for supporting the attendance of their pupils and for responding to difficulties and issues which might lead to non-attendance.

Schools play a major role in improving levels of attendance and punctuality and in reducing absenteeism through adopting a positive and proactive approach towards attendance matters and encouraging parents/carers to take an active role in the schooling of their children.

It is a legal requirement that schools will:

- a) Be open to all pupils for 380 sessions each school year
- b) Maintain attendance registers (either manual or computerised) in accordance with the relevant regulations (see appendix 1); Schools are strongly advised by the local authority to maintain a separate Persistent Absence (PA) register and to monitor PA at 15%, as a discrete category of absenteeism
- c) Accurately record and monitor all absenteeism and lateness
- d) Clearly distinguish between absence which is authorised and absence which is unauthorised according to criteria laid down by the DFE
- e) Set annual targets to reduce overall absence and to reduce levels of persistent absenteeism.

Ensure governors are fully engaged in monitoring and evaluating attendance and PA.

Schools should have a whole school policy on attendance (developed in discussion with staff, governors, parents and pupils) that reflects relevant guidance issued by the DFE and good practice identified locally and nationally.

This policy will be regularly monitored and reviewed in order to:

- a) Give a high priority and value to attendance and punctuality
- b) Ensure compliance with all relevant statutory requirements (particularly with regard to the maintenance of attendance registers)
- c) Involve and identify a role for governors
- d) Identify a key senior member of staff with overall responsibility for attendance and governor.

- e) Help create an ethos and culture which encourages good attendance, addressing school-based causes of poor attendance such as bullying, racism, an inappropriate curriculum, etc.
- f) Ensure that clear attendance information is regularly communicated to parents through the school prospectus, newsletters and parents' evenings. Parents should be specifically reminded of their legal responsibilities for ensuring their children's regular and punctual attendance
- g) Collect and make effective use of attendance data to monitor progress/trends and set targets for improvement
- h) Provide clear guidance to staff on the practice of registration and the appropriate categorisation of absence
- i) Identify clear procedures to identify and follow up all absence and lateness (allocating individual staff roles and responsibilities)
- j) Identify pupils who are vulnerable to becoming persistent absentees and have individual action plans in place for each pupil
- k) Make provision for first-day of absence contact, particularly in relation to pupils who are known to be poor attenders or who might otherwise be considered to be at risk
- l) Monitor post-registration truancy through the taking of class registers and spot checks and ensure that the parents of any post-registration truants are promptly informed and where necessary actively involved
- m) Be alert to critical times (e.g. Key Stage transfers, exam and assessment periods)
- n) Stress to parents the importance of continuity of learning; particularly in relation to requests for leave during term-time (schools are encouraged to grant absence for exceptional leave during term-time sparingly, if at all)**
- o) Establish procedures for reintegrating long-term absentees and pupils who may, for specific reasons, have been on a reduced timetable
- p) Develop attendance incentive schemes which recognise pupils' attendance achievements
- q) Participate in effective networks with other involved agencies and services such as the Family Intervention Service.
- r) Schools should be particularly alert to Children Missing education (CMe) ie those children who appear to have left the school without confirmation. In these circumstances the school should use the CMe procedures and immediately inform the local authority who will undertake stringent checks to establish the missing child's whereabouts and welfare. (See separate Children Missing education Policy).
- s) Issue Fixed Penalty Notices following a period of unauthorised absence, e.g. Holiday during term time/ extended holiday or Persistent lateness. This will follow the blanket warning notice issued in the schools attendance policy, previously signed by parents.**

Responsibilities of Parents and Carers

Parents/carers are responsible in law for ensuring that their children attend the school at which they are registered; regularly, on time, properly dressed and in a fit condition to learn.

Parents/carers can support the regular and punctual attendance of their children:-

- a) Ensure that their child arrives at school on time each day;
- b) Ensure that their child only misses school for reasons which are unavoidable or justified, such as illness or days of religious observance;
- c) Always notify the school as soon as possible - preferably on the first morning - of any absence;
- d) Confirm this in writing when the child returns to school;
- e) Avoid booking family holidays during term-time;
- f) Take an active interest in their child's school life and work;
- g) Attend parents' evenings and other school events
- h) Ensure that their child completes his/her homework and goes to bed at an appropriate time;
- i) be aware of letters from school which their child brings home;
- j) Talk to the school if they are concerned that their child may be reluctant to attend

Attendance Audits

Attendance and register audits are available to all schools. Key features of these audits are:

- examining existing procedures
- inspecting attendance-related documentation
- assessing communication with parents
- interviewing staff and pupils
- analysing attendance data
- considering strategies used to promote attendance
- evaluating the effectiveness of EWO/MDT support

Training

The local authority will offer training to all schools via a programme of workshops or through the National Programme of Specialist Leaders in Behaviour and Attendance (NPSLBA) covering such issues as:

- good practice on the keeping of registers
- IT solutions to registration
- strategies for promoting regular attendance
- strategies for addressing persistent absenteeism
- communication with parents
- good practice in monitoring punctuality
- addressing post-registration truancy
- reintegrating long-term absentees

- developing a whole-school attendance policy
- rewards and incentives
- first-day of absence contact
- primary-secondary transfer.

Referrals to Children & Family First Service

Before accepting a referral from a school, the Children & Families First Service will expect the school to have first undertaken a number of escalating steps to address the pupil's non-attendance.

These would include:

- a) Action by the class teacher/form teacher/attendance lead/CAF coordinator
- b) Action by the Head of year (secondary) or Head or Deputy Head (primary)
- c) Contact with parents via phone call; letter; meeting.
- d) Attempted to identify needs and put in early intervention strategies.

Referrals may be made when:

- a) A pattern of irregular attendance has developed, including a decline in attendance from a child or young person with normally good attendance.
- b) A period of entrenched non-attendance has begun
- c) Communication by the school to the parents has met with little or no response
- d) There is evidence of a lack of parental co-operation in ensuring a child's regular attendance
- e) A pupil is withdrawn from school by the parents who are moving to another area and the school does not have a confirmed destination school/provider where the child will resume his or her education (such pupils will be treated as 'children missing education')
- h) A pattern of persistent lateness has developed

(See Referral Protocols on following pages)

Multi-agency contribution to improving attendance

Activity	Purpose	Detail	Who
Identification of attendance issues	To ensure attendance issues are identified as early as possible with the relevant amount of intervention to improve attendance	<ul style="list-style-type: none"> • Use of local Performance Data to identify highest need schools and allocation of CCC Resource (EWS etc) • Identify attendance issues and persistent absence • Speak with parents to review attendance – remind them of attendance legal responsibilities and possible actions • Regular face to face meetings with attendance lead of school, CAF Coordinator and Designated CFF Worker to identify and review actions/interventions where attendance is a concern – where initial school action has not improved attendance 	<p>SD – Advisor (5-18) Behaviour & Attendance Schools Schools</p> <p>School Attendance Lead CAF Coordinator Designated CFF Worker</p>
Formal Assessment of need	To identify whole family underlying issues and causes of attendance problems and inform appropriate intervention needed	<ul style="list-style-type: none"> • Where Early Concerns are identified, school will phone home, write to parents/carers (include “Access to Universal Triple P” leaflet), invite parents/carers in to the school to discuss concerns. • If attendance continues to deteriorate schools will seek to undertake a home visit and reinforce legalisation regarding school attendance and where appropriate initiate a CAF. Support could be sought from CAF Coordinator – or if complex the designated CFF Worker • Following initial School intervention and CAF initiation, a TAF will be called by the school and where CFF Key Worker becomes involved, they will update the CAF and update the plan – to include interventions to be offered and use of sanctions where appropriate 	<p>Schools</p> <p>Schools – drawing on CAF Coordinator support – and Designated CFF Worker if complex</p> <p>Schools CAF Coordinators Designated CFF Worker</p>
Clear Plan of intervention	To ensure all need is being responded to and all agencies involved are clear about their contributions	<ul style="list-style-type: none"> • Early concerns dealt solely by schools to have school attendance plan • CAF initiated, clear Family Support Plan to be created • Updated Plan with enforcement options following CFF Key 	<p>Schools</p> <p>Schools (with support from CAF Coordinator where appropriate) CFF Key Worker</p>

		<p>Worker involvement</p> <ul style="list-style-type: none"> • Complex cases plan = parenting contract 	
<p>Attendance Interventions at each level of need</p>	<p>To ensure all agencies are clear about their responsibilities and required contributions at each level, the outcomes that services are trying to achieve and the support available to improve attendance</p>	<ul style="list-style-type: none"> • Level 2 Attendance from 100 to 90% Initial Concerns identified by schools – telephone calls, school meetings and home visits offered – <ul style="list-style-type: none"> ○ referral to school nurse, ○ work with child – reward system, ○ initiate CAF, ○ appropriate wider referrals – e.g. Triple P, VIBES, MDT • Complex Level 2/3 Specify Attendance 95-85% + sibling groups, cross phase and cross school families to ensure whole family approach. <ul style="list-style-type: none"> ○ Practical support with routines/boundaries ○ Parenting (programmes or 1 to 1) ○ Direct work with children ○ Advice on housing and benefits ○ (See wider EIP Slide on windscreen services) • Level 3 Attendance below 85% Clear plan including sanctions, where appropriate with a range of interventions <ul style="list-style-type: none"> ○ Parenting Contracts including intervention and sanctions – at this stage confirmation with asb interventions to ensure single aligned contract ○ Task Centred and motivational interviewing ○ Intensive practical support ○ 1 to 1 parenting support ○ Direct work with children including three houses approach ○ Lower level substance misuse and dv work • Unsuccessful Level 3 cases following above interventions <ul style="list-style-type: none"> ○ CHECK Whether PO can be sought for non-schl attendance in isolation ○ Education Supervision Orders (process to be confirmed) ○ Penalty Notice ○ Prosecution ○ CHECK NOTTS FIP Guidance ○ Eviction from tenancy ○ Referral to social care for possible care proceedings 	<p>Schools Family assistants/volunteers (MDT's)</p> <p>CFF Workers (MDT's) Schools Other appropriate agencies (e.g. health, housing, adult services)</p> <p>CFF Worker (Schools) Schools CFF Worker (MDT's) where asb exists Other appropriate agencies e.g. health, housing, adult services</p> <p>CFF Worker (Schools) Schools CCC Legal Services Social Care</p>

Coventry Children and Families Worker (schools) contribution to attendance

Intervention	Purpose	Detail	Who
Identification of attendance issues	To ensure attendance issues are identified as early as possible with the relevant amount of intervention to improve attendance	<ul style="list-style-type: none"> • Analyse, understand and utilise strategic attendance data for their named schools • Attend half termly (minimum) face to face meetings with attendance lead of school and relevant CAF Coordinator to identify and review actions/interventions where attendance is a concern – where initial school action has not improved attendance or to clarify interventions <ul style="list-style-type: none"> ○ Seek to predict and identify children with additional needs – specifically attendance ○ Determine level of need and appropriateness of intervention. The result may be current intervention is sufficient, a CAF is required which the school will undertake with support from the CAF Coordinator or a case needs escalating. • Where a CFF Worker (Schools) is allocated to a priority schools these meetings may take place more regularly to ensure appropriate support, communication and focus between the school and local authority on children where attendance is raising concern. <ul style="list-style-type: none"> ○ This will involve CFF Worker re-enforcing the Attendance policy and reviewing appropriateness of interventions and progress. 	CFF Worker Schools
Formal Assessment of need	To identify whole family underlying issues and causes of attendance problems and inform appropriate intervention	<ul style="list-style-type: none"> • Where CFF Worker support is requested through a school, the worker should check that the following has been undertaken by the school in the majority of cases:- <ul style="list-style-type: none"> ○ Phoning home to discuss concerns with parents, ○ Formally writing to parents/carers including relevant information reminding parents of responsibilities and local support (such as “Access to Universal Triple P” leaflet) 	CFF Worker Schools to confirm

	needed	<ul style="list-style-type: none"> ○ Invite parents/carers in to the school to discuss and share concerns. ● In complex cases where schools are seeking to complete a CAF, CAF Coordinators will support schools to complete this – or where this has already been completed help to update the CAF with the school. ● CFF Workers to attend Team Around the Family (TAF) meetings to support completion of Family Support plan and interventions necessary to support attendance. Confirm Key Worker responsibilities where sibling groups, cross phase and cross school families to ensure whole family approach. 	
Clear Plan of intervention	To ensure all need is being responded to and all agencies involved are clear about their contributions	<ul style="list-style-type: none"> ● Where a CAF is initiated, the CFF worker (schools) should support the school in creating a Clear Family Support Plan with clear targets/outcomes, including specific targets around improved attendance, expectations of all parties with relevant interventions & date for review including next steps where attendance doesn't improve. This will be done through attendance at the TAF meeting. ● Where CFF Worker becomes the Key worker, they should update the Family Support Plan with clear targets/outcomes, including specific targets around improved attendance, expectations of all parties with relevant interventions & date for review including next steps where attendance doesn't improve ● Reviews should take place in line with the family, but at a minimum frequency of 6 weekly. At the first review meeting, if attendance has not improved then consideration should be given to the use of a Parenting Contract which will replace the existing plan. ● Where case is progressing to Parenting Contract, CFF Worker to lead coordination of contract and for the contract to become the specified support plan. At this stage CFF Worker to liaise with other agencies who may use parenting contracts to avoid duplication and where other contracts are being considered to ensure one single contract is created. Where this is the case, guidance should be sought from line manager as to which worker should hold the contract 	CFF Worker

<p>Attendance Interventions for schools</p>	<p>To ensure all agencies are clear about their responsibilities and required contributions at each level, the outcomes that services are trying to achieve and the support available to improve attendance</p>	<ul style="list-style-type: none"> • Level 2 School Attendance from 100 to 90% Initial Concerns identified by schools – telephone calls, school meetings and home visits offered by schools who coordinate interventions <ul style="list-style-type: none"> ○ CFF Worker to support schools, where necessary in identifying relevant services to provide support. This may include referral to MDT's for practical family support, access to lead professional budget, volunteers, CAB etc ○ Where intervention does not appear to be successful, CFF Worker to offer support and guidance on next steps including progression to level 3 • Complex Level 2/3 95% to 85% attendance + sibling groups, cross phase and cross school families to ensure whole family approach. <ul style="list-style-type: none"> ○ CFF Workers to attend TAF Meetings where appropriate ○ Offer advice and guidance on escalation, where appropriate ○ Review cases as part of half termly meetings • Level 3 (Attendance below 85%) Consideration should be given to safeguarding concerns and escalation to Social care for formal safeguarding processes Clear plan including sanctions, where appropriate with a range of interventions <ul style="list-style-type: none"> ○ Parenting Contracts including intervention and sanctions – at this stage confirmation with asb interventions to ensure single aligned contract ○ Task Centred and motivational interviewing ○ Intensive practical support ○ 1 to 1 parenting support ○ Direct work with children including three houses approach ○ Lower level substance misuse and dv work ○ Set up and chair reviews • Unsuccessful Level 3 cases following above interventions 	<p>CFF Worker</p> <p>CFF Worker Schools</p>

Consideration should be given to safeguarding concerns and escalation to Social care for formal safeguarding processes

A range of enforcement options should be considered:-

1. **Safeguarding**
 2. **Parenting Order**
 3. **School Attendance Order**
 4. **Education Supervision Order**
 5. **Penalty Notice**
 6. **Prosecution**
- Contribute to any prosecution or legal process (such as parenting order or Education Supervision Order)
 - Consultation with service manager, schools and legal services re-options for enforcement
 - Review evidence and agree enforcement option
 - If prosecution, arrange PACE interview and invite parents/carer and child where appropriate
 - Complete required PACE interview documentation – with sign off from Sr CFF Worker (Schools)
 - Where case progresses to court, CFF Worker to complete statement and evidence pack.
 - Offering on-going support to family during process

Where a Parenting Order is granted:-

- CFF Worker (schools) to be named lead and hold the order
- Provide direct intervention to the family
- Monitor improvements and take any appropriate action where breach occurs
- Consult with Service Manager and Legal Services where breach occurs
- Where appropriate book breach court date and prepare relevant statement and evidence pack

Coventry schools contribution to improving attendance

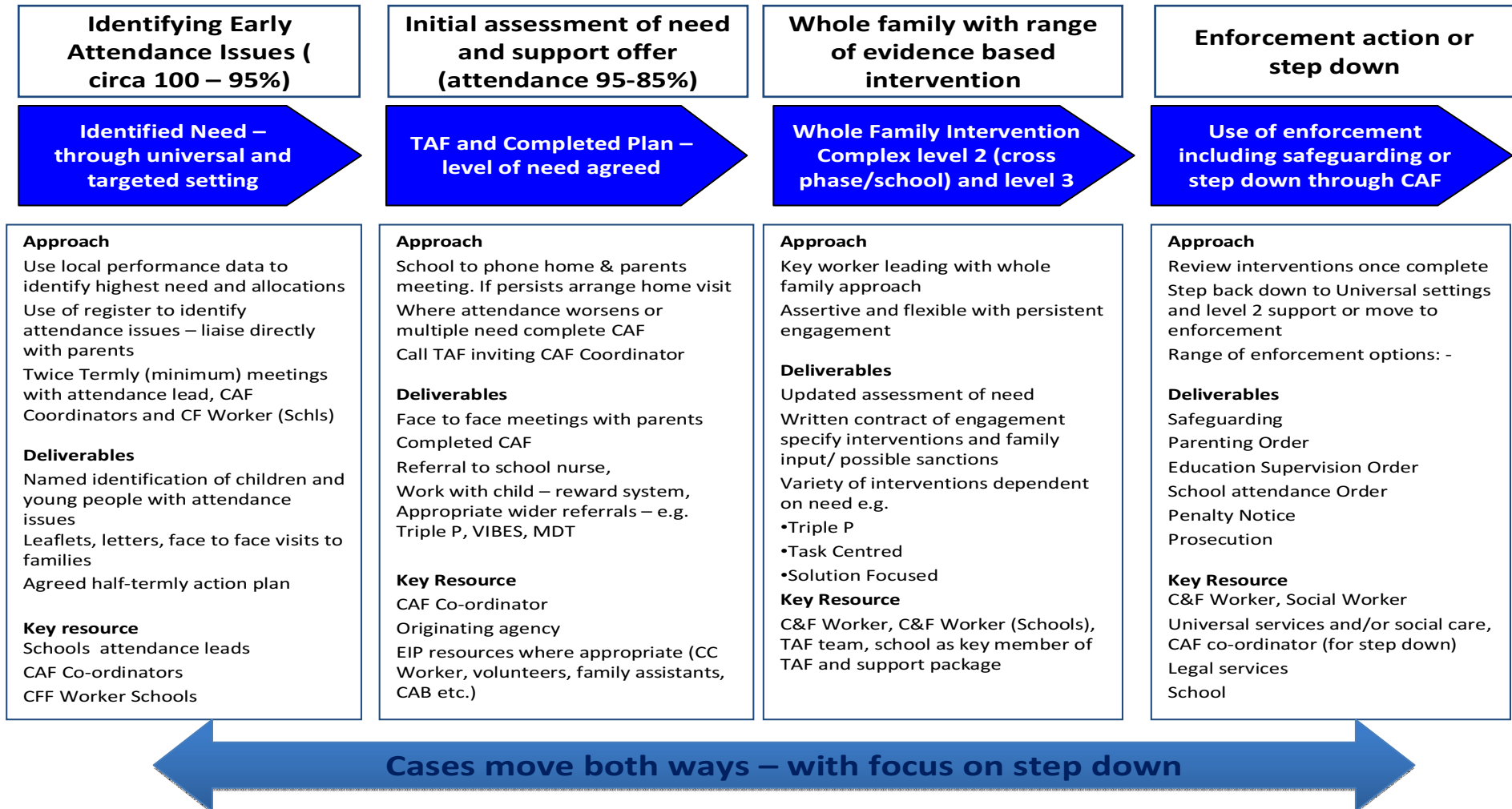
Intervention	Purpose	Detail	Who
Identification of attendance issues	To ensure attendance issues are identified as early as possible with the relevant amount of intervention to improve attendance	<ul style="list-style-type: none"> • Analyse, understand and utilise strategic attendance data <ul style="list-style-type: none"> ○ Clear Attendance Policy in place <ul style="list-style-type: none"> ○ Including clarity over exceptional leave of absence ○ Attendance Assemblies ○ Regular newsletters (including focus on attendance) ○ Rewards for positive attendance and punctuality • Identify attendance and persistent absence <ul style="list-style-type: none"> ○ Classroom Teacher to monitor class attendance and raise initial concerns with wider School personnel ○ Ensure accuracy of registers ○ Monitor sims data daily and weekly to pick out children/young people where attendance is a concern – using attendance codes to identify specific issues. Where this relates to unauthorised leave of absence, issue penalty notice at this point • Speak with parents to review attendance – remind them of attendance legal responsibilities and possible actions <ul style="list-style-type: none"> ○ Where concerns arise – invite parents in immediately ○ Ensure formal focus on attendance at Parents evenings and termly progress review • Half termly (minimum) face to face meetings with attendance lead of school, CAF Coordinator and Designated CFF Worker (Schools) to identify and review actions/interventions where attendance is a concern – where initial school action has not improved attendance or to clarify interventions • In priority schools these meetings may take place more regularly to ensure appropriate support, communication and focus between the school and local authority on children where attendance is raising concern 	<p>Attendance Lead (utilise support of EIA and Advisor 5-18 Behaviour and Attendance)</p> <p>Classroom/form teacher All relevant Teachers</p> <p>Attendance Lead Learning Mentor/School Attendance Lead</p> <p>Relevant School Personnel Class Teacher/Form Tutor</p> <p>School Attendance Leads (CAF Coordinator & Designated CFF Worker)</p>

<p>Formal assessment need</p>	<p>To identify whole family underlying issues and causes of attendance problems and inform appropriate intervention needed</p>	<ul style="list-style-type: none"> • Where Early Concerns are identified, school to take immediate action including: - <ul style="list-style-type: none"> ○ Phoning home to discuss concerns with parents, ○ Formally writing to parents/carers including relevant information reminding parents of responsibilities and local support (such as "Access to Universal Triple P" leaflet) ○ Invite parents/carers in to the school to discuss and share concerns. • If attendance continues to deteriorate or there is non-engagement/improvement, schools will seek to undertake a home visit and reinforce legalisation regarding school attendance. Set clear target with family for improved attendance and monitor weekly. At this point consideration should be given to any other children in the home with information shared with local CAF Coordinator. <ul style="list-style-type: none"> ○ Check Protocol e-CAF System to identify whether any CAF exists with any family member • Where level of need is 2 or above with additional needs apparent in the family with non-school attendance a symptom of wider issues, initiate a CAF. N.B. Support could be sought from CAF Coordinator – or if complex the designated CFF Worker • Call a Team Around the Family (TAF) meeting to confirm support plan and interventions necessary to support attendance 	<p>Relevant school personnel</p> <p>Relevant school personnel such as Learning Mentor, Pastoral Support staff etc</p> <p>Relevant school personnel such as Learning Mentor, Inclusion Coordinators, Pastoral Support staff etc (drawing on CAF Coordinator support and Designated CFF Worker if complex)</p> <p>School personnel leading the CAF with support from CAF Coordinators</p>
<p>Clear Plan of intervention</p>	<p>To ensure all need is being responded to and all agencies involved are</p>	<ul style="list-style-type: none"> • Where schools identify initial attendance concerns an attendance plan to be completed with targets, expectations of all parties and date for review including next steps where attendance doesn't improve • Where a CAF is initiated, Create a Clear Family Support Plan with clear 	<p>Attendance Lead/Learning Mentor from school</p> <p>Relevant School Personnel (with support from CAF Coordinator &</p>

	clear about their contributions	targets/outcomes, expectations of all parties with relevant interventions & date for review including next steps where attendance doesn't improve	where appropriate CFF Key Worker)
Attendance Interventions for schools	To ensure all agencies are clear about their responsibilities and required contributions at each level, the outcomes that services are trying to achieve and the support available to improve attendance	<ul style="list-style-type: none"> • Level 2 School Attendance from 100 to 90% Initial Concerns identified by schools – telephone calls, school meetings and home visits offered – Some suggested interventions to be offered by schools to improve attendance: - <ul style="list-style-type: none"> ○ Home visits to share concerns and bring children to school on a temporary short term basis ○ referral to school nurse to explore persistent or erratic illness ○ direct work with children/young people including incentives/reward systems, ○ Assemblies for improved attendance – inviting parents in to celebrate success ○ Offer parenting support (group programmes) ○ Signpost to other services either internally or externally ○ Appropriate wider referrals – e.g. Triple P, VIBES, Cruise, Relate (time for you), LABS ○ initiate CAF, • Complex Level 2/3 School Attendance 95% to 85% + sibling groups, cross phase and cross school families to ensure whole family approach. Led by CFF Worker (MDT's) with following school input (examples are non-exhaustive):- <ul style="list-style-type: none"> ○ Attend on-going Team Around the Family meetings ○ Contribute to Family Support Plan ○ Continue to engage and support family ○ Feedback to Key Worker ○ Be fully involved in any reviews • Level 3 School attendance below 85% Clear plan including sanctions, where appropriate with a range of interventions led by CFF Worker (Schools) with following input from schools (examples are non-exhaustive): - <ul style="list-style-type: none"> ○ Be signed up member of parenting contract providing support alongside Key Worker ○ Attend on-going Team Around the Family meetings ○ Contribute to Family Support Plan 	<p>Schools</p> <p>Schools</p> <p>Schools</p>

		<ul style="list-style-type: none">○ Continue to engage and support family○ Feedback to Key Worker○ Be fully involved in any reviews○● Unsuccessful Level 3 cases following above interventions<ul style="list-style-type: none">○ Contribute to any prosecution or legal process (such as parenting order or Education Supervision Order)○ Offering on-going support to family during process○ Attend on-going Team Around the Family meetings○ Contribute to Family Support Plan○ Continue to engage and support family○ Feedback to Key Worker○ Be fully involved in any reviews	
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Children & Families First Partnership Model and School Attendance



Components of Children and Families First Toolbox

Assessment

CAF
Enhanced Assessment Skills

Assertiveness

Empowerment
Enforcement
Anti-oppressive practices
Assertive interventions
FIP Intensive Intervention

Partners/Contracting

Referring on to other services
Brokering (P2,3,5)
Contracting with other services
Effective multi-agency approach

Managing (C4)

Whole Family

DV perpetrators
Recognising Issues
Whole Family Approach (C4)
Solution Empowerment
Solution focuses approach – consultation (P3)

Life-story

Life-story work – 3 hours – direct work with children

Crisis Intervention (C4)

Parenting

Triple P (P1,P3,P4,P5)

Practical Modelling

Modelling parental communicational (C4,P5)
Practical support – “can do” (C3,P5)
Motivational Interviews
Counselling Skills (C4)

Family links

Safety

Safe planning stay + safe (C4)
Safe at home
Protective behaviours – safety

Family learning

Knowing when to use what methodology

Task Centred

Knowing when to use what method

Portage

Other

Remember level 2, Impact Management, Clinical Tools, Infant Massage, Friends – anxiety and depression methodology, preparing for parenting (HV/UoW), Ante-natal (find out more) (P4), Books on prescription, Circle, Seal, MST, FNP, Youth Service Methodologies, OB2L (P5), Emotionally Healthy, Assessment/ Screening, Clinical Tools (Compass etc) , Strengthening families and communities (P1)



Workforce Development to deliver Children and Families First Model



EIP Tool Box and practitioner approach

Solution focused
Crisis Intervention

Triple P

Direct work with children

Task Centred

Practical Support

Range of direct

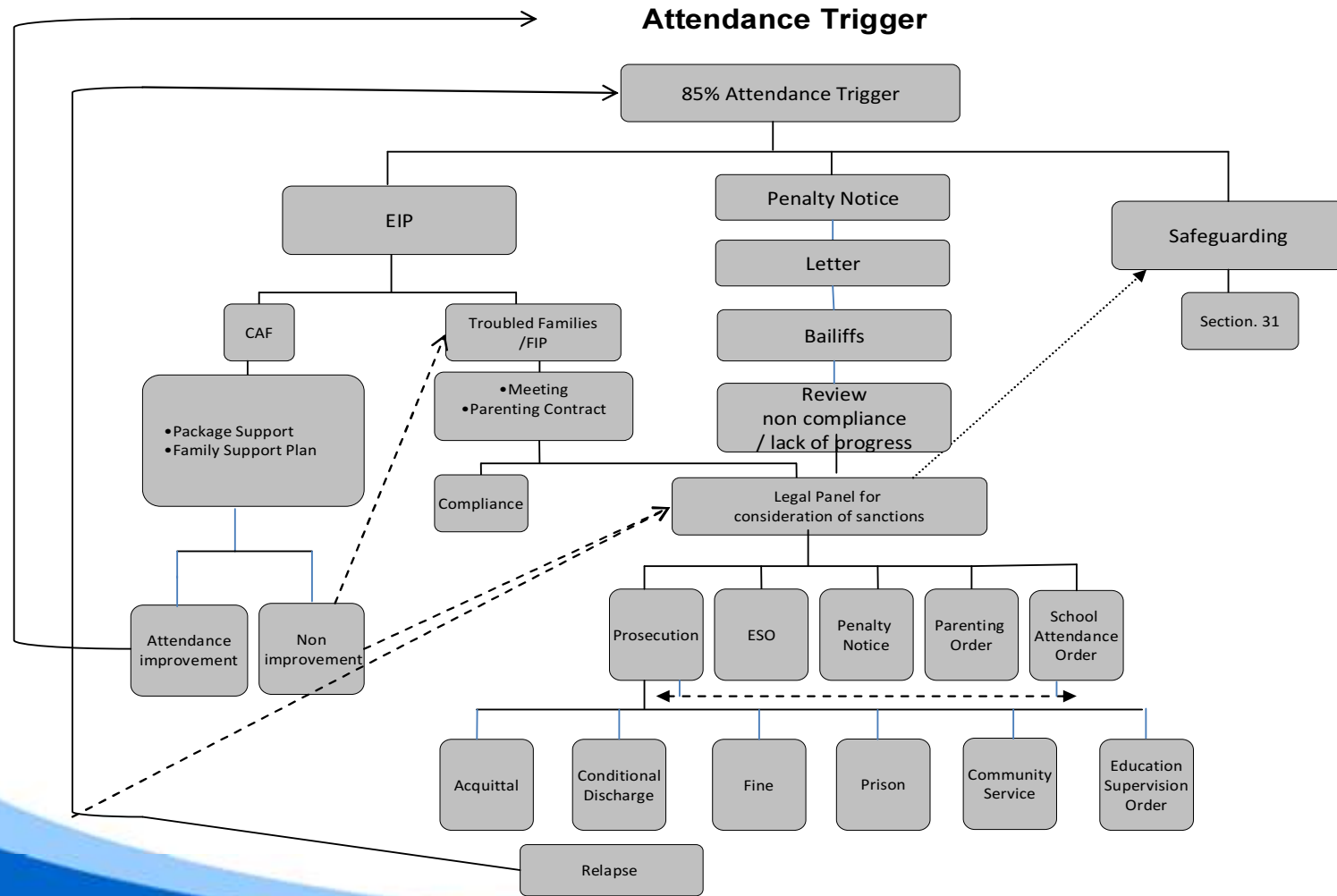
Assertive, whole family, persistent,
flexible, clear plan – reviewed
regularly, multi-agency approach

**Skilled Families First
Practitioners with above
characteristics**

Children Centres and Schools identifying need and
initiating CAF's – supported by Families First Teams
and CAF Co-ordinators. Significance of Health.
Enhanced assessment skills.

CAF As the Bedrock







Coventry City Council

Cabinet Member (Education)

1 October 2013

Authority Governor: New Appointments

Name	School	Term of Office
Mr Steve Stewart	Moathouse Primary	30 September 2017
Mrs Jane Jones	Park Hill Primary	30 September 2017
Mr Pete James	SS Peter and Paul Catholic Primary	30 September 2017
Mrs Sybil Hanson	St John's CE Primary	30 September 2017
Mr Naeem Arif	Stanton Bridge Primary	30 September 2017

Authority Governor: Re-Appointments

Name	School	Term of Office
Helen Hutchings	Barrs Hill School	13 October 2017
Dilip Patani	Holbrook Primary	1 November 2017
Cllr M Auluck	John Gulson Primary	1 November 2017
Roshni Naik	Moseley Primary	13 October 2017
George Duggins	Mount Nod Primary	25 October 2017
Bill Day	Ravensdale Primary	26 November 2017
Rowena Collins	Richard Lee Primary	26 November 2017
Cheryl Wall	St Christopher Primary	25 October 2017
Alan Farmer	St John Vianney Catholic Primary	25 October 2017
Gordon Meredith	Southfields Primary	25 October 2017
Joan Leigh	Sowe Valley Primary	13 October 2017
Maxine Thacker	Templars Primary	26 November 2017
David Spurgeon	Tiverton School	13 October 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.



1st October 2013

Name of Cabinet Member:

Cabinet Member (Education) – Councillor Kershaw

Director Approving Submission of the report:

Executive Director, Resources

Ward(s) affected:

None

Title:

Outstanding Issues Report

Is this a key decision?

No

Executive Summary:

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

Recommendations:

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):

Name and job title:

Michelle Salmon, Governance Services Officer

Directorate:

Resources Directorate

Tel and e-mail contact:

Tel: 024 7683 3065

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

Enquiries should be directed to the above person.

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

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

APPENDIX

	Subject	Date for Consideration	Directorate/ Responsible Officer	Proposed Date/Amendment to Date for Consideration	Reason for Request to Delay Submission of Report
*1	<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) (Minute 24/12 of Cabinet Member (Education) 14 November 2012 refers)</p>	Autumn 2013	Executive Director, People - Sue Diamond	-	-

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

