Coventry City Council

Agenda

Cabinet Member (Education)

Time and Date
2.00 pm on Tuesday, 21st January, 2014

Place
Diamond Room 2 - Council House

Public Business

1. **Apologies**

2. **Declarations of Interest**

3. **Minutes**

   (a) To agree the minutes of the meeting held on 1st October 2013 (Pages 3 - 6)

   (b) To agree the minutes of the meeting held on 19th December 2013 (Pages 7 - 8)

   (c) Matters arising

4. **Report on Pupil Behaviour in Coventry Schools and Educational Settings in 2012/2013** (Pages 9 - 16)

   Report of the Executive Director, People

5. **The Standards, Progress and Achievement of Coventry Children by Ages 5, 7, 11, 16 and 18 in 2013** (Pages 17 - 36)

   Report of the Executive Director, People

6. **Racist Incident Monitoring 2012-2013** (Pages 37 - 50)

   Report of the Executive Director, People

7. **Services to Schools Pricing Strategy 2014/2015** (Pages 51 - 58)

   Report of the Executive Director, People

8. **Appointment of Authority Governors** (Pages 59 - 60)

   Executive Director, People

9. **Outstanding Issues**

   There are no outstanding issues.

10. **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, 13 January 2014

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), D Howells (Deputy Cabinet Member) and D Chater (Acting Cabinet Member)

By invitation: Councillor J Blundell (Shadow Cabinet Member)

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 Tuesday, 1 October 2013

Present:

Members:	Councillor D Kershaw (Cabinet Member)
	Councillor J Lepoidevin (Substitute - Shadow Cabinet Member)
	Councillor D Howells (Deputy Cabinet Member)
Other Members:	Councillor M Mutton
Employees (by Directorate):	
People:	D Haley, S. Newton
Resources:	J Newman, M Salmon
Apologies:	Councillor J Blundell (Shadow Cabinet Member)

Public Business

14. **Declarations of Interest**

There were no declarations of Interest.

15. **Minutes**

The minutes of the meeting held on 16th July 2013 were agreed and signed as a true record.

Further to Minute 10/13 headed 'Dissolution of the Federated Governing Body for Alice Stevens, Baginton Fields and Sherbourne Fields Schools and the establishment of Single Governing Bodies for each school', the Cabinet Member confirmed that the temporary governing bodies had now been established and meetings of them had taken place.

16. **Review of the New Coventry Strategy for Improving Attendance**

The Cabinet Member considered a report of the Executive Director People that provided an update on the impact of Coventry's Attendance Strategy one year after its implementation in September 2012 and summarised the levels of attendance in the 2012/2013 school year.

Data was available to allow analysis of the impact of the service and showed that attendance figures had been maintained across all phases with slight improvements in overall attendance for both primary and secondary schools. Figures were in line with the 2011/2012 national average for secondary schools and slightly below for primary schools.

Persistent absence levels in secondary schools showed an improvement and had fallen below the national average and for primary schools were slightly improved with a fall in the level of persistent absence, although the persistent absence level was above the national average for 2011/2012.

The Cabinet Member welcomed the approach being taken on Coventry's Attendance Strategy and thanked officers for their work on this matter.

RESOLVED that the Cabinet Member endorses the Coventry Strategy for improving attendance and approved a revised approach to the way in which the service works with schools to enhance the Strategy.

17. **Appointment of Local Authority Governors**

RESOLVED that, having met the Local Authority criteria for the appointment of Local Authority school governors, Cabinet Member 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
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

18. **Outstanding Issues**

The Cabinet Member noted a report of the Executive Director, Resources, that contained an outstanding issue in respect of his portfolio. As the matter had been considered at this meeting it could be removed from the list.

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

There were no other items of public business.

(Meeting closed at 2.35 pm)

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Coventry City Council
Minutes of the Meeting of Cabinet Member (Education) held at 10.00 am on Thursday, 19 December 2013

Present:	
Members:	Councillor D Chater (Acting Cabinet Member)
	Councillor J Blundell (Shadow Cabinet Member)
Other Members:	Councillor Clifford (Nominee of Chair of Scrutiny Co-ordination Committee)
Employees (by Directorate):	
People:	D Haley, A Simpson
Resources:	E Atkins, M Salmon
Apologies:	There were no apologies

Public Business

20. **Declarations of Interest**

There were no declarations of Interest.

21. **Proposed Expansion of Edgewick Primary School 2015/16**

The Acting Cabinet Member considered a report of the Executive Director, People, on a proposal to increase the number of school places at Edgewick Primary School from one to two forms of entry with effect from 2015. The City was experiencing a significant rise in birth rate and inward migration, for September 2014 admissions sufficient places were available for the citywide reception cohort but there were insufficient reception places to meet parental demand in some parts of the City. In March 2013, the Government announced one-off funding for a Targeted Basic Need Programme to support areas of the country that were experiencing high levels of demand for additional pupil places in schools. In April 2013 bids were submitted on behalf of 7 Coventry school expansion projects, six applications for projects were included in the approved Education Capital Programme and Edgewick Primary School was identified as an additional priority scheme.

In accordance with paragraph 4.2.27 of the Constitution, Councillor Clifford, as the nominee of the Chair of Scrutiny Co-ordination Committee, was invited to attend the Cabinet Member (Education) meeting to agree the need for urgency such that call-in arrangements would not apply. The reason for urgency was that in order to meet commitments towards the grant conditions for targeted basic need, the statutory consultation needed to be completed by the end of May 2014 and to meet this deadline formal consultation would begin on 6th January 2014 for recommendation to Cabinet in March 2014.

RESOLVED that the Acting Cabinet Member agrees:

1) **That formal consultation be undertaken on proposals to increase the size of Edgewick Primary School from one to two forms of entry with effect from September 2015.**

2) **That the consultation material is accessible to all stakeholders.**

3) **To delegate authority from Cabinet Member (Education) to the Director of Education and Inclusion to agree any necessary consultation arrangements.**

4) **That a report on the outcome of the consultation be submitted to Cabinet in March 2014.**

5) **That a further report be submitted to Cabinet in Spring 2014 recommending the publication of formal statutory notices to expand additional schools in September 2015.**

22. **Appointment of Authority Governor**

RESOLVED that, having met the Local Authority criteria for the appointment of Local Authority school governors, the Acting Cabinet Member approves the appointment of the person listed below for the school and term of office indicated:-

Additional Authority Governor: New Appointment

Name	**School**	**Term of Office**
Councillor D Chater	Alice Stevens School	9 December 2017

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

There were no other items of public business.

(Meeting closed at 10.25 am)

Coventry City Council

Public report
Cabinet Member Report

Cabinet Member (Education) 21st January 2014

Name of Cabinet Member:
Acting Cabinet Member (Education) - Councillor D Chater

Director Approving Submission of the report:
Executive Director, People

Ward(s) affected:
All

Title:
Report on Pupil Behaviour in Coventry Schools and Educational Settings in 2012/13

Is this a key decision?
No - Although this matter may affect all wards, the impact of the proposals is not expected to be significant

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Executive Summary:

This report summarises the data on pupil behaviour in schools and other educational settings in Coventry and seeks approval of the further development of strategies to further improve pupil behaviour. National data for 2011/12, released July 2013, shows the incidence of fixed term and permanent exclusions in Coventry continue to be below that for England and low in relation to statistical neighbours. Local data for 2012/13 indicates that while the incidence of fixed term exclusion of 5 days or less has risen by 5% there have been significant reductions in fixed term exclusion of more than 5 days and in permanent exclusions.

Recommendations:

The Acting Cabinet Member is recommended to accept the report and approve the further development of the identified strategies to further improve pupil behaviour.

List of Appendices included:
None

Background papers:
Nil

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 title:
Report on Pupil Behaviour

1. Context (or background)

1.1 Coventry City Council has a policy of working in strong partnership and collaboration with schools to avoid the use of permanent exclusion wherever possible and to reduce the use of exclusions more generally. In line with best practice nationally, the Local Authority has sought to develop a range of alternative strategies to achieve this. One of the key strategies has been the establishment and ongoing development of a Partnership Agreement with secondary schools that sets out the policy, principles and procedures for the prevention and management of exclusions and support for pupils who are considered Hard to Place. This Partnership Agreement complies with the requirement set out in the School Admissions Code 2012 (the Code) that all local authorities have a Fair Access Protocol agreed with the majority of schools in its area for the purpose of ensuring, outside the normal admission round, that vulnerable unplaced children are offered a school place as soon as possible. The Partnership Agreement also sets out as required by the Code how provision will be used to meet the needs of pupils who are not ready for mainstream schooling. This work is overseen by the Social Inclusion Placement Panel, which includes Headteachers from the area behaviour partnerships as well as officers from the Local Authority. It also reports its work on a regular basis to the Local Authority School Admissions Forum.

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

1.3 At the start of the 2013/14 school year a KS2 provision for pupils experiencing behavioural emotional and social difficulties became operational. This provision should help to reduce the number of KS2 fixed term and permanent exclusions in the 2013/14 school year.

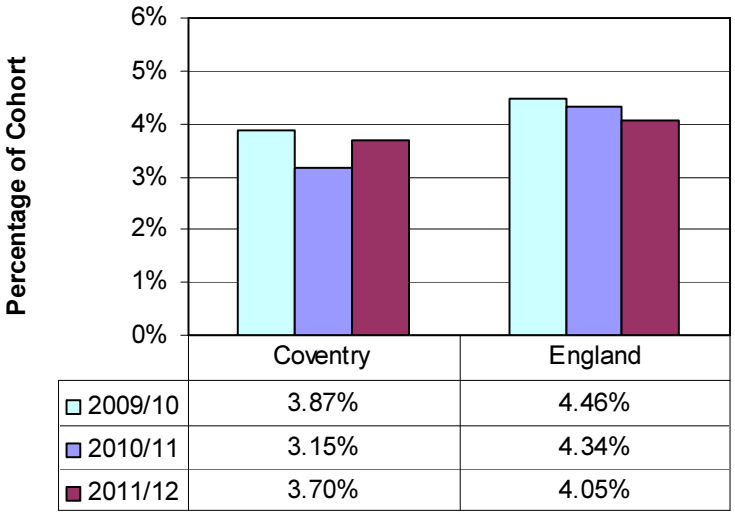
1.4 Data from 2011/12 on Coventry and its statistical neighbours, released by the DfE in 2013, indicated that:

- Coventry's rate of fixed term exclusions (3.70%) remains below that for England (4.05%). Compared to 10 statistical neighbours, 2 had lower levels of fixed term exclusion and 8 had higher levels.
- Coventry's rate of permanent exclusions (0.05%) remains below that for England (0.07%). Of the 10 statistical neighbours, 2 had lower levels of permanent exclusion and 8 had higher levels.

1.5 Data on exclusions in Coventry in the 2012/13 school year indicates that:

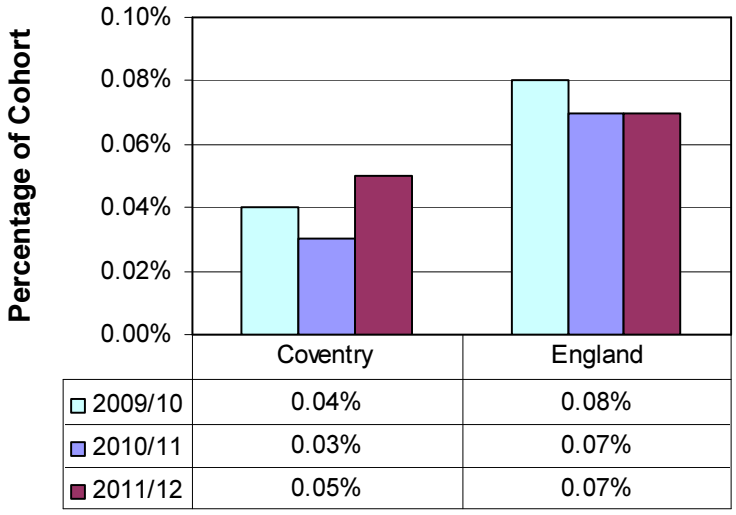
- The number of fixed term exclusions of 5 days or less increased by 5%, from 1401 to 1465
- The number of fixed term exclusions of more than 5 days dropped to 15 – the lowest level recorded for over 5 years
- Permanent exclusions and fixed term exclusions of more than 15 days dropped to 21 – again, the lowest level recorded for over 5 years.

Fixed Term Exclusions



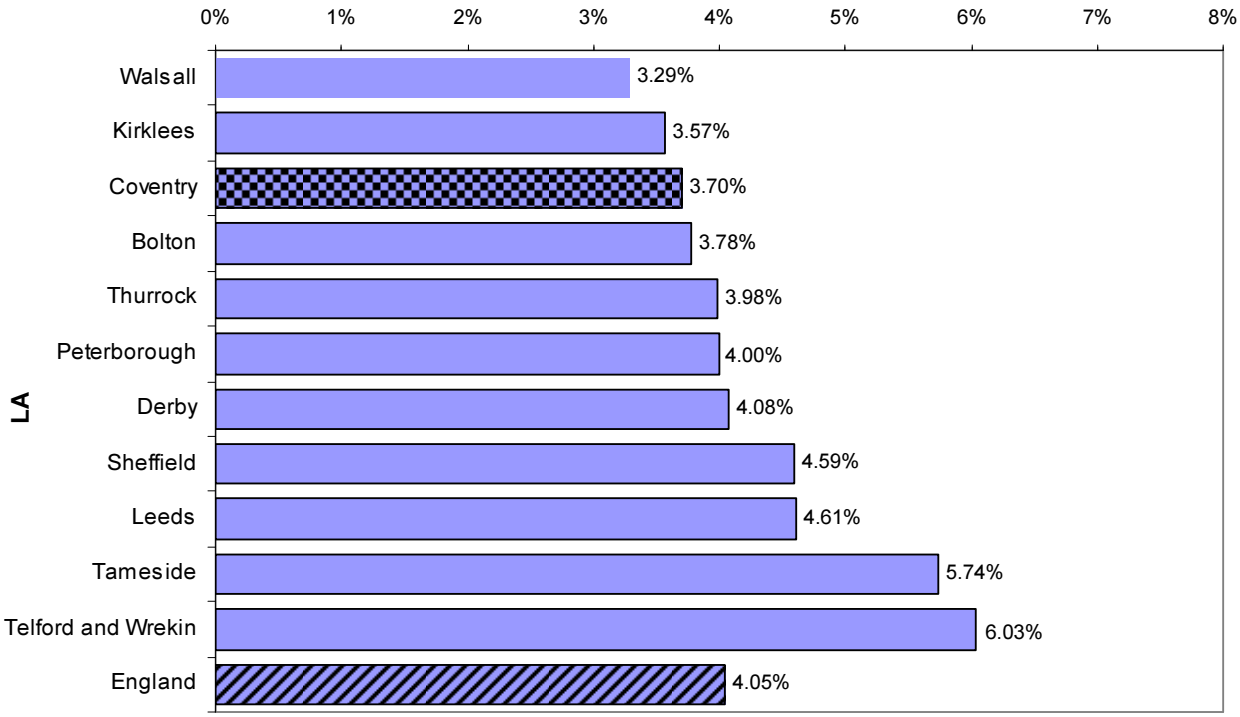
	Coventry	England
2009/10	3.87%	4.46%
2010/11	3.15%	4.34%
2011/12	3.70%	4.05%

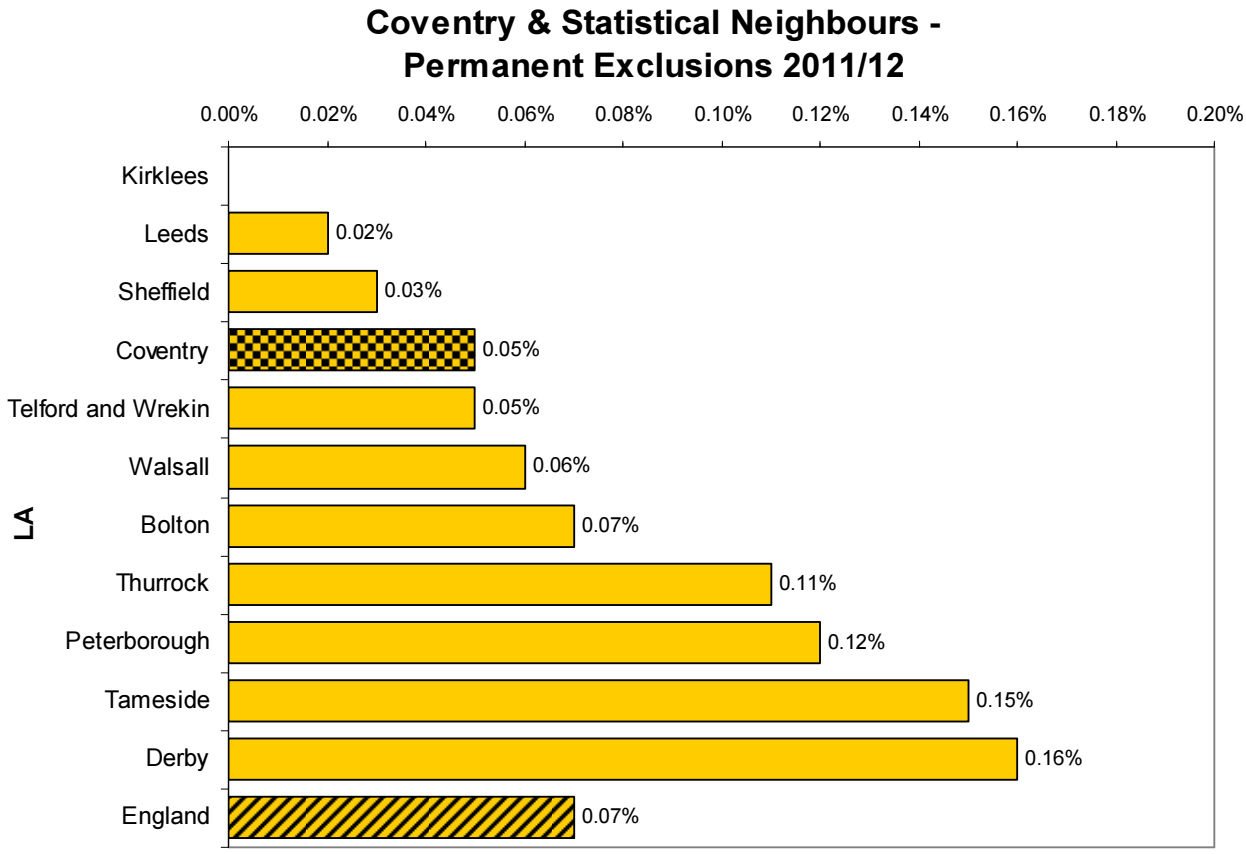
Permanent Exclusions



	Coventry	England
2009/10	0.04%	0.08%
2010/11	0.03%	0.07%
2011/12	0.05%	0.07%

Coventry & Statistical Neighbours - Fixed Term Exclusions 2011/12





1.6 Data on fixed term and permanent exclusions for the last five years follows. Figure (i), below, shows the exclusion incidence trends between 2007/08 and 2012/13.

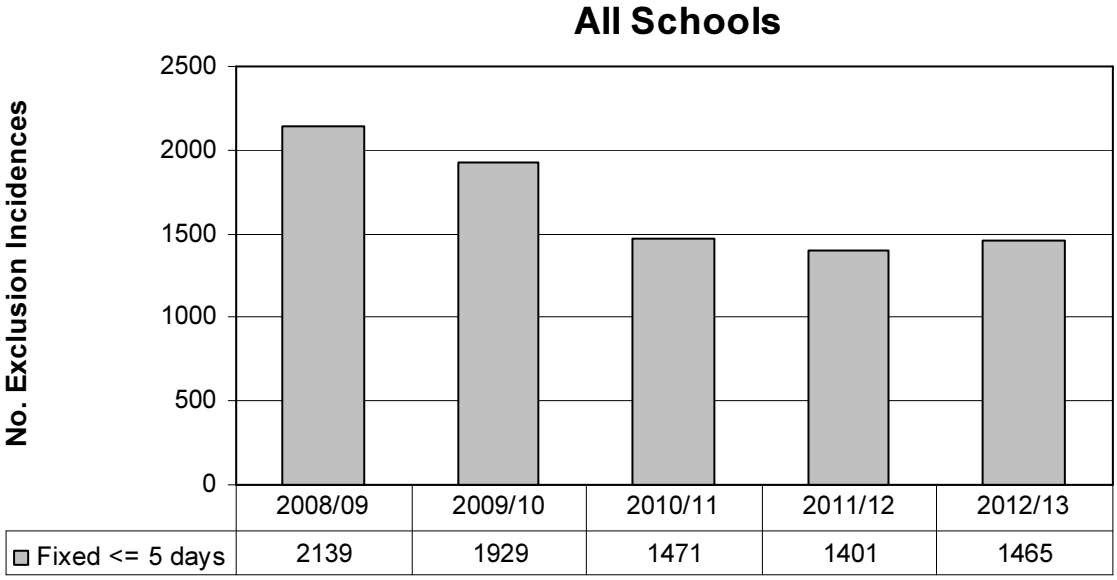


Figure (i): Fixed term exclusions of 5 days or less

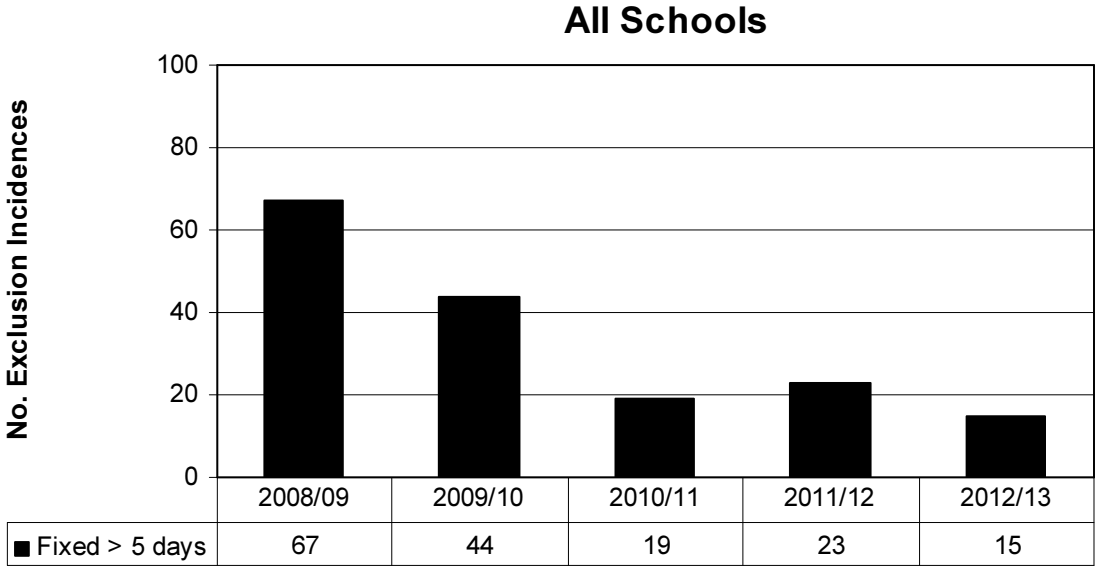


Figure (ii): Fixed term exclusions of more than 5 days

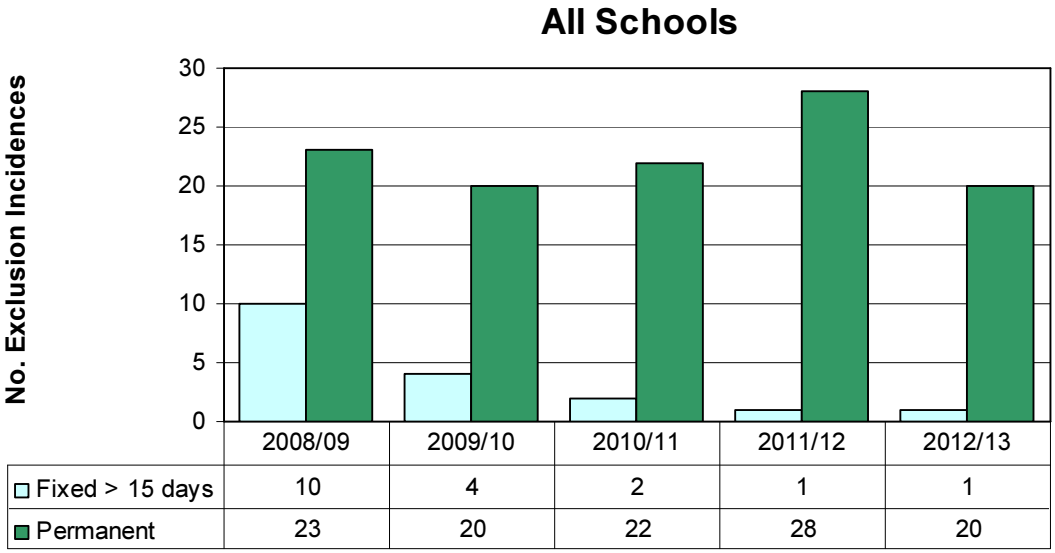


Figure (iii): Fixed term exclusions of more than 15 days, and permanent exclusions

Data on exclusions from primary, secondary and special follow:

- For primary schools and academies the number of fixed term exclusions of 5 days or less in 2012/13 increased to 220 from 284 in 2011/12 (251 in 2010/11). The incidence of fixed term exclusions of more than 5 days increased from 5 in 2011/12 to 7 in 2012/13 (7 in 2010/11). The incidence of permanent exclusions decreased from 8 in 2011/12 to 4 in 2012/13 (6 in 2010/11).

- For secondary schools and academies the number of fixed term exclusions of 5 days or less in 2012/13 increased to 1054 from 979 in 2011/12 (1120 in 2010/11). The incidence of fixed term exclusions of more than 5 days decreased from 18 in 2011/12 to 7 in 2012/13.

The number of permanent exclusions decreased from 20 in 2011/12 to 16 in 2012/13 (16 in 2010/11).

- For special schools the number of fixed term exclusions of 5 days or less increased from 138 in 2011/12 to 191 in 2012/13 (100 in 2010/11). As in 2011/12 all the fixed term exclusions of 5 days or less occurred in just two of the special schools. In 2012/13 there was 1 incident of a fixed term exclusion of more than 5 days. There were none in 2010/2011 or 2011/12. There have been no permanent exclusions from special schools in the last seven years.

Analysis of the exclusion data for particular groups of children and young people has been undertaken:

- Analysis by gender for 2012/13 shows that in primary and secondary schools the proportion of girls or boys excluded remains little changed, with boys making up most or all of the exclusions.

- Analysis by ethnicity for 2012/13 shows that White British pupils still make up the vast majority of those excluded for a fixed term period from primary and secondary schools. In primary schools they make up 66% of the fixed term exclusions (67% in 2011/12), but make up only 55% of the primary school population (56% in 2011/12). In secondary schools they make up 69% of the fixed term exclusions (65% in 2011/12), but make up 61% of the population (62% in 2011/12). Mixed White / Black Caribbean are also over represented in the secondary exclusion data in that they make up 2% of the population (2% in 2011/12), but make up 4% of the fixed term exclusions (5% in 2011/12).

- Analysis by Special Educational Need (SEN) for 2011/12 shows that the proportion of secondary aged pupils who are excluded and have SEN, which includes pupils at all stages of the SEN Code of Practice, is still disproportionate to the proportion of the school population deemed to have SEN in both primary and secondary schools. This will, of course, be partly due to behavioural, emotional and social difficulties being regarded as a type of SEN.

- Analysis by age shows that exclusions are not spread uniformly across year groups. In 2012/13 the majority of secondary pupils having one or more fixed term exclusion were in Years 8, 9, 10 and 11 (making up 87% of all fixed term exclusions).

- In 2012/13 the number of looked after children subject to one of more fixed term exclusions dropped to 14 (28 in 2008/09, 29 in 2009/10, 26 in 2010/11, 38 in 2011/12). As a consequence the level of over-representation of looked after children in the exclusion data has reduced. In 201213 no looked after children were permanently excluded (3 in 2008/09, 0 in 2009/10, 1 in 2010/11, 1 in 2011/12).

2. Options considered and recommended proposal

2.1 In order to maximise the number of pupils having access to the full range of curricular opportunities afforded by mainstream schools, it is proposed that the school-based educational provision made by the two behaviour partnerships is further developed.

2.2 The impact of the KS2 provision for pupils experiencing behaviour emotional and social difficulties will be monitored over the 2013/14 school year.

3. Timetable for implementing this decision

3.1 The proposed workstream commenced in 2011/12 and is ongoing.

4. Comments from Executive Director, Resources

4.1 Financial implications

The gross expenditure budget for this area in 2012/13 was £4.4m which was fully funded from income, DSG being the main source of funding, and also some SLA funding for Learning and Behaviour Support. Services included in these figures are mainly the Extended Learning Centres and the Learning and Behaviour Support Service, although there is also an amount of financial resource for Behaviour Management at Key Stage 1 and Key Stage 4 which is devolved to schools. The education funding reforms, implemented from April 2013, restrict the Local Authority's ability to manage money centrally on behalf of schools. The funding for behaviour provision, however, is within the High Needs block, and therefore the Local Authority will be able to continue to manage this resource centrally.

4.2 Legal implications

The public sector equality duty under section 149 of the Equalities Act 2010 imposes on decision makers when carrying out any of its functions the requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations across all of the protected characteristics (which, for education, are disabilities, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation). "Due regard" requires more than just an awareness of the equality duty. It requires demonstration of a rigorous analysis by the public authority decision maker.

5. Other implications

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

The proposed developments will bring improved support for children and young people experiencing behaviour emotional and social difficulties and help these and other children and young people to achieve and make a positive contribution. It also supports the aim to reduce reliance on out of city placements.

5.2 **How is risk being managed?**

No risks identified.

5.3 **What is the impact on the organisation?**

None identified at this stage.

5.4 **Equalities / EIA**

Exclusions data is monitored on an ongoing basis.

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

None

5.6 **Implications for partner organisations?**

None identified at this stage

Report author(s):

Name and job title:
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Directorate:
People

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Contributor/approver name	Title	Directorate or organisation	Date doc sent out	Date response received or approved
Contributors:				
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Marian Simpson	Senior Officer (Special Education Needs Management Services)	People	17.10.13	17.10.13
Bridie Cooper	Head of Learning & Behaviour Support Service (Primary)	People	17.10.13	17.10.13
Nicky Scott	Team Leader, Learning & Behaviour Support Service (Secondary)	People	17.10.13	31.10.13
George Pasternicki	Principal Educational Psychologist	People	17.10.13	31.10.13
Jason Brannigan	Data Analyst	People	17.10.13	18.10.13
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Names of approvers: (officers and Members)				
Rachael Sugars	Finance Manager	People	17.10.13	18.10.13
Elaine Atkins	Solicitor	Resources	17.10.13	21.10.13
Neelesh Sutaria	Human Resources Manager	People	17.10.13	17.10.13
Councillor Kershaw	Cabinet Member (Education)	-	17.10.13	21.10.13

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Coventry City Council

Public Report
Cabinet Member Report

Cabinet Member (Education) **21st January 2014**

Name of Cabinet Member:
Acting Cabinet Member (Education) – Councillor D Chater

Director Approving Submission of the report:
Director of Education and Inclusion

Ward(s) affected:
All

Title: The Standards, Progress and Achievement of Coventry Children by Ages 5, 7, 11, 16 and 18 in 2013

Is this a key decision?
No - Although this matter may affect all wards, the impact of the proposals is not expected to be significant

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Executive Summary:

The report has four key purposes which are to:

1.1 Report on the Standards, Progress and Achievement of Coventry Children at the end of each Key Stage:
a) The Early Years Foundation Stage (EYFS)
b) Key Stage 1 (KS1) - Aged 7
c) Key Stage 2 (KS2) - Aged 11
d) Key Stage 4 (KS4) - Aged 16
e) Key Stage 5 (KS5) - Aged 18

1.2 Report on the most recent comparative data about the performance of pupils at these five Key Stages.

1.3 Recommend priorities for improvements at each Key Stage.

1.4 Seek approval of the recommendations below.

Recommendations:

The Acting Cabinet Member is recommended to:

1) Endorse the evaluation of the outcomes of the 2013 EYFS, KS1, KS2, KS4 and KS5

2) Approve the key priorities for the 2013-14 school improvement cycle outlined in the document.

List of Appendices included:

Graphs showing attainment and progress data at the end of each Key Stage.

Background papers:

None

Other Useful Documents:

The School Improvement Strategy September 2013 - August 2015

Has it been or will it be considered by Scrutiny?

By Scrutiny Board 2 on 19 December 2013

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:

The Standards, Progress and Achievement of Coventry Children by Ages 5, 7, 11, 16 and 18 in 2013

1. Context and background

1.1 This report has been written using the latest data available as at December 2013. Data for EYFS and KS1 was finalised in October and August respectively. KS2 data was published in the form of national performance tables by the Department for Education (DfE) on 13 December 2013.

1.2 In relation to City figures for 2013, a 1% point change represents approximately 43 children at EYFS, 39 at KS1, 34 at KS2, 36 at KS4 and 14 at KS5.

2. The Standards, Progress and Achievement of Coventry pupils

2.1 Early Years Foundation Stage (EYFS)

2.1.1 Children at the end of the EYFS are completing their Reception year and most will be aged 5. Their progress and attainment has been assessed across seven Areas of Learning (AoLs) by their teachers, measured against the 17 Early Learning Goals (ELGs) of the new Early Years Foundation Stage Profile (EYFSP). There are three prime areas of learning: Communication and Language (CL), Physical Development (PD) and Personal, Social and Emotional Development (PSED) with eight associated ELGs.

There are four specific areas of learning: Literacy (L), Mathematics (M), Understanding the world (UW) and Expressive Arts and Design (EAD) with nine associated goals.

2.1.2 At the end of the EYFS, teachers have made a judgement for each ELG as to whether the child's learning and development is best described by:

- the description of the level of development expected at the end of the EYFS (**expected**)
- not yet at the level of development expected at the end of the EYFS (**emerging**); or
- beyond the level of development expected at the end of the EYFS (**exceeding**).

The judgements made by the teacher are **'best fit'**. 'Best fit' does not mean that the child has equal mastery of all aspects of the ELG. Teachers look to the whole of each ELG description when making their summative judgements about children's attainment, taking into account their relative strengths and weaknesses.

2.1.3 The **Good Level of Development** (GLD) measure for the 2013 EYFSP is different from previous years because the Early Learning Goals have changed. A child is judged to have reached a good level of development if they have achieved at least the expected level of development in each of the ELGs of the three prime areas of learning (CL, PD and PSED) and in the two specific areas of learning of Literacy and Mathematics.

As the content of the Good Level of Development measure has changed, it is not possible to compare results for the new profile with previous years. The data for 2013 should be treated with some caution because the new profile and assessment arrangements need to become embedded and tested out over more than one year.

2.1.4 All areas of learning within the EYFS are important. To reflect this, the GLD measure is supported by a measure of the average of the cohort's total point score across every early learning goal. This captures the attainment of all children across all the Early Learning Goals.

3 Positive indicators at EYFS

3.1 The proportion of children achieving a good level of development is 55%, 3% above the national figure of 52%. Across England the proportion achieving a Good Level of Development in other Local Authorities ranges from 28% to 69%.

Coventry's performance compared with Statistical Neighbours in 2013 ranked the City first out of 11. Across our statistical neighbours the proportion achieving a Good Level of Development ranged from 41% to 53%.

The supporting measure of average score points shows the national average is 32.8 and Coventry's average point score is 32.9. 34 points is the equivalent of children achieving the expected level across all Early Learning Goals.

3.2 In 2013, across the 17 Early Learning Goals (ELGs):

- Performance ranges from 63% attaining the expected level of development or above in Writing to 89% attaining the expected level of development or above in Technology.
- Gap between girls and boys is the least it has been in last four years with the new measure of performance at 14.2%. 62.6% of girls attained a good level of development compared to 48.4% of boys.
- Of the largest ethnic groups 59.1% of White British, 56.1% of Black African and 61.5% of Asian Indian achieved a good level of development.
- 47.5 % of EAL learners achieved a good level of development
- 49.7% of children in the most deprived areas[1] attained a good level of development.

3.3 Both girls and boys performed best in Physical Development where 89.5% of girls and 80% of boys achieved at least the expected level of development in both ELGs of that area of learning. Both boys and girls performed the lowest in Literacy with 68.9% of girls and 55.7% of boys achieving at least the expected level of development in both ELGs of that area of learning.

3.4 Compared to national outcomes:

- The percentage of girls in Coventry achieving a good level of development exceeded the national outcome of 60% by 3%. Across England the proportion of girls achieving ranges from 33% to 69%.
- The percentage of boys in Coventry achieving a good level of development was 4% higher than the national figure of 44%. Across England the proportion of boys achieving ranges from 23% to 62%.
- The average point score for boys in Coventry was 31.8 compared to a national figure of 31.6. The average point score for girls in Coventry was 33.9 compared to a national figure of 34.1. Overall the gender gap in Coventry was 2.1 compared to a national gap of 2.5, at 32.9 compared to 32.8.

3.5 At national level, the achievement gap between the lowest attaining 20% of children and the mean is 36.6%. The gap in Coventry is slightly better at 36.4%.

3.6 Across all seventeen early learning goals in Coventry, the lowest proportion of children achieving at least the expected level was in Writing and Numbers at 63% and 69.8% respectively. The highest proportion was in Technology and Health and Self-care at 89.3% and 88.9% respectively. This mirrors national outcomes closely.

[1] Grouping within Income Deprivation Affecting Children Index (where 0 to <1decile is the most deprived, 9 to <10 least

4 Priorities for Improvement at EYFS

4.1 The achievement gap between the lowest attaining 20% of children and the mean is 36.4%. Closing the gap further continues to be a priority to improve outcomes for the most vulnerable children.

4.2 Boys' attainment is improving, but the gap between boys and girls at the end of EYFS at 14.2% remains too wide. In 2013, the gap in writing continues at 13.7%; boys' writing continues to be a priority for improvement.

4.3 A child's ability to communicate effectively threads through many of the ELGs and impacts on a child attaining the expected level of development across those goals. Children need to be confident communicators and have the relevant vocabulary to enable them to reach the expected level of development across the Early Learning Goals.

4.4 The priorities for raising attainment at age 5 are to:

- Continue to improve outcomes in Literacy by continuing to build on and embed improvements in the provision for writing;
- Narrow the gap further between the lowest attaining 20% and the City median;
- Improve children's communication and language;
- Improve children's achievement in Number.

4.5 We will do this through:

- Supporting the improvement of quality further, focussing on what adults do and what adults provide, particularly for boys, through accurate assessment of children's learning and development
- Providing support for practitioners in the Prime and Specific areas of learning and development, particularly Writing and Numbers.
- Supporting settings and schools to maximise opportunities to develop children's communication and language by:
  - focussing on the adult's role in modelling use of language and vocabulary;
  - using the Welcomm tool in supporting early identification and intervention;
- Ensuring that the characteristics of Effective Learning underpin children's learning and development, leading to high levels of engagement, motivation and thinking across settings and schools

5 Measuring Attainment at Key Stage 1 (KS1)

5.1 Attainment at the end of KS1 is measured by teacher assessment in speaking and listening, reading, writing, mathematics and science. National Curriculum Level 2 is the expected standard for children by the end of KS1, with Level 3 representing the achievement of the more able. Level 2 is subdivided into a lower: Level 2c, a secure Level 2b and a higher Level 2a.

6. Positive Indicators at KS1

6.1 In 2013, at Level 2 and above reading and writing improved by 2 percentage points, science by 1% and there was no change in mathematics. Since 2010 there has been an upward trend in attainment in all three subjects. However, reading, writing and mathematics all remain below the national figures and the gaps did not narrow sufficiently in 2013.

6.2 At Level 2B and above, there were sharp and significant improvements in reading, writing and mathematics in 2013. Reading rose by 6 percentage points, writing 5% and mathematics 4%. Trends since 2012 are upward and the gaps between the City and national outcomes have closed dramatically. Attainment now matches the national average in reading and is just 1% behind in writing and mathematics.

6.3 At the higher Level 3, attainment rose by 3 percentage points in writing, mathematics and in reading. Science remained the same. Compared with the national picture, the gap has closed in all subjects in 2013 and trends are upward since 2010. Although higher than last year, standards in reading need to improve further at this level. The gap with national is closing but it still remains at 4% in Reading, 1% in Writing and 3% in Mathematics.

6.4 Overall, girls' attainment is better than that of boys in reading, writing and mathematics at the end of KS1. Girls' attainment at Level 2+ improved by 2% in reading and writing, 1% in science and remained the same in mathematics. At Level 3, girls' attainment rose by 5% in reading and mathematics, 3% in writing and 1% in science. Boys also improved in most areas at Level 2+ and at Level 3. Boys' attainment rose by 3% in reading and writing and 1% in mathematics. There was no change in science. At Level 3, boys' attainment rose by 1% in reading, writing and mathematics. It fell by 2% in science. Girls continue to attain better than boys in all subjects at Level 2+ and in reading and writing at Level 3. Despite the improvements at Level 2+ the gaps remained the same. The gaps with national have closed in reading, writing and mathematics for girls at Level 3. Boys closed the gap in writing, it remained the same in mathematics but it widened in reading and science at the higher level.

6.5 Bangladeshi and other Asian pupils attain above the national average at all levels. The attainment of Indian pupils is below the national average at KS1 at Level 2+ and at Level 3. Those pupils eligible for free school meals attain above the national average at Level 2B+ and at Level 3. Those children who are looked after attain below the national average at all levels.

7 The priorities for raising attainment and progress at KS1 are to:

- increase attainment in reading, writing and mathematics, particularly at Level 2+;
- improve attainment at Level 3, particularly in reading and mathematics;
- ensure gaps are closed between different groups to minimise the under-achievement of any particular group;
- raise the attainment of boys in all subjects;
- increase the attainment of Indian pupils and those that are looked after.

8 Measuring attainment and progress at the end of Key Stage 2 (KS2)

8.1 Attainment is measured by national tests and teacher assessments. There are tests in Reading, Mathematics and, for the first time this year, Grammar, Punctuation and Spelling (GPaS). Writing is assessed by Teacher Assessment; there is no national test in writing.

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

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

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

9 Positive Indicators at KS2

9.1 **Please note:** In local data the cohort is part adjusted for overseas pupils. The percentage may therefore be up to 0.5% higher in the final data set published in December 2013.

9.2 In 2013, the performance (standards) of Coventry's eleven year olds was below the national average on all measures of Level 4+ and Level 5 attainment. Progress measures were at least in line with and above those found nationally. The overall trajectory over the past five years is upwards with good improvement made in writing and mathematics. However, it is more uneven in reading.

9.3 Although rates of progress for the City's pupils fluctuated across some subjects in 2013, overall they remain on an upward trajectory over time for all subjects. The proportion achieving at least two levels progress in reading was 88%, a fall of 2% but this matched the national figure. The proportion achieving at least two levels progress in writing rose by 2% to 92% which exceeded the national outcomes by 1%. The proportion achieving at least two levels progress in mathematics rose by 1%. This exactly matches the national figure.

9.4 In 2013, attainment at Level 4+ in writing rose by 5% points. This was a considerable improvement. Outcomes are now just 1% below the national average. Level 5+ writing outcomes rose by 3% to an all-time high of 37%, but it is still 4% below national.

9.5 Attainment at Level 4+ in reading fell by 3% to 81%. Although the national figure also fell to 85%, this meant that the gap between Coventry and all schools nationally widened by 1%. Attainment at Level 5+ fell by 3% to 38%. Nationally, reading attainment fell by a wider margin of 4% to 44%. Therefore, in reading the gap closed between the City's schools and all schools nationally by 1%

9.6 Attainment at Level 4+ in mathematics fell by 1% to 80% while the national average remained at 84%. This represents a 1% widening of the gap. Attainment at Level 5+ improved by 3% to an all-time Coventry high of 37%. National outcomes improved by 2% to 41%, therefore the gap closed by 1%

9.7 In 2013, 71% of Coventry's pupils achieved a Level 4+ in reading, writing and mathematics combined compared with 75% nationally. The gap between Coventry and national averages has narrowed by 1% and now stands at 4% below. Although the attainment of boys rose in 2013 it still remains below that of girls in reading, writing and mathematics combined at Level 4+.

9.8 At the higher Level 6, reading outcomes of 0.2% exceeded the national figure of 0%. This was an increase of 0.1%. In writing Coventry's outcome of 1% was below the national figure of 2%. Nevertheless this was an increase of 0.4%. Mathematics attainment at 4.7% was below the national figure of 6%. However, this was an increase of 3% for Coventry.

9.9 Most groups of pupils including White British, Black Caribbean, Indian, Pakistani, Bangladeshi and Gypsy/Roma pupils achieve below the national average in mathematics, reading and writing at the end of KS2. Those eligible for free school meals and looked after children attain above the national average in all subjects. The attainment of pupils identified with special educational needs including those at school action, school action plus and those with statements of special educational needs (SEN) is variable, but generally below average.

10. Priorities for Improvement at KS2

10.1 Further improve attainment for all pupils, including the more able, so that the current gaps between City and national averages at Level 4+ continue to narrow from 4% in mathematics, 4% in Reading, 1% in Writing, and are in line with national averages by 2014.

10.2 Continue this year's good progress to further narrow the gaps in progress and attainment for all vulnerable groups, particularly those with SEN. Further raise the attainment of different groups of pupils including White British, Black Caribbean, Indian, Pakistani, Bangladeshi and Gypsy/Roma Gypsy pupils.

10.3 While raising the attainment and progress of all children, particular focus to be given to raising the performance of boys, to narrow the gender performance gap.

10.4 The priorities for raising attainment and progress at KS2 are to continue to:

- Increase the proportion of children attaining Level 4+ in both mathematics and English and making at least 2 Levels progress from KS1 to KS2.
- Increase the proportion of higher attaining pupils assessed at Level 5 and Level 6.
- Close the gaps in attainment for vulnerable groups such as pupils with special educational needs, those from the most deprived neighbourhoods and different ethnic groups of pupils.

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

11.1 Following Coventry's best ever results in 2012 and significant changes to the examination system there is greater variability in the key indicators in summer 2013 exams, specifically;

- 5 A*-C (including English and Maths) decreased from 59% to 57% (below national at 60%)
- 5 A*-C (any subject) decreased from 88% to 87% (above national at 82%)
- Expected progress (3 levels) in English increased marginally to 69% (below national at 70%)
- Expected progress (3 levels) in mathematics decreased from 70.5% to 68% (below national at 71%)
- More than expected progress (4 levels) in English increased from 25% to 28% (below national at 31%)
- More than expected progress (4 levels) in mathematics decreased by 30% to 27% (below national at 33%)

11.2 Many of the attainment indicators comparing KS2 attainment with expected attainment at KS4 show a positive picture:

- 5 A*-C (including English and maths) is above estimate by 1%.
- 5 A*-C (in any subject) is above estimate by 7% (significant)
- Point Score Capped is above estimate by 13 points (significant). This means on average students achieved 2 grades better over a range of 8 subjects
- Expected progress (3 levels) in English is above estimate by 2% (significant)
- Expected progress (3 levels) in mathematics is above estimate by 0.5%.

11.3 As in past years girls performed better than boys on most measures and the gap (approx 9% at 5A*-C including English and maths) remains similar to previous years.

11.4 Attainment in GCSE English (C grade or better) decreased from 67% to 65% and is now below the national average of 68%. Attainment in GCSE Maths (C grade or better) remained the same at 69% and is below the national average of 71%.

11.5 Attainment at the higher levels of 5A*-A decreased from 19% to 18% in Coventry against a similar decrease nationally from 21% to 20%. For Coventry this is below predictions based on KS2 results.

11.6 The performance tables will include the proportion of students attaining the English Baccalaureate, (EBacc) (C+ grades in English, maths, 2 sciences, a humanity and a modern foreign/ancient language). This year 17% of Coventry 16 year olds were successful in obtaining the EBacc, up from 10% in 2012 (23% nationally in 2013).

11.7 Achievement of 5A*-C (including English and maths) by vulnerable groups shows overall improvements:

- Pupil Premium (PP) increased from 39% to 40% (below national at 41%) closing the gap between PP and all other pupils from 29% to 23%
- White British Boys receiving Free School Meals improved significantly from 23% to 33% (above national at 32%)
- LAC increased significantly from 13% to 30% (no national data available)
- SEN increased from 25% to 26% (above national at 23%).

12. Priorities for improvement at KS4

12.1 To improve attainment for all pupils, including the performance of higher attaining students, both by ages 16 and 19.

12.2 To increase to proportion of young people making 3 and 4 levels of progress in English and mathematics to meet or exceed national averages by 2014.

12.3 To continue this year's good progress to further narrow the gaps in progress and attainment for all vulnerable groups, particularly those with SEN, Gypsy/Roma pupils, those that are transient and those pupils who attract the Pupil Premium.

13. The Standards, Progress and Achievements of Coventry students 16-19

13.1 Young people in Coventry attend a range of education providers including school sixth forms, further education colleges and independent private training providers (Apprenticeships).

13.2 The provisional Key Stage 5 Value Added (VA) scores indicates that Coventry students in school sixth forms, on average, made just below expected progress from KS4 (2011) to KS5 (2013) with Level 3 (A level and equivalent) candidates scoring on average 1 grade less across a programme of three subjects. A longitudinal approach to measuring progression of all Coventry 16-19 year olds (i.e. the cohort that left Year 11 in 2010) shows that 53% (+1%) reached Level 3 by age 19 and 79% (+2%) reached Level 2 (5 A*-C GCSE or equivalent) by age 19.

14 Participation

14.1 Coventry Schools have a very high number of young people studying in sixth forms with the Year 11 into Year 12 (first year of sixth form) transition currently at 51.4%. Total school sixth form numbers decreased from 3514 (January 2012) to 3459 (January 2013). This continued decline in absolute numbers was mainly due to lower cohort numbers in Year 11.

14.2 The proportion of students who then continue from Year 12 to Year 13 rose by 1% from 79% to 80% although again in absolute terms there were slightly fewer students. The number of 'final year' students taking Level 3 qualifications in 2013 also decreased by 54 (4%) to 1356. With fewer students, Level 3 entries declined by a similar proportion compared to 2012 for both GCE A level and vocational courses.

14.3 The most recent published data on participation rates of 16 and 17 year olds (June 2013 participation data DfE) shows Coventry first compared to its statistical neighbours; the latest figure for 16 year olds is 92% with the figure for 17 year olds being 87% and the combined figure at 89.4%. This is above England at 88.4 and the West Midlands at 87.4.

14.4 Just under 4,000 young people aged 16-19 are attending our three Coventry Colleges of Further Education, City College, Henley College and Hereward College. Provision in these colleges is wide, ranging both in terms of levels of courses and the vocational offer. The breakdown of levels of qualification shows that 45% of students are on Level 3 courses with 23% working towards Level 2 qualifications and the remaining 32% on Level 1 or pre Level 1 courses (source: College data). Additionally there are 474 apprentices studying and working with employers as part of the college provision.

14.5 In addition to the above, the wider Apprenticeship offer, delivered by Independent Private Training Providers, is vital in terms of the mix and balance of 16 – 19 provision for Coventry young people. The communication and coherence of this offer is particularly important bearing in mind the requirements of the Raising of the Participation Age (RPA). From September 2013, the age of compulsory participation has been raised, meaning young people now stay in some form of education or training until the end of the academic year in which they turn 17. From the start of the 2015/16 academic year this requirement will be extended so that it applies until a young person's 18th birthday.

15 Attainment (Schools)

15.1 The overall A level (A2) pass rate has increased from 97.7% to 98.4% slightly above the national average. In contrast the percentage of A* - B grades at A2 decreased from 41.9% to 41.1% when national increased by 0.3% to 52.9%; the gap with national has therefore widened by 1% point to 11.8% points.

15.2 The percentage of students achieving 3 A*-A at A level decreased from 6.6% to 5.6% in 2013 compared to a small national increase of 0.1% to 10.8% leaving a 5.2% gap with national.

15.3 The percentage of A-B grades at AS has increased from 27.3% to 28.4% .The gap with the national average has closed from 12% to 8% because the national figure saw 4% point decrease to 35.9%.

15.4 The overall AS pass rate increased from 84.7% to 84.8%.

15.5 The average point score per student for all Coventry students has decreased from 645 in 2012 to 629 in 2013. Coventry's position amongst its statistical neighbours has gone from 8th to 11th for points per student.

15.6 The Coventry factors impacting on this measure include both increased participation and the continued increase in the number of vocational qualifications being taken (these qualifications attract a lower overall points score than A levels). Particularly of note for 2013 is the significant increase in the number of students who have taken a Level 3 qualification in a College. The statistics would indicate that these students are taking qualifications which either attract a lower overall point score or in fact are taking fewer qualifications in total. Further review of the data behind this cohort plus discussion with College principals will take place in order to identify key underlying issues.

16 Attainment (FE Colleges)

16.1 The combined Level 3 achievement rate for college students for 2013 is 92% against a national benchmark of 91%.

16.2 The overall apprenticeship framework completion rate for 2013 (the percentage of young people who have successfully completed their apprenticeship) for Coventry College students is 85%.

17. Priorities for Improvement at KS5/Post-16

17.1 Higher grades at both AS and A Level because Coventry remains over 10% points below national figures. This means that our more able students are not doing as well as those nationally.

17.2 Improve the overall AS pass rate (currently 3.5% points below national) and continue to target specific subjects causing concern.

17.3 The destinations of the 20% of year 12 students (schools) who do not progress into Year 13 (schools) require more detailed analysis in order to identify a) progression route and subsequent achievement and b) whether there are any information, advice and guidance issues requiring further discussion.

17.4 Focus on College performance and challenge with College Principals about Level 3 average points score per student and per entry.

18. Results of consultation undertaken

18.1 No consultation undertaken to inform this report.

19. Timetable for implementing this decision

19.1 No decision required

20 Comments from the Executive Director, Resources

20.1 **Financial Implications**
There are no financial implications to the Council as a result of this report.

20.2 **Legal implications**
Under Section 13A Education Act 1996 the Local Authority have a duty to promote high standards of education and fulfilment of potential. A Local Authority must ensure, that their relevant education functions are exercised (as far as they are capable of being so exercised) with a view to promoting high standards of education, ensure fair access and promote fulfilment of learning potential in persons under 20 years of age or over 20 but under 25 who have been assessed to have a learning difficulty.

Public authority decision makers are under a duty to have due regard to 1) the need to eliminate discrimination, 2) advance equality of opportunity and 3) foster good relations between persons who share a relevant protected characteristic. (Public sector equality duty - s 149(1) Equality Act 2010)

The relevant protected characteristics in education are, age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Decision makers must be consciously thinking about the 3 aims as part of their decision making process with rigour and with an open mind. The duty is non-delegable and continuing to have “due regard”, not to achieve a result but to have due regard to the need to achieve these goals. Consideration must be given to the potential adverse impacts and the measures needed to minimise any discriminatory effects.

21 Other implications

None

21.1 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)?

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

21.2 How is risk being managed?

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

Key strategies for reducing risk include:

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

For further advice and support in identifying, assessing, treating and monitoring strategic and operational risk within projects, service delivery etc please contact the Business Risk Officer on 024 7683 3965.

21.3 What is the impact on the organisation?

Educational standards and attainment have an impact on the reputation of the City and influence people's desire to live, work and invest in the City. Higher school standards correlate with higher aspirations and expectations for the City and a strong school sector leads to a stronger City. The success of Coventry Schools has a direct impact on the ability of schools to recruit and retain staff.

21.4 Equalities / EIA

An Equality Impact Assessment of the work of the Learning and Achievement Service was completed as part of service review and re-organisation in 2013. This concluded that the Service continues to have a positive impact on equalities. The Service maintains a focus on challenging and supporting schools to analyse and improve the attainment of different groups of students, including boys and girls, different minority ethnic groups, transient students, Looked After Children, children living in poverty and students with Special Educational Needs. The analysis of the standards and attainment of children and young people by gender, ethnic group and specific characteristics including Special Educational Needs and Looked After Children is undertaken at City-wide level at each key stage and is reported in the Report.

21.5 Implications for (or impact on) the environment

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

21.6 Implications for partner organisations?

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

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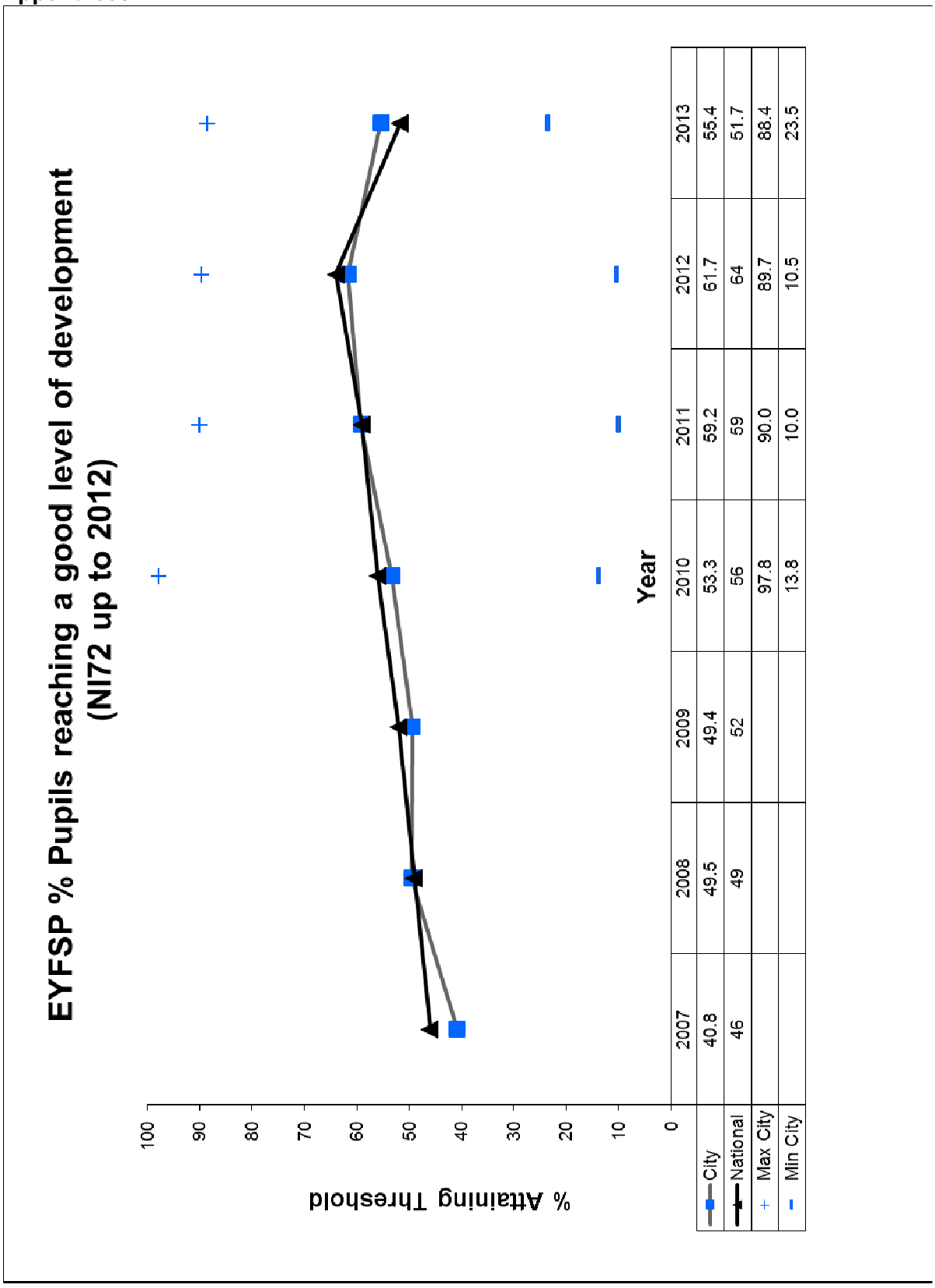
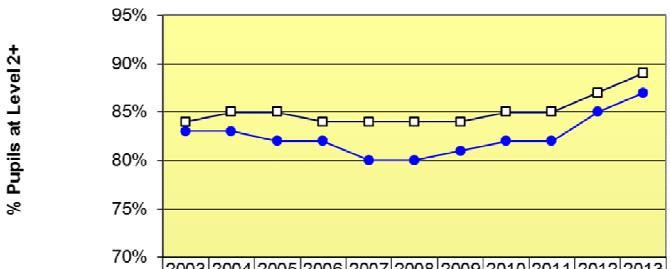
Appendices

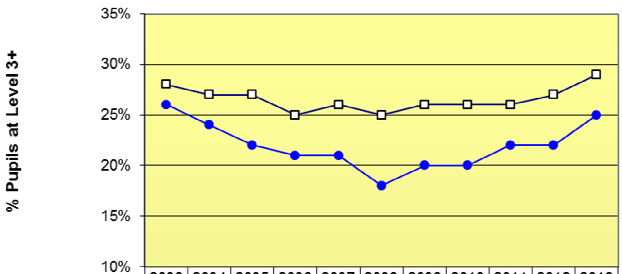

EYFSP % Pupils reaching a good level of development
(NI72 up to 2012)
% Attaining Threshold
Year
100
90
80
70
60
50
40
30
20
10
0
2007
2008
2009
2010
2011
2012
2013
City 40.8 49.5 49.4 53.3 59.2 61.7 55.4
National 46 49 52 56 59 64 51.7
Max City 97.8 90.0 89.7 88.4
Min City 13.8 10.0 10.5 23.5

Key Stage 1 Reading Task/Test/TA 2003-2013



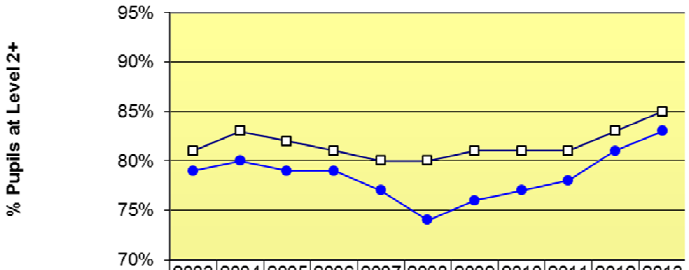
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Coventry	83%	83%	82%	82%	80%	80%	81%	82%	82%	85%	87%
National	84%	85%	85%	84%	84%	84%	84%	85%	85%	87%	89%
Difference +/-	-1%	-2%	-3%	-2%	-4%	-4%	-3%	-3%	-3%	-2%	-2%

Key Stage 1 Reading Task/Test/TA 2003-2013



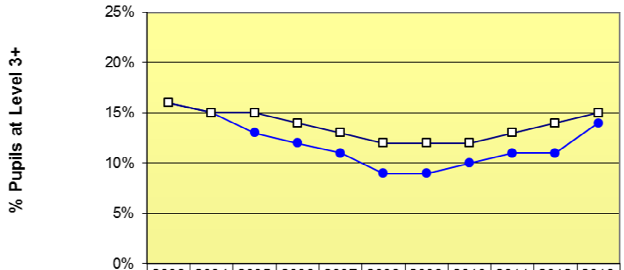
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Coventry	26%	24%	22%	21%	21%	18%	20%	20%	22%	22%	25%
National	28%	27%	27%	25%	26%	25%	26%	26%	26%	27%	29%
Difference +/-	-2%	-3%	-5%	-4%	-5%	-7%	-6%	-6%	-4%	-5%	-4%

Key Stage 1 Writing Task/Test/TA 2003-2013



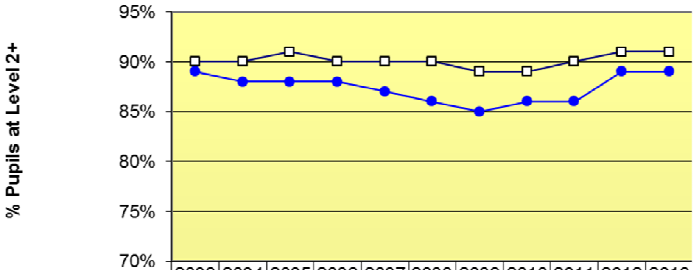
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Coventry	79%	80%	79%	79%	77%	74%	76%	77%	78%	81%	83%
National	81%	83%	82%	81%	80%	80%	81%	81%	81%	83%	85%
Difference +/-	-2%	-3%	-3%	-2%	-3%	-6%	-5%	-3%	-3%	-2%	-2%

Key Stage 1 Writing Task/Test/TA 2003-2013



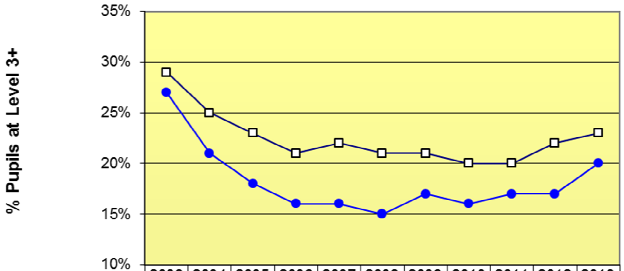
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Coventry	16%	15%	13%	12%	11%	9%	9%	10%	11%	11%	14%
National	16%	15%	15%	14%	13%	12%	12%	12%	13%	14%	15%
Difference +/-	0%	0%	-2%	-2%	-2%	-3%	-3%	-2%	-2%	-3%	-1%

Key Stage 1 Mathematics Test/TA* 2003-2013



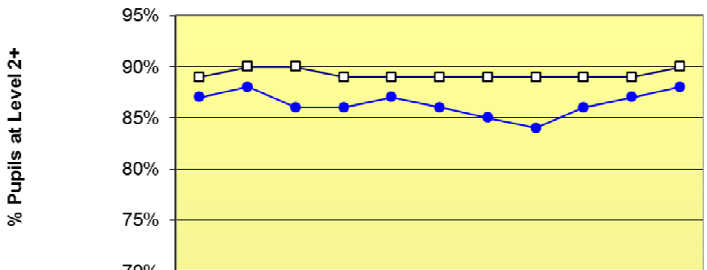
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Coventry	89%	88%	88%	88%	87%	86%	85%	86%	86%	89%	89%
National	90%	90%	91%	90%	90%	90%	89%	89%	90%	91%	91%
Difference +/-	-1%	-2%	-3%	-2%	-3%	-4%	-4%	-3%	-4%	-2%	-2%

Key Stage 1 Maths Task/Test/TA 2003-2013



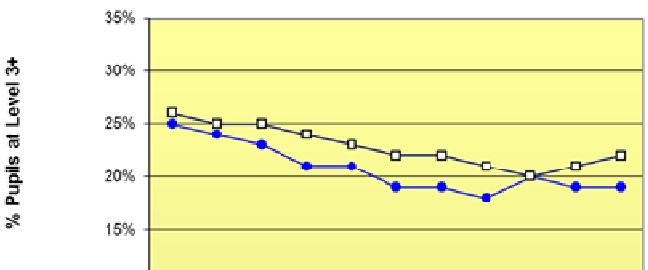
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Coventry	27%	21%	18%	16%	16%	15%	17%	16%	17%	17%	20%
National	29%	25%	23%	21%	22%	21%	21%	20%	20%	22%	23%
Difference +/-	-2%	-4%	-5%	-5%	-6%	-6%	-4%	-4%	-3%	-5%	-3%

Key Stage 1 Science Test/TA* 2003-2013

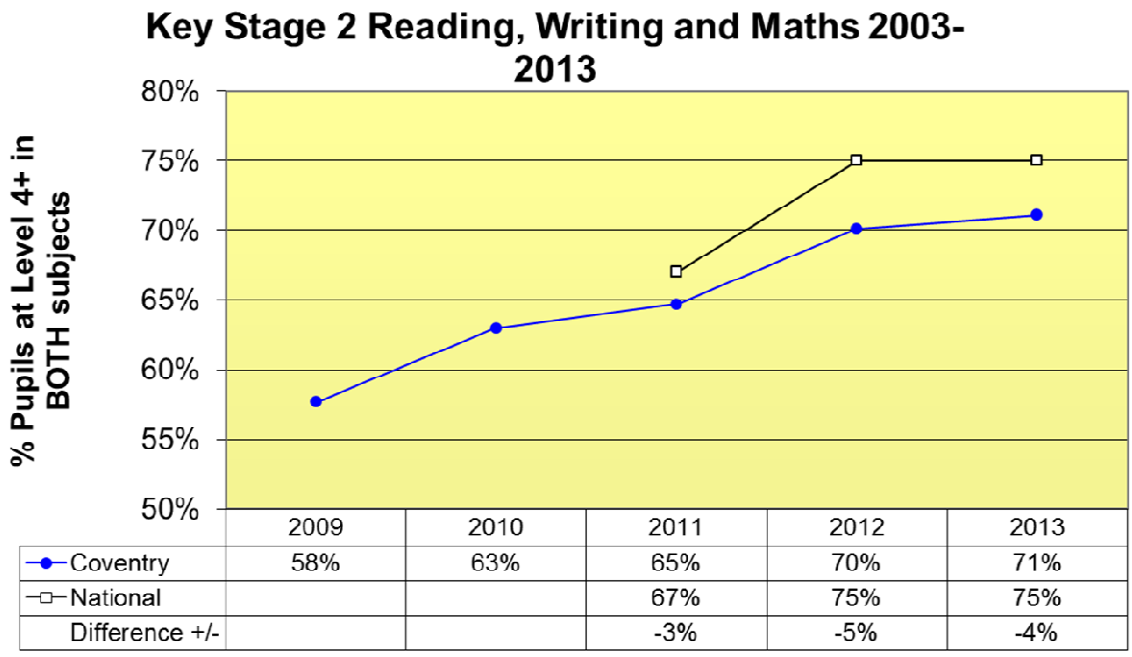


	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Coventry	87%	88%	86%	86%	87%	86%	85%	84%	86%	87%	88%
National	89%	90%	90%	89%	89%	89%	89%	89%	89%	89%	90%
Difference +/-	-2%	-2%	-4%	-3%	-2%	-3%	-4%	-5%	-3%	-2%	-2%

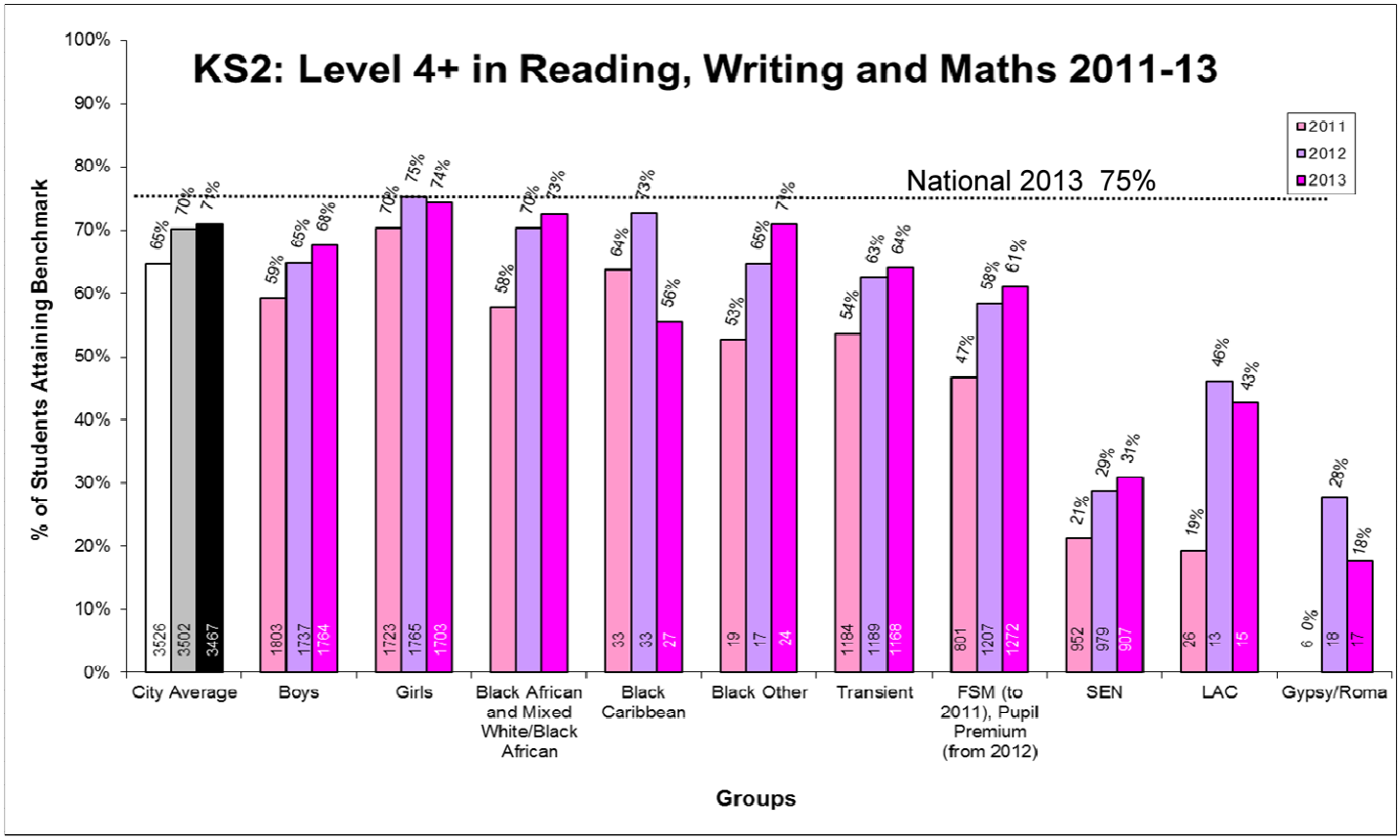
Key Stage 1 Science Task/Test/TA 2003-2013



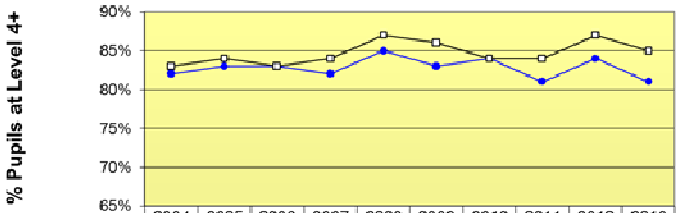
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Coventry	25%	24%	23%	21%	21%	19%	19%	18%	20%	19%	19%
National	26%	25%	25%	24%	23%	22%	22%	21%	20%	21%	22%
Difference +/-	-1%	-1%	-2%	-3%	-2%	-3%	-3%	-3%	0%	-2%	-3%



	2009	2010	2011	2012	2013
Coventry	58%	63%	65%	70%	71%
National			67%	75%	75%
Difference +/-			-3%	-5%	-4%

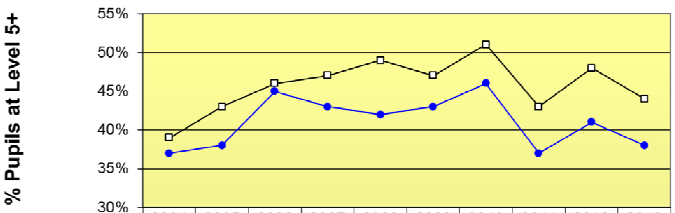


Key Stage 2 Reading Test 2004-2013



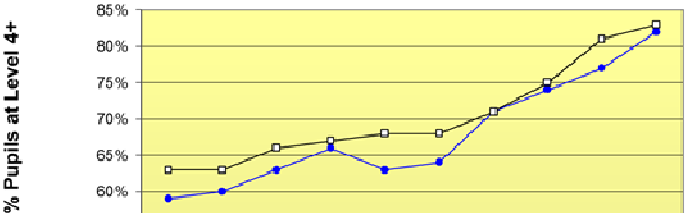
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Coventry	82%	83%	83%	82%	85%	83%	84%	81%	84%	81%
National	83%	84%	83%	84%	87%	86%	84%	84%	87%	85%
Difference +/-	-1%	-1%	0%	-2%	-2%	-3%	0%	-3%	-3%	-4%

Key Stage 2 Reading Test 2004-2013



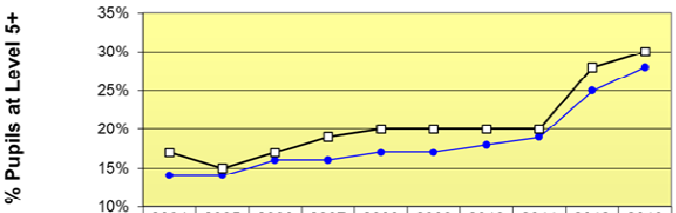
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Coventry	37%	38%	45%	43%	42%	43%	46%	37%	41%	38%
National	39%	43%	46%	47%	49%	47%	51%	43%	48%	44%
Difference +/-	-2%	-5%	-1%	-4%	-7%	-4%	-5%	-6%	-7%	-6%

Key Stage 2 Writing Test/TA 2004-2013



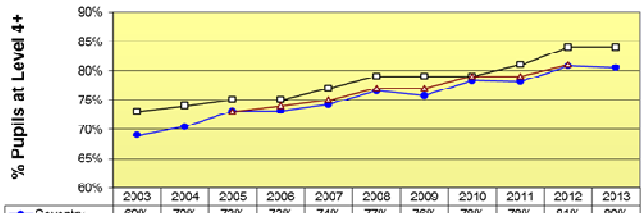
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Coventry	59%	60%	63%	66%	63%	64%	71%	74%	77%	82%
National	63%	63%	66%	67%	68%	68%	71%	75%	81%	83%
Difference +/-	-4%	-3%	-3%	-1%	-5%	-4%	0%	-1%	-4%	-1%

Key Stage 2 Writing Test/TA 2004-2013



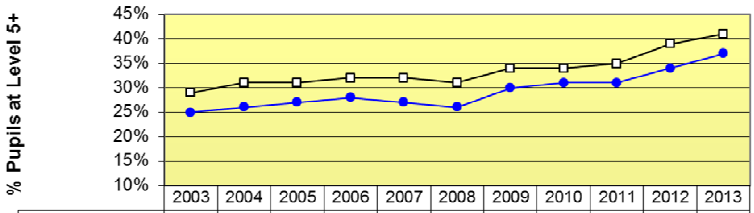
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Coventry	14%	14%	16%	16%	17%	17%	18%	19%	25%	28%
National	17%	15%	17%	19%	20%	20%	20%	20%	28%	30%
Difference +/-	-3%	-1%	-1%	-3%	-3%	-3%	-2%	-1%	-3%	-2%

Key Stage 2 Mathematics Test 2003-2013



	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Coventry	69%	70%	73%	73%	74%	77%	76%	78%	78%	81%	80%
National	73%	74%	75%	75%	77%	79%	79%	79%	81%	84%	84%
Difference +/-	-4%	-4%	-2%	-2%	-3%	-2%	-3%	-1%	-3%	-3%	-4%
Stat. Neigh.			73%	74%	75%	77%	77%	79%	79%	81%	

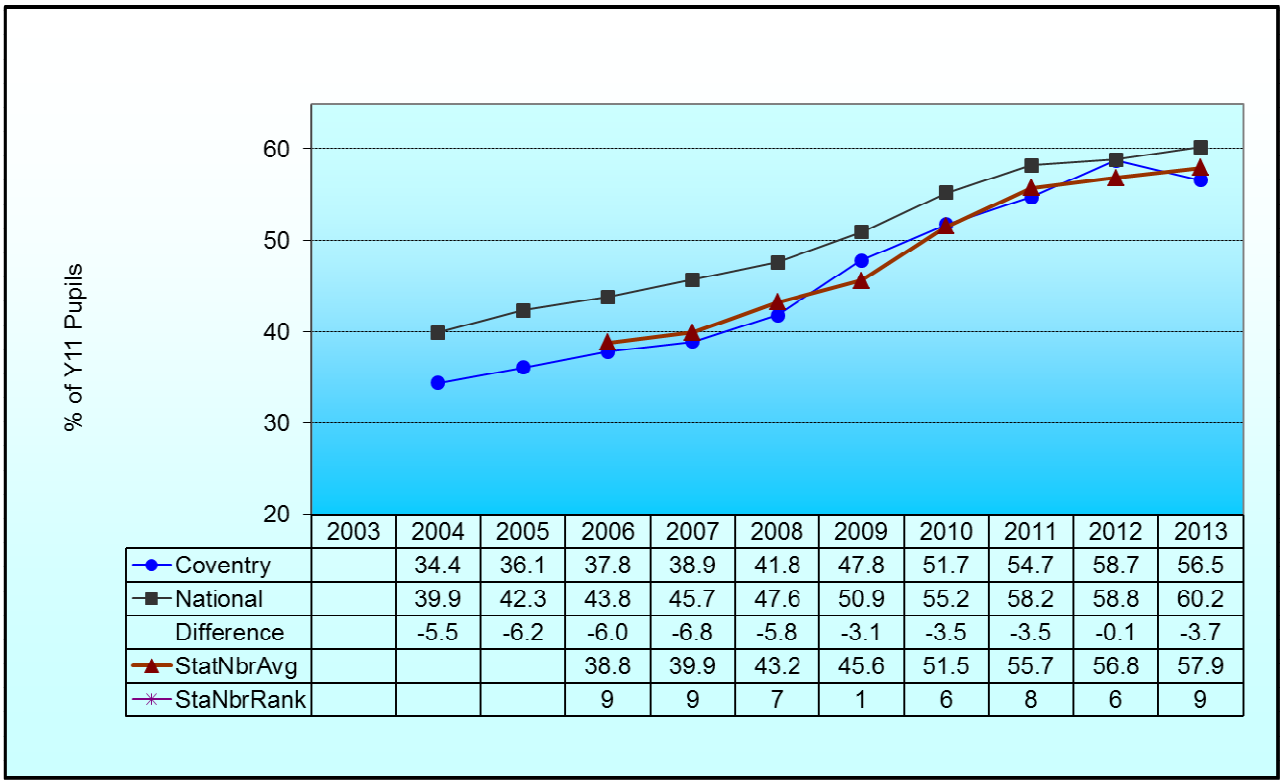
Key Stage 2 Mathematics Test 2003-2013



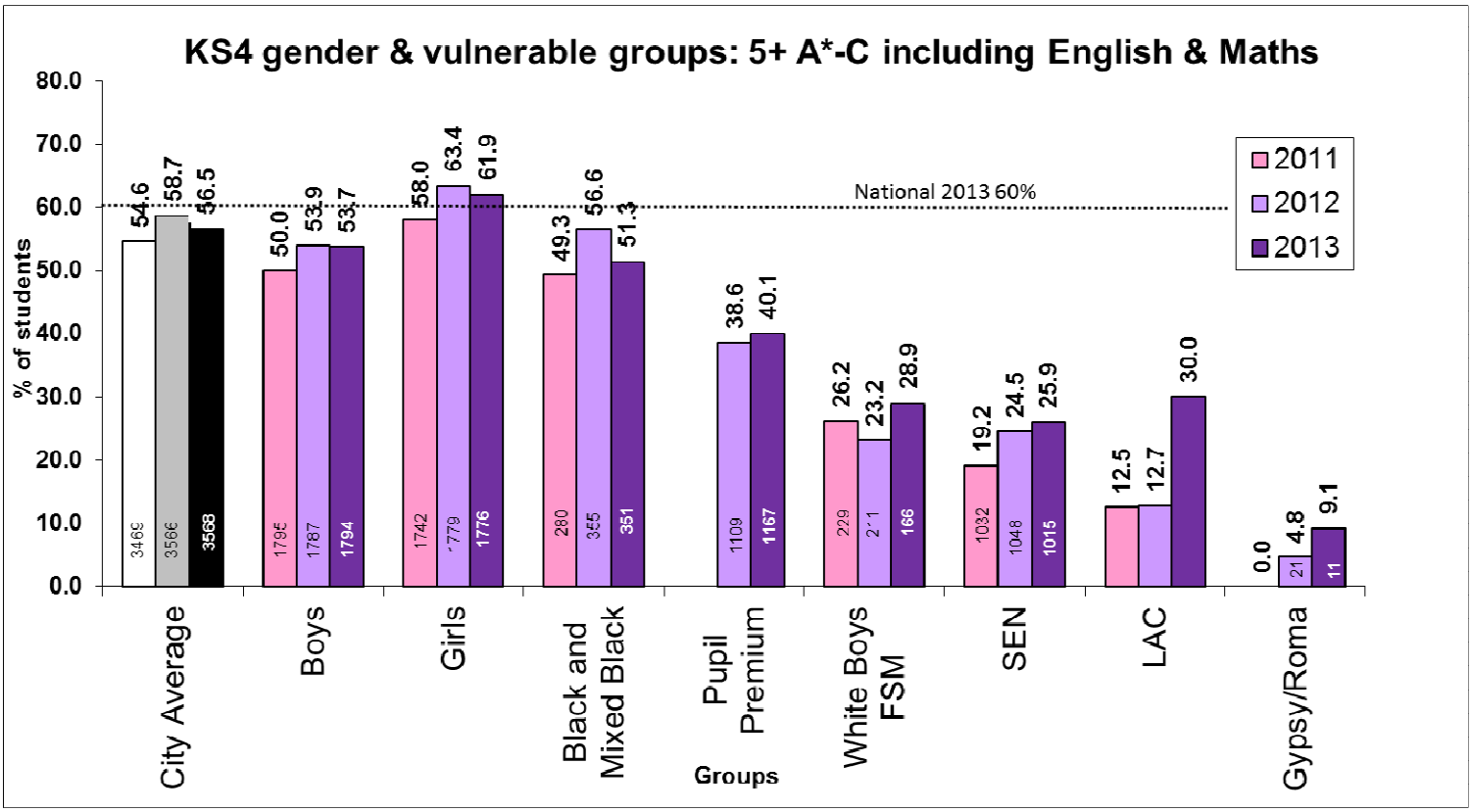
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Coventry	25%	26%	27%	28%	27%	26%	30%	31%	31%	34%	37%
National	29%	31%	31%	32%	32%	31%	34%	34%	35%	39%	41%
Difference +/-	-4%	-5%	-4%	-5%	-5%	-5%	-4%	-3%	-4%	-5%	-4%

Key Stage 4 2003-2012 (Provisional)

Coventry & National % 5+ A*-C (including English & Maths)

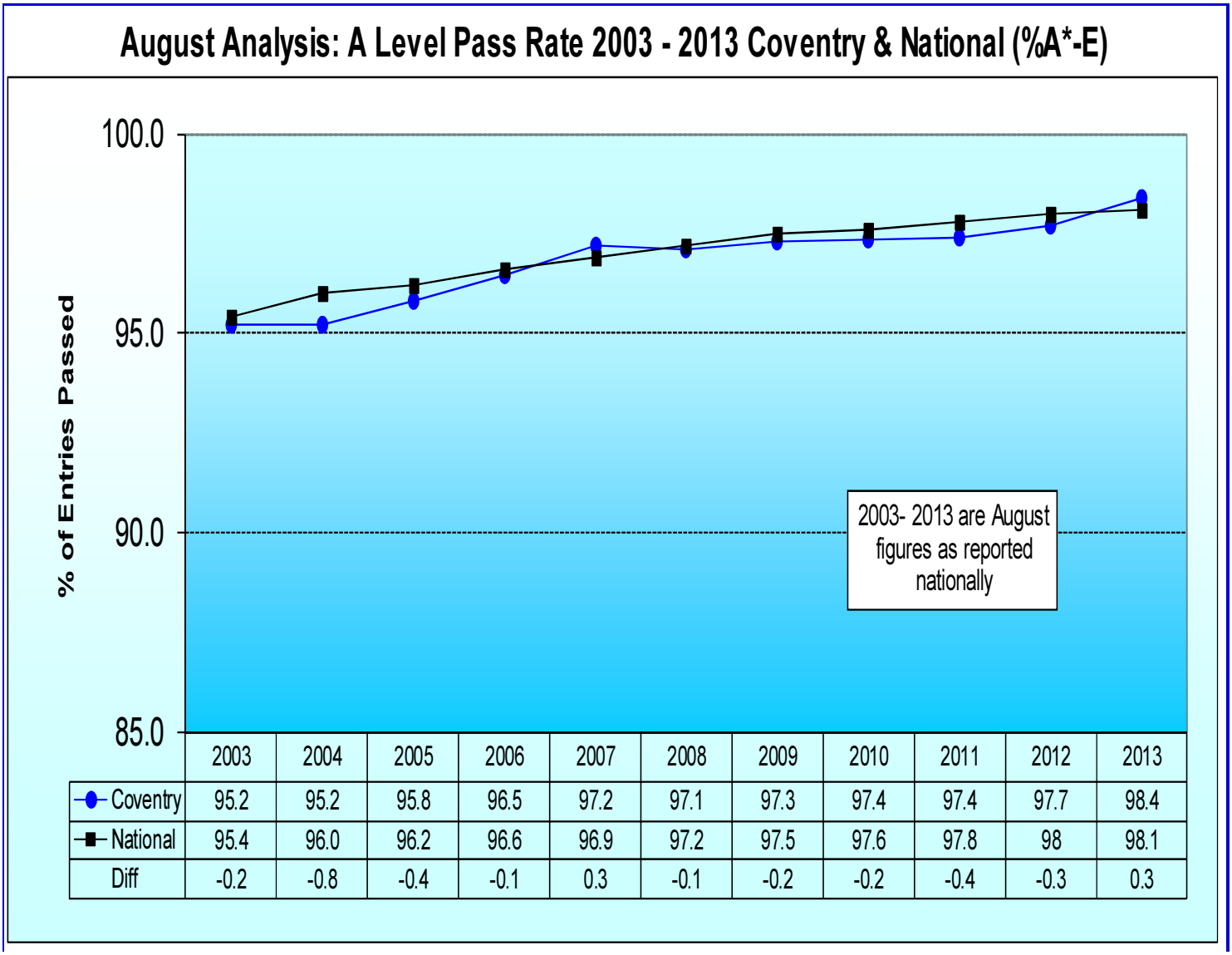


	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Coventry		34.4	36.1	37.8	38.9	41.8	47.8	51.7	54.7	58.7	56.5
National		39.9	42.3	43.8	45.7	47.6	50.9	55.2	58.2	58.8	60.2
Difference		-5.5	-6.2	-6.0	-6.8	-5.8	-3.1	-3.5	-3.5	-0.1	-3.7
StatNbrAvg				38.8	39.9	43.2	45.6	51.5	55.7	56.8	57.9
StaNbrRank				9	9	7	1	6	8	6	9



KEY STAGE 5 2003 – 2012 (Provisional)

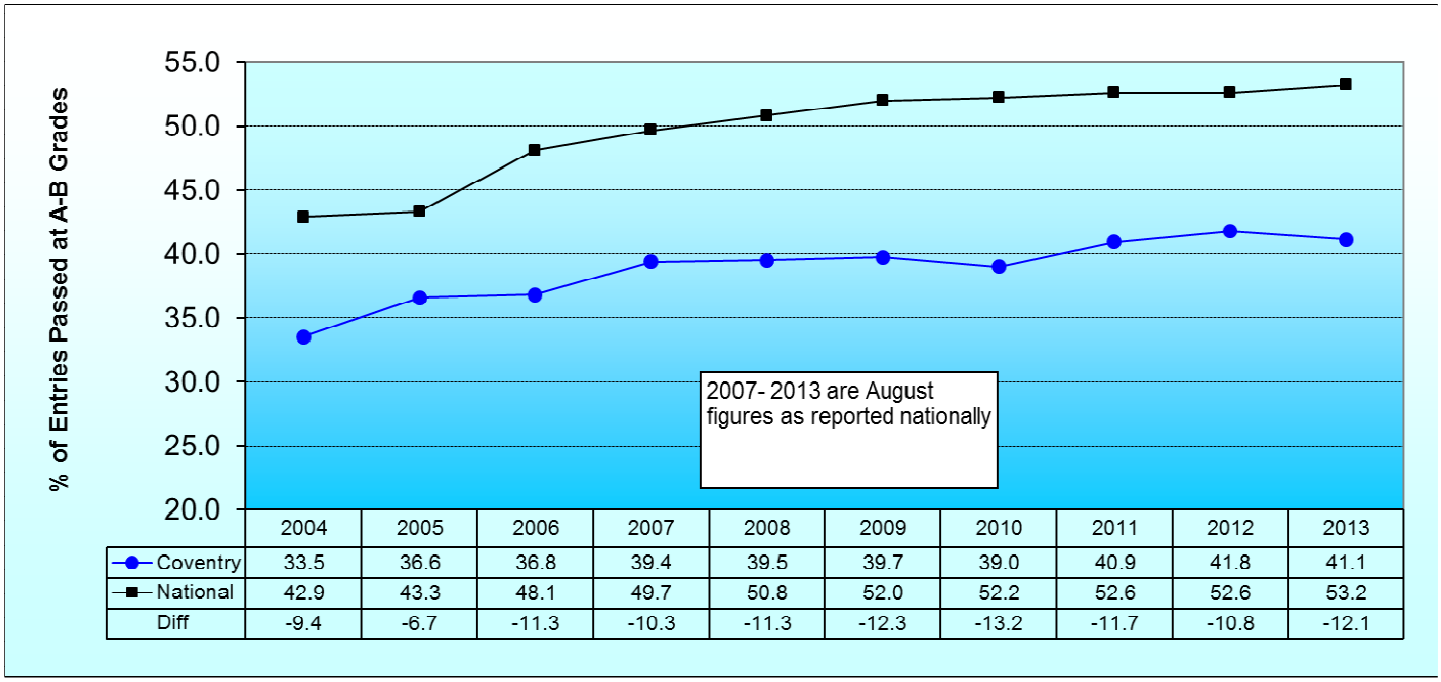
Coventry and National A Level Pass Rate %A* - E



	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Coventry	95.2	95.2	95.8	96.5	97.2	97.1	97.3	97.4	97.4	97.7	98.4
National	95.4	96.0	96.2	96.6	96.9	97.2	97.5	97.6	97.8	98	98.1
Diff	-0.2	-0.8	-0.4	-0.1	0.3	-0.1	-0.2	-0.2	-0.4	-0.3	0.3

KEY STAGE 5 2004 – 2013 (Provisional)

Coventry and National A Level Pass Rate %A* - E



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Coventry	33.5	36.6	36.8	39.4	39.5	39.7	39.0	40.9	41.8	41.1
National	42.9	43.3	48.1	49.7	50.8	52.0	52.2	52.6	52.6	53.2
Diff	-9.4	-6.7	-11.3	-10.3	-11.3	-12.3	-13.2	-11.7	-10.8	-12.1

Coventry City Council

Public report
Cabinet Member

Cabinet Member (Education) 21st January 2014

Name of Cabinet Member:
Acting Cabinet Member (Education) – Councillor Chater

Director Approving Submission of the report:
Director of Education & Inclusion Service

Ward(s) affected:
All

Title:
Racist Incident Monitoring 2012 – 2013

Is this a key decision?

No - Although this matter may affect all wards, the impact of the proposals is not expected to be significant

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Executive Summary:

This report informs the Acting Cabinet Member of the:

- number of racist Incidents recorded by schools during 2012/13 and subsequently reported to the local authority;
- number of schools that did not make a return;
- need to modify the method of reporting to Cabinet; and
- on-going measures to support schools in combating racism.

Recommendations:

1. The Acting Cabinet Member notes the information provided in respect of the number of racist incidents for 2012/13;

2. The Acting Cabinet Member recognizes the need to 'challenge' schools that fail to provide a termly racial incident return; and

3. The Acting Cabinet Member approves the modifications to the method of presentation; and the support available to schools in respect of racist incident monitoring, recording and reporting.

List of Appendices included:

Recording and reporting racist incidents in schools -
Equalities in Education paper 20 (Insted Consultancy)

Other useful background papers:

None

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:
Racist Incident Monitoring 2012 - 2013

1. Context (or background)

1.1 Since 2002 considerable efforts have been made by the Local Authority (LA) and schools to improve systems of recording and reporting, enabling more reliable comparisons and conclusions to be made, thus supporting the development of evidence based strategies for combating racism. There is, however, no statutory requirement that schools should report the number and nature of racist incidents, although the importance and value of recording and reporting racist incidents by the Local Authority and schools is clearly identified in the 2010 Equality Act and the 2012 Ofsted Framework.

2. Options considered and recommended proposal

2.1 The total number of incidents reported by City schools fell from 445 in 2011/12 to 379 in 2012/13, when there were 205 incidents in primary schools, 144 in secondary and 30 in special schools.

2.2 Incidents are recorded by schools as “Physical”, “Verbal” and “Other”, “Other” incidents being those without a specific victim, e.g. occurrences of graffiti or offensive literature. In 2012/13 there were 18 (5%) incidents recorded as Physical, 353 (93%) instances recorded as verbal, and 8 (2%) instances recorded as Other.

2.3 During the autumn term of 2012, four secondary, four primary and one special school did not provide the LA with a racial incident return and although the number of schools that failed to make a return reduced in the spring and summer terms of 2013, such inconsistencies in reporting make it difficult to provide accurate year on year comparative analysis.

2.4 It is arguable that, because a number of schools chose not to report in 2012/13, the reduction from 441 incidents in 2011/12, to 379 in 2012/13, might be as a result of under reporting, rather than any improvement in racial harmony, or reduction in racial tension.

2.5 To address the issue of schools not reporting and the implications for comparative analysis it is proposed that:

2.5.1 In keeping with the LA’s robust approach to monitoring racial incidents, the LA should actively challenge schools that fail to provide termly returns; and

2.5.2 The total number of incidents, as reported by schools to the LA in any one year, should also be reported to Cabinet as a percentage of the total number of students attending the aforesaid reporting schools. This would ensure that year on year comparative statistics were based on a consistent approach to their collection and analysis.

2.6 The application of this reporting proposal, when applied to returns from previous years, would present as follow:

In 2009/10, reporting schools listed **439** Racial Incidents in respect of a total representative school population of **46,705** students, ranging from YR to Y13+.

This number of incidents equates to 0.9% of the student population, or nine students in every thousand.

In 2010/11, reporting schools listed **376** Racial Incidents in respect of a total representative school population of **47,103** students ranging from YR to Y13+.

This number of incidents equates to 0.8% of the student population, or eight students in every thousand.

In 2011/12, reporting schools listed **445** Racial Incidents in respect of a total representative school population of **47,611** students ranging from YR to Y13+.

This number of incidents equates to 0.9% of the student population, or nine students in every thousand.

In 2012/13 reporting schools listed **379** Racial Incidents in respect of a total representative school population of **46,711** students ranging from YR to Y13+. This number of incidents equates to **0.8%** of the student population, or eight students in every thousand.

2.7 Over the same period (2009 to 2013) the percentage of young people from a minority ethnic heritage has also increased as a percentage of the total school population from 35.9% in 2009, to 37.1% in 2010, to 38.7% in 2011 to 41.0% in 2012 and 42.6% in 2013. This rising percentage could theoretically increase the number of disputes that could subsequently be classed, not as a dispute, but as a racial incident.

2.8 The increasing numbers of young people of an ethnic minority heritage is in part due to inward migration of families into the City with children/young people of statutory school age. On average this is placing one thousand additional children/young people of an ethnic minority heritage into schools every year. The trend across recent years is clearly numerically upwards.

2.9 Whilst the majority of schools with higher than average reported numbers of incidents had either a significant number of Black and Minority Ethnic (BME) pupils on roll or had admitted significant numbers of pupils recently arrived in the UK, there is no clear correlation between either of these two factors and the number of incidents. Many other schools with similar numbers of BME pupils and recent arrival admissions reported few incidents, and some schools with few BME pupils and recent arrival admissions reported above average numbers of incidents. The degree of variation would suggest that individual school policy and practice can make a significant difference to the level of racial abuse and harassment to which pupils may be subject.

2.10 Actions in response to data analysis

- This information has been collated and combined with contextual data and passed to The Director, Education and Inclusion Service, for dissemination within the Service.
- Coventry's Inclusion Strategy states that “Promoting inclusive education involves identifying and removing barriers to the ‘presence, participation and achievement' of all children, young people and adults” (Inclusive Education Provision - A Way Forward, October 2003). Professional development programmes for senior managers on schools’ use of the Coventry Inclusion Standards, which have been designed to help schools evaluate their provision and monitor progress for all groups of pupils including those of minority ethnic heritage.
- Guidance for schools on combating racism forms part of the LA’s overall guidance on all forms of bullying and harassment and is set out in the document ‘Making Schools a Safer Place to Learn’. An updated version of this document was re-launched in June 2006.
- A guidance document for schools: ‘Recording and Reporting Racist Incidents’ was issued by the Ethnic Minority Achievement Unit within the Department for Education and Skills (DfES) in December 2006, which has been promoted in schools and incorporated into all LA training offered to schools (http://www.standards.dfes.gov.uk/ethnicminorities/resources/racistincidents2006v1f.pdf).
- On a case-by-case basis, the LA provides a 24 hour response service to schools requesting support in dealing with racial incidents, working, where appropriate, in partnership with other services through Coventry Anti-Harassment Forum. Minority

Group Support Services, together with the Coventry Community Safety Team, Refugee Centre, Environmental Services, local housing associations and the Primary Care Trust, working in conjunction with the West Midlands Police, are the principal members of the Coventry Anti-Harassment Forum. The Forum receives and monitors incidents of hate crime as reported via non-police reporting centres, including Minority Group Support Services (MGSS), ensuring a co-ordinated multi-agency response to victims of hate crime.

- Training is available to school management teams regarding the requirement for schools to promote community cohesion. MGSS continues to provide a range of school based training on all aspects of combating racism for school managers, class and subject teachers and support staff.
- Activities with children and young people designed to combat racism are described in the Coventry Community Safety Partnership Hate Crime Action Plan 'Prevention, Education and Training' theme

3. Results of consultation undertaken

None

4. Timetable for implementing this decision

4.1 Racist Incident data is collected from schools on a termly basis.

5. Comments from Executive Director, Resources

5.1 Financial implications

The Racist Incident Monitoring undertaken by MGSS enables the Local Authority to demonstrate one of the ways in which the LA is discharging its s149 equality duties and as such staff supporting this activity are funded from the Dedicated Schools Grants' Central Provision block under Section 251, which is outside of MGSS's delegated/de-delegated funding.

5.2 Legal implications

5.2.1 Whilst there is no statutory requirement that racist incidents are recorded by schools, the new Ofsted framework that came into effect on 1 January 2012, (revised September 2012), makes it clear that schools are expected to keep detailed records of racist incidents and all prejudice-related incidents. This expectation is underpinned by section 149 of the Equality Act 2010. *(Instead Consultancy)

5.2.2 Public sector equality duty, Section 149 Equality Act 2010

"Public sector equality duty

1 A public authority must, in the exercise of its functions, have due regard to the need to:

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

2 A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).” Decision makers must be consciously thinking about the three aims as part of their decision making process with rigour and with an open mind. The duty is to have “due regard”, not to achieve a result but to have due regard to the need to achieve these goals. Consideration being given to the potential adverse impacts and the measures needed to minimise any discriminatory effects.

5.2.3 A range of guidelines and recommendations make it essential for schools to report the number of racist incidents recorded. These are as follows:

Racial discrimination is outlawed under Article 14 of the European Convention for the Protection of Human Rights and Fundamental Rights and Freedoms, to which all European states are signatories.

The Human Rights Act (1998) details a statement of everyone's rights under the European Convention on Human Rights. It is unlawful for a public authority (including LEAs, schools and governing bodies) to act in a way which infringes a person's rights and freedom under the convention.

5.2.4 The Education Reform Act (1988) requires governing bodies to discharge their responsibilities without racial discrimination and to ensure that no unlawful discrimination takes place in their school.

5.2.5 Recommendation 68 of the Stephen Lawrence Inquiry Report states: "Local Education Authorities and school Governors have the duty to create and implement strategies in their schools to prevent and address racism. Such strategies include:

- that schools record all racist incidents;
- that all recorded incidents are reported to the pupils' parents/guardians, school governors and LEAs;
- that the number of racist incidents are published annually, on a school by school basis;
- that the number of self-defined ethnic identity of excluded pupils are published annually on a school by school basis.

6. Other implications

6.3 **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)?**

Actions to combat racism are an essential part of City Council strategies designed to ensure that children and young people are safe, achieve and make a positive contribution in developing a more equal City.

6.2 **How is risk being managed?**

None

6.3 **What is the impact on the organisation?**

None

6.4 **Equalities / EIA**

Racist bullying, harassment and abuse has a seriously adverse effect on all children and young people of black and minority ethnic heritage. Monitoring the number of incidents and using this data to inform and direct measures to combat racism in schools is an essential part of all strategies designed to promote greater equality and community cohesion and ensure that all children and young people may be educated in a non-discriminatory and threat free environment.

A separate Equality Impact Assessment has not been undertaken for this work. The results of racist incident monitoring may be used as an objective measure in Equality Impact Assessments (EIAs) undertaken in regard to other policies and activities.

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

None

6.6 Implications for partner organisations?

Effective measures to combat racism in City schools involve a variety of partnerships between the local authority, schools, community and voluntary groups, police, community safety and youth justice services.

Report author(s):

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Education and Inclusion Service, People Directorate

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Enquiries should be directed to the above person.

Contributor/approver name	Title	Directorate or organisation	Date doc sent out	Date response received or approved
Contributors:				
David Haley	Director of Education and Inclusion	People	07/01/14	07/01/14
Michelle Salmon	Governance Services Officer	Resources	07/01/14	07/01/14
Names of approvers for submission: (officers and Members)				
Rachael Sugars	Finance Manager	People	07/01/14	07/01/14
Elaine Atkins	Senior Solicitor, Legal Services	Resources	07/01/14	08/01/14
Neelesh Sutaria	Human Resources Manager	People	08/01/14	08/01/14
Councillor D Chater	Acting Cabinet Member (Education)	-	06/01/14	06/01/14

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

Recording and reporting racist incidents in schools

– an update on requirements and good practice, autumn 2012

This paper

This paper begins by recalling a key recommendation in the Stephen Lawrence Inquiry report in 1999. It then continues with quotations from government documents over the years which have declared that racist incidents in schools must be recorded and reported. It notes that recording and reporting have never been statutory requirements nationally, however, and that a statutory requirement is unlikely to be introduced in the near future.

The paper concludes by observing that recording and reporting are still widely considered to be good practice, and that their importance and value are reinforced by the Equality Act 2010, and by the new Ofsted framework that was introduced in 2012.

The paper was last updated in September 2012.

Historical background

1. In 1999, in its official response to the Stephen Lawrence Inquiry, the Department for Education declared it expected all schools to record racist incidents. It said also it expected that parents and governors should be informed of the nature of any incident and the action taken to deal with it, and that school governing bodies would inform local authorities, on an annual basis, of the pattern and frequency of racist incidents. In February 2009 the Department reported that 'there is widespread compliance with these expectations' (*Stephen Lawrence Inquiry 10 Years On: progress against the recommendations*, Home Office).

2. A few years after its initial response to the Lawrence Report, the Department dropped the notion of 'expect' and in effect (but not explicitly) replaced it with the notion of 'require'. For example, in *Schools' Race Equality Policies: from issues to outcomes*, published in November 2004, it stated that 'all racist incidents **must** [emphasis added] be monitored and reported to the LEA – there should be no under-reporting' (page 6). A year later Ofsted summarised the statutory situation and concluded: 'The legislation, administrative guidance and inspectors' expectations consequently signal to schools and local authorities **the need** [emphasis added] to put in place systems for handling and recording race-related incidents' (paragraph 27 of *Race Equality in Education: good practice in schools and local education authorities*, November 2005).

3. These unambiguous statements were cited verbatim in Government guidance on dealing with racist incidents published in March 2006, both on the Teachernet website and in a widely distributed leaflet entitled *Bullying Around Racism Religion and Culture*. In March 2011 this publication was removed from the Teachernet website. It is still available, however, as a PDF document (1.6 MB) at http://www.insted.co.uk/racist-bullying-april11.pdf.)

4. The Teachernet advice about recording and reporting was repeated at the end of 2006 in further DfES guidance. This said: 'schools **must** [again, emphasis added] record all racist incidents, and report them at least annually to their local authority' (page 8 of *Recording and Reporting Racist Incidents Guidance*, December 2006).

5. Recalling the 2006 Teachernet guidance the DCSF said in February 2009: 'We again advised schools to record all incidents of racist bullying, and to report this information to their local authority.' The word 'advised' here appears to have been carefully chosen; it reflects the realisation that, strictly speaking, there had never been a legal requirement that incidents should be recorded and reported, even though such a legal requirement was widely believed to exist, and even though the Department itself had frequently (see above) stated that such a requirement existed.

6. The expectation that schools would record and report racist incidents was substantially reinforced by the Audit Commission through its best value performance indicators, and by the Ofsted inspection regime in relation to its scrutiny of local authorities. It was reiterated on Teachers TV in April 2009 (http://news.bbc.co.uk/1/hi/education/8014880.stm) and on BBC News: 'Schools have a statutory duty to record all incidences of racist bullying and report them to the local authority, and schools must ensure that all pupils feel safe.' However, the BBC was factually wrong – there was no statutory duty at that time, and never had been.

7. Amongst other things, the Teachernet advice valuably discussed the distinction between 'racist incidents' and 'racist bullying'. It said in this connection that all instances of racist bullying are racist incidents but that not all racist incidents are appropriately described as racist bullying. However, it added that the distinction is often false. For what may appear to a teacher to be a one-off event (an 'incident') may be experienced by the pupil at the receiving end as part of an overall pattern, and likely therefore to be repeated (therefore, to be a form of bullying).

More recent developments: 2008–11

8. In September 2008, it was announced at the Labour Party Conference that the government intended to introduce a statutory duty to record *all* incidents of bullying in schools, not racist incidents only. The government indicated also, however, that there would be no duty to report them. But in January and February 2009, the Department for Education (the DCSF as it then was) took informal soundings amongst specialists and in consequence resolved it would conduct a formal consultation about this. The implication was that it was minded to require all kinds of bullying to be *both* recorded *and* reported. It said:

> The DCSF is about to consult on making it a statutory requirement that schools keep a record of all incidents of verbal and physical abuse that can be perceived as bullying. Incidents of bullying related to race, religion or culture would be recorded under the proposed new duty. The consultation will ask whether the statutory requirement should also cover the reporting of incidents to the local authority and if so whether the reporting requirement should distinguish between the various forms of bullying, including racist bullying, and whether incidents other than bullying should be separately reported. Plans are for the new duty to come into effect from autumn 2009. (*Stephen Lawrence Inquiry 10 Years On: progress against the recommendations*, Home Office.)

9. On 10 December 2009 the Government announced that from September 2010 onwards schools would have a new statutory duty to record and report all incidents of bullying. The official DCSF press release quoted a minister saying:

> The majority of schools already record incidents of bullying. However, I want to make sure that all schools have measures in place to prevent and tackle bullying and show they are taking it seriously. Having the right information early on can be vital in dealing with problems quickly. The new duty announced today will ensure this becomes common practice for all schools.
> (http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2009_0244)

10. The closing date for responses was 4 March 2010. The questions on which the government requested views were not to do with ***whether*** there should be a statutory requirement but ***how*** it should be implemented in practice.

11. By the time of the general election and the formation of a new coalition government in May 2010, no announcement about the results of the consultation had been made. Subsequently, research by the Equality and Human Rights Commission published in March 2011 showed that there would be widespread support in local authorities for recording and reporting to be put on a statutory basis. The research is at http://www.equalityhumanrights.com/uploaded_files/research/64_identity_based_bullying.pdf.

12. However, the logic of government advice first issued in March 2011, and slightly updated in May 2012, is that no such statute will be created. In answer to the question 'Should I record incidents of bullying?' it makes the following statement:

> Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. For some schools, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is recurring between the same pupils. Others do not want to keep written records. We want schools to exercise their own judgment as to what will work best for their pupils.

13. There is a link to *Preventing and Tackling Bullying – advice to headteachers, staff and governing bodies*, updated 17 May 2012, at http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying

14. Although there is no statutory requirement to record and report, many local authorities and schools, including academies, agree with the EHRC finding (paragraph 11 above) that recording and reporting all racist incidents is good practice and they are continuing with the systems that have been put in place and developed since the Stephen Lawrence Inquiry report in 1999. They are taking the opportunity, however, to make various improvements, as outlined below. The measures outlined below are also encouraged and supported by Ofsted.

The present situation, 2012 onwards

15. A view has developed in many authorities and schools that *all* prejudice-related incidents should be monitored, not racist incidents only. This view has gathered force as new legal requirements have come into force nationally as a consequence of the Equality Act 2010 and is supported by at least one union, NASUWT. It is strongly advocated in the EHRC report mentioned above (paragraph 11), and is clearly supported and encouraged by Ofsted.

16. The possible disadvantage of including a range of prejudice-related behaviour, not racist behaviour alone, is that the emphasis on racism following the Stephen Lawrence Inquiry could be lost or marginalised. Also, there is the danger that the whole exercise could become too cumbersome to be of any use. The potential advantages, however, are substantial. They include:

- It helps people understand the concept of prejudice-related incidents and bullying, and would therefore increase the likelihood of racist behaviour being reported.

- It makes sense in the day-to-day life of schools – sense to teachers and other staff, and sense also to children and young people, and parents and governors, for it is easier to explain to children and young people why racist bullying is hurtful and therefore wrong if staff also explain why bullying around gender, disability and sexual identity is hurtful and wrong.

- It removes one of the reasons for current resistance to recording and reporting racist incidents, namely the voice that says: 'Why only concentrate on racism? Why not be concerned about children whose lives are made a misery because of teasing about a disability? Or who get harassed sexually, or are targets of homophobic bullying and insults?'

17. Racism is not the same as sexism or homophobia or hostility towards disabled people. But the measures required to prevent racist behaviour are similar to the measures required to prevent other forms of prejudice-related behaviour. So are the measures to deal with incidents when they occur. A holistic approach to all prejudice-related incidents is clearly consonant with a restorative or transformative approach to dealing with incidents.

18. Until recently the practice in most schools, as mentioned above, was to record all racist incidents, regardless of their seriousness, and simply on the basis of whether they are 'perceived' to be racist. Like the term 'incident' this came to schools from policing.

19. Aggregating all incidents together, or only distinguishing between physical and verbal behaviour, is likely to produce unreliable and unhelpful statistics. An alternative and preferable approach involves creating and using a four-point scale with categories such as the following:

    - No offence was intended or taken.

    - Hurt or distress was caused, but the offending behaviour is unlikely to be repeated.

    - Hurt or distress was caused, and the pupil(s) responsible had previously been warned that their behaviour was unacceptable.

    - Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated.

20. In addition, other things being equal, it is worth collecting and publishing data about time of day, day of the week, and month of the year; and, with regard to location, to ask about corridors and playgrounds, and journeys to and from school. In addition, reports at local authority level need to provide a breakdown by geographical areas, preferably aligned with administrative districts used by the police.

21. Several authorities have found it is helpful to complement written reporting (whether paper-based or electronic) with professional conversations and interview-based surveys. Such conversations and interviews are likely to produce more useful data (though more 'soft') with regard to decision-making and policy-making. At school level, staff may similarly get a better feel for what is going on amongst pupils by asking them directly in conversation or focus groups, rather than waiting for complaints to be made. Some authorities routinely include questions about bullying, including racist bullying, in their annual surveys of pupil voice. So do some schools. Both these approaches may yield more useful data than recording forms on their own.

The influence of Ofsted

22. As mentioned and emphasised above, there is no statutory requirement nationally, and never has been, that racist incidents should be recorded. However, the new Ofsted framework that came into effect on 1 January 2012, and was then slightly revised for September 2012, is wholly clear that inspectors expect schools to keep detailed records not only of racist incidents but also of all prejudice-related incidents. This expectation is underpinned legally by section 149 of the Equality Act 2010.

23. The new Ofsted framework includes a general statement that 'inspectors will evaluate … pupils' behaviour towards, and respect for, other young people and adults, including freedom from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability'.

24. It says also: 'Inspectors must take into account a range of evidence to judge behaviour and safety over an extended period and should consider … types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment, including cyberbullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability'.

25. Early in 2012 Ofsted published a briefing paper for inspectors specifically about equalities, and this was re-issued in September 2012. Amongst other things this thorough and valuable document states that inspectors must check whether 'there are clear procedures for dealing with prejudice-related bullying and incidents, and appropriate staff training that equips staff to identify and deal with this effectively'. There is a link to it at http://www.ofsted.gov.uk/resources/briefings-and-information-for-use-during-inspections-of-maintained-schools-and-academies-january-201.

26. There is also information about equalities in the Ofsted framework at http://www.insted.co.uk/ofsted-framework.pdf.

Concluding note and summary

27. Legal requirements and expectations relating to the recording and reporting of racist incidents in schools have at times been experienced as no more than bureaucratic and mechanistic chores; have failed to produce data of practical use; and have brought the essential task of preventing and addressing racism in education into disrepute. They have substantial potential value, however. The potential is particularly likely to be achieved when systems are part and parcel of restorative and transformative approaches to dealing with incidents, and when they are integrated with the overall school curriculum.

28. Recording and reporting are still widely considered to be good practice, and their importance and value are reinforced by the Equality Act 2010 and the new Ofsted framework introduced in 2012.

29. For example, one of the ways in which a school may show that it has 'due regard' for fostering good relations is to have a robust system for the recording of prejudice-related incidents. Similarly the recording of incidents is one of the ways in which a school may demonstrate to Ofsted that it is serious about ensuring that all pupils feel safe.

Insted Consultancy, September 2012

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Coventry City Council

Public report
Cabinet Member Report

Cabinet Member (Education) 21 January 2014

Name of Cabinet Member:
Acting Cabinet Member (Education) – Councillor D Chater

Director Approving Submission of the report:
Executive Director, People

Ward(s) affected:
All

Title:
Services to Schools Pricing Strategy 2014/15

Is this a key decision?

No - Although this matter may affect all wards, the impact of the proposals is not expected to be significant

Executive Summary:

To report on the pricing strategies of those Council services providing services to schools and update on whether these services are achieving full cost recovery.

Recommendations:

In line with Scrutiny Board 1 report of 23 January 2013 and more recently the Cabinet Member and Scrutiny Board 1 report of 29 July 2013, the Acting Cabinet Member is asked to:-

a) Agree proposed Service Level Agreement charge increases as set out in appendix 1.
b) Require services that are not achieving full cost recovery to set out a plan and timescale for moving towards full cost recovery.

List of Appendices included:

Appendix 1 – Cost Recovery

Background Papers:

None

Other useful documents:

Scrutiny Co-ordination Committee briefing note dated 23rd January 2013
Cabinet Member (Strategic Finance and Resources) report dated 29th July 2013

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: **Services to Schools Pricing Strategy 2014/15**

1. Context (or background)

The on-going financial situation presents significant challenges to the Council in balancing the revenue budget. Setting the appropriate level for fees and charges is an important element in raising revenue to meet the medium term financial pressures. It is essential that the Council maximises its income to ensure that, wherever possible, it at least recovers its costs for the service that are provided.

In January 2013 Cabinet approved the recommendations from the Council Services to Schools Task and Finish Group of Scrutiny Board 1, which included adopting a consistent charging policy for the delivery of services to all schools, the starting point of which should be that services recover the full cost of service delivery.

Any Council service which provides a service to schools is required to complete the Full Cost Recovery Tool on an annual basis to identify whether full cost recovery is achieved and if not, develop a pricing strategy or cost reduction strategy to move towards full cost recovery.

In identifying any shortfall between forecast income and expenditure, consideration needs to be given to the impact on school buy back if services increase charges by more than inflation. In cases such as this action plans need to include phased increases and/or cost reduction strategies to move towards full cost recovery.

It is recognised that there may be some exceptions where there may be a valid reason why as service should not recover full cost which will require approval. Appendix 1 details those services which are forecast to require a subsidy and do not have an action plan to move towards full cost recovery.

2. Options considered and recommended proposal

Where services are not recovering the full cost of delivering their service they are required to create an action plan to move towards full cost recovery.

This action plan could include phased price increases and/or cost reduction strategies.

If Services are not able to implement plans to move towards recovering the full cost of the service approval for any subsidy is required.

3. Results of consultation undertaken

As part of the annual budget setting process income budgets were previously inflated automatically by a corporately agreed percentage. Income budgets are now inflated in line with the full cost recovery principles which may result in varying increases between services.

4. Timetable for implementing this decision

As detailed in the Commercialisation and Income Maximisation report of 29th July 2013, Service Managers have undertaken a review of their current service costs using the Full Cost Recovery Tool to identify any forecast shortfall.

The results of any changes to fees and charges, based on any agreed action plan shall be communicated to schools through the on-line Service Level Agreement catalogue in February. Revised charges will take effect from 1st April 2014.

The financial performance of these services will be monitored through the budgetary control process.

5. Comments from Executive Director, Resources

5.1 Financial implications

The full cost recovery principles will ensure all services are costed on a consistent basis and aims to make charges applied by services comparable with external providers.

Finance officers have developed a costing model which allows traded services to make an assessment of whether they are recovering the full cost of their service.

Full cost has been defined as all direct service costs, an apportionment of central overheads and an appropriate percentage of any relevant directorate overheads, for example, senior management costs.

All managers of traded services with schools were asked to complete the costing tool and compare the costs of their service with their projected levels of income for the 2014/15 financial year to determine whether or not these services were being provided on a full cost recovery basis.

For those services achieving full cost recovery they are required to ensure that price increases for 2014/15 and beyond are sufficient to maintain this position.

For services not achieving full cost recovery, service managers were asked to develop strategies to enable them to move towards full cost recovery. These strategies could include:-

- Increasing prices by more than inflation
- Reducing the cost of providing the service

A service by service analysis of the forecast position for 2014/15 is included at appendix 1 together with any actions.

In summary, the key points to note are:-

- 13 services are covered in the analysis.
- Of the 13 services, 5 are forecast to recovery full cost in 2014/15.
- Of the 6 not achieving full cost recovery:-
    - 3 have a strategy to move towards full cost recovery in 2014/15.
    - 3 Services have no plans in place to achieve full cost recovery and are services which will end trading to schools in July'14.
    - 1 Service has core funding identified to support the service in line with existing City Council policy agreement to fund from existing resources.
    - 1 Newly restructured service which will be working with Finance to achieve full cost.

The additional income generated through the exercise will be built into the budget setting process.

A number of services within the Special Education Needs (SEN) service have been excluded from this process because although they are SLA funded they are also funded by Dedicated Schools Grant which is currently meeting any subsidy. These services will be reviewed during 2014/15 and included in the Full Cost Recovery process for 2015/16, with any DSG elements being discussed with Schools Forum.

5.2 Legal implications

The Local Government (Goods and Services) Act 1970 enables local authorities to supply goods and materials, and to provide administrative professional or technical services for other local authorities and other designated public bodies which includes educational; establishments Section 1(3) of the Act provides in effect that any agreement by the parties relating to the supply of goods or the provision of services may contains terms as to payment for those goods or services.

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)?

Increasing fee income within a consistent agreed policy to ensure the full cost of service delivery is recovered, which will enable the Council to better meet key objectives and help to protect frontline services provided to residents and local communities. This also supports the corporate key transformation objective of ensuing that the Council's medium term financial strategy provides the resources to meet its priorities and delivers a balanced budget.

6.2 How is risk being managed?

The key risk associated with any proposal to increase charges is the possible decision by schools not to buy back into the services detailed in this report. Where possible, inflationary increases have been kept to a minimum to only achieve full cost recovery.

If buy back from schools does reduce, services will need to be proactive in reducing direct expenditure costs to ensure full cost recovery is maintained.

6.3 What is the impact on the organisation?

If there is a significant reduction in the buy back position for specific services, then service managers will need to consider both the impact on current staffing levels within the service and the on-going viability of continuing to offer the service to schools. Reductions is staffing levels will require formal consultations with staff and the trade unions and the Security of Employment Agreement and the Teachers Redeployment Scheme will have to be observed. Provision will also need to be made for any resulting redundancy payments.

6.4 Equalities / EIA

None

6.5 Implications for (or impact on) the environment

None

6.6 Implications for partner organisations?

None

Report author(s):

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Contributor/approver name	Title	Directorate or organisation	Date doc sent out	Date response received or approved
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Dave Wallis	Governor Support Service Officer	People	7th January 2014	8th January 2014
Trevor Jones	Performing Arts Service	People	7th January 2014	8th January 2014
George Pasternicki	Educational Psychologists	People	7th January 2014	10th January 2014
Kevin Coughlan	Data Team	People	7th January 2014	7th January 2014
Isobel Powell	Schools Library Service	People	7th January 2014	8th January 2014
Bridie Cooper	Learning & Behaviour Support – Primary	People	7th January 2014	9th January 2014
Nicky Scott	Learning & Behaviour Support – Secondary	People	7th January 2014	9th January 2014
Sharon Cassidy	Work Related Learning	People	7th January 2014	8th January 2014
Alistair Cook	Doly Moch	People	7th January 2014	10th January 2014
Pauline	Reading Learning & Achievement	People	7th January 2014	8th January 2014
Dave Lennox	Partnership Centres	People	7th January 2014	9th January 2014
Roger Lickfold	Inclusion & Partnership	People	7th January 2014	8th January 2014
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Julie Newman	Team Leader, Legal	Resources	7th January 2014	9th January 2014
Brian Walsh	Executive Director	People	7th January 2014	7th January 2014
Councillor D Chater	Acting Cabinet Member (Education)	-	7th January 2014	7th January 2014

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

Appendix 1

Services forecast to achieve full cost recovery in 2014/15:-

Service	Forecast Exp. £	Forecast Inc. £	Net Position £	Comments
Governor Support	350,611	(350,605)	6	2% Inflation proposed
Performing Arts Service	1,455,178	(1,464,292)	(9,114)	0% Inflation proposed
Educational Psychologists	481,592	(502,629)	(21,037)	1% Inflation proposed
Data Team	128,024	(128,293)	(269)	1% Inflation proposed
Schools Library Service	167,512	(168,438)	(926)	1% Inflation proposed

Services not achieving full cost but have action plan to move towards full cost recovery:-

Service	Forecast Exp. £	Forecast Inc. £	Net Position £	Comments
Learning & Behaviour Support Primary Service	462,569	(454,400)	8,169	1% Inflation proposed. Service restructure planned during 2014/15.
Learning & Behaviour Support Secondary Service	221,927	(219,052)	2,875	1% Inflation proposed. Service restructure planned during 2014/15.
Work Related Learning	210,128	(164,376)	45,752	2% Inflation proposed. Work underway to review expenditure.

Services not achieving full cost where subsidy agreed:-

Service	Forecast Exp. £	Forecast Inc. £	Net Position £	Comments
Doly Moch	898,867	(829,391)	69,476	The subsidy provided for Dol-y-Moch is to provide a financial discount to pupils from disadvantaged families in accordance with an existing City Council policy decision

Services not achieving full cost recovery requesting subsidy for 2014/15:-

Service	Forecast Exp. £	Forecast Inc. £	Net Position £	Comments
Learning & Achievement Early Years	22,091	(9,600)	12,491	SLA ending July'14 – One off shortfall to be met from existing resources
Learning & Achievement Secondary 11-19	32,902	(25,600)	7,302	SLA ending July'14 – One off shortfall to be met from existing resources
Learning & Achievement Birth to 11	71,382	(64,000)	7,382	SLA ending July'14 – One off shortfall to be met from existing resources
Partnership Centres	230,597	(228,590)	2,007	Service proposing to hold prices to prevent further fall in buy back due to significant price increase in 13/14.

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Coventry City Council

Cabinet Member (Education) 21 January 2014

Authority Governor: New Appointments

Name	School	Term of Office
Mr Chris Jones	Eastern Green Junior	20 January 2018
Mrs Sylvia Peak	Gosford Park Primary	20 January 2018
Mrs Pauline Davies	Keresley Grange Primary	20 January 2018
Mr David Simpson	Joseph Cash Primary	20 January 2018
Mrs Jane Barker	Moathouse Primary	20 January 2018
Mrs Jane Jones	Park Hill Primary	20 January 2018
Mr Carl Christon	Ravensdale Primary	20 January 2018
Mrs C Connolly	Sowe Valley Primary	20 January 2018

Authority Governor: Re-Appointments

Name	School	Term of Office
Councillor K Mulhall	Aldermoor Farm Primary	14 January 2018
Mr M Hoyland	Aldermoor Farm Primary	14 January 2018
Mr B Ricketts	Barrs Hill School	10 March 2018
Mr Roger Buckle	Coundon Primary	10 March 2018
Councillor J O'Boyle	Frederick Bird Primary	20 January 2018
Mrs Brinder Sehmi	Hillfields Nursery	10 March 2018
Shaheen Ashfaq	Holbrook Primary	20 January 2018
Mrs Patricia Liggins	Keresley Grange Primary	10 March 2018
Mr Robert Dowey	Little Heath Primary	10 March 2018
Mr Rick Leigh	Little Heath Primary	6 February 2018
Mrs Carol Wright	St Osburgs Catholic Primary	10 March 2018

Mrs S Burton	Sowe Valley Primary	10 March 2018
Mrs S Rixon	Stanton Bridge Primary	10 March 2018

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.