

Coventry City Council
Minutes of the Meeting of Education and Children's Services Scrutiny Board (2)
held at 10.00 am on Wednesday, 14 February 2018

Present:

Members: Councillor M Mutton (Chair)
 Councillor S Bains
 Councillor D Kershaw
 Councillor A Lucas
 Councillor P Male
 Councillor C Miks
 Councillor K Mulhall
 Councillor P Seaman

Co-Opted Members: Mrs S Hanson and Mrs K Jones

Employees (by Directorate):

People A Brennan, K Nelson, J Silverton
Place G Holmes M Rose

Apologies: Councillor J Lepoidevin
 R Potter

Public Business

40. Declarations of Interests

There were no Disclosable Pecuniary Interests.

41. Minutes

The minutes of the meeting held on 11th January, 2018 were approved.

42. Coventry's Education Performance

Further to minute 60/16 the Scrutiny Board considered a briefing note and presentation of the Deputy Chief Executive (People) which provided an update for members on Coventry's performance on the following:

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

Also detailed in the briefing note were headline achievement data for the following vulnerable groups (not yet validated):

- Children Looked After (CLA)

- Disadvantaged (previously referred to as Pupil Premium)
- Special Educational Needs (SEN)
- English as an Additional Language (EAL)
- Ethnicity group – White British, Gypsy/Roma

The briefing noted that the Ofsted profile for primary schools in Coventry continued to rise and the profile for Secondary had improved since 2015. Coventry had 100 per cent of pupils attending good or outstanding special schools. The combined citywide profile continued to rise and was above national.

In conclusion the report noted that in 2017 there were some improvements to celebrate which included results at Key Stage 2, KS4 destinations and KS5 destinations and performance of some vulnerable groups. A key overarching priority for 2017-18 was to continue to improve outcomes for all pupils so they were in line with or better than national.

The presentation focused on successes and key priorities including focusing on schools that were 'coasting' and 'below the floor standard' definitions were provided. The system of national curriculum levels was no longer used by the government to report end of key stage assessment. There was no 'target' for the amount of progress an individual pupil was expected to make. Any amount of progress a pupil made contributed towards the school's progress score.

The floor standard was the minimum standard for pupil attainment and / or progress that the government expected schools to meet. In 2017, a school would be above the floor if:

- at least 65% of pupils met the expected standard in English reading, English writing and mathematics; or
- the school achieved sufficient progress scores in all three subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing

To be above the floor, the school needed to meet either the attainment or all of the progress element.

Coasting schools are where, over time, pupils do not fulfil their potential. The coasting definition was based on three years of data, using the same performance measures that underpin the floor standards. In line with regulations, in 2017 a primary school falls within the coasting definition if based on revised data:

- In 2015 fewer than 85% of pupils achieved level 4 in English reading, English writing and mathematics and below the national median percentage of pupils achieved expected progress in all of English reading, English writing and mathematics, and
- In 2016 fewer than 85% of pupils achieve the expected standard at the end of primary schools and average progress made by pupils is less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing, and
- In 2017, fewer than 85% of pupils achieved the expected standard at the end of primary schools and average progress made by pupils was less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing.

Officers reported challenges such as changes to the curriculum and assessments and gave historical context. Officers also discussed collaborative ways of working and partnerships.

The Scrutiny Board praised the improvements achieved in Primary Schools.

The Scrutiny Board questioned officers on the following:

- concerns with Key Stage 4 results
- concerns about vulnerable groups particularly those with Special Educational Needs (SEN)
- advice for parents about schools performance
- retention of teaching staff
- progress in schools targeted for additional support and the support offered

The Scrutiny Board requested that the link to the list of individual school performance be circulated and also the presentation slides be circulated to members of the Board.

RESOLVED that the Scrutiny Board

- 1. Request an informal report back in 6 months on progress on unvalidated primary data.**
- 2. Request information on the targeted support offered to three schools which showed progress against the floor standards.**

43. Exclusions and the Extended Learning Centre

Further to Minute 39/17 the Scrutiny Board considered a briefing note of the Deputy Chief Executive (People) which they had requested that provided an overview of the following information:

- The number of permanent exclusions that had been implemented by Coventry schools over the current academic year and the last two full academic years;
- The post exclusion process, leading to either an alternative school offer or alternative provision. This included recent service developments which were implemented in September 2017, as an outcome of the Education re-design process.
- The number of pupils that were not accessing full time education as a result of permanent exclusion.
- The Coventry Extended Learning Centre (ELC)

Officers discussed with members of the Board partnership working and One Strategic Plan.

The Scrutiny Board questioned officers on the following:

- Managing the rising numbers of exclusions in primary and secondary schools in the city
- Home schooling
- The voice of the child
- Time managed exclusions
- Identifying Special Educational Needs early
- Managing exclusions

- The effect of exclusions on results

RESOLVED that the Scrutiny Board request a report on

- a. the One Strategic Plan**
- b. a report on the impact of the new managed transfer system 6 months since implementation**

44. Progress on Ofsted Recommendations and Improvement Board

RESOLVED that the Scrutiny Board defer consideration of this item until the next meeting to enable the feedback from the January Ofsted visit to be considered in public.

45. Outstanding Issues

The outstanding issues were picked up in the work programme.

46. Work Programme

The Scrutiny Board noted the work programme.

47. Any Other Business

There were no other items of business.

(Meeting closed at 11.35 am)