

# Public Document Pack

## **Late and additional information for 18<sup>th</sup> September, 2008 Scrutiny Board (Children's Services)**

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# Agenda Item 8

## Extended Services and Summer Activities 2008

### Summary

Clusters currently largely receive funding for coordination of extended services but not for activity programmes. However, all 39 clusters, across all five wedges of Leeds, were involved in assisting with the coordination and signposting of publicity for summer holiday provision by a wide range of Council agencies, other partner services, voluntary, charitable and private organisations.

Children Leeds funding to two wedges – South and North West – assisted them in providing for children, young people and families a detailed brochure of what activities were available. Successful bids for other funding, e.g. Lottery, Sure Start, supported some clusters in providing a local programme of activities. Clusters publicised all these activities in newsletters and/or on their websites and collaborated with other service providers to help ensure the messages went to as wide a range of local children and families as possible.

Altogether, Extended Services was able to promote the provision of a very diverse range of over 30 sporting activities as well as around 50 other types of opportunity for personal learning, enjoyment and achievement.

### Some of the sporting activities publicised in clusters

Archery	Go-carting	Rounders
Badminton	Golf	Rugby
Basketball	Gymnastics	Sailing
BMX	Horse-riding	Self-defence
Bowling	Ice-skating	Skateboarding
Boxing	Martial arts	Snooker
Canoeing/kayaking	Multi-sports	Swimming
Climbing	Netball	Table tennis
Cricket	Orienteering	Taekwondo
Duke of Edinburgh	Outdoor pursuits	Tennis
Football – boys, girls	Roller-skating	

### Some of the other activities publicised in clusters

Ancient Egypt club	Games events	Photo competitions
Art workshops	Girls groups	Poetry workshops
Bug hunts	Green safari	Railway museum visits
Careers drop-ins	Health drop-ins	Reading fun & events
Cheerleading	ICT workshops	Street play
Circus workshops	Inflatable fun	Science experiences
Colour fun workshop	Kirkstall Abbey tours	Theatre workshops
Creative arts clubs	Knowsley safari park visits	Treasure hunts
Curators club	Library visits & events	The Deep visit
Dance groups & clubs	Lights Camera Action	Tots groups
Discovery clubs	Maths summer school	Victorian workshops
DJ workshops	Mill children workshop	Video production
Drums workshops	Multi-media workshops	Wildlife Trust visits
Elven workshop	Museum visits	Young men's groups
Family fun events	Music production	Youth cafes
Film workshops	Painting workshops	Youth clubs

Some of these were available for disabled young people, including sailing and canoeing

### **Some of the services involved in extended provision**

Provision came from many services and agencies; this list gives just a flavour of the range:

Breeze	Library Services
Children's Centres	PCT
City Learning Centres	Pre-School Learning Alliance
Early Years	Schools
Education Leeds, e.g ArtForms	Social Care
Hunslet Hawks	Sports Centres
Leeds Play Network	Study Support Centres
Leeds Rhinos	Voluntary organisations, e.g. Re'new
Leeds United	Youth Services
Leisure Services	

### **Age Ranges**

Activities were targeted at a wide age range. Using the North West and South wedge brochures as illustrative of citywide provision:

<b><u>NW</u></b>	<b><u>South</u></b>	
2%	5%	were targeted at the under-5s
42%	26%	were targeted at children 5 to 11 years
54%	33%	were targeted at young people 11 to 16 years
4%	23%	were open to all age groups

### **Locations of Events**

A range of locations was used. Using the North West and South wedge brochures as illustrative of citywide provision:

<b><u>NW</u></b>	<b><u>South</u></b>	
15%	16%	were school-based
8%	16%	were library-based
7%	30%	were youth centre-based
4%	n/k	were in children's centres

Overall, in each wedge four out of five (81% and 84%) activities were in community locations, including the four city learning centres.

### **Costs**

Some events carried a charge, others were free. Using the North West and South wedge brochures as illustrative of citywide provision:

<b><u>NW</u></b>	<b><u>South</u></b>	
53%	59%	of activities had a cost, of which
41%	40%	of these were £5 or under
46%	41%	were free, or free with Breezecard

### **Targeting of activities or opportunities**

Some of this information is difficult to obtain as it is not always widely publicised to a group that they have been specially selected. Examples of targeted groups included:

- Activities targeted at children/young people with special educational needs
- Activities targeted at disaffected or excluded children /young people
- Multi-sports activities targeted at Gifted and Talented pupils
- Motorbike sessions targeted at non-engaging young people

- Playschemes and other activities targeted at super-output areas
- Children and young people targeted to support access into universal activities
- Inactive communities or young people were targeted in several inner-city clusters

### **Number of places available**

It is difficult to give any accurate figures for this as many of the advertised activities do not provide a target limit for numbers. When each service has reported on the actual numbers attending each activity it would be easier to assess the overall provision across the city.

We have figures that show least 1200 places were available across the East wedge. From the breadth and range of opportunities that our multi-agency partners provided it would seem reasonable to indicate at least 5000 places were available citywide.

We already know from our partners in the city learning centres and study support centres that around 650 children and young people, aged from 8 to 13 years, attended a variety of courses that used the specialist facilities they have available, involving the majority of secondary schools and many primary schools. Some students gained ICT accreditation from their work, e.g. NCFE Level 2 Certificate in Interactive Media.

### **Feedback**

Although many services have yet to provide their analyses of how their summer provision was received, we know that at least one parent from Bramley summed up what was on offer in her child's cluster:

"The digital photography and ICT was very interesting, the Indian head massage was fantastic and relaxing, the grounds and facilities were brilliant – and to say that everything was free! The kids loved the park and the castle, seeing wildlife (squirrels, deer and a fox). A brilliant experience and I would love to come again. Thank you."

And consultation with parents from the Temple Newsam cluster told us:

"Excellent big range of activities. Never known so many activities in this area."

"Very good, I'm very impressed that there is so much on offer as the summer is a very long time to keep them occupied".

"I think it is really great and very educational. It's good that they are putting things on for families."

We have more feedback about summer activities in the Extended Services e-newsletter issue 3, to be published on Infobase and the Education Leeds website before the end of September.

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## Scrutiny Board (Children's Services) Inquiry

### 14-19 education review

#### Draft Terms of reference

#### 1.0 Introduction

- 1.1 In setting its work programme and priorities for 2008/09, the Children's Services Scrutiny Board decided that one of its key priorities for the coming year would be to continue its focus on 14-19 education<sup>1</sup>.
- 1.2 This inquiry builds on work done by the Scrutiny Board over a number of years, most recently last year, when young people at risk of becoming NEET (not in education, employment or training) were the focus of the board's work.
- 1.3 In order to decide on an appropriate and manageable focus for the inquiry, the board commissioned a working group from amongst its membership to scope the inquiry. The working group met with officers from Education Leeds on 3<sup>rd</sup> September 2008.
- 1.4 The working group were concerned to identify areas where the Scrutiny Board's input could add value to work already underway to improve education standards in Leeds, having regard to the proposed timescale for the inquiry.
- 1.5 There are significant national and local changes taking place in the learning landscape for this age group. These include changes to the curriculum and the introduction of diplomas; the increase in apprenticeships; the raising of the leaving age; the transfer of funding from the Learning and Skills Council to local authorities; new information, advice and guidance (IAG) requirements; the local review of college provision; and the ongoing development of trusts and academies.
- 1.6 The working group was given a brief introduction to the proposed confederation approach to future 14-19 partnership working across Leeds. Members also discussed a number of key questions that needed to be addressed to ensure that future models of delivery in Leeds will produce improved choice and outcomes for individual learners.
- 1.7 The inquiry ties in to priorities in the Leeds Strategic Plan, the Local Area Agreement and the Children and Young People's Plan, as well as the recommendations of the Joint Area Review.

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<sup>1</sup> All references to the 14-19 age group should be taken to extend to the age of 25 for young people with learning difficulties and disabilities.

## **2.0 Scope of the inquiry**

- 2.1 The purpose of the Inquiry is to make an assessment of and, where appropriate, make recommendations on how 14-19 provision in Leeds needs to develop in order to sustain the accelerated improvement in attainment in the medium term.

The inquiry will focus on how a new partnership approach to 14-19 provision will:

- Meet the needs and aspirations of all learners
- Meet the needs of society and the economy
- Improve the quality and efficiency of provision
- Deliver coherence, integration and impact in localities

- 2.2 The Board hopes that its findings will provide a timely and positive contribution to the management of change, as part of the longer term 14-19 review project.

## **3.0 Comments of the relevant director and executive member**

- 3.1 To be sought from Cllr Harker, Rosemary Archer and Chris Edwards.

## **4.0 Timetable for the inquiry**

- 4.1 The inquiry will take place between November 2008 and February 2009, with a view to issuing a final report in summer 2009.
- 4.2 The inquiry will conclude with the publication of a formal report setting out the board's conclusions and recommendations.
- 4.3 It is planned that the inquiry will include a range of visits to service providers and meetings with stakeholders to complement the evidence gathered in formal sessions.

## **5.0 Submission of evidence**

- 5.1 The following evidence will be considered by the Board

### **5.2 Session One – Scrutiny Board meeting - 13<sup>th</sup> November 2008**

To consider background information from Education Leeds on the national and local policy context in terms of the drivers for change in the provision of 14-19 learning, including

- New learning and training opportunities;
- Wider participation and personalisation;
- The proposed confederation model of partnership working
- Examples of successful partnership working both locally and nationally



#### 5.4 **Working Group activities**

- Visit to one or more other local authorities to discuss their approach to 14-19 collaboration
- Working group meetings with representatives of partners/stakeholders to discuss their roles in the future delivery of 14-19 education and training in Leeds:
  - Employers
  - Providers
  - Young people

#### 5.5 **Session Two – Scrutiny Board meeting - 8<sup>th</sup> February 2009**

To consider any outstanding issues arising from session one and the working group activities

To consider any updated information on developments since session one

To consider members' findings and to discuss issues arising with officers

To consider the board's emerging conclusions and recommendations to inform the production of the final inquiry report

#### 6.0 **Witnesses**

6.1 The following witnesses have been identified as possible contributors to the Inquiry:

- Education Leeds
- School representatives
- College representatives
- Learning and Skills Council
- Work-based learning providers
- Employer representatives
- Relevant council services – eg Regeneration, Jobs and Skills and Human Resources
- Other local authorities
- Integrated Youth Support Services
- Governors
- Young people
- Providers of relevant support services including council services, other statutory providers and voluntary agencies

## **7.0 Monitoring Arrangements**

- 7.1 Following the completion of the scrutiny inquiry and the publication of the final inquiry report and recommendations, the implementation of the agreed recommendations will be monitored.
- 7.2 The final inquiry report will include information on the detailed arrangements for monitoring the implementation of recommendations.

## **8.0 Measures of success**

- 8.1 It is important to consider how the Board will deem whether its inquiry has been successful in making a difference to local people. Some measures of success may be obvious at the initial stages of an inquiry and can be included in these terms of reference. Other measures of success may become apparent as the inquiry progresses and discussions take place.
- 8.2 The Board will look to publish practical recommendations.

## **Scrutiny Board (Children's Services)**

### **Inquiry into education standards – entering the education system**

#### **Terms of reference**

##### **1.0 Introduction**

- 1.1 During the 2007/08 municipal year, the Children's Services Scrutiny Board carried out an inquiry into education standards, and specifically the current support provided for young people at risk of becoming NEET (Not in Education, Employment or Training).
- 1.2 This inquiry developed out of the board's desire to look at education standards overall. However, a working group which was established in September 2007 to consider the issue concluded that in order to be effective, the board would need to focus their investigation on a specific area, and young people at risk of becoming NEET were identified as the immediate priority.
- 1.3 When the decision to focus on the this group was taken, members made it clear that they felt that early years and primary transition was another area in which a specific piece of work on education standards would be of value. As a result, they made a strong recommendation that this year's board carry out an inquiry on this topic.
- 1.4 The 2008/09 Children's Services Scrutiny Board agreed to take up this recommendation, and to carry out a further inquiry. This inquiry will tie in to priorities around early intervention and family support in the Leeds Strategic Plan and the Children and Young People's Plan, along with Local Area Agreement targets, and the board's role in monitoring performance.
- 1.5 In order to decide on an appropriate and manageable focus for the inquiry, the board commissioned a small working group from amongst its membership to scope the inquiry. The working group met with officers from Early Years and Education Leeds on 27<sup>th</sup> August 2008.
- 1.5 The working group were concerned to identify areas where the Scrutiny Board's input could add value to work already underway to improve education standards in Leeds, having regard to the proposed timescale for the inquiry.
- 1.6 The group identified two main areas of focus for the inquiry – namely the different methods used to assess education standards during early years, foundation and Key Stage 1 (KS1), and the way in which the information gathered is used by childcare and education providers, and shared between the many different organisations involved. This should enable the board to ascertain how continuity is maintained between the pre-school and school environments, and how children and families

requiring additional support are identified and assisted, with the overall aim of establishing how the best outcomes can be achieved for all children in this age group.

## **2.0 Scope of the inquiry**

2.1 The purpose of the Inquiry is to make an assessment of and, where appropriate, make recommendations on current methods of measuring attainment and standards for children aged 0-6, and whether the information gathered is being used effectively to improve outcomes. The inquiry will focus on the following areas:

- How information on attainment is collected by childcare providers, and in particular what impact the introduction of the Early Years Foundation Stage (EYFS) will have on this
- How this information is shared with primary schools
- How attainment is measured within primary schools, both on entry to foundation stage and at KS1
- More broadly, how the transition between pre-school provision and primary provision is managed
- How children at risk of under-achievement are identified at an early stage, and how information relating to them is shared between the different services involved
- How information about the needs of all children aged 0-6 and their families is collected and used by other services

## **3.0 Comments of the relevant director and executive member**

3.1 To be sought from Cllr Harker, Rosemary Archer, Sally Threlfall and Chris Edwards.

## **4.0 Timetable for the inquiry**

4.1 The inquiry will take place between December 2008 and March 2009, with a view to issuing a final report in summer 2009.

4.2 It is envisaged that the inquiry will take place over three sessions. The inquiry will conclude with the publication of a formal report setting out the board's conclusions and recommendations.

4.3 It is planned that the inquiry will include a range of visits to service providers to complement the evidence gathered in formal sessions.

## **5.0 Submission of evidence**

5.1 The following evidence will be considered by the Board

## 5.2 **Session One – 11<sup>th</sup> December 2008**

To consider background information from Education Leeds and Early Years on the national and local policy context in terms of measuring attainment for the 0-6 age group, and to examine the different methods used. In particular:

- The Early Years Foundation Stage. What this consists of, and the impact which its introduction will have on services in Leeds.
- Pilot Leeds Transition Document
- Assessment at the end of the Foundation Stage
- Assessment at KS1
- The way in which the data from each of these assessments is used by, and shared between, schools and other providers to improve outcomes

## 5.4 **Visits**

A number of visits will be organised to enable the Board to meet with relevant service providers. Exact locations to be confirmed.

## 5.5 **Session Two – 5<sup>th</sup> March 2009**

To consider background information from Education Leeds and Early Years on the way in which the transition from informal, non-statutory provision to formal, statutory education is managed, with focus on the following areas:

- How children at risk of underachievement are identified
- How they and their families are assisted at each stage of childcare and education up to the age of 6 (and beyond)
- How primary schools work with the huge variety of providers of pre-school care and education
- How the transition between pre-school provision and primary provision is managed to ensure that the best possible outcomes are achieved for all children

## 5.6 **Session Three – 5<sup>th</sup> March 2009**

To consider any outstanding issues arising from session one

To consider members' findings from the visits and to discuss issues arising from the visits with officers

To consider the board's emerging conclusions and recommendations to inform the production of the final inquiry report

## 6.0 **Witnesses**

- 6.1 The following witnesses have been identified as possible contributors to the Inquiry:
- Education Leeds staff
  - Early Years staff
  - School representatives
  - Representatives of different varieties of pre-school provision
  - Providers of relevant support services including council services, other statutory providers and voluntary agencies
  - Parents

## **7.0 Monitoring Arrangements**

- 7.1 Following the completion of the scrutiny inquiry and the publication of the final inquiry report and recommendations, the implementation of the agreed recommendations will be monitored.
- 7.2 The final inquiry report will include information on the detailed arrangements for monitoring the implementation of recommendations.

## **8.0 Measures of success**

- 8.1 It is important to consider how the Board will deem whether its inquiry has been successful in making a difference to local people. Some measures of success may be obvious at the initial stages of an inquiry and can be included in these terms of reference. Other measures of success may become apparent as the inquiry progresses and discussions take place.
- 8.2 The Board will look to publish practical recommendations.