



EXECUTIVE BOARD

Meeting to be held in Civic Hall, Leeds on
Wednesday, 24th January, 2007 at 1.00 pm

MEMBERSHIP

Councillors

A Carter (Chair)
D Blackburn
R Brett
J L Carter
R Harker
P Harrand
M Harris
J Procter
S Smith

K Wakefield
*J Blake

*non voting advisory member

A G E N D A

Item No K=Key Decision	Ward	Item Not Open		Page No
1			<p>APPEALS AGAINST REFUSAL OF INSPECTION OF DOCUMENTS</p> <p>To consider any appeals in accordance with Procedure Rule 25 of the Access to Information Procedure Rules (in the event of an Appeal the press and public will be excluded)</p>	
2			<p>EXCLUSION OF PUBLIC</p> <p>To agree that the public be excluded from the meeting during consideration of appendix 2 to items 7 and 8, Appendix 1 to item 12, the appendix to item 18 (to be circulated at the meeting) and appendices 1,2 and 4 to item 24 and appendix 1 to item 26</p>	
3			<p>LATE ITEMS</p> <p>To identify items which have been admitted to the agenda by the Chair for consideration</p> <p>(The special circumstances shall be specified in the minutes)</p>	
4			<p>DECLARATION OF INTERESTS</p> <p>To declare any personal/prejudicial interests for the purpose of Section 81(3) of the Local Government Act 2000 and paragraphs 8 to 13 of the Members Code of Conduct</p>	
5			<p>MINUTES</p> <p>To confirm as a correct record the minutes of the meeting held on 13th December 2006</p> <p><u>CHILDREN'S SERVICES</u></p>	1 - 12

Item No K=Key Decision	Ward	Item Not Open		Page No
6 K			<p>PERFORMANCE TARGETS FOR EDUCATION LEEDS: 2006</p> <p>To consider the report of the Director of Children's Services on the final performance assessment of Education Leeds under the 2001-2006 contract arrangements when measured against the Strategic Incentive Performance Targets for 2006 set under the contract.</p>	13 - 24
7		10.4(1, 2)	<p>ANNUAL REPORT ON STANDARDS IN LEEDS PRIMARY SCHOOLS</p> <p>To consider the report of the Chief Executive of Education Leeds on the performance of primary schools during 2005-6 and the action taken by Education Leeds to fulfil its responsibilities. Appendix 2 to this report is designated exempt under Access to Information Procedure Rule 10.4 (1) and (2)</p>	25 - 94
8		10.4(1, 2)	<p>ANNUAL REPORT ON STANDARDS IN LEEDS HIGH SCHOOLS</p> <p>To consider the report of the Chief Executive of Education Leeds on achievement in high schools over the last five years and on the strategies for improvement which have been employed. Appendix 2 to this report is designated exempt under Access to Information Procedure 10.4 (1) and (2)</p>	95 - 144
9 K	Garforth and Swillington		<p>GREAT PRESTON PRIMARY SCHOOL</p> <p>To consider the report of the Chief Executive of Education Leeds on the proposed scheme to provide Phase 2 of works at Great Preston Primary School to amalgamate the school onto one site.</p>	145 - 150
10			<p>THE EDUCATION AND INSPECTIONS ACT 2006</p> <p>To consider the report of the Chief Executive of Education Leeds outlining the main provisions of the Education and Inspections Act 2006</p>	151 - 156

Item No K=Key Decision	Ward	Item Not Open		Page No
11			<p>REVIEW OF 14-19 PROVISION IN LEEDS</p> <p>To consider the report of the Chief Executive of Education Leeds on the findings of the review of 14-19 provision in Leeds undertaken by Cambridge Education on behalf of the Learning and Skills Council and on the proposed next stage of development.</p>	157 - 180
12		10.4(3)	<p>LEEDS BUILDING SCHOOLS FOR THE FUTURE - SUBMISSION OF FINAL BUSINESS CASE</p> <p>To consider the report of the Deputy Chief Executive on progress of the Building Schools for the Future project. Appendix 1 to this report is designated exempt under Access to Information Procedure Rule 10.4(3)</p>	181 - 214
13			<p>BUILDING SCHOOLS FOR THE FUTURE - LEEDS LOCAL EDUCATION PARTNERSHIP</p> <p>To consider the report of the Deputy Chief Executive on proposed governance arrangements for a proposed Leeds Local Education Partnership and on the extent of the proposed financial investment by the Council</p> <p><u>ADULT HEALTH AND SOCIAL CARE</u></p>	215 - 224
14			<p>COMMISSIONING PLAN FOR DAY SERVICES FOR DISABLED PEOPLE UPDATE</p> <p>To consider the report of the Director of Adult Social Services on consultations undertaken with service users at the Clifford Brooke Resource Centre following the decision of the Board in October, on alternative provision for the service users and plans for the Resource Centre to vacate the Roundhay Road site by the end of March 2007</p> <p><u>CENTRAL AND CORPORATE</u></p>	225 - 228

Item No K=Key Decision	Ward	Item Not Open		Page No
15			<p>NARROWING THE GAP - ENGAGING THE PRIVATE SECTOR</p> <p>To consider the report of the Chief Officer (Executive Support) on a proposed project to generate additional private sector resources to support the 'narrowing the gap' corporate priority.</p>	229 - 238
16			<p>LEEDS CITY REGION LEADERS' BOARD AGREEMENT</p> <p>To consider the report of the Chief Executive on a proposed agreement to establish a joint committee to be known as the Leeds City Region Leaders' Board.</p> <p><u>DEVELOPMENT</u></p>	239 - 248
17 K			<p>INSPECTOR'S REPORT ON THE STATEMENT OF COMMUNITY INVOLVEMENT FOR LEEDS</p> <p>To consider the report of the Director of Development on the recommendations of the Inspector in relation to the Statement of Community Involvement and proposing that the Statement be amended in accordance with the recommendations.</p>	249 - 302
18 K	City and Hunslet	10.4(3)	<p>LAND AT PORTLAND GATE, LEEDS 1</p> <p>To consider the report of the Director of Development on the proposed disposal of C Car Park and the former Civic Hall Annex site to Leeds Metropolitan University following detailed negotiations between the university and the Development Department on a one to one basis. The appendix to the report is designated exempt under Access to Information Procedure Rule 10.4(3) and will be circulated at the meeting</p>	303 - 310

Item No K=Key Decision	Ward	Item Not Open		Page No
19	Otley and Yeadon		<p data-bbox="676 255 1023 286">OTLEY CIVIC CENTRE</p> <p data-bbox="676 331 1374 472">To consider the report of the Director of Development on the alternative courses of action available with regard to the future of Otley Civic Centre.</p> <p data-bbox="676 544 1230 575"><u>NEIGHBOURHOODS AND HOUSING</u></p>	311 - 320
20			<p data-bbox="676 685 1246 752">DEPUTATION TO COUNCIL - ANIMAL WELFARE CHARITIES</p> <p data-bbox="676 797 1406 976">To consider the report of the Director of Neighbourhoods and Housing in response to the deputation to the Council meeting on 1st November 2006 with regard to animal welfare problems, particularly in Council homes.</p>	321 - 324
21	Chapel Allerton		<p data-bbox="676 1043 1286 1111">CHAPELTOWN COMMUNITY SERVICES REVIEW</p> <p data-bbox="676 1155 1398 1402">To consider the report of the Director of Neighbourhoods and Housing on the findings of a community facilities review in the Chapeltown area following the attendance of a deputation on behalf of the Chapeltown Community Centre Action Group at the Council meeting on 28th February 2006</p>	325 - 344
22			<p data-bbox="676 1469 1342 1536">RESPECT AREAS AND THE IMPLICATIONS FOR LEEDS CITY COUNCIL</p> <p data-bbox="676 1581 1398 1850">To consider the report of the Director of Neighbourhoods and Housing on this major government initiative to broaden the drive to address anti-social behaviour, on the implications of the City Council becoming a Respect Area and on activity planned and underway in Leeds that will contribute to this agenda</p>	345 - 350

Item No K=Key Decision	Ward	Item Not Open		Page No
23	Various		<p>NEIGHBOURHOOD RENEWAL FUND</p> <p>To consider the report of the Director of Neighbourhoods and Housing on the Neighbourhood Renewal Fund grant allocation for Leeds, the process undertaken with partners to develop a forward programme and the recommended programme for 2007/08</p>	351 - 364
24	Beeston and Holbeck; City and Hunslet;	10.4(3)	<p>REGENERATION OF BEESTON HILL AND HOLBECK</p> <p>To consider the report of the Director of Neighbourhoods and Housing on the proposed acquisition and clearance of 16 properties within Holbeck and on proposals for Beeston Group repair Phase 3 – an external enveloping Scheme to extend the life of approximately 50 properties by 30 years both to be funded from Regional Housing Board capital grant. Appendices 1,2 and 4 to this report are designated exempt under Access to Information Procedure Rule 10.4(3)</p>	365 - 390
25			<p>SALE OF LAND AT ARGIE AVENUE/EDEN MOUNT, KIRKSTALL</p> <p>To consider the report of the Director of Neighbourhoods and Housing on a proposed disposal of land at Argie Avenue/Eden Mount, Kirkstall to the Home Housing Association at less than best consideration to facilitate the building of 17 affordable family houses for shared ownership.</p> <p><u>LEISURE</u></p>	391 - 398
26 K		10.4(3)	<p>CITY MUSEUM</p> <p>To consider the report of the Director of Learning and Leisure on the current and anticipated budget shortfall for the City Museum scheme and on proposals to meet the shortfall Appendix 1 to the report is designated exempt under Access to Information Procedure Rule 10.4(3)</p>	399 - 410

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EXECUTIVE BOARD

WEDNESDAY, 13TH DECEMBER, 2006

PRESENT: Councillor A Carter in the Chair

Councillors D Blackburn, J L Carter,
R Harker, P Harrand, M Harris, J Procter,
S Smith, K Wakefield and J Blake

Councillor J Blake – Non Voting Advisory Member

115 Exclusion of Public

RESOLVED – That the public be excluded from the meeting during consideration of the following parts of the agenda designated as exempt on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the public were present there would be disclosure to them of the exempt information so designated as follows:

- (a) The appendix to the report referred to in minute 127 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that the public interest in maintaining the exemption outweighs the public interest in disclosing the information as disclosure would, or would be likely to prejudice the commercial interests of the Council.
- (b) The appendix to the report referred to in minute 131 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that the public interest in maintaining the exemption outweighs the public interest in disclosing the information, by reason that it contains commercially sensitive information about consortia involved in a competitive procurement.
- (c) The appendix to the report referred to in minute 134 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that the public interest in maintaining the exemption outweighs the public interest in disclosing the information by reason of the fact that the continued operation of the organisation which provides a valuable service to the community, could be put at risk.
- (d) The appendix to the report referred to in minute 137 on the grounds that the public interest in maintaining the exemption outweighs the public interest in disclosing the information as disclosure would, or would be likely to prejudice the commercial interests of the Council in any negotiations with operators, developers and funders of the proposed arena development.
- (e) The appendix to the report referred to in minute 140 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that the public interest in maintaining the exemption outweighs the public interest in disclosing the information by reason of the fact that it contains commercially sensitive information which, if disclosed, could be prejudicial to negotiations in respect of the disposal of these assets.

116 **Late Items**

There were no late items but the Chair did refer to supplementary information provided since the despatch of the agenda as follows:

- Minute 137 - A summary of the outcome of consultations on the key findings and recommendations contained in the PMP consultants report.
- Minute 138 - A supplementary report on a minor amendment to the Local Development Framework Annual Monitoring Report.
- Minutes 137 & 140 - A supplementary report on the public interest test to be applied to the exempt appendices.
- Minute 140 - A decision of the NW (Inner) Area Committee taken on 7th December 2006 and relevant to this matter.

117 **Declaration of Interests**

Councillor Harris declared personal and prejudicial interests in the item relating to the Cemeteries and Crematoria Strategy (minute 128) in relation to Jewish community interests in this matter and the proposed multi purpose arena development (Minute 137) in relation to his personal commercial activities.

Councillors Blake and Harrand declared personal interests in the item relating to Making Leeds Better (Minute 129) as members of the Making Leeds Better project board.

118 **Minutes**

RESOLVED – That the minutes of the meeting held on 15th November 2006 be approved.

NEIGHBOURHOODS AND HOUSING

119 **The Future of Arms Length Management Organisations in Leeds**

The Director of Neighbourhoods and Housing submitted a report providing feedback on the proposals for Area Panels as discussed at Executive Board in October 2006 and presenting proposals for the relationship between the new ALMOs and the existing ALMOs during the transition period.

RESOLVED – That approval be given to the proposals for establishing the new companies, the winding up of the old Boards and the proposal to make the new company Board members responsible for the old companies.

(Under the provisions of Council Procedure Rule 16.5 Councillor Wakefield required it to be recorded that he abstained from voting on this decision).

120 Home Energy Conservation Act - 10th Annual Report

The Director of Neighbourhoods and Housing submitted a report on the annual report as required by the Home Energy Conservation Act.

RESOLVED – That the report and the submission of the tenth annual Home Energy Conservation Act progress report to the Government Office for Yorkshire and the Humber be noted.

121 Updated Supporting People strategy

The Director of Neighbourhoods and Housing submitted a report seeking approval to the updated Supporting People Strategy.

RESOLVED – That the report be noted and that the updated Supporting People Strategy be approved.

122 Burley Lodge - Group Repair

The Director of Neighbourhoods and Housing submitted a report on the allocation of a capital grant of £7.18m by the Regional Housing Board for a long term housing market renewal programme, on the anticipated allocation of a further £6.39m and on the proposal to utilise £2.15m of the allocation on an external enveloping scheme, the purpose of which is to extend the life of 50 properties in the Burley Lodge area by 30 years.

RESOLVED – That approval be given to the injection into the capital programme of £2.15m of Regional Housing Board money and of £221,500 from owner occupiers, that scheme expenditure of £2,371,500 be authorised and that a report be brought back to a future meeting of this Board on progress of the scheme.

CHILDREN'S SERVICES

123 Review of Primary Provision in Alwoodley Primary Planning Area

Further to minute 57 of the meeting of the Board held on 20th September 2006 the Chief Executive of Education Leeds submitted a report on the outcome of consultation undertaken on the proposed closure of Fir Tree and Archbishop Cranmer Church of England (Aided) Primary Schools and the establishment of a one and a half form entry primary school, with a Children's Centre, on the Archbishop Cranmer site.

Reference was made to letters received by members from the governors of Fir Tree Primary School expressing support for the proposals and from Councillors R D and Mrs R Feldman with regard to health provision in the area.

RESOLVED –

- (a) That a statutory notice be published to:
 - (i) close Fir Tree Primary School on 31st August 2007
 - (ii) close Archbishop Cranmer Church of England (Aided) Primary School on 31st August 2007

- (b) That it be noted that in line with statutory requirements, the Church of England Diocese will publish the notice to establish a one and a half form entry Voluntary Controlled Church of England Primary School on the Archbishop Cranmer site on 1st September 2007
- (c) That the Director of Children's Services be authorised to agree the text of Education Leeds response to any representations received before submission to the School Organisation Committee.
- (d) That the relevant Primary Care Trust be requested to consider the potential for improved health provision in the area arising from these proposals.

124 Review of Primary Provision in Meanwood Primary Planning Area

Further to minute 14 of the meeting of the Board held on 14th June 2006 the Chief Executive of Education Leeds submitted a report summarising the representations received in respect of the statutory notice to close Miles Hill Primary School and Potternewton Primary School in August 2007 and to establish a one and a half form entry primary school on the current Potternewton site in September 2007.

RESOLVED –

- (a) That having considered the representations received, authority be given to proceed with the proposal to close Miles Hill Primary School and Potternewton Primary School on 31st August 2007 and to establish a one and a half form entry school in the existing Potternewton building on 1st September 2007.
- (b) That it be noted that as a result of the representations the determination of the notice will fall to the School Organisation Committee.
- (c) That the comments prepared by Education Leeds and contained in the report be approved as the Local Authority's response to the representations received.

(Under the provisions of Council Procedure Rule 16.5 Councillor Wakefield required it to be recorded that he voted against this decision).

125 Review of Residential Children's Homes

The Chief Social Services Officer and the Director of Children's Services submitted a report on the key focus, process, findings, recommendations and suggested actions for improvements arising from a review of children's residential homes in Leeds undertaken over 2005/06.

RESOLVED –

- (a) That the key issues arising from the residential review as set out in the submitted report be noted and that approval be given to the intention to develop an Improvement Plan based on the Improvement Priorities set out in paragraph 3.29 of the report.
- (b) That Holmefield Children's Home be closed at the end of February 2007, subject to alternative suitable care arrangements having been identified and secured for the young people who live there.

LEISURE

126 Leeds Playing Pitch Strategy

The Director of Learning and Leisure submitted a report on developments in the Playing Pitch Strategy since its adoption in 2003, the requirement to update the strategy, the issues currently impacting on the development of the strategy and service delivery and the financial input required to ensure its successful implementation.

RESOLVED –

- (a) That the designation and allocation of pitches on all Parks and Countryside sites be managed in accordance with the overall Playing Pitch Strategy for the City as a whole.
- (b) That in respect of Education Leeds sites, all spare additional capacity, over and above that required for school use (including school team activities), be reserved for community use and allocated in accordance with the Playing Pitch Strategy; only where community groups show no interest should third party use be promoted.
- (c) That the Director of Learning and Leisure be instructed to include an update on the impact on sports provision both on and off school sites when subsequent Business Cases for the Building Schools for the Future programme are considered.
- (d) That the proposed pilot project to promote an increased community use of facilities provided through the Combined Secondary School PFI project through the Playing Pitch Strategy team be noted.
- (e) That the estimated cost of refurbishment of sports pitches and changing facilities across the City be noted and that Council officers and external funding bodies be encouraged to prioritise grants and external funding to outdoor sports facilities.
- (f) That the significant capital funding gap which will inevitably increase without investment be noted and that a further report on developments be brought to this Board towards the end of 2007.

127 Swimming and Diving Centre, John Charles Centre for Sport

The Director of Learning and Leisure submitted a report on the current budget shortfall in respect of the above development and on action taken and proposed to be taken to meet the current shortfall.

Appendix 1 to the report was designated exempt under Access to Information Procedure Rule 10.4(3) and was circulated at the meeting.

Following consideration of the exempt appendix in private at the end of the meeting it was

RESOLVED – That the recommendations identifying funding to make up the current budget shortfall, as contained in the exempt appendix 1 to the report, be approved.

128 Review of the Cemeteries and Crematoria Strategy - Cemetery Provision for East and North East Leeds

Referring to minute 247 of the meeting held on 22nd March 2006 the Director of Learning and Leisure and Director of Development submitted a joint report on a review of the Cemeteries and Crematoria 50 Year Strategy in relation to cemetery provision in East and North East Leeds.

RESOLVED –

- (a) That negotiations continue for the acquisition of Green View Mount and extension of Harehills Cemetery, and that £40,000 be realigned from the current capital scheme to fund site investigation and feasibility studies.
- (b) That an option appraisal and feasibility study into the suitability of Killingbeck Site A be undertaken and that £40,000 to undertake this work be allocated from the current capital scheme; the areas of investigation to include access to Foundry Lane, negotiations with the Killingbeck developer and the impact on the adjacent flood plain.
- (c) That the Whinmoor Grange site should accommodate a 5 acre cemetery which will allow for burials in North East and East Leeds for the next 25 years.
- (d) That a working group be established to examine the feasibility of a Trust for the Muslim part of the Cemetery and that the Member Management Committee be requested to determine the members representatives on the group.
- (e) That a report be brought back to this Board on completion of the feasibility studies for Green Mount View, Killingbeck Site A and Whinmoor Grange to confirm the course of action to be taken.

(Having declared a personal and prejudicial interest, Councillor Harris left the meeting during consideration of this matter).

(Under the provisions of Council Procedure Rule 16.5 Councillor Wakefield required it to be recorded that he abstained from voting on this decision).

ADULT HEALTH AND SOCIAL CARE

129 Making Leeds Better - Strategic Services Plan

The Director of Adult Social Services submitted a report on the progress towards preparing the Outline Business Case and the statutory public consultation under the Making Leeds Better programme and on widespread consultation and engagement which has led to the identification of six key themes, which will require addressing prior to formal public consultation.

RESOLVED –

- (a) That the position outlined in section 2 and appendix 1 of the report with regard to the proposals for Making Leeds Better be noted.
- (b) That the six themes which the Making Leeds Better team have identified through an analysis of the initial phase of consultation be noted.

- (c) That the implications for social care and other City Council responsibilities with regard to the six themes be noted.
- (d) That the Leeds Health and Social Care Scrutiny Board in partnership with the Scrutiny Boards of adjoining authorities be requested to continue their oversight of the consultation process.

130 Star Rating for Adult Social Care Services

The Director of Adult Social Care Services submitted a report on the assessment of the Council's performance, under the Department of Health Performance Assessment Framework, from the Commission for Social Care Inspection.

RESOLVED – That the report and the attached Performance Review Report from the Commission for Social Care Inspection for adult social care services be noted.

131 Independent Living Project - Ground Investigation Survey

The Chief Social Services Officer and Director of Development submitted a report outlining the current position with regard to ground investigation surveys in the Independent Living Project.

Appendix 1 to the report was designated exempt under Access to Information Procedure Rule 10.4(3).

Following consideration of the exempt appendix in private at the conclusion of the meeting it was

RESOLVED –

- (a) That officers be authorised to negotiate with Bidders to agree that only in the event of the City Council withdrawing from the procurement, and provided that the full benefit of the ground investigation surveys passes to the Council, that the Council reimburses costs incurred by Bidders in relation to ground investigation surveys.
- (b) That the Deputy Chief Executive be authorised as Chair of the Project Board, and with the concurrence of two of the Board members, to agree the final terms of the agreement and take any other necessary action to conclude the agreement.
- (c) That the resource implications as outlined at point 5.2 of the report be noted.

CENTRAL AND CORPORATE

132 Provisional Local Government Finance Settlement 2007/08

The Director of Corporate Services submitted a report on the provisional Local Government Revenue Support Grant Settlement for 2007/08 which was announced on 28th November 2006.

RESOLVED – That the report be noted.

133 Strong and Prosperous Communities White Paper

The Chief Officer Executive Support submitted a report summarising the contents of the White Paper and recommending that more detailed reports examining the implications of the White Paper for Leeds are prepared for the Executive Board.

RESOLVED – That a series of more substantive papers be brought to this Board and other relevant committees identifying the implications for Leeds City in the key areas outlined in the White Paper.

134 Hunslet Hawks RLFC

The Director of Corporate Services and Director of Learning and Leisure submitted a joint report on a proposal to offer financial support and guidance to Hunslet Hawks RLFC.

Appendix 1 to the report was designated exempt under Access to Information Procedure Rule 10.4(3).

Following consideration of the exempt appendix in private at the conclusion of the meeting it was

RESOLVED – That, in recognition of the community work provided by the club, a grant of £30,000 be authorised.

135 Annual Report on Corporate Risk Management Arrangements

The Director of Corporate Services submitted a report on the Council's risk management arrangements in line with the corporate policy which was approved in February 2005.

RESOLVED – That the report be noted together with the progress made in implementing and embedding risk management within the management culture of the Council.

136 Corporate Community Engagement Policy and Toolkit

The Chief Officer Executive Support submitted a report presenting the Community Engagement Policy and the Community Engagement Toolkit for approval and adoption. The policy sets out the Council's overall approach to community engagement and is complemented by the toolkit which is a comprehensive guide to good practice, both being key components of the Council's strategic approach towards joined-up consultation and engagement.

RESOLVED –

- (a) That approval be given to the principles set out in the Community Engagement Policy and that it be adopted.
- (b) That the Community Engagement Toolkit be approved and adopted as the key point of reference and good practice for council staff and members when carrying out effective community engagement and consultation.

DEVELOPMENT

137 Proposed Multi Purpose Arena Development

The Director of Learning and Leisure and Director of Development submitted a joint report on proposals to progress the proposed multi purpose arena development in Leeds. The Director of Development presented a summary of the consultation undertaken with the Leeds Chamber of Commerce, Leeds Chamber Property Forum Steering Group and Leeds Civic Trust on the key findings and recommendations in the PMP consultants' report and on the recommendations made to this Board.

Appendix 1 to the report was designated exempt under Access to Information Procedure Rule 10.4(3).

Following consideration of the exempt appendix in private at the conclusion of the meeting it was

RESOLVED –

- (a) That the findings and recommendations contained in the PMP consultants' report on the proposed funding and procurement of a multi purpose arena and associated facilities be supported.
- (b) That approval be given to the proposed delivery plan to be pursued by the City Council to select an operator and developer/funder for the development of a multi purpose arena and associated facilities.
- (c) That the requirement for up to £20m as the public sector investment limit needed to facilitate the development of a multi purpose arena in the City be acknowledged.
- (d) That authority be given for the ongoing appointment of PMP Consultants to project manage the implementation of the detailed delivery plan to select a preferred operator and developer/funder to develop a multi purpose arena and associated facilities.
- (e) That authority be given for an injection of up to £235,000 into existing Capital Scheme No 12589/ARE and the incurring of expenditure of up to £535,000 for the appointment of consultants and internal City Council fees to project manage the detailed delivery plan.
- (f) That the project governance arrangements to be established to guide, manage and control the successful delivery of the next phase of the project to procure an operator and developer/funder for the development of a multi purpose arena be noted.
- (g) That the Director of Development respond to the parties referred to in the consultation in the terms now discussed.

138 Leeds Local Development Framework Annual Monitoring Report

The Director of Development submitted a report presenting the Local Development Framework Annual Monitoring Report for submission to the Secretary of State pursuant to Regulation 48 of the Town and Country Planning (Local Development) (England) Regulations 2004.

A supplementary report with regard to a minor amendment to the monitoring report had been circulated in advance of the meeting.

RESOLVED – That, subject to the inclusion of the minor amendment contained in a supplementary report, the Local Development Framework Annual Monitoring Report 2006 be approved for submission to the Secretary of State pursuant to Regulation 48 of the Town and Country Planning (Local Development) (England) Regulations 2004.

139 New Horizons School

Further to minute 56 of the meeting of the Board held on 21st September 2006 the Director of Development submitted a report on options in respect of the Council owned property, Newton Hill House, Chapeltown and on the proposed disposal of the site to the trustees of the New Horizons school at less than best consideration.

The report examined the options of the Council seeking to take possession of the building on the basis of the rent arrears outstanding, of seeking to complete the lease agreement with the trustees as previously approved by this Board or of seeking to dispose of the freehold of the building to the trustees.

RESOLVED –

- (a) That, should the trustees of the New Horizons School agree to acquire the freehold of Newton Hill House from the Council for the sum of £465,000, then officers be instructed to expedite the disposal with each party meeting its own legal and surveyor costs and that current rent arrears of £15,000 to be written off under this option.
- (b) That, should the trustees of the New Horizons School not agree to acquire the freehold of Newton Hill House from the Council for the sum of £465,000, officers be instructed to seek immediate repayment of rent arrears outstanding and the signing of the lease and should this fail, to take any recovery action appropriate in the circumstances.

140 Headingley Primary School

The Director of Development submitted a report on a proposal to market Headingley Primary School for disposal to support the Capital Receipts programme.

The report addressed issues raised through the evaluation of a request from Headingley Development Trust that the disposal should be postponed whilst the Trust further develops its business case and seeks funding to support an application for the ownership of the property to be transferred to the Trust at nil or less than best consideration.

The report recommended that the request should be declined because of the loss of the envisaged capital receipt, the questions about the extent to which the Headingley Development Trust's business case can be delivered and because of the risks to which the Council would be exposed.

Reference was made to the decision of the North West (Inner) Area Committee of 7th December 2006.

Appendix 1 to the report was designated exempt under Access to Information Procedure Rule 10.4(3).

Following consideration of the exempt appendix in private at the conclusion of the meeting it was

RESOLVED –

- (a) That the Headingley Development Trust be advised that by 30th June 2007, it must submit to the Director of Development final proposals and business case demonstrating to the Council that all the necessary capital funding for its proposal has been secured and that the proposals make no assumptions which would carry with them revenue budget consequences for the City Council.
- (b) The Board notes that funding previously allocated to the Primary School Review will now be delayed or foregone and requests the Director of Corporate Services to review the Capital Programme accordingly and to make recommendations as to how the impact of this can be mitigated.

(Under the provisions of Council Procedure Rule 16.5 Councillor Wakefield required it to be recorded that he abstained from voting on this decision).

141 Request to Commence CPO Proceedings at Hall Farm , Micklefield

The Director of Development submitted a report seeking authority to make a Compulsory Purchase Order (CPO) to acquire a strip of land to deliver a tree belt adjoining a residential development at Hall Farm, Micklefield.

RESOLVED –

- (a) That subject to the prior completion of appropriate indemnity and development agreements and the identification of an alternative funding stream, the Council makes a Compulsory Purchase Order under the provisions of Section 226(1)(b) of the Town and Country Planning Act 1990 as amended by the Planning and Compulsory Purchase Act 2004 and Section 13 of the Local Government (Miscellaneous Provisions) Act 1976 for the acquisition of land within the area shown on Plan No 1 attached to the submitted report for the purpose of securing the planting of a tree belt.
- (b) That officers be authorised to take all necessary steps to secure the making, confirmation and implementation of the Compulsory Purchase Order including:
 - (i) the publication and service of all notices and the presentations of the Council's case at any Public Inquiry
 - (ii) approving the acquisition of interests in land within the compulsory purchase order either by agreement or by way of compulsory powers
 - (iii) approving agreements with land owners setting out terms for the withdrawal of objections to the Order, including where appropriate seeking exclusion of land from the Order and/or making arrangements for relocation of occupiers

Draft minutes to be approved at the meeting to be held on Wednesday, 24th January, 2007

- (iv) to authorise officers to enter into negotiations and to provisionally agree the terms of an appropriate indemnity agreement and any other agreements required to facilitate the scheme on detailed terms to be approved by the Director of Development.

142 Refurbishment of Mid Albion Street

The Director of Development submitted a report on a proposed scheme for the refurbishment of the mid section of Albion Street to a comparable standard to the Briggate refurbishment.

RESOLVED – That the scheme design as outlined in the report be approved and that the release of scheme expenditure in the total sum of £1,382,000 be authorised.

DATE OF PUBLICATION: 15TH DECEMBER 2006
LAST DATE FOR CALL IN : 22ND DECEMBER 2006 (5.00 PM)

(Scrutiny Support will notify relevant Directors of any items Called In by 12.00 noon on 27th December 2006)



Originator: K H Burton

Tel: 3950216

Report of the Director of Children's Services

Executive Board

Date: 24th January 2007

Subject: Performance Targets for Education Leeds: 2006

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call In

Not Eligible for Call In
(Details contained in the report)

1.0 PURPOSE OF THE REPORT

1.1 To report on the final performance assessment of Education Leeds under the 2001 – 2006 contract arrangements when measured against the Strategic Incentive Performance Targets for 2006 set under that contract.

2.0 BACKGROUND

2.1 The Strategic Incentive Performance Targets were a key aspect of the Council's first contract with Education Leeds. They are not a feature of the latest contract. However, the final performance assessment under the first contract relates to data up to August 31st 2006 and therefore has to be completed after the expiry of that contract. Strategic Incentive Performance Targets relate to educational performance and organisational issues. For each target a number of incentive points are allocated. For the remainder of this report the Strategic Incentive Performance Targets will be referred to simply as 'targets'.

2.2 Section 3 of the report considers the performance of Education Leeds measured against the targets for 2006.

2.3 The targets for 2006 were agreed by Executive Board in March 2005 following consideration by the Scrutiny Board (Lifelong Learning and Leisure) and wider consultation.

2.4 As there was no OfSTED inspection visit in the 2006 period, Education Leeds have submitted a self-assessment of their performance against Judgement Recording Statement scores (JRS) up to 31 August 2006. An independent panel was established to consider the self-assessment return. The Panel's considerations are detailed in Appendix 2.

3.0 PERFORMANCE AGAINST THE 2006 TARGETS

- 3.1** An analysis of the points score is provided in Appendix 1.
- 3.2** The 2006 targets included value-added comparative performance. This requires reference to value-added performance tables published by the DfES. The publication of these tables has been delayed this year due to challenges over data. This means that judgements against four indicators, potentially yielding 2 points, has been delayed. As a result, this report was postponed from the agenda for the December Executive Board. However, with the data still outstanding in January it is proposed that the provisional points score for the 2006 targets is calculated at 23 incentive points and that the Director of Children's Services be authorised to make any supplementary payment necessary under the scheme upon the receipt of final national comparator data that could not be included in this report.
- 3.3** 23 points represents "very good" performance under the terms of the original contract between the Council and Education Leeds.
- 3.4** Under the original contract with Education Leeds, a payment of £14,000 is due for each incentive point achieved in 2006.
- 3.5** Therefore, the outstanding incentive payment due to Education Leeds under the original contract for the 2006 targets is £322,000. This is calculated by multiplying 23 points by £14,000.
- 3.6** Members' attention is drawn to Appendix 2, particularly the final paragraphs where progress in the performance by Education Leeds is commented upon favourably by the independent panel and some pointers to ensuring continuing good progress are provided.

4.0 BUDGET IMPLICATIONS

- 5.1** The payment due for the 2006 targets is fully covered in the 2006/7 Education Client budget.

6.0 RECOMMENDATIONS

- 6.1** Executive Board is asked to:
- a) note the very good performance of Education Leeds against the 2006 targets contained in the original contract;
 - b) agree an incentive payment of £322,000; and
 - c) authorise the Director of Children's Services to make any supplementary payment necessary under the scheme, upon the receipt of final national comparator data that could not be included in this report, in accordance with paragraph 3.2 of this report.

1.1.1 Background Papers

- Leeds City Council – Documents Related to Education Leeds Limited – 30 March 2001
- Scrutiny Board LLL 13th September 2001 'Proposed Procedures And Timetable For Agreeing New Strategic Incentive Performance Targets For Education Leeds'
- Scrutiny Board LLL 1st November 2001 'Draft Position Paper For Strategic Incentive Performance Targets 2003 Discussions'
- Scrutiny Board LLL 21st February 2002 'Strategic Incentive Performance Targets 2003'
- Executive Board 28th November 2001 'Education Leeds: Strategic Incentive Performance Targets 2002-2003'.
- Executive Board 13th November 2002 'Strategic Incentive Performance Targets for Education Leeds'
- Executive Board 10th December 2003 'Strategic Incentive Performance Targets 2005'
- Scrutiny Board 8th January 2004 'Strategic Incentive Performance Targets 2003 & 2005
- Scrutiny Board 4th March 2004 'Strategic Incentive Performance Targets 2005'
- Executive Board 19th March 2004 'Strategic Incentive Performance Targets 2005'
- Executive Board 9th March 2005 'Strategic Incentive Performance Targets 2006'
- Executive Board December 2005 'Performance Targets For Education Leeds: 2005'

ANALYSIS OF INCENTIVE POINTS ACHIEVED AGAINST 2006 TARGETS

(1) OfSTED Category	2005 score (SIPT Panel)	(2) 2006 Independent Panel Validation	(3) Incentive Points Generated for Average Score	(4) % Progress 2005 to 2006	(5) % Progress Score	(3)+(5) Total Incentive Points awarded	
Corporate strategy and LEA Leadership	2.5	2.0	2	25	3	5	
Strategy for education and its implementation	3.14	2.78	2	13	3	5	
Support for school leadership and management	3.6	3.00	1	20	3	4	
Support for SEN	2.25	2.25	2	-	-	2	
Social Inclusion	3.75	3.0	1	25	3	4	
						Result (actual)	20
						Result (capped)	15

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Overall score from verified self-evaluation 2005	Overall score from verified self-evaluation 2006	Incentive points generated
3	3	5
Result		5

TARGET TYPE	INCENTIVE POINTS EARNED
Pupil Data	2 (provisional)* *4 national results awaited
Social Inclusion	1
Ethnic Achievement	0
Organisational Indicators (Ofsted categories) (see above 15 + 5)	20
TOTAL INCENTIVE POINTS	23*

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STRATEGIC INCENTIVE PERFORMANCE TARGETS (SIPT) PANEL

Report and recommendations: November 2006

1. Process.

1.1. During November the Panel considered the self-assessment reviews by Education Leeds (EL) of key areas of their work during the period since the 2005 self-evaluation. The reviews cover the year up to 31st August 2006 (including examination results from Summer 2006). It does not take account of events since then. The report validates and comments on the grades proposed by Education Leeds.

1.2. The Panel undertook its work in meetings and by electronic communication. Meetings included discussion with strategic managers of Education Leeds to clarify aspects of the self-assessment and service performance. The Panel also took into account the 2005 and 2006 Audit Commission School Surveys. Documentation was based on the Ofsted self-evaluation process which was used nationally until the Ofsted LEA inspection regime ended in Spring 2005. Evidence was prepared electronically by Education Leeds and comprised an assessment against the Ofsted Judgement Recording Statements (JRSs), supported by electronically-linked documents. Copies of the documentation and other information requested by the Panel are available in the Members' library.

This will be the last report by the SIPT Panel as it relates to the final period of the partnership contract with Capita.

1.4. The Panel met in the Merrion Centre on 3rd and 13th November and with Education Leeds staff on 17th November at Weetwood Hall.

Members:

Nick Henwood	External Independent Adviser (Chair)
Keith H Burton	Deputy Director of Children's Services
Diane Reynard	Headteacher (SILC)
John Townsley	Headteacher (High)
Alan Tootill	Headteacher (Primary)
Stephen Rennie	Governor
Eileen Hallas	Governor

2. Overall Performance

Judgement	2005 Education Leeds Self-evaluation.	Education Leeds Self-evaluation 2006	SIPT Validated score
Overall performance	3 (Ofsted 0.2 grade: "Overall Effectiveness")	3	3

2.1. Education Leeds judged that performance overall remains highly satisfactory, as it was at the time of the 2004 inspection and the 2005 self-evaluation. The panel agrees with that overall judgement.

2.2. The Panel's task was to validate evidence of actual improvement in terms of outcomes for learners and schools. The Panel looked in detail at areas where the self-assessment indicated an improved grade.

2.3. In general the Panel felt that the process of self-evaluation had been robust and that is reflected in the number of evaluation grades which the Panel supports. This year the self-evaluation identified improvement in 11 areas, compared with 4 in 2005. Nine of the improved scores increased the grade by one point; the remaining two areas were self-assessed as improving by two points. There were two areas where, on the basis of the evidence available, the panel concluded that the improvement in the self-assessment grade could not be supported. They are described in paragraph 3.2.

2.4. Part of the work of the panel involves looking carefully at changes between the 2005 and 2006 Audit Commission Schools Surveys and the Education Leeds self-evaluation (also using the 2004 Ofsted inspection for comparison). That is not a simple task, because some questions have changed over time, complicating direct comparison. The panel noted a number of areas where the survey identified an apparent worsening in satisfaction as 'significant'. The role of the Panel is confined to validation of the self-evaluation, and not to identify the reasons for this shift. Our conclusions are therefore based on the evidence before us. It will be important to watch trends in the school survey over time to assess the real significance of any changes.

3. Validation.

3.1. Areas reviewed

After taking an overview, the Panel agreed to continue the previous practice of providing a commentary where the overall assessment had changed from the previous year or could not be supported. It took particular notice of areas where schools appear much less satisfied than the assessment indicates. The Panel reviewed all areas where self-assessment indicated an improvement in grade since the 2005 self-evaluation. These are listed in paragraph 3.2. Below.

3.2. Areas reviewed in detail, with summative comments.

JRS	Title and Panel Comment	2005 Self-assessment	2006 Education Leeds Self-assessment	2006 SIPT Panel Validation
JRS 1.5	The extent to which the LEA has in place strategies to promote continual improvement including Best Value <i>Comment: The self-evaluation showed continued improvement in this area, which is now strong.</i>	3	2	2
JRS 1.8	The effectiveness of partnerships and collaboration between agencies in support of priorities <i>Comment: In addition to important developments in partnership with schools, there was also evidence of increasing work with other agencies, both within Leeds and more broadly.</i>	3	2	2

JRS 2.2	<p>The progress in implementing the LEA's strategy for school improvement</p> <p><i>Comment: Improving outcomes in a significant number of areas reflect the continued development and strengthening of support for school improvement.</i></p>	4	3	3
JRS 2.7	<p>The effectiveness of LEA identification of and intervention in under-performing schools.</p> <p><i>Comment: Leeds is now well below the national average and, at the time of the self-evaluation (end of August) had no schools in Ofsted categories and a range of differentiated strategies in place to support under-performing schools.</i></p>	4	3	3
JRC 2.8	<p>The effectiveness of the LEA in discharging asset management planning</p>	3	2	2
JRS 3.9c	<p>The effectiveness of its (the LEA's) services to support school management: property services</p> <p><i>Note: The Panel considered 2.8 and 3.9c together because of their obvious interconnection, also reflected in the way the self-evaluations were presented.</i></p> <p><i>The evidence supported the high self-evaluation in respect of recent capital developments, where the successful identification of resources and the detailed planning with schools for implementation is undoubtedly very good. That process inevitably does not reach all schools and we identified scope to increase overall school engagement and awareness – which is not yet at the same high level as in, say, school effectiveness issues.</i></p> <p><i>We were not yet able to agree the initial self-assessment of property services as a "good" service. It is not well perceived by schools (on the basis of the AC survey) and does not compare well with statistical neighbours. We saw clear evidence that major changes are afoot but relatively late in the review period (e.g. the August 2006 review of the Capital project Board terms of reference). The 2004 Ofsted recommendation relating to property maintenance has only just been addressed in this period, which is slow. The one-stop-shop, which appears to have excellent prospects, is currently on a pilot basis. The headteacher induction visits appear to be a worthwhile innovation and training sessions are now being offered (but in this academic year, after the review period).</i></p> <p><i>Education Leeds submitted a revised self-evaluation of grade 3 ("highly satisfactory") and the panel recognised that changes under way show good prospects. However it was felt that outcomes directly affecting the quality of support to schools in the period up to August 2006 would be better reflected in a grade 4 ("satisfactory").</i></p>	4	3 (initially 2)	4

JRS 3.3	Support to schools for raising standards in and the curriculum use of information and communications technology <i>Comment: The evaluation showed continued improvement. The AC survey views of schools are not positive, but the self-evaluation showed clear improvements in measured outcomes. (There may be continued concern in schools about technical support, which they have the responsibility to purchase)</i>	4	3	3
JRS 3.12	The effectiveness and value for money of services supporting school improvement, particularly inspection and advisory and/or school effectiveness service <i>Comment: A significant range of improved outcomes support the self-evaluation</i>	4	3	3
JRS 5.2	The LEA provision for pupils who are educated other than at school <i>Comment: Progress has been made since the last inspection and this provision is at least satisfactory, as self-evaluated.</i>	5	4	4
JRS 5.4	Support for behaviour in school <i>Comment: The panel agrees that support for behaviour is now satisfactory, and recognises the hard work which has gone into this improvement after a long period when it was unsatisfactory. Future prospects appear good and the Panel agrees that the planning framework is very sound with the support of many schools. Area Management Boards, a key element, are developing well. However, they were not fully in place during the review period. For the period up to August 2006, the evidence would indicate a "satisfactory" rather than "highly satisfactory". service</i>	5	3	4
JRS 5.7	The effectiveness of the LEA in promoting racial equality <i>Comment: This service was highly satisfactory and the Panel now agrees that the evidence now indicates it as good.</i>	3	2	2

3.3. Areas not reviewed in detail

The following JRS areas are unchanged. They are all satisfactory or better and have not been reviewed in depth by the panel.

Although the JRS scores around Special Education Needs were also unchanged, the Panel looked closely at this area because of a deterioration in the views of schools. After careful scrutiny of the grade descriptors and discussion with Education Leeds, the panel agreed with

the self-evaluation, especially in view of evidence of a significant number of improved outcomes. The Panel would wish to emphasise that its role is to moderate self-evaluation, not attempt to inspect. We feel this is an area where the confidence of schools and key output indicators will continue to deserve close attention. The views of schools are obviously important but the SEN framework seems secure.

Judgement recording statement	Area of activity	Self-assessment grade 2006
JRS 1.6	The leadership provided by elected members (including the quality of advice received)	Graded 2
JRS 1.7	The quality of the leadership provided by senior officers	Graded 2
JRS 2.1	The LEA's strategy for school improvement	Graded 3
JRS 2.4	The extent to which the LEA has defined monitoring, challenge and intervention	Graded 2
JRS 2.5	The effectiveness of the LEA's work in monitoring schools and challenging them to improve, including the use made of performance data	Graded 3
JRS 2.6	The extent to which the LEA's support to schools is focused on areas of greatest need	Graded 3
JRS 3.11	The planning and provision of services supporting school improvement, particularly inspection and advisory and/or school effectiveness services	Graded 3
JRS 4.1	The effectiveness of the LEA's strategy for SEN.	Graded 2
JRS 4.2	The effectiveness of the LEA in meeting its statutory obligations in respect of SEN	Graded 3
JRS 4.3	The effectiveness of the LEA in exercising its SEN functions to support school improvement.	Graded 2
JRS 4.4	The extent to which the LEA exercises its SEN functions in a way which provides value for money	Graded 2
JRS 5.3	Support for school attendance	Graded 2

4. General observations by the Panel.

At the conclusion of the process, the Panel made the following general observations:

4.1. Education Leeds has continued to make strong progress during the past year. The self-evaluation was broadly accurate and there has been further improvement in the overall quality of service.

4.2. Communicating change, and the reasons for it, is a major challenge in a city the size of Leeds. The Panel sought out and found evidence of good practice in working with schools but also some evidence of schools not being fully aware of new policy directions. The 2006 School Survey reflects some increased concern on the part of schools and needs to be monitored closely. Working together is of course a shared responsibility for schools, Education Leeds and Leeds City Council.

4.3. There has been good progress in the development of local partnerships and we also found evidence of the successful development of broader partnership with other agencies and communities both in Leeds and more widely.

4.4. Aspects of work in some key areas of the education service in Leeds are now seen to be examples of good practice to be shared nationally with other local authorities.

5. Progress since 2003

The SIPT Panel was convened in 2003, 2005 and 2006. It was not convened in 2004 because of the Ofsted inspection in that year. This is the final review by the Panel and it may be helpful to make some general observations.

5.1. The first and obvious one is the direction and speed of travel since the establishment of Education Leeds. Change and improvement have been rapid, well focused and well led. Standards are rising.

5.2. Processes which did not exist in 2002 are now largely secure and showing results. Outcomes for learners are improving – in almost all areas. Many of those changes are sufficiently great to be described as transformational.

5.3. The longer-term (and very difficult) issues in areas of support to individual learners have now been addressed. For the first time there are no areas which are judged to be unsatisfactory and standards are rising. That does not mean that issues such as support for behaviour have reached a steady state of high performance. – but the issues have been identified, strategies for improvement determined and the journey is well under way.

5.4. Relations with schools continue to challenge but the panel has seen clear evidence of skilled work in developing partnerships in a wide range of activities. That work is generally consistent although it is felt that some aspects of school asset and property management would benefit from an earlier engagement on principles (rather than mainly on specific projects) – as happens in other areas of the work of Education Leeds. Effective consultation is, however, clearly evident around major capital schemes.

5.5. Looking back over four years, it is clear that the panel has concentrated on areas for improvement, as the system requires. We would also wish to record that some areas of work (such as support for finance) have continually scored highly with the support of schools throughout that period –and we would not wish these areas of excellent performance to go

unrecognised. They have been critical to the improvement of support to schools and learners in the city, although not written up by the Panel due to its particular focus.

5.6. The Panels have found their work interesting and, from their perspective, have felt that a process of scrutiny and challenge of performance on behalf of school, learners and governors has been helpful – both in validating self-evaluation and in developing their understanding of the work of the education service. Although the SIPT process now ends, there may be value in carrying forward this element of its work into the future in some way.

6. Thanks.

The Panel wishes to thank Education Leeds for the quality of evidence they provided and their prompt response to requests for meetings and further information.

Sincere thanks are also due to the head teacher and governor members of the Panel for generously giving their time to panel meetings and in reading and reviewing the large amounts of evidence.

November 2006

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Agenda Item:

Originator: Chris Halsall

Telephone: 2144068

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 24 January 2007

SUBJECT: Annual Report on Standards in Leeds Primary Schools and Biannual Update on Ofsted Inspections and Schools Causing Concern

EXECUTIVE SUMMARY

1.0 PURPOSE OF THE REPORT

- 1.1 The report outlines the performance of primary schools during 2005-6 and the action taken by Education Leeds to fulfil its responsibilities to the Board and schools. Evidence is drawn from national and local performance data, monitoring activities undertaken by school improvement advisers and Ofsted reports on schools inspected since September 2005.
- 1.2 The public interest in maintaining the exemption of Appendix 2 on this subject outweighs the public interest in disclosing the information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned. This would be adversely affected by disclosure of the information

2.0 BACKGROUND INFORMATION

- 2.1 The terminology 'schools causing concern' refers to those schools that have been identified by Ofsted as being subject to special measures or as requiring significant improvement and given a notice to improve. In addition schools are also identified by Education Leeds (School Improvement Policy 2006) as needing immediate intervention and support due to them being a cause for concern which if not addressed would result in them being placed in an Ofsted category. Schools may also be a cause for concern due to temporary or short term circumstances that leave them vulnerable.
- 2.2 The new framework for the inspection of schools was introduced in September 2005 by Ofsted. Schools are now inspected every three years at very short notice. This will test the reliability of the monitoring, support, challenge and intervention processes used by Education Leeds and the school's preparedness and accuracy of their self evaluation.
- 2.3 The new Education Leeds Policy for School Improvement came into effect from April 2006 with a focus on the importance of school self evaluation and the support provided by Education Leeds based on an agreed partnership.

2.4 A more detailed report is in the confidential part of this agenda (Appendix 2), under Access to Information Rules (10.4 1 & 2)

3.0 SUMMARY

3.1 Attainment and standards

3.1.1 Foundation stage

The proportion of pupils who met the 'expected' standard fell in all assessment foci in 2006 by between 3 and 7 percentage points compared to 2005. Results in Leeds in 2005 were consistently in line with, but slightly below, national results. The drop in the 2006 results could again be the result of better moderation and more accurate teacher assessment; continuing the trend of the last three years.

3.1.2 Key stage 1

Performance at Key Stage 1 in terms of level 2+ remains at levels seen in 2004 and 2005. However the main difference between Leeds and statistical neighbours can be seen at level 3. The apparent decline in performance at level 3 is due to more rigorous teacher assessment and improvement moderation.

3.1.3 Key stage 2

Performance at Key Stage 2 in terms of level 4+ remains at levels seen in 2004 and 2005. Statistical neighbour authorities have improved in the same time period, although national remains static. Level 5 performance has improved locally in 2006, mirroring improvements seen nationally and in statistical neighbour authorities.

3.2 Schools causing concern

There are currently four schools in an Ofsted category (two with a notice to improve and two subject to special measures). An additional six schools are considered to be causing concern according to the criteria in the Education Leeds School Improvement Policy (2006).

3.3 School inspections

During the academic year 2005-6, 44 Leeds primary schools were inspected. Eleven (25%) were found to be outstanding, 20 (45%) good, ten (23%) satisfactory, and three (7%) inadequate (i.e. two with notice to improve and one subject to special measures). This compares nationally over the same period with 9% outstanding, 49% good, 34% satisfactory and 7% inadequate. Leeds can be justifiably proud of having more schools in the good and outstanding category (70%) than all schools inspected nationally (58%). Leeds also has a good proportion of outstanding schools operating in challenging contexts.

3.4 School categories

The Education Leeds School Improvement Policy has been re written to reflect the Ofsted grades and criteria. All schools have engaged in discussion with an adviser to agree a judgement against the indicators in the policy and to agree an appropriate category for the school. All schools have now entered into one of four 'partnerships',

i.e. Leading Partnership (category 1), Learning Partnership (category 2), Focused Partnership (category 3), or Extended Partnership (category 4). There are 10% of schools in category one, 50% in category 2, 35% in category 3 and 5% in category 4. This process has enabled Education Leeds to develop an accurate picture of all schools and to provide support to those most in need. Early intervention, additional support, task groups and the joint review groups have proved successful as can be evidenced by the small number of schools in an Ofsted category.

4. IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE

- 4.1 This report informs the new school improvement policy and the development of a strategy for extending and developing partnerships which increase the capacity of all schools to raise achievement. The new inspection framework places additional pressure on schools and particularly on school leaders, who need support. The continued low performance of many minority and vulnerable groups means that tackling inequalities remains a very high priority for Education Leeds.

5. LEGAL AND RESOURCE IMPLICATIONS

- 5.1 Although attainment overall is satisfactory, many schools experience a high level of challenge and struggle to meet floor targets. The achievement of BME pupils also remains a cause for concern. These schools must remain a high priority when allocating resources. The School Improvement Partner programme, due to be implemented in April 2007, will add to the capacity to support school leadership.

6. CONCLUSIONS

- 6.1 Central and school-based strategies, and a variety of partnerships and initiatives, have been successful in raising achievement in Leeds. However, further developments will be necessary if the momentum is to be maintained and Leeds is to keep pace with national improvements.

7. RECOMMENDATIONS

The Executive Board is asked to:

- i) note the contents of the report
- ii) note the strategies for improvement that have been developed to support further increases in achievement for all pupils, groups and schools.

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 24 January 2007

SUBJECT: Annual Report on Standards in Leeds Primary Schools and Biannual Update on Ofsted Inspections and Schools Causing Concern

<p>Electoral wards Affected:</p> <p>ALL</p>	<p>Specific Implications For:</p> <p>Ethnic Minorities <input type="checkbox"/></p> <p>Women <input type="checkbox"/></p> <p>Disabled People <input type="checkbox"/></p> <p>Narrowing the Gap <input checked="" type="checkbox"/></p>
<p>Eligible for Call-in <input checked="" type="checkbox"/></p>	<p>Not Eligible for Call-in <input type="checkbox"/></p>

1.0 PURPOSE OF THE REPORT

1.1 The report outlines the performance of primary schools during 2005-6 and the action taken by Education Leeds to fulfil its responsibilities to the Board and schools. Evidence is drawn from national and local performance data, monitoring activities undertaken by school improvement advisers and Ofsted reports on schools inspected since September 2005.

2.0 BACKGROUND INFORMATION

2.1 The terminology 'schools causing concern' refers to those schools that have been identified by Ofsted being subject to special measures or as requiring significant improvement and given a notice to improve. In addition schools are also identified by Education Leeds (School Improvement Policy 2006) as needing immediate intervention and support due to them being a cause for concern which if not addressed would result in them being placed in an Ofsted category. Schools may also be a cause for concern due to temporary or short term circumstances that leave them vulnerable.

2.2 The new framework for the inspection of schools was introduced in September 2005 by Ofsted. Schools are now inspected every three years at very short notice. This will test the reliability of the monitoring, support, challenge and intervention

processes used by Education Leeds and the school's preparedness and accuracy of their self evaluation.

2.3 The new Education Leeds Policy for School Improvement came into effect from April 2006 with a focus on the importance of school self evaluation and the support provided by Education Leeds based on an agreed partnership.

3.0 MAIN ISSUES

3.1 OVERVIEW OF 2006 PERFORMANCE AT FOUNDATION STAGE, KEY STAGE 1 AND KEY STAGE 2

3.1.1 2006 provisional school outcomes and benchmarks at Foundation Stage

Table 1: Percentage of Leeds pupils achieving 6+ points at the Foundation Stage 2004 to 2006, with national comparators

% pupils achieving 6+ points	2004		2005		2006	
	Leeds	National	Leeds	National	Leeds (provisional)	National
Personal and Social Development:						Not published at Sept '06
Dispositions and Attitudes	90	90	87	90	84	
Social Development	86	85	81	83	79	
Emotional Development	83	83	78	81	74	
Communication, language and literacy:						
Language for communication and thinking	84	82	79	81	76	
Linking sounds and letters	64	64	63	63	60	
Reading	78	75	72	72	67	
Writing	66	64	59	61	56	
Mathematical Development:						
Numbers as labels for Counting	88	89	85	87	83	
Calculating	74	74	70	73	66	
Shape, space and measures	87	85	82	84	78	
Knowledge and understanding of the world	85	82	79	81	74	
Physical development	92	91	88	90	86	
Creative Development	86	84	81	81	76	

Leeds Data Source: NCER – KEYPAS

National Data Source: DfES Statistical First Release (SFR03/2006)

3.1.2 Statutory assessments of Reception pupils (5 year olds) took place for the fourth year in 2006. The Foundation Stage Profile consists of 13 separate "Assessment Foci" in which pupils score between 0 and 9 points. Provisional results indicate that the proportion of pupils who had reached most of the Early Learning Goals, i.e. gained 6 or more points in the assessment foci, varied between 55% of the cohort (Writing) and 87% of the cohort (Physical Development).

3.1.3 The proportion of pupils who met the 'expected' standard fell in all assessment foci in 2006 by between 3 and 7 percentage points compared to 2005. Results in Leeds in 2005 were consistently in line with, but slightly below, national results. The drop in the 2006 results could again be the result of better moderation and more accurate teacher assessment; continuing the trend of the last three years.

- 3.1.4 Two targets have been identified by Department of Education and Skills (DfES), which local authorities need to set for the cohort which will finish Foundation Stage in 2008.
- 3.1.5 **Target 1:** Improve young children's development by increasing the percentage who achieve a total of at least 78 points across the FSP with at least 6 points in each PSED and CLL scale.
- Percentage of pupils with a total score of 78 or over AND 6+ points in each PSED and CLL scale is 43%.
- 3.1.6 **Target 2:** improve the average FSP score of the lowest achieving group to narrow the gap between that group and the rest.
- Gap defined as the difference between the median of the lowest 20% of achievers and the median of the full cohort.
 - Median of the average FSP score of lowest 20% of achievers is 57
 - Median of the average FSP score full cohort of achievers is 88
 - Gap is 31 points.

Table 2 Percentage of pupils achieving point ranges in each AoL		Pupils		Not assessed		Working within the Stepping Stones		Working within Early Learning Goals		Working within and above Early Learning Goals		Working securely within Early Learning Goals		Working fully at and beyond Early Learning Goals	
		2005	2006	2005	2006	(0-3 SPs*)		(4-7 SPs*)		(4+ SPs*)		(6+ SPs*)		(8+ SPs*)	
						2005	2006	2005	2006	2005	2006	2005	2006	2005	2006
Dispositions & Attitude	Sure Start Areas	1298	1091	0.1	0.0	3.4	4.0	47.7	58.7	96.5	96.0	84.0	76.1	48.8	37.3
	Leeds			0.1	0.1	2.5	2.9	42.0	48.8	97.4	97.0	86.6	83.8	55.3	48.1
Social Development	Sure Start Areas	1298	1091	0.1	0.0	6.5	7.4	59.2	71.0	93.5	92.6	74.6	67.4	34.3	21.5
	Leeds			0.1	0.1	4.7	5.0	55.0	62.0	95.2	94.9	81.3	78.8	40.2	32.9
Emotional Development	Sure Start Areas	1298	1091	0.1	0.0	10.2	12.9	47.7	56.5	89.7	87.1	69.0	64.0	42.0	30.6
	Leeds			0.1	0.1	7.1	8.1	43.9	49.1	92.8	91.8	78.0	73.7	48.9	42.7
PSE Total	Sure Start Areas	1298	1091	-	-	-	-	-	-	87.6	84.4	63.3	54.9	25.3	15.5
	Leeds			0.0	0.0	0.0	0.0	0.0	0.0	91.2	90.2	71.8	67.7	30.0	24.4
Language for Communication & Thinking	Sure Start Areas	1298	1091	0.2	0.0	11.1	13.3	53.2	59.4	88.8	86.7	69.7	65.9	35.5	27.3
	Leeds			0.1	0.1	7.0	8.2	47.7	53.4	92.9	91.7	79.3	75.5	45.2	38.3
Linking Sounds & Letters	Sure Start Areas	1298	1091	0.1	0.3	27.3	26.7	46.0	56.3	72.6	73.1	52.7	52.5	26.6	16.8
	Leeds			0.1	0.2	18.8	20.4	50.2	51.8	81.1	79.5	62.5	59.8	30.9	27.7
Reading	Sure Start Areas	1298	1091	0.1	0.0	13.2	15.6	60.1	68.2	86.7	84.4	60.7	52.1	26.7	16.2
	Leeds			0.1	0.1	7.3	8.7	57.2	61.4	92.6	91.2	72.3	67.0	35.5	29.8
Writing	Sure Start Areas	1298	1091	0.2	0.0	26.2	28.3	49.2	54.6	73.7	71.7	50.7	45.6	24.5	17.0
	Leeds			0.1	0.1	18.0	20.0	53.0	54.0	81.9	79.9	59.2	55.5	28.9	25.9
CLL Total	Sure Start Areas	1298	1091	-	-	-	-	-	-	64.4	62.7	40.1	33.4	13.4	6.2
	Leeds			0.0	0.0	0.0	0.0	0.0	0.0	74.8	72.6	50.3	45.7	16.7	14.4
Numbers as Labels for Counting	Sure Start Areas	1298	1091	0.2	0.0	7.6	8.5	54.0	66.8	92.3	91.5	78.8	74.2	38.3	24.7
	Leeds			0.1	0.5	5.0	5.1	48.3	55.8	94.9	94.4	84.8	83.0	46.7	38.7
Calculating	Sure Start Areas	1298	1091	0.3	0.1	20.7	25.1	50.5	58.0	79.0	74.8	57.7	52.4	28.5	16.8
	Leeds			0.2	0.2	6.3	15.4	54.0	56.7	93.6	84.3	82.1	65.7	39.5	27.7
Shape, Space & Measures	Sure Start Areas	1298	1091	0.3	0.1	9.7	13.4	59.2	66.3	90.0	86.5	73.2	66.7	30.8	20.3
	Leeds			0.2	0.2	6.3	7.7	54.0	61.2	93.6	92.1	82.1	78.0	39.5	30.9
MD Total	Sure Start Areas	1298	1091	-	-	-	-	-	-	77.1	71.6	53.4	46.6	0.0	0.0
	Leeds			0.0	0.0	0.0	0.0	0.0	0.0	84.4	82.6	66.3	62.2	0.0	0.0
Knowledge & Understanding of the World	Sure Start Areas	1298	1091	0.0	0.0	11.6	14.6	54.3	60.5	88.2	85.4	68.8	61.0	33.9	24.9
	Leeds			0.1	0.1	6.9	8.3	48.7	53.9	93.0	91.6	78.8	74.1	44.3	37.6
Physical Development	Sure Start Areas	1298	1091	0.0	0.0	5.3	7.1	45.9	54.6	94.5	92.9	84.4	78.1	48.6	38.2
	Leeds			0.1	0.1	4.3	4.6	36.8	43.2	95.6	95.4	87.7	86.0	58.7	52.1
Creative Development	Sure Start Areas	1298	1091	0.1	0.1	5.8	8.9	63.9	68.9	94.1	91.0	72.0	62.7	30.2	22.1
	Leeds			0.1	0.1	4.2	5.3	55.5	61.7	95.6	94.5	80.5	75.9	40.1	32.8

3.2 KEY STAGE 1

3.2.1 Key Stage 1 Trends and Comparisons

2004-2006 Percentage of pupils achieving level 2 + at Key Stage 1

% pupils achieving level 2+	2004			2005			2006		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
Reading	83	85	85	84	85	85	83	84	84
Writing	81	82	81	81	82	82	80	81	81
Mathematics	90	90	90	88	91	91	88	90	90
Science	90	90	89	87	90	89	87	89	89

2004-2006 Percentage of pupils achieving level 3 + at Key Stage 1

% pupils achieving level 3+	2004			2005			2006		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
Reading	28	29	28	22	27	27	19	25	25
Writing	13	16	16	12	15	16	9	14	14
Mathematics	27	28	28	16	23	23	13	21	22
Science	22	26	27	17	25	26	13	24	24

3.2.2 Attainment of Pupil Groups

Percentage of pupils attaining level 2+: Looked After Children

	2004		2005		2006
	Leeds	National	Leeds	National	Leeds
Cohort size	55		34		39
Reading	45	54	65	57	55
Writing	44	48	62	52	52
Maths	60	64	74	64	67

Note: 2006 data is provisional

3.2.3 Performance for looked after children (LAC) fell back in 2006 following rises in all subjects in 2005. However the attainment levels are above that seen in 2004.

Percentage of pupils attaining level 2+: Free School Meal Eligibility

		2004		2005		2006
		Leeds	National	Leeds	National	Leeds
Reading	Non eligible	86.5	88	88.6	89	88.0
	Eligible	66.7	70	66.5	70	67.3
Writing	Non eligible	84.6	85	86.1	86	85.1
	Eligible	63.9	66	62.2	66	61.8
Maths	Non eligible	92.3	93	91.7	93	91.6
	Eligible	80.1	80	76.3	81	75.2

Note: 2006 data is provisional

3.2.4 The performance of FSM eligible pupils rose slightly in reading, but dropped slightly in writing and mathematics. This maintains the trend seen in 2005.

Percentage of pupils attaining level 2+: Special Education Needs

		2004		2005		2006
		Leeds	National	Leeds	National	Leeds
Reading	Action	47.1	55	47.6	57	44.9
	Action +	39.8	38	41.8	41	45.3
	Statement	24.5	27	19.5	28	25.8
Writing	Action	43.6	50	41.3	51	38.4
	Action +	31.5	32	34.9	34	38.5
	Statement	24.5	21	13.8	22	14.5
Maths	Action	70.2	74	62.4	76	59.1
	Action +	55.3	55	52.4	58	52.6
	Statement	28.8	32	20.7	33	19.4

Note: 2006 data is provisional

- 3.2.5 Performance of pupils on the SEN register is mixed. School Action Plus and statemented pupils have shown improvements in reading and writing. Performance in mathematics was less clear with School Action Plus pupils the only group to register an improvement in 2006.

KEY STAGE 1: percentage of pupils achieving level 2+

	Pupils	Reading			Writing			Maths			2005 - 2006 change			Difference from total 2006		
	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006	reading	writing	maths	reading	writing	maths
Bangladeshi	97	84.5	73.0	79.4	77.5	73.0	76.3	88.7	83.8	86.6	6.4	3.3	2.8	-3.8	-3.5	-1.1
Indian	127	94.1	92.4	88.2	90.8	91.0	86.6	94.7	91.7	89.0	-4.2	-4.4	-2.7	5.0	6.8	1.3
Kashmiri Pakistani	118	79.1	71.3	78.8	72.1	67.0	74.6	79.8	74.8	86.4	7.5	7.6	11.7	-4.4	-5.2	-1.3
Kashmiri Other	8	66.7	75.0	75.0	66.7	75.0	62.5	100.0	75.0	75.0	0.0	-12.5	0.0	-8.2	-17.3	-12.7
Other Pakistani	275	75.7	79.8	72.0	68.2	77.0	67.6	82.5	84.5	77.8	-7.8	-9.3	-6.7	-11.2	-12.2	-9.9
Other Asian	55	81.0	71.4	80.0	73.8	69.0	74.5	83.3	85.7	89.1	8.6	5.5	3.4	-3.2	-5.3	1.4
Black Caribbean	87	82.6	83.3	81.6	77.2	79.2	73.6	87.0	85.4	81.6	-1.7	-5.6	-3.8	-1.6	-6.2	-6.1
Black African	115	66.7	67.2	63.5	63.0	64.8	60.9	74.1	72.1	72.2	-3.7	-3.9	0.0	-19.7	-18.9	-15.5
Other Black	47	79.7	72.2	87.2	76.3	75.9	78.7	89.8	83.3	85.1	15.0	2.8	1.8	4.0	-1.1	-2.6
Mixed Black African & White	24	85.7	63.0	100.0	76.2	59.3	95.8	85.7	74.1	100.0	37.0	36.6	25.9	16.8	16.0	12.3
Mixed Black Caribbean & White	124	82.1	71.3	77.4	78.9	67.8	66.9	90.2	83.5	79.0	6.1	-0.9	-4.4	-5.8	-12.9	-8.7
Mixed Asian & White	57	85.5	93.2	93.0	82.3	89.8	86.0	90.3	93.2	94.7	-0.2	-3.9	1.5	9.8	6.2	7.0
Other Mixed	75	78.5	87.5	82.7	73.4	81.3	72.0	88.6	93.8	84.0	-4.8	-9.3	-9.8	-0.5	-7.8	-3.7
Chinese	33	95.0	87.1	93.9	95.0	87.1	93.9	97.5	93.5	100.0	6.8	6.8	6.5	10.7	14.1	12.3
Other Ethnic group	75	71.0	69.9	73.3	68.1	67.1	64.0	91.3	82.2	74.7	3.5	-3.1	-7.5	-9.9	-15.8	-13.0
White British	6,136	83.9	84.8	84.9	81.2	82.0	81.9	90.4	89.4	89.3	0.1	-0.1	0.0	1.7	2.1	1.6
White Irish	27	88.2	96.2	85.2	91.2	92.3	77.8	91.2	92.3	77.8	-11.0	-14.5	-14.5	2.0	-2.0	-9.9
Traveller Irish Heritage	9	45.5	50.0	33.3	45.5	30.0	33.3	54.5	60.0	55.6	-16.7	3.3	-4.4	-49.9	-46.5	-32.1
Gypsy/Roma	8	45.5	60.0	12.5	36.4	60.0	12.5	54.5	70.0	12.5	-47.5	-47.5	-57.5	-70.7	-67.3	-75.2
Other White	90	84.2	93.2	80.0	82.1	88.3	75.6	93.7	92.2	88.9	-13.2	-12.8	-3.3	-3.2	-4.2	1.2
Info Not Obtained / Unknown	10	71.8	57.7	40.0	68.4	51.3	40.0	79.3	67.9	100.0	-17.7	-11.3	32.1	-43.2	-39.8	12.3
Refused	39	94.4	86.8	100.0	88.9	84.2	100.0	97.2	92.1	94.9	13.2	15.8	2.8	16.8	20.2	7.2
Leeds Total		83.1	83.5	83.2	80.0	80.6	79.8	89.6	88.2	87.7	-0.3	-0.8	-0.5			

3.2.6 Bangladeshi, Kashmiri Pakistani, Other Asian, and Chinese heritage pupils have shown improvements across all three subjects. There were falls for Indian, Other Pakistani and Black Caribbean pupils in all three subjects and the latter two of these groups remain below local authority levels of performance.

3.3 KEY STAGE 2

3.3.1 Key Stage 2 Trends and Comparisons

2003-2006 Percentage of pupils achieving level 4 + at Key Stage 2

% pupils achieving level 4+	2004			2005			2006		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
English	78	78	75	79	79	77	79	78	77
Mathematics	75	74	73	75	75	75	75	76	76
Science	85	86	85	85	86	86	85	86	86

Note: 2006 data is provisional

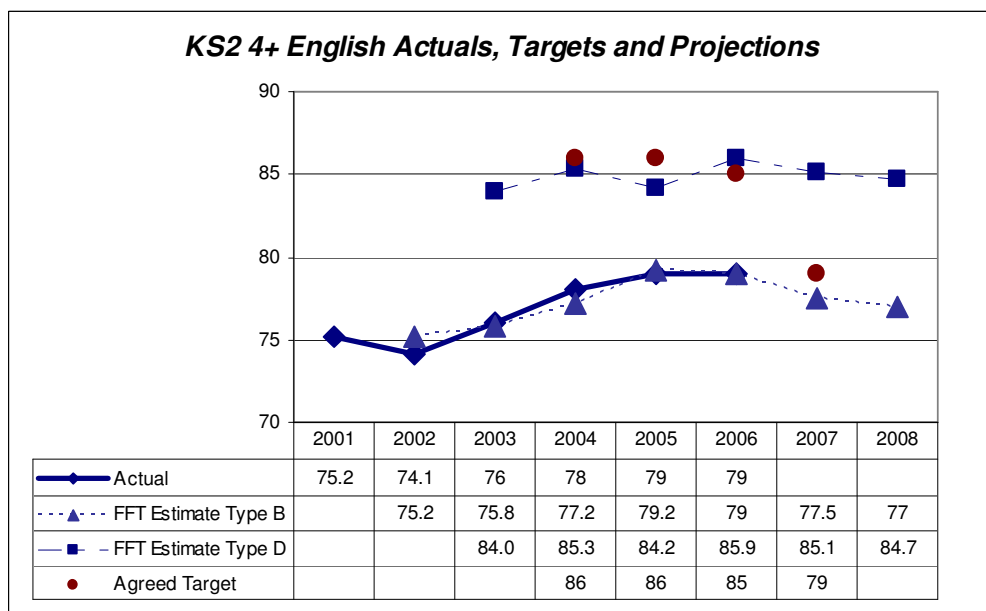
2003-2006 Percentage of pupils achieving level 5 + at Key Stage 2

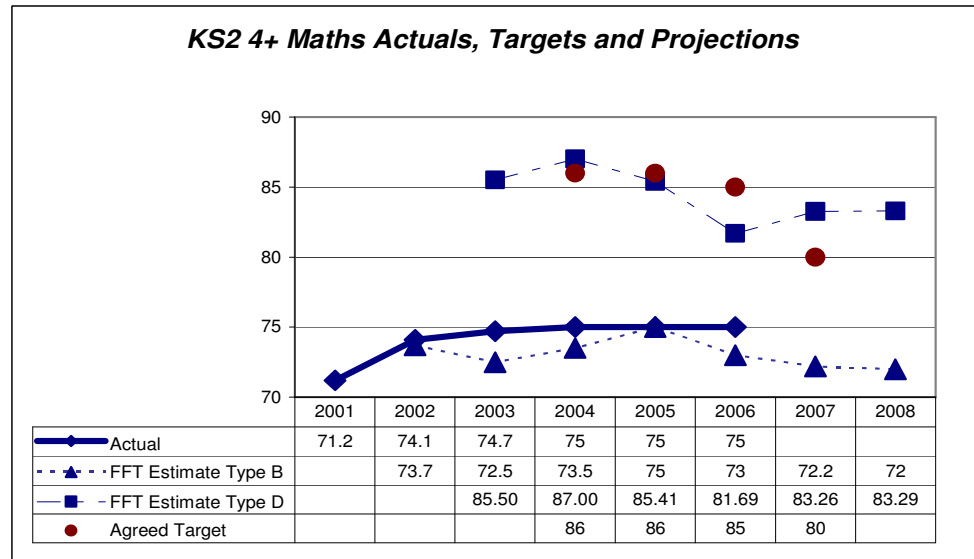
% pupils achieving level 4+	2004			2005			2006		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
English	27	26	24	26	26	24	32	32	29
Mathematics	30	30	30	31	30	30	33	32	32
Science	42	42	41	46	46	46	45	45	44

Note: 2006 data is provisional

3.3.2 Performance at Key Stage 2 in terms of level 4+ remains at levels seen in 2004 and 2005. Statistical neighbour authorities have improved in the same time period, although national remains static. Level 5 performance has improved locally in 2006, mirroring improvements seen nationally and in statistical neighbour authorities.

3.3.3 Key Stage 2 Trajectories





3.3.4 The gap between performance and school expectations remains above 6% in English and 10% in mathematics. School expectations show a drop in 2007. Performance is in line with Fischer Family Trust (FFT) 'B' estimates, but the challenge of moving to top quartile performance remains a stiff one in both subjects.

3.3.5 Floor Targets

Numbers and percentages of schools below Key Stage 2 floor targets

	<65% level 4+ English		<65% level 4+ maths	
	number	%	number	%
2003	49	21.0	59	25.3
2004	44	19.0	55	23.7
2005	35	15.8	48	21.7
2006	34	15.7	51	23.6

3.3.6 Following regular drops in the number and percentage of schools below Key Stage 2 floor targets, there has been an increase in 2006, with nearly a quarter of Leeds' schools below the floor target in mathematics.

3.3.7 Attainment of Pupil Groups

Percentage of pupils attaining level 4+: Looked After Children

	2004		2005		2006
	Leeds	National	Leeds	National	Leeds
Cohort size	77		77		66
English	31	40	44	42	34
Maths	36	37	40	38	36
Science	51	53	53	53	46

Note: 2006 data is provisional

3.3.8 The performance of looked after children fell at Key Stage 2 in 2006 after rises were seen in 2005. Less than half of pupils in care achieved the level 4+ benchmark in the three subjects. In 2006 the local authority set a target of 39% of looked after children to achieve a level 4 or higher in both English and mathematics, provisional data indicates that 23% of pupils achieved this benchmark.

Percentage of pupils attaining level 4+: Free School Meal Eligibility

		2004		2005		2006	
		Leeds	National	Leeds	National	Leeds	National
English	Non eligible	83.8	81	84.0	83	83.8	83
	Eligible	61.5	59	60.7	60	59.9	61
Maths	Non eligible	79.7	78	80.7	79	80.6	79
	Eligible	59.0	55	56.6	57	56.2	58
Science	Non eligible	89.2	89	89.1	89	88.9	89
	Eligible	70.3	71	70.4	72	70.0	73

Note: 2006 data is provisional

- 3.3.9 The performance of FSM eligible pupils fell slightly in 2006, continuing the decline seen in 2005.

Percentage of pupils attaining level 4+: Special Education Needs

		2004		2005		2006	
		Leeds	National	Leeds	National	Leeds	National
English	Action	39.4	44	43.1	47	42.2	48
	Action +	33.7	26	35.1	29	33.9	30
	Statement	15.7	15	13.5	16	15.5	17
Maths	Action	39.9	46	42.6	45	42.1	47
	Action +	38.7	30	40.5	33	39.3	35
	Statement	16.9	17	11.8	17	13.5	19
Science	Action	61.5	68	62.8	70	61.9	70
	Action +	55.2	56	56.6	58	55.3	59
	Statement	27.6	32	22.1	32	24.8	34

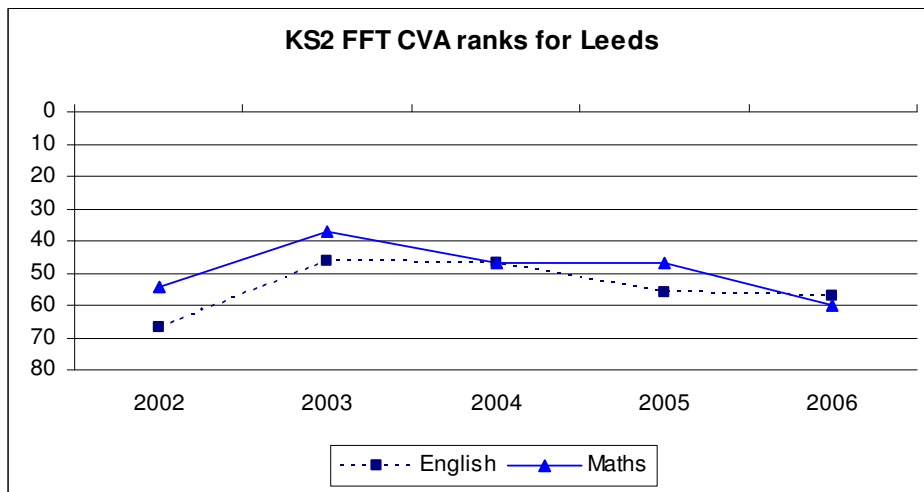
Note: 2006 data is provisional

- 3.3.10 Statemented pupils have shown a rise in attainment levels in 2006 in all three subjects, but this is not the case for School Action and School Action Plus pupils, where attainment fell in all three subjects.

- 3.3.11 See attached sheet for attainment of Black and Minority Ethnic Groups.

3.3.12 Contextual Value Added

- 3.3.13 Analysis of performance in terms of value added at primary schools is currently limited to Fischer Family Trust (FFT) analysis as the DfES Value Added measure is not yet available. The table shows the percentile ranking of Leeds for subjects at Key Stage 2. The lower the percentile rank, the greater the progress that pupils make through the key stage. A number of 10 or smaller, places an authority in the highest 10% of all authorities; a number of 75 or greater, places an authority in the lower quartile.



3.3.14 Performance is between the 50th and 60th percentile since 2003, but the trend since the increase in 2003 is steadily downwards in both English and mathematics.

3.3.15 Overall, performance at Key Stage 2 is in line with FFT estimates, but has fallen back from being above estimate in 2004, to below estimate in 2006.

SBJ	Estimate-Actual Difference (%)			LEA Contextual Percentile Ranking			3 year trend
	2004	2005	2006	2004	2005	2006	
English L4+	0.81	0.04	-0.51	43	58	68	↓
Maths L4+	1.22	0.65	-0.26	40	45	60	↓
Science L4+	-0.07	-0.62	-1.21	60	71	85	↓
English L5+	1.55	0.73	0.96	33	49	38	
Maths L5+	0.67	1.14	0.09	44	37	50	
Science L5+	0.83	1.08	0.30	48	42	48	
Mean Grade	0.01	0.01	-0.01	45	51	67	↓

↑	Significantly increase over 3 years	↓	Significant fall over three years
	Significantly above 3 year estimate		Significantly below 3 year estimate

3.3.16 Performance is falling in terms of level 4+ in all three core subjects, although it is in line with estimate in English, above in mathematics, but below in science and is now in the bottom quartile in terms of level 4+.

3.3.17 Contextual Value Added for groups of pupils

3.3.18 Contextual Value Added can also be used to evaluate the progress of priority pupil groups.

3.3.19

Pupil Group	English			Maths			Science			Trend		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	En	Ma	Sc
All Pupils	0.81	0.04	-0.51	1.22	0.65	-0.26	-0.07	-0.62	-1.21	↓	↓	↓
Boys	1.12	0.58	-0.33	1.38	0.02	-0.83	-0.37	-0.42	-1.22	↓	↓	↓
Boys - Lower	1.31	-0.05	-1.12	3.03	0.35	-3.38	-0.58	-1.66	-4.27		↓	↓
Boys - Middle	0.39	0.56	-1.42	-0.14	-1.12	0.32	-0.92	-0.08	0.08			
Boys - Upper	1.76	1.34	1.69	1.04	0.83	0.79	0.58	0.69	0.81			
Girls	0.48	-0.50	-0.68	1.06	1.28	0.30	0.25	-0.82	-1.21	↓		↓
Girls - Lower	-0.73	-3.28	-3.65	2.12	-1.18	-1.67	-1.69	-5.35	-5.46	↓	↓	↓
Girls - Middle	0.95	0.45	0.38	-0.43	2.45	0.98	0.96	1.01	0.34		↑	
Girls - Upper	1.10	1.05	0.88	1.74	2.22	1.39	1.29	1.34	1.05		↓	↓

3.3.20 Performance for both boys and girls is moving back towards estimates having previously been significantly above estimate. Performance in English is now in line with estimate for both groups, although low ability girls are now significantly below estimate. In mathematics, performance is above estimate, although this is mainly due to the performance of girls. Science is now below estimate, due in the main, to the performance of low ability pupils being significantly below estimate.

Pupil Group	English			Maths			Science			Trend		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	En	Ma	Sc
All Pupils	0.81	0.04	-0.51	1.22	0.65	-0.26	-0.07	-0.62	-1.21	↓	↓	↓
Bangladeshi	-3.94	-9.10	-6.29	-12.21	-2.60	-7.89	3.46	-3.47	-10.43			↓
Indian	0.19	-2.22	-6.13	-2.27	-5.82	-7.72	0.49	-0.93	-2.91			
Pakistani	-0.98	-4.22	-4.26	-2.78	3.02	-2.58	-2.40	-2.67	-3.94		↑ ↓	
Other Asian	-4.20	-0.41	-4.48	-1.36	-2.37	2.10	1.15	2.61	-1.25			
Black African	-0.76	2.82	1.13	5.58	5.21	6.05	-0.17	-0.51	2.14			
Black Caribbean	0.37	-1.92	-5.10	-3.26	1.17	-7.41	-1.12	-1.07	-4.97		↓	
Chinese	-2.38	3.17	-1.42	2.75	3.17	3.92	3.02	-0.65	1.25			
Any Other heritage	0.92	-5.30	-2.53	6.02	-3.10	0.77	2.57	-5.63	-0.26		↓	↓
White	1.08	0.46	0.11	1.69	0.69	0.19	-0.02	-0.44	-0.88	↓	↓	
No Information	0.24	2.32	-2.17	-0.78	1.75	0.20	-1.58	1.94	0.80			

3.3.21 In terms of black and minority ethnic (BME) groups, pupils of Asian origin are significantly below estimate in English and mathematics. Other groups are broadly in line with estimate in both subjects, although white pupils are moving back towards estimate in English and mathematics. Performance is more uniform in science, although overall, performance is significantly below estimate and the gap is widening, due mainly to the performance of white pupils.

3.3.22 Performance can be measured for other groups of pupils, based on free school meal (FSM) eligibility, special educational need (SEN) and whether a child is in the care of the authority. For all of these groups, the fact that they are a member of these groups is taken into account when their estimates are created, for example, the fact that a boy is eligible for free school meals and is a looked after child, is taken into account when the estimate is created to compare the actual result against.

Pupil Group	English			Maths			Science			Trend		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	En	Ma	Sc
All Pupils	0.81	0.04	-0.51	1.22	0.65	-0.26	-0.07	-0.62	-1.21	↓	↓	↓
FSM - No	0.76	0.63	-0.20	0.97	0.68	0.16	0.01	0.08	-0.74	↓		
FSM - Yes	1.08	-2.36	-1.80	2.21	0.52	-2.06	-0.40	-3.39	-3.18	↓	↓	↓
Looked After - No	0.89	-0.04	-0.53	1.23	0.62	-0.29	-0.04	-0.63	-1.17	↓	↓	↓
Looked After - Yes	-7.32	7.77	2.21	0.37	3.63	3.68	-3.76	0.13	-6.38	↑		
No SEN	0.20	0.17	-0.62	0.69	0.58	-0.36	0.01	-0.06	-0.53		↓	
School Action	2.33	-3.55	-2.22	1.35	-1.63	-1.06	-2.91	-4.66	-4.85	↓		
School Action Plus	6.21	2.96	3.14	8.01	6.52	2.88	2.90	-2.96	-3.59			↓
Statemented	3.50	6.46	4.88	4.23	2.59	0.50	3.25	2.95	-0.64			

3.3.23 There is a noticeable difference in the performance of FSM eligible and non eligible pupils. The performance of both groups is falling in English, although FSM eligible pupils are now in line with estimates, whilst their more affluent peers are still above estimate. Mathematics performance shows a similar story, and science now is more serious, in that non-eligible pupils are in line with estimate, but FSM eligible pupils are significantly below estimate and the gap to their estimate is widening.

3.3.24 Children in public care have performed in line with estimates in all three subjects, with a significant improvement in English. Pupils with greater SEN perform above estimate in English and mathematics and are in line with estimate in science. School Action category pupils are in line with estimates in English (although with a decline) and in mathematics. However, they are below estimate in science.

KEY STAGE 2: percentage of pupils achieving level 4+

	Pupils	English			Maths			Science			2005 - 2006 change			Difference from all pupils 2006		
	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006	English	maths	science	English	maths	science
Bangladeshi	87	71.4	74.6	78.6	61.4	74.6	72.6	84.3	80.3	77.6	3.9	-2.0	-2.6	-0.2	-2.8	-7.3
Indian	149	82.7	83.3	80.1	77.8	75.8	76.2	88.1	88.6	85.7	-3.2	0.4	-2.9	1.3	0.8	0.8
Kashmiri Pakistani	107	77.4	75.0	73.3	74.8	73.2	69.5	82.6	79.5	77.1	-1.7	-3.7	-2.3	-5.5	-5.9	-7.8
Kashmiri Other	7	87.5	83.3	85.7	75.0	100.0	85.7	87.5	100.0	100.0	2.4	-14.3	0.0	6.9	10.3	15.1
Other Pakistani	289	65.6	69.6	65.7	57.1	68.0	61.5	70.5	74.0	71.4	-3.9	-6.5	-2.6	-13.1	-13.9	-13.5
Other Asian	48	71.4	75.0	70.2	71.4	67.5	74.5	82.1	80.0	78.7	-4.8	7.0	-1.3	-8.6	-0.9	-6.2
Black Caribbean	104	68.6	73.7	71.2	57.1	65.7	61.5	77.5	83.8	75.0	-2.6	-4.1	-8.8	-7.6	-13.9	-9.9
Black African	147	61.5	72.6	65.9	66.2	64.3	55.1	67.7	71.4	70.3	-6.7	-9.2	-1.1	-12.9	-20.3	-14.6
Other Black	49	70.0	72.1	63.0	64.0	63.9	65.2	74.0	75.4	73.9	-9.1	1.3	-1.5	-15.8	-10.2	-11.0
Mixed Black African & White	17	92.9	64.0	87.5	85.7	61.5	93.8	100.0	68.0	81.3	23.5	32.2	13.3	8.7	18.4	-3.7
Mixed Black Caribbean & White	118	77.0	79.0	70.1	68.1	74.8	58.1	83.2	82.4	76.9	-8.9	-16.7	-5.4	-8.7	-17.3	-8.0
Mixed Asian & White	46	72.3	86.4	73.9	78.7	79.7	80.4	85.1	93.2	80.4	-12.5	0.8	-12.8	-4.9	5.0	-4.5
Other Mixed	70	74.7	72.8	80.6	82.7	70.4	80.6	86.5	77.8	88.1	7.8	10.2	10.3	1.8	5.2	3.2
Chinese	36	74.2	100.0	86.1	90.3	100.0	97.2	93.3	94.4	94.4	-13.9	-2.8	0.0	7.3	21.8	9.5
Other Ethnic group	69	70.0	55.7	61.3	68.9	54.1	64.5	75.0	62.3	71.0	5.6	10.4	8.7	-17.5	-10.9	-13.9
White British	6640	78.8	80.4	80.7	76.0	76.6	77.4	86.1	86.9	86.9	0.3	0.9	0.0	1.9	2.0	2.0
White Irish	41	87.9	94.1	90.2	84.8	94.1	92.7	93.9	94.1	97.6	-3.9	-1.4	3.4	11.4	17.3	12.7
Traveller Irish Heritage	11	66.7	100.0	10.0	50.0	66.7	10.0	60.0	100.0	30.0	-90.0	-56.7	-70.0	-68.8	-65.4	-54.9
Gypsy\Roma	13	30.8	41.2	30.8	30.8	35.3	30.8	38.5	41.2	61.5	-10.4	-4.5	20.4	-48.0	-44.6	-23.4
Other White	79	88.9	88.6	80.8	84.1	87.3	80.8	90.5	89.9	85.9	-7.8	-6.6	-4.0	2.0	5.4	1.0
Info Not Obtained / Unknown	17	76.5	43.7	76.5	70.2	46.5	76.5	77.6	50.7	76.5	32.7	30.0	25.8	-2.3	1.1	-8.4
Refused	36	86.4	92.3	83.3	72.7	85.0	83.3	95.5	92.5	97.2	-9.0	-1.7	4.7	4.5	7.9	12.3
Total		78.0	79.3	78.8	74.8	75.5	75.4	85.1	85.4	84.9	-0.5	-0.1	-0.5			

3.3.25 Performance of priority groups is mixed at Key Stage 2 in 2006, with no clear trends. The performance of pupils of Black heritage has fallen in all three subjects, and this is repeated overall for Asian heritage pupils. There were improvements for Bangladeshi pupils in English, but overall the trend is downwards.

3.3.26 Attendance in Primary Schools

3.3.27 Summary Data

3.3.28 The key attendance indicators for Leeds primary schools from 2001-02 to 2005-06 are shown in Table 1 below.

Key Attendance Indicators: Primary Schools

	% Attendance	% Authorised Absence	% Unauthorised Absence	Attendance Target
2001/02	94.03	5.51	0.46	94.0
2002/03	94.12	5.45	0.43	94.2
2003/04	94.52	5.08	0.40	94.4
2004/05	94.67	4.91	0.42	94.6
2005/06	94.31	5.26	0.43	94.8

3.3.29 Comparative attendance data for primary schools can be seen in Table 2. Figure 1 shows the trend in all primary schools.

Comparative Attendance Data: Primary Schools

	2002/03	2003/04	2004/05	2005/06
<i>% Attendance</i>				
Leeds	94.10	94.50	94.67	94.31
Statistical Neighbours	94.22	94.53	94.59	94.28
National	94.19	94.51	94.57	94.24
<i>% Authorised Absence</i>				
Leeds	5.45	5.08	4.91	5.26
Statistical Neighbours	5.34	5.04	4.95	5.22
National	5.38	5.08	5.00	5.30
<i>% Unauthorised Absence</i>				
Leeds	0.43	0.40	0.42	0.43
Statistical Neighbours	0.44	0.43	0.46	0.50
National	0.43	0.41	0.43	0.46

Source: DfES statistical first release

Notes: 2006 data is provisional

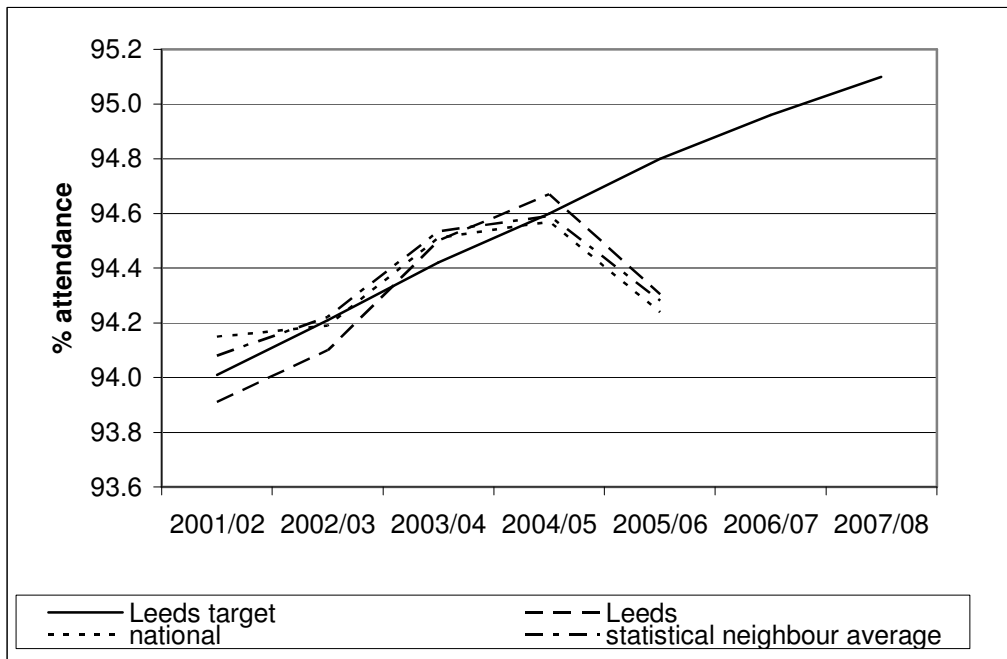
3.3.30 After improving consistently in previous years, attendance in primary schools fell by 0.35% in 2005-06. This is equivalent to 27,000 school days. This drop in attendance also occurred nationally and in statistical neighbours. Attendance in Leeds primary schools remains slightly above the national figure and that for statistical neighbours.

3.3.31 The majority of the fall in attendance in Leeds occurred through an increase in authorised absence, with unauthorised absence only increasing by 0.01%, a lesser amount than the increase observed nationally and in comparative authorities. The DfES are currently investigating the reasons for this drop in attendance across the country. It has been suggested that a flu outbreak and a crackdown in primary schools of authorisations of holidays in term-time could have contributed to the increasing authorised and unauthorised absence.

3.3.32 The change to the new absence codes for recording pupil absence could also have impacted on attendance if there are some pupil activities which schools would previously have marked as 'present' – but which now need to be marked as 'absent'. Many Leeds schools changed to the new codes before the end of the last academic year, therefore this could have impacted on the rise in absence.

3.3.33 The drop in attendance means that the target of 95.1% for 2005-06 was not met for primary attendance. An increase in attendance of 0.7% is required in 2006-07 to meet the target of 95.0%.

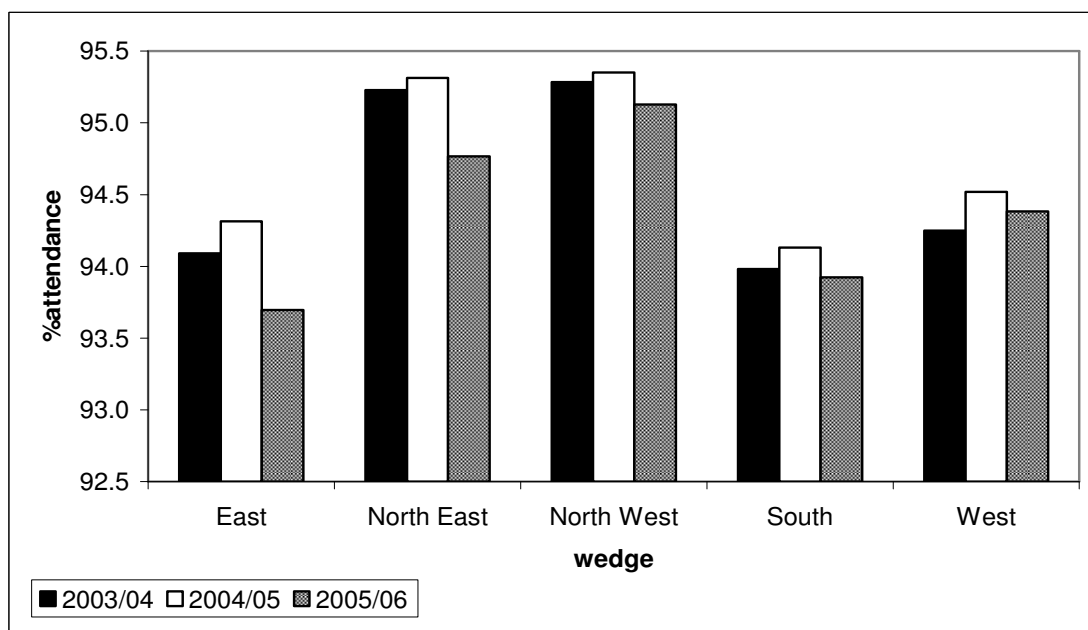
Attendance in Primary Schools



3.3.34 **Primary Attendance by Wedge**

3.3.35 Figure 2 shows the variation in primary attendance by wedge. As can be seen in the chart, attendance is highest in the North West and North East. All wedges experienced a decrease in attendance in 2005-06, with the largest decreases in the East and North East.

Primary Attendance by Wedge



3.3.36 School Performance

3.3.37 Attendance of individual primary schools is provided in Appendix 3. Table 3 below shows school performance at primary level. The overall drop in attendance is reflected in the number of schools improving attendance and meeting their targets. Only 33% (75 schools) of primary schools improved their attendance in 2005-06 compared with 58% (129 schools) in 2004-05 and only 11 schools improved attendance by more than 1%, compared with 25 in 2004-05.

3.3.38 2005-06 has seen a significant decrease in the number of schools meeting targets. These have reduced from 114 (49%) in 2004-05 to 29 (13%) in 2005-06.

Table 3: School Performance

	Number of schools		% of schools	
	2004/05	2005/06	2004/05	2005/06
Schools with improved attendance	129	75	58	33
Schools meeting targets	114	29	49	13

3.3.39 Table 4 illustrates the impact achieved in those school targeted through the Behaviour Improvement programme (BIP).

Table 4: Attendance and Unauthorised Absence: BIP primary schools

	2001/02	2002/03	2003/04	2004/05	2005/06
<i>% Attendance</i>					
BIP primary	92.16	92.25	92.73	92.99	92.55
All primary	93.97	94.14	94.52	94.67	94.31
Difference	-1.81	-1.89	-1.79	-1.68	-1.76
<i>% Unauthorised absence</i>					
BIP primary	1.14	1.07	1.04	1.15	1.26
All primary	0.48	0.43	0.4	0.42	0.43
Difference	0.66	0.64	0.64	0.73	0.83

3.3.40 Twenty six schools have been receiving targeted support to improve attendance, unauthorised absence and exclusions, through the BIP. Twenty of these schools are primary schools. The table below shows that attendance is now 0.39% higher in BIP primary schools than in 2001-02 and that the difference in attendance between BIP primaries and all primaries has decreased slightly.

3.4 Overview of Ofsted inspections of Leeds Primary Schools 2005-6

3.4.1 The revised framework for the inspection of schools (section 5) came into effect in September 2005. Inspections are now shorter and more frequent and place greater emphasis on the school's evaluation of its own performance. The increased frequency enables parents to have a more up to date report and allows schools to receive a more frequent rigorous external appraisal of their performance. Schools are now inspected with two days notice. The short notice means that schools have to be in "a state of readiness". Most primary schools are inspected by two inspectors over two days.

3.4.2 With self evaluation at the heart of the inspection, the focus has moved from classroom practice to school leadership. The leadership of the school is judged by the rigour and accuracy of the school's self evaluation and the schools ability to act on the outcomes. Schools are expected to complete a Self Evaluation Form (SEF) which is scrutinised by the inspection team and used together with the PANDA to devise a pre-inspection commentary prior to visiting the school. During the inspection the team test out their hypotheses by tracking evidence trails around the emerging issues. The school leadership may be asked to undertake some of these activities with the inspection team so that the team can assess the leadership's ability to make accurate judgements.

3.4.3 Schools are judged to be in one of four categories overall: outstanding, good, satisfactory or inadequate. They are also judged to be in one of these categories for Achievement and Standards, Leadership and Management, Provision (i.e. teaching and learning, curriculum provision and Care Guidance and Support), and Personal Development. An unfavourable inspection results in a school being placed in Special Measures or being given a notice to improve.

3.4.4 Schools are judged not only on their current performance but also on their capacity to improve.

3.4.5 During the academic year 2005-06, 44 Leeds primary schools were inspected. Eleven (25%) were found to be outstanding, 20 (45%) good, ten (23%) satisfactory, and three (7%) inadequate (i.e. two with notice to improve and one subject to special measures). This compares nationally over the same period with 9%

outstanding, 49% good, 34% satisfactory and 7% inadequate. Leeds can be justifiably proud of having more schools in the good and outstanding category (70%) than all schools inspected nationally (58%). Leeds also has a good proportion of outstanding schools operating in challenging contexts.

- 3.4.6 Since September 2006 a further 24 primary schools have been inspected. Of these three (12.5%) was judged to be outstanding, eleven (45.8%) good, nine (37.5%) satisfactory and one (4.1%) inadequate (subject to special measures). There are no national figures available for this period. The school judged to be inadequate has made a formal complaint to Ofsted about the conduct of the inspection and of the evidence base used to make the judgment. We are awaiting the outcome.
- 3.4.7 During the year Ofsted moved to a system of 'Proportionate inspections' which aims to differentiate between schools. Data and other evidence is analysed and if a school is deemed to be successful they will be inspected for one day only. Two schools in Leeds have now had a one day inspection under this regime, both with a favourable outcome.
- 3.4.8 Although the picture to date is largely positive there are a number of schools due an inspection who are at risk of not achieving a favourable outcome. These schools may have a history of instability in staffing and leadership or may have persistently low standards, and complex contextual factors. Education Leeds officers are working closely with many of these schools in an attempt to pre-empt failure.
- 3.4.9 The new inspection framework has been received positively on the whole, but there are concerns that there is an inconsistency of approach between inspection teams that sometimes results in outcomes that schools and Education Leeds would dispute. Schools in challenging and complex circumstances may be disadvantaged by an overemphasis on statistical data by the inspection team. These schools often have difficulty convincing the team to take other aspects of school into account.
- 3.4.10 See annex for report summaries for schools inspected autumn 2006 (if published).

3.5 **The Education Leeds School Improvement Policy – categorisation of schools**

- 3.5.1 The Education Leeds School Improvement Policy has been re written to reflect the Ofsted grades and criteria. The policy includes a toolkit to help schools to self evaluate against four sets of indicators: Performance Indicators; The school's capacity to improve; Every Child Matters and Children at risk of not achieving the five ECM outcomes. All schools have engaged in discussion with an adviser to agree a judgement against these indicators and to agree an appropriate category for the school. All schools have now entered into one of four 'partnerships', i.e. Leading Partnership (category 1), Learning Partnership (category 2), Focused Partnership (category 3), or Extended Partnership (category 4). There are 10% of schools in category one, 50% in category 2, 35% in category 3 and 5% in category 4. This process has enabled Education Leeds to develop an accurate picture of all schools and to provide support to those most in need. Early intervention, additional support, task groups and the joint review groups have proved successful as can be evidence by the small number of schools in an Ofsted category.

3.6 **Schools Causing Concern: category 4**

3.6.1 There are currently four schools in an Ofsted category. The two schools given a notice to improve are awaiting a re-inspection with HMI. Progress in both schools has been satisfactory and both schools will need to accelerate progress if a favourable outcome is to be achieved. There are two schools subject to special measures. One was inspected in May and is awaiting a monitoring visit from HMI. This school is also subject to a closure consultation and may close in July 2007. The school is making satisfactory progress overall but continues to demonstrate high levels of inadequate teaching. One school was inspected in October and has submitted a complaint regarding the conduct of the inspection and the evidence base used to make the judgment. However the leadership team, including governors, has made a quick response to the key issues. Each of these schools has entered into an Extended Partnership.

3.6.2 Detailed reports on these schools are provided in the annex

3.6.3 **Schools in Extended Partnerships: category 4**

3.6.4 There are an additional six schools that have entered into an Extended Partnership.

3.6.5 All schools in Extended Partnerships are supported through a major intervention programme such as Primary Leadership Programme (PLP) or Intensifying Support Programme (ISP). (See below). These schools are also supported through a task group consisting of school and Education Leeds staff who focus on developing each key issue in school. The governors are engaged in a joint review group (consisting of governors, headteacher and officers of Education Leeds) to support the monitoring process. As a school approaches the target date for removal from this category, officers from Education Leeds will conduct a review to confirm that school has overcome all barriers to success and has made good progress. The school will then engage in an exit strategy for one or two terms until new procedures are embedded.

3.6.6 Schools in this category frequently face many barriers to progress, some of which can be rectified in the short term while others are far more complex. Issues such as inadequate teaching and learning are resolved by either the weak teachers moving on or through a programme of professional development lead by the national strategies consultants and supported by the headteacher. However, many of these schools serve communities facing severe challenges such as poverty, unemployment, high mobility, deprivation, high turnover of staff and low attainment on entry to school. The quality and effectiveness of the head teacher is critical to the success of a school and where leadership is weak a turnaround is much more difficult to achieve.

3.6.7 Six schools have recently been removed from this category.

3.6.8 A more detailed report is in the confidential part of this agenda under Access to Information Rules 10.4 (1) (2).

3.6.9 **Schools in Focused Partnerships: category 3**

3.6.10 Although schools in category 3 are generally regarded as satisfactory, there are some who have inadequate elements. These schools are supported through a

Focussed Partnership which will provide a similar support package to those in category 4. Some of the schools in category 3 require challenge to become 'good' while others in this category require support to avoid becoming a cause for serious concern.

3.6.11 **Emerging and temporary concerns**

3.6.12 There are currently 14 schools that are beginning to show signs of vulnerability, displaying one or more of the following indicators: weak leadership including governance; inadequate teaching especially where this is not being dealt with by the headteacher; low attainment and poor value added; high rates of absence and/or exclusion; poor behaviour; high turnover of staff and/or unfilled vacancies; new or inadequate building issues; falling rolls; budget deficit. All of these schools will be further investigated and if necessary a review meeting will be held with the headteacher and chair of governors to reconsider the category of the school and the associated support package.

3.7 **The Education Leeds School Improvement Policy – School Improvement Strategies**

3.7.1 **Intensifying Support Programme**

3.7.2 There are currently 30 schools taking part in this two year programme which aims to raise standards in English and mathematics through a whole school programme of training and support. National strategy consultants and school improvement advisers work closely with staff on setting curricular targets, identifying target groups of pupils, improving assessment procedures and pupil tracking and improving the quality of teaching learning. Most schools in this programme improve at a faster rate than other schools (see section 1 above).

3.7.3 **Primary Leadership Programme**

3.7.4 There are 20 schools taking part in this programme which aims to build the capacity of the leadership team. School leadership teams take part in three central training events during the year and develop their own school focus around English and mathematics. Schools in this programme are supported by a local head teacher acting as a consultant leader. This consultant leader supports the school in developing leadership at all levels and often engages members of their own staff in the process. Schools in this programme generally improve at a faster rate than other schools. (See section 1 above)

3.7.5 **Leading Partnerships**

3.7.6 As part of the support and intervention strategy, all schools in category 1 enter into a Leading Partnership in which they can offer support for whole school improvement to another school. Many of the schools in category 4 and some in category 3 are entering into a partnership with a leading partner school. These typically provide support for leadership at all levels, teaching and learning, and assessment. They provide opportunities for teachers from both schools to visit each other to observe and learn from a range of practice. Education Leeds is in the process of developing training and support packages to support this initiative which will involve staff from both schools in developing coaching skills and the middle leadership role.

3.7.7 Literacy and Numeracy Strategies

3.7.8 All schools participating in ISP or PLP are provided with support from literacy and/or numeracy consultants. The focus for this support revolves around making appropriate provision for the needs of all pupils, using assessment data to inform well planned teaching and learning activities.

3.7.9 Headteacher recruitment

3.7.10 Leeds schools have experienced high turnover of headteachers in recent years resulting in 95 headteachers currently in post who have been appointed since 2004. There are 26 schools requiring a new headteacher either in January, April or September 2007 and this number is likely to increase. Not all of these are new to headship but this figure represents a change in the critical mass of experienced headteachers.

3.7.11 All new head teachers are invited to attend the Education Leeds new headteacher induction programme. This begins with a two day residential conference and is followed by half termly network meetings focussing on topics chosen by the new heads. A steering group of new and experienced heads lead by a school improvement adviser meets termly to review and plan the induction. All new headteachers are offered a mentor from the body of experienced heads and these mentors all undergo training. Most new headteachers settle into their new role well and are provided with additional support from their school improvement adviser. However the challenges facing new headteachers are many and a few new appointees experience severe difficulties in their first year. For this reason the induction programme is also open to headteachers in their second year.

3.7.12 All new headteachers are offered a Partnership Evaluation in their first term, which aims to provide a baseline view of the school in terms of teaching and learning, standards, personnel, governance and finance. This is conducted by officers from Education Leeds together with the new headteacher to moderate early judgements and to prioritise the issues to address.

3.7.13 Distributed Leadership for Learning Programme

3.7.14 This programme was developed by Education Leeds officers based on national strategy funding. The target group are deputy headteachers who are asked to lead a project on whole school across curricular ICT. One of the aims of this project is to develop the leadership skills of deputy headteachers as a preparation for headship. It is one of several strategies in place to encourage deputy headteachers to move into headship.

4.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE

4.1 This report informs the new school improvement policy and the development of a strategy for extending and developing partnerships which increase the capacity of all schools to raise achievement. The new inspection framework places additional pressure on schools and particularly on school leaders, who need support. The continued low performance of many minority and vulnerable groups means that tackling inequalities remains a very high priority for Education Leeds.

5.0 LEGAL AND RESOURCE IMPLICATIONS

- 5.1 Although attainment overall is satisfactory, many schools experience a high level of challenge and struggle to meet floor targets. The achievement of BME pupils also remains a cause for concern. These schools must remain a high priority when allocating resources. The School Improvement Partner programme, due to be implemented in April 2007, will add to the capacity to support school leadership.

6.0 CONCLUSIONS

- 6.1 Central and school-based strategies, and a variety of partnerships and initiatives, have been successful in raising achievement in Leeds. However, further developments will be necessary if the momentum is to be maintained and Leeds is to keep pace with national improvements.

7.0 RECOMMENDATIONS

- 7.1 The Executive Board is asked to:
- i) note the contents of the report
 - ii) note the strategies for improvement that have been developed to support further increases in achievement for all pupils, groups and schools.



REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 24 JANUARY 2007

SUBJECT: Annex 1: Ofsted Summaries – Leeds Primary Schools

SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

1 Archbishop Cranmer Church of England Primary School (September 2006)

- 1.1 Archbishop Cranmer Primary School provides a satisfactory education for its pupils and gives satisfactory value for money. The school accurately sees itself this way overall although some other aspects of its self-evaluation are overly generous. Provision for children in the Foundation Stage is satisfactory. These children reach the level expected in all areas of learning by the end of the Reception year and make satisfactory progress.
- 1.2 Pupils leave the school at the end of Year 6 with standards that are broadly average. All pupils, including those with learning difficulties and/or disabilities, make satisfactory progress throughout the school. Achievement is satisfactory. Pupils' personal development is good. Pupils say that they very much enjoy being at school. Their behaviour is consistently good. The above average attendance figures reflect their enthusiasm for school. Pupils have positive attitudes to learning and they feel safe and valued as individuals. Their spiritual, moral, social and cultural development is good, and is securely underpinned by assemblies and collective worships which capture their imagination and make them think.
- 1.3 Staff take satisfactory care of pupils and comply with legislation in this. Established systems track the progress pupils make. However, this information is not used to best effect in the planning of teaching to ensure that the learning needs of pupils are accurately met.
- 1.4 The quality of teaching and learning is satisfactory. Teachers seek to make lessons interesting to ensure that pupils learn but some do not have a clear view of what pupils need to do next to enable them to make more rapid progress. Many lessons lose pace when teachers explain in too much detail what tasks pupils are expected to carry out or when tasks lack sufficient challenge. Learning slows in consequence, and as a result the school missed its targets at the end of Year 6 in the last two years. Procedures to involve pupils in assessing their own work are more effective in some classes than others. Pupils with learning difficulties and/or disabilities receive effective support.
- 1.5 The curriculum is satisfactory and meets national requirements. Although it meets the personal needs of all pupils well, it does not meet their academic needs as effectively because some work is not pitched at the right level to meet pupils' learning needs.

- 1.6 Parents hold the school in high regard and are very happy with what it offers.
- 1.7 Leadership and management are satisfactory. The newly appointed acting headteacher is taking action to bring about improvements but these changes are only recent and have yet to improve the quality of pupils' learning and the progress they make. Subject managers are beginning to check teaching and learning, but not yet with sufficient rigour to have a positive impact upon pupils' learning and progress. The changes are supported by staff and parents. Improvement since the last inspection is satisfactory and the school has satisfactory capacity to improve.

Grade: 3

1.8 ***What the school should do to improve further***

- Improve teaching where it lacks pace or challenge, in order to speed up pupils' learning and progress.
- Ensure that teachers use assessment information to give them a clear view of what pupils need to do to improve and to help them plan work that meets pupils' learning needs.
- Ensure that subject managers evaluate the effectiveness of teaching more rigorously in order to improve progress and raise standards.

2 Blackgates Primary School (October 2006)

- 2.1 Blackgates Primary is a friendly, happy, welcoming and very caring school. In the short time since the amalgamation of Blackgates Infants and Blackgates Juniors, the new school has made its mark in the community, and it is extremely well thought of by parents. The key to this success is the outstanding leadership of the headteacher. She has steered everyone through the challenges by uniting pupils, staff and governors from two different schools and by forging outstanding partnerships with others. Her warmth, inspiration, vision for the future and genuine care for every single pupil give everyone a clear understanding of how they should contribute. This has brought about good teaching and learning, which enables all groups of pupils to achieve well from their starting points, and standards are above average by Year 6.
- 2.2 Another major reason for pupils' good achievement and above average standards is the emphasis in the curriculum and in the whole life of the school placed upon pupils' personal development and well-being. The strong commitment to demonstrating that 'every child matters' is reflected in the way that staff and governors prepare pupils well for their future lives as members of the community. As a result, pupils behave well and put their hearts and souls into enjoying everything they do at school. They have earned their national Investors in Pupils award and are very proud of it. Many pupils attend the extensive programme of extra-curricular activities, especially music and sport. They enjoy regular educational visits, visitors to the school and exciting work in the creative arts. Pupils demonstrate outstanding understanding of healthy lifestyles, for example by eating healthy food and taking regular exercise.
- 2.3 Quality and standards in the Foundation Stage (Nursery and Reception classes) are good. Staff are aware, however, that boys do not reach the same standards as girls by Year 2, and this partly reflects children's varying starting points. Boys in the Foundation Stage and in Years 1 and 2 sometimes take more encouraging to want to get involved than girls. The school has still to get to grips with tackling this problem and raising their attainment. Boys make up the ground by Year 6, however, and their performance in national tests is as good as that of girls. Pupils throughout the school do better in reading, mathematics and science than they do in writing, and the school has started to

make inroads into helping pupils to improve their writing skills. There is further work to do, however, including celebrating pupils' achievements in writing more often, improving the marking of work and giving better examples of handwriting by adults.

- 2.4 Governors and senior staff play a strong part in keeping everything on track. As one governor commented, 'Whatever we do we measure the effects of it.' This sums up the school's dedicated care for all its pupils. The school has a good understanding of how well it is performing, and this view matches that of the inspectors. The school gives good value for money.

Grade: 2

2.5 **What the school should do to improve further**

- Raise standards in writing across the school.
- Ensure that boys in the Foundation Stage and Years 1 and 2 reach a similar standard of work to that of girls.

3 Carr Manor Primary School (November 2006)

- 3.1 Carr Manor Primary is an outstanding school which has continued to improve extremely well since its last inspection. The key strength is the first class leadership and management of the school. The leadership of the headteacher and deputy headteacher is outstanding. Together they have built up a high performing team who are enthusiastic, capable and dedicated to providing the best for the pupils in their care.

- 3.2 Governors also play a major role in ensuring a high standard of education. Parents are extremely supportive of the school. The following parental comment sums up their positive views: 'Carr Manor is a credit to the local community. It balances the needs of children from diverse communities and backgrounds and is thus inclusive of all.' As a result of exceptional leadership and management, all groups of pupils, including those learning English as an additional language, make outstanding progress. Standards by the end of Year 6 are significantly above average and have been consistently so since the last inspection. The achievement of pupils from entry to the Nursery to the end of Year 6 is outstanding. In the Nursery and Reception (Foundation Stage), children get off to a wonderful start because of outstanding provision.

- 3.3 Good, and sometimes outstanding, teaching throughout the school enables pupils to make brisk progress in their learning. Pupils respond extremely well to the teaching by working hard. Pupils enjoy learning because as a pupil stated, 'teachers make learning fun'. Lessons move at a quick pace and time is not lost because pupils are very interested in their work and their behaviour and attitudes to learning are exemplary. Pupils have a good understanding of how to improve their work because marking clearly identifies what they have done well and what they need to do next.

- 3.4 Information about pupils' progress from the Nursery to Year 6 is used extremely well to help determine pupils' next steps of learning. The curriculum meets the needs of all. It is very effective, with a strong emphasis on developing pupils' basic skills and their personal development, as well as providing very good opportunities to develop skills and knowledge in other subjects. The broad range of visits and visitors adds an extra dimension to learning. Pupils thoroughly enjoy and appreciate the wide range of after-school activities.

- 3.5 Pupils respond exceptionally well to the outstanding care, guidance and support they receive. Their personal development, including their spiritual, moral, social and cultural

development, is outstanding. Relationships are harmonious between pupils as well as between pupils and staff. A pupil commented that, 'A strength of the school is the opportunity to mix with children from other cultures and to learn to respect others' views.' Pupils behave extremely well in the classroom and around school. Pupils are very well prepared for future learning because of their very good acquisition of basic skills and their excellent attitudes to learning. The school has worked very hard with parents to help them appreciate the importance of regular attendance of pupils and not taking holidays during term time. As a result, attendance has improved and is now satisfactory.

- 3.6 The leadership team is constantly seeking ways to improve the school. Its understanding of strengths, areas for development and vision for the future are exceptional. The school has outstanding capacity to continue to improve because of its proven track record over many years. It provides outstanding value for money because accommodation, staffing and other resources are used extremely well to promote a high standard of education for pupils and equal opportunities for all.

Grade: 1

3.7 ***What the school should do to improve further***

There are no significant areas for improvement. The school's improvement plan clearly identifies what it needs to do to maintain its great strengths and improve even further.

4 Cross Gates Primary School (October 2006)

- 4.1 This is a satisfactory school with some good features. Although this judgement differs from the school's view of itself as good, the process of self-evaluation has enabled the school to identify some important areas for improvement. Involvement in the local authority's Intensifying Support Programme (ISP) has helped the school to focus on some of these areas. Action to bring about all-round improvement has not yet had time to make its full impact, but there are some promising signs. For example, attainment in English, which has lagged behind that of science and mathematics, is showing gradual improvement. Provisional results for 2006 and the good progress of pupils currently in Year 6 indicate further improvement.
- 4.2 Strong pastoral care ensures a secure environment and helps pupils to feel safe, enjoy school, behave well and make good progress in their personal development. The school is rightly proud of its inclusive nature. The curriculum serves the needs of the pupils well. It is enhanced by a wide range of enrichment activities. These make a valuable contribution to pupils' progress and add to their enjoyment and personal development. Enthusiastic participation in sports encourages pupils to adopt a healthy lifestyle. Parents value the school highly and are very supportive of its work.
- 4.3 Pupils achieve well in the Foundation Stage, which is well led and managed, and also in Key Stage 1. They move from below average standards when they start at the Nursery to broadly average standards by the end of Year 2. Teachers and teaching assistants effectively promote the pupils' communication skills. This helps them to develop their self-esteem and confidence. The progress that pupils make in the Foundation Stage and in Years 1 and 2 is not maintained in Years 3 to 6; it is satisfactory rather than good. This is because the quality of teaching is inconsistent, particularly in relation to matching tasks to individual needs and challenging all pupils appropriately. Pupils leave the school having reached broadly average standards in mathematics and science. In English, progress is less secure. Although standards are below average, there are measurable signs of improvement. The school recognises

that more still needs to be done to improve pupils' achievement, especially in English, and to track the progress of individual pupils more effectively. Developments are underway to help pupils to become more aware of how to improve their work. These are in the early stages and are not yet fully embedded throughout the school.

- 4.4 The headteacher's leadership and management are good and she is ably supported by her deputy. Together, they are resolute in their pursuit of higher standards. They acknowledge that further improvements are still needed, especially in ironing out some inconsistencies in the quality of teaching and in helping the more able pupils to reach higher standards. Their determination and commitment are shared by an active and effective governing body that helps the school to provide satisfactory value for money. As a result, Cross Gates is an improving school and has a good capacity for further improvement.

Grade: 3

4.5 **What the school should do to improve further**

- Improve the consistency of teaching and raise teachers' expectations of what pupils can achieve at Key Stage 2.
- Improve assessment procedures and the use of assessment information so that all pupils have a clear understanding of how to improve their work.

5 Great Preston VC CofE Primary School (November 2006)

- 5.1 The popularity and the trust placed in Great Preston VC C of E Primary School by parents and the community at large is well founded. The pupils reach satisfactory standards overall, including in the Foundation Stage, and most make satisfactory progress in their learning; they are well-cared for; show good attitudes to learning; and are well behaved. The staff work hard and know their responsibilities, and the headteacher has established effective management and organisational structures throughout the school. However, that is only part of the picture.

- 5.2 The school's achievements have to be seen against the backcloth of a raft of difficulties caused by the closure of the two former schools and the re-opening of a single school in September 2005. Occasions when all the pupils can unite are very rare because of the distance between the sites; the infant and junior teachers still work in their old separate buildings; subject leadership has to be shared; and the headteacher, despite his efficiency, spends much time going to and fro the quarter mile between the buildings. The plan to be accommodated on one site has been delayed adding further stresses to an already difficult situation.

- 5.3 It is, therefore, to the great credit of the headteacher that he has not allowed these difficulties to overshadow the principle task of welding the two previous schools into one; finding out what needs to be done to raise standards and establishing a management structure to drive ahead improvements. Nevertheless, there are some important issues to resolve. Although the teaching is satisfactory overall, more could be achieved if there was a higher level of good teaching. Standards in mathematics and writing need improvement, the accuracy of the match of work to pupils' needs is inconsistent, and the more able pupils require greater challenge. The headteacher, ably supported by the senior managers, has set out improvement measures which are already beginning to have an effect.

- 5.4 Taking all the circumstances into account, the school uses its resources wisely and efficiently and provides good value for money. It has already displayed that it has good capacity to improve and to reach the targets it has set itself.

Grade: 3

5.5 ***What the school should do to improve further***

- Raise standards, especially in mathematics and writing, and improve the challenge for more able pupils.
- Improve the quality of teaching to a consistently good level.
- Keep the roles of senior managers under review, particularly those of key stage coordinators.

6 Grimes Dyke Primary School (October 2006)

6.1 In accordance with section 13(3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

6.2 This school is not as effective as it should be, despite strengths in the provision for Foundation Stage children, pupils with learning difficulties and/or disabilities and aspects of personal and cultural development. Standards are low and declining. A significant number of pupils do not achieve as well as they should. This is because the teaching is not sufficiently strong to manage the diverse and complex range of needs which pupils bring to school. The headteacher, supported by the deputy headteacher, is committed to raising standards. High staff turnover and reducing pupil numbers have hampered progress. There are inconsistencies in the quality of teaching and pupils' learning has slowed significantly as a result. Fluctuating staffing does not provide the stability to cope with pupils' wide range of ability or the increasing number of pupils with challenging behaviour which becomes more marked as they grow older. Although staffing has been relatively stable for the past year, standards by the end of Year 6 have fallen significantly in 2006. The school has identified correctly that lower and average attainers, particularly boys, underachieve. The more able pupils achieve satisfactorily, as do those with learning difficulties and/or disabilities, including those who receive specialist support through the speech and language resource provision.

6.2 Pupils do their best and enjoy their learning most when there is a strong practical element to lessons. However, they become unsettled when lessons are too easy or too hard. Behaviour is generally satisfactory with the majority behaving well, though opportunities for pupils to learn independently are limited. A large number of exclusions during the 2004-5 year involved a small minority of older pupils; the number was significantly lower last year. The Foundation Stage provision is good, with an appropriately strong emphasis on personal, social and emotional development. The wide range of indoor and outdoor play equipment and the rich learning environment help children learn through finding out for themselves. For many Reception children, though, the introduction to formal literacy skills is too soon and too advanced for their stage of development.

6.3 Attendance is below average and showed a small deterioration during 2005 and 2006. The rate of unauthorised absence increased last year. The school takes appropriate actions to reduce non-attendance but so far this has not produced results. A significant minority of pupils have yet to feel that it really matters that they attend school regularly. The recent appointment of a full-time pupil support worker is a positive step towards helping pupils with behavioural issues and other problems. The majority of pupils do enjoy coming to school. They feel safe and trust their teachers to help them when they

need it, though some continue to have concerns about bullying. Personal development and well-being are satisfactory and pupils have a sound understanding of why it is important to follow a healthy lifestyle. Enrichment of the curriculum, through events such as 'world of a difference week', help pupils to consider important issues such as racism and to be aware of cultural diversity. Pupils are well cared for in terms of their personal needs and the provision for vulnerable pupils or those with learning difficulties and/or disabilities is very well managed. The inclusion of pupils involved in the speech and language resource provision is a strength. Academic guidance is satisfactory, with strengths in the detailed overview held by the headteacher and deputy but with weaknesses in using assessment to determine what precisely should be taught.

- 6.4 The many staffing changes, including those involving management responsibility, have resulted in unavoidable additional demands on leadership time. Too much responsibility has been left to the two senior leaders and the part-time inclusion manager and so the support they can offer new teaching staff is limited. Leadership and management responsibilities of other staff are at an early stage of development. This means that senior managers have not been as effective as they should. The school's self-evaluation rightly shows that the school has declined considerably since its last inspection but it has a more rosy view of achievement, teaching and capacity to improve than the evidence warrants. The evidence for satisfactory achievement for all groups of pupils is not robust. The headteacher and deputy headteacher passionately keen to resolve the issues facing the school but different initiatives introduced over the last three years have not worked. Governors are warmly supportive and are seeking further training. The most recent plan to turn the school around is in its initial stages and has not had time to have an impact, though the school continues to be optimistic. Taking all these things into consideration, leadership and management therefore are inadequate at the present time. The school does not have the capacity to improve without additional support and at present gives inadequate value for money.

Grade: 4

6.5 **What the school should do to improve further**

- Raise achievement, particularly that of boys, in English, mathematics and science.
- Improve the consistency of teaching quality to provide all pupils with the right levels of support and challenge so they can learn to the best of their ability.
- Raise pupils' aspirations so that they want to attend school and believe that by attending they have the best possible chance to do well.
- Widen management so that more staff take greater leadership and management responsibilities and allow senior management time to be used more effectively.

7 Hunslet Carr Primary School (October 2006)

- 7.1 The school is set in a challenging inner-city area. Many of the children come to school with limited skills and where their potential to learn has remained largely untapped. Under these circumstances, the school does well in many ways and a strong feature of its work is the way it responds to the often complex personal and social needs of the pupils whilst also recognising its responsibility to encourage them to make strides in their learning. The school has enlisted various specialist support agencies to work alongside its own specialist teachers, resulting in the needs of various groups of pupils being well met. As a consequence, the pupils are well behaved, enjoy coming to school and feel safe and secure.

- 7.2 The complex business of raising standards and levels of achievement against such a backcloth proves very challenging. In many respects the school has achieved a good

measure of success and is not afraid to be innovative or to respond to emerging issues. For example, it successfully promotes the pupils' attitudes to work; has reviewed its curriculum to improve the way in which subjects are taught based on topic themes; and has introduced a new language scheme to boost the pupils' writing and reading skills. However, there are also some aspects of the school's work which require greater consistency and for practical measures to be taken so that progress can be made more consistently and effectively. For example, while the teaching is of satisfactory quality overall with some which is good, with more regular monitoring, these inconsistencies could be ironed out. Although the curriculum initiative is still in its early stages, the lack of sufficient time for senior managers to make detailed assessments of its impact is causing anomalies to arise; for example, copying chunks of text into topic exercise books, while the language scheme is resulting in younger pupils having restricted access to books.

7.3 The theme of contrast is seen most clearly in the standards reached and the achievement of pupils which, although satisfactory overall, reveal wide variations between key stages and between standards reached in national tests and those currently reached in lessons. Most children enter school with low levels of attainment and although the staff work hard to accelerate their learning, at the end of Key Stage 1 most pupils struggle to reach expected levels for their age, as they have done over the last five years. However, results at the end of Key Stage 2 have recently taken a sharp upturn and despite many pupils beginning the key stage in Year 3 well behind others nationally, the progress made in the pupils' achievements in 2005 placed the school in the top 22% of schools, in stark contrast to 2003 when it was in the bottom 23%.

7.4 Despite these overall contrasts and inconsistencies, there is much to celebrate within the school, and with the combination of hard-working staff and firm leadership, there is no reason to doubt the school's capacity to continue its improvement.

Grade: 3

7.5 ***What the school should do to improve further***

- Improve standards especially in Key Stage 1 and throughout the school in English.
- Raise the quality of teaching to a consistently good level.
- Involve pupils more in the setting and reviewing of targets.
- The headteacher and senior managers should establish clear ways of monitoring the impact of initiatives on the quality of teaching and learning.

8 Immaculate Heart of Mary Catholic Primary School (November 2006)

8.1 The Immaculate Heart of Mary Catholic Primary School provides a satisfactory standard of education overall for its pupils. This judgement matches the school's self-evaluation. The school provides satisfactory value for money. It is extremely calm and the pupils' behaviour is exemplary. As a result, pupils feel safe and secure and settle well to their work. Parents are particularly pleased with the way their children are developing as confident and enthusiastic individuals and the pupils say they are very happy in school. Care, guidance and support of the pupils are good and staff know pupils well.

8.2 Most children start in Reception with levels of attainment that are better than those expected for their age in aspects of communication, language and literacy. There is no overview of their attainment on arrival in other areas of learning so their progress as a group during the Foundation Stage cannot be tracked. On entry to Year 1, most children reach standards that are above those expected nationally for children this age. Well above average standards are reached at the end of Years 2 and 6 and the earlier, below average, achievement recorded for 2004 and 2005 has now been improved to a

satisfactory level. The overall progress of pupils with learning difficulties and/or disabilities is not monitored centrally and their learning targets are not always specifically defined or appropriately updated to provide a school overview of their progress. Several parents of these pupils express concern that some senior staff cannot provide helpful responses to their enquiries about their child's progress.

- 8.3 The quality of teaching and learning is satisfactory overall. There is good, lively teaching in some lessons where pupils are involved in their own learning through group work or discussions. New style, recently developed assessments of pupils' work in Years 1 to 6 are beginning to contribute to improvements in their achievement. As yet, this assessment information is not always used well enough to ensure that pupils of different abilities make the best progress. As a result, by the time they leave Year 2 and Year 6, progress has still not been fast enough for some of the more able pupils who are sometimes set work that is too easy for them.
- 8.4 The curriculum is good. The school has worked hard to broaden pupils' learning opportunities through, for example, a wide range of visits and providing good quality learning opportunities which show the links between subjects. This ensures that pupils usually enjoy their lessons and they readily identify practical activities in subjects such as science or information and communication technology (ICT) as being the most fun. This level of enjoyment contributes to their high standards.
- 8.5 Pupils' personal development is good with some outstanding features. Older pupils take responsibility very seriously and appreciate the significance of their roles. One said, 'I think being first aid monitor is very important because I look after anyone who gets hurt at playtime.' The pupils' overall understanding of healthy lifestyles is extremely good and they talk confidently about healthy eating and the need for regular exercise. The headteacher and senior staff provide satisfactory leadership. They have clear plans for the school's improvement and in anticipation have judged several aspects to be higher than inspection findings. Their effective influence is already evident in the outstanding aspects of pupils' personal development. Monitoring pupils' achievement is now their focus. Evidence of underachievement became apparent in English, mathematics and science in 2003. Particular concerns over standards in science, which dipped in 2002 to average, led to a strong whole-school focus for improvement in the subject, leading to a rise to well above average standards by 2005. The new assessment strategies were implemented in 2005 to identify the rate of progress in writing and numeracy. Leaders and managers have implemented strategies to ensure that pupils make better progress and these have resulted in improved achievement. Strong teamwork is a significant factor in the school's satisfactory capacity for further improvement.

Grade: 3

- 8.6 **What the school should do to improve further**
- Make better use of assessment information to set challenging targets and match work more precisely to pupils' needs in order to raise achievement, particularly for the most able.
 - Monitor the overall progress of pupils with learning difficulties and/or disabilities to ensure the school has a clear picture of the effectiveness of its provision and is in a position to reassure parents their children are doing as well as they can.
 - Assess children's standards of attainment when they arrive in Reception and monitor their progress as they move through the Foundation Stage to ensure they achieve well.

9 **Ingram Road Primary School (September 2006)**

- 9.1 This is a satisfactory and rapidly improving school. Although standards by the end of Year 6 are below average, pupils make satisfactory progress overall from their low starting points on entry to the Nursery. Progress is better for those pupils who enter Foundation Stage, remain until Year 6 and attend well.
- 9.2 In the Foundation Stage, children make good progress in their personal and social development and satisfactory progress overall. In Years 2 and 6, progress is more rapid than in other year groups as a result of good teaching. In Year 6 particularly, teaching is imaginative, captures pupils' interest and challenges their understanding. Although achievement for all groups is satisfactory, staff are not always clear when planning their lessons whether some pupils' needs are due to their lack of spoken English or because they have learning difficulties. Consequently, the support for pupils learning English as an additional language is not managed as effectively as it might be during lessons.
- 9.3 The school provides a very welcoming and supportive environment. Pupils and parents recognise they are given considerable help and support. Pupils feel safe in all aspects of school life. In lessons, they show much enthusiasm for learning and respond with determination to do better when given praise and encouragement. The school works hard to overcome whatever difficulties pupils may encounter and works effectively with outside agencies to try and provide the right support for pupils of all ages and backgrounds. The quality of work in this area is recognised in the Stephen Lawrence Award.
- 9.4 Pupils' personal development is satisfactory and there are some very good elements in their cultural development, celebrating and valuing cultural diversity. Behaviour is satisfactory. Some pupils find it hard to behave well, but with good support from the learning mentor they develop appropriate strategies to cope and behave better as a result. Pupils respond admirably to the responsibility given to them through the work of the school council. An effective programme of teaching and learning helps pupils adopt healthy lifestyles. Play equipment requested by the pupils is used well in the playground and all pupils receive regular swimming lessons during their time in school. A free breakfast club not only helps pupils adopt healthy eating habits but promotes attendance and punctuality.
- 9.5 Pupils' well-being is given a high priority. Well organised child protection procedures are in place. All pupils' work is regularly marked but pupils often do not know exactly what they have to do next to improve further, nor do they have targets to work towards. Much information is collected to monitor and track pupils' achievement. However, as yet, it is not used with sufficient rigour to set clear targets for pupils to help them improve their work.
- 9.6 Leadership and management are satisfactory. The headteacher is committed to raising standards and providing quality care. The intensive monitoring and evaluation programme undertaken by the local authority is helping the leadership team to have a sharper focus on raising achievement. This very recently established team is beginning to gain an understanding of the school. Evaluation of school performance by the headteacher is accurate, but robust monitoring and evaluation is not well enough embedded in all aspects of school practice. As yet, data are not analysed rigorously to drive up standards. The governing body fulfils its responsibilities well. The school gives satisfactory value for money and its capacity to improve further is satisfactory.

Grade: 3

- 9.7 ***What the school should do to improve further***

- Set clear targets for pupils so that they know what it is they need to do to improve further.
- Manage the classroom support for pupils learning English as an additional language so they achieve as well as they can.
- Strengthen the way the school evaluates its work to produce greater rigour in setting targets for whole-school improvement in order to raise standards.

10 Kippax North Junior and Infant School (November 2006)

- 10.1 The inspection confirms the school's own evaluation that it is a good school. It provides good value for money. A very positive atmosphere, good relationships and enjoyment of learning are apparent as soon as you enter the school. Pupils are given a very wide range of opportunities for their personal and academic development. The outstanding curriculum makes very good use of recent national guidance and has established extremely purposeful links between pupils' learning in different subjects. Activities are very well planned to excite and involve pupils. For example, all pupils in Years 3 to 6 learn to play a musical instrument within a well-organised programme of music teaching. The extensive range of well-attended extra-curricular activities, including arts, sports and science, is much appreciated by pupils. The school has taken good action to promote healthy living and ensure pupils' safety.
- 10.2 Good leadership and management are steering the school towards provision and outcomes of the highest order. All staff of the school work well together and there is a strong appreciation of individuals' strengths and how all can contribute to the school's effectiveness. The headteacher has a good overview of the school. Her evaluations are accurate, although they sometimes focus more on what the school is providing than the impact on the quality of pupils' standards and achievements. She has established a purposeful approach to improvements. For example, the recent revision of the senior leadership roles, to appoint two assistant headteachers with complementary roles, has been very successful. All staff are clear of their own roles and the part they play in improving the school. This has improved leadership and management by streamlining approaches to identifying and implementing changes. This very close teamwork has shown itself extremely effectively in recent improvements in approaches to pupils' writing. Consistency of action has led to big improvements in overall standards by Year 6. These actions and improvements show that the school has good capacity to improve further.
- 10.3 Although pupils join the school with a wide range of experiences and abilities, overall attainment on entry is below average, with noticeable weaknesses in aspects of pupils' language skills. Effective provision in the Foundation Stage ensures they settle quickly. They make good progress in all aspects of their work, although their language skills continue to lag behind. The good progress continues through Years 1 to 6 and pupils develop strong basic skills that give a firm foundation for their future lives. The school's standards are normally above average overall, although results in the 2005 Year 6 national tests dropped in English. However, effective action has returned standards to the levels of past years and pupils' achievement remains good. More pupils reached the nationally expected Level 4 in all subjects. Attainment at the higher Level 5 remains relatively weaker, despite good improvements in English. There was a sharp fall in the proportion of pupils reaching the higher levels in mathematics, a subject the school normally does well in. The school is already implementing plans to improve this subject.
- 10.4 Pupils' good progress is a result of the consistently good teaching through the school. Teachers' well-established routines, effective organisation and positive approaches ensure pupils' attention is captured and the pace of learning is maintained. Effective

teaching has been aided by recent improvements in the systems for assessing pupils' achievements, particularly in mathematics and English. A more rigorous approach to setting and monitoring targets for pupils' progress is able to identify quickly where action is needed. This is particularly apparent in the effective way staff organise specific action for pupils with learning difficulties and/or disabilities, ensuring these pupils make good progress. Teachers are using assessment information more effectively in lessons to focus more closely on pupils' learning. Thus, they ensure pupils are aware of what learning is expected and they make greater use of pupils' own targets and assessments to judge the success of learning. In most lessons, teachers group pupils well to match work to the different ability levels. However, there remains room to set greater levels of challenge for the higher attaining pupils to ensure that they make the very best possible progress throughout the school.

Grade: 2

10.5 What the school should do to improve further

- Ensure teachers use information about pupils' attainment to set tasks that particularly challenge higher attaining pupils throughout the school.

11 Kirkstall St Stephen's Church of England Primary School (November 2006)

11.1 This is a good and improving school. It operates as a harmonious community where people get on well together, care for one another and learn to respect differences. Children greatly enjoy their time in school and are eager to share their experiences with others. They are tolerant and thoughtful of others' needs and very keen to offer help. However, despite the great majority of parents' support for the school, attendance levels and the punctuality of a small number of children are not good enough.

11.2 Children achieve well to reach broadly average standards by the end of Year 6, although until recently progress has been patchy through the school. Standards are also affected by the relatively high mobility levels. The youngest children make satisfactory progress in the Foundation Stage but the great majority still enter Year 1 with skills, particularly in their personal development and ability to communicate, that are below those expected for their age.

11.3 Lively teaching across the school, with very good use of information and communication technology (ICT), means that pupils are interested in learning and try hard, which helps them to make good progress. They say that work is fun. Teachers' marking is supportive but until very recently there have been no effective systems in place through which to assess the standards at which pupils are working or to monitor their progress. The school complies with requirements about assessing children's attainment on entry, but the assessments are not sufficiently secure to provide a useful basis to inform planning or establish children's progress while in the Reception class.

11.4 Staff provide good role models for children and give them good quality care, guidance and support. One boy commented that the best thing about the school is that the teachers are happy! The interesting curriculum, that is particularly strong in physical education and relevant to the children's own experiences, helps them to make sense of their learning.

11.5 The headteacher has only been permanently in post since the beginning of September. Over the past year, with no acting deputy headteacher to provide support, he has moved the school forward, basing his actions firmly on good evaluation of the current situation. He leads the school well and brings out the best in both staff and children while being

prepared to take hard decisions. The school has a very accurate view of its strengths and where it needs to improve. There has been good improvement since the last inspection. With strong governors and a deputy headteacher who in her short time in post has already made a difference, the school provides good value for money and has good capacity to improve further.

Grade: 2

11.6 What the school should do to improve further

- Establish secure on entry assessment procedures for the Reception class and act on the findings.
- Put to full use the newly created systems through which to assess and track children's progress.
- Work with parents to raise attendance levels and improve punctuality.

12 Lady Elizabeth Hastings' Church of England Primary School, Thorp Arch (October 2006)

12.1 A pupil's comment, 'If you want to learn - this is the school for you' sums up this successful school, which provides pupils with outstanding care within a strong Christian ethos. This sets pupils up exceedingly well for the future. Pupils' excellent personal development encompasses high levels of self-respect and respect for others. They know they are valued and listened to and take great joy in almost everything they do. They have a very keen sense of responsibility, for themselves and others. Parental views are overwhelmingly positive and past pupils remember this school as giving them a 'fantastic legacy' upon which to build.

12.2 The curriculum, including that in the Foundation Stage, serves the pupils well. It is exciting and in Years 3 to 6 incorporates French and German, as well as a flourishing focus on music. It carefully underpins the good quality of teaching and learning. Teaching is very successful in addressing pupils' interests and enjoyment but does not always address their different learning styles. Fun and enquiry are part and parcel of everyday learning, which is supported by regular homework linked to the day's work.

12.3 Assessments of pupils' learning are well informed and accurate: they provide a secure base for tracking pupils' progress. Slower learners are given extra support to reach their targets. The more able learners are beginning to be challenged to exceed their targets but are not always given work that allows them to do this.

12.4 Leadership and management are of good quality and teamwork is innovative.

12.5 Priorities are well founded in self-evaluation. This has helped the school to pick itself up from a dip in standards at Year 6 a few years ago and make headway, so that pupils now achieve well throughout the school. From a broadly average level on entry, with relative weaknesses in writing and numeracy, pupils attain above average standards at the end of Year 6. The advance the school is making is good; for example, pupils' behaviour and attitudes have improved dramatically since the last inspection. This sets them up well to concentrate in lessons and try their best. The school takes good account of the views of parents and pupils. It works very well with the local communities to broaden the range of opportunities for pupils. Governance is good. The governing body meets all requirements. The school's capacity to improve is good.

Grade 2

12.6 What the school should do to improve further

- Improve the challenge for more-able pupils so that a greater proportion of pupils attain higher levels at Year 6.
- Ensure that teaching addresses the full range of pupils' learning styles so that all are learning as effectively as they can.

13 Lawns Park Primary School (October 2006)

- 13.1 This is a good school that provides good value for money. Good leadership and management have turned the school round since the last inspection and have engendered a great team spirit. Teaching is now good, as is the curriculum and these have led to average standards by the end of Year 2 rising to above average standards by Year 6 for the past three years. Achievement is good. Of equal importance is the progress children make in their personal development. Much of this is attributable to the school's determination to include and value children from all backgrounds and of all capabilities. Parents, staff and children are justifiably proud of their school and use its well-maintained grounds and building effectively to support learning.
- 13.2 Young children settle quickly, become confident and learn to work as part of a team. The accommodation for Nursery is satisfactory, but some of the resources are dated and worn. Despite this, young children achieve well because of a well thought out imaginative programme for learning through play. Good achievement continues in Reception. Children grow in confidence and mature as they move through the other classes because of the good provision for their spiritual, moral, social and cultural development. Behaviour is good and children enjoy attending school commenting, 'it's great here, you learn lots at Lawns Park' and, 'we work as a team'. Children say they feel cared for and able to express their opinions. They have a good understanding of how to keep healthy, make choices and take responsibility for their actions. Attendance, while satisfactory, is lower than last year. This is because a number of families take holidays in term time. During the inspection twelve children were absent because of family holiday. This means they miss valuable learning time.
- 13.3 Standards and achievement have improved considerably since the last inspection when they were well below the national average. Through changes of staff, good training and support, teachers are now confident and manage children's behaviour much better. This means fewer disruptions to learning and has resulted in higher standards and greater achievement. However, in some classes, on occasion, the higher attainers are not stretched quite as much as they could be. Teaching in Year 6 is of a high quality and has enabled pupils to make very good progress, which is seen in the above average standards.
- 13.4 The care, support and guidance children receive are good. Procedures for health and safety are satisfactory, with a couple of aspects needing attention. Outstanding links with other schools and health professionals make a significant difference to the well-being of pupils, especially those with learning difficulties and/or disabilities. For example, the close partnership with the Specialist Inclusive Learning Centre provides well for those with profound and complex needs, through hydrotherapy, and advice on communication for those who have little language. The partnership with parents is no longer an issue. Parents say they appreciate being involved in their child's learning.
- 13.5 Led by a visionary headteacher, the school is reaping the benefits of a restructured management team. The team know what the school does well and what needs to be done to raise the already high standards. Their careful tracking of children's progress has ensured gaps in learning have been successfully remedied. They are accurate in their assessment of the school's performance and united in their commitment to the

advanced plans to become a centre for children's services. Under their leadership, alongside staff enthusiasm, the school is well placed to continue to improve at a good rate.

Grade: 2

13.6 ***What the school should do to improve further***

- Ensure the work provided for higher attaining pupils really makes them think.
- Work with families to improve children's attendance so they do not have gaps in their learning.

14 **New Bewerley Primary School (September 2006)**

- 14.1 This satisfactory school is an improving school. It values and includes all pupils equally. Parents are glad they chose this school for their children because it cares well for its pupils and gives them growing confidence. It successfully places great importance on its work with the local community to benefit the pupils and to build a school community where individuals count.
- 14.2 Strategic planning is of good quality. The go-ahead leadership of the headteacher is a driving force in the successful establishment of this new school and in the planned move to the new accommodation. As one parent commented, the headteacher has 'successfully integrated two very different schools into a new and united school to which the children are proud to belong'. Good groundwork by the senior leadership team has done much to help set up secure systems to serve the pupils' needs and raise standards. These arrangements have yet to embed. For example, the satisfactory curriculum is still developing because the school is making sure that it meets the needs of all its pupils. Leadership is satisfactory overall because most teams, including the governing body, are still establishing themselves: the impact of their work on standards has yet to be fully realized. The school knows its own strengths and weaknesses and priorities are soundly rooted in accurate self-evaluation.
- 14.3 The frequent coming and going of pupils from other countries and other schools is managed well so that all pupils make similar progress. Pupils' achievement is satisfactory in Years 1 to 6 and closely links with the quality of teaching. In the Reception Year pupils' achievement is good because this has been a successful focus of the school's recent work. Nonetheless, standards are below average across the school. Although pupils are encouraged to 'aim high - and let the world be their oyster' there is some way to go to raise standards.
- 14.4 The help and encouragement for pupils comes in many layers and is already part and parcel of school life. Pastoral care is good. For example, many pupils attend the breakfast club which has a positive influence on their readiness to learn at the start of the school day. Guidance for learning is satisfactory. It has been a huge job for the school to build up information about the attainment of individuals. Staff make suitable use of what information there is to set targets for groups and individuals but pupils are not yet clear enough about what they need to do to get better at English and mathematics.
- 14.5 Pupils' achievements are celebrated in many ways. This reflects the positive and caring culture being established. Pupils' behaviour and attitudes are good and they are generally eager to learn. Those who attend regularly enjoy school but not all attend daily despite the staff's best efforts. As a result, the progress of this group of pupils is adversely affected.

- 14.6 The school has an open and sensitive approach to the variety of pupils' family circumstances. It has integrated its work well with day-care provision managed by other agencies. The school has demonstrated a sound capacity to improve and to continue this process: it provides satisfactory value for money.

Grade 3

14.7 ***What the school should do to improve further***

- Improve standards in English and mathematics so that they are at the national average or higher.
- Improve pupils' attendance so that it is at a similar rate to that found nationally.

15 Potternewton Primary School (November 2006)

- 15.1 Potternewton Primary provides a good standard of education. Pupils achieve well from standards which are well below average when they come to the school. Results in national tests are close to average by the end of Year 6, although writing skills lag behind, particularly for boys, and this makes it difficult for them to record what they are learning and what they understand. More able pupils fulfil their potential. Those who have learning difficulties and/or disabilities or speak English as an additional language also make good progress because of the very good support they receive from adults and other pupils. In particular, pupils grow in confidence, broaden their experience, develop good social skills, and learn to take responsibility within the school's caring atmosphere. The school provides good value for money.
- 15.2 Pupils are well behaved and have good attitudes to learning. They feel safe because they are well supervised and cared for in a secure site, and they develop a good understanding of safety issues, for example, those related to safe ways of playing outdoors. They enjoy themselves because the adults work very hard to meet their needs, make the learning interesting and keep the work challenging. Pupils show a good appreciation of healthy living, choosing healthy food, drinking from their water bottles and enjoying their physical education lessons, as well as opportunities to get involved in sports out of school. They make a good contribution to the community through projects such as planting bulbs with the local residents' association, and an active and effective school council which has helped to develop play facilities. They also grow into a range of important support roles as buddies, helping younger pupils to cope with eating independently, and supporting peers to settle in when they are new to the school. Their spiritual, moral, social and cultural development is good, but, despite the school's best efforts, attendance levels are below average.
- 15.3 Teaching and learning are good. Particularly effective collaboration between the adults ensures that all pupils are effectively challenged throughout their lessons. Individual teachers are developing an imaginative range of approaches to setting targets, recording pupils' progress and giving feedback so that pupils know what they have to concentrate on next. However, they have not yet identified the most effective innovations so that they can be shared across the whole team. The quality and standards in the Foundation Stage are good. Provision is very good as the adults sensitively train children to respond appropriately to different situations: building listening skills, patience when other children are getting attention and an atmosphere of support and sharing. Pupils achieve well, though the limited experiences which some children bring mean they make slower progress in communication and mathematical skills.
- 15.4 Leadership and management are good at all levels. The school has done well to

maintain a trend of improvement whilst faced with impending closure, and the headteacher's carefully developed style of collaborative leadership has created a good capacity for further improvement.

Grade: 2

15.5 ***What the school should do to improve further***

- Improve the quality of writing through the school, but particularly for boys in Key Stage 2.
- Evaluate the effectiveness of the different developing assessment practices and then share the innovative ideas that are best meeting the changing needs within the school.

16 Pudsey Waterloo Primary School (November 2006)

- 16.1 This is a satisfactory school with some good and rapidly improving features. The way that the headteacher, governors and senior staff have steered the school through a challenging period, associated with the formation of this new school, has been successful. The school quickly found its feet once everyone was in the same, impressive building. Leadership and management are satisfactory. There has not been time for some of the well conceived plans to bear fruit and as a result, the school offers satisfactory value for money. Nevertheless, based on what has been achieved so far, the capacity for further improvement is good. Governors, staff and children are all positive about the new school and its possibilities for the future. The school's good partnerships within the community have contributed well to the children's good personal development. This was summed up neatly by one parent who considered, when thinking about the advances that the school has made in a short time, "I find this to be an all-rounder school encouraging and developing an ethos that gives everyone opportunities for success.'
- 16.2 The very large atrium provides a welcoming space for the many whole-school learning events which take place. It is symbolic of the community and creative atmosphere that prevails in many parts of the school. The enthusiastic team of staff ensure that children enjoy their education and, as a result, attend regularly. Children want to be healthy. They love, for example, the well balanced meals provided by the kitchen staff who work well with the headteacher and governors to make lunchtime an enjoyable and social event.
- 16.3 Standards are broadly average by the end of Year 2 and above average at Year 6. These results represent satisfactory achievement for the children concerned. Achievement is good in the Foundation Stage (Nursery and Reception). This results from successful initiatives undertaken since the school began. Standards in Year 2 have yet to be influenced by the good provision in the Foundation Stage. In addition to the satisfactory progress being made in Years 1 and 2, children are forging ahead with their writing as a result of the innovations introduced into teaching. However, achievement in English and mathematics, is not yet consistent across the school, which is why achievement is satisfactory overall by the end of Year 6. The rate of progress made by children is closely linked to the satisfactory quality of the teaching which they receive. There are variations because outstanding teaching sits alongside the satisfactory and occasionally unsatisfactory. In some lessons all children receive the same work irrespective of their ability and in others higher attainers are stretched to the limit. Children's involvement in assessing their own learning and discussing their personal targets is satisfactory. It varies in quality too much from class to class for learning to be consistently good. The curriculum is influential in helping to make children's achievement in English, mathematics and science satisfactory. Enrichment through sport and music is especially effective because it has such a good effect on children's personal

development. Their effort and confidence in physical education, linked to their love of singing and playing instruments, validates the expert tuition in these subjects and the extra opportunities provided outside lessons.

- 16.4 The school knows itself well, but its systems of self-evaluation are not yet comprehensive enough to provide teachers with detailed advice about how to raise attainment and improve achievement. Teaching and learning in lessons are checked regularly and teachers receive useful advice up to a point, but not enough emphasis is given to how fast children are progressing in order to improve achievement from satisfactory to good. The senior leadership team is clear about what needs to be done and poised to pursue its plans, but ideas about what makes some teaching so successful have not yet been crystallised and disseminated well enough to have the required effect.

Grade: 3

16.5 What the school should do to improve further

- Share best practice in teaching to ensure that all lessons provide good levels of challenge.
- Develop the systems of self-evaluation relating to teaching and children's learning further to ensure that all children achieve well, particularly the higher attainers.
- Ensure that all children are involved in assessing their own learning to improve standards in English and mathematics.

17 Scholes (Elmet) Primary School (September 2006)

- 17.1 This is an outstanding school. Standards are well above average in mathematics, science and reading by the end of Year 6 and above average in writing. The school is successfully tackling a relative weakness in boys' writing through adapting the way boys are taught so that their different learning styles are fully catered for. The result is that boys are now switched on to writing and make good progress.

- 17.2 Pupils achieve well throughout their time in school because teaching is good. Children make exceptionally good progress in the Nursery and Reception classes. They quickly become independent and purposeful learners because of outstanding provision in the Foundation Stage. Similarly, in Years 5 and 6, pupils put on an extra spurt in response to outstanding teaching which develops their individual skills to a high standard. Pupils follow an interesting and enjoyable curriculum which prepares them well for their future lives. The school takes exceptionally good care of its pupils. Provision for learners who have difficulties is outstanding and most achieve nationally expected standards as a result. Behaviour is good, and the recent building works have been a good test of the effectiveness of the school's systems. There has been minimal disruption to learning. Attendance is above average because pupils love coming to school. They are fully included in making decisions that affect them, and the school council plays an active part in school life. Throughout the school pupils are used to being listened to and so they have the confidence to voice their opinions. They say that the staff are, 'kind, welcoming people and when you get to Year 6 you are treated like adults.' Provision for pupils' personal development, therefore, is outstanding.

- 17.3 The school is a happy, successful learning environment because leadership and management are outstanding. Leadership is exceptionally strong, drawing on the strengths of an experienced staff but with the humility to try out new ideas. This ensures continuous improvement. There are very good systems in place to enable all staff to play a full part in helping to manage the school. Great attention is paid to small details, and

the monitoring and evaluation of the school's work are extremely thorough. Simplifying the assessment systems, however, would help the school to have a clear and instant overview of the progress of different groups of pupils from year to year. Financial management is very good. The school gives outstanding value for money. It is no wonder that pupils say, 'The school is full of loads of happy children.'

Grade: 1

17.4 ***What the school should do to improve further***

- Simplify assessment systems so as to give a clear overview of the progress of different groups of pupils as they move through the school.

18 St Mary's Church of England Controlled Primary School Boston Spa (September 2006)

18.1 This is a good school. It gives good value for money because the pupils achieve well and reach standards in English, mathematics and science which are well above the national average when they leave the school at the end of Key Stage 2.

18.2 Its strongly Christian ethos is based firmly upon giving help and consideration to others and this creates an atmosphere of togetherness. Behaviour around the school is excellent. This is regularly demonstrated as older pupils willingly take responsibility for ensuring that younger pupils are well looked after and fairly treated in and around the school at playtimes and at lunchtime. The children's behaviour is good inside the classroom because their enthusiasm to answer questions sometimes overrides their politeness and patience. Their personal development, including their spiritual, moral, social and cultural development, is good. Children speak enthusiastically and with a clear sense of wonder at their involvement in the hand rearing of a baby lamb, of their discovery of fossil remains on the North Yorkshire coast and of their exchange with pupils from an inner city multi-ethnic primary school. Links with outside agencies and other schools are good. These help the pupils to gain perspectives on the world beyond their immediate environment and give them additional access to specialist teaching for physical education and music.

18.3 Teaching and learning are good. Knowledgeable and dedicated teachers plan their work well to ensure that the learning needs of all pupils are met. This ensures that no pupils underachieve. All classes in Key Stages 1 and 2 are shared between pairs of teachers who work part time. This creates inconsistencies in the quality of marking and pupils do not always know with enough clarity what they need to do to improve.

18.4 Teaching and learning in the Foundation Stage are of high quality and prepare pupils well for transfer into Key Stage 1. A good curriculum ensures that pupils can always find something to interest them. The day to day work of the school is significantly strengthened by residential visits, trips to museums and sites of geographical and historical relevance. In addition, pupils compete to gain entry to the school choir which has a significant local reputation. The school collects reliable information on the levels at which pupils are working.

18.5 Among other strengths of the school are the very high levels of care, support and guidance that children receive from staff. These are very important features in ensuring that all pupils, including some newly arrived in this country, make good progress. Though the headteacher is relatively new leadership and management of the school are good. She is ably supported by middle managers who were prepared, as one governor said, to, 'step up to the plate', when the school experienced significant staffing issues and changes in leadership in recent times. The small size of the school means that

leaders and managers have not had sufficient time in their working day to establish a process for checking directly on how effectively pupils are learning in all lessons, though this is done indirectly through well established tracking procedures. Though monitoring by the headteacher has begun recently, it is not yet systematic. Other methods of evaluation are used, but self-evaluation is only satisfactory at present. The school is in a good position to move forward because leadership, middle management and governance are effective and knowledgeable.

Grade: 2

18.6 ***What the school should do to improve further***

- Ensure that leaders and managers check directly on how well teaching is helping pupils to learn.
- Mark work helpfully and consistently so that pupils know better what they have to do to improve.

19 Strawberry Fields Primary School (November 2006)

19.1 Strawberry Fields is a satisfactory and improving school, with a range of good features. The headteacher's good leadership has steered the school well through its establishment and has ensured that it functions efficiently in its new surroundings. The priorities to ensure the good quality of care, support and nurturing necessary for pupils to feel settled and happy in their new school have been well met. Pupils demonstrate immense pride in their building and appreciate the fantastic facilities they have. This contributes to their positive personal development. Their attendance, behaviour, relationships and attitudes to learning are all good. With this accomplished, attention is now focusing more on academic matters, specifically on raising standards and improving achievement.

19.2 Pupils' achievement is satisfactory. They enter the Nursery with standards broadly in line with expectations. The good provision in the Foundation Stage results in children getting off to a flying start and making good progress. Most meet the goals expected of them and many exceed them by the time they enter Year 1. Standards at the end of both Key Stages 1 and 2 are broadly average overall, although they are below average in mathematics at the end of Key Stage 2. A recent focus on improving writing has been successful. Although pupils achieve satisfactorily overall, more able pupils do not always reach the standards of which they are capable and achievement in mathematics is weaker. There is evidence that the rate at which pupils progress, particularly older pupils, is increasing.

19.3 The quality of teaching and learning is satisfactory. There is much that is good and it is generally strongest for the youngest and oldest pupils. However, the quality of teaching is not consistent across the school. For example, the work teachers set for pupils does not always take enough account of their different needs. This is especially evident in mathematics and for the more able pupils. The information that pupils receive on how to improve their work varies too much in quality. The curriculum is satisfactory, with good attention given to promoting personal development and enjoyment.

19.4 Leadership, management and governance are satisfactory overall. The headteacher is very effective and receives good support from the senior team, but the role of middle leaders is only just beginning to be developed. The school is well aware of its strengths and of the areas requiring development. For example, action already taken to improve writing has had a positive impact. Other developments, such as the introduction of a comprehensive system to track pupils' progress, indicate that there are appropriate priorities for improving pupils' achievement. There is a clear, shared vision about how

good this school could be, a commitment to ensuring this and good capacity for working towards it.

Grade: 3

19.5 ***What the school should do to improve further***

- Raise standards and improve achievement across the school, especially in mathematics and for more able pupils.
- Improve the quality of teaching to make it more consistently good across the school.
- Ensure that teachers better use the information they have about individual pupils' progress when setting work for them and when advising them on how to improve.
- Ensure that subject leaders play a full part in checking the effectiveness of their subjects and in taking action to improve achievement.

20 Weetwood Primary School (November 2006)

- 20.1 This is a good school with outstanding features. It has successfully negotiated a difficult period involving budget problems and disruption to staffing. The leadership team has worked well together to raise standards, which, by the end of Year 6, are exceptionally high. Pupils' personal development and well-being are outstanding. Pupils have excellent attitudes to school, understand the importance of doing well and enjoy learning. The school works very effectively to give pupils many opportunities to develop as fully rounded individuals. Its capacity for further improvement is good.
- 20.2 Children enter the school with skills and knowledge in all areas that are better than expected for their age. Children make a good start in Nursery and their attainment at the end of Reception is above national expectations. The disruption to staffing in school was felt most keenly in Years 1 and 2 and as a result, from 2003 to 2005, pupils' attainment fell. However, the school addressed this with determination and in 2006 standards improved in the Year 2 teacher assessments. Over the same period, as teaching improved, standards in Year 6 have risen. Pupils' attainment in English, mathematics and science at the end of Year 6 is exceptionally high. Given their above average starting points, pupils make good progress and their achievement is good.
- 20.3 The quality of teaching and learning is good. Teachers have good subject knowledge and plan lessons thoroughly. Strategies to involve pupils more in their own learning, including the linking of marking to learning objectives and involving pupils in assessing their own work, have been introduced. These are starting to have an impact on learning, but are not yet consistently implemented. The school provides a rich and varied curriculum which meets the needs of all pupils well. There is an excellent range of enrichment activities, including visitors to school and offsite visits. There is a good range of extra-curricular activities, which involve a high proportion of pupils. These broaden pupils' experiences and contribute very well to their academic and personal development. The school is very committed to the welfare of its pupils. As a result of recent improvements in the analysis of pupils' learning, the school has a clearer picture of the standards pupils attain. However, these systems do not provide as clear a picture of pupils' progress, and targets are not yet challenging enough to make pupils' progress outstanding rather than good.
- 20.4 The quality of leadership and management is good. The new headteacher is quickly gaining the confidence of all members of the school community. Governors have an excellent understanding of the school's strengths and areas for development. The school's checks on the quality of teaching and learning are satisfactory, but greater rigour is needed in following up any areas for improvement identified.

Grade: 2

20.5 What the school should do to improve further

- Ensure that strategies to involve pupils more in their own learning are consistently used throughout school.
- Improve the systems for recording and analysing teachers' assessments of pupils' work so that the information gained can be used more effectively to accelerate pupils' progress.
- Improve checks on teaching and learning to further raise quality.

21 Westerton Primary School (November 2006)

21.1 Westerton Primary is a very happy, welcoming and caring school. Since the previous inspection it has continued to provide the highest quality of education. This is remarkable, given the disruption caused by upgrading the premises, which now provide a much better environment for pupils to learn. Parents and pupils think very highly of their school. As one parent commented, 'The school tries very hard to give every child a good, balanced and full education.' This sums up well the united approach to ensuring that girls and boys of all capabilities benefit as fully as possible from their time at school.

21.2 The headteacher gives an outstanding lead to staff and governors. They respond by working very hard together as a team to most successfully meet the pupils' varying needs. This is a school that continually challenges itself to do even better and reaches out well beyond the school to achieve its goals. Staff and governors are not satisfied with high standards because they want even more success for the pupils. As a result of outstanding teaching and learning, all pupils achieve as well as they can and standards are well above average from the Foundation Stage (Nursery and Reception classes), through to Year 6. This means that pupils leave the school exceptionally well prepared for their next stage of education and their future economic prospects are very good indeed.

21.3 It is a mark of the success of the school in raising achievement that the proportion of pupils reaching levels higher than expected for their age in the 2006 Year 6 national tests increased, considerably so in English. Pupils do not do as well in writing as in the other areas of their work however, particularly lower attaining boys. Nevertheless, the school has already pinpointed this and there are clear signs of improvement. Teachers encourage pupils to enjoy writing, for example, by giving them interesting and exciting things to talk and write about. Although they reward pupils' efforts, especially through consistently high quality marking of their work, they do not provide enough opportunities for celebrating and sharing pupils' writing as a day-to-day pleasure.

21.4 A major reason for very high academic standards is pupils' outstanding personal development and well-being. Enjoying learning, doing well, keeping safe and healthy and playing an active part in the community all have high priority in the management of the school and in the curriculum. Consequently, pupils know how to behave and understand why they should get along well together, both in and out of school.

21.5 The school's outstanding track record is a strong marker of its likely success in the future. Staff want to extend the excellent work already undertaken in some subjects in tracking and checking standards. They, rightly, want to be clearer about pupils' achievements in subjects other than English, mathematics and science, in order to ensure the highest possible standard of work.

Grade: 1

21.6 *What the school should do to improve further*

- Provide more opportunities for celebrating and sharing pupils' writing as a day-to-day pleasure.
- Gain a clearer view of strengths and weaknesses in achievement and standards in subjects other than English, mathematics and science.

22 Westroyd Infant School and Nursery (October 2006)

- 22.1 Every child matters in Westroyd Infant and Nursery School. It is effective in all aspects of its work and is outstanding in some. It provides good value for money. When children start school in the Nursery, their attainment is typical of three-year-old children. Quality and standards in the Foundation Stage are good. There is effective liaison between the Nursery and Reception classes that ensures a smooth transition for children. As a result, they make good progress. By the time pupils leave school in Year 2 standards are above average in reading, writing, mathematics and science. Good achievement is maintained because pupils enjoy learning. As they said, 'we really like it when we do maths, because we get to learn more', and, 'I like word games'. These comments are an excellent reflection of the introduction of new teaching approaches to encourage the pupils' involvement in assessing their learning and the increased priority to improving basic literacy and numeracy skills.
- 22.2 Personal development and well-being are outstanding. Health and safety are given a high priority. This is well illustrated in the exceptional understanding shown by pupils about the benefits of drinking water regularly and keeping fit. Behaviour is excellent and pupils have positive attitudes to learning. The impact of the high quality arrangements to care, guide and support pupils are outstanding. Procedures to safeguard pupils are robust and meet government requirements.
- 22.3 The quality of teaching and learning is good. Pupils have good relationships with their teachers and with support staff. Pupils with learning difficulties and/or disabilities make very good progress and achieve very well. More able pupils have not always achieved as well as others. This is not the case now: they achieve well because of the impact of improvements to teaching. This includes detailed lesson planning that takes good account of the individual needs of pupils and probing questioning which involves all pupils. Teachers make learning fun. The curriculum is effectively enriched by a range of visits and visitors. The use of the national literacy and numeracy strategies has been particularly effective and has contributed well to pupils' learning being built on year by year and in the guidance given to pupils on what they are expected to learn. Improvements to assessment mean that pupils are encouraged to be involved in assessing learning with a partner or in whole class discussions.
- 22.4 High expectations and a thorough analysis of pupils' progress over time and in the national tests are exceptional features of the headteacher's and deputy headteacher's leadership. They have an unrelenting quest to provide the very best for the pupils. Leadership and management are good overall. The school's self-evaluation is modest in some respects but effective in practice, and results in key priorities that are tackled quickly and opportunities for training in new practices to improve pupils' learning. For example, in improved ways of ensuring pupils know their letters and letter sounds. This is having a good impact on progress for all pupils. Actions to share some of the leadership and management responsibilities with all staff are in place. This is less effective in mathematics because there is too little attention to checking the quality of teaching and learning or providing support to less experienced colleagues.

Improvements since the last inspection have been good. The school has an outstanding capacity to improve, as a result of the dynamic leadership of the headteacher that has led to rapid improvements in pupils' understanding of how well they achieve, and the consistent use of learning objectives and success criteria in lessons.

Grade: 2

22.5 *What the school should do to improve further*

- Improve the rigour with which the quality of mathematics provision is reviewed and evaluated to ensure that recent improvements in standards are sustained.

23 Westwood Primary School (October 2006)

23.1 This is a good school with a number of outstanding features. The inspection findings match the views of the school, the parents and the pupils. Parents are, rightly, very pleased with the quality of education provided for their children and the way in which they are prepared for their future schooling. The school's self analysis is honest and accurate and appropriately emphasises the 'Westwood Way'. This is reflected in the outstanding behaviour and attitude of the pupils and their exceptional enjoyment of school. Older pupils happily undertake responsibilities, such as looking after the younger children, and pupils make their voices heard, through the School Council, so that their views and ideas can shape the life of the school.

23.2 The school's major strengths are in providing outstanding care and support for pupils, both on a personal level and through rigorous monitoring and effective support of their academic progress. The inclusion of all learners is central to the vision of the school.

23.3 Pupils told inspectors that there was no bullying in the school, but if it happened, they were fully confident that it would be dealt with swiftly and well. This is supported by parents' very positive views about how happy their children are at school and how well their children are looked after. Parents equally praise the way in which this caring aspect is augmented by academic progress. As one parent wrote: 'My children look forward to coming to school every day. They always tell me what they have been learning and how they enjoyed the activities of the day.'

23.4 The school prepares pupils well for their future lives. When children first arrive at the school they come with skills and knowledge which are well below average. Good teaching in the Foundation Stage ensures that pupils settle well and that they quickly learn to adopt the good practices which lead to learning with enjoyment. Good teaching continues throughout the school because very good assessment systems provide staff with a clear indication of how well pupils are progressing. All lessons are well planned and well prepared and teachers use good methods to help pupils understand what they are learning and what is expected of them. The 2006 Year 6 test results show that by the time they leave school they have acquired levels in English and science which are broadly average. Although their attainment in mathematics is still below average this reflects good progress overall. All groups of pupils make good progress over time. Although the school takes many effective actions to promote attendance a small minority of pupils are absent too often and this restricts their progress.

23.5 The school's strengths have been refined and built on over the last few years by the current headteacher, who is providing the school with good, strong and purposeful leadership. Changes brought about under her leadership have had a clear and positive impact on provision and standards, particularly in English. The school has recently embarked on similar improvements for mathematics, but this is yet to impact fully on overall attainment in this subject. The senior management team and all the staff at the

school are fully committed to the headteacher's vision of raising standards and they work together well to accomplish this. This strong teamwork has been demonstrated most recently in the preparations undertaken to ensure the continued smooth running of the school during the impending temporary absence of the headteacher and deputy headteacher. In this way the school clearly shows its good capacity to improve even further in the future.

Grade: 2

23.6 *What the school should do to improve further*

- Raise the standards of attainment in mathematics throughout the school.
- Take further action to improve levels of attendance.

24 White Laith Primary School (October 2006)

24.1 This is now a good school which is well placed to make even greater gains under the very effective leadership of the acting headteacher. It has made rapid strides in all the key areas of its work and is demonstrating a very clear capacity to sustain and continue its improvement. The acting headteacher and previous headteacher together set out a detailed plan to: raise standards, particularly in the core subjects of English, mathematics, science and information and communication technology (ICT); revitalise the curriculum; improve the way pupils' progress was measured; and revise the quality of teaching. Although some of the actions, such as the monitoring of pupils' progress, are in the early stages of being implemented, others are already having a positive impact, especially in helping teachers plan work, raising morale, and enlivening and enriching the pupils' experiences.

24.2 Standards throughout all the key stages have risen and are now at their best levels for four years and are generally at or very near national levels. The most effective progress has been made in English, mathematics, science and ICT, which have been the focus of the staff's attention. However, it has not always been so; one of the reasons the school was placed in special measures was its poor standards, caused mainly by a cocktail of indifferent teaching, weak assessment procedures and a curriculum that lacked appropriate challenge. All of that has changed rapidly and it would be difficult now to spot the traces of special measures. However, standards in the foundation subjects are less buoyant. To address this, there is a major initiative to overhaul the curriculum using a variety of topics and themes, which make imaginative use of local resources and some further afield, which is beginning to bear fruit.

24.3 Staff changes have enabled the acting headteacher to reorganise the responsibilities of the staff team. It makes a major contribution to the school's effectiveness and each staff member knows and discharges their responsibilities efficiently. They understand how their contribution fits into the broader picture, and they work in unison with others. The link between consistency and effectiveness is amply demonstrated at White Laith.

24.4 The current acting headteacher can take much credit for the present 'upbeat' state of affairs. She is clear in her vision for the school, but is firmly rooted in all the managerial and practical elements which are enabling everyone to make their mark. She is very ably supported by the governing body, and in particular the chair of governors, who discharges his responsibilities with great energy and skill.

Grade: 2

24.5 *What the school should do to improve further*

- Raise standards in the foundation subjects.

- Establish more fully the monitoring of pupils' progress.
- Develop the pupils' understanding of cultural diversity.

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Agenda Item:

Originator: Brian Tuffin

Telephone: 2144068

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 24 January 2007

SUBJECT: Annual Report on Standards in Leeds High Schools and Biannual Update on Ofsted Inspections and Schools Causing Concern

EXECUTIVE SUMMARY

1.0 PURPOSE OF THE REPORT

- 1.1 This paper sets out the achievement of young people in Leeds over the past five years and considers the strategies for improvement that have been employed.
- 1.2 The public interest in maintaining the exemption of Appendix 2 on this subject outweighs the public interest in disclosing the information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned. This would be adversely affected by disclosure of the information

2.0 BACKGROUND INFORMATION

- 2.1 Secondary achievement in Leeds remains consistently below the national average, and was highlighted as one of the key areas for action following the Ofsted inspection of the Local Education Authority in autumn 2004.
- 2.2 This report provides background information on:
 - Detailed analysis of levels of achievement in Leeds, including differentiation between different groups (for example ethnic groups, boys and girls), and also between different schools.
 - Analysis of differing rates of change in the levels of achievement (eg 5A*-C and 5A*-G at Key Stage 4).
 - The Education Leeds School Improvement Policy and how it supports improvements in school achievement.
- 2.3 A more detailed report is in the confidential part of this agenda (Appendix 2) under Access to Information Rules (10.4 1 & 2)

3.0 MAIN FINDINGS

- 3.1 Standards at Key Stage 3 have improved notably and are at least equal to the average of statistical neighbours and within 2% of the national average in all core subjects. This is the first time in nearly fifteen years that Leeds has reached this level. The improvement results from the rigorous effort by schools and the targeted support of the

national strategies team. There is still more work to do on transition from Key Stage 2, and updating the curriculum particularly in year 7.

- 3.2 Standards at Key Stage 4 have continued to improve at 5A*-C, a reflection of the support that is focused on students at the C/D borderline. However, standards at 5A*-G and for students at risk of not gaining any qualifications are rising more slowly and are below comparative regional or national figures. This area should be a priority for improvement. This lower achievement also reduces schools' overall value added figures and improvement is also lacking in this area
- 3.3 The results of the first 25 Ofsted inspections under the new framework are good with only one school definitely in a category. This is in the context of a reported one in eight unsatisfactory schools nationally. However, there are a few schools about to be inspected which are vulnerable and the picture could look very different by the end of this academic year, despite extensive programmes of support.
- 3.4 A recent evaluation by an experienced HMI shows the improvements that have been made as a result of programmes of support. The 'six schools project' involving a partnership with external consultants resulted in improvements to standards and leadership, and helped the merger and reorganisation of the schools involved. Schools in the 'releasing potential' project contributed above average improvements to the Leeds picture.
- 3.5 Education Leeds has introduced a new school improvement policy and has begun to negotiate partnerships with and between schools to focus on areas of greatest need and to make best use of the existing expertise and interests of schools.

4.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE

- 4.1 This report informs the new school improvement policy and the development of a strategy for extending and developing partnerships which increase the capacity of all schools to raise achievement. The new inspection framework places additional pressure on schools and particularly on school leaders, who need support. The continued low performance of many minority and vulnerable groups means that tackling inequalities remains a very high priority for Education Leeds and is a central feature of the Children and Young People's Plan for Leeds.

5.0 CONCLUSION

- 5.1 Central and school-based strategies, and a variety of partnerships and initiatives, have been successful in raising achievement in Leeds. However, further developments will be necessary if the momentum is to be maintained and Leeds is to keep pace with national improvements.

6.0 RECOMMENDATIONS

- 6.1 The Executive Board is asked to:
- i) note the contents of the report
 - ii) note the strategies for improvement that have been developed to support further increases in achievement for all pupils, groups and schools.

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 24 January 2007

SUBJECT: Annual Report on Standards in Leeds High Schools and Biannual Update on Ofsted Inspections and Schools Causing Concern

<p>Electoral wards Affected:</p> <p>ALL WARDS</p>	<p>Specific Implications For:</p> <p>Ethnic Minorities <input type="checkbox"/></p> <p>Women <input type="checkbox"/></p> <p>Disabled People <input type="checkbox"/></p> <p>Narrowing the Gap <input checked="" type="checkbox"/></p>
<p>Eligible for Call-in <input checked="" type="checkbox"/></p>	<p>Not Eligible for Call-in <input type="checkbox"/></p>

1.0 PURPOSE OF THE REPORT

1.1 This paper sets out the achievement of young people in Leeds over the past five years and considers the strategies for improvement that have been employed. The data within this report informs the evaluation of progress related to key strands of the Children and Young People's Plan for Leeds 2006-2009

2.0 BACKGROUND INFORMATION

2.1 Secondary achievement in Leeds remains consistently below the national average, and was highlighted as one of the key areas for action following the Ofsted inspection of the Local Education Authority in autumn 2004.

2.2 This report provides background information on:

- detailed analysis of levels of achievement in Leeds, including differentiation between different groups (for example ethnic groups, boys and girls), and also between different schools;
- analysis of differing rates of change in the levels of achievement (e.g. 5A*-C and 5A*-G at Key Stage 4);

- the Education Leeds School Improvement Policy and how it supports improvements in school achievement;
- The findings of recent Ofsted inspections, and the overall findings by Ofsted since the introduction of the new framework;
- The progress of schools in extended partnerships.

3.0 MAIN ISSUES

3.1 Overview of Standards at Key Stages 3 and 4, and post-16

3.1.1 Standards at Key Stage 3 have improved notably and are at least equal to the average of statistical neighbours and within 2% of the national average in all core subjects. This is the first time in nearly 15 years that Leeds has reached this level. The improvement results from the rigorous effort by schools and the targeted support of the national strategies team. There is still more work to do on transition from Key Stage 2, and updating the curriculum particularly in Year 7. Standards at Key Stage 4 have continued to improve at 5A*-C, a reflection of the support that is focused on students at the C/D borderline. However, standards at 5A*-G and for students at risk of not gaining any qualifications are rising more slowly and are below comparative regional or national figures. This area should be a priority for improvement. This lower achievement also reduces schools' overall value added figures and improvement is also slow in this area. At post-16 the trend of gradual improvement in the points score per subject entry continues.

3.2 KEY STAGE 3

3.2.1 Key Stage 3 Trends and Comparisons

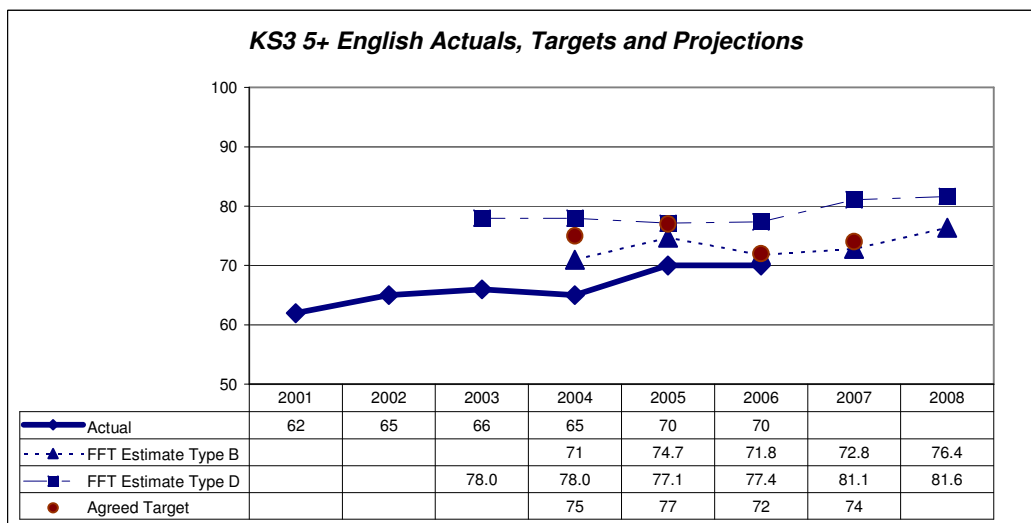
2004-2006 Percentage of pupils achieving level 5+ at Key Stage 3

% pupils achieving level 5+	2004			2005			2006		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
English	66	71	65	70	74	70	70	72	69
Mathematics	70	73	70	70	74	71	75	77	75
Science	62	66	63	65	70	66	69	72	70

Note: 2006 data is provisional

Stat Neigh = statistical neighbours (comparable Local Authorities)

3.2.2 Standards are improving at Key Stage 3. In terms of level 5+ all three tested subjects have shown marked improvement since 2004, closing the gap to national performance and mirroring that seen in statistical neighbour authorities. This is the best level of performance ever seen in Leeds. The increased focus by schools on individual students and their potential, and targeted support from the national strategies consultants is producing higher results. This needs to be extended to more students and groups, as there is still scope for improvement. Overall, performance across all subjects and measured by the average point score is in the third quartile nationally



2004-2006 Percentage of pupils achieving level 6 + at Key Stage 3

% pupils achieving level 5+	2004			2005			2006		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
English	29	34	28	31	34	31	32	34	30
Mathematics	50	52	49	49	53	50	56	57	54
Science	31	34	31	33	37	33	39	41	38

Note: 2006 data is provisional

3.2.3 In terms of level 6+ performance, the gap to national levels has closed in all three subjects. The gap has now stands at 2% in English, 1% in mathematics and 2% in science. Performance against statistical neighbours has widened over the last three years, with Leeds out-performing the statistical neighbour's average in all three subjects.

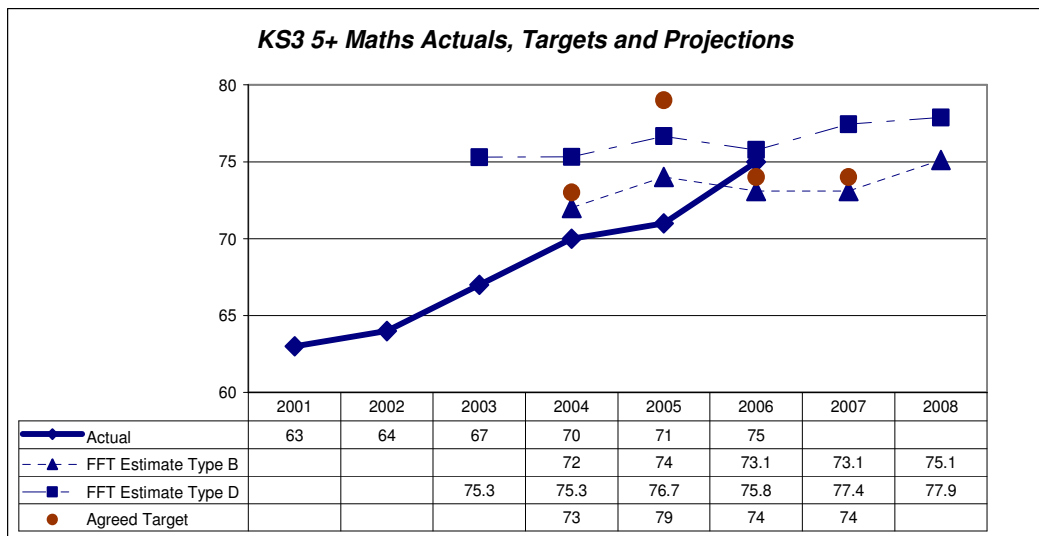
% level 5+		2004		2005		2006	
	gender	Leeds	Nat	Leeds	Nat	Leeds	Nat
English	Girls	72	78	76	80	76	80
	Boys	60	64	64	67	64	65
Maths	Girls	71	74	70	74	75	77
	Boys	70	72	71	73	75	76
Science	Girls	63	67	65	70	69	73
	Boys	61	65	66	69	70	71

3.2.4 The overall pattern of performance by gender in Leeds is broadly similar to the national picture. However, the gap between Leeds and national for boys is only 1% in all subjects, while the gap for girls is larger and reaches 4% in English and science. Hence although the gender gap in Leeds is smaller, this could be seen as due to the underperformance of girls compared with national figures. On the other hand it also shows that interventions to raise boys' attainment are having some success.

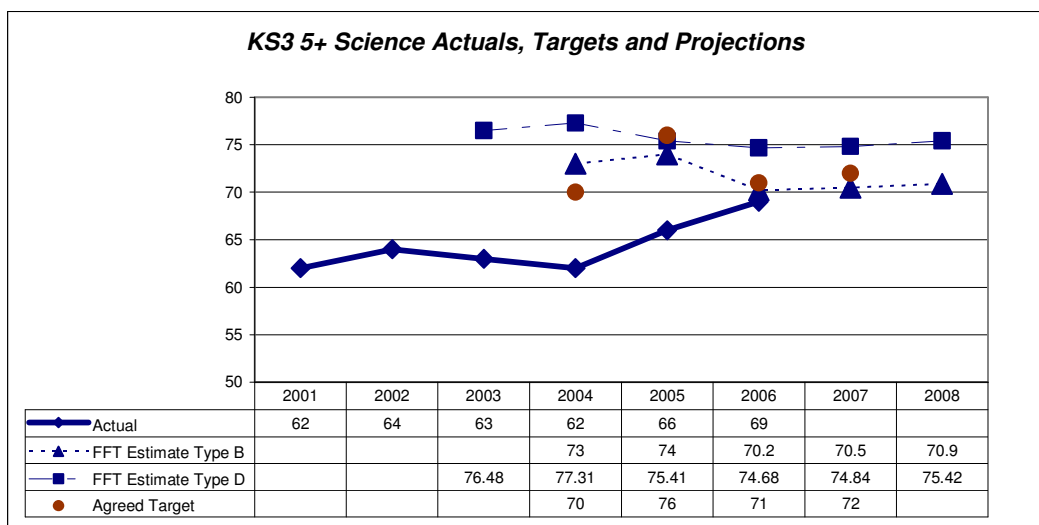
3.2.5 Key Stage 3 Trajectories

3.2.6 Performance is compared with estimates generated by the Fischer Family Trust (FFT) which uses prior performance in national curriculum tests combined with characteristics about pupils and schools to estimate performance in subsequent tests. A type 'B' estimate is one based on similar pupils in similar schools. Type 'D' marks the upper quartile.

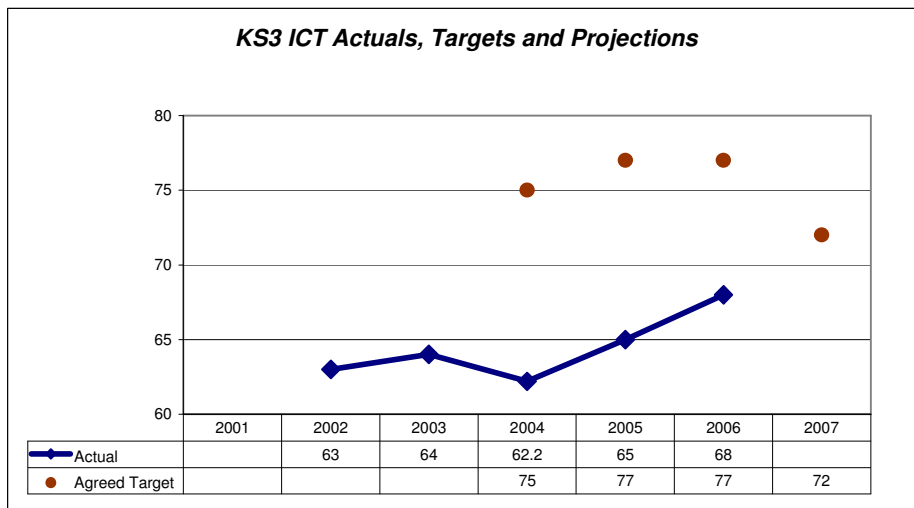
3.2.7 In 2004 performance was clearly below expectations, being 6% below the FFT 'B' estimate, but by 2006 this gap had narrowed to less than 2%. This improvement is despite the fact that both FFT and schools expected a drop in performance in 2006, but managed to maintain the standard at 2005 levels. A rise in performance is expected in 2007.



3.2.8 Key Stage 3 mathematics shows very strong improvement in 2006. Performance in mathematics is now in line with initial FFT top quartile estimates, although this is subject to amendment once new analysis is released. It should be noted that performance in 2006 exceeded the aggregation of the targets set by schools in 2004 for this cohort.



3.2.9 There has been a strong improvement in science. In 2004 performance in science was well below expectations, being 11% below the FFT 'B' estimate, but by 2006 this gap had narrowed to less than 2%.



3.2.10 Attainment in ICT continues to rise from 2004, and is more in line with achievement in other Key Stage 3 subjects. Target setting is becoming more realistic as the understanding of requirements becomes better established in schools. Expectations for 2007 are very challenging but achievable.

3.2.11 Floor targets

3.2.12 Floor targets at Key Stage 3 are described as the number of schools where less than 50% of pupils achieve a level 5 or better in all three core subjects. These pupils are less likely to achieve 5+A*-C at Key Stage 4 two years later.

Numbers and percentages of schools below Key Stage 3 floor targets

	<50% level 5+ core subjects	
	number	%
2003	18	42.9
2004	17	40.5
2005	18	43.9
2006	12	30.0

3.2.13 Performance against Key Stage 3 floor targets has shown a significant fall in 2006 after static performance prior to that. Less than one-third of Leeds' secondary schools are now below the Key Stage 3 floor target.

3.2.14 Attainment of Pupil Groups

Percentage of pupils attaining level 5+: Looked After Children

	2004	2005	2006
Cohort size	95	86	96
English	15	26	27
Maths	22	24	34
Science	14	21	28

Note: 2006 data is provisional

3.2.15 Performance of looked after children (LAC) continued the improvement seen in 2005, although performance is still well below the cohort as a whole. There have been significant improvements in all three subjects with almost twice as many LAC achieving level 5 or better since 2004.

Percentage of pupils attaining level 5+: Free School Meal Eligibility

		2004		2005		2006
		Leeds	National	Leeds	National	Leeds
English	Non eligible	74.2	76	77.4	78	76.3
	Eligible	42.1	46	48.7	51	44.0
Maths	Non eligible	77.8	77	77.6	78	80.7
	Eligible	46.7	50	49.2	51	50.7
Science	Non eligible	70.3	71	73.1	74	76.0
	Eligible	36.0	39	40.6	44	42.4

Note: 2006 data is provisional

- 3.2.16 Performance in English of pupils eligible for free school meals fell in 2006, but improvements were seen in mathematics and science, maintaining the rises of 2005. The gap is still a significant one and is wider at Key Stage 3 than seen at Key Stage 2 representing a widening of the gap between affluent and deprived families as children become older.

Percentage of pupils attaining level 5+: Special Education Needs

		2004		2005		2006
		Leeds	National	Leeds	National	Leeds
English	Action	34.7	33	36.0	39	29.2
	Action +	24.9	23	29.4	26	21.4
	Statement	10.0	11	11.4	12	11.4
Maths	Action	44.0	38	40.1	40	41.3
	Action +	35.4	30	36.9	31	29.3
	Statement	12.2	15	15.6	15	16.2
Science	Action	32.7	29	35.4	36	31.8
	Action +	27.2	23	29.1	28	27.0
	Statement	9.7	14	15.7	17	15.6

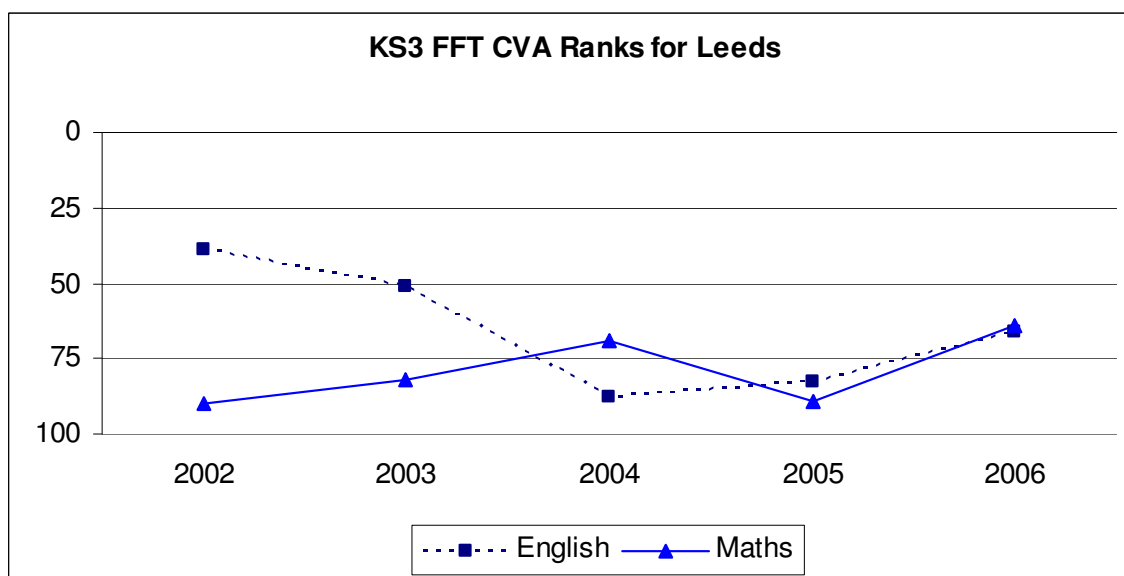
Note: 2006 data is provisional

- 3.2.17 Pupils with special educational needs make significant achievements. There is no firm criteria for defining 'action' and 'action plus' students and statements are given for a variety of circumstances. Hence comparison and trends are not particularly meaningful. However, the patterns of achievement in recent years are broadly in line with national figures.

3.2.18 Key Stage 3 Contextual Value Added

- 3.2.19 Analysis of performance in terms of value added at secondary schools is currently limited to FFT analysis as the Department for Education and Skills (DfES) Value Added measure is not yet available. The table shows the percentile ranking of Leeds for subjects at Key Stage 3. The lower the percentile rank, the greater the progress that pupils make through the key stage. A number of 10 or smaller places an authority in the highest 10% of all authorities; a number of 75 or greater places an authority in the lower quartile.

- 3.2.20 (FFT) contextual value added rankings in Leeds for Key Stage 3 have not shown any consistent pattern in recent years.



3.2.21 Both English and mathematics were within the bottom quartile in 2005, with the encouraging trend in mathematics seen in earlier years falling back and only a slight improvement in English. However, initial analysis suggests that this has been reversed in both subjects in 2006. Both subjects are now outside the bottom quartile nationally, for the first time. Mathematics performance in 2005 can be considered an outlier in an upward trend whilst in English, performance has made improvement in each of the last two years.

3.2.22 While, overall, progress at Key Stage 3 in Leeds is well below national expectations, there are encouraging signs of improvement with the gap to expectation closing for every indicator, resulting in an improvement in the percentile ranking. Overall performance across all three subjects is now just inside the bottom quartile having been in the bottom 10% in 2005.

Subject	Estimate-Actual Difference (%)			LA Contextual Percentile Ranking			3 year trend
	2004	2005	2006	2004	2005	2006	
English L5+	-3.6	-2.8	-1.5	93	92	79	↑
Maths L5+	-1.5	-2.8	-1.6	82	96	87	↑ ↓
Science L5+	-2.5	-3.3	-1.8	88	95	88	↑
English L6+	-2.5	-1.0	-0.6	84	72	61	↑
Maths L6+	-0.4	-2.1	-0.6	58	86	67	↑ ↓
Science L6+	-0.9	-1.7	-0.4	66	76	56	↑
Mean Grade	-0.06	-0.07	-0.03	84	94	76	↑

↑	Significantly increase over 3 years	↓	Significant fall over three years
█	Significantly above 3 year estimate	█	Significantly below 3 year estimate

3.2.23 Contextual Value Added for groups of pupils

3.2.24 Contextual value added can also be used to evaluate the progress of priority pupil groups.

Pupil Group	English			Maths			Science			3 year trend		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	En	Ma	Sci
All Pupils	-3.6	-2.8	-1.5	-1.5	-2.8	-1.6	-2.5	-3.3	-1.8	↑	↑ ↓	↑
Boys	-3.7	-2.8	-0.7	-1.5	-2.9	-1.3	-2.3	-3.6	-1.6	↑	↑ ↓	↑
Boys - Lower	-5.6	-4.1	-1.3	-3.5	-5.3	-3.1	-3.1	-5.4	-3.3	↑		
Boys - Middle	-4.7	-4.1	-0.4	-0.7	-2.9	-0.8	-3.3	-5.0	-0.8	↑	↑ ↓	↑
Boys - Upper	-0.3	0.6	-0.2	0.1	0.1	0.0	0.1	0.3	-0.4			
Girls	-3.5	-2.8	-2.4	-1.5	-2.8	-1.8	-2.7	-3.1	-2.1		↓	↑
Girls - Lower	-9.3	-7.0	-5.2	-4.4	-6.4	-5.3	-4.1	-5.3	-5.6	↑		
Girls - Middle	-1.9	-1.7	-2.1	-0.4	-1.9	-0.6	-3.7	-3.7	-1.2			
Girls - Upper	0.6	0.3	0.2	0.1	0.1	0.2	-0.0	0.3	0.6			↑

↑	Significantly increase over 3 years	↓	Significant fall over three years
	Significantly above 3 year estimate		Significantly below 3 year estimate

3.2.25 The gap to estimate for all subjects has closed, significantly in English and science. Performance is particularly encouraging for boys, of all abilities. For girls, those of high ability have out-performed the estimate, whilst low and middle ability girls remain below estimate.

3.2.26 Analysis of the performance at Key Stage 3 for the larger ethnic groups shows that several are in line with FFT estimates.

Pupil Group	English			Maths			Science			3 year trend		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	En	Ma	Sci
Bangladeshi	-7.6	-1.2	-16.5	-1.1	12.6	-20.4	-2.0	-16.1	-19.6	↓	↓	
Indian	0.1	-0.4	0.0	-5.2	-4.9	0.8	-2.6	-3.8	0.1		↑	
Pakistani	-7.7	-7.0	-9.2	-6.7	-3.9	-4.1	-8.4	-6.9	-3.2			
Other Asian	-4.1	-0.0	-5.7	2.6	-0.9	0.4	5.2	0.2	-4.0			
Black African	-11.2	-2.3	5.4	1.4	-2.9	1.2	0.8	-4.7	1.6	↑		↑
Black Caribbean	-11.5	-6.7	-2.7	-2.5	-3.5	-1.2	-7.2	-3.2	-3.5	↑		
Chinese	-2.9	6.2	9.3	0.5	2.5	2.1	7.7	2.4	2.5			
Any Other heritage	-2.1	0.5	0.3	-0.7	-3.1	-3.0	-4.1	0.3	-4.9			
White	-3.2	-2.7	-1.3	-1.2	-2.7	-1.4	-2.2	-3.2	-1.7	↑	↑ ↓	↑
No Information	-4.5	2.4	6.3	-1.5	-0.2	-2.0	-2.9	1.8	-0.1			

3.2.27 Bangladeshi, Black Caribbean, Pakistani, and White pupils are significantly below estimates. Bangladeshi pupils have moved further below estimate since 2004, but Pakistani pupils show no change since 2004. Black Caribbean pupils, in English, and White pupils in English and science have shown improvements towards estimates.

Pupil Group	English			Maths			Science			3 year trend		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	En	Ma	Sci
FSM - No	-2.8	-2.3	-0.8	-0.8	-2.3	-0.8	-2.1	-2.5	-1.1	↑	↑ ↓	↑
FSM - Yes	-7.4	-4.8	-4.5	-4.5	-5.2	-5.0	-4.3	-6.7	-5.0	↑		
Looked After - No	-3.5	-2.8	-1.5	-1.5	-2.8	-1.6	-2.4	-3.4	-1.8	↑	↑ ↓	↑
Looked After - Yes	-9.6	-3.5	-2.8	-3.2	-2.9	-2.0	-9.3	-0.1	-3.4			
No SEN	-7.0	-7.4	-3.0	-5.4	-6.1	-4.2	-6.3	-6.1	-5.2	↑		
School Action	-3.6	-2.5	-1.5	-1.1	-2.4	-1.2	-2.3	-3.1	-1.5	↑↑	↑ ↓	↑
School Action Plus	-4.0	-3.5	-2.0	-0.5	-8.3	-4.0	-0.4	-6.3	-3.7		↓	
Statemented	3.1	1.8	2.0	-1.4	-0.8	-0.8	-0.5	0.2	-0.2			

3.2.28 For other priority pupil groups, the picture is mixed. Pupils eligible for free school meals are significantly below estimates over the past three years, but have made improvements in English.

- 3.2.29 In English and science, looked after children are significantly below estimate with no change over three years. However, their performance is in line with estimates in mathematics.
- 3.2.30 Pupils with statements of special need are significantly above estimates in English and in line with estimates in mathematics and science, whilst school action and school action plus pupils are below estimates over the three year period from 2004

Key Stage 3: percentage of pupils achieving level 5+

	Pupils	English			Maths			Science			2005 - 2006 change			Difference from total 2006		
	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006	English	Maths	Science	English	Maths	Science
Bangladeshi	52	51.2	70.6	54.0	48.8	54.9	56.9	42.5	39.2	45.1	-16.6	2.0	5.9	-15.6	-17.6	-23.8
Indian	153	78.9	81.8	83.0	76.9	76.5	83.0	69.1	71.2	78.4	1.2	6.5	7.3	13.4	8.5	9.5
Kashmiri Pakistani	101	52.0	59.0	48.5	62.2	57.4	61.0	45.7	41.8	45.5	-10.5	3.6	3.7	-21.1	-13.5	-23.4
Kashmiri Other	6	66.7	42.9	50.0	100.0	71.4	66.7	66.7	42.9	50.0	7.1	-4.8	7.1	-19.6	-7.8	-18.9
Other Pakistani	235	56.4	62.6	57.3	54.3	63.5	61.7	42.3	49.8	53.3	-5.3	-1.9	3.6	-12.3	-12.8	-15.6
Other Asian	45	53.8	68.3	61.4	64.1	78.0	77.3	61.5	68.3	63.6	-6.9	-0.8	-4.7	-8.2	2.8	-5.3
Black Caribbean	87	45.7	58.9	65.9	55.8	59.7	74.1	38.0	51.6	63.5	7.0	14.4	11.9	-3.7	-0.4	-5.4
Black African	87	66.7	56.3	65.5	66.7	53.8	71.4	42.1	50.0	54.8	9.2	17.7	4.8	-4.1	-3.1	-14.1
Other Black Background	44	44.4	62.7	72.7	61.4	62.7	72.7	45.5	54.9	59.1	10.0	10.0	4.2	3.1	-1.8	-9.8
Mixed Black African & White	30	60.0	53.8	55.2	60.0	57.7	58.6	46.7	38.5	55.2	1.3	0.9	16.7	-14.4	-15.9	-13.7
Mixed Black Caribbean & White	113	59.6	60.0	59.5	61.3	58.1	62.2	51.6	52.4	55.0	-0.5	4.1	2.6	-10.1	-12.3	-13.9
Mixed Asian & White	34	79.1	83.3	72.7	85.7	75.6	78.8	73.8	73.8	72.7	-10.6	3.2	-1.1	3.1	4.3	3.8
Other Mixed	68	73.7	62.7	67.2	73.7	60.8	65.7	68.4	52.9	62.7	4.4	4.9	9.7	-2.4	-8.8	-6.2
Chinese	40	75.0	78.8	89.7	89.3	97.0	94.9	85.2	78.1	92.3	11.0	-2.1	14.2	20.1	20.4	23.4
Other Ethnic group	43	64.8	62.7	60.5	71.7	64.7	67.4	58.5	59.6	51.2	-2.3	2.7	-8.5	-9.1	-7.1	-17.7
White British	7333	66.8	70.8	71.0	71.5	71.9	76.0	63.7	67.5	71.2	0.2	4.1	3.6	1.4	1.5	2.3
White Irish	41	77.5	75.8	63.4	72.5	69.7	53.7	65.0	60.6	65.9	-12.3	-16.0	5.2	-6.2	-20.8	-3.0
Traveller Irish Heritage	3	50.0	25.0	50.0	50.0	0.0	100.0	66.7	0.0	100.0	25.0	100.0	100.0	-19.6	25.5	31.1
Gypsy/Roma	16	12.5	0.0	28.6	37.5	60.0	35.7	12.5	0.0	28.6	28.6	-24.3	28.6	-41.0	-38.8	-40.3
Other White	97	74.0	71.4	70.2	75.7	70.2	77.9	70.3	68.7	68.1	-1.2	7.7	-0.6	0.6	3.4	-0.8
Info Not Obtained / Unknown	30	42.2	59.7	53.3	46.7	49.3	40.0	37.4	44.4	30.0	-6.4	-9.3	-14.4	-16.3	-34.5	-38.9
Refused	30	75.0	88.0	79.3	90.0	96.0	82.8	85.0	84.0	82.8	-8.7	-13.2	-1.2	9.7	8.3	13.9
		66.0	69.9	69.6	70.5	70.6	74.5	62.0	65.4	68.9	-0.3	3.9	3.5			

3.2.31

Performance of Black heritage pupils has improved on 2005 levels across all three subjects. Asian heritage pupils have shown improvements in mathematics and science. Improvements have also been seen for Traveller and Gypsy/Roma pupils, although this cohort is particularly small.

3.3 KEY STAGE 4

3.3.1 Key Stage 4 Trends and Comparisons

3.3.2 Performance at Key Stage 4 has shown improvement, particularly in the two 5+ A*-C measures.

2004-2006 Percentage Benchmark indicators for GCSE

% pupils achieving:	2004			2005			2006		
	<i>Leeds</i>	<i>Nat</i>	<i>Stat Neigh*</i>	<i>Leeds</i>	<i>Nat</i>	<i>Stat Neigh*</i>	<i>Leeds</i>	<i>Nat</i>	<i>Stat Neigh*</i>
5 or more A*- C	45.3	53.7	47.3	49.7	57.1	50.9	51.6	59.0	53.0
5 or more A*-C (inc Eng & maths)	36.4	42.6	36.1	38.2	44.9	38.7	40.2	45.8	39.7
5 or more A*-G	85.7	88.8	88.2	86.6	90.2	88.5	86.4	90.6	89.1
No Passes	5.6	4.1	4.7	5.1	2.6	4.3	4.4	2.0	3.4

Note: 2006 data is provisional

3.3.3 The rise in the 5+A*-C indicator means that for the first time over half the students in Leeds achieve this benchmark standard at age 16, an increase of 10% since 2002. The increase in 5+ A*-C matched the national improvement, whilst the additional measure of 5+A*-C including English and mathematics closed the gap to national performance by 1.1%. This latter indicator is closer to the national average, and above the average for statistical neighbours.

3.3.4 An area of focus for the future needs to be on low attainers, where performance is well below the national level. The gap widened in terms of 5+ A*-G with a drop of 0.2% locally and improvement nationally of 0.4%. In terms of pupils with no qualifications, local performance improved by 0.7%, 0.1% more than the national improvement.

3.3.5 In 2004 pupils gained over 94% of their Key Stage 4 points from GCSE examinations, and under 6% from non-GCSE sources including GNVQ, Basic Skills and BTEC courses. By 2006 the proportion of points earned from these other courses had risen to 16%. Pupils taking these courses did better than might have been expected from their results at previous key stages, and this increased diversity is contributing to increased achievement. Every high school in Leeds now offers at least one non-GCSE course, but there is a wide variation in the curriculum offered. The proportion of points gained from these courses varies from as much as 40% in one school to as little as 5%. Comparisons will be useful to schools in evaluating the effectiveness of their curriculum.

3.3.6 The contribution of City Learning Centres in piloting new courses in Leeds had been an important factor in the growth of vocational courses. In particular, students who would otherwise not have achieved 5 GCSEs or equivalent at higher grades have been assisted to achieve 5 'C' grades by following one of these new courses.

3.3.7

Key Stage 4		2004		2005		2006	
		Leeds	Nat	Leeds	Nat	Leeds	Nat
5 or more A*-C	Girls	50.1	58.8	53.9	62.1	55.9	63.9
	Boys	40.7	48.8	44.5	52.2	47.5	54.3
5 or more A*-C (inc Eng & maths)	Girls	40.2	46.8	42.4	49.1	43.8	50.2
	Boys	32.5	38.7	34.5	40.7	36.6	41.5
5 or more A*-G	Girls	88.3	91.2	88.6	92.5	88.6	92.9
	Boys	83.2	86.4	83.6	88.1	83.9	88.3
No Passes	Girls	4.6	3.3	4.9	2.0	4.3	1.4
	Boys	6.6	5.0	6.7	3.1	6.1	2.5

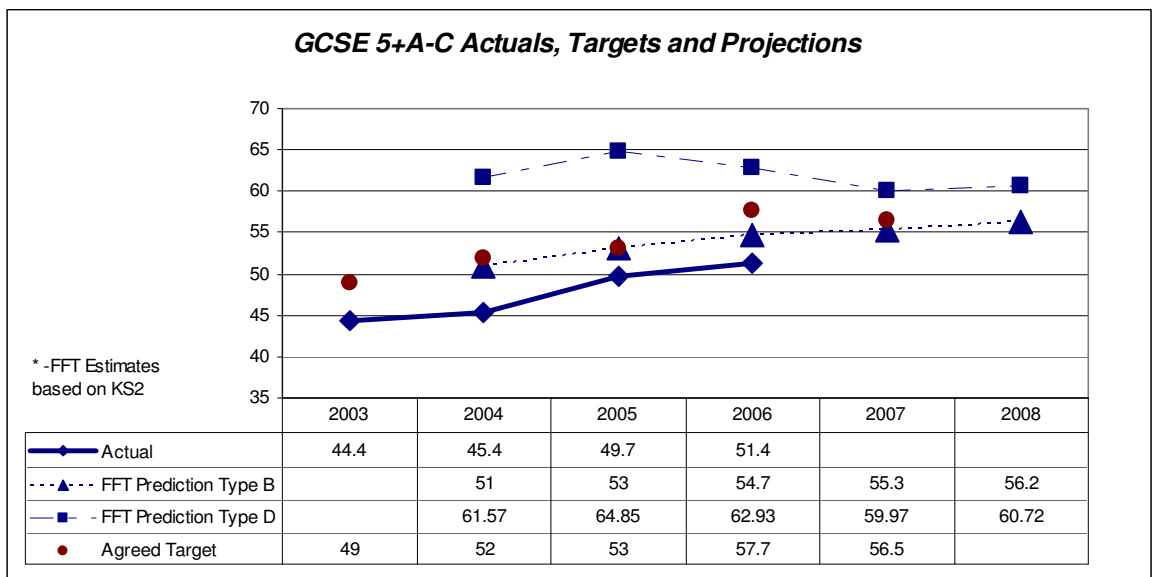
Note: 2006 data is provisional

3.3.8

The performance of boys achieving higher grades at GCSE has risen faster than girls in last three years, and is closer to the national average. This is not repeated for 5+ A*-G or no passes, where the gap is wider locally than nationally. Too many boys in Leeds gain no qualifications or fewer than five GCSE passes.

3.3.9 **Key Stage 4 Trajectories**

Performance is compared with estimates generated by the FFT which uses prior performance in national curriculum tests combined with characteristics about pupils and schools to estimate performance in subsequent tests. A type 'B' estimate is one based on similar pupils in similar schools. Type 'D' marks the upper quartile.



3.3.10

Performance in 2006 is still 3% below FFT 'B' estimates although this is an improvement on previous years; the gap to FFT 'B' estimates is closing, year on year for 5+ A*-C. The projections for future years show small increases of well under 1% per year and schools will do well to maintain the rate of recent improvement. The lower rate of increase is a consequence of recent more modest increases in Key Stage 2 which provides the basis for these projections.

3.3.11 Key Stage 4 Floor Targets

3.3.12 Numbers and percentages of schools below Key Stage 4 floor targets

	<25% 5+ A*-C (2006)		<30% 5+ A*-C (2008)	
	number	%	number	%
2003	12	27.9	15	34.9
2004	6	15.0	10	25.0
2005	4	9.8	7	17.1
2006	3	7.5	6	15.0

3.3.13 There has been a dramatic fall in the number of schools below floor targets at Key Stage 4. Only 7.5% (3 schools) were below the 2006 floor target of 25% for 5+ A*-C. A further three schools are below the 2008 floor target of 30%, making 15% in total.

3.3.14 Attainment of Pupil Groups

Percentage of pupils attaining Key Stage 4 benchmarks: Looked After Children

	2004		2005		2006
	Leeds	National	Leeds	National	Leeds
Cohort size	98		103		104
not entered	33		32		29
5+ A*-C	5	9	14	11	6
5+ A*-G	44	39	38	41	43
1+ A*-G	65	56	62	60	60

Note: 2006 data is provisional

3.3.15 Performance for LAC fell at 5+ A*-C and 1+ A*-G in 2006, although entry numbers and 5+ A*-G figures improved. Provisional data indicates that the target of 15% of looked after children to achieve 5 or more A*-Cs was not achieved in 2006.

Percentage of pupils attaining Key Stage 4 benchmarks: Free School Meal Eligibility

		2004		2005		2006
		Leeds	National	Leeds	National	Leeds
5+ A*-C	Non eligible	51.5	56.2	55.5	57.3	58.8
	Eligible	18.4	26.3	23.1	30.1	22.3
5+ A*-G	Non eligible	90.7	97	90.1		90.9
	Eligible	67.4	91.3	69.0		69.5
No passes	Non eligible	3.6		3.5	3.2	3.0
	Eligible	15.4		12.7	7.5	11.2

Note: 2006 data is provisional

3.3.16 Performance of FSM eligible pupils at 5+ A*-C fell slightly but 5+ A*-G and pupils without qualifications improved in 2006, continuing the trend seen in 2005.

Percentage of pupils attaining Key Stage 4 benchmarks: Special Education Needs

		2004		2005		2006
		Leeds	National	Leeds	National	Leeds
5+ A*-C	Action	8.9	15.4	12.8	17.1	17.8
	Action +	8.8	11.2	7.7		8.6
	Statement	5.3	6.2	6.7	7.1	4.3
5+ A*-G	Action	64.0	76.9	64.5		66.4
	Action +	38.4	56.9	37.8		47.2
	Statement	31.1	38.4	38.0		28.8
No passes	Action	13.4		10.9	8.5	8.6
	Action +	30.8		30.2		23.4
	Statement	41.9		30.1	19.4	16.7

Note: 2006 data is provisional

3.3.17 There are pupils with special educational needs who make significant achievements; there were notable individual successes where pupils based in specialist inclusive learning centres achieved 5 good grades at GCSE. There is no firm criteria for defining 'action' and 'action plus' students and statements are given for a variety of circumstances. Hence comparison and trends are not always meaningful. However, while the decrease in the proportion of pupils not gaining any passes is creditable the value added figures show that pupils with special educational needs should be making more progress (see 3.3.27).

3.3.18 **Contextual Value Added**

3.3.19 Contextual value added measures the progress that pupils make from one key stage to a subsequent key stage, adjusted for characteristics of pupils and schools. An 'average' results means that pupils are making progress typical of similar pupils across the country as a whole.

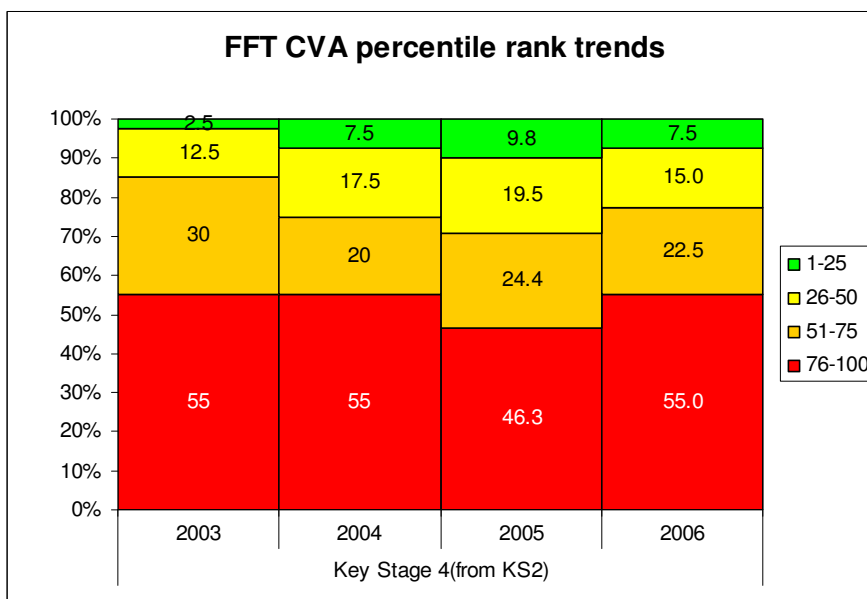
3.3.20 Analyses generated through the FFT 'Value Added Project' model show that progress in secondary schools is still a major issue in Leeds. Students in a large proportion of the schools in Leeds do not make the progress expected compared with national expectations.

3.3.21 Overall, the performance of Leeds as a whole measured by value added between Key Stages 2 and 4 is still low. Key judgements show that city wide performance is in the bottom 10% for most indicators once the context of the pupils and the school attended is taken into account. However, the improvement in 5+ A*-C progress shown last year has continued, and on this indicator Leeds has risen nearly to the lower quartile. The figures for 5A*-G reinforce the assertion made earlier in this report that this needs to be a priority for Education Leeds and schools.

Indicator	Difference			Rank			3 year trend
	2004	2005	2006	2004	2005	2006	
5+ A*-C	-4.7	-3.4	-2.5	92	86	77	↑
5+ A*-G	-2.8	-2.5	-2.9	94	93	95	
Capped Points score	-13.9	-12.0	-12.4	95	93	96	

↑	Significantly increase over 3 years	↓	Significant fall over three years
	Significantly above 3 year estimate		Significantly below 3 year estimate

3.3.22 Number of Schools in each Fischer Family Trust Quartile



3.3.23 Despite the increase in the headline 5A*-C figure, overall progress from Key Stage 2 to 4 did not improve in 2006. The chart above shows that the number of schools in the fourth quartile, had fallen since 2003, but increased again in 2006, while the number of schools making better than average progress fell in 2006 after making small improvements in previous years. In 2003 six (15%) schools were in the top 50% of schools nationally for added value measured by the average point score, in 2006 this stands at 9 (22.5%).

3.3.24 FFT data allows a detailed analysis of the performance of the major pupil groups in Leeds. 'Ability' is measured by prior performance at Key Stage 2. In this analysis, actual performance is compared to the estimate, and the difference is shown below. Three year trends are also shown, with significant differences and changes over the three years highlighted.

Pupil Group	% 5+ A*-C			% 5+ A*-G			Capped points			Trend		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	5+ A*-C	5+ A*-G	Points
All Pupils	-4.7	-3.4	-2.5	-2.8	-2.5	-2.9	-13.9	-12.0	-12.4	↑		
All Boys	-4.5	-3.0	-2.3	-2.9	-2.4	-3.0	-14.3	-11.1	-12.9	↑		↑
Boys - Lower ability	-2.5	-2.7	-3.0	-4.4	-3.5	-3.7	-21.1	-19.8	-22.1	↑		
Boys - Mid-ability	-8.7	-5.6	-3.3	-2.9	-2.3	-3.8	-16.0	-11.4	-13.5	↑		
Boys - Upper ability	-2.0	-0.2	-0.3	-1.1	-1.3	-1.3	-4.2	0.2	-0.4			
All Girls	-5.0	-3.9	-2.6	-2.6	-2.6	-2.8	-13.5	-12.8	-12.0	↑		
Girls - Lower ability	-5.1	-6.1	-5.5	-3.6	-4.0	-4.9	-19.7	-23.1	-26.1			↓
Girls - Mid-ability	-8.0	-3.7	-2.1	-3.0	-2.4	-2.5	-15.0	-11.1	-8.3	↑		↑
Girls - Upper ability	-1.5	-1.9	-0.2	-1.2	-1.4	-1.0	-5.6	-4.5	-1.4			

↑	Significantly increase over 3 years	↓	Significant fall over three years
	Significantly above 3 year estimate		Significantly below 3 year estimate

3.3.25 Overall, performance is significantly below FFT estimates for all indicators for both gender groups. The main message from the figures is that pupils of upper ability are more likely to achieve their expected standard than lower ability pupils. Some good progress has been made with the middle ability group in the past three years, particularly at 5A*-C.

Pupil Group	Difference between FFT estimate and actual performance											
	% 5+ A*-C			% 5+ A*-G			Capped points			Trend		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	5+ A*-C	5+ A*-G	Points
Bangladeshi	-19.6	-7.7	6.1	-4.8	4.6	3.1	-40.2	-13.8	-11.8	↑		
Indian	-5.6	-6.5	-3.8	0.6	3.3	0.8	-14.2	-8.4	-7.6			
Pakistani	-10.2	-10.6	-11.8	-0.2	0.0	-2.3	-26.5	-25.8	-27.0			
Other Asian	-3.3	-3.8	-0.4	-4.2	-1.8	-2.5	-21.7	-3.3	-12.6			
Black African	-11.2	-7.1	-8.9	-4.4	3.6	-1.8	-28.5	-9.2	-20.9			
Black Caribbean	-9.0	-5.7	-9.7	-1.6	-1.3	-7.9	-19.2	-25.2	-30.9			
Chinese	-0.6	-0.3	-3.2	-1.3	1.6	-0.7	-11.1	-7.3	-4.3			
Any Other heritage	-1.3	-4.3	-7.0	1.0	-1.8	-3.7	-4.1	-11.4	-16.2			
White	-4.3	-2.9	-1.7	-2.9	-2.8	-2.8	-12.9	-11.0	-11.0	↑↑		
No Information	-4.5	-11.5	-9.3	-10.0	-10.8	-17.9	-17.5	-21.8	-42.2			

3.3.26 Only a few ethnic groups are performing in line with estimates in terms of 5+ A*-C, notably Bangladeshi and Chinese pupils. Signs are more encouraging at 5+ A*-G, where performance of Indian pupils is significantly above estimate, and only White pupils and Black Caribbean pupils are significantly below estimate on this indicator. Overall performance, measured by points score is significantly below estimates for nearly all ethnic groups.

Pupil Group	% 5+ A*-C			% 5+ A*-G			Capped points			Trend		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	5+ A*-C	5+ A*-G	Points
FSM – Not eligible	-4.7	-3.4	-1.7	-1.5	-1.4	-1.5	-10.7	-8.2	-7.6	↑↑		↑
FSM - Eligible	-5.0	-3.8	-6.0	-8.6	-7.9	-9.0	-29.4	-29.5	-33.7			
Looked After - No	-4.7	-3.4	-2.3	-2.6	-2.4	-2.7	-13.6	-11.7	-11.9	↑		
Looked After - Yes	-7.8	-6.4	-13.0	-18.6	-20.0	-20.6	-51.0	-37.8	-61.1			
No SEN	-5.0	-3.0	-2.1	-0.7	-0.6	-0.8	-10.9	-8.2	-8.2	↑		↑
School Action	-5.2	-7.8	-4.2	-5.4	-8.8	-9.9	-28.3	-35.7	-34.2	↑	↓	
School Action Plus	-2.7	-5.6	-4.8	-25.2	-24.5	-16.4	-47.2	-54.3	-38.1		↑	
Statemented	-0.8	-1.1	-3.2	-18.7	-13.6	-16.4	-20.7	-11.9	-21.4			

3.3.27 Performance for other priority groups is still well below expectations, with looked after children, free school meal eligible, and pupils with special needs all significantly below estimates for all indicators. None of these groups have shown an improvement in terms of closing the gap to estimate in the last three years.

Key Stage 4		Pupils	5+ A*-C				5+ A*-G				05-06 Improvement		2006 against LA total	
			2006	2003	2004	2005	2006	2003	2004	2005	2006	5+ A*-C	5+ A*-G	5+ A*-C
		ASIAN or ASIAN BRITISH	Bangladeshi	39	37.5	28.8	41.9	59.0	81.3	82.7	93.5	94.9	17.0	1.3
Indian	176		56.2	67.8	59.4	66.5	94.3	97.1	98.2	96.0	7.1	-2.2	15.1	10.2
Kashmiri Pakistani	118		33.6	28.6	33.6	36.4	81.4	88.8	91.2	83.9	2.8	-7.3	-15.0	-1.9
Kashmiri Other	5		0.0	75.0	25.0	40.0	0.0	75.0	75.0	80.0	15.0	5.0	-11.4	-5.8
Other Pakistani	202		34.3	38.0	43.1	40.1	87.4	83.9	88.3	86.1	-3.0	-2.2	-11.3	0.3
Other Asian background	36		48.3	50.0	47.1	52.8	82.8	80.0	79.4	77.8	5.7	-1.6	1.4	-8.0
BLACK OR BLACK BRITISH	Black Caribbean	125	21.0	21.2	31.7	28.0	73.9	82.9	84.1	75.2	-3.7	-8.9	-23.4	-10.6
	Black African	117	29.4	41.5	45.6	43.6	52.9	82.9	82.4	76.1	-2.0	-6.3	-7.8	-9.7
	Other Black Background	42	25.0	27.3	28.6	23.8	68.2	80.0	88.1	81.0	-4.8	-7.1	-27.6	-4.8
MIXED	Mixed Black African & White	21	14.3	27.8	16.7	33.3	57.1	61.1	66.7	76.2	16.7	9.5	-18.1	-9.6
	Mixed Black Caribbean & White	96	28.4	38.6	34.0	32.3	82.7	80.2	76.0	80.2	-1.7	4.2	-19.1	-5.6
	Mixed Asian & White	47	59.3	48.4	45.2	63.8	92.6	83.9	83.9	87.2	18.7	3.4	12.4	1.4
	Other Mixed Background	51	41.0	26.7	50.0	39.2	87.2	80.0	77.3	84.3	-10.8	7.0	-12.2	-1.5
CHINESE OR OTHER ETHNIC GROUP	Chinese	35	63.2	78.1	64.1	54.3	94.7	96.9	79.5	74.3	-9.8	-5.2	2.9	-11.5
	Other Ethnic group	55	44.4	56.9	48.2	52.7	73.3	86.3	80.4	76.4	4.5	-4.0	1.3	-9.4
WHITE	White British	7138	44.9	45.7	50.2	52.6	85.6	85.8	86.3	86.3	2.5	0.0	1.2	0.5
	White Irish	37	58.3	58.6	41.5	51.4	86.1	86.2	80.5	81.1	9.9	0.6	0.0	-4.7
	Traveller Irish Heritage	5	66.7	0.0	0.0	20.0	100.0	40.0	0.0	80.0	20.0	80.0	-31.4	-5.8
	Gypsy/Roma	9	0.0	0.0	11.1	11.1	50.0	37.5	22.2	44.4	0.0	22.2	-40.3	-41.4
	Other White Background	87	51.5	47.5	59.5	59.8	88.2	82.0	81.0	90.8	0.2	9.9	8.4	5.0
UNKNOWN	Info Not Obtained	55	35.8	26.3	12.2	23.6	70.4	59.6	53.1	58.2	11.4	5.1	-27.8	-27.6
	Refused	19	59.3	71.4	70.8	68.4	88.9	92.9	100.0	89.5	-2.4	-10.5	17.0	3.7
Total		8515	44.1	45.1	49.1	51.4	85.1	85.5	85.9	85.8	2.3	-0.1		

Note: 2006 data is provisional

3.3.28 In terms of 5+ A*-C, performance within Asian groups has improved in terms of 5+ A*-C, but this is not the case for Black pupil groups, where performance has fallen from 2005. Notably, Bangladeshi pupils outperformed the authority as a whole in 2006. This picture is repeated in the main for 5+ A*-G, where again the gap to LA performance widened for pupils of black heritage.

3.4 POST-16

3.4.1 A Level (A2) and equivalent exam results quoted in this section are based on a partial school level survey and should therefore be treated as highly provisional and subject to change. The Leeds figures quoted for 2006 represent an estimate of the figure for the full cohort, based on the rates of improvement observed in the 84% of the cohort for whom we have provisional results. 2006 national results and results for statistical neighbour local authorities are as yet unpublished and are therefore not included in this report.

A Level (A2) Results

% pupils achieving	2004		2005		2006*	
	<i>Leeds</i>	<i>National</i>	<i>Leeds</i>	<i>National</i>	<i>Leeds</i>	<i>National</i>
Points per student	269.6	271.9	258.1	277.8	239.9	
Points per entry	74.0	77.5	75.2	79.9	86.0	

3.4.2 The figures for A Level show a drop of 18.2 points in terms of average points score per student in 2006. However there has been an improvement in the points score per subject entry of 6.1 points. This suggests that students are taking slightly fewer subjects on average and so cannot achieve as many points, but are benefiting from this in terms of performance in the subjects that are being taken.

3.5 ATTENDANCE

	2002/03	2003/04	2004/05	2005/06
	% Attendance			
Leeds	90.59	91.03	91.33	90.85
Statistical Neighbours	91.45	91.62	91.87	91.80
National	91.72	91.95	92.19	92.08
	% Authorised Absence			
Leeds	7.48	6.94	6.75	7.29
Statistical Neighbours	7.39	7.17	6.75	6.80
National	7.21	6.92	6.58	6.70
	% Unauthorised Absence			
Leeds	1.92	2.03	1.91	1.85
Statistical Neighbours	1.16	1.21	1.38	1.41
National	1.07	1.13	1.23	1.22

3.5.1 Attendance in Leeds high schools is below national rates and the average of statistical neighbours. After a steady rise since 2000-01 when attendance was below 90%, attendance fell by about half a percent in 2005-06. In part this was due to a major flu outbreak in the Autumn term, but not entirely; schools receiving extended support managed to increase their attendance. Another contribution to the decline elsewhere is the change in regulations about study leave where students who would formerly have been marked present are now coded as absent. Despite the marked increase in authorised absences, unauthorised absence continued its overall downward trend of the past five years.

3.5.2 Attendance in Target Schools

	% attendance		% unauthorised absence	
	Target schools	Non target schools	Target schools	Non target schools
2003/04	86.50	92.83	4.49	1.05
2004/05	87.48	92.83	3.91	1.14
2005/06	87.57	91.89	3.72	1.27
change	1.07	-0.94	-0.77	0.22

3.6 EXCLUSIONS

3.6.1 2005/06 has seen a further significant drop in permanent exclusions with the number falling by a half over the last two academic years. Performance in Leeds is in line with statistical neighbours and below the national rate of exclusion. This is a record low number of exclusions over a four year period. Furthermore the interim target of a reduction to 100 exclusions (LAA, LPSA2) for 2005/06 has been exceeded already with the total number at 85. The close collaboration between schools and Education Leeds through the Area Management Boards (AMBs) has been instrumental in producing this positive outcome for children and young people.

3.6.2 The majority of permanent exclusions in Leeds continued to be from secondary schools, where the end of year total was 82. This is half the rate of previous years, and similar to national figures. The impact of the reduction is uneven with six schools accounting for 45% of the total. No exclusions were recorded from SILCs for the third year running.

3.6.3 There remain some groups who are over-represented in permanent exclusions data. The groups with the highest rates of exclusion include, for example, Looked After Children who are ten times more likely to be excluded than the Leeds average. Pupils with Special Educational Needs in the main also have slightly higher rates of permanent exclusion. Pupils of Black and Minority Ethnic heritage are less likely to be excluded by comparison to those with Special Educational Needs or Looked After Children; but are still 1.4 times higher than the Leeds average.

3.7 OVERVIEW OF OFSTED INSPECTIONS OF LEEDS HIGH SCHOOLS : AUTUMN 2006

3.7.1 Under the revised framework for inspection introduced in September 2005 inspections are shorter and more frequent. Typically schools are informed three working days ahead of an inspection, and are inspected by a team of four or five inspectors for two days. The emphasis has shifted from lesson observation to a focus on the school leadership and the effectiveness of the school's own evaluation.

3.7.2 Schools are placed in one of four categories: outstanding, good, satisfactory and inadequate. If a school is judged as inadequate it is either given a notice to improve or placed in special measures. Judgements are also made about achievement and standards, leadership and management, provision (teaching and learning, curriculum, and care guidance and support), and personal development.

3.7.3 During this academic year and since the last report to the Board of Education Leeds, nine further schools have been inspected. Of these nine, three are judged to be good, four as satisfactory and two as inadequate. Education Leeds has made a formal objection to Ofsted about one of the schools judged as inadequate, and this is subject

to an inquiry.

- 3.7.4 Overall, since the introduction of the new framework in September 2005, there have been 29 inspections of high schools, PRUs and SILCs in Leeds. Thirteen have been judged as good, thirteen as satisfactory. Three schools have been given a notice to improve, although one of these is subject to an appeal.
- 3.7.5 Nationally it is reported that one in eight schools are unsatisfactory and in Leeds currently this figure is now similar with three in 25 inspected schools given a notice to improve. There are other schools waiting for an inspection who will be at risk of being placed in an Ofsted category either because of a history of low achievement, or more complex issues of inclusion, behaviour, attendance and – in some cases – reorganisation. Education Leeds continues to work with these schools but it is possible that the local figures will continue to reflect the national profile at the end of the year. Leeds has a lower proportion of ‘good’ schools and a higher proportion judged as satisfactory. This group of schools is described below in the section on schools causing concern. For some schools facing the most challenging circumstances the satisfactory judgement is an achievement and an important milestone in their progress. However, for others it is a clear message that they need to improve. For at least one school the satisfactory judgement was harsh, taking a narrow view of progress and capacity to improve, and was demoralising for the school.
- 3.7.6 It is apparent that while the majority of inspections recognise accurately the strengths and weaknesses of schools, there is still a need for greater consistency. The more complex and challenging the circumstances of a school the more difficult it is to assess fairly the effectiveness of the school. A few experienced HMI are very well informed about the local context and very highly skilled in assessing evidence. They recognise the importance of measuring the capacity of the school to improve and are willing to use the evidence of their own observations. However, a few teams are more strongly influenced by statistical data, particularly the contextual value added scores, and show less awareness of local circumstances.
- 3.7.7 On the whole, judgements have been fair. Most ‘satisfactory’ and ‘good’ judgements are accurate and pleasing. A few have been encouraging and optimistic, although with the proviso that a short inspection is likely within the three years to check on progress. Two judgements, one ‘satisfactory’ and one ‘inadequate’ have been out of step with feedback from school improvement partners and advisers. However, for the two schools involved this has potentially serious consequences and can undermine improvement and stability built up over a number of years.
- 3.7.8 See the annex to this report for a summary of each school inspected this term.

3.8 OVERVIEW OF SCHOOLS CAUSING CONCERN: HIGH SCHOOLS

- 3.8.1 The new School Improvement Policy allocates schools to four types of partnership. Schools with a history of offering support at a whole school level are ‘leading partners’. Other schools with strong features that they are willing to share are ‘learning partners’ and will lead developments in particular areas or exchange practice around a particular focus with other schools. Schools in a ‘focused partnership’ have a limited number of areas for improvement, while schools in an extended partnership are engaged in whole school improvement with a range of support on different issues.

- 3.8.2 Including the SILCs and the PRUs there are two schools (8%) who are leading partners, fifteen who are 'learning partners' (31%), twenty-seven in a 'focused partnership' (56%) and four in an 'extended partnership' (8%) Over half of those in a 'focused partnership' have a need for improvement (usually related to a history of low value added scores) that makes them vulnerable to an Ofsted inspection. However, a number of these schools who have already been inspected were able to demonstrate sufficient capacity to improve to be judged as satisfactory.
- 3.8.3 In November 2006 there are no high schools in special measures in Leeds. There is one high school with a notice to improve and another one where a notice has been given provisionally, but is the subject of an appeal supported by Education Leeds.
- 3.8.4 While this is an excellent situation and a considerable improvement compared with previous years, it does not reflect the whole picture. In the next few months there will be inspections of up to ten schools. Several of these are vulnerable because of low value added scores within the past three years and could be give a notice to improve. At least two are likely to be placed in special measures if inspected in the next few weeks because low achievement is compounded by issues of learning, teaching, attendance and behaviour. Support continues to be given to these schools but real improvement in these cases is a longer process involving parents, organisations and communities working in partnership with the school.
- 3.8.5 **Schools in an Extended Partnership : Category 4 Schools**
- 3.8.6 Schools in an extended partnership are those facing the severest challenges. Crawshaw school has a notice to improve from Ofsted and faces a re-inspection next year. The most recent results in summer 2006 were poor at GCSE and the initiatives brought in during the second half of the year did not have the necessary impact. However, the school is now making reasonable progress under the new leadership of an executive headteacher from another Leeds school. John Smeaton made strong improvements in standards at both Key Stages 3 and 4 and has the capacity and momentum to improve further. The BESD SILC has taken on considerable changes in the nature of students referred to the school and in how it caters for their needs, but there is still much work to do in order to provide effective schooling for the most challenging students in the school system. South Leeds High has opened in a new building. Standards are improved, although they are still very low for most of the students, and considerable improvement is still needed in attendance and behaviour. Progress has been hindered by difficulties associated with the merger and the new building.
- 3.8.7 A more detailed report on these schools is in the confidential part of this agenda under Access to Information Rules 10.4 (1) (2).
- 3.8.8 **Schools in a Focused Partnership : Category 3 Schools**
- 3.8.9 This group of schools covers a range of situations. A few of these schools have had recent inspections and been judged as satisfactory even though they face very challenging circumstances. Five such schools in inner Leeds have managed to improve standards to an acceptable level and inspectors were convinced of their capacity to improve further. It is likely that inspectors will return sooner than the standard three years to check on progress. A school in north Leeds was the subject of just such an inspection, a pilot for Ofsted and the first interim inspection in Leeds. It found the school to be making good progress and the school is now on a standard three year inspection cycle.

- 3.8.10 Other schools in this partnership category have had a history of lower value added scores but are now showing evidence of marked improvement and are approaching inspections with more confidence. A central Leeds school which amalgamated with a neighbouring school, and thereby took on a school with low achievement and in special measures, has deservedly been judged as a good school in a recent inspection. Other schools also raised standards substantially in 2006.
- 3.8.11 The National Strategies Secondary team, comprising three advisers and twelve consultants, plays a significant role in raising secondary standards. They provide a lead in the training and development of English mathematics, science and ICT, whole school teaching and learning, behaviour for learning and attendance. All schools in focused or extended partnerships receive bespoke consultant support. Twelve schools have support in all the strands.
- 3.8.12 Schools working with the strategy consultants have seen improved results. Education Leeds is now a national leader in support for assessment for learning. Schools which have embraced the programme have made better than average gains in improvement. The data also shows a high correlation between the attendance of subject leaders at network meetings run by the consultants and rising standards
- 3.8.13 Many of the schools are preparing for change. Some are involved in new building programmes, mostly 'Building Schools for the Future' (BSF) and Private Finance Initiative (PFI) schemes. The short term pressure on these schools, particularly those with small leadership teams and tight budgets, is considerable. The new projects impact on every area of the school from curriculum, teaching and learning to inclusion, behaviour, welfare, and external relations. Additional adviser time is allocated to these schools where possible, but senior leaders have a very large workload to make progress with the new building projects and to continue with the core work of improvement.
- 3.8.14 Education Leeds doesn't have the capacity to support all these focused partnership schools evenly, and neither should it attempt to, as many are successful and improving in a variety of areas from their own resources. However, these schools can benefit from short term focused support. This might be mentoring and coaching support for a new or acting headteacher from a neighbouring head or school improvement partner. It could be providing advice and support at different levels of leadership, and opportunities to visit other schools and look at different practices. In some cases schools are encouraged to engage in national strategy projects aimed at developing staff or focused on particular groups of pupils. The School Intervention Strategy project (SISP) has brought cross sections of staff together to plan solutions to particular priorities identified within the schools. The Black Pupils Achievement Project has targeted particular students and involved them in tutoring and mentoring. A group of schools has worked with the Fusion programme to develop leadership skills and techniques, and apply them to issues that they face. Further evaluation of their impact is needed but there is already evidence that they are helping schools to make progress, and motivating staff.
- 3.8.15 Leeds schools have been generous and enthusiastic in offering support through partnership and in being willing to exchange or receive support and advice. However, there is still a considerable amount of work to do to make better use of the skills and knowledge within schools and to share this across a wider community.

4.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE

4.1 This report informs the new school improvement policy and the development of a strategy for extending and developing partnerships which increase the capacity of all schools to raise achievement. The new inspection framework places additional pressure on schools and particularly on school leaders, who need support. The continued low performance of many minority and vulnerable groups means that tackling inequalities remains a very high priority for Education Leeds.

5.0 LEGAL AND RESOURCE IMPLICATIONS

5.1 The low achievement that is evident in secondary education and the scale of the challenge faced by a number of schools, particularly in inner Leeds means that this must remain a high priority when allocating resources. The city has benefited from additional resources from the DfES for the 'Six Schools' project and the 'Releasing Potential' project, as well as from Excellence in Cities and the Leadership Incentive Grant. However, much of this additional funding has now ended. The school improvement partner programme has also provided new capacity to support leadership. As these initiatives are completed Education Leeds will need to ensure that capacity is created locally to continue the momentum from these projects.

6.0 CONCLUSIONS

6.1 Central and school-based strategies, and a variety of partnerships and initiatives, have been successful in raising achievement in Leeds. However, further developments will be necessary if the momentum is to be maintained and Leeds is to keep pace with national improvements.

7.0 RECOMMENDATIONS

7.1 The Executive Board is asked to:

- iii) note the contents of the report
- iv) note the strategies for improvement that have been developed to support further increases in achievement for all pupils, groups and schools.

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REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 24 JANUARY 2007

SUBJECT: Annex 1: Ofsted Summaries – Leeds High Schools and SILCs

SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

1 Brigshaw High School (November 2006)

- 1.1 Brigshaw High School is a good school. It is particularly successful in integrating a wide range of pupils, including those with learning difficulties and/or disabilities and with physical difficulties, into the school, allowing them to participate and achieve as well as other pupils. The provision for these pupils is impressive. Pupils, including the most vulnerable, speak highly of the school and what it has done for them. The school is over-subscribed. It serves its community well: facilities are open in the evening, there is further education provision adjacent and there are excellent links with other schools and outside agencies which support pupils well in their learning.
- 1.2 The school occupies new buildings, which offer a superb range of resources and facilities, such as extensive sports facilities, and a suite of rooms for modern foreign languages. Although it is a big school it does not feel crowded because the accommodation is spacious, light and bright. These factors contribute considerably towards the good attitudes pupils have to learning. Pupils generally behave well in lessons and around school. Some parents expressed concerns about behaviour. Inspectors found that, where behaviour was not as good, it tended to be related to the quality of the lessons and to a minority of pupils. Overall, lessons are good. Managers have focused effectively on this aspect of the school and standards are rising as a result.
- 1.3 Pupils reach average standards for their age and are doing well compared to pupils in schools operating in similar circumstances. Standards in English and English literature at GCSE are above average. However, pupils' achievement is below average in a few subjects, especially science, where several factors have hindered progress. Pupils do not progress as fast in the first three years in the school as they do in Years 10 and 11. The school is aware of these issues and has made changes which are having a positive impact, for example on the progress boys make. The system for monitoring pupils' progress in Years 7 to 9 is not effective. Pupils are not clear about academic targets and how to improve.
- 1.4 Standards and progress in the sixth form are good. The joint provision has allowed a greater range of subjects to be offered, which means that the school can cater for quite a wide spread of ability. This has encouraged many pupils to stay on in education after age 16.

- 1.5 What is most striking about the school is the pervasive sense that it is a place where learning languages matters. The school has extensive provision for languages, with good links across subjects so that pupils can see how and why they can apply their language skills and knowledge. Pupils appreciate the very good opportunities to get involved in visits abroad. New courses are ensuring that, whilst everyone has to study a language throughout their time at school, there are courses to suit different needs. Extensive use is made of the expertise in the language college to support other schools and the community.
- 1.6 There is strong, purposeful direction from the senior managers, who have a clear vision for the future. The school meets its targets but could set itself more ambitious ones.
- 1.7 Since the last inspection the school has made good improvement. It represents good value for money and has good capacity to improve further.

Grade: 2

1.8 ***Effectiveness and efficiency of the sixth form***

The sixth form is good. Good leadership, a developing curriculum and a focus on the needs of individual students mean that there is good capacity for further improvement. The head of the sixth form provides strong leadership focused on raising attainment. Attainment in Year 13 has risen consistently since the last inspection and is now above the national average. Attainment in Year 12 is satisfactory. Teaching and learning are good, backed up by a rigorous system for monitoring and reviewing students' progress. These factors enable all students to make good progress.

- 1.9 Year 12 is open to students of quite a wide spread of ability and the range of courses here is still developing. The curriculum has been expanded to include more vocational options and pupils have more choice as a result of effective working partnerships with a neighbouring high school and the further education college. There are appropriate work placements for students following vocational courses.
- 1.10 The provision for students' personal development and well-being is good. Students enjoy being in school and are supported by a very effective tutorial and guidance system that is successful in helping them to transfer to education, training and employment at the end of their course. Students play a useful part in the day-to-day life of the sixth form and the wider school community.

Grade: 2

1.11 ***What the school should do to improve further***

- Ensure pupils make faster progress in Years 7 to 9.
- Improve attainment in science in Years 10 and 11.
- Establish an effective system to monitor pupils' progress in Years 7 to 9.

2 Cockburn High School (October 2006)

- 2.1 This inspection is still the subject of a formal appeal.
- 2.2 In accordance with section 13(3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all circumstances it could be reasonably expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to

pupils' achievement, the standards they attain and their attendance. Because of these weaknesses, the effectiveness of the school is inadequate.

2.3 Pupils enter the school with below average attainment and they leave with exceptionally low standards. This represents inadequate progress. In 2005 only a third of pupils gained five or more GCSEs at grade C or above, and only a fifth gained C grades in English and mathematics. Standards in these subjects are too low. Almost a quarter of pupils did not gain five or more grades at G or above and over a tenth left with no qualifications at all. The achievement of this group of pupils over their time in school was amongst the poorest in the country. Provisional results for 2006 show a similar picture. Pupils' achievement from when they enter the school until when they leave is inadequate. However, there are signs of improvement. Standards have risen in recent years at Key Stage 3 and pupils' achievement at that key stage is now satisfactory. Although standards at Key Stage 4 are still too low, they have nevertheless risen over the past few years from an even lower level. Many pupils, especially the more able, are currently making satisfactory progress in Years 10 and 11 from where they were at the end of Year 9, but overall pupils are not progressing at a rate that compensates for their earlier underachievement in the school. Pupils' attendance is also inadequate; it has been under 90% for the past few years. There are early signs of improvement so far this term, but in Years 10 and 11 attendance is still only around 90%.

2.4 Leadership and management are satisfactory. School leaders are very committed to the pupils and are taking a wide range of actions to improve the school for them. High quality care is provided to help meet pupils' personal needs, with outstanding support for particularly vulnerable pupils. This helps keep many involved in their learning. Pupils generally feel safe and well looked after within school. Teaching and the curriculum are satisfactory. The curriculum has been redesigned to extend the ways in which the needs of different groups of pupils in both key stages will be catered for. This is resulting in improvements, especially at Key Stage 3, although is not yet successfully engaging all pupils at Key Stage 4. The school's specialist arts status is having a positive impact. Senior leaders have ensured a consistent approach to planning the content and structure of lessons. Many teachers manage to motivate pupils and ensure adequate progress in lessons but some are less successful in this. Most pupils have good relationships with staff and the recent approach to promoting positive discipline is resulting in fewer referrals for bad behaviour. The school is aware of its weaknesses but has too positive a view of its effectiveness. In its evaluations, it has focused more on actions being taken rather than whether they are having enough impact on the learning and achievement of all pupils. Nevertheless, the school has satisfactory capacity to improve further, as demonstrated by the effect of the actions already taken by senior leaders and by their clear commitment to improving the quality of education provided.

Grade: 4

2.5 ***What the school should do to improve further***

- Improve pupils' achievement by raising standards, especially for lower-attaining pupils in Key Stage 4, and in English and mathematics throughout the school.
- Improve pupils' attendance to at least satisfactory levels.
- Ensure that evaluation of the school's strategies for improvement focuses more closely upon their impact on the learning and achievement of all pupils.

3 Corpus Christi Catholic College (November 2006)

3.1 Corpus Christi Catholic College is a good and improving school. It is popular with students and parents and this is reflected in the significant increase in numbers on roll over recent

years. Standards have risen substantially and the college has a good capacity for further improvement.

- 3.2 The college has improved in a number of important respects since the previous inspection. In particular, standards have risen consistently. Attainment is below average on entry to the college. Standards remain below average at the end of Key Stage 3 but have improved steadily over recent years. The unconfirmed results for 2006 are the school's best ever. The improvement at Key Stage 4 is even greater and the number of students who achieved five or more good GCSEs has risen in recent years from 24% to 53%. Although unconfirmed results for 2006 are not quite as good as the previous year, the upward trend remains and standards are close to the national average. All groups of students make good progress, including those with severe learning difficulties and/or disabilities.
- 3.3 Students make good progress because of good teaching and an effective curriculum. The best teaching is well planned and involves students fully in their own learning. The curriculum for older students is especially strong and now offers a range of choices, combining academic and vocational courses. Students who might otherwise have become disengaged are motivated by this programme and this is reflected in improved attendance. The curriculum at Key Stage 3 is more limited and does not motivate the students as much.
- 3.4 The college has a very positive ethos for learning. Behaviour is good and students respond sensitively to others. Relationships are very good. Bullying is not a significant factor in the school and is well dealt with when it does occur. Parents support the school well: for instance, nearly all of them attended the target-setting day this term. Students are very well cared for. The college monitors their performance systematically and uses this data to provide extra support, when needed. However, students are not clear enough about how to improve their work and the quality of marking and the learning targets identified by teachers should be better.
- 3.5 The quality of leadership and management is good. The college is very well led by the headteacher, ably supported by a good management team and a knowledgeable governing body. The role of middle leaders has developed significantly and they are now much more involved in monitoring performance within subjects. The specialist status of the school has contributed to improvements in the curriculum, the use of information and communication technology (ICT) and resources. There are very good links with other schools, organisations, parents and carers. There is no complacency despite much improved standards. The college is open and honest about its achievements and, as a result, the capacity to make further improvements is good.

Grade: 2

- 3.6 ***What the school should do to improve further***
- Develop students' understanding of how to improve their work through better marking and clearer learning targets.
 - Enhance the curriculum for students at Key Stage 3 in line with existing strengths at Key Stage 4.

4 Farnley Park High School (November 2006)

- 4.1 Farnley Park High School is an improving and inclusive school which provides a satisfactory education for pupils aged 11 to 18. Although the school's overall effectiveness is satisfactory, its performance in one respect, relating to students' achievement in the

sixth form is inadequate. Before its next section 5 inspection, Ofsted inspectors may visit the school to monitor the progress that it has made in remedying this weakness. The school would receive two to five days notice of such a visit.

4.2 Most pupils enjoy coming to school: attendance is improving and close to the national average. Pupils appreciate the good care, guidance and support that is provided which enables them to make satisfactory progress in their personal development and well-being. Improvements in behaviour have had a positive impact on the climate for learning and led to improvements in the quality of teaching which is satisfactory overall. As a result, although standards are below average, the rate of pupils' progress has increased and is satisfactory. However, the school recognises that more teaching needs to be good or better to close gaps in learning and raise achievement and standards further.

4.3 The headteacher provides clear direction. He has established a team approach to school improvement and sharpened the school's focus on raising achievement. With the able support of senior and middle leaders he has implemented sustainable actions to tackle underperformance. Good self-evaluation has enabled senior and middle leaders to accurately identify the school's strengths and weaknesses. However, the outcomes of monitoring and evaluation are not all used to drive further improvement rigorously enough. Partnerships with all stakeholders, including parents are improving although some would appreciate more communication with the school so that they are better informed. Governors undertake their duties appropriately. However, checks to ensure compliance with aspects of health and safeguarding procedures are not fully in place. The school has tackled areas identified in the last inspection and provides satisfactory value for money. There is good capacity for further improvement.

Grade: 3

4.4 ***Effectiveness and efficiency of the sixth form***

inspectors agree with the school's judgement that students' achievement in the sixth form is inadequate. Standards attained by students are below average. In 2006 more than half the results of Year 12 students were below target grades. In Year 13, there was too much inconsistency between subjects. However, the newly appointed head of sixth form has produced a clear agenda to tackle weaknesses. Good capacity exists for future improvement. Targets are shared with students and new arrangements have been introduced to formalise the review of progress on a regular basis. As a consequence of underperformance at the end of Year 12 in 2006, students' progress is now systematically tracked. The quality of teaching in the sixth form is improving, supported by appropriate training. Effective partnerships with other sixth form providers have resulted in a more relevant curriculum, which is appreciated by students. An increasing number of students have opted to join the sixth form and enjoy the experiences offered. They talk positively about the personal enrichment programme and appreciate the improvements in accommodation including a dedicated and suitably resourced study area. Students' personal development and well-being are satisfactory. Good care, guidance and support enable most students to gain maturity and confidence.

Grade: 4

4.5 ***What the school should do to improve further***

- Raise levels of achievement throughout the school and eradicate inadequate achievement in the sixth form.
- Increase the proportion of teaching that is good or better.
- Use the outcomes of monitoring and evaluation to drive improvement even more rigorously.

- Increase the involvement of all stakeholders so that they are better informed.
- Ensure compliance with all health and safeguarding procedures.

5 **Mount St Mary's Catholic High School (November 2006)**

- 5.1 Mount St Mary's High School is a good school. It provides a caring, supportive and safe atmosphere which pupils and parents value highly. This was captured by one pupil who felt, 'Education at this school is good: it makes you feel like you are really getting somewhere.' Pupils arrive at the school with below average levels of attainment and most make at least the progress expected of them. Overall, standards of work are satisfactory and improving. The rise in pupils' achievements and standards over the last two years, particularly in Years 7 to 9, is impressive considering the school's recent amalgamation with another local school. Pockets of underperformance remain, however. Managers have correctly analysed the reasons for the underachievement of certain groups of pupils. One of the key challenges for the school is to continue to improve the standards and achievement for all pupils, particularly those in Years 10 and 11.
- 5.2 The development of pupils' personal development and well-being is good. Their spiritual awareness and moral values are outstanding, reflecting the school's strong Catholic ethos. Behaviour in and around the school is good with a few exceptions. Attendance has improved and is in line with national averages. Many pupils are involved in fundraising activities within the local community and there are good opportunities for pupils to develop their levels of responsibility. The school has given priority to improving teaching and learning across all areas. The systems for setting individual targets and tracking pupils' progress are excellent and well understood by pupils. Consequently, in most lessons pupils make good progress. However, in a few subjects where teaching is less effective, pupils are not sufficiently challenged.
- 5.3 The curriculum is broad and balanced and meets pupils' needs well. The designation of specialist status has had a positive impact in developing the curriculum, and access to improved resources is enabling ICT to be used effectively as a tool for learning. Results in mathematics and ICT show an improving trend. The quality of care, guidance and support is good. Pupils appreciate the encouragement given by teachers to help them achieve as well as they can. A wide range of support is provided for pupils with complex learning difficulties and recent improvements have been made in better capturing the progress these pupils make. Parents hold the school's work in very high regard.
- 5.4 Leadership and management are good. A highly experienced headteacher provides strong leadership and clear vision. This, along with an effective senior management team, has led the school successfully through a period of considerable challenge with sensitivity and with minimal disruption to pupils. The school regularly completes a thorough self-evaluation which is used effectively to drive improvement. Strategies put in place to address underachievement are mostly effective. However, in some areas of the school's work, monitoring and measurement of actions taken are not sufficiently rigorous to check the extent of impact. Good progress has been made in dealing with issues raised at the last inspection and the school demonstrates a good capacity to improve its provision further.

Grade: 2

5.5 ***What the school should do to improve further***

- To raise the achievement and standards of all pupils, particularly in Years 10 and 11.
- Ensure that effective monitoring and evaluation for improvement is consistent across all areas of the school's work.

6 North West SILC (November 2006)

- 6.1 This is a good school. Upon opening in January 2005 the principal inherited a huge budget deficit. He has successfully clawed it back without compromising the quality of education for the pupils. Staff reductions have been skilfully managed, achievement has been raised and an increased number of pupils have been provided with opportunities to work alongside their peers in mainstream schools. A small number of pupils achieve remarkable academic success as a result of this strategy. A staffing structure has been put in place to shape three distinct 'Centres of Excellence' to provide support for pupils with autism, very profound learning difficulties, and challenging behaviour across north west Leeds. The vast majority of parents are thrilled with what this school achieves for their children. However, a small number of parents are angry about the staff cuts that have resulted in increased numbers of pupils in classes. Communication with these parents is not always as sharp and effective as it could be. This is exacerbated by pupils' progress reports not always being written in parent friendly language. Reports do not always inform parents about the magical moments of achievement in their children's lives. For example, breakthrough moments such as a turn of the head in response to a particular stimulus provided, or the gorgeous smile which cries out, 'I am comfortable in this position'. This type of progress is regarded understandably by these parents as far more important at this stage than achievement in literacy or numeracy.
- 6.2 The rapid gains the vast majority of pupils make in communication and independence lie at the heart of this successful school. There is a determination on the part of staff that all pupils who are capable of entering the world of work when they reach adulthood will have the necessary skills to do so. The school is effective in meeting this aim. Teaching is good and focuses on developing important life skills. Looked after children and those from families where English is not the first language achieve well. Overall, pupils with the most complex needs are stimulated in lessons and make good progress. There are rare occasions, though, when some of these pupils are left sitting passively without targeted intervention and support from teaching assistants. On these occasions they under perform. During the inspection pupils who benefit from using the hydrotherapy pool did so. This requires one-to-one support. Some parents are legitimately concerned that this does not always happen as it should because teaching assistants required for this activity are deployed elsewhere in the school. Inspectors agree with their point. Feeding programmes are managed satisfactorily but insufficient attention is paid to focusing on lunch time as a curriculum opportunity to develop pupils' social and independence skills. Nonetheless, achievement is good overall and the school provides good value for money.
- 6.3 Pupils' personal development is good. They enjoy school. Overwhelmingly, they have positive attitudes to learning. All are included in physical exercise. Pupils in wheelchairs are enthralled as they dance to music. Healthy diets are provided, including very specialist provision of food for those pupils with complex medical needs. Overall, the quality of care is good. Guidance given to those pupils capable of entering the world of work is a particular strength.
- 6.4 The newly established leadership team has already successfully implemented its plans for significant change which has improved the quality of provision for pupils in many areas of school life and raised achievement. Mainstream schools value the support and advice they are given from staff of this school. It enables them to meet better the needs of pupils with learning difficulties and/or disabilities in their schools. Capacity for improvement is good.

Grade: 2

6.5 ***Effectiveness and efficiency of the sixth form***

Provision is good. A rich curriculum and good accreditation opportunities ensure students make good progress and achieve well. Students make rapid gains in independence and learn important life skills. They are skilful communicators and express themselves confidently. Links with college are good. High expectations that the majority of students will enter the workforce are met. Personalised programmes are matched to need and those students capable of doing so are encouraged to travel independently using the bus and train. The quality of teaching and learning is good.

6.6 Leadership and management are good. There are fewer students with complex needs than lower down the school, a legacy from the time when more students with moderate learning difficulties were placed in special schools. However, the requirements of those few students with complex needs are also met well and they are fully included in learning experiences alongside their peers.

Grade: 2

6.7 ***What the school should do to improve further***

- Deploy teaching assistants consistently in lessons to ensure that no pupil is ever left sitting passively but is always engaged in suitable learning experiences.
- Ensure that sufficient teachers and teaching assistants are available at lunch time to support pupils develop important social and independent skills whilst eating their dinner.
- Improve communication with parents by providing them with a meeting to learn about their children's progress each year in addition to the annual review and ensure that reports are written in parent friendly language.
- Enable pupils who benefit from being free from pain when they are in the hydrotherapy pool to experience this activity regularly by targeting sufficient staff to ensure it happens.

7 **Temple Moor High School Science College (October 2006)**

7.1 Temple Moor High School Science College provides a satisfactory standard of education and has some significant strengths. These strengths are in the leadership structures focused on raising achievement and standards across the school and in the sixth form. Results in tests and examinations in 2006 represent improvement from underperformance in the past and the school is well placed to consolidate this rising trend. The dynamic leadership of the headteacher inspires and empowers all. Faculty leaders, linked to the work of the senior leadership team, fully understand what needs to be done to raise standards further.

7.2 Teaching is satisfactory overall with examples seen of good and outstanding practice. However, the quality of teaching is not consistent and information is not always used effectively to identify and track progress of all groups of students. This leads to variations in students' progress.

7.3 The curriculum is good and meets the identified needs of students and their community by, for example, the inclusion this year of an accredited option in horticulture. Students receive good levels of support and make good progress in their personal development. The acquisition of Advanced Healthy Schools status underpins the commitment to promote the well-being of all. Governors are effective in their work and use their understanding of strengths and weaknesses to fulfill their role of 'critical friend'. They play a unique part in working with families whose children are at risk of exclusion.

7.4 Science college status has had a significant impact on providing high quality resources and improving standards. It ensures strong links with feeder primary schools, the local business and enterprise community. As a result there are increased opportunities for work-placed learning and enrichment activities within the school. Through the provision of advanced skills teachers and enhanced information and communication technology (ICT), it has promoted improvements in core subjects.

7.5 Effective action has been taken to address the issues since the last inspection. The school gives good value for money and has a good capacity to improve.

Grade: 3

7.6 ***Effectiveness and efficiency of the sixth form***

Post-16 provision is good. Students achieve well in response to the good teaching they receive. Standards are broadly average. Leadership and management are effective and ensure good value for money. Any weaknesses are identified by effective systems which monitor and evaluate performance: they are tackled successfully. The school's partnership with two other sixth form providers ensures a broad curriculum that meets students' needs and aspirations well. The curriculum is enriched by a wide range of activities in sport, the arts, music and voluntary activities. Students contribute to the well-being of their younger peers by acting as mentors. This provision helps to ensure students' good personal development. Students are given good academic and pastoral guidance preparatory to joining the sixth form, during their time there and before leaving to pursue further studies or employment. Individual targets are used well to help students maintain their progress and to give accurate information about what they need to do to improve further. Students state that they find the support they receive is good and they enjoy their life in the sixth form. The large majority of students complete their courses successfully.

Grade: 2

7.7 ***What the school should do to improve further***

In order to raise standards the school should:

- make better use of the information about students in order to monitor the progress and performance of different groups
- improve the consistency and quality of teaching and learning.

8 West Leeds High School (October 2006)

8.1 West Leeds High School is a welcoming, inclusive school that provides a satisfactory education overall. The general trend of progress for students over the last eight years has been one of modest but steady improvement. In 2004 and 2005 the school experienced a fall in the results students achieved in national tests and examinations. In 2006 students attained better results, and in Key Stages 3 and 4 progress overall was broadly satisfactory. In 2006, the proportion of those who gained five A* to C grades in the GCSE examinations improved for the seventh year in succession. A minority of students in Years 9, 11 and in the sixth form did not achieve as they should have done, but most are currently making better progress in their lessons.

8.2 Achievement for most is now satisfactory, as is the curriculum and teaching. However, students could achieve more than they do and the school needs to improve the proportion of good and outstanding lessons to ensure this. Although the school's overall effectiveness is satisfactory, its performance in clearly showing progress for those with learning difficulties is inadequate. Before its next section 5 inspection, Ofsted inspectors may visit the school to monitor the progress it has made in remedying this weakness. The school

would receive two to five days notice of such a visit.

- 8.3 The school gives much attention to the personal development and well-being of its students; students have benefited significantly from encouragement to adopt safe and healthy lifestyles. Care, support and guidance are good. The effectiveness of other initiatives, policies and specialist technology status has yet to be evaluated by the school. Students enjoy being at West Leeds and talked about how they have been helped to improve their learning. An overwhelming majority of parents who responded to the questionnaire are positive about how well the school supports their children. Behaviour is satisfactory overall, but a minority of students disrupt the learning of others.
- 8.4 Improvements in outcomes for students indicate that the school provides adequate value for money. The school manages its finances very well and provides an exemplary model which other schools follow. The school leadership has addressed all the issues from the last inspection.
- 8.5 Students' attendance remains below that of most schools, but the school has been energetic to secure continuing improvement. There is regular communication with parents about their children's progress. The headteacher and senior staff are supported well by middle managers who have a good grasp of what is needed to improve. Management has an increasing understanding of the reasons for underachievement, it can show improvements in students' progress and it has the capacity to improve further.

Grade: 3

8.6 ***Effectiveness and efficiency of the sixth form***

The effectiveness of the sixth form is satisfactory and improving. Standards reached by students are below average but taking their starting points into account, achievement is satisfactory. Teaching is also satisfactory.

- 8.7 Students' personal development and well-being are good. They mostly enjoy their time at school and develop into balanced and mature individuals. The good care, support and guidance they receive contribute significantly to their personal development. Students speak highly of the support they receive both academically and personally.
- 8.8 The leadership of the sixth form is satisfactory. The impact of the recent changes in the curriculum and monitoring of student progress are yet to be seen in improved achievement. However the head of sixth form gives clear direction with an appropriate emphasis on improving attainment.

Grade: 3

8.9 ***What the school should do to improve further***

- Improve attainment and achievement across the school. Improve teaching so that more of it is good and outstanding.
- Ensure that all staff have a clear understanding about the relationship between data analysis, target setting, focused teaching and assessment for learning.
- Track and monitor the progress of students with learning difficulties and/or disabilities so that the school is clear about progress across all subjects and that intervention is effective.
- Monitor the effect of policies and initiatives on outcomes for students so that their impact can be evaluated and the school's self-evaluation improved.
- Ensure that all teachers can effectively deal with the poor behaviour of some students which hinders their learning and disrupts that of others.

9 West SILC (October 2006)

- 9.1 This is a satisfactory and improving learning provision with some good features. It provides sound value for money. The SILC was slow to take off at first because of a number of factors, including a serious fire at one of the two schools shortly before the amalgamation. It is now gathering momentum, thanks to strong and effective leadership and management, and pupils are reaping the benefits. Though standards are exceptionally low because of pupils' special needs, achievement overall is satisfactory, as are teaching, learning and the curriculum. However, there are differences in the quality of education on the different sites.
- 9.2 In the five terms it has been operating, much has been achieved in enabling pupils to be educated in mainstream schools. Pupils in this part of the SILC achieve especially well. Provision for young children in the Foundation Stage is good. All these children are educated in mainstream primary schools. They make good progress. Their achievements in communication and in their personal development are very good because, although they have their own base in the mainstream school, they spend much of their time in Nursery and Reception classes. With support, they join in all activities and are eager to do the same as their mainstream classmates. This has resulted in children with considerable learning difficulties taking responsibility, for example, for their bags and books and endeavouring to talk despite severe communication needs. Pupils in Years 1 to 6 based in the primary classes achieve equally well for similar reasons.
- 9.3 Though not based in mainstream schools, pupils in Years 7 to 11 gain new skills. Where appropriate, they take GCSE in subjects such as double science and design and technology through successful links with a number of secondary schools. Furthermore, physical activities, the creative arts and history modules make a substantial contribution to pupils' academic, social and cultural development. Headteachers in the linked schools report that their establishments gain much from the partnership and, as a result, their staff have developed invaluable additional skills in areas such as signing Makaton and managing behaviour.
- 9.4 Staff on the Victoria Park site have adapted well to the changes. As a consequence, pupils there achieve well. However, things are moving at a slower pace on the Milestone site. Some staff have taken longer to adjust to the increased range and complexity of pupils' needs. Many have embraced the challenges presented, undertaken training and are providing well for their pupils. Others, however, have been slow to adapt their practice to meet the complex range of pupils' learning needs and, despite the considerable effort of managers, this is affecting pupils' achievement.
- 9.5 The attitude and behaviour of pupils in all parts of the SILC are good. All pupils make good gains in their personal development because of the good provision for their spiritual, moral, social and cultural development. Pupils are helped to adopt safe practices and are encouraged to consider a healthy lifestyle. They make a positive contribution to the community and work for the school committee promotes a greater understanding of citizenship. Attendance is satisfactory. Pupils receive satisfactory care, support and guidance.
- 9.6 Leadership and management are improving and are good. This is evident in the success of the inclusion programme to enable pupils to return to mainstream schools and the increased rate of school improvement. For example, the bringing together of students in Years 12 and 13 on one site is resulting in more effective provision, with a clear plan for development. The leadership team have a very accurate view of what the SILC does well

and what needs to be improved, although their overall view of the school reflects the more successful parts of the provision.

Grade: 2

9.7 ***Effectiveness and efficiency of the sixth form***

The achievement of students in post-16 education (the sixth form) is satisfactory. Students have been together for less than a year. Prior to this time, those of differing capabilities were educated on different sites. The upheaval of transferring to new premises, and staff and students learning how to get along together resulted in students not doing as well as they should have done, especially in attaining national awards. To tackle the problem, an assistant head was moved to manage the post-16 group. Her decisive leadership and knowledge have led to clear improvements. Time spent training staff and working with students has engendered a sense of common purpose with challenging plans for development. Under her dynamic leadership there have been clear improvements but there is still a way to go, particularly in terms of improving the quality of teaching and extending the range of qualifications offered.

Grade 3

9.8 ***What the school should do to improve further***

- Ensure teaching on the Milestone site meets the full range of pupils' learning needs, so that all pupils achieve as well as they can.
- Ensure plans for provision in the sixth form are fully implemented, so that all students have the opportunity to achieve nationally recognised awards.

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Report of: The Chief Executive of Education Leeds

To: Executive Board

Date: 24 January 2007

Subject: Great Preston C/E Primary School

Executive Summary

1. Purpose

This report seeks approval to proceed with the proposed scheme to provide Phase 2 of works at Great Preston C of E Primary School to amalgamate the school onto one site. Approval will also be sought to incur the necessary capital expenditure.

2. Main Issues and Options

Education Leeds on behalf of Leeds City Council is undertaking a review of primary provision across the city, with the aim of reducing surplus places in schools with more than 25% surplus places. As a consequence of the ongoing review, Great and Little Preston C of E Infant School together with Great and Little Preston Junior School closed at the end of August 2005. With effect from the 1st September, the two closing school amalgamated as Great Preston C of E (Voluntary Controlled) Primary School. The new school is currently operating on a split site basis from the existing infant and junior school sites until consolidation on the junior site is eventually delivered.

Full consolidation onto the existing Junior site cannot be accomplished until a programme of works can be delivered to upgrade, modernise and extend the current Junior building. Phase 1 of these works was completed in April 2006, and delivered a new kitchen, enlarged staffroom and library and improved circulation areas throughout the school.

This report seeks approval to proceed with Phase 2 of works, which will provide additional accommodation through the provision of a major extension. The extension will deliver 375m² of new build onto the existing school. It will provide Key Stage 1 accommodation comprising 2 new classrooms, a reception unit, together with associated additional storage, toileting and cloakroom facilities. It will also provide a new pre –school unit with associated storage, office, kitchen, laundry and toileting. The budget for these Phase 2 works is £900,000.

3. Recommendations

Members of the Executive Board are requested to:

- a) approve the design proposals in respect of Phase 2 of works to amalgamate Great Preston C of E Primary School onto one site;
- b) give approval to incur expenditure of £900,000 in respect of the above scheme from capital scheme number 13053/000/000..

Report of: The Chief Executive of Education Leeds

To: Executive Board

Date: 24 January 2007

Subject: Design & Cost Report

Scheme Title GREAT PRESTON C of E PRIMARY SCHOOL – PHASE 2 OF WORKS TO CONSOLIDATE SCHOOL ONTO ONE SITE – MAJOR EXTENSION
Capital Scheme Number 13053/000/000

Electoral Wards Affected:
 Garforth & Swillington

Specific Implications For:

Ethnic minorities

Women

Disabled people

Eligible for Call In

Not Eligible for Call In (Details contained in the report)

1.00 Purpose of this Report

1.01 The purpose of this report is to:

- a) Seek approval to the design proposals in respect of Phase 2 of works to amalgamate Great Preston C of E Primary School onto one site;
- c) Seek approval to incur expenditure of £900,000 in respect of the above scheme from capital scheme number 13053/000/000.

2.00 Background Information

2.01 Education Leeds, on behalf of Leeds City Council is undertaking a review of primary provision across the city, with the aim of reducing surplus places in schools with more than 25% surplus places. As a consequence of the ongoing review, Great and Little Preston C of E Infant School together with Great and Little Preston Junior School closed at the end of August 2005. With effect from the 1st September, the two closing school amalgamated as Great Preston C of E (Voluntary Controlled) Primary School.

2.02 The new school is currently operating on a split site basis from the existing infant and junior school sites until consolidation on the junior site is eventually delivered. Full consolidation onto the existing Junior site cannot be accomplished until a programme

of works can be delivered to upgrade, modernise and extend the current Junior building.

- 2.03 The first phase of works, the subject of a report to the Director of Corporate Services in September 2005, completed in April 2006. This addressed acknowledged Suitability issues concerning inadequate staff and administration areas, and the lack of a dedicated library facility. Major remodelling within the current building provided an enlarged staffroom and library, and improved circulation areas throughout the school. In addition, a new extension provided a purpose built kitchen facility, capable of catering for a fully populated primary school. Phase 1 also addressed condition issues including the stripping and re-covering of an extensive roof area above the Head teacher's office and reception area due to severe deterioration of this part of the roof.
- 2.04 Phase 2 works: The Phase 2 work will extend the existing former Junior school building and provide new reception and infant's accommodation which will enable the school to be amalgamated onto one site. The delivery of this work will not only consolidate and improve the teaching accommodation but it will also greatly assist in the day to day management of the school through the 2 existing school buildings being brought together. The already enlarged and improved staffroom and infrastructure delivered through the Phase 1 project will directly link into the Phase 2 facilities and provide for modern day quality accommodation which will lend itself to support both the curriculum delivery and the extended schools agenda.
- 2.05 The new build proposed under Phase 2 will also provide a pre – school unit with ancillary features which will give a base for an integrated early years facility. The Early Years and Child Care Partnership have been fully consulted and have provided £200,000 of funding from their Extended Schools capital budget.
- 2.06 The completion of Phase 2 will enable both sites to be physically brought together, allowing the Infant building, currently owned by the Diocese of Ripon and Leeds to be declared surplus and sold. The Council is currently in negotiation with the Diocese to allow the full capital receipt from this site to be invested in the final phase of works at this school. Phase 3 will involve the modernisation and refurbishment of the existing 1930's block on the Junior site, to address any outstanding condition and suitability issues at the school. These works will be the subject of a future report.

3.00 Design Proposals / Scheme Description

3.01 The project provides 375m² of new build and comprises the following schedule:

Year 1 Class Room and storage	61.5 m ²
Year 2 Class Room and storage	61.5 m ²
Combined toilets / cloakroom	27 m ²
Reception Unit including storage and toilets	78 m ²
Pre School Unit and storage	69.4 m ²
Office	7.4 m ²
Kitchen / Laundry	8.1 m ²
Disabled WC / Changing	3.74 m ²
Plant Room	11 m ²

of traditional construction, the extension wraps around the existing main 1930's block. Key elements of the design include:

Roof an extensive green roof system using low maintenance planting to encourage ecological benefits as well as improving the thermal performance of the building it provides

- Control of rainwater
- Energy conservation
- Air quality improvement
- Noise reduction
- Use of recycled materials
- Cost effective

Cladding an external wall insulation system on a timber frame to fulfill the requirement for thermal and sound insulation with a decorative finish that minimizes future maintenance. The system provides:

- Thermal efficiency
- Breathability
- No loss of internal space
- Quicker construction process
- Reduced or eliminated scaffold time
- Weather proof
- Non combustible
- Extended manufacturers warranty

Key sustainability features of the project include:

- Building depth balances heat loss and natural day light
- Maximises natural daylight and control of glare
- Low- e glass with integral blinds
- Thermal mass increased where appropriate
- Reduced solvents and high VOC paints where possible
- Forest Stewardship Council guidelines followed for timber products
- Wall and roof U value 0.16
- Green roof
- Energy efficient mechanical plant
- Replacement of existing boilers with new gas fired boilers

3.01.1.1 The Strategic Design Alliance has been appointed to design and manage the project. A two stage tendering process is being used to design and implement the scheme. Professional fees are estimated in the sum of £107,000. A provision of £5,000 has been included in the scheme estimate for Planning and Building Regulation approvals, and £10,600 for other fees including internal charges from Client Services Unit.

4.00 Consultations

4.01 This scheme has been the subject of extensive consultation with all stakeholders including the school and governors, ward members, and the City Council's Development Department. The school has been fully engaged with the design process, and a public presentation has taken place. The Strategic Design Alliance has been engaged to design the proposed scheme, which will be subject to a competitive tendering exercise. The full scheme has received approval of the Capital Projects Board and funding has been set aside from the Capital Programme.

5.00 Programme

5.01 The strategic programme for the proposed scheme is as follows:

Tenders out:	20 April 2007
Tenders in	16 May 2007
Start on Site	16 July 2007
Practical Completion	14 March 2008

6.00 Implications for Council Policy and Governance

These works will contribute to the following themes outlined in the Vision for Leeds 2004-2020.

Cultural Life:

To enhance and increase cultural opportunities for everyone.
To develop talent.

Enterprise and the Economy

To contribute to the development of a future healthy skilled workforce.

Environment City

Provide a better quality environment for our children.

Harmonious Communities

Contribute to tackling social, economic and environmental discrimination and inequality. To make sure that children and young people have a healthy start to life.

Health and Wellbeing

Contributing to the protection of people's health and support people to stay healthy.

Learning:

Contribute to the development of equal educational achievement between different ethnic and social groups.

Improving numeracy, literacy and levels of achievement by young people throughout the city.

Make sure that strong and effective schools are at the heart of communities.

Promote lifelong learning to encourage economic success, achieve personal satisfaction and promote unity in communities.

Thriving Places

Actively involve the community.

Improve public services in all neighbourhoods

Regenerate and restore confidence in every part of the city.

7.00 Legal and Resource Implications

7.01 Scheme Design Estimate;

Estimated costs for this scheme have been determined by qualified quantity surveyors based on an approved costing system, using the second quarter of 2007 as the base date for the cost estimate.

7.02 The estimated construction cost of the project is £787,500, which equates to £2,100 per m². Design fees and associated planning and building regulation costs are estimated at £107,737. This report seeks approval to expend these amounts.

8.00 Capital Funding and Cash Flow

Previous total Authority to Spend on this scheme	TOTAL £000's	TO MARCH 2006 £000's	FORECAST				
			2006/07 £000's	2007/08 £000's	2008/09 £000's	2009/10 £000's	2010 on £000's
LAND (1)	0.0						
CONSTRUCTION (3)	0.0						
FURN & EQPT (5)	0.0						
DESIGN FEES (6)	0.0						
OTHER COSTS (7)	0.0						
TOTALS	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Authority to Spend required for this Approval	TOTAL £000's	TO MARCH 2006 £000's	FORECAST				
			2006/07 £000's	2007/08 £000's	2008/09 £000's	2009/10 £000's	2010 on £000's
LAND (1)	0.0						
CONSTRUCTION (3)	598.4			583.4	15.0		
FURN & EQPT (5)	0.0						
DESIGN FEES (6)	90.5		50.0	39.3	1.2		
OTHER COSTS (7)	11.1		2.0	9.1			
TOTALS	700.0	0.0	52.0	631.8	16.2	0.0	0.0

Total overall Funding (As per latest Capital Programme)	TOTAL £000's	TO MARCH 2006 £000's	FORECAST				
			2006/07 £000's	2007/08 £000's	2008/09 £000's	2009/10 £000's	2010 on £000's
New Pupil Places Sce (R) (1247)	700.0			683.8	16.2		
Early Years Extended Schools Capital	200.0		52.0	148.0			
Total Funding	900.0	0.0	52.0	831.8	16.2	0.0	0.0
Balance / Shortfall =	200.0	0.0	0.0	200.0	0.0	0.0	0.0

Parent Scheme Number : 13053/000/000
Title : Great Preston Primary Phase 2

The scheme will be funded as follows; New Pupil Places (1247) £700.0, Early Years Extended Schools Capital Funding £200.0.

9.00 Revenue Effects

9.01 It is not anticipated that there will be any revenue effects arising from this scheme.

10.00 Risk Assessments

10.01 Operational risks will be addressed by effective use of CDM regulations, close supervision with the contractors and continual liaison with the school.

11.00 Recommendations

11.01 The Executive Board is requested to:

- approve the design proposals in respect of Phase 2 of works to amalgamate Great Preston C of E Primary School onto one site;
- give approval to incur expenditure of £900,000 in respect of the above scheme from capital scheme number 13053/000/000.



Agenda Item:

Originator: F Bernstein

Telephone: 247 5687

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 24th January 2007

SUBJECT: Education and Inspections Act 2006

EXECUTIVE SUMMARY

1. PURPOSE OF THE REPORT

To outline briefly the main provisions of the Education and Inspections Act, passed in November 2006.

2. BACKGROUND INFORMATION

The Education and Inspection Act follows the government's White Paper 'Higher Standards, Better Schools For All'. Its provisions come into effect between November 2006 and the end of 2008 (calendar attached).

The report also provides hyperlinks to associated papers and references.

3. MAIN ISSUES

These are the significant features of the Act:

Trust schools - All schools will be able to "acquire" a Trust by forming links with external partners who can appoint the majority of governors. These schools will be able to; own their assets, employ their staff, and set their own admission arrangements.

Fair Access – The Government seeks to ensure equity and avoid a return to selection and have therefore prohibited interviewing for academic ability; there are new powers for Admission Forums and the School Admissions Code has been strengthened; free transport is extended to enable greater choice for disadvantaged families; parents who are felt to be in need of support will be offered the services of advisers on school choice.

14 – 19 Curriculum - All young people aged 14 – 19 will be entitled to access 14 new specialised vocational Diplomas, provided by schools working in collaboration, and with colleges (Separate report on 14-19 seen by the Board previously)

Behaviour – The Act creates a statutory right for school staff to discipline pupils, extends the scope of parenting orders and contracts, and enhances the provision for temporarily and permanently excluded pupils.

Local authorities – New duties confirm the strategic, commissioning and championing role of the local authority, including proposing expansions to all categories of schools and taking all decisions relating to school organisation. The School Organisation Committee is abolished.

Failing schools – A tightened regime for turning around underperforming and failing schools more quickly, and some additional funding.

School meals – More stringent nutritional standards and the facility to provide free meals, including breakfast, where schools or local authorities wish to.

Inspection – Ofsted will be enlarged to create a new single inspectorate for children, young people and lifelong learners – the Office for Standards in Education, Children’s Services and Skills (still called Ofsted).

4. RECOMMENDATIONS

Executive Board are asked to:

- i) Note this briefing paper
- ii) Note that a more detailed report will be submitted to the March Executive Board outlining Education Leeds’ current and planned responses to the Act.

Agenda Item:

Originator: F Bernstein

Telephone: 247 5687

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 24th January 2007

SUBJECT: Education and Inspections Act 2006

Electoral wards Affected: All

Specific Implications For:

Equality & Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call-in

Not Eligible for Call-in
(Details contained in the Report)

1.0 PURPOSE OF THE REPORT

1.1 To outline briefly the main provisions of the Education and Inspections Act, passed in November 2006.

2.0 BACKGROUND INFORMATION

2.1 In autumn 2005 the Government published the Schools White Paper - Higher Standards, Better Schools For All - as part of their aim of ensuring that all children get the education they need to fulfil their potential.

2.2 Changes requiring legislation were taken forward by the Education and Inspections Bill published in February 2006.

2.3 The Education and Inspections Act gives legal force to many of these proposals, and to some additional measures that were not included in the original White Paper. It received Royal Assent on 8 November 2006.

2.4 The Act is mainly enabling, and reflects the government's aspiration to increase diversity and devolve responsibility to schools, by introducing Trusts. There are also a range of associated changes to transport and admissions policies to ensure

fair access to school.

The attached schedule shows when different aspects of the Act and associated regulations will come into force or guidance will be issued.

3.0 **MAIN ISSUES**

Some of the key provisions of the Act are outlined below.

3.1 **Trust schools**

The Act enables all schools to become Trust schools by forming links with external partners who will be able, should the school choose, to appoint the majority of the Governing Body. Trust schools will have the same powers as foundation or voluntary aided schools to:

- own their own assets
- employ their own staff
- set their admission arrangements (subject to a newly strengthened School Admissions Code)

They will also be able to apply for additional flexibilities.

There will be safeguards around the acquisition of trusts. The local authority can refer a proposal for a trust to the Schools Adjudicator if it believes a trust will be detrimental or proposed without adequate consultation.

Where Trustees form more than half of the governing body, they will also have to set up a Parent Council to ensure parents' views are heard.

3.2 **Local authorities**

The Act sets out a new strategic role for local authorities, including:

- duties to promote choice, diversity and high standards for every child
- a duty to respond to parental concerns about the quality of local schools
- responsibility for making sure young people have a range of things to do in their spare time.

The local authority, as the commissioner of school places, will be able to propose expansions to all categories of school, set the terms for school competitions and take all decisions relating to school organisation.

3.3 **Fair access**

The Act seeks to ensure fair access to schools by tightening the admissions framework, extending entitlement to free transport, and requiring the local authority to support parents in choosing schools. It includes:

- reaffirming the ban on new selection by ability, and outlawing interviewing of parents of prospective pupils
- strengthening the Code on School Admissions so that schools will have to "act in accordance" with it rather than "have regard" to it
- new powers for admissions forums, to refer objections to the Schools

- Adjudicator, and to produce an annual report on fair access in their area
- a requirement for local authorities to provide free transport for disadvantaged pupils to attend any of three suitable secondary schools closest to their home, (between 2 and 6 miles away), or up to 15 miles away where it is the nearest suitable school preferred on grounds of religion or belief

3.4 **14 – 19 Curriculum**

The Act gives effect to important reforms of the national curriculum, outlined in the 14-19 Education and Skills White Paper. The central feature is the introduction of 14 new specialised Diplomas, which the local authority must ensure is available to every young person aged between 14 and 19. Schools will be expected to work with each other and with colleges and other providers to fulfil this entitlement.

Developments to the 14 – 19 curriculum are the subject of a separate report on this agenda, 'Review of 14 – 19 Provision in Leeds'.

3.5 **Behaviour**

The Act creates a clear statutory right for school staff to discipline pupils, and extends the scope of parenting orders and contracts.

Parents will have to take responsibility for excluded pupils in their first five days of exclusion, either fixed term or permanent, and have to ensure excluded children are properly supervised, backed up by fines for a new offence of allowing an excluded child to be found in a public place during school hours without good cause.

Governing bodies and local authorities are now required to provide alternative provision from the sixth day of exclusion. Currently, provision is required after 16 days of permanent exclusion.

3.6 **The Act also:**

- establishes new nutritional standards for food and drink served in maintained schools
- merges several existing inspectorates into a single inspectorate to cover the full range of services for children and young people, as well as life-long learning
- tightens the regime for turning around underperforming and failing schools
- places new duties on governing bodies to promote community cohesion and the well-being of pupils

4.0 **IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE**

The full implications of the Act for Council policy will be the subject of a more detailed report to the March Executive Board.

5.0 **LEGAL AND RESOURCE IMPLICATIONS**

The legal and resource implications of the Act will be covered in the report to the March Executive Board.

6.0 CONCLUSIONS

The Act introduces a number of new enabling provisions, and some requirements, which will need to be considered in more detail in a future report.

7.0 RECOMMENDATIONS

Executive Board is asked to:

- i. Note this briefing paper
- ii. Note that a more detailed report will be submitted to the March Executive Board outlining Education Leeds' current and planned responses to the Act.

8.0 REFERENCES

For further information:

- a) The DfES web site has a **12 page summary** of the Act

<http://www.dfes.gov.uk/publications/educationandinspectionsact/>

- b) **The Act** itself can be found on

http://www.opsi.gov.uk/acts/acts2006/ukpga_20060040_en.pdf

- c) **Trust Schools – A Briefing Paper** is available from:

Governor Support Service, Education Leeds

Tel: 224 3694 Email: richard.h.smith@educationleeds.co.uk

- d) **New Draft School Admission Code** - A report to the Leeds Admission Forum outlining the new admissions and transport provisions is available from:

Pupil Admissions, Education Leeds

Tel: 2474956 Email: christopher.wrench@educationleeds.co.uk



Agenda Item:

Originator: Gary Milner/Dirk Gilleard

Telephone: 2474979

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 24 January 2007

SUBJECT: Review of 14-19 Provision in Leeds

EXECUTIVE SUMMARY

1.0 PURPOSE OF THE REPORT

- 1.1 The purpose of this report is to inform Executive Board of the findings of the Review of 14-19 Provision in Leeds undertaken by Cambridge Education on behalf of the Learning and Skills Council (LSC) and to seek approval for the next stage of development.

2.0 BACKGROUND INFORMATION

- 2.1 The report on 14-19 Provision in Leeds produced by Cambridge Education follows previous reviews and consultations in Leeds over the past two years including the LSC's Strategic Area Review and the Melia and Donaldson reports on post 16 education and training.
- 2.2 Because the statutory responsibilities for any change arising from this report are shared by the LSC and the Local Authority/Education Leeds, there has been continuous dialogue and information exchange between the parties as the project has progressed.
- 2.3 Whilst acknowledging the significant progress made over recent years the report highlights the challenges we still face as a city around transforming Level 2 and 3 outcomes; increasing participation in Post-16 learning; reducing the number of young people not in employment, education or training; and developing the highly skilled workforce the city need to compete in a global economy.
- 2.4 The outcomes of this review will shape the future delivery of 14+ learning in the city and as such will have a major impact on schools, colleges and universities here in Leeds and are designed to significantly increase Level 2 and 3 outcomes and increase progression rates into further and higher education. This will be supported by a major LSC capital programme that could result in up £200 million investment in the FE estate.

3.0 **OPTIONS**

3.1 Delivering the major improvements in achievement and progression that will ensure Leeds has the highly skilled workforce it needs to continue to compete in a global economy is only possible through major transformational change.

3.2 A number of options are being explored with the LSC, key partners and stakeholders. A detailed report on potential options will be brought to Executive Board in May.

4.0 **RECOMMENDATIONS**

Executive Board is asked to:

- Endorse the Leeds 14-19 Review produced by Cambridge Education
- Approve further work on the development of an options paper to be presented to Executive Board in May 2007

Agenda Item:

Originator: Gary Milner/Dirk Gilleard

Telephone: 2474979

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 24 January 2007

SUBJECT: Review of 14-19 Provision in Leeds

Electoral wards Affected:

ALL

Specific Implications For:

Equality & Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call-in

Not Eligible for Call-in
(Details contained in the Report)

1.0 PURPOSE OF THE REPORT

1.1 The purpose of this report is to inform Executive Board of the findings of the Review of 14-19 Provision in Leeds undertaken by Cambridge Education on behalf of the Learning and Skills Council (LSC) and to seek approval for the next stage of development.

2.0 BACKGROUND INFORMATION

2.1 The report on 14-19 Provision in Leeds produced by Cambridge Education follows previous reviews and consultations in Leeds over the past two years including the LSC's Strategic Area Review and the Melia and Donaldson reports on post 16 education and training.

2.2 The evidence for the final report produced by Cambridge Education in November 2006 is drawn from extensive interviews with key stakeholders, detailed analysis of data and documentation together with consultation on an interim report published in July 2006.

- 2.3 Because the statutory responsibilities for any change arising from this report are shared by the LSC and the Local Authority/Education Leeds, there has been continuous dialogue and information exchange between the parties as the project has progressed.
- 2.4 The Education and Inspection Act 2006 gives the local authority the strategic lead for securing the 14-19 entitlement for young people, with the essential role of making sure that schools and colleges between them make the full range of opportunities available in the area.
- 2.5 Whilst acknowledging the significant progress made over recent years the report highlights the well known challenges we still face as a city around transforming Level 2 and 3 outcomes; increasing participation in Post-16 learning; reducing the number of young people not in employment, education or training; and developing the highly skilled workforce we need to compete in a global economy. The recommendations contained in the LSC final review are included as appendix 1. A copy of the full 14-19 Review report is available in the Members' library.
- 2.6 The outcomes of this review will shape the future delivery of 14+ learning in the city and as such will have a major impact on schools, colleges and universities here in Leeds and are designed to significantly increase Level 2 and 3 outcomes and increase progression rates into further and higher education. This will be supported by a major LSC capital programme that could result in up £200 million investment in the FE estate.

3.0 **MAIN ISSUES**

3.1 **Vision and aims**

3.1.1 Our challenge is to make Leeds the best and the most exciting place in the country to learn by ensuring that all young people and adults are able to achieve their full potential through a personalised learning pathway built on access to the widest possible range of high quality learning opportunities.

3.1.2 We must aim to:

- Ensure a step change in the achievement of young people at the age of 16 and 19 and the number of young people staying in learning post-16 and participating in higher education
- Create a coherent learning infrastructure for the city based on high quality, innovative, inspiring, viable and sustainable learning environments that meet the skills needed by the local and regional economy, that supports the regeneration of disadvantaged communities and enhances lifelong learning opportunities
- Meet the Leeds Learner Entitlement (see Appendix 2) /specialised Diploma entitlement and support the “Narrowing the Gap” agenda by ensuring equality of access to the full range of learning opportunities for all young people regardless of where they live or which institution they attend

3.1.3 We must not be content to be satisfactory and perform at the national average. We must set out with the express intention of creating a world class learning system

that is capable of delivering Level 2 achievement at 16 of 80%+, Level 3 achievement at 19 of 60%+ and participation rates in learning up to the age of 18 of over 90%, all by 2015 or earlier. We see 2015, rather than 2012 as proposed in the review as the date for measuring the success of the agreed model as this is when the outcomes of the Review and the national 14-19 curriculum reforms will have achieved full impact. However, we envisage the need for significant milestones on the way. A more detailed list of key outputs and outcomes the Review must deliver is given in appendix 3.

3.2 Consideration of the challenges and opportunities

We are still in the early stages of exploring options with the LSC, key partners and stakeholders and not yet in a position to recommend a definitive model for the future delivery of 14+ learning in Leeds. However, based on careful consideration of the findings of the 14-19 Review and other work undertaken by the LSC, the Council and Education Leeds, we are in a position to comment on the challenges we face and begin to consider ways that we might be able to deliver the required transformation in 14-19 outcomes in the city. Discussion on the Review have taken place at Education Leeds Board and the views expressed below have the full support of the Board.

3.3 Further Education

3.3.1 The report indicates that the current organisation of FE colleges will increasingly fail to meet Leeds' economic and social needs and there is a strong case for merger accompanied by substantial investment in the FE estate. The creation of a single FE college bringing together, Park Lane College, Leeds Thomas Danby, Leeds College of Building, Leeds College of Technology and Joseph Priestley College accompanied by major investment in the estate would be best placed to deliver the required outcomes. Further consideration needs to be given to the position of Notre Dame in this re-organisation of FE provision. A move to a single FE college would involve the creation of a new institution with the dissolution of existing colleges.

3.3.2 The emerging consensus is that Leeds College of Art and Design should be supported to follow the College of Music in seeking HE status. All the existing and new higher education institutions could then be linked to the new FE college through any future federated/trust arrangements. A single FE college would provide the opportunity to create truly world class vocational provision for Leeds capable of delivering the skills agenda. It would also ensure no wasteful duplication or competition around skill areas and support clear, comprehensive and effective planning and clear structures for collaboration that would facilitate a city-wide approach to the planning of provision and the creation of clear learning pathways that is not possible with the current provision of FE colleges. Any move towards a single FE College would need to incorporate a strong locality based dimension that linked closely to schools, employers and other organisations within the community.

3.4 Sixth Forms and the creation of a Post-16 Centre

3.4.1 The review presents a strong case for the creation of a state-of-the-art new Post-16 Centre to serve a number of inner Leeds schools and bring focus to the AS/A2 and

general level 3 provision delivered by the existing colleges. Any such Post 16 Centre could either be part of the FE college, but with its own distinct identity, or be a separate institution. There is evidence that Level 3 performance taking into account value added, is generally better in separate Post-16 Centres than when incorporated in general FE colleges.

3.4.2

Further detailed analysis is required to determine the schools that would be served by the Post-16 Centre. The schools best placed to directly benefit from the Centre might vary from the group of inner Leeds schools identified in the review. It is important to recognise that current provision in many inner Leeds schools delivers below average outcomes and inadequate choice, largely due to the very low student numbers that in most cases are unlikely to ever reach viable levels. Recent research also indicates that small narrowly focused sixth forms in inner city schools depress achievement at Key Stage 4. Details of the current schools post-16 numbers and performance are included as appendix 4. Further analysis is also needed on the likely future offer, performance and financial viability of school 6th forms, taking into account the impact of reducing levels of post-16 funding to schools, the imminent decline in the Leeds Yr 12 cohort size and the impact of any new FE College and Post-16 Centre. The new post-16 funding methodology due to come into force in 2008 will lead to major reductions in funding for many Leeds schools. A breakdown of current and forecast post-16 funding for Leeds schools is included as appendix 5.

3.5

14-16 Provision

The delivery of 14-16 vocational and work-related learning and the future delivery of specialised Diploma entitlement at Key Stage 4 present a number of significant challenges around quality and accessibility. Further planning is needed to ascertain how this best could be achieved. Initial views are that the bulk of such delivery would probably be best met through the development of a small number of Vocational Skills Centres (VSCs) based at strategic locations around the city that are focused on delivering the practical elements of Level 1 and 2 programmes for 14-16 year olds. These Centres could be collaborations between the LSC/FE Colleges and the LA/Schools and would need to be a mixture of new build and enhancements of existing/planned facilities. In the case of inner Leeds the Centre could be a distinct part of the new FE college. The Centres would support the delivery of the specialised Diplomas, Foundation Tier, Young Apprenticeship Programme, Junior Job Guarantee and other work-related learning programmes, together with providing the hub for partnership activities involving local employers. The majority of 14-16 year old learners currently attending external providers would be catered for through the VSCs. Again, it is important to recognise that there would still be a need for a small number of other high quality providers delivering programmes targeted at learners requiring more intensive support.

These Centres could have a key role in providing low level vocational opportunities for 16-19 year olds and adults.

3.6

School Post 16 Centres

We need to move away from sixth forms and look to develop the post 16 offer. School post-16 centres would focus on their demonstrated areas of expertise and excellence, generally AS/A2 and other programmes linked to their specialist status. Partnership arrangements with the VSCs, the FE College and central Post-16

Centre would ensure all learners would have access to the full range of Post 16 programmes available across the city.

3.7 **Adult and Community Learning**

We need to understand the ongoing need to re-skill our workforce.

We would look to ensure any new-found capacity created in schools through the proposed model is utilised in collaboration with colleges to support the adult and community learning delivery as part of the extended schools agenda along with providing accommodation for the extended service provision and the youth offer.

3.8 **City-wide planning**

The foundations of city-wide planning of the 14-19 curriculum are currently being laid through the development of the Leeds on-line Area Prospectus and Common Application System, electronic Individual Learning Plan, and the central co-ordination and quality assurance of the 14-16 vocational learning offer. The development of a Leeds Curriculum Framework is vital and this will require further work around the Local Delivery Partnership/ Diploma Partnership structures, city-wide timetabling and transport, and the use of management information to ensure the offer is better aligned to the needs of the learner and the economy. The development of a cross sector city-wide e-learning strategy is recognised as essential to enable learners to access learning resources from a number of different locations.

3.9 **Coherent infrastructure development**

The investment in the Building Schools for the Future programme and the potential major capital investment in the Further Education sector that should result from the review presents a tremendous opportunity for the coherent development of a world class environment for the delivery of inclusive 14-19 learning in Leeds. It must lead to the creation of learning environments that would better meet the needs of young people and establish greater connectivity between education, skills, employment and regeneration. Significant work will be required to ensure that no opportunities for synergy and coherence are missed.

3.10 **Partnerships and collaboration**

We recognise that no single institution can manage this agenda.

Partnerships and collaborations that add value are essential at many levels if we are to create a viable and sustainable learning infrastructure. All schools, colleges, higher education institutions and other 14-19 providers in Leeds will need to be linked through a network of Local Delivery Partnerships and any future federation/trust arrangements. We must seek to build on existing successful partnerships and utilise the good practice that has developed over recent years.

4.0 **IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE**

The strategy being modelled through this paper is intended to make a major contribution to Council policy on raising standards, closing the gap and regeneration. It also aims to develop a 14-19 infrastructure appropriate for a

regional capital. There are significant implications for the development of an appropriate governance model for 14-19 provision which clarifies the Local Authority's relationship with a reformed Learning and Skills Council. This will need to embrace the role of the LA in a demand-led skills system; particularly through the offices of an Employment and Skills Board as proposed by the Leitch Review of Skills.

5.0 **LEGAL AND RESOURCE IMPLICATIONS**

In relation to 14-19 education and training the Government announced in the recent FE White Paper that it wants "local authorities to play the strategic leadership role, consistent with their leadership role in children's services overall, ensuring the integration of the delivery of 14-19 reform with the wider agenda of children and young people in the locality". Further planning is needed to address the legal issues arising from any agreed changes. The plan will also clarify how existing resources, and future investments, will be used to achieve the desired transformation of learning outcomes.

6.0 **CONCLUSIONS**

Delivering the major improvements in achievement and progression that will ensure Leeds has the highly skilled workforce it needs to continue to compete in a global economy is only possible through major transformational change. Taking forward the recommendations from the review represents the best opportunity we will ever have to transform learning in Leeds and deliver the step change in outcomes required to secure the long term prosperity of our great city.

7.0 **RECOMMENDATIONS**

7.1 Executive Board is asked to:

- Endorse the Leeds 14-19 Review produced by Cambridge Education
- Approve further work on the development of an options paper to be presented to Executive Board in May 2007

RECOMMENDATIONS

PLANNING FOR THE ECONOMY AND THE COMMUNITY

1. The driving principle behind change in Leeds should be that the pattern of provision and the structure of institutions are determined by the needs of learners, employers and communities, within the framework of available resources.
2. To achieve the scale of improvement needed there must be better long-term planning of the Leeds 14-19 system as a whole, with all agencies and providers accepting collegiate responsibility for meeting the City's education and skill needs.

A NEW APPROACH TO TARGETS AND ACHIEVEMENT

3. New targets for 16 and 19 year olds need to be set with a recognition of the step-change in aspiration which should come with the new key stage 4 and post 16 curriculum from 2008. An improvement of at least 25percentage points in level 2 achievement at 16 should be set for 2012. Progressive improvement targets for 19+ achievement should take account of increased level 2 performance at 16.
4. Targets need to apply to the whole 14-16 then the 16-19 cohort within an area, so that a consortium of providers - including those supporting work based learning - can take responsibility for the achievement and progression of the whole group. This will require a new approach to performance tables based currently on single institution outcomes.
5. Targets for participation and achievement of 16 year olds, and matching of students to course levels, should be based on expected improvements in key stage 3 achievement arising from current reforms and on young people's interests and aspirations.
6. Working with the Connexions Service, schools need to prepare to be able to fulfil their new duty of ensuring that advice on choice to 14 year olds is clear, comprehensive and impartial.
7. Mindful of differing starting points and needs, targets should be set for particular groups, such as black and minority ethnic groups, girls in engineering and construction., white males, and the NEET group as a whole. These equality and diversity impact measures should vary from time to time, depending on needs.
8. The emphasis on improvement at levels 2 and 3 should not be at the expense of those with learning difficulties or disabilities: any reorganisation of the curriculum or restructuring of schools and colleges should aim to strengthen provision for these

learners so that progression routes for them from 14-19 are as well planned as they are for all other learners. More opportunities should be available for these learners in mainstream settings in Leeds.

9. 16-19 funding released through improved level 2 performance at 16 should be re-directed to skills for employability and level 3 achievement by 19, which is the key to Leeds' future competitiveness. It also benefits individual young people by enhancing their prospects of entry to higher education and good careers.

ECONOMIC DRIVERS

10. Employability skills and qualifications linked to opportunities in the labour market, particularly in skill shortage and growth areas, should be key determinants of the shape of 16-19 vocational provision. Increasingly that provision should be aimed at level 3 qualifications to match the upgrading of work in the local economy.
11. Beyond the local Leeds labour market itself the planning of education and training should relate to the emerging city region developments through its Skills Board.
12. The curriculum plan for Leeds needs to contain an analysis of the current progression to work or further study of 16-19 year olds, identifying areas of over- and under-supply. The LSC's planning for college provision needs to take account of this analysis, prioritising funding for areas of greatest need.
13. To give employers a sound basis for job-specific training and young people a basis for transferability within and across employment, curriculum and professional development for school and college staff engaged in vocational programmes should focus on effective learning for work. This should include the development of functional skills and the skills which are most important across all occupations, such as problem solving and personal effectiveness.

GENERAL PLANNING PRINCIPLES

14. The specialised diplomas, offered at levels 1-3, should be available to all 14-19 learners, based on objectively informed choice. There should be some planning to allow a mix of general and specialised diplomas at level 3, either as preparation for entry to employment at intermediate levels or for progression to vocationally-oriented HE.
15. To meet learners' needs well the system must be treated as a whole. There should be a city-wide planning function to drive and co-ordinate the network of vocational

specialisms:

- Representing the learner and employer voice
 - Establishing a strong collaborative network to deliver vocational specialisms across the city, with transparent progression routes
 - Ensuring common standards and a focus on excellent provision, services and outcomes
 - Managing brokerage of provision where necessary
 - Supporting timetabling and transport arrangements
 - Leading on curriculum and professional development for a specialism
 - Advising on specialist accommodation and resources
 - Supporting students' work experience
16. Location of provision should be determined by considerations of learner access and of cost-effectiveness of accommodation, travel and specialist teaching across an area, and not by the often unplanned preferences of individual institutions. There should be a presumption in favour of level 2 and 3 vocational provision being made in colleges, or in work-based learning provision in cases where specialist resources and expertise are needed.
17. Further action on 14-19 provision needs to be planned in harness with the LSC's objectives for the future shape of adult provision in Leeds and with its plans for the development of work-based learning.

14-16 VOCATIONAL PROVISION

18. Planning for 14-16 vocational provision should allow for all to undertake some vocational learning and for up to 70% of the cohort to be engaged for two days per week in the new diploma provision in some schools.
19. Leeds Local Authority/Education Leeds should aim to encourage only its best performing consortia to bid for approval through the Diploma Gateway process to deliver the new diplomas from 2008. Other consortia should concentrate on improving basics of collaborative working before applying for a 2009 start.
20. Whether Leeds is approved by the DfES to provide the new diplomas from 2008 or not, there should be a plan to ensure that all vocational choices will be available for 14 year olds as they come on stream from 2008. From 2010 all 14 year olds should be able to choose from all 14 vocational areas, from entry level to level 3, within the Leeds area.
21. To ensure that the system of vocational provision is designed to follow from the predicted choices of 14 year olds, and not to pre-determine them, there needs to be

further modelling of:

- what choices learners are likely to make as the new diplomas become available from 2008, informed by information, advice and guidance which is both objective and comprehensive
- how the profile of teaching, lecturing and training and management staff will need to change to deliver the new courses, supported by continuous professional development
- what additional specialist accommodation will be needed for the new provision
- how standards should be set and achieved for provision
- what revenue and capital costs will follow from this

This modelling should be utilised to develop options for re-configured service delivery in the best interests of learners, employers and communities.

16-19 PROVISION IN SCHOOLS

22. The central imperative for all schools should be to maximise the achievement of level 2 qualifications by the age of 16 so that 16-19 resources can more properly be concentrated on the achievement of level 3 qualifications, and not to be distracted by the challenge of making 6th form provision where this is both ineffective and poor value for money.
23. There should be a collegiate approach to the inner Leeds area, with all providers taking a shared responsibility for improving achievement, and all funding and organisational arrangements serving this goal.
24. There should be a re-organisation of provision for those young people in 6th forms in the inner Leeds secondary schools which currently provide inadequate choice and below average outcomes.
25. The aspiration in inner Leeds should be to give a breadth of choice of the 25 most popular AS/A2 subjects in a wide range of possible combinations, and in combination with level 2 and 3 provision in the new specialised diplomas.
26. The re-organisation of 6th form provision in the inner Leeds area should be planned within the overall framework for 16-19 re-organisation described in recommendation 37 below.
27. Current discussions on Building Schools for the Future should take account of the need for improved 16-19 general education provision in the inner Leeds area, situating changes within an overall, integrated capital strategy for the 14-19 phase, and not pre-

empting any elements of such a strategy. In particular, there should not be planning for the expansion of 6th forms in inner Leeds schools.

FE PROVISION: PROFILE, OUTCOMES AND FUNDING

28. To develop the skills which are needed by the Leeds economy to compete there must be a progressive shift in 14-19 resourcing towards levels 3 and 4, following from the achievement of more full level 2 qualifications by 16 and by 17.
29. Leeds FE needs to be able to fulfil the new specialisation agenda for colleges which follows from the Foster report, as presaged in the FE White Paper and reinforced by the Leitch report on skills.
30. The targeted increase in progression to level 3 vocational courses will require FE to be prepared with highly qualified vocational staff and facilities appropriate to developing higher level skills. Both the college sector and local universities should plan appropriate HE progression based on improved level 3 outcomes.
31. Leeds FE should aim to be consistently better than the national average benchmarks in most areas of provision. The LSC should support this by innovative approaches to use of data, shared systems and partnership working to develop area wide standards and indicators.
32. Any new organisational proposals should satisfy the Framework for Excellence presaged by the FE White Paper. Proposals should show how all three elements of this framework - quality, responsiveness and financial health - could be delivered to a higher standard by a new city-wide FE service.
33. Additional funding will need to be targeted to 16 to 19 activity to reflect higher rates of participation and increased retention. This could be achieved through additional allocations or the re-prioritisation of funding.
34. Reductions in funding for lower priority provision, or provision where providers cannot demonstrate the capacity to provide excellence, would enable the commissioning of new learning opportunities. It is important for newly commissioned provision to be given access to funding to support capital and start-up to ensure an excellent learner experience. This change might be delivered through the new arrangements for competitions.
35. Since WBL and FE significantly rely on the level 2 position it will be important to map out progression routes for young people who fail to achieve a level 2 vocational award.

This could involve a range of models which should reflect individual circumstances. For example:

- enhanced, re-focused Level 2 in colleges post 16, potentially streamlined to fast-track achievement through programmes accrediting elements of prior attainment
- staying on post-16 in school for a short period and mid year movement to FE and WBL to pursue Level 3
- young apprenticeships at KS4, perhaps with a 12 month period in school to complete
- a substantial period in school to complete but with enhanced work experience and FE links
- flexibility to finish a vocational diploma with school, FE or WBL and, where practical, start elements of level 3 to speed up progression
- configuring provision to be inclusive, addressing EDIMS and NEETs targets, and drawing on voluntary and community sector experience in this area

FE COLLEGE STRUCTURES

36. The Education and Inspections Bill and FE White Paper with subsequent legislation offer the opportunity for radical, student-centred arrangements between schools, colleges, WBL providers, universities and the voluntary/community sector, which should be investigated. These arrangements include partnerships, merger and collaboration short of merger, underpinned by formal and legal agreements such as Trusts. In order to prepare the currently unsustainable structure of FE colleges for a challenging future there should be a review of these options for improvement, with a view to new arrangements. Some elements of these may start, with voluntary collaboration, in September 2007; others from September 2008. This review must also address partnership-based options for improving the currently low levels of achievement and restricted range of choice in inner Leeds 6th forms.
37. The Universities should be involved in city-wide planning so that it is possible for any young person to see a track forward from key stage 4 through to foundation degree level which can be pursued locally and which does connect to the Leeds' economy. Ideally, 11-21 progression and opportunity routes will be clear and supported by all types of provider collaboratively.

FE: THE ESTATE

38. An estates strategy to accompany structural change should reduce the number of college sites in Leeds and the resultant duplication of services, especially in administration and learning resource centres. Investment in facilities urgently required by colleges would be made as part of an integrated capital strategy for FE in Leeds

rather than singly by individual corporations based on historic patterns of provision or individual college preferences.

39. Opportunities for re-investment that could lead to a more efficient and affordable pattern of provision should be taken, including:
- investment in new general accommodation
 - development of specialist vocational 14-16 facilities, linked with school investment plans
 - investment to support the LSC's new specialisation agenda for colleges, including preparation for the skill needs of the future
 - improvement in social space and sports provision in Leeds colleges
40. The likely impact of the movement of funds between priorities should be taken into account in capital planning to ensure that funds are not invested in areas where activity may be reduced or removed. Additionally, new expenditure should reflect the potential areas for commissioned growth and the impact of the vocational diplomas.
41. An integrated capital strategy should fit needs-led re-configuration of schools and colleges, informed by the modeling of vocational choices of the 14-16 cohort and the expected improvements in range, quality and type of 16-19 vocational provision. The proposals from the colleges' estate review should match investment plans for schools involving Building Schools for the Future and Academy and Specialist School developments.

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Appendix 2

Leeds Learner Entitlement

A key commitment within the Leeds 14-19 learning strategy is that all learners are entitled to pursue qualifications at school and college, in the workplace, and with training providers through a curriculum that prepares them for adult life by developing their knowledge and skills, their employability and active citizenship.

In support of this vision all partners will work collaboratively towards the delivery of an agreed entitlement for young people, which will offer:

- high quality comprehensive and impartial information, advice and guidance about learning opportunities, qualification levels, progression routes and career pathways
- access to a range of activities and learning opportunities which encourage and support progression to post 16 learning, employment and access to higher education
- a clear statement of the level, content and entry requirements of the qualifications available
- a fair and transparent admissions process
- access to the widest choice of learning pathways with clear progression routes to further learning in Schools, Colleges, Work Based Learning Providers and Higher Education Institutions
- high quality teaching and learning which raises aspirations, challenges individuals to achieve their best and encourages them to progress to further learning and employment
- recognition of a wide range of achievements in addition to academic success including the development of citizenship, key skills, enterprise and employability
- an Individual Learning Plan (ILP) negotiated with learners and their parents or carers, which covers all providers and which is part of a flexible and developmental process
- the opportunity to participate in the regular review, evaluation and shaping of their own learning
- a learning environment which is inclusive and adaptive to all learners and offers appropriate learner and learning support to each young person, particularly during periods of transition
- a commitment on the part of all learning providers to challenge discrimination and promote genuine equality of opportunity, respond to the voice of the learner and to address barriers to learning
- a holistic approach to providing appropriate support for the social and emotional competence, and health and well-being of the learner

- a readily accessible range of opportunities for the enjoyment of cultural, creative, sporting and leisure activities
- entry, foundation, intermediate and advanced level opportunities on a local basis through partnership arrangements
- equality of access to specialist 14-19 provision through the city-wide network of learning providers

Appendix 3

20 Key outputs/Outcomes the model must deliver

- Will lead to increased Level 1 performance at age 16 for the city as a whole and under-performing groups of learners and institutions in particular, delivering 95%+ by 2015
- Will lead to increased Level 2 performance at age 16 for the city as a whole and under-performing groups of learners and institutions in particular, delivering 80%+ by 2015
- Will lead to increased Level 3 performance at age 19, delivering 60%+ by 2015
- Will increase the number of young people staying in learning up to the age of 18, delivering 90%+ by 2015
- Will reduce the percentage of young people not engaged in employment, education or training between the ages of 16 and 18 to zero
- Will lead to a significant increase in the percentage of young people progressing to higher education
- Leads to more cost effective delivery of learning
- Provides high quality, innovative, simulating learning environments that will motivate and inspire learners
- Facilitates access to the widest possible choice of high quality learning opportunities for all learners
- Is future proof with built in flexibility to ensure it can be easily adapted to cater for future learning and skills needs
- Supports clear, comprehensive and effective structures for collaboration that facilitates a city wide approach to the planning of provision and creation of clear learning pathways across institutions and sectors
- Supports the regeneration of disadvantaged communities and lifelong learning opportunities
- Supports the delivery of the specialised Diplomas and the delivery of the 2013 entitlement
- Supports equality of access to the full range of 14-19 learning opportunities for all young people in the most environmentally friendly way
- Supports the skills needed of the local, regional and national economy
- Supports the needs of vulnerable learners and those with SEN
- Provides synergy between Local Authority and LSC capital planning
- Supports e-learning and the increased mobility of learners
- Supports a readily accessible range of opportunities for the enjoyment of cultural, creative, sporting and leisure activities
- Builds on existing centres of excellence and other good practice that exists across the city

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Appendix 4 Performance Data Summary

School	2006 KS4						2006 Post-16				Post 16 Progression 2005		
	Y11						Pupil	Level 3 avg points		ALPS	%	%	%
	Pupils	5+A*-C	5+A*-G	Tot Pts	FFT VA	FFT CVA	Entries	entry	pupil	VA	School	FE / WbL	Total
Abbey Grange CE High	206	78.6	98.1	438.1	20	20	206	200.3	497.8	4.44	60.8	33.8	94.6
Agnes Stewart CE High	113	19.5	62.8	180.5							0.0	73.7	73.7
Allerton Grange	294	47.6	86.1	312.7	81	97	208	177.9	487.7	4.11	41.0	44.5	85.5
Allerton High	181	61.9	91.7	367.6	47	56	149	198.6	472.9	5.00	52.8	33.3	86.1
Benton Park	235	69.4	94.0	418.6	43	35	222	200.2	679.4	3.22	43.3	37.8	81.1
Boston Spa	291	54.0	86.6	352.9	83	95	300	185.9	547.5	4.44	50.6	32.5	83.1
Braim Wood Boys'	59	40.7	78.0	294.0				0.0	0.0		0.0	62.6	62.6
Brigshaw High	224	53.6	94.6	351.6	34	13	136	197.9	531.8	4.33	47.4	37.5	84.9
Bruntcliffe High	257	44.0	86.0	320.0	82	83	78	177.6	546.3	5.22	27.2	50.0	77.2
Cardinal Heenan RC	179	64.8	87.2	373.5	66	81					0.5	94.0	94.6
Carr Manor High	147	27.2	81.0	251.1	96	96	8	109.3	95.6	7.67	14.1	65.6	79.8
City of Leeds	117	15.4	79.5	195.7	99	100	6	186.0	155.0	7.67	21.6	60.2	81.8
Cockburn High	198	37.9	75.8	240.8	91	87					0.0	68.0	68.0
Corpus Christi RC	180	48.3	86.7	355.0	71	42					1.1	77.0	78.1
Crawshaw	208	43.8	89.4	316.9	86	71	119	198.8	462.0	5.11	32.8	49.5	82.4
Farnley Park High	143	39.2	90.2	300.7	83	65	32	124.1	254.1	6.67	24.0	44.8	68.8
Garforth	310	79.4	96.1	413.6	13	18	353	203.8	600.0	6.11	62.6	30.5	93.0
Griseley	222	75.2	95.5	409.1	53	75	231	206.0	648.8	3.89	58.4	28.3	86.7
Horsforth	231	68.4	94.8	361.1	60	77	216	194.2	513.6	5.11	57.0	35.5	92.5
Intake High	256	32.0	75.4	263.7	99	98	83	216.1	501.1	1.56	17.1	50.8	67.9
John Smeaton High	234	35.9	79.5	272.1	93	60	31	175.3	361.9	7.00	24.4	41.7	66.1
Lawnswood	262	45.0	90.1	325.7	91	91	205	202.1	492.5	3.89	40.1	47.2	87.3
Morley High	251	45.8	85.3	306.4	89	94	128	176.3	378.8	5.22	62.0	25.1	87.1
Mount St.Mary's RC	278	47.1	90.6	349.6	84	36					0.0	78.6	78.6
Parklands Girls' High	141	27.0	72.3	237.7	97	96	48	187.7	416.6	4.11	46.3	30.6	76.9
Priesthorpe	199	54.8	93.5	347.0	65	83	84	209.3	537.5	4.67	37.8	40.8	78.6
Primrose High	119	26.9	75.6	229.4	93	97	11	175.7	223.6		16.7	57.9	74.6
Prince Henry's Grammar	219	72.6	97.3	426.9	22	34	251	198.8	570.4	3.67	63.0	25.0	88.0
Pudsey Grangefield	197	64.5	88.3	337.4	72	53	128	168.3	404.3	4.78	50.2	39.3	89.6
Ralph Thoresby High	181	53.6	84.0	321.2	90	93	81	186.5	561.1	5.67	50.8	42.1	92.9
Rodillian	235	37.4	89.4	294.9	93	87	107	167.1	349.1	4.78	28.8	52.3	81.2
Roundhay	244	69.7	96.3	385.8	50	66	277	196.8	594.9	2.00	57.2	35.6	92.8
Royds	233	49.8	91.0	329.6	82	72	99	148.4	290.0	6.56	36.7	43.8	80.4
South Leeds High	268	24.6	66.8	203.4	100	100	12	62.0	77.5		14.2	46.4	60.5
St. Marys' RC	182	85.7	96.7	446.8	26	52	208	199.7	546.4	4.67	60.1	32.6	92.7

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APPENDIX 5 - School Post-16 Funding Allocations

The table below shows the actual 2006-7 funding allocation by school and the funding they would have received based on the existing formula that takes into account retention from September to January and assumes an 87% achievement rate. It can be seen that a number of schools currently receive more than the formula allocation due to funding protection. From 2008 this protection all schools will start to move towards funding levels based on a new formula that utilises retention throughout the year and actual achievement rates. Poorly performing schools will end up receiving an allocation under the new funding mechanism that is significantly less than the formula allocation indicated below. Work is currently on-going to obtain accurate forecasts of funding using the new funding mechanism.

School	Actual Allocation 2006-7	Actual Funding per learner	Equivalent Formula allocation	Equivalent Funding per Learner
Abbey Grange High	958,787	4,523	958,787	4,523
Allerton Grange High	1,283,166	4,649	1,283,166	4,649
Allerton High	907,783	4,450	755,438	3,703
Benton Park	1,000,262	4,387	1,000,262	4,387
Boston Spa Comprehensive	1,688,588	4,784	1,688,588	4,784
Brigshaw High	742,505	4,821	742,505	4,821
Bruntcliffe High	711,995	4,979	706,320	4,939
Carr Manor High	207,401	6,481	147,258	4,602
City of Leeds	491,509	22,341	128,414	5,837
Cockburn High	0	0	0	0
Crawshaw	568,249	4,241	568,249	4,241
Farnley Park High	167,668	4,791	153,144	4,376
Garforth Community College	1,881,280	4,645	1,881,280	4,645
Guiseley	1,170,906	4,684	1,162,910	4,652
Horsforth	1,093,039	4,732	1,093,039	4,732
Intake High	449,745	5,053	430,155	4,833
John Smeaton Community High	581,730	5,288	510,951	4,645
Lawnswood	918,338	4,213	843,159	3,868
Morley High	1,110,812	5,167	1,089,198	5,066
Parklands Girls' High	441,437	4,551	390,565	4,026
Priesthorpe	697,925	4,592	697,925	4,592
Primrose High	193,242	6,441	179,711	5,990
Prince Henry's Grammar	1,173,252	4,565	1,173,252	4,565
Pudsey Grangefield	686,107	4,699	686,107	4,699
Ralph Thoresby High	695,731	4,376	695,731	4,376
Roundhay	1,292,515	4,551	1,292,515	4,551
Royds	558,598	4,655	558,598	4,655
South Leeds High School	338,101	11,270	165,237	5,508
South Leeds Performing Arts College Rodillian	610,858	4,302	610,858	4,302
St. Mary's Comprehensive, Menston	1,006,503	4,681	1,006,503	4,681
Temple Moor High	900,940	5,269	782,039	4,573
West Leeds High	491,612	5,716	442,502	5,145
Wetherby High	645,194	4,675	632,342	4,582
Woodkirk High	1,137,219	4,642	1,137,219	4,642
Wortley High	327,943	4,492	277,267	3,798
Total	27,203,795		25,924,466	

Schools marked in **bold** are currently receiving funding protection

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APPENDIX 1 NOT FOR PUBLICATION
Exempt / Confidential under Rule 10.4 (3)

Report of the Deputy Chief Executive

Executive Board

Date: 24th January 2007

Subject: Leeds Building Schools for the Future – Submission of the Final Business Case and Execution of the Contracts

Electoral Wards Affected:
All

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call In

Not Eligible for Call In
(see paragraphs 2.8 and 2.9)

EXECUTIVE SUMMARY

- 1 Members of Executive Board will recall from reports considered by them on 9th March and 16th November 2005 that Leeds had been selected as a Wave 1 Authority under the Government's Building Schools for the Future (BSF) Programme. The aim of the BSF Programme in Leeds is the rebuilding or substantially refurbishing, over three phases, 14 secondary schools. Members also gave their approval to the establishment of a Local Education Partnership (LEP) and to the final scoping and financial implications of Phase 1 of the City Council's BSF Programme.
- 2 This report informs Members of the work of the Education PFI and BSF Project Board in securing the procurement of a Local Education Partner (LEP) to rebuild or refurbish through PFI and conventional Design and Build, the 14 Secondary Schools in the City, with the schools to become operational between August 2008 and August 2010. The total investment over all three phases, including ICT, is £249m. The total level of investment in Leeds Schools through the Government's PFI and BSF initiatives amounts to £429m.

1.0 Purpose Of This Report

1.1 The purpose of this report is to update Members of the Executive Board of the progress of the BSF project since the report of 16th November 2005, when Members agreed to:

- a) Note and agree:
 - (i) the establishment of the LEP through the procurement process;
 - (ii) the exclusivity awarded to the LEP through the contractual arrangements;
 - (iii) the principle of the differentiation of roles and responsibilities between the LEP and Education Leeds;
- b) Note and agree the final scoping of Phase 1 of Wave 1 of the City Council's BSF Programme, as summarized in Section 4 of that report and that that would form the basis of the Output Specification included as part of the Invitation to Negotiate (ITN) Documents subsequently released to bidders;
- c) Approve the financial implications of Phase 1 of Wave 1, summarized in Section 8 of that report;
- d) Note the headline Unitary Charge for the four schools to be procured through PFI, amounting to £12.952m at April 2010 prices and agreed that this would be the City Council's PFI Affordability threshold issued to bidders with the ITN Documentation;
- e) Note the costs for the works at Temple Moor and Cockburn High Schools were estimated to total £29.855m and agreed that this would be the Council's Capital Investment Affordability threshold for these two schools, also issued to bidders with the ITN Documentation.

2.0 Background Information

2.1 By providing for the rebuilding of four existing secondary schools, the building of a new secondary school in West Leeds and the significant refurbishment of a further nine schools in Leeds, over three phases, with a capital investment value, including ICT, of £249m, this project represents the largest procurement undertaken in the history of the City Council. Members should be aware that the time taken to procure the Project from the approval of the Outline Business Case in May 2005, through to Financial Close, programmed for 28th February 2007, is the shortest of any BSF Project to date.

2.2 Subject to the approval of Members, the Leeds BSF Project will be the seventh signed Project within the City. The capital investment procured through these signed contracts and those currently in procurement is summarised below:

Learning and Leisure	£m
Education Sector	
Cardinal Heenan High School	9
Two Secondary and five Primary Schools	38
10 Primary Schools	36
Five Secondary and one Primary Schools	97
14 Secondary Schools in Wave 1 of this BSF Programme	249
	<hr/> 429 <hr/>
Leisure Sector	
New Leaf Leisure Centres	30
Social Housing Sector	
Swarcliffe	113
Little London	77
	<hr/> 190 <hr/>
Social Services	
Independent Living Accommodation for People with Learning Difficulties and People with Mental Health Problems	60
Access to Services	
Joint Service Centres	15
Transport Sector	
Street Lighting	106
Total Investment	<hr/> 830 <hr/>

- 2.3 Executive Board received a report in October 2004 updating Members on the progress with the Wave 1 BSF Programme. Since that date, the Strategic Business and Outline Business Cases for Phase 1 of the Programme were developed and approved by Members on 9th March 2005. Members also agreed to the principle of establishing a Local Education Partnership (LEP). Formal approval of the Business Cases was received from the Department for Education and Skills (DfES) on 26th May 2005. DfES has committed £140m of PFI Credits for the four secondary schools included within the PFI element of Phase 1 of the Programme and £26.18m in specific capital grant for the refurbishment of Cockburn and Temple Moor High Schools.
- 2.4 On 16th November 2005, Members also received further details on the LEP and a summary of the scope of the proposed works to each school included within Phase 1. Members also received details on the estimated costs of both the PFI and Design and Build elements of Phase 1 and agreed the Affordability Thresholds to be issued to the bidders. A summary of the recommendations noted and approved by Members on 16th November are set out in paragraph 1.1, above.
- 2.5 A detailed report setting out the main issues relating to the structure of the Local Education Partnership, and the City Council's responsibilities as a shareholder to the Company is also included on the agenda of this meeting of Executive Board.
- 2.6 The Project is now at the Final Business Case (FBC) stage. The DfES must approve the FBC for the DfES to issue a Promissory Note prior to Financial Close and Contract signature. This Promissory Note secures the release of the Notional

Credit Approvals and final commitment of the Capital Grant Funding for the conventionally funded schools to be refurbished under Design and Build. A copy of the draft FBC (which is Exempt / Confidential under Access to Information Procedure Rule 10.4 (3)) has been lodged with the Clerk to this Executive Board and is available for inspection by Members of Executive Board.

2.7 The E4L Consortium comprises:

Equity Investors	Interserve Investments PLC Mott MacDonald Barclays Private Equity
Senior Lender	Sumitomo Mitsui Banking Corporation Europe Limited
Construction	Interserve Project Services Limited
Facilities Management	Interserve Project Services Limited Scholarest (Catering)

2.8 It is reluctantly proposed that the decisions recommended in this report be exempt from call in by reason of urgency, because any delay in implementing the decision would seriously prejudice the Council's interest, and taking account of the extent of the prior reporting to, and approvals of Executive Board in relation to the Project. Entry into the various agreements is programmed for 28th February 2007, and this timescale is crucial to provide sufficient construction time for the rebuild and refurbishment of five of the schools within Phase 1 in time for those schools to become operational in August 2008. If the report is called in for scrutiny and any issues are identified requiring further information, this could result in the required approvals not being in place in time for construction to begin. A delay to the signing of the Contract may also impact on the affordability of the Project to the City Council.

2.9 However, officers are mindful of the general public interest in permitting proper scrutiny, given the significance of the Project. The recommend approach is only proposed because of the extensive prior reporting and approvals, the importance of the Project in furthering the Council's objectives and the significance of the possible delay involved (it cannot be said with certainty that scrutiny following call in would not impact on the programme for the new schools). Accordingly, members are asked to consider what alternative steps might be taken to promote scrutiny, while still exempting the report from call in.

3.0 Main Issues

3.1 This section outlines the main issues covered in Phase 1 of Wave 1 of the City Council's BSF Programme, and in particular within the PFI Project Agreement which affects four of the six schools included within Phase 1.

3.2 **The Scope of the Project.** Members of Executive Board, at their meeting on 16th November 2005, agreed the scoping of the school accommodation required by the City Council. These requirements, which have not changed during the procurement process, formed the basis of the Output Specification. The table below summarises the scope of the six schools included within Phase 1 which included a proposed split between the proportion of refurbishment and new. Following discussions with

bidders and the evaluation of bids received, capacity by reference to pupil numbers remains unchanged, although on grounds of value per money the proportion of New Build in the project has increased.

School	Summary of Proposed Project Scope
<p>Allerton High School</p> <p>Procurement through PFI</p> <p>Service commencement August 2008</p>	<p>Schools capacity: 900 pupils aged 11 to 16 220 pupils aged 16 to 18 30 Generic Special Needs pupils Multi- Faith Centre</p> <p>Proposed initial minimum scope of the work 90% New Build; 10% Refurbishment Final scope of work = 100% New Build</p>
<p>Pudsey Grangefield School</p> <p>Procurement through PFI</p> <p>Service commencement August 2008</p>	<p>School capacity: 975 pupils aged 11 to 16; 170 pupils aged 16 to 18</p> <p>Proposed initial minimum scope of the work: 87% New Build; 13% Refurbishment Final scope of work = 100% New Build</p>
<p>Rodillian School</p> <p>Procurement through PFI</p> <p>Service commencement August 2008</p>	<p>School capacity: 1,050 pupils aged 11 to 16; 170 pupils aged 16 to 18; 30 Generic Special Needs pupils Children's Centre</p> <p>Proposed initial minimum scope of the work: 91% New Build 9% Not affected Final scope of work = 100% New Build</p>
<p>Allerton Grange High School</p> <p>Procurement through PFI</p> <p>Service commencement August 2009</p>	<p>School capacity: 1,200 pupils aged 11 to 16; 270 pupils aged 16 to 18; 30 Generic Special Needs pupils</p> <p>Proposed initial scope of the work: 100% New Build Final scope of work = 100% New Build</p>
<p>Cockburn High School</p> <p>Conventional funding Supported Borrowing</p> <p>Operational August 2008</p>	<p>School capacity: 1,050 pupils aged 11 to 16; 100 pupils aged 16 to 18;</p> <p>The proposed scope of the work suggested a partial New Build and partial refurbishment solution. Initially it was suggested 32% would be New Build. However the final proportion depended upon the bidder's design and how it best met the Council's Output Specification in the most economically advantageous way. As a result this school will have a slightly higher proportion of New Build than initially suggested.</p>

Temple Moor High School	School capacity: 1,050 pupils aged 11 to 16;
Conventional funding Supported Borrowing	170 pupils aged 16 to 18; 30 High Dependency Special Needs pupils
Operational August 2008	The proposed scope of the work suggested a partial New Build and partial refurbishment solution. Initially it was suggested 32% would be New Build. However the final proportion depended upon the bidder's design and how it best met the Council's Output Specification in the most economically advantageous way. As a result this school will have a slightly higher proportion of New Build than initially suggested.

3.3 **The Works Period** (construction period) runs from contract signature, programmed for 28th February 2007, to phased completion of five of the schools at the end of July 2008 and the sixth school, Allerton Grange at the end of July 2009.

3.4 **The Service Period** for the three of the four schools procured through the Private Finance Initiative is programmed to commence on 1st August 2008, with service commencement for Allerton Grange programmed for 1st August 2009. Service completion for all four schools will be 31st July 2034.

3.5 **The Services** included within the PFI contract are:

Facilities Management
Asset Management Planning
Buildings maintenance
Installations maintenance (e.g. cabling, alarms, ICT infrastructure)
Utilities and Environmental Conditions
Lifecycle Maintenance
Reinstatement and Change
Catering
Cleaning and Waste
Furniture
Grounds maintenance
Health and Safety and Security
Porterage
Reactive On-Site Services
Help Desk and Administration
Continuous Improvement

3.6 **Employment and TUPE** – The PFI Contract will involve the transfer of caretaking, cleaning and catering staff under TUPE from the City Council to the Service Providers. Drafting within the Contract includes requirements for the Service Providers to comply with the Code of Practice on Workforce Matters set out in the ODPM Circular 03/2003, which is aimed at avoiding a two tier workforce.

3.7 **Pensions:** The PFI Contract provides for protection of pensions provision through an admission agreement to the West Yorkshire Pension Fund (WYPF). It is proposed that transferring employees and new employees of the facilities management Service Providers will have continued membership of, or access to the WYPF. If for any reason the employer cannot achieve or retain Admitted Body

status for this purpose, then broadly comparable arrangements would have to be provided.

3.8 **Communication and Consultation Strategy** - The Education PFI / BSF Project Board approved the Communications Strategy and Consultation strategy for the Project to ensure all stakeholders would be kept informed at the appropriate times during the project. This strategy works through the established protocols of Education Leeds and the City Council and was developed from experience acquired on earlier Education PFI contracts.

3.9 **Stakeholders** in this project are identified as:

- The schools, their head teachers, governors, staff, parents, pupils and their communities
- Education Leeds
- The City Council's Executive Board
- The Education PFI / BSF Project Board
- The BSF Project Team
- Ward members (where schools located)
- Department for Education and Skills
- Partnerships for Schools
- Other agencies and specialist bodies, including Sport England, English Heritage, Commission for Architecture and the Built Environment (CABE) etc.
- Employee representatives
- Media

3.10 Communication and consultation throughout the project to date has included:

- Regular newsletters to schools to adapt for their wider community. Newsletters are made available to Ward Members, MP's, and to Trade Unions
- Members briefings
- Governor and staff meetings at each school
- Regular update meetings with Headteachers and their Chairs of Governors
- Regular reports to the Education PFI / BSF Project Board,
- Regular meetings with Partnerships for Schools
- Regular meetings with Development Department on planning, highways and site issues
- Discussions with Sport England, English Heritage, CABE etc.

3.11 As the project moves from contract close towards service commencement the Council will be undertaking staff consultation with all affected staff, with input from E4L as appropriate. The trade unions will be included throughout this process.

3.12 **Impact upon the Leeds Public Playing Field Strategy** - In accordance with the requirements of the report on Leeds Public Playing Fields Strategy, approved by Executive Board on 13 December 2006, the potential of this Phase of the BSF project on school, and other public playing fields has been considered.

3.13 Subject to the approval of the final designs to be submitted to Plans Panel in February, it can be confirmed that none of the construction work necessary to create the new school accommodation, or temporary facilities to support the phasing of works on site, will have any adverse impact on the existing sports pitches.

- 3.14 There will be limited impact on existing indoor sports facilities, as sports halls and gymnasias are replaced, or refurbished, however, each school will seek to address this within existing budget provisions.
- 3.15 Following consultation with the Department of Learning and Leisure, it can be confirmed that there are no outstanding issues on this Phase of the project.
- 3.16 **Early/enabling works** - The programme to achieve completion of construction to enable school opening for September 2008 assumes full commencement of works on 1 March 2007. However (although final details are being confirmed) the programme also assumes that some mobilisation/enabling works (eg to provide site compounds, temporary access) may be required prior to 1 March. It is also prudent to enable a timely response to any delay in reaching financial close. Accordingly, Members are requested to grant delegated powers to the Chair of the Education PFI/BSF Project Board (in consultation with the Director of Corporate Services and the Director of Legal and Democratic Services) to:
- 3.16.1 authorise preparation, mobilisation, and enabling works to be carried out in advance of 1 March on appropriate terms;
- 3.16.2 subject to being satisfied that the risks of such an approach are appropriate, authorise terms to enable early works on site to be commenced in advance of financial close if such close is anticipated to be delayed beyond 28 February. Members should note that this is not currently anticipated.

4.0 Implications For Council Policy And Governance

- 4.1 At their meetings on 9th March and 13th October 2005, Members of Executive Board agreed the Corporate Governance arrangements for the procurement of PPP / PFI projects, giving appropriate delegations to the PPP / PFI Co-ordination Board and to specific PFI Project Boards. The procurement of this Project has been undertaken in compliance with these arrangements. The authority and powers to enter into a contract with the Preferred Bidder are reserved to Members of Executive Board.
- 4.2 The following are the individual stages in the procurement process determined by the Education PFI / BSF Project Board:
- | | | |
|------|---|---------------------------------|
| i) | OJEU Notice | 5 th August 2005 |
| ii) | Receipt of Pre Qualification Questionnaire and Pre ITN Documents from Bidders | 19 th September 2005 |
| iii) | Invitation to Negotiate Shortlist | 22 nd November 2005 |
| iv) | Issue of ITN Documents to Bidders | December 2005 / January 2006 |
| v) | Selection of two bidders at Stage 2 of the ITN process | 8 th June 2006 |
| vi) | Selection of the Preferred Bidder | 7 th November 2006 |

All stages of the procurement are duly recorded in the reports and minutes of the Education PFI / BSF Project Board and the PPP / PFI Coordination Board.

- 4.3 The outcome of the procurement process was that on 7th November 2006, the Environments for Learning (E4L) Consortium was selected as the Preferred Bidder

for this Project, subject to the agreement of a satisfactory Preferred Bidder letter, which was signed by the City Council and the E4L Consortium on 14th December 2006.

- 4.4 Members are requested to note that under the “Exclusivity” arrangements inherent within BSF, referred to in paragraph 1.1 (a) (ii), above, and outlined in paragraph 2.3 of the report to this Executive Board entitled “Building Schools for the Future – Leeds Local Education Authority Partnership” states that subject to the successful Financial Close of Phase 1, the E4L Consortium, being the major shareholder in the LEP, will in effect be the Preferred Bidder for Phases 2 and 3 of the City Council’s Wave 1 BSF Programme.

5.0 Legal And Resource Implications

- 5.1 The negotiations on Financial and Legal matters are reaching their conclusion. The appendices attached to this report outline the current key issues.
- 5.2 **Financial Issues:** Attached as Appendix 1 is a detailed report covering the financial issues relating to the project. In summary the main issues are:
- Value for Money.
 - Affordability.
 - Compliance with regulation 40 of the Local Authorities (Capital Financing) Regulations (as amended).
 - Termination of the contract.

This Appendix, and the Final Business Case, is confidential under Access to Information Rule 10.4.3 because publication could prejudice the City Council’s commercial interests as, both the Appendix and the Final Business Case include matters where final negotiations on the Contract are not yet complete, and these negotiations are confidential between the City Council and the Preferred Bidder. In addition both the Appendix and the Final Business Case contain sensitive commercial information supplied to the City Council by the Preferred Bidder. In these circumstances it is considered that the public interest in not disclosing this commercial information outweighs the interests of disclosure.

- 5.3 **Legal Implications and Powers:** Appendix 2 gives information on the agreements which will be required and the key legal issues. The following paragraphs identify the principal powers enabling the contracts to be signed. The final report to the Deputy Chief Executive will contain full detail of the Council’s powers to enter into the contracts.

5.3.1 Project Agreement and Design and Build contract and ancillary documentation – Leeds City Council has statutory powers to provide schools and to enter into this documentation for that purpose contained within education legislation (primarily Part 1 of the Education Act 1996 and section 22 of the School Standards and Framework Act together with section 1 of the Local Government (Contracts) Act 1997.

5.3.2 Strategic Partnering Agreement and Shareholders Agreement– in addition to the education legislation referred to above, which covers provision of additional school facilities and replacement school facilities through the new projects procedure, the City Council also has powers to enter into the Strategic Partnering Agreement and Shareholders Agreement under, inter alia, the powers contained in section 2 of the

Local Government Act 2000 (power to do anything considered to be likely to achieve the promotion or improvement of the social, economic or environmental wellbeing of the area). When exercising the powers in the 2000 Act regard must be had to the Councils community strategy contained in the Vision for Leeds.

- 5.4 **Final Report and Authorisation: Final Report and Authorisation:** Because of the extent to which detailed contract preparation documents remain to be finalised, the City Council has not to date received a detailed report from the Council's external legal advisers (DLA Piper) in relation to this project.

Once all negotiations and contract preparation is finalised, the City Council will receive a detailed report from the City Councils external legal advisors, DLA Piper, in relation to this project. This report is anticipated to

- i. Confirm in detail the Councils statutory powers to enter into the documentation
- ii. Provide advice on the terms of that contract documentation
- iii. Advise on the steps taken to check the terms of the supporting financing documents, sub-contracts, and shareholder and investment documents that they are satisfactory from the Council's point of view, and due diligence undertaken.

It is also anticipated that it will support the proposed certification of the PFI contract and of the direct agreement between the City Council and the contractors and senior lender under the Local Government (Contracts) Act 1997, together with any other certificates deemed necessary. These certificates provide protection to the PFI contractor and senior lender against the consequences of the transactions being outside the Council's statutory powers. Because of the significance of the above it is proposed that the delegations to the Deputy Chief Executive in relation to the approval of the terms of the transaction and the conclusion of the contracts be conditional on the outcome of the report from DLA Piper, as outlined above.

- 5.5 **The Performance & Payment Mechanism (applying to the PFI Schools)** is set out in a schedule to the Project Agreement and is based upon the Partnerships for Schools Standard Form Document for Calibrated Payment and Performance Mechanisms. Any specific derogations from this document have been discussed and agreed with Partnerships for Schools. The Payment Mechanism is designed to ensure effective Contractor performance whilst also ensuring that the Project remains bankable. The Payment and Performance mechanism provides for specific deductions to be made from the Unitary Charge (the annual payment) when specified standards for the premises and services are not met. 100% of the unitary charge is at risk for 'unavailability' of the premises and up to 40% of the unitary charge is at risk for 'performance' of the services. The payment mechanism regulates the calculation and payment of the invoices, including payment for school meals and utilities and addresses issues such as the impact of inflation.

6. Conclusions

- 6.1 The Leeds Building Schools for the Future Programme seeks to secure significant capital investment into the Secondary School sector in Leeds, and is seen as one of the major steps in improving educational attainment in this sector.

- 6.2 Leeds has been successful in being selected as a Wave 1 Authority in the Government's national BSF Programme, and attracting almost £250m in investment

into Leeds through the rebuilding or refurbishment of 14 high schools. These schools will be completed over three phases and will become operational between August 2008 and August 2010. This Project represents the largest procurement undertaken by the City Council.

- 6.3 This report seeks Members' approval to submit the Final Business Case to Partnerships for Schools and the Department for Education and Skills. The Final Business Case covers Phase 1 of the City Council's BSF Wave I Programme and covers six schools. Four of these schools will be rebuilt and financed through the Government's Private Finance Initiative and two schools will be substantially refurbished and financed through specific Capital Grant.
- 6.4 One of the objectives of the Government's Building Schools for the Future Programme is to reduce the time and cost to both the Public and Private Sectors of procuring major investment into schools. The Department for Education and Skills (DfES), through Partnerships for Schools (PfS), is promoting the utilisation of a Local Education Partnership model to achieve these objectives. This involves granting a degree of exclusivity in future investment in the Secondary School estate. Details on the proposed Leeds Local Education Partnership are set out on a separate report on this Agenda. The implications for the City Council is that the Local Education Partnership in Leeds will, subject to the approval mechanisms relating to value for money established by Partnerships for Schools and contained in the SPA, be the Preferred Bidder for Phases 2 and 3 of the City Council's Wave 1 BSF Programme.
- 6.5 The terms of the various contractual documents are currently being finalised with the Council's Preferred Bidder, Environments for Learning. Subject to the approval of Members of Executive Board, a copy of this report and the resolutions will be submitted to PfS and DfES following the meeting of this Executive Board. Under the terms of the City Council's Corporate Governance arrangements for PPP / PFI projects, the PPP / PFI Coordination Board have approved the submission of the Final Business Case to PfS in advance of (and subject to) the decision of Executive Board. This should ensure that the relevant Government agencies have sufficient time to consider and grant final approval for the Project prior to Financial Close, programmed for 28th February 2007. Once the review of the FBC has been completed, and subject to their approval, DfES will issue a Promissory Note to the City Council which will provide the necessary written confirmation regarding credit cover and revenue and capital support the City Council requires before it can sign the Contract with E4L.
- 6.6 Financial Close and Contract signature will in turn see the commencement of the start of construction for five of the six schools in Phase 1, and following successful construction will lead to five of the schools being in beneficial use by August 2008 and the sixth school in August 2009.

7 Recommendations

Members of Executive Board are recommended to:

- 7.1 Note the information in this report and its appendices providing details of the process and negotiations undertaken and work carried out to date in relation to the Leeds BSF Project ("Project") and to support and confirm the decision of the PPP/PFI Coordination Board, under section 3.1 of the powers delegated to it by Executive Board on 13 October 2005 to submit the Final Business Case for the Project in advance of this meeting of this Executive Board.
- 7.2 Note the powers of the Council as referred to in paragraph 5.3 of this report to enter into the Project Documents and that confirmation of the Council's powers will be contained in the report from the Council's legal advisers referred to in paragraph 5.4 of this report.
- 7.3 Approve the financial implications for the Council of entering into the Project Documents as detailed in Appendix 1, and to agree the maximum affordability threshold for the City Council in relation to the Phase 1 PFI contract of £12.952m, as set out in Appendix 1.
- 7.4 Note the comments set out in Appendix 1, that the PFI element of Phase 1 remains good value for money for the Public Sector.
- 7.5 Note that based on the information provided in Appendix 1, the Project is affordable by the Council, and to agree a further injection into the Capital Programme for the two Design and Build Schools, as recommended in Appendix 1.
- 7.6 Note that work is currently underway and is expected to lead to the provisional assessment of the Director of Corporate Services that, on the information and advice provided, and in accordance with proper practices, no liabilities will arise which will result in the City Council being required to recognise a fixed asset in any balance sheet required to be prepared by the City Council in accordance with such proper practices, for the financial year in which the agreement will be entered, for the purposes of Regulation 3 of the Local Authorities (Capital Financing and Accounting) (England) Regulations 2003.
- 7.7 Note that the Transfer of Undertakings (Protection of Employment) Regulations (TUPE) will apply to transfer staff currently employed by the City Council and Education Leeds from the respective service commencement dates for each PFI school and that ongoing communication and consultation is taking place on this.
- 7.8 Note that an admission agreement will be entered into in connection with this project to enable those transferring employees of PFI schools who are currently members of the West Yorkshire Pension Fund to retain active membership of that scheme and to permit new employees to have similar benefits.
- 7.9 Approve the award of contracts for the implementation of the Project to the Environments for Learning consortium (E4L) to include (but not by way of limitation) the award/entry into of the following contracts:
 - in relation to the Phase 1 PFI schools of a PFI Project Agreement to a special purpose company to be established by E4L as a subsidiary of the Local Education Partnership (LEP);

- subject to approval by Executive Board Members to investment in and governance arrangements relating to the LEP (the subject of the separate report to this Board), the award of a Strategic Partnering Agreement to the LEP to be established by E4L (including exclusivity in relation to Major Capital Projects as detailed in the separate report);

and

- in relation to the Phase 1 design and build schools the award of design and build contract(s) to the LEP or a special purpose company established by E4L as a subsidiary of the LEP

and, in connection therewith, grant delegated powers to the Deputy Chief Executive (or in his absence the Director of Corporate Services) to give final approval to the completion of the Project, including (but not by way of limitation) the terms of the following:

- i. Strategic Partnering Agreement
- ii. The Shareholders Agreement
- iii. The Project Agreement (phase 1 schools)
- iv. The Funders Direct Agreement
- v. The Pensions Admission Agreement
- vi. The Design and Build contract(s) (phase 1 schools)
- vii. Arrangements to appoint independent certifiers to assess the quality of the PFI and Design and Build contractors' work
- viii. Appropriate collateral warranties and
- ix. Governing body agreements with schools as appropriate

Together with any other documentation ancillary or additional to the above necessary for the completion of the Project ('Project Documents')

subject to

- (A) DFES approval of the Final Business Case
- (B) the Deputy Chief Executive (or in his absence the Director of Corporate Services) being satisfied that the Project remains within the affordability constraints set out in Appendix 1
- (C) Receipt of a report satisfactory to the Deputy Chief Executive (or in his absence the Director of Corporate Services) from the Council's external legal advisers, as described in Appendix 2 of this report and
- (D) The Director of Corporate Services (or in his absence the Chief Officer – Financial Management) assessment on the balance sheet treatment in

relation to the PFI contract as set out in paragraph 4 of Appendix 2 of this report.

- 7.10 Approve that the Director of Corporate Services, as the statutory officer under section 151 of the Local Government Act 1972, or in his absence the Chief Officer - Financial Management, be authorised to sign any necessary certificates under the Local Government (Contracts) Act 1997 in relation to the Project.
- 7.11 Approve that, in respect of certification under 7.10, and subject to the advice of the Director of Legal and Democratic Services, a contractual indemnity be provided to the Director of Corporate Services in respect of any personal liabilities arising from the certification.
- 7.12 Approve the execution of the Project Documents, by affixing the Council's common seal and / or signature (in accordance with Articles 14.4 and 14.5 of Part 2 of the City Council's Constitution) and to approve that the Director of Legal and Democratic Services (or any other officer of the Council authorised by her) take any necessary further action to complete the Project including any final amendments to the Project Documents and give effect to Members' resolutions and delegated decisions referred to in these recommendations.
- 7.13 Request and authorise the Director of Children's Services to implement any post completion arrangements necessary to monitor and administer the contract documentation (subject to the approval of the PPP / PFI Co-ordination Board under the Council's Governance arrangements for PPP / PFI contracts).
- 7.14 Approve the submission of this report, the minutes of this meeting of the Executive Board, and such other information, and including any necessary amendments as the Deputy Chief Executive may approve to the Final Business Case, to the Department for Education and Skills and Partnerships for Schools.
- 7.15 Grant delegated powers to the chair of the Education PFI/BSF Project Board (in consultation with the Director of Corporate Services and the Director of Legal and Democratic Services) to:
- 7.15.1 authorise preparation, mobilisation, and enabling works to be carried out in advance of 1 March on appropriate terms;
 - 7.15.2 subject to being satisfied that the risks of such an approach are appropriate, authorise terms to enable early works on site to be commenced in advance of financial close if such close is anticipated to be delayed beyond 28 February.
- 7.16 Consider what further steps may be taken in relation to scrutiny, taking account of the matters referred to in paragraphs 2.8 and 2.9 of the report.

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Appendix 2

LEGAL ISSUES

1. Key Contractual Documentation

1.1 Once all final approvals are in place, including approval of the DFES to the final Business Case, a number of contract documents will be entered into at close of the project. The key contractual documents required to be entered into are explained in the following paragraphs. In each case the contracts are based on standardised documentation issued and amended by Partnerships for Schools and published on the Partnerships for Schools website. The following paragraphs explain the current position in relation to the draft contracts. The final report to the Deputy Chief Executive will detail the final negotiated position.

1.2 PFI Project Agreement

The draft Project Agreement for the phase 1 schools listed in paragraph 3.2 of the report largely follows the commercial principles in previous standard schools contracts and provides for a works period (construction period) followed by a services period during which the contractor will be responsible for the services listed in the main body of the report.

1.3 Design and Build Contract

The phase 1 Design and Build contract will include the schools listed in paragraph 3.2 of the report under which the LEP or special purpose company established for the contract will construct the schools in accordance with proposals developed from those evaluated by the Project Team and Project Board through the procurement process. The Design and Build contract is a target cost contract whereby the contractor takes half of the difference in costs between the target costs and the guaranteed maximum costs and the full commercial risk if the actual cost exceeds the guaranteed maximum cost. The Council have also devised an additional pricing mechanism called the "Survey Risk Price". This is a separate sum of money which sits outside the target cost mechanism and covers all asbestos, latent defects and ground conditions that have been identified by the surveys or ought reasonably to have been found by the surveys. The Contractor takes full responsibility for the cost for these risks. Once the schools have been refurbished they will be handed back to the City Council as the contractor is not responsible for the provision of the services.

1.4 Strategic Partnering Agreement

The Strategic Partnering Agreement is the agreement through which the LEP will deliver future projects and through which the City Council will grant a degree of exclusivity to the LEP in relation to future projects. The SPA will be in place for 10 years with a potential for a 5 year extension if both parties agree, and the LEP will have exclusive rights in relation to certain projects provided it develops and is able to provide those projects appropriately and that it achieves its key performance

indicators and does not default as set out in the agreement. The proposed exclusivity is explained in the following report on the agenda having previously been outlined to and approved by Executive Board on 16 November 2005. The exclusivity relates to:

- The delivery of the projects within the wave 1 BSF investment programme (phases 1,2, and 3)
- Any PFI or Design and Build contract (contracts for refurbishment repair or extension) for a secondary school (other than those New Build funded wholly or mainly through devolved capital spending) in excess of £100k
- Any PFI or Design and Build contract (contract for refurbishment, repair or extension) for a primary school funded through the BSF programme.
- The New Leaf leisure project subject to approval by the City Council and D.C.M.S. of the Outline Business Case.

The LEP will also provide ongoing Partnering Services which will support Education Leeds and which are further explained in the separate report on this agenda, and may also provide Additional Services requested by the Council. The key element of the Strategic Partnering Agreement in relation to future projects is the new projects approval procedure which is explained below at paragraph 2.9.1.

1.5 **Shareholders' Agreement**

The City Council will become a shareholder and investor in the LEP, and this agreement will enable the Council to become a shareholder and invest in line with the recommendations in the separate report to Members, subject to approval by Members of that report.

1.6 **Governing Body Agreements**

The City Council will enter into an agreement with each Governing Body of the proposed PFI schools, which will, amongst other things, provide for payment of a Contribution by the Governing Body to the Unitary Charge

1.7 **Other agreements**

There will be a number of other agreements which will need to be entered into by the City Council, including pensions admission agreements, the appointment of an independent certifier for the Design and Build contracts and for the PFI, a direct agreement with the funders and the contractor, a joint insurance account agreement and appropriate collateral warranties with sub-contractors.

2. Key Legal Issues

2.1 Derogations

As outlined above, the City Council has based the documentation for the procurement and following negotiations on standard form documentation issued by Partnerships for Schools, part of whose role is to ensure consistency and standardisation across all BSF projects. There are some significant Leeds specific areas of amendment including the following:

- 2.1.1 ICT – the City Councils approach (involves the separate procurement of a Strategic Partner for ICT for all schools rather than procuring ICT assets and services through the LEP) was reported to and approved by Executive Board on 20th September 2006;
- 2.1.2 The services provided by the LEP – the scope of such services has been modified from the standard model to reflect and complement the existing skills of Education Leeds and the PPPU and was approved by Executive Board on 16 November 2005;
- 2.1.3 The Design and Build contract has been subject of significant development with the approval of Partnerships for Schools (and indeed their model contract now incorporates many of the changes proposed by the City Council);
- 2.1.4 Strategic Partnering Agreement new project procedure – see below paragraph 2.9.1.

The City Council has also made a number of other project specific amendments to the documentation.

All amendments proposed have been submitted to Partnerships for Schools for approval on an ongoing basis, with a small number still outstanding. However all such amendments now need to be formally approved by the DFES as part of the FBC.

There are a small number of outstanding SOPC3 derogations (members will recall that SOPC3 is the central government standard contract template upon which all model contracts are based). These will require final sign off by Partnerships UK and relate mainly to the Funders' Direct Agreement.

2.2 ICT

The procurement separately of an ICT Strategic Partner has created the need to set down clearly the respective roles of the ICT Strategic Partner and the BSF providers to ensure effective integration of ICT into the schools. A separate schedule for insertion into each of the agreements will deal with the key points of effective design development, access arrangements, and insurance responsibilities.

2.3 Insurance

The insurance arrangements for the PFI and D&B schools and the Strategic Partnering Agreement largely follow the PFS standard documentation. In the case of the Design and Build contracts an approach more standard to JCT contracts has been proposed which will provide that the City Council will insure existing school buildings whilst the D and B contractor will insure new buildings.

2.4 Use of School Premises

In relation to each of the PFI schools the draft contract provides for school requirements for use of school facilities. In light of the provision of extended schools facilities schools have requested, in addition to the school day additional periods of use up to 9pm each evening, and for Rodillian School, the provision of early education and childcare facilities. However the contract would enable these to be changed if necessary during the contract period.

2.5 Conduct of Employees on Site

The draft contract sets out the City Councils requirements relating to the conduct of staff and any sub-contractors while they are working at schools during both the construction and operational phases. The contract also makes provision for criminal record checks and other vetting of contractor staff in accordance with current guidance.

2.6 Legal Implications and Powers: Appendix 2 gives information on the agreements which will be required and the key legal issues. The following paragraphs identify the principal powers enabling the contracts to be signed. The final report to the Deputy Chief Executive will contain full detail of the Council's powers to enter into the contracts.

2.6.1 Project Agreement and Design and Build contract and ancillary documentation – Leeds City Council has statutory powers to provide schools and to enter into this documentation for that purpose contained within education legislation (primarily Part 1 of the Education Act 1996 and section 22 of the School Standards and Framework Act together with section 1 of the Local Government (Contracts) Act 1997).

2.6.2 Strategic Partnering Agreement and Shareholders Agreement– in addition to the education legislation referred to above, which covers provision of additional school facilities and replacement school facilities through the new projects procedure, the City Council also has powers to enter into the Strategic Partnering Agreement and Shareholders Agreement under, inter alia, the powers contained in section 2 of the Local Government Act 2000 (power to do anything considered to be likely to achieve the promotion or improvement of the social, economic or environmental wellbeing of the area), and section 19 of the Local Government (Miscellaneous Provisions Act 1976 in relation to the New Project (power to provide recreational facilities). When exercising the powers in the 2000 Act regard must be had to the Councils community strategy contained in the Vision for Leeds.

2.7 Legal Report

Once all negotiations and contract preparation is finalised, the City Council will receive a detailed report from the City Councils external legal advisors, DLA Piper, in relation to this project. This report is anticipated to

- i. Confirm the Councils statutory powers to enter into the documentation
- ii. Provide advice on the terms of that contract documentation
- iii. Advise on the steps taken to check the terms of the supporting financing documents, sub-contracts, and shareholder and investment documents that they are satisfactory from the Council's point of view, and due diligence undertaken.

It is also anticipated that it will support the proposed certification of the PFI contract and of the direct agreement between the City Council and the contractors and senior lender under the Local Government (Contracts) Act 1997, together with any other certificates deemed necessary. These certificates provide protection to the PFI contractor and senior lender against the consequences of the transactions being outside the Council's statutory powers. Because of the significance of the above it is proposed that the delegations to the Deputy Chief Executive in relation to the approval of the terms of the transaction and the conclusion of the contracts be conditional on the outcome of the report from DLA Piper, as outlined above.

2.8 Academies

One key issue which remains to be finally resolved is the issue of the implications of a PFI school changing status during the contract period to an Academy or (with likely less implications since the Governing Body will remain the same) to foundation school status. The City Council is bound into the PFI contract for 25 years. The risk to the City Council of a change of status of a school to an Academy would be that the City Council may not (unless further agreements are in place) have control over that Academy or indeed the school facility. There is a limited risk that the City Council could be put in breach of the PFI Project Agreement, and if such breach is sufficiently serious to trigger termination, would render the City Council at risk of compensation on termination liabilities equating to the outstanding senior debt and additional significant financial liabilities (see Appendix 1). The project team have sought to mitigate such risks (which apply nationally to all PFI projects and BSF programmes) both through the documentation negotiated with the contractor, and through dialogue with Partnerships for Schools and DFES. The project team (and Project Board) are of the view that the DfES, and not local authorities, in relation to the national BSF Programme, should bear the potential additional financial risks of a school changing status, which are properly 'public sector', and this has been acknowledged by Partnerships for Schools. However the City Council is still awaiting confirmation as to how, if at all, this can be addressed formally prior to financial close.

2.9 Future Procurements

- 2.9.1 New projects procedure – the Strategic Partnering agreement contains a detailed mechanism for approval of future projects which are not part

of Phase 1. A 2 stage approval process with documentation issue and requirements not dissimilar to the PFI negotiated procurement process itself has been developed from the PFS standard documentation, and this should enable future projects to be value for money, and delivered in a robust manner and a transparent manner for the LEP and the City Council alike.

2.9.2 Procurement Implications -The Project has been procured under the negotiated procedure under EU procurement regulations. The OJEU envisaged (and the SPA provides for) a period of exclusivity in relation to Major Capital Projects. Future projects procured under the terms of the SPA will, subject to the new projects procedure and the City Council being satisfied its requirements are met, will not be subject of competition.

2.10 **LEP Proposed Structure**

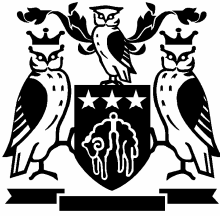
The structure and relationships between the various parties to the LEP has been subject of discussion on previous BSF projects, and is an issue which remains subject to final discussion on the Leeds project, between the 4 key stake holders, the E4L consortium, the City Council, Building Schools for the Future investments (the investment vehicle set up by PUK and DFES in relation to that part of the public sector investment not invested by the City Council), and Partnerships for Schools, whose concern is to ensure the robustness of the LEP arrangements. The outcome of these discussions will be contained in the final report from DLA Piper to the Deputy Chief Executive.

2.11 **Final due diligence**

In light of the City Council's proposed shareholding in the LEP and the additional contractual structures involved in this project, a significant amount of further due diligence will be required on the part of the Council prior to closing the project on the documents underpinning this structure. Any significant issues will be contained in the final report to the Deputy Chief Executive.

2.12 **Alcatel**

There is now a formal requirement to notify the award of the contract to unsuccessful bidders in accordance with the Public Contract Regulations 2006, and cannot be finally executed until the expiry of a mandatory 10-day 'standstill period'. That process will now be undertaken.



Agenda Item:

Originator: David Outram

Tel:

Report of the Deputy Chief Executive

To: Executive Board

Date: 24th January 2007

Subject: BUILDING SCHOOLS FOR THE FUTURE – LEEDS LOCAL EDUCATION PARTNERSHIP

Electoral wards affected:
All

Specific implications for:

Equality and Diversity

Community Cohesion

Narrowing the gap

Eligible for call In

Not eligible for call in
(details in paras. 1.2 and 1.3)

Executive Summary

- 1) Members will be aware from the previous item on the agenda for this meeting that the Council is reaching the final stages of the initial Building Schools for the Future (BSF) procurement. The main commercial issues relating to the procurement and authority to enter into the contracts involved are addressed in that report.
- 2) BSF is based on a model of strategic procurement under which authorities procure long term partners, rather than a succession of contractors for individual works. For the Council, this partner is the Leeds Local Education Partnership (LEP).
- 3) The Council will enter into partnership and joint venture arrangements with the LEP and these will provide the framework for the delivery of individual projects and works for 10 years or more. This framework includes arrangements for delivering value for money and other benefits, and also for the LEP to have exclusivity in relation to certain new projects.
- 4) The Council has two roles in relation to BSF. The main role is as client or Strategic Partner of the LEP. The second is as shareholder in the LEP. Both roles are examined in this report, and recommendations are made concerning the governance arrangements to support them, and the extent of the Council's financial participation in the LEP.

1. Purpose of Report

- 1.1 This report explains the concept of the LEP and recommends appropriate governance arrangements to ensure that there are transparent and effective Council interfaces with the LEP, that the LEP is appropriately supported by the City Council, and that the Council is best placed to realise the benefits of the strategic procurement. It also considers and makes a recommendation on the extent of the Council's financial investment in the LEP.
- 1.2 It is reluctantly proposed that the decisions recommended in this report be exempt from call in by reason of urgency, because any delay in implementing the decision would seriously prejudice the Council's interest, and taking account of the extent of the prior reporting to, and approvals of Executive Board in relation to the Project. Entry into the various agreements is programmed for 28th February 2007, and this timescale is crucial to provide sufficient construction time for the rebuild and refurbishment of five of the schools within Phase 1 in time for those schools to become operational in August 2008. If the report is called in for scrutiny and any issues are identified requiring further information, this could result in the required approvals not being in place in time for construction to begin. A delay to the signing of the Contract may also impact on the affordability of the Project to the City Council.
- 1.3 However, officers are mindful of the general public interest in permitting proper scrutiny, given the significance of the Project. The recommend approach is only proposed because of the extensive prior reporting and approvals, the importance of the Project in furthering the Council's objectives and the significance of the possible delay involved (it cannot be said with certainty that scrutiny following call in would not impact on the programme for the new schools). Accordingly, members are asked to consider what alternative steps might be taken to promote scrutiny, while still exempting the report from call in.

2.0 **Background information**

- 2.1 Executive Board will recall that in reports dated March 2005 and October 2005 on BSF, the concept of the LEP was introduced. The main purpose of the LEP is to develop and deliver capital investment projects in the schools estate. It is not the role of the LEP to deliver Education Services, although it will support and work in partnership with Education Leeds to take forward strategic objectives to achieve transformational outcomes in teaching and learning.
- 2.2 The completion of the BSF procurement at end of February 2007 will involve the formal establishment of the LEP, with the City Council entering into the Shareholders Agreement, prior to entry by the City Council into the Strategic Partnering Agreement and the PFI and Design and Build contracts.
- 2.3 The LEP is a Joint Venture Company to be established between:
- E4L, the Council's private sector partner and the majority shareholder, with an 80% share;
 - BSFI, the BSF investment vehicle jointly owned by the Department for Education and Partnerships UK (10%); and
 - the City Council (10%).
- The LEP will be minority interest company for the purposes of Part V of the Local Government and Housing Act 1989 and the Local Authorities (Companies) Order 1995 thereunder as amended.
- 2.4 The LEP (or a subsidiary Project Company of the LEP) will also enter into the contracts with the City Council to provide the Phase 1 Schools, and later the Phase 2 and Phase 3 schools and other capital investment projects developed under the arrangement.
- 2.5 Further, the LEP will enter into a Strategic Partnering Agreement (SPA) with the City Council. This agreement provides the framework for the delivery of BSF Phases 2 and 3, as well as certain other projects and works. Under it the Council will agree to place these projects and works with the LEP within a developed contractual framework, which is aimed at ensuring value for money, and which provides an agreed basis for risk allocation.
- 2.6 The overall rationale for the strategic procurement so far as the City Council is concerned is that through it the City Council will:
- Save costs through not having separate procurements for individual new projects;
 - Extract specific savings that arise as a result of repeat purchases through the LEP;
 - Share Collective Partnership Targets with the LEP, which both parties will aim to achieve through their respective contributions.
- 2.7 In order to be effective for these purposes in procurement terms, and in order to secure the commitments of E4L, the Council will grant the LEP exclusivity, within the framework outlined above. For the duration of the SPA (10 years, with an extension for a further 5 years if both parties agree) the LEP will have exclusive rights in relation to certain projects, provided that it develops and is able to provide those projects appropriately and that it achieves its Key Performance Indicators (KPIs) and does not default (as set out in the SPA).

- 2.8 In order to develop projects, the LEP will provide Partnering Services in accordance with the SPA.
- 2.9 The existence and operation of the LEP will present the Council with substantial management and governance challenges, and these are addressed in the remainder of this report.
- 3.0 **The Proposed LEP**
- 3.1 The scope of the proposed exclusive rights of the LEP is that it will have the right (on the basis referred to above) to develop and deliver Major Capital Projects, being
- The delivery of the projects within the Wave 1 BSF Investment Programme (Phases 1, 2 and 3);
 - Any PFI or Design and Build contract (contract for refurbishment, repair or extension) for a secondary school in excess of £100k;
 - Any PFI or Design and Build contract (contract for refurbishment, repair or extension) for a primary school that is funded through the BSF programme.
- 3.2 Existing PFI projects are excluded from this, as are projects funded wholly or mainly through Devolved Formula Capital, and the facilities management of the re-modeled Design and Build Schools is not included.
- 3.3 The New Leaf Leisure Project will also be included within this exclusivity, subject to the approval by the City Council and Government (DCMS and PRG) of the Outline Business Case.
- 3.4 In addition to those contracts which the LEP will have a right to provide, it may also provide certain Additional Services that may be requested of the LEP, but it has no obligation to do so.
- 3.5 The LEP's other main strand of activity will be to work with the City Council and Education Leeds to deliver Partnering Services. These services complement the existing capacities of the PPPU and Education Leeds in relation to the development and delivery of New Projects, but they also provide an element of support to Education Leeds on areas linked to the development of new projects.
- 4.0 **New Project Approval Procedure**
- 4.1 The contractual framework for the delivery of future projects – those beyond BSF Phase 1 – is critical to the delivery of projects in the future which represent value for money for the Council, despite being delivered without specific competition.
- 4.2 The Council's Project Team and advisers have worked extensively further to develop the standard PfS documentation
- So that the LEP will complement, and not duplicate the roles of Education Leeds and the PPPU;
 - To improve the mechanisms for producing value for money projects in the extensive programme of Design and Build re-modelling contracts in BSF Phases 2 and 3, including by extending the arrangements for market testing as opposed to benchmarking;
 - In order to make the mechanism suitable to support the delivery of the New Leaf Leisure Project;

- So that the savings and other benefits offered by the Preferred Bidder, arising from the repeat procurements and E4L's Continuous Improvement Plan are realised.

4.3 To support the effective application of the New Project Approval Procedure, the Council's Project Team and advisers have also developed the content and contractual role of the LEP Continuous Improvement Plan and the LEP Business Plan, and this work is continuing.

5.0 Role of the City Council as Strategic Partner to the LEP

5.1 This is the principal Council role, containing as it does the client role under the partnership. It includes the following functions, which it is proposed be discharged as shown.

Function	Discharged by
Managing the strategic relationship	Director of Children's Services
Acting as contractual client	Director of Children's Services
Approval of the Strategic Business Case	Executive Board, on the recommendation of Director of Children's Services
New Project Approval – approving (1) Issue of the City Council's Requirements (2) Stage 1 Submission (3) Stage 2 Submission	Education PFI/BSF Project Board, on the recommendation of (1) Director of Children's Services and (2) Chief Officer, PPPU
Performance monitoring, including KPIs	Director of Children's Services
City Council's Representative for the purpose of the SPA, the PFI contracts and the Design and Build contracts	Director of Children's Services
Overseeing Council compliance with partnership obligations	Director of Children's Services
Establishment of a Strategic Partnering Board	Director of Children's Services

5.2 In carrying this role the Director of Children's Services will be supported by Education Leeds. In relation to the key commercial procurement steps in the development of new projects under the SPA it is envisaged that a Chief Officer, PPPU recommendation would be made. The changes that are required to the Council's Governance and Management Arrangements for PPP/PFI Projects are set out in **Annex 1** to this report.

6.0 Role of the City Council as Shareholder in the LEP

6.1 This is the secondary – but, on the standard BSF model, complementary - Council role, as minority shareholder in the LEP. The functions involved are set out below, together with proposals as to how they should be discharged.

Function	Discharged by
Subscription of equity	Director of Corporate Services
Decision to subscribe for further shares	Executive Board
Appointment, removal and change of Council Director to LEP Board, and of any Alternate Director	Director of Corporate Services
Nomination of an Observer	Director of Corporate Services
Consent to Shareholder Consent Matters	Council's nominated Director

Consent to Shareholder Consent Matters where the Council's Director has declared a conflict of interest	Director of Corporate Services
Other Board matters	Council's nominated Director
Shareholder representation at general meetings, and appointment of proxies	Director of Corporate Services
Other shareholder approvals and decisions	Director of Corporate Services
Second informal stage of Dispute Resolution Procedure	Chief Executive or nominee
Formal recipient of notices	Director of Corporate Services

6.2 Generally, the business of the LEP will be conducted by the Board on the basis of majority decision making, but, in order to protect the interests of the City Council and BSFI as minority shareholders and to preserve the structure of the partnership arrangements, certain decisions require the consent of the holders of each of the different categories of shares – generally of each of the Council as holder of the A Shares, of BSFI as holder of the B Shares, and of E4L as holder of the C Shares. These Shareholder Consent Matters are the key Board decisions relating to changes in the structure or financing of the LEP or the Project Companies under the LEP that have been established to deliver particular projects.

6.3 To support the operation of the LEP it is proposed that a senior Education Leeds nominee attend the LEP Board as an observer.

6.4 It will be necessary for the Council to indemnify the Council's Director against personal liability arising from the appointment, to the extent permitted by law, and it is proposed that approval of the terms, and execution of this indemnity be delegated to the Director of Legal and Democratic Services. The changes that are required to the Council's Governance and Management Arrangements for PPP/PFI Projects in relation to the shareholder role are also set out in **Annex 1**.

7. CITY COUNCIL FINANCIAL INVESTMENT

7.1 In liaison with the Council's Project Team, the E4L bid has developed on the basis of City Council investment in the LEP, and with no direct or indirect Council investment in the project company established to undertake the Phase 1 PFI contract (Special Purpose Vehicle or SPV).

7.2 The rationale for this approach is that, while Council investment in the LEP is necessary to secure the strategic partnership, investment at SPV level would risk reducing the clarity of the Council's focus as client for the strategic investment programme, and risk a conflict of interest during the operation of the PFI contract. It is mainly for this reason that the investment has not been assessed as an investment opportunity. Given the extent of the Council's commitment as client in relation to Wave 1 PFI and Design and Build Contracts, with capital expenditure of £225m, and potentially in relation to New Leaf and other Major Capital Projects over a ten year period, it has been considered that the Council's overriding concern should be with the establishment and maintenance of a robust strategic partnership which will – both in prospect and in delivery – provide high quality, transformational, value for money solutions.

7.3 Also, investment at the SPV level would make additional demands, in terms of the allocation of Council Director time, support and due diligence. Further, the Council's

capital programme does not provide for it, and E4L have confirmed that further Council investment would not improve the funder or sponsor financing terms currently offered.

- 7.4 The particulars of this proposed City Council investment are that at the LEP level the Council would invest 10% of the pure equity in the LEP, currently amounting to £528. Also, the Council would invest further in the LEP, together with the other LEP sponsors, by way of making 10% of the shareholder loans to the LEP in order to fund the LEP's working capital. This currently amounts to £26,000 on the basis of the E4L model and the total proposed investment of £26,528 is within the £50,000 provision made for this purpose in the Council's capital programme. If new projects developed by the LEP are not approved as proposed, then additional loans might be required by the LEP, and it is proposed that any Council contribution to these be capped so that the entire Council investment by way of equity and loans not exceed £50,000.

Recommendations

It is recommended that

1. The report is noted;
2. Approval for the arrangements for the establishment of and Council participation in the Leeds LEP as proposed by this report be confirmed;
3. The arrangements for the discharge of the Council's functions in relation to the Leeds Local Education Partnership as set out in the report and the delegations in **Annex 1** to the report are approved;
4. The Council participate as a shareholder in the Leeds LEP, and invest:
 - (1) 10% of the pure equity in the LEP, which at the date of this Board meeting is anticipated to be £528;
 - (2) 10% of the proposed shareholder loans to the LEP in order to fund the LEP's working capital, amounting to £26,000 on the basis of the E4L model;
 - (3) If additional shareholder loans are required by the LEP in order to fund the working capital of the LEP, 10% of such loans, subject to the entire Council investment by way of equity and shareholder loans not exceeding £50,000.
5. The Deputy Chief Executive (or in his absence the Director of Corporate Services) may authorise any further action necessary to implement the arrangements set out in this report, including any amendments to the proposals in this report which do not affect the substance of those proposals.
6. Consider what further steps may be taken in relation to scrutiny, taking account of the matters referred to in paragraphs 1.2 and 1.3 of the report.

Annex 1

Amendments to the Responsibilities and Delegations for Projects that fall within the scope of the Council's Governance and Management Arrangements for PPP/PFI Projects as approved by Executive Board on 13th October 2005

1. Matters reserved for Executive Board Decision

- 1.8 In relation to the Council's participation in the BSF Leeds Local Education Partnership (LEP), only the extent of City Council investment in the LEP, by way of equity or shareholder loans, and the extent of any City Council investment in any subsidiary of the LEP.

6. Director of Corporate Services - Delegations

To the Director of Corporate Services

- 6.1 In relation to the Council's participation in the LEP, all functions in connection with the Council's participation in the LEP not reserved for Executive Board decision, including
- Subscribing for shares in the LEP and making shareholder loans to the LEP in accordance with the decisions of Executive Board
 - The nomination, appointment, removal and change of the 'A Director' to the LEP Board, and of any Alternate Director
 - Nomination of an Observer to the LEP Board
 - Consent to Shareholder Consent Matters or other matters before the Board of the LEP where the 'A Director' to the LEP Board has declared a conflict of interest
 - Shareholder representation at general meetings, and appointment of proxies
 - Other approvals and decisions under or in connection with the shareholders agreement, the articles of association of the LEP or the terms of any shareholder loan made by the Council to the LEP
 - Receipt of formal notices.

7. Chief Executive – Delegations

To the Chief Executive (or his/her nominee)

- 7.1 In relation to the Council's participation in the LEP, the second informal stage of the Dispute Resolution Procedure under the shareholders agreement.

8. Council's Director on the LEP Board - Delegations

To the Council's duly appointed 'A Director' on the LEP Board (provided the 'A Director' under the shareholders agreement is duly nominated by the Council and has not been required to be removed from office by the Council)

- 8.1 Any matter before the Board of the LEP where the 'A Director' has not declared a conflict of interest.

9. Director of Legal and Democratic Services – Delegations

To the Director of Legal and Democratic Services

- 9.1 Approval of the indemnity to be given to the Council's 'A Director' on the LEP Board.

10. Director of Children's Services – Delegations

To the Director of Children's Services

- 10.1 In relation to the BSF Strategic Partnering Agreement (SPA), all functions in connection with the Council acting as party to the SPA not reserved for Executive Board decision or delegated to

the PPP/PFI Co-ordination Board or the relevant Project Board (the Education PFI/BSF Project Board), including

- Acting as the City Council's Representative
- Monitoring the performance of the LEP and overseeing compliance with the Council's obligations
- Any decision to establish a Strategic Partnering Board.

10.2 In relation to BSF PFI Contracts and Design and Build Contracts, all functions in connection with the Council acting as party to those contracts not reserved for Executive Board decision or delegated to the PPP/PFI Co-ordination Board or the relevant Project Board (the Education PFI/BSF Project Board), including

- Acting as the City Council's Representative
- Monitoring the performance of the contractor and overseeing compliance with the Council's obligations.

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Originator: Dennis Holmes

Tel: 74959

Report of the Director of Adult Services

Executive Board

Date: 24th January 2007

**Subject: Commissioning Plan for Day Services for Disabled People:
Update concerning Clifford Brooke Resource Centre.**

Electoral Wards Affected: All

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call In

Not Eligible for Call In
(Details contained in the report)

EXECUTIVE SUMMARY

In December 2005 the Executive Board agreed the over-arching principles on which the Social Services Department's Commissioning Strategy for Adult Day Services would be based.

In October 2006 the Commissioning Plan for Day Services for Disabled People was approved by Executive Board.

That report made particular reference to the position of Clifford Brooke Resource Centre which is based on the Roundhay Road site, given the fact that arrangements are being made for all services to vacate that site. The report highlighted the fact that the direction of travel is towards a day service which is more flexible, person-centred and less building-based. In view of that the report recommended that a building-based reprovision of Clifford Brooke was unnecessary on the basis that this provided an opportunity to move in the direction of the new service model.

The report referred to other consultation already undertaken with the service users at Clifford Brooke but recognized the need for a final piece of consultation in relation to the specific recommendation in the report.

This report informs Members that the last part of the consultation process with service users at Clifford Brooke has been concluded. A process of working out with service users the appropriate alternative provision for them has very nearly been completed and plans are being made for Clifford Brooke to vacate the Roundhay Road site by the end of March 2007.

1.0 Purpose of the Report

- 1.1 In October 2006 Members approved a report which presented the 'Commissioning Plan for Day Services for Disabled People'. In the context of that plan and the Council's decision to vacate the Roundhay Road site, the report contained a specific recommendation about the future of Clifford Brooke Resource Centre which is based on that site.
- 1.2 The report gave an assurance that there would be an appropriate process of consultation with the service users at Clifford Brooke. This report provides feedback about the outcome of that consultation and the related steps being taken.

2.0. Background

- 2.1 Clifford Brooke is one of the Social Services Department's three Resource Centres which provide a day service to people with a physical disability. Clifford Brooke is on the Roundhay Road site.
- 2.2 The service provided by the three Resource Centres was the subject of an independent review carried out by the Leeds Disability Modernisation Team. The final report from that review was issued in June 2006 under the title 'Seize the Day'.
- 2.3 A report concerning the review of the three Resource Centres and the recommendations set out in 'Seize the Day' were agreed by Members in October 2006. The report highlighted both the plans for the Roundhay Road site and the direction recommended by 'Seize the Day' to shift resources to support more community-based service delivery in line with the new service model. 'Seize the Day' provided a set of wide ranging recommendations about the future development of day services for disabled people with a particular emphasis on providing a more flexible, individualised service with a focus on promoting service users' independence. Among other things it proposed a service which would be less building-based and which would have the capacity to support service users in different settings. These recommendations have been adopted as the basis for planning the future service.
- 2.4 Executive Board considered the future of the Roundhay Road site in September 2005. A decision was made in principle that all services would vacate that site. A detailed plan to achieve this is nearing completion.
- 2.5 The report noted that there were only a relatively small number of service users on the register at Clifford Brooke and that they had already been involved in consultation about the future of the Resource Centres and about the plans for the Roundhay Road site. The report proposed that there should be a final consultation specifically about the recommendation concerning the future of Clifford Brooke.
- 2.6 There has been extensive consultation over recent months including visits to the centre and meetings with service user's. There have been several visits to the centre and meetings involving Cllr Harrand, John Davies, Jim Wilson and Mike Evans where service users concerns have been fully aired and discussed.

3.0. Outcome of consultation

- 3.1 The process of consultation has been completed and this has involved both group and individual meetings. Understandably service users have mixed feelings about the changes because of their attachment to Clifford Brooke which many of them have attended for a long time. However, although a small minority maintain the view that there should be a building-based reprovion, most are accepting of what is being proposed and want to see the new arrangements settled.
- 3.2 It has been possible to work out with all but one of the thirty three service users, who travel from all over Leeds, on an individual basis the most appropriate future provision for them taking account of their needs and preferences in the following way:
- Seventeen agreed go to Osmondthorpe Resource Centre
 - Three agreed to go to Mariners Resource Centre
 - Seven agreed to go to other Day Centres
 - Nine have stated preferences and will confirm their final decisions following visits.
 - It has not been possible to complete the process with one service user because of his current circumstances. This will be concluded as soon as practicable.

Note: four service users have chosen to attend two Centres.

4.0. Implementation

- 4.1 The different consultation processes and discussions with the service users at Clifford Brooke have taken place over an extended period and inevitably caused concern and uncertainty. Now that these have been concluded their request is to have some certainty and to have a definite timescale for the changes.
- 4.2 It is envisaged that it will be feasible and appropriate for plans to be made for individual service users to move to their alternative provision and for all other practical arrangements to be made for Clifford Brooke to vacate the Roundhay Road site by the end of March 2007.
- 4.3 The timescale has been discussed with the Project Manager responsible for managing the changes on the Roundhay Road site and there is agreement that it is appropriate in the context of that project.
- 4.4 The changes are being worked through with the staff at Clifford Brooke using the appropriate Human Resources processes. A key aim is to ensure that this is managed in a way which makes it possible to expand further existing services for disabled people which fit well with the new service model.

5.0 Conclusion

- 5.1 The plans for the future of the day service for disabled adults are based on the recommendations set out in 'Seize the Day'. The previous Executive Board Report which was agreed in October 2006 concluded that in the light of the direction of travel it would not be appropriate to have a building-based reprovion of Clifford Brooke and that this would provide an opportunity to move towards the new, more flexible service model.

5.2 This report informs Members that the last part of the consultation process with service users at Clifford Brooke has been concluded. Appropriate alternative provision for service users has been worked out with them and plans are being made for Clifford Brooke to vacate the Roundhay Road site by the end of March 2007.

6.0 Recommendations

6.1. Members are asked to note the outcome of the consultation with service users and the plan for Clifford Brooke Resource Centre to vacate the Roundhay Road site by the end of March 2007.



Originator: Martin Gray

Tel: 395 1996

Report of the Chief Officer (Executive Support)

Executive Board

Date: 24th January 2007

Subject: Narrowing the gap – Engaging the private sector

Electoral Wards Affected:

All

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call In

Not Eligible for Call In
(Details contained in the report)

EXECUTIVE SUMMARY

The Narrowing the Gap Group has identified the potential and need to generate additional private sector resources to support the narrowing the gap agenda in the city. Members of the group have expressed a wish to develop a pilot initiative which secures both cash and in kind support from Leeds businesses which can then be channeled into addressing priority themes and geographical areas in the city, working with District Partnerships.

Following a soft market testing exercise, officers and members of the Narrowing the Gap Group consider that a proposal from Leeds Ahead and Leeds Community Foundation will meet the objectives of the council.

It is based on a financial commitment from the council of £100,000 over 2 years, with the intention of securing a minimum of £400,000 in extra private sector resources. The council would have representation on the management / development committees of both organisations, and funds would be distributed on the basis of priorities identified by District Partnerships.

A contract for implementation would be drawn up and managed by Executive Support.

Executive Board is asked to approve this proposal, approve the allocation of funding to meet the costs of the scheme and authorise the Chief Officer (Executive Support) to enter into a contract with Leeds Ahead and Leeds Community Foundation to deliver this service.

1.0 Purpose of this report

- 1.1 This report seeks approval for a project to generate additional private sector resources both financial and in kind, to support the 'narrowing the gap' corporate priority.
- 1.2 It outlines the development of this proposal, suggests a delivery mechanism and requests that funding be approved for implementation of the project in the sum of £100,000 over 2 years, to run from March 2007.

2.0 Background information

- 2.1 The Executive Member for Narrowing the Gap portfolio was created in June 2005. Cllr. Harris subsequently took over the lead role in June 2006 and has established a coordination group to drive this work forward.
- 2.2 One of the main themes being explored by the group is 'Engaging the private sector', led by Cllr. Harris. The purpose of this activity is to explore new opportunities to secure additional resources, in cash and in kind, from the private sector to assist in the delivery of objectives outlined in the Leeds Regeneration Plan and the District Partnership Action Plans.
- 2.3 As part of work to develop this theme, meetings have been held with representatives from Leeds Ahead and Leeds Community Foundation – two organisations with existing similar and complementary roles in the city.

3.0 Engaging the private sector – in context

- 3.1 Members have expressed a desire to secure additional financial support from the private sector for delivering the narrowing the gap agenda. A number of ways in which the private sector can and does support this type of activity in the city are outlined below:
- **As a partner on specific initiatives** – e.g. in specific regeneration / land / development initiatives (e.g. Housing PFI, EASEL, Corporate Contact Centre) or on specific joint initiatives (e.g. business sponsorship for Marketing Leeds).
 - **Business representation issues** – reflecting the views of business e.g. in District Partnerships or in special purpose organisations such as business forums / associations.
 - **Developing a 'good neighbour role' in the community** – e.g. Elite in West Leeds working in partnership on particular issues e.g. skills and recruitment.
 - **In kind resources and support** for community and voluntary sector projects through initiatives such as Leeds Cares including mentoring, activity days, specific assistance e.g. accounting, legal, planning and architectural advice
 - **Financial contributions** – e.g. sponsorship, making one off donations, establishing a charitable arm etc.
- 3.2 The work of the group has been concerned with the scope to 'up the game' on the last two such areas – securing additional practical in kind support, and additional cash funding to implement specific initiatives.

- 3.3 One of the key drivers for this activity is also the necessity of addressing the funding issues currently facing the voluntary and community sector in Leeds, given the end of Single Regeneration Budget programmes, the forthcoming end of Objective 2 (and reduction on funding available in the region under the 'Competitiveness and Employment' strand of the new structural funds) and the likely continued oversubscription of NRF.
- 3.4 Additional cash and in kind contributions from the private sector are therefore a potential mechanism to address some of these funding issues.
- 3.5 Initial analysis of current efforts to engage the private sector suggests that there are a number of pitfalls with an approach based on direct contact by the council:
- **Some requests for financial support are poorly presented and unfocused** – the experience of national schemes and evidence suggests that efforts to engage with business are more likely to succeed where they are professionally presented, and where clear business benefits can be identified.
 - **The same organisations tend to be targeted again and again** – the evidence suggests that businesses do not respond well to multiple requests from a wide variety of sources – they prefer to take decisions on a relatively limited number of priorities. Unfocused and multiple requests are therefore less likely to be successful.
 - **Lack of appropriate skills and expertise** - public sector agencies are not always best placed to enter into effective communications with private sector partners on sponsorship issues, and can lack the skills to be successful in an increasingly competitive market.
 - **Probity** – local authorities clearly need to be mindful of the potential risks in becoming closely associated with private sector organisations, and the potential risks this might incur in terms of reputation and probity.
 - **Additionality** – the potential for the private sector to give more generously, if they see their contribution as being towards something that is additional to statutory provision.
- 3.6 Together, these factors can mean that efforts to secure private sector financial support are less successful than they might be, and that a new approach might prove more successful.

4.0 **A new approach?**

- 4.1 Members have clearly indicated their desire to take this agenda forward, and that new mechanisms may be needed to both raise the profile of this work, and to develop a specific initiative to engage the private sector more effectively on the narrowing the gap agenda. In considering options, members have received a joint presentation from Leeds Ahead and Leeds Community Foundation – two existing Leeds based charities currently working with Leeds businesses on similar issues. The Narrowing the Gap Group is particularly interested in the extent to which working with specialist organisations such as Leeds Ahead and Leeds Community Foundation enables access to existing expertise and contacts which would otherwise not be available – both organisations are business led organisations, and have succeeded in engaging businesses which would otherwise not have been involved.

- 4.2 Specifically, Members have expressed a desire to develop a specific project, with financial support from the council, to generate additional resources from the private sector.
- 4.3 Discussions to date have focused on the scope for such a service to be delivered by Leeds Ahead and Leeds Community Foundation, in recognition of their expertise in this area. At this stage it is envisaged that such an initiative would have a focus on:
- Addressing worklessness as the key priority to continue to address in addressing the narrowing the gap agenda;
 - Working through District Partnerships to deliver initiatives. The project would be required to work with District Partnerships to identify key priority geographical areas, and to ensure an effective link with current and future action plans. This would provide opportunities for District Partnerships to identify priority areas not currently targeted by mainstream or external funding streams.

5.0 Costs and funding issues

- 5.1 At this stage, the proposal is for a financial contribution from the council of £100,000 over 2 financial years, with a split of £25,000 in 2006/07 and a further £75,000 in 2007/08, and if members support this proposal this will be reflected in the budget papers to be considered by Executive Board and Council in February. There would be an expectation that this would generate at least an additional £400,000 of private sector funding i.e. a leverage ratio of 4:1.

6.0 Procurement / commissioning

- 6.1 The development of the project to this stage was undertaken on the basis that Leeds Ahead and Leeds Community Foundation are highly likely to provide a unique service in the city, and are the only organisations with the expertise and capacity to deliver this type of project.
- 6.2 However, following advice from Corporate Procurement Unit, a soft market testing exercise was undertaken to assess whether there are other organisations in the city that could perform a similar service. This was undertaken via an invitation to submit an Expression of Interest which was circulated in the Voluntary Action Leeds December newsletter.
- 6.3 This market testing exercise produced only one proposal, that from Leeds Ahead and Leeds Community Foundation. A summary of their approach is attached at Annex A. Background information on the two organisations is also included at Annex B.
- 6.4 In taking any work forward, a contract will be developed which will be managed through Executive Support, and progress will be reported to the Narrowing the Gap Group on a regular basis. The proposal from Leeds Ahead / Leeds Community Foundation also envisages a role for an elected member and, potentially, a senior officer in supporting the delivery of the project and ensures a focus on narrowing the gap priorities, in consultation with District Partnerships.

7.0 Implications for council policy and governance

- 7.1 Narrowing the gap is a key corporate plan objective, and lies at the heart of the council's regeneration plan. Engaging the private sector in this agenda, and exploiting the growth in the city's economy potentially enables the council both to deliver more on this agenda in general, and to better focus its own resources into other target areas / communities.

8.0 Legal and resource implications

- 8.1 No resources have currently been allocated to fund this proposal. Paragraph 5.0 outlines costs and funding issues.
- 8.2 Should the council enter into a contractual agreement with Leeds Ahead and Leeds Community Foundation to commission services, this will clearly need to be subject to a formal funding agreement / contract. This would include key outcomes and targets and an effective and transparent monitoring process.

9.0 Conclusions

- 9.1 The opportunity of engaging the private sector in the narrowing the gap agenda has been identified by members as a priority for the council. There are a number of ways to take this forward, but the existence of Leeds Ahead and Leeds Community Foundation suggests that there may well be an opportunity to work with these organisations to establish a new initiative. Funding from the council for a pilot project could result in a 4:1 funding ratio, securing genuinely new funding to support the narrowing the gap corporate priority.

10.0 Recommendations

- 10.1 Executive Board is requested to:
1. Agree to fund this proposal to the sum of £100,000, with an initial £25,000 in 2006/07 and the remainder to be drawn from the 2007/08 budget;
 2. Authorise the Chief Officer (Executive Support) to enter into a contract with Leeds Ahead and Leeds Community Foundation to deliver this service.

Annex A

ENGAGING THE PRIVATE SECTOR

Outline Proposal for Leeds City Council

This document sets out a joint proposal to Leeds City Council by Leeds Ahead and Leeds Community Foundation in relation to a 2-year project that will be led by Leeds Ahead.

About Us

Leeds Ahead and Leeds Community Foundation are both independent not-for-profit organisations that engage the private sector in improving life in Leeds. Collectively, the organisations provide the business community in Leeds with a one-stop mechanism through which to bring business skill and cash resource to support the central themes of the Vision for Leeds: Going up a League and Narrowing the Gap.

We recognise in particular that narrowing the gap is fundamental to the continued growth of the local and the regional economy and that the two principal aims within the Vision for Leeds II are inextricably linked. The central aim of both organisations can therefore be summarised as engaging the private sector in **improving life in Leeds**. In order to achieve this, the resource leveraged by our organisations from the private sector will be directed at initiatives and groups that support the regeneration of the most deprived wards in the city.

Our Proposal

We believe that it will be easier for the council to have one central point of contact, so suggest that Leeds Ahead will take the lead on the 2-year project.

Leeds Ahead will work together with Leeds Community Foundation and other partners within the voluntary sector (such as Business in the Community) to deliver business engagement in improving life in Leeds.

Our efforts will be focused on working with District Partnerships, to identify and prioritise geographical and theme priorities.

We will, together and in conjunction with other partners as appropriate, procure the investment of time/skill and cash from business to a wide range of projects and initiatives. The Leeds Regeneration Plan will inform our work, enabling private sector resource to support the city's delivery against floor targets. Areas of our focus will include projects and initiatives that support:

- Education and young people
- Skills and worklessness
- Liveability
- Health
- Social cohesion
- Community safety

Leeds Ahead and the Leeds Community Foundation will use their extensive networks with public and voluntary sector partners, including departments with Leeds City Council, to identify relevant opportunities for support through their respective channels.

Once sufficient sums of money have been raised, the Leeds Community Foundation will launch and promote grant availability in line with the above objectives and will encourage written applications for funding. Decisions on which groups will receive funding will be taken by an independent grants panel that will be established.

Outputs

Over the two year period, we will engage at least 50 new businesses and will at least quadruple the value of Leeds City Council's investment in terms of cash and in-kind resource procured from business.

Monitoring and governance

Leeds Ahead and Leeds Community Foundation will track all support provided or invested by business under this project. Leeds Ahead will provide one combined written report each quarter on progress being made.

Leeds City Council will be invited to nominate one senior representative to take a seat on the Leeds Ahead Board so that Leeds City Council can be satisfied that narrowing the gap priorities are being targeted. The Leeds Ahead Board meets once every 2-3 months.

A Leeds City Council representative is also invited to sit on the Leeds Community Foundation's grants panel which will meet up to four times a year. A seat will also be offered on the Foundation's Development Committee, responsible for co-ordinating approaches to local businesses in the city, so that full advantage can be taken of the links that the Council already has with major Leeds-based businesses.

Finance

Leeds City Council will provide funding to Leeds Ahead in the sum of £100,000 for 2006/7 and 2007/8, the sums to be paid quarterly in advance. Leeds Ahead will make separate arrangements with Leeds Community Foundation in relation to its share in that funding.

Both Leeds Ahead and the Leeds Community Foundation will acknowledge the support of Leeds City Council as being a major sponsor of both initiatives on appropriate written materials, websites, at events etc.

Annex B – Background to Leeds Ahead and Leeds Community Foundation

Leeds Ahead <http://www.leedsahead.org.uk/>

Leeds Ahead is now an independent not-for-profit company with a specific brief of engaging the private sector in supporting the Narrowing the Gap agenda. The scheme was created, and has been led throughout, by Stephanie Burras, a former partner in national law firm Pinsent Masons. It is held in high regard by the Office of the Deputy Prime Minister and Stephanie has, herself, been appointed by the ODPM as one of a handful of national neighbourhood renewal advisors on private sector engagement.

It provides businesses of all sizes with the opportunity of becoming involved in actively supporting neighbourhood renewal in Leeds. Its focus is on linking business expertise, time, services and products into supporting the public and voluntary sector agencies and projects that are charged with delivering regeneration on the ground e.g. Family Learning Centres. Its remit extends to recruiting private sector support to District Partnerships and other leadership roles.

An initial pilot project in Harehills and Chapeltown, in East Leeds, and Beeston Hill & Holbeck in South Leeds, has delivered highly impressive results. Practical support to regeneration is focused on 5 themes where businesses can have the greatest impact: Education, Employment, Enterprise, Environment and Community.

Present partners in Leeds Ahead include Leeds City Council's Regeneration and Jobs and Skills teams, JobCentrePlus, the Groundwork Trust and Education Leeds, as well as a plethora of voluntary sector organisations. Leeds Ahead is heavily supported by the Leeds Initiative and further supported by Leeds Chamber, the Federation of Small Businesses and the Asian Business Development Network.

Leeds Ahead has recently been established as a not-for-profit company limited by guarantee and will report to a Board which includes Leeds Initiative. It has already attracted private sector support of £180,000 over the next 3 years and aims to become a fully sustainable social enterprise within 3 years. It has also secured £52,908 from the 2006/07 NRF programme.

An evaluation of the first full year of Leeds Ahead activity revealed that over 130 businesses had engaged in its programmes, with 37 community projects, 10 schools, 13 environmental projects and 3 Family Learning Centres being actively supported. Even in its development phase Leeds Ahead has leveraged between £3-£4 of in-kind business expertise and resource per £1 in cost to run the project. This support has been invested in the most disadvantaged communities, in Leeds.

Leeds Ahead have indicated that they would welcome member representation on their Board.

Leeds Community Foundation <http://www.leedscommunityfoundation.org.uk/>

Community Foundations are independent, non-profit organisations that promote and support local voluntary and community activities in defined geographical areas.

They have two key roles. One is to act as a "donor services agency", working with individuals and companies to establish and then manage charitable funds. The second is to act as the bridge with the local community and voluntary sector, ensuring that grants are used to address real needs, problems and issues. Their aim is to provide a permanent resource for local communities.

Following an initial report into the feasibility of establishing such an organisation in Leeds, the Leeds Community Foundation was formally registered both as a charity and a company limited by guarantee and a Board of Trustees / Directors was appointed. Successful applications for funding were made to Yorkshire Forward and the European Community European Regional Development Fund (ERDF).

The Leeds Community Foundation works with individuals, companies, grant-making trusts and other organisations. Donors can help by making donations, donating shares land or property, leaving a legacy or by initiatives such as payroll donations, providing sponsorship or joining a membership scheme or setting up a grant making trust.

Since its establishment in January 2005, the Foundation has distributed over £300,000 in grants (including £100k in private funds) to local groups. It has established a board of 8 trustees with voluntary sector and business representation and has begun to make approaches to key individuals and organisations, in Leeds. It has commissioned a report on the state of funding of the voluntary sector, in Leeds, and is actively looking to create new sources of additional financial support for local groups. Regular lunches and dinners are held with representatives from the private sector and a number of locally-based companies are currently considering proposals submitted by the Foundation

Leeds Community Foundation have also suggested that the Council may wish to nominate a member to be given a place on their Development Committee – the body within the organisation that deals with income generation and marketing.

Leeds Ahead and Leeds Community Foundation work closely together to provide a 'seamless' service – a range of opportunities for businesses whether they are able to make a financial contribution, or by providing time, expertise or other non-cash resources. As such they provide a potential mechanism for taking this agenda forward, subject to resourcing issues. Representatives from Leeds Ahead and Leeds Community Foundation will be present at the meeting to take these discussions further.

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Originator: C Blackburn
Tel: 52261

**Report of the CHIEF EXECUTIVE
Executive Board
Date: 24 January 2007
Subject: LEEDS CITY REGION LEADERS' BOARD AGREEMENT**

Electoral Wards Affected:
All

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call In

Not Eligible for Call In
(Details contained in the report)

EXECUTIVE SUMMARY

1. In September 2006 Leaders' of the eleven councils which form the Leeds City Region Partnership made a collective commitment to work together for the benefit of the city region and to deliver sustainable economic growth and improved competitiveness. City Region Leaders agreed that the current Partnership needed to evolve to develop a more robust and accountable body to take forward this city region agenda, which will aim to improve the economic wellbeing of the whole city region.
2. City Region Leaders therefore agreed to establish a Leeds City Region Leaders' Board, comprising of the Partner Councils of Bradford, Calderdale, Craven, Harrogate, Kirklees, Leeds, North Yorkshire, Selby, Wakefield and York, which would be constituted as a Joint Committee. Annex 1 sets out the legal Agreement for establishing the Board, which has been agreed by City Region Leaders.

1.0 Purpose Of This Report

- 1.1 To seek the agreement of the Executive Board to enter into an Agreement to establish a Joint Committee to be known as the Leeds City Region Leaders' Board.

2.0 Background Information

- 2.1 The Leeds City Region is the area covered by the five West Yorkshire districts – Bradford, Calderdale, Kirklees, Leeds and Wakefield; Craven, Harrogate, Selby and York in North Yorkshire; and Barnsley in South Yorkshire. This area has a culturally and ethnically diverse population of nearly 2.8 million of which 1.4 million are economically active; is home to over 70,000 businesses; sits astride nationally strategic east-west and north-south transport corridors; and has a striking mix of rural and urban environments and areas of outstanding countryside.
- 2.2 As Members will be aware, the political Leaders of the eleven Partner Councils (which include North Yorkshire County Council who have strategic responsibilities in three of the districts) made a collective commitment some months ago to work together for the benefit of the city region and to deliver sustainable economic growth and improved competitiveness. To that end the Partnership previously agreed a city region concordat setting out the mission to *'Work together differently: to develop an internationally recognised city region; to raise our economic performance; to spread prosperity across the whole of our city region, and to promote a better quality of life for all of those who live and work here.'*
- 2.3 Some clarity regarding city region governance arrangements is now required to enable pursuit of the ambitions of the city region set out in the Leeds City Region Development Programme (CRDP), which includes the long term Vision for Transport. Accordingly, the city region Leaders agreed on 11 September 2006 to develop a formal structure, a proposal for which is outlined in the attached Agreement.
- 2.4 The new governance proposals are set within the context of a number of key principles, namely :
- The city region agenda should focus entirely on furthering the economic competitiveness of the area, and therefore governance proposals should be constructed solely around economic matters, based on the CRDP and the long term Vision for Transport
 - Proposals should focus on identifying what needs to be done/can be done better at a city region level and should not seek to duplicate the existing roles/responsibilities of constituent authorities; proposals should also be complementary to the roles of Yorkshire Forward and the Yorkshire and Humber Assembly;
 - The new partnership body should be capable of engaging effectively with Government and Regional Bodies on issues such as on Regional Funding Allocations.
 - A mayoral system is not supported.

3.0 Main Issues

- 3.1 A copy of the Agreement is attached as Appendix 1, which sets out the details that have been agreed by city region Leaders.

- 3.2 The Agreement establishes the Board and provides a framework for its operation. Detailed Standing Orders, and other documentation dealing with operational matters will be formulated by the Board itself.

Voting Arrangements

- 3.3 The Board will be constituted on a one member one vote arrangement. Decisions will therefore be determined by a majority of the representatives present at any meeting.

Local Authority Obligations

- 3.4 Each Partner authority will appoint the Leader to represent their authority on the Board. In the event that a Leader cannot attend a meeting of the Board, a senior Member substitute such as a Deputy Leader or Executive Member will be allowed.
- 3.5 Although the Agreement provides for the Board to discharge the function of promoting the improvement of economic wellbeing in the City Region, this will not preclude or constrain member local authorities from promoting economic wellbeing in their own areas - even where this entails the adoption of a position at variance with that of the city region.

Panels

- 3.6 Whilst the Board will be empowered to appoint and delegate powers to sub-committees and officers, Leaders are of the view that all executive decision-making should reside with the Board in the first instance. Accordingly, it is likely that the Board will appoint theme-based Working Groups (to be referred to as Panels) to oversee specific city region work.
- 3.7 The Panels will be Chaired by a Member of the Board and will primarily comprise of Board Members / Member representatives, although senior representatives of relevant organisations may be invited onto the Panels. The Panels will be able to establish multi-agency task groups to support them and the Board. Unlike the Board, Access to Information provisions will not apply to these Panels and Task Groups.

Resources

- 3.8 Current revenue spend on City Region work is primarily related to staffing of the secretariat; undertaking research; preparing published documents such as the CRDP, and organising events such as the national and regional launches of the CRDP. Currently, staffing costs are primarily borne by Leeds City Council, with financial and in-kind contributions from West Yorkshire Capacity Building, The Northern Way and a range of partner authorities.
- 3.9 It is not envisaged that additional resources will be required in the next financial year 2007/08, as ongoing arrangements can continue to be utilised. The Board will consider longer term resource requirements, and it has been agreed that any future council contributions should be in proportion to respective population levels.

Review

- 3.10 The operation of the Agreement will be reviewed by the Board after 12 months and annually thereafter.

Support Services Authority

- 3.11 Leeds City Council will be the initial Support Services Authority for the Board, continuing the existing city region support arrangements.

- 3.12 The new arrangements for the Leeds City Region Leaders' Board will take effect on 1 April 2007. The first meeting of the Board will take place on 2 April 2007.

4.0 Implications For Council Policy And Governance

- 4.1 The Agreement provides for the City Region Leaders' Board to have discharged the local authority function of promoting the improvement of economic wellbeing in the City Region. However, this will not preclude or constrain partner local authorities from promoting economic wellbeing in their own areas - even where this entails the adoption of a position at variance with that of the city region.
- 4.2 Councillor Andrew Carter as the Leader of the Council, will represent the Council on the City Region Leaders' Board. All executive decisions at the city region level will remain with the Leaders' Board.

5.0 Legal And Resource Implications

- 5.1 As noted in Paragraph 3.9, it is not envisaged that there will be any significant additional costs [to the Council] in the next financial year over and above current staff input into city region work. However, some minimal additional staff time may be required from the Council's legal and financial officers in performing the statutory responsibilities of the Support Services Authority. Additional costs are likely to arise in the future as the work and responsibilities of the Board evolves, but these costs will be shared by all eleven local authorities, although these will be in proportion to respective population levels.

6.0 Conclusions

- 6.1 The new governance arrangements for the Leeds City Region will provide a more robust and accountable body for overseeing policy and delivery at the city region level. The Board will provide a more effective body to take forward the city region agenda, further developing joint working with all eleven partner councils on shared economic related priorities, which will result in increased agglomeration benefits.
- 6.2 The roles and responsibilities of the Board are likely to evolve over time, although these will only relate to where it can be demonstrated that there is 'added value' in working at the city region level. In the medium-long term, there may be opportunities for the decentralisation and devolution of activity and responsibilities from Government to the city region. This would have the potential to provide a more coherent and coordinated approach to improving the competitiveness of the economy of both Leeds and the wider Leeds City Region.

7.0 Recommendations

- 7.1 Executive Board is requested to approve the terms of the Agreement and authorise the Director of Legal and Democratic Services to seal the Agreement document on behalf of the Council.

APPENDIX 1

THIS AGREEMENT is dated the day of 2007 and provides
for an agreement BETWEEN

- 1) Barnsley Metropolitan Borough Council
- 2) City of Bradford Metropolitan District Council
- 3) Borough Council of Calderdale
- 4) Craven District Council
- 5) Harrogate Borough Council
- 6) Kirklees Metropolitan Council
- 7) Leeds City Council
- 8) North Yorkshire County Council
- 9) Selby District Council
- 10) City of Wakefield Metropolitan District Council
- 11) City of York Council

(The parties are hereinafter referred to collectively as “the Councils”)

WHEREAS

The Councils have agreed to establish a joint committee with a view to the promotion of economic growth, competitiveness and well being within the geographic area covered collectively by the Councils listed above (“the City Region”). In relation to North Yorkshire, this only applies to the geographical areas covered by Craven District Council, Harrogate Borough Council, and Selby District Council.

THIS AGREEMENT IS AS FOLLOWS:-

1. (a) In exercise of their powers under Sections 101 and 102 of the Local Government Act 1972, Part II of the Local Government Act 2000 and all other powers enabling them in that behalf, the Councils shall participate in a joint committee to be known as “The Leeds City Region Leaders’ Board” (hereinafter referred to as “the Board”) which shall be constituted and which shall conduct its business in accordance with the Procedure Rules / Regulations approved by the Support Services Authority as provided for in clause 4 and accepted by the Board.

(b) Each Council shall appoint one member of the Board who shall be its Leader for the time being.

2. (a) The Board is empowered to discharge on behalf of the Councils the function of doing anything it considers likely to achieve the promotion or improvement of the economic well being of the City Region together with such additional functions as the respective Councils may determine from time to time ALL WHICH said functions are hereinafter referred to as “the functions”.

(b) The Board is empowered to arrange for the discharge of the functions or any of them by any Sub-Committee, including the determination of the composition and terms of reference of any Sub-Committee, or by an officer of the Councils so appointed and subsections (2) and (5) of Section 101 of the Local Government Act 1972 shall apply in relation to the functions of the Board as it applies in relation to the functions of the Councils PROVIDED that any such

Sub-Committee may only be appointed in accordance with Procedure Rules as already referred to in clause 1(a).

(c) The Board is empowered to set up such working parties (hereinafter referred to as Panels) for the purpose of providing advice to the Board on any matter and such Panels shall report direct to the Board and shall not have power to exercise on behalf of the Board any authority.

(d) A Panel shall comprise members of the Board or their representatives, and other such senior representatives of other organisations as may be co-opted onto the Panels by agreement of the Board. A Panel may set up multi-agency task groups to advise the Panels and the Board.

3. Staff required for the purposes of carrying out the functions of the Board shall be employed by the Support Services Authority or seconded thereto as provided for in clause 4, subject to the requirements of the Board.

4. (a) Support Services as determined by the Board shall be provided by one of the Councils in accordance with arrangements agreed by the Councils.

(b) At the time of the making of this Agreement the Support Services Authority is Leeds City Council.

(c) If any conflict of interest shall arise in terms of the provision of support services by the Support Services Authority it shall be open to the Board to make alternative arrangements with one of the other Councils.

5. Until such time thereafter as the Councils may determine otherwise all revenue costs necessarily incurred by the Board in discharging the functions shall be shared by the Councils in the following percentage proportions:-

Leeds	25.9%
Bradford	16.9%
Kirklees	14.1%
Wakefield	11.4%
Barnsley	7.9%
Calderdale	7.0%
York	6.6%
Harrogate	2.7%
Selby	1.4%
Craven	1.0%
North Yorkshire	5.1%

6. The Support Services Authority will cooperate with each Council by providing relevant information on request relating to the provision of support services.

7. (a) This Agreement shall come into force on the 1st day of April 2007 and shall continue in force until one year's notice in writing is given by any of the Councils to the Chief Executive of the Support Services Authority for the time being and to the Chief Executive of each Council expiring on the 31st day of

March in any subsequent year of the intention of that Council to withdraw from this Agreement.

(b) Upon receipt of such a notice from a Council to withdraw from this Agreement, the Councils shall determine terms for the withdrawal of that Council from this Agreement or for the termination of this Agreement and more particularly in relation to how future obligations and liabilities of the Board ascertainable prior to the withdrawal or termination shall be met by the Councils

(c) Subject to clause 8, notwithstanding the withdrawal of a Council from the Agreement, the Agreement will continue in respect of the other Councils.

8. Notwithstanding the provisions of Clause 7 hereof, if all the Councils remaining in membership of the Board at any particular time so agree, this Agreement may be determined or varied on the 31st day of March in any year upon terms agreed by all the Councils. In agreeing to determine the Agreement ,the Councils shall agree the terms for doing so including how obligations and liabilities of the Board ascertainable prior to the termination or subsequently arising shall be met by the Councils

IN WITNESS whereof the Councils have

SIGNED

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Originator:
Kathryn Skinner

Tel: (0113) 247 8076

Report of the Development Department

Executive Board

Date: 24th January 2007

Subject: Inspector's Report on the Statement of Community Involvement for Leeds

Electoral Wards Affected:

All

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call In

Not Eligible for Call In
(Details contained in the report)

EXECUTIVE SUMMARY

Leeds City Council has received the Inspector's Report on the Leeds Statement of Community Involvement (SCI). The SCI is the first of the new style LDF documents to be prepared under the City Council's Local Development Scheme (LDS) timetable. The SCI sets out how the Council will engage communities and stakeholders in the planning process. The Inspector has tested the soundness of the SCI in accordance with the Planning and Compulsory Purchase Act, 2004 and Planning Policy Statement 12: Local Development Frameworks (PPS12). The independent examination has, with a couple of minor amendments concluded that the document constitutes a satisfactory and sound SCI. This report requests members to consider and agree the binding recommendations of the Planning Inspectorate on the SCI and recommend to Council that the SCI, as amended in accordance with the Inspector's recommendations, should be adopted by the City Council.

1.0 PURPOSE OF THIS REPORT

1.1 For members of Executive Board to consider and agree the Inspector's Report on Leeds Statement of Community Involvement (SCI) and to recommend to Council that the SCI amended in accordance with the Inspector's recommendations is adopted.

2.0 BACKGROUND

2.1 Members have previously approved the City Council's Local Development Scheme (LDS), which has subsequently been agreed by the Secretary of State, as a basis to take forward the preparation of the Local Development Framework (LDF) for Leeds. Integral to the LDF and an early priority in the LDS, the City Council is required to

prepare a Statement of Community Involvement (SCI). The purpose of the SCI is to set out how the Council will engage communities and stakeholders in the planning process (the preparation of Development Plan Documents and major planning applications). Within this context, the preparation of the SCI must go through the stages of informal and formal consultation and independent examination by the Planning Inspectorate (Planning and Compulsory Purchase Act, 2004).

- 2.2 An early draft SCI was consulted on during June/July 2005 (Regulation 25, Local Development Regulations, 2004). The draft SCI was revised for the next formal six week consultation period (Regulation 26, Local Development Regulations, 2004) held in November/December 2006.
- 2.3 Following the consultation period, a total of 22 representations were received. Copies of these together with a summary of the main issues and the Council's suggested responses (including some proposed amendments) 'were sent along with the draft SCI (Regulation 31) to the Planning Inspectorate for independent examination on the 1st August 2006.

3.0 MAIN ISSUES

- 3.1 An independent examination of the Leeds City Council SCI was carried out by the Planning Inspectorate. In this instance, in accordance with the Planning and Compulsory Purchase Act (2004), it was dealt with by written representation in September-November 2006. The examination was to consider the soundness of the SCI.
- 3.2 The Council received a draft copy of the Inspectors Report on 5th December 2006. This was sent to the Council to undertake a factual check. The Council identified two very minor amendments. These have now been incorporated into the Inspector's Report, a copy of which is attached as Appendix 1.
- 3.3 The Inspector's Report assesses whether the SCI is sound and has followed the 9 tests of soundness as outlined in Planning Policy Statement 12: Local Development Frameworks (PPS12). The nine tests of soundness are set out in Appendix A of the Inspector's Report. Where the Inspector has recommended a change, he has only done so where there is a clear need in light of the PPS12. Following the 2004 reforms to the Development Planning system, under the new examination process the recommendations of the Inspector are binding.
- 3.4 Overall the Inspector was satisfied by the approach taken by Leeds City Council to the SCI in meeting 7 of the 9 tests of soundness with only minor additional wording to the text of the SCI required to meet the remaining two tests. These are as follows:

Test 3: Recommendation (R1) In the introductory paragraph of Appendix 3, page 28, add an additional sentence following the first sentence to read:

"Please note, this list is not exhaustive and also relates to successor bodies where re-organisations occur".

Test 5: Recommendation (R2) In the table on Page 9 add an additional bullet point under 'Reduce barriers' as follows:

"The Council will make every effort to meet the requirements of the Race Relations Act 2000 and the Disability Discrimination Act 1995."

- 3.5 In addition, the Inspector has recommended that the suggested changes the Council has set out in Appendices C and E of their Regulation 31 Representations Statement

be included as these do not affect the substance of the SCI but improve the clarity and transparency of the submission SCI. The SCI should also include a statement of adoption in the introductory section.

Recommendation (R3) That the suggested changes as listed in Appendix B of the Inspector's Report be incorporated in the adopted SCI.

Recommendation (R4) That a statement of adoption be included in the introductory section.

3.6 Following consideration of these amendments, officers have concluded that they are relatively minor and acceptable for approval.

4.0 CONCLUSIONS

4.1 The SCI is the first of the new style LDF documents to be prepared and, subject to members consideration, be adopted. The SCI has been prepared to timetable and the Inspector's amendments are reasonable and acceptable, making the SCI fully sound in accordance with the LDF Regulations.

5.0 RECOMMENDATIONS

5.1 Executive Board members are requested to:

- i) note and agree the Inspector's recommendations and reasons contained in his binding report on the Council's SCI; and
- ii) recommend to Council that it adopts the SCI as amended in accordance with the Inspector's Report pursuant to Section 23 of the Planning and Compulsory Purchase Act 2004.

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Appendix 1

Inspectors Report to Leeds Statement of Community Involvement (SCI)

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INSPECTOR'S REPORT

LEEDS CITY COUNCIL

STATEMENT OF COMMUNITY INVOLVEMENT

Inspector: John Mattocks DipTP BSc(Hons) MRTPI

Date: December 2006

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Leeds City Council Statement of Community Involvement (June 2006)

INSPECTOR'S REPORT

Introduction

- 1.1 An independent examination of the Leeds City Council Statement of Community Involvement (SCI) has been carried out in accordance with Section 20 of the Planning and Compulsory Purchase Act 2004 (the Act), as applied by s18(4) of the Act.
- 1.2 Section 20(5) indicates the two purposes of the independent examination in parts (a) and (b). With regard to part (a) I am satisfied that the SCI satisfies the requirements of the relevant sections of the Act, in particular that its preparation has accorded with the Local Development Scheme as required by s19(1) of the Act.
- 1.3 Part (b) is whether the SCI is sound. Following paragraph 3.10 of Planning Policy Statement 12: Local Development Frameworks, the examination has been based on the 9 tests set out (see Appendix A). The starting point for the assessment is that the SCI is sound. Accordingly changes are made in this binding report only where there is clear need in the light of tests in PPS12.
- 1.4 A total of 22 representations were received all of which have been considered. The Council proposed a number of amendments to the SCI in response to representations received, and these have been taken into account in the preparation of this report.

Test 1

- 2.1 The Council has undertaken the consultation required under Regulations 25, 26 and 28 of the Town and Country Planning (Local Development) (England) Regulations 2004.
- 2.2 I am satisfied that this test is met.

Test 2

- 3.1 In paragraphs 2.1, 3.5 and Appendix 2 of the SCI the links between the LDF, the SCI and the Community Strategy are recognised. The structure of the Local Strategic Partnership and the Community Liaison Forums is explained in Appendix 2. It is clear that these existing groups will be utilised in the consultation on LDDs. I am satisfied that the Council recognise the links between the strategies, the LDDs and the associated consultation exercises.
- 3.2 This test is met.

Test 3

- 4.1 The Council has set out in Appendix 3 of the SCI those groups which will be consulted. This list includes the statutory bodies from PPS12 Annex E. It is stated at Appendix 3 of the SCI that the Council will hold a database of consultees' details and that this will be updated as necessary. Furthermore, the Council state that they will consult with additional local stakeholders where appropriate recognising that the list is not exhaustive.
- 4.2 Re-organisation of any consultation bodies should be acknowledged in the SCI and a recommendation is provided to this effect.
- 4.3 This test is met subject to the following recommendation:

(R1) Recommendation

In the introductory paragraph of Appendix 3 on Page 28, add an additional sentence, following the first sentence, to read as follows:

"Please note, this list is not exhaustive and also relates to successor bodies where re-organisations occur."

Test 4

- 5.1 The first row of the table on Page 9 and Appendix 4 show that the Council will involve and inform people from the early stages of DPD preparation and Appendix 5 performs a similar rôle in respect of SPDs. Appendix 1 sets out the range of methods the Council will employ to do this. The Council clarify in Appendices 4 and 5 the stages at which consultation will take place and who will be consulted at those stages. They show that consultation will take place with the key stakeholders during the various stages of DPD and SPD production in accordance with the Regulations.
- 5.2 It is relevant to note that Appendix 3 of the SCI indicates that the 'general consultation bodies' will include those who are affected by a DPD or SPD. It would not be improper for the Council to employ consultants to carry out this function as they will be bound by the SCI and the Regulations.
- 5.3 I am satisfied that providing these stages are followed the consultation proposed will be undertaken in a timely and accessible manner.
- 5.4 This test is met.

Test 5

- 6.1 Appendix 1 sets out the methods that the Council propose to use to involve the community and stakeholders. These cover a range of recognised consultation techniques that will present information via a range of different media. The Council acknowledge the relative benefits of the different methods and indicate at what stages of LDD preparation the various methods might be employed.
- 6.2 The SCI acknowledges that the Council may have to provide extra support to facilitate consultation with certain groups or individuals, and proposes (at Paragraphs 3.3, 3.4 and 3.6) how they might do this. The table on Page 9 summarises how the Council will make their information accessible to all members of society covering a wide variety of methods.
- 6.3 The SCI should make explicit reference to the Race Relations Act 2000 and the Disability Discrimination Act 1995 and a recommendation is provided accordingly.
- 6.4 I am satisfied that the methods of consultation proposed in the SCI are suitable for the intended audiences and for the different stages in LDD preparation.
- 6.5 This test is met subject to the following recommendation:

(R2) Recommendation

In the table on Page 9 add an additional bullet point under 'Reduce barriers' as follows:

"The Council will make every effort to meet the requirements of the Race Relations Act 2000 and the Disability Discrimination Act 1995."

Test 6

- 7.1 Part 6 of the SCI explains how the Council will seek to ensure that sufficient resources are put in place to achieve the scale of consultation envisaged. In so far as paragraph 6.3 refers to the expectation that developers will meet the costs of pre-application consultations I find that to be a sound approach. The adequacy of the process is governed by the SCI as a whole. Consequently, I am satisfied that the Council is alert to the resource implications of the SCI.
- 7.2 This test is met.

Test 7

- 8.1 In the table on Page 9 under 'Feedback' and in paragraph 3.8 it is explained how the results of community involvement will be taken into account by the Council and used to inform decisions. The Council also propose to prepare reports at the end of the consultation period explaining how views have been considered and documents changed in light of the community involvement. It is stated in paragraph 3.8 where these will be made publicly available.
- 8.2 This test is met.

Test 8

- 9.1 In paragraph 3.10 it is explained that the Council continuously monitors and reviews all consultation documents. In addition, this paragraph sets out a checklist for evaluating the methods of involvement and consultation exercises and states that feedback forms will be used to evaluate the success or otherwise of consultation activities. This information will be used to refine the Council's approach to community involvement and will be formally reviewed and reported on through the Annual Monitoring Report.
- 9.2 I am satisfied that the Council has mechanisms for reviewing the SCI and have identified potential triggers for the review of the SCI.
- 9.3 This test is met.

Test 9

- 10.1 The Council's policy for consultation on planning applications is described in part 5. Paragraph 5.2 and Appendix 7 meet the minimum requirements and provide additional methods of consultation. This distinguishes between procedures appropriate to different types and scale of application, and includes information on how the consultation results will inform decisions.
- 10.2 The Council has made it clear that paper copies of planning applications will be made available where reasonably practicable. It is indicated in Appendix 6 that of the 55 libraries in Leeds copies will be made available in only 24 of them. However, the Council have explained that there will be internet links available in the smaller libraries which will enable the documents to be viewed by anyone who does not have their own PCs. I consider this to be as good as paper copy even for those unfamiliar with the medium. It does not make the SCI unsound. Neither do I consider that member site visits should be notified to the community; the proper avenue for representation is through the Planning Panels as provided for in the SCI
- 10.3 The test is met.

Conclusions

11.1 The Council has set out in Appendices C and E of their Regulation 31 Representations Statement a number of proposed changes to the SCI in response to representations received on the submission document. These suggested amendments do not affect the substance of the SCI but they do improve the clarity and transparency of the submission SCI. I therefore agree that they be included and they are provided for reference as Appendix B of this Report. The adopted SCI will also need to include a statement of adoption in the introductory section.

Recommendations

(R3) That the suggested changes as listed in Appendix B of this Report be incorporated in the adopted SCI.

(R4) That a statement of adoption be included in the introductory section.

11.2 Whilst I have attempted to identify as many consequential amendments as possible that may follow from my recommendations, it seems inevitable that issues of consistency may arise. In the event of any doubt, please note that I am content for such matters, plus any minor spelling, grammatical or factual matters to be amended by the Council, so long as this does not affect the substance of the SCI.

11.3 Subject to the recommendations set out in this Report, the Leeds City Council SCI (June 2006) is sound.

John R Mattocks

Inspector

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APPENDIX A
TESTS OF SOUNDNESS

Examination of the soundness of the statement of community involvement

3.10 The purpose of the examination is to consider the soundness of the statement of community involvement. The presumption will be that the statement of community involvement is sound unless it is shown to be otherwise as a result of evidence considered at the examination. A hearing will only be necessary where one or more of those making representations wish to be heard (see Annex D). In assessing whether the statement of community involvement is sound, the inspector will determine whether the:

- i. local planning authority has complied with the minimum requirements for consultation as set out in Regulations;¹
- ii. local planning authority's strategy for community involvement links with other community involvement initiatives e.g. the community strategy;
- iii. statement identifies in general terms which local community groups and other bodies will be consulted;
- iv. statement identifies how the community and other bodies can be involved in a timely and accessible manner;
- v. methods of consultation to be employed are suitable for the intended audience and for the different stages in the preparation of local development documents;
- vi. resources are available to manage community involvement effectively;
- vii. statement shows how the results of community involvement will be fed into the preparation of development plan documents and supplementary planning documents;
- viii. authority has mechanisms for reviewing the statement of community involvement; and
- ix. statement clearly describes the planning authority's policy for consultation on planning applications.

From: Planning Policy Statement 12: Local Development Frameworks

¹ The Town and Country Planning (Local Development) (England) Regulations, 2004.

APPENDIX B
COUNCIL'S SUGGESTED CHANGES

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REPRESENTATIONS MADE UNDER REGULATION 28
CONSULTATION
AND SUGGESTED CHANGES TO THE SCI

REPRESENTATIONS MADE UNDER REGULATION 28 CONSULTATION AND SUGGESTED CHANGES TO THE SCI

The following table sets out the written representations made during the consultation period (Reg 28).

Representations received are listed by “Representor”. The questions, that appear in the table as Q No and Question are set out below:-

- Q1** Personal details
- Q2** Agent details (if applicable)
- Q3** Nature of representation. Support ; Object

For clarity, Questions 1-3 do not appear in the following table, other than the “representors” name and “representation number”.

- Q4** Which part of the SCI does your representation relate?
- Q5** Please give details of what change(s) you consider necessary to make the SCI better

For clarity, responses to these questions have been ordered by the paragraph/appendix to which they refer in the SCI document. In other words, the numbers **101 to 606** (under Q No, in the table) refer to the paragraph numbers in the SCI. For example 503 relates to Section 5, paragraph 5.3. Likewise A02 refers to Appendix 2.

Any other comments made are included under the reference **C01** “Other Comments” in the table.

- Q6** Did you raise the matter that is the subject of your representation with Leeds City Council earlier in the process of the preparation of the SCI, i.e. before it was submitted for examination?
- Q6a** If “no” can you briefly explain why you did not do so?
- Q7** The submission draft SCI will be tested by the Secretary of State on whether it is “sound”, in other words, does the SCI show “good judgement”, is it “able to be trusted”, and does it fulfil the expectations of legislation. Please consider the following statements and mark “yes” if you agree, or “no” if you disagree. Please leave blank if you do not know.

Do you consider the SCI does the following:-		YES	NO
7a	The SCI's strategy for community involvement links with other community involvement initiatives e.g. the Community Strategy: Vision for Leeds II	8	1
7b	The SCI sets out in general terms which local community groups and other bodies will be consulted	11	0
7c	The SCI sets out how the community and other bodies can be involved in a timely and accessible manner	7	5
7d	The methods of consultation set out in the SCI are suitable	7	4
7e	The SCI sets out that resources are will be managed effectively and will be appropriate to the level of consultation	6	4
7f	The SCI sets out how the results of community involvement will be fed into the preparation of development plan documents (DPDs) and supplementary planning documents (SPDs)	8	3
7g	The SCI sets out the mechanisms for reviewing the SCI	8	3
7h	The SCI clearly describes Leeds City Council's policy for consultation on planning applications	9	1

As a summary, we have tallied the responses to each statement in the above table. Please note that not all of the 22 representors answered all / or part of Question 7.

Q8 Would you like your representation to be considered by written representation or do you consider it necessary to attend the Examination?

Q8a If you wish to attend the examination, please outline why you consider this to be necessary?

Please note that the Inspector will determine the most appropriate procedure to adopt or hear those who have indicated that they wish to attend the examination.

LEEDS CITY COUNCIL - Statement of Community Involvement : Reg28

Q No	Question	Representor comments	Officer comments	Suggested changes
Rep No: 0015 The Laurels Action Group				
503	Applicant/developer role	Residential Development etc., is a unit, a house, or a block of flats? Failure to undertake community involvement-applications should be refused from folk who fail to consult. Otherwise what's the point of 'community involvement'?	Government Regulations do not allow a Local Authority to refuse an application if consultation has not taken place. "Unit - Unit, in terms of residential, refers to a property - be it a flat, a house or a bungalow."	For purposes of clarity, LCC recommend adding 'Unit' to Glossary (Appendix 9):
504	Community involvement in planning apps	City Council should 'demand' not "encourage". Only applications have right of appeal. This is wrong! ALL those concerned with a development should have their say not just developers!	The Council cannot legally "demand" that developers undertake community involvement, although will strongly encourage them to do so. The rights of appeal are set out in statute and cannot be determined by the SCI.	No change proposed to SCI
C01	Other comments	Please also noted that I still think the document is too wordy and a bit vague in places.	Before publication the SCI will be checked by a plain English expert.	No change proposed to SCI
Q7a	Other community involvement initiatives	No		
Q7b	Who will be consulted	Yes		
Q7c	Timescale and accessibility	Yes		
Q7d	Suitable methods of consultation	Yes		
Q7e	Managing resources with appropriate consultation	No		
Q7f	Results of community involvement	No		
Q7g	Mechanisms for review	Yes		
Q7h	Policy for consultation on planning applications	No		
Q8	Written Rep or Attend Examination	Attend examination		
Q8a	Reason for attending examination	To ensure that the views of my community are adequately reflected.		

Rep No: 0020 Scholes Community Forum				
206	Community involvement	Omit words "have to". The sentence should read: The methods of consultation used will incorporate elements of both online and offline consultation.	Comment noted and agreed.	Revise SCI as requested.
303	Why needed?	Revise final sentence to read; 'Plans will reflect consultation, recognising they need to be "Taylor Made" to the needs of Communities.' Table text: Reduce Barriers-Resources must not constrain consultation, this is clearly recognised in section 2.6 the following revision is required: 'Documents for Major or Significant Planning Applications should be made available in Paper Format - to Community Groups, if so requested or by Elected Members of Leeds City Council.'	"Tailor Made" is the correct spelling, so no change required. Paper copies are available to view at selected local libraries and Parish/Town Council offices and at the Development Enquiry Centre. The Council's new computer system will allow details of all applications to be viewed via the Council's website. Given the improved availability of Planning Applications to copy or view the Council is reluctant to guarantee that paper copies will be provided. However, as far as resources permit, paper copies will be provided for free.	No change proposed to the SCI.
306	Measures taken involving those excluded	Amend wording "we will consider" to read: 'Favourable consideration will be given...'	This section refers to the Council's preparations for public consultation. The suggested change is not considered to be necessary as the sentence is already positive. However, changing the sentence to read "The Council will consider" adds clarity.	Change Para 3.6 to start "The Council will consider".
308	Comments received	Omit "As requested." If Consultees have made the effort to participate, we consider it courteous to send a summary by email or paper format, as soon as this becomes available; Alternatively "tick boxes" to enable opting in or out should be provided on ALL documents so that becomes a formality.	It is agreed that a 'Tick-Box' would be helpful on documents. A summary of consultations will be provided on the Council's website and sent via email/post as requested.	No change proposed to SCI
503	Applicant/developer role	This paragraph presents a MAJOR concern to Scholes Community Forum. Revision required is as follows: "Delegated decisions will NOT be taken when insufficient or no Community Involvement has occurred before application submission. Failure to consult will mean applications will only be considered by Elected Members of the Plans Panel who shall be notified of the absence or insufficiency of consultation." Add following text: "1). Developments involving demolition and/or sites identified in Planning guidance (PPG3.Annex C) 2). Developments which in the view of elected members require Increased Community Involvement."	The SCI cannot amend the provisions of the Officer Delegation Scheme. However, under the ODS, applications are already referred to Plans Panel where the proposal is of community significance and/or because of its impact or sensitivity and/or a local Ward Member so requests.	No change proposed to SCI.

Q No	Question	Representor comments	Officer comments	Suggested changes
504	Community involvement in planning apps	<p>Reconsideration of this issue is required; the intention of progress by electronic means is helpful. However recognising and in the context of Section 2 para 2.6. The procedure does not fully address the need to communicate with individuals who are not on-line or computer literate.</p> <p>Hence: Revisions or amendments to applications normally brought about by addressing objectors concerns may or may not fully satisfy the objection. They may well be a compromise, which subjectively the planning officer takes a view of, prior to recommendation - closer working within the spirit of the strategy is necessary.</p>	<p>In order for the Council to meet its responsibilities to make timely decisions on Planning Applications it is not possible to renotify objectors of amendments in every case. However, re-consultation will take place where new planning issues are raised. Existing services will still be available to customers who cannot access the internet.</p>	<p>No change proposed to the SCI</p>
602	Accessing consultation material	<p>Remove "Where possible" so that sentence reads "The Council will..."</p> <p>Add 'Providing the request for copies do not exceed six in number, Collection may be made from the Development Department enquiry desk.'</p>	<p>The Council needs to be mindful of resources whilst at the same time encourages participation in the planning process. The proposed wording change is not agreed as the SCI is already positive about providing paper copies. A reasonable number of copies of documents will be provided.</p>	<p>No change proposed to the SCI</p>
A06	Appendix six comments	<p>The pre-cursor statement is totally unacceptable - All major or significant applications and plans should be available at small libraries 'without special request': Delays already occur after requests are made and this leads to a loss of time for individuals to consider fully the implications of development. To overcome this problem our Community Group would be pleased to receive documentation which would offer the council to "piggy back" arrangement ensuring widest consultation is available within the statutory time frame.</p> <p>Amendment required: Plans and Application Documents classed as Major or Significant will be made available for inspection at a venue within 20 minutes walking distance of the application site or 30 minute public transport frequency.</p>	<p>The Council is developing its website so that in future it will be possible to view all applications via the internet, including at all local libraries and One Stop Centres.</p>	<p>No change proposed to SCI.</p>
C01	Other comments	<p>Relating to section 5 - The omission of matters relating to site visits.</p> <p>Modification required, to include: 'When site visits are made by applicants accompanied by planning officers or Elected Members, Notification of such visits, and invitations to attend, should be made to Neighbourhood area residents, and interested community groups who have been consulted at the pre-application stage or have submitted a written objection.'</p>	<p>There is no provision in the site visit protocol for inviting interested parties. However, representations can be made to speak at relevant Plans Panel.</p>	<p>No change proposed to SCI.</p>

Q No	Question	Representor comments	Officer comments	Suggested changes
Q6	Raised the subject of representation before?	No		
Q6a	If No, why?	As noted in pre-submission statement Scholes Community Forum was formed early in 2006. Representations were made personally on behalf of the forum and now the forum itself wishes to register concerns.		
Q7a	Other community involvement initiatives	Yes		
Q7b	Who will be consulted	Yes		
Q7c	Timescale and accessibility	No		
Q7d	Suitable methods of consultation	No		
Q7e	Managing resources with appropriate consultation	No		
Q7f	Results of community involvement	Yes		
Q7g	Mechanisms for review	Yes		
Q7h	Policy for consultation on planning applications	Yes		
Q8	Written Rep or Attend Examination	Attend examination		
Q8a	Reason for attending examination	To seek an inspectors recommendation that the SCI be modified to more accurately to reflect PPS1 and the current draft RSS. To ensure the SCI is sufficient for purpose.		

Rep No: 0023 Otley Conservation Task Force

403	What will LCC involve you in?	As well as consulting externally (Developers, the public, etc.) LCC Planning should make a determined effort to get other LCC departments to consult LCC Planning when making changes to their services provision. In Otley, for example, the Education Department's recent closure of a listed town centre school, LDA's demolition of a cinema in the conservation areas and Highway's treatment of road surfaces/markings have taken no cognisance of the historic environment because of these departments' unilaterate and insulate approach to their own services planning.	In preparing planning documents, relevant LCC departments are consulted. It is agreed that the SCI should provide clarity on the importance of consulting with other LCC departments.	Revise last sentence of Paragraph 3.5 (Section 3, Pg 10) to read: "...includes local people, business and others (including other LCC departments), that Leeds City Council will consult". Revise Appendix 3, 2nd paragraph after 'General consultation bodies' to read: "In addition, we will consult and engage with relevant Council departments, any other groups, stakeholders..."
405	How will LCC engage & consult on documents?	1. As well as consulting externally (Developers, the public, etc.) LCC Planning should make a determined effort to get other LCC departments to consult LCC Planning when making changes to their services provision. In Otley, for example, the Education Department's recent closure of a listed town centre school, LDA's demolition of a cinema in the conservation areas and Highway's treatment of road surfaces/markings have taken no cognisance of the historic environment because of these departments' unilaterate and insulate approach to their own services planning. This continues to bear no relationship to your own and national planning guidance, via: Otley Conservation Area Appraisal and PPG15. 2. I would ask you to make it clear that consultation must include internal LCC departments.	The importance of the Otley Conservation Area Appraisal is recognised and it is agreed that the appraisal is important for the consideration of planning applications. Otley Town Partnership and Leeds Civic Trust have been actively involved in consultation on the SCI. They are on the Council's database. Otley Conservation Task Force are also on the LDF database.	No change proposed to the SCI.
504	Community involvement in planning apps	1. Leeds Civic Trust has been omitted (plus equivalent bodies like ourselves in outlying areas of Leeds). 2. Otley Town Partnership not included.	The importance of the Otley Conservation Area Appraisal is recognised and it is agreed that the appraisal is important for the consideration of planning applications and at pre-application discussions.	No change proposed to the SCI.
Q6	Raised the subject of representation before?	No		
Q6a	If No, why?	The points made in Box 5 are additional to those raised at the earlier stage of consultation.		

Q No	Question	Representor comments	Officer comments	Suggested changes
Q7a	Other community involvement initiatives	Yes		
Q7b	Who will be consulted	Yes		
Q7c	Timescale and accessibility	Yes		
Q7d	Suitable methods of consultation	Yes		
Q7e	Managing resources with appropriate consultation	Yes		
Q7f	Results of community involvement	Yes		
Q7g	Mechanisms for review	Yes		
Q7h	Policy for consultation on planning applications	Yes		
Q8	Written Rep or Attend Examination	Written Representations		

Rep No: 0027 Clifford Parish Council

502	Consulting on planning applications	Parish Councils must continue to be sent all Planning Applications and should be advised of referrals to Plans Panel meetings and site visits where applicable. (LCC response to previous comment by Clifford PC - Question 7/0027 indicated that Parish Councils should receive weekly lists if planning applications)>	The Council will continue to send planning applications to Parish Councils. In the future all applications will be accessible via our website. This facility will also be able to monitor the progress of applications. There is no provision in the site visit protocol for inviting interested parties. Representations by interested parties can be heard by Plans Panel under the Public Speaking arrangements.	No change proposed to SCI
Q7b	Who will be consulted	Yes		
Q8	Written Rep or Attend Examination	Written Representations		

Rep No: 0038 Ramblers' Association, Leeds Group

A02	Appendix two comments	<p>Add Leeds Local Access Forum (LLAF) to the list of Key Consultation Structures and Organisations in Leeds. Reasons - The LLAF is a statutory body set up under the Countryside and Rights of Way (CRoW) Act 2000 to advise Leeds City Council and other bodies on strategic access and recreation issues generally and such matters as the Rights of Way Improvement Plan to be prepared by the local highway authority under Part II of CRoW Act 2000. Its membership includes representatives of users of local rights of way and land managers. The LLAF is therefore 'an established route for consultation and engagement within the Leeds area' (Para 1 under Existing consultation and Involvement Structures in Leeds on page 26 (App 2)). This request to include the Local Access Forum was supported by the Countryside Agency (Representation 058) when it responded to the Regulation 26 Consultation. It is evident from LCC's comments on the Countryside Agency's representation that the LLAF is perceived to be the same as the Leeds Access Advisory Group, which comprise people who represent disabled people's organisations in Leeds. This is not the case.</p>	Comments noted.	<p>LCC recommend the inclusion of "Leeds Local Access Forum" to Appendix 2:</p> <p>"Leeds Local Access Forum - Under the Countryside and Rights of Way Act 2000, local and National Park authorities have a new duty to establish local access forums made up of representatives of users, landowners, and other local interests, such as conservation, tourism and business, as statutory advisory bodies on improving public access to land in their areas for all types of open air recreation".</p>
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Q No	Question	Representor comments	Officer comments	Suggested changes
A03	Appendix three comments	<p>The inclusion of the Ramblers' Association in App3. Reasons- App4 of the pre-consultation Draft (Summer 2005) and App3 of the Public Consultation Draft (November 2005) included, under the heading of 'Other Groups', 'Groups which represent ramblers', walkers and cyclists'. We commented as follows in July 2005: 'The Rambler's Association welcomes the inclusion on page30 in the list of stakeholders to be consulted groups which represent rambler's, walkers and cyclists.'</p> <p>We note in App3 that the 'Other Groups include' heading of the Consultation Draft is now 'Other Consultees', and that the list of types of organisation in the Draft is now a list of specific organisations. The list does not include an organisation representing walkers. We therefore request that the Ramblers' Association is added to the list of 'Other Consultees' on pages 28 and 29. A further reason why the Ramblers Association should be included in this list is that, in addition to safeguarding the footpath network, another of its charitable objects is to protect the countryside so that walkers can enjoy its tranquillity and beauty. Consequently the RA would have an interest also in applications falling under the definitions of 'Major' and applications falling under the other definitions of 'Community Significance'. Furthermore, the RA's charitable objects are relevant to it also being consulted on DPDs and SPDs.</p>	Comments noted and agreed.	Amend Appendix 3 of the SCI to include reference to the Ramblers Association under 'Other Consultees'.
Q5	Changes necessary	Delete 'Historic Buildings and Monuments Commission for England' from the 'Other Consultees' list in Appendix 3. This organisation is already listed under 'Specific Consultation bodies' in Appendix 3.	Comment noted and agreed.	Delete reference to 'Historic Buildings and Monuments Commission' from 'Other Consultees' list in Appendix 3.
Q6	Raised the subject of representation before?	No		
Q6a	If No, why?	This duplication did not appear in previous drafts.		
Q7a	Other community involvement initiatives	Yes		
Q7b	Who will be consulted	Yes		
Q7c	Timescale and accessibility	Yes		
Q7d	Suitable methods of consultation	Yes		

Q No	Question	Representor comments	Officer comments	Suggested changes
Q7e	Managing resources with appropriate consultation	Yes		
Q7f	Results of community involvement	Yes		
Q7g	Mechanisms for review	Yes		
Q7h	Policy for consultation on planning applications	Yes		
Q8	Written Rep or Attend Examination	Written Representations		

Rep No: 0042 The Oulton Society

A09	Appendix nine comments	It is felt that recent development in the Oulton Conservation Area are not in keeping with the same and the area should be reviewed urgently as set out on page 39 under Conservation Area Appraisal.	There are no current plans to extend or review the Oulton Conservation Area. The Council's priority is to review CA's where development pressure is greatest. The concerns of the Oulton Society have been passed through to the Conservation Area Team, Sustainable Development Unit and will be considered when further reviews take place.	No change proposed to SCI
C01	Other comments	<p>Would like assurances in the SCI that the Society be kept fully informed on all matters relating to Planning, Telecommunications Masts, Traffic and the Environment as part of the overall community involvement.</p> <p>Present procedures work well and need retaining, but if future improvements can be made to streamline meetings and bureaucracy this would be welcomed.</p> <p>The document contains detailed and complex issues/procedures for the voluntary sector and the time required to be spent by local groups should be considered in relation to the work/time spent by full time paid officials and Civil Servants. Procedures must be kept simple and easy for such groups.</p> <p>We would appreciate a further two copies of the above document, and at least two copies of future correspondence.</p>	<p>The Oulton Society is on the database and will be informed of future developments in Oulton.</p> <p>The Council will, where possible, streamline consultation and meetings e.g.. through 'piggy backing' with other events as detailed in the SCI.</p> <p>We acknowledge the time involved by the voluntary sector and the SCI aims to keep procedures as simple as possible while taking account of the statutory process.</p> <p>Two copies of the SCI have been sent to the Society and the request for 2 copies of documents is noted.</p>	<p>No change proposed to SCI.</p> <p>Information added to database.</p>
Q7a	Other community involvement initiatives	Yes		
Q7b	Who will be consulted	Yes		
Q7c	Timescale and accessibility	Yes		
Q7d	Suitable methods of consultation	Yes		
Q7e	Managing resources with appropriate consultation	Yes		
Q7f	Results of community involvement	Yes		
Q7g	Mechanisms for review	Yes		

Q No	Question	Representor comments	Officer comments	Suggested changes
Q7h	Policy for consultation on planning applications	Yes		
Q8	Written Rep or Attend Examination	Written Representations		

Q No Question

Representor comments

Officer comments

Suggested changes

Rep No: 0046 Environment Agency

C01

Other comments

"The Environment Agency considers the document to be satisfactory and we have no further comments to make."

No amendments requested as support

None requested or proposed

Rep No: 0053**Stapleton Ltd**

301	What is SCI?	<p>The SCI should state that the Local Authority should not be allowed to enter into pre-application 'Co-operation agreements' and 'Development agreements' with developers (and third parties) that promise the use of Compulsory Purchase Powers years in advance of an actual CPO, and effectively give the developer exclusive development rights (e.g. as occurred in our experience through the Council's obligation in the agreement to not enter into any negotiations or talks with any other party for the development of an area). A Local Authority making such a CPO promise undermines the principles of the SCI by adversely affecting the community (specifically onsite residents and businesses) with development plans prior to a formal DPD or SPD consultation procedure and would clearly not adhere to the SCI set procedure for appropriate community involvement. Please refer to the accompanying evidence folder for a more detailed explanation and supporting documents.</p> <p>Also please refer to Test of Soundness iv) and v).</p>	<p>Each DPD is subject to independent examination - whether adequate consultation by the council has taken place is one of the tests of soundness the Inspector will look at.</p> <p>As regards SPD's, these are not subject to independent examination, but still have to demonstrate the 'soundness tests' - the consultation undertaken to be clearly outlined to relevant committees.</p> <p>The objection stems from individual experience on a particular SPD, and in particular the Compulsory Purchase Order (CPO) process.</p> <p>The LDF process cannot stymie development before a DPD/SPD is produced - planning applications can be submitted at any time, but the production of a SPD/DPD would be a 'material consideration' to be taken into account in determining applications.</p> <p>No change to SCI proposed as it is considered that the soundness tests will examine whether consultation on a particular DPD or SPD is adequate. As regards planning applications, the SCI does clearly state that the onus is on the developer to consult the public.</p>	No change proposed to the SCI.
603	Funding consultation exercises	<p>The SCI states that for major applications the pre-application consultation procedure will be handed over to the developer. Therefore the SCI must state what monitoring provisions will be in place for the Council to verify the accuracy of such achievements. This is especially the case when the Council has entered into pre-application 'Co-operation agreements' promising the use of Compulsory Purchase Powers years in advance of an actual CPO. Without this monitoring and verifying provision by the Council (which should preferably include direct contact between the Council and relevant parties), developers are able to ignore various important stakeholders with the result that it is improperly and irresponsibly claimed at a later date that proper consultations or negotiations have taken place. This was the case in our experience with the Eastgate and Harewood proposals.</p> <p>Please refer to the accompanying evidence folder for a more detailed explanation and supporting documents.</p> <p>Also please refer to Test of Soundness iv) and vi).</p>	<p>The SCI strongly encourages developers to enter into pre-application consultation with local communities. The Council will assist in facilitating that process and will advise on the standards for consultation that would be appropriate. The Council will strongly encourage applicants to submit a statement of community involvement as part of the application submission which will be open to public scrutiny and further public comment. As the process for pre-application consultation is not prescriptive or mandatory, it would not be appropriate to formally validate it. However, details of community involvement will be recorded in the officer's report which will inform the decision.</p>	No change proposed to the SCI

Q No	Question	Representor comments	Officer comments	Suggested changes
A01	Appendix one comments	<p>The SCI should clearly state that when producing Consultation Statement documents for/in SPDs and DPDs, only consultation undertaken directly by the Council should be included and should not include statements concerning consultation that has been undertaken by third parties (e.g. developers with 'co-operation agreements' with the Local Authority) for which the Council cannot properly verify (in terms of accuracy) or take any responsibility for, and then credit itself with this achievement. To do so would allow potentially inaccurate information to be present in SPDs and DPDs. An example of this is the Eastgate and Harewood Quarter SPD.</p> <p>Please refer to the accompanying evidence folder for a more detailed explanation and supporting documents.</p> <p>Also please refer to Test of Soundness v) and vii).</p>	<p>Each DPD is subject to independent examination - whether adequate consultation has taken place is one of the tests of soundness the Inspector will look at. As regards SPD's, these are not subject to independent examination, but still have to demonstrate the 'soundness tests' - the consultation undertaken to be clearly outlined to relevant committees.</p> <p>The objection stems from individual experience on a particular SPD and, in particular, the Compulsory Purchase Order (CPO) process.</p> <p>Use of consultants, where appropriate, by the Council is accepted practice, but, soundness tests still apply.</p>	<p>No change to SCI proposed as it is considered that the soundness tests will examine whether consultation on a particular DPD or SPD is adequate.</p>
A04	Appendix four comments	<p>The SCI should clearly state that when producing Consultation Statement documents for/in SPDs and DPDs, only consultation undertaken directly by the Council should be included and should not include statements concerning consultation that has been undertaken by third parties (e.g. developers with 'co-operation agreements' with the Local Authority) for which the Council cannot properly verify (in terms of accuracy) or take any responsibility for, and then credit itself with this achievement. To do so would allow potentially inaccurate information to be present in SPDs and DPDs. An example of this is the Eastgate and Harewood Quarter SPD.</p> <p>Please refer to the accompanying evidence folder for a more detailed explanation and supporting documents.</p> <p>Also please refer to Test of Soundness v) and vii).</p>	<p>Each DPD is subject to independent examination - whether adequate consultation has taken place is one of the tests of soundness the Inspector will look at. As regards SPD's, these are not subject to independent examination, but still have to demonstrate the 'soundness tests' - the consultation undertaken to be clearly outlined to relevant committees.</p> <p>The objection stems from individual experience on a particular SPD, and in particular, the Compulsory Purchase Order (CPO) process.</p> <p>Use of consultants, where appropriate, by the Council, is accepted practice, but soundness tests still apply.</p>	<p>No change to SCI proposed as it is considered that the soundness tests will examine whether consultation on a particular DPD or SPD is adequate.</p>

Q No	Question	Representor comments	Officer comments	Suggested changes
A05	Appendix five comments	The SCI should clearly state that when producing Consultation Statement documents for/in SPDs and DPDs, only consultation undertaken directly by the Council should be included and should not include statements concerning consultation that has been undertaken by third parties (e.g. developers with 'co-operation agreements' with the Local Authority) for which the Council cannot properly verify (in terms of accuracy) or take any responsibility for, and then credit itself with this achievement. To do so would allow potentially inaccurate information to be present in SPDs and DPDs. An example of this is the Eastgate and Harewood Quarter SPD. Please refer to the accompanying evidence folder for a more detailed explanation and supporting documents. Also please refer to Test of Soundness v) and vii).	Each DPD is subject to independent examination - whether adequate consultation has taken place is one of the tests of soundness the Inspector will look at. As regards SPD's, these are not subject to independent examination, but still have to demonstrate the 'soundness tests' - the consultation undertaken to be clearly outlined to relevant committees. The objection stems from individual experience on a particular SPD, and in particular, the Compulsory Purchase Order (CPO) process. Use of consultants, where appropriate, by the Council is accepted practice, but as explained above, soundness tests still apply.	No change to SCI proposed as it is considered that the soundness tests will examine whether consultation on a particular DPD or SPD is adequate.
Q6	Raised the subject of representation before?	Yes		
Q6a	If No, why?	Comments were made to the Council at the draft SCI consultation stage in December 2005. However, some comments were not fully understood, as the Council replied stating that they did not know what our comments were referring to. A follow up email was then made to the Development Department (ldf@leeds.gov.uk) on 16 March 2006 to clarify the comments and a request for a proper reply from the Council. There was no reply to this email. This matter was followed up, along with other matters, in a letter to the Development Department on 2 April 2006, and again this point concerning the SCI was not addressed in the Council's reply.		
Q7c	Timescale and accessibility	No		
Q7d	Suitable methods of consultation	No		
Q7e	Managing resources with appropriate consultation	No		
Q7f	Results of community involvement	No		
Q7h	Policy for consultation on planning applications	Yes		

Q No	Question	Representor comments	Officer comments	Suggested changes
Q8	Written Rep or Attend Examination	Written Representations		
Q8a	Reason for attending examination	Why we feel that in this case written representation is more appropriate we would be pleased to attend the examination if invited by the Inspector.		

Rep No: 0054 Royal Mail Property Holdings (via Sanderson Weatherall)			
A03	Appendix three comments	Appendix 3 referred to Post Office Property Holdings. We would be grateful if you could amend the document and refer any future correspondence to Royal Mail Property Holdings.	Agreed In Appendix 3 replace "Post Office Property Holdings" with "Royal Mail Property Holdings".
Q6	Raised the subject of representation before?	No	
Q6a	If No, why?	New to organisation. Were not involved with client at the preparation stages.	
Q7a	Other community involvement initiatives	Yes	
Q7b	Who will be consulted	Yes	
Q7c	Timescale and accessibility	Yes	
Q7d	Suitable methods of consultation	Yes	
Q7e	Managing resources with appropriate consultation	Yes	
Q7f	Results of community involvement	Yes	
Q7g	Mechanisms for review	Yes	
Q7h	Policy for consultation on planning applications	Yes	
Q8	Written Rep or Attend Examination	Written Rep	

Rep No: 0060		Highways Agency		
503	Applicant/developer role	The definition for 'major' development has been questioned in the Leeds City Centre Area Action Plan under the Growth and Success section, where consultees are asked what they see major development is. The Department for Transport and the Highways Agency classes Major development by its location and in turn its effects on the transport network, the Strategic and Trunk Road Network in the Agency's case.	"Major" development as set out in Section 5 of the SCI is defined by the Town & Country Planning (General Development Procedure) Order 1995. This definition is used when assessing the type of development proposed by a planning application, rather than the definition adopted by the Department for Transport and the Highways Agency. By their nature and scale, major developments are considered in terms of their transport requirements.	No change proposed to SCI
504	Community involvement in planning apps	I would like to see the word 'stakeholders' added after where the first paragraph states "effective methods for consulting the community..."	By reference, the "community" are "stakeholders" in the planning process and it is not necessary to add "stakeholders" to this sentence.	No change proposed to SCI
A03	Appendix three comments	The Strategic Rail Authority is mentioned. This needs to be deleted, as this body no longer exists.	Agreed	Delete reference to "Strategic Rail Authority" from Appendix 3
A04	Appendix four comments	Suggest this could be clearer regarding timescales and dates for consultation, i.e. referring to the Local Development Scheme for example.	Appendix 4 sets out the process for preparing DPDs (as does Appendix 5 for SPDs). The purpose of these Appendices is to provide a guide rather than being overly prescriptive in terms of timescales and dates for consultation, however it is a helpful suggestion to make reference to the LDS for the programme of each stages of the process of preparing DPDs and SPDs.	After the last sentence at the beginning of Appendix 4 and 5, insert "The Local Development Scheme (LDS) sets out the timescale for the key stages in the production of each DPD" [or each SPD" for Appendix 5].

Rep No: 0062		Leeds Civic Trust		
301	What is SCI?	This section relates to the Outlines and Principles as far as the SCI applies to the preparation of documents by LCC and, to that end, is well set out and clear. However, it makes little reference to the principles which apply to ensure that there is full community engagement in the consideration of planning applications.	It is acknowledged that Section 3 does not refer specifically to community engagement on planning applications. However, the general principles set out in this section apply to applications in the same way as with DPDs or SPDs. Section 5 provides more guidance on planning applications and sets out consultation methods to be used for major and community significant applications.	No change proposed to the SCI
405	How will LCC engage & consult on documents?	It is stated that existing SPGs are to be 'saved for 3 years' until September 2007 but this is likely to be less than one year after adoption of the SCI. Given that a number of these documents were the subject of extensive community consultation, it is felt that these could be recognised more formally within the LDS. It would be unfortunate if this past community involvement were to be not given full consideration in determining planning applications after September 2007 and before any replacement SPD can be prepared - given pressures on LCC, this could be some time. This point has been made by a number of the Leeds Civic Trust's affiliated societies who have been involved in the preparation of V/NDSs.	There is no formal provision within the planning guidelines (PPS12) for saving SPGs beyond 3 years. However SPGs which are linked to a saved policy from the UDP will be retained as non-statutory guidance which will be a material consideration in the determination of planning applications.	No change proposed to the SCI
408	What SPDs are currently being produced?	Reference is made to the LDS and the programme to produce DPDs and SPGs - however, this is already significantly delayed and material on the Council's website is not up to date. If the SCI is to be the valuable tool it should be, it is essential that supportive material is as current as possible.	The LDS has been revised and is awaiting Government Office approval. Comment noted regarding information on the website. It is important that the consultation material is kept up to date and that the relevant stages of consultation on the DPDs and SPDs are reported correctly.	No change proposed to the SCI.
503	Applicant/developer role	In the last paragraph on page 16 (Before a planning application is submitted) there is a potential for misunderstanding as to the extent of pre-application consultation. Does the last statement refer to the need to enter into a pre-application agreement as to the extent of consultation required or to the extent of pre-application consultation that will be undertaken? Is it the agreement that is needed before the application or the consultation? In the list of approaches to be adopted, is there a mechanism for applicants to publicise on the Council's website - or provide links to their own sites? There is also no definition of 'local community organisations' here or in the Glossary. Notwithstanding points above, this section is significantly improved over the draft.	The Council cannot require pre-application consultation to be undertaken by an applicant. The purpose of this paragraph is to highlight that the applicant should enter into pre-application discussion with the City Council to agree the form of consultation which will be undertaken by the applicant before the application is submitted. There is not currently a mechanism for applicants to advertise on the Council's website. However, the Council is currently developing the website and applications will soon be available to view on the website. A definition of local community organisations will be provided in the glossary	Provide definition of local community organisations in the glossary in Appendix 9

Q No	Question	Representor comments	Officer comments	Suggested changes
504	Community involvement in planning apps	<p>In the section on 'commenting on applications' it is stated that the Council specifies a period of 28 days from 'date of posting' - posting of letters, 'posting' of application details on the website or registration of application? Although a definition of these dates may be part of more detailed material to be prepared in due course, the timescale is an important issue for voluntary groups who may need to respond speedily to ensure comments are made in a timely manner. It is also noted that Appendix 7 states that 21 days are allowed for written representations, a potential point of confusion.</p> <p>The LCT has significant concerns with the process for ensuring that stakeholders are notified about 'last minute' changes to planning applications before proposals are taken to Plans Panels. There have been occasions when letters notifying the LCT that a scheme is to be taken to a specific Panel meeting are received the day before the meeting - this does not allow time for a considered review of officers' reports or arranging to attend (if appropriate). If additional material is made available to the Plans Panel, this should be the subject of wider public consultation before a decision is made.</p>	<p>In order to provide clarity on the timescale we specify an actual date on the notifications and site notices, which is 28 days from the date of posting.</p> <p>We are improving our website so that in future planning applications can be tracked and amended plans viewed online, as soon as they are received.</p>	<p>Amend page 18 section 5.4 second paragraph replace "we specify 28 days" with "the Council specify a date which is 28 days"</p> <p>Appendix 7 - column titled 'Days for written representations' "21" should read "28"</p>

Q No	Question	Representor comments	Officer comments	Suggested changes
A01	Appendix one comments	<p>The following comments were made in our response to the Draft and were not taken forward:</p> <p>1). A number of the stages set out in column 4 are not defined-what is 'consultation' with regard to a planning application? Many different opportunities to consult.</p> <p>2). 'About Leeds'-this is not an appropriate vehicle for consultation in view of its infrequent publication-the edition delivered this week requested comments on documents (eg AVAAP) for which consultation period has already closed.</p> <p>3). Surveys/questionnaires-these could also be used on major planning applications</p> <p>4). Public meetings-these might be an appropriate way or informing communities of amendments to planning applications.</p> <p>5). Workshops/PfR and Focus/Discussion groups-both or either could be used for pre application discussions or consultation.</p> <p>Most of the above points were made in detailed comments on the Draft submitted to LCC. These were made on a marked-up version of the Draft SCI and, by agreement with LCC, it was accepted that it would not be necessary to include the many points of detail or drafting in the Reg28 Pre-Submission Consultation Statement.</p>	<p>1) Appendix 1 relates to DPDs and SPDs, it does not relate to planning applications, therefore it is not appropriate to make the suggested change. For clarity, the title of Appendix 1 should be revised as "Consultation and Participation Methods for DPDs and SPDs".</p> <p>2) "About Leeds" is one of the methods used to consult on emerging plans. Appendix 1 sets out the range of methods which can be used. It is agreed that the timing of the publication of the paper should be considered when plans are advertised.</p> <p>3) - 5) As stated in 1) above, Appendix 1 relates to DPDs and SPDs. It is acknowledged that the methods identified by Leeds Civic Trust are equally applicable to planning applications which may be used as part of the methods already set out in Section 5 in relation to planning applications.</p>	<p>1) 3) and, 5) Revise the title of Appendix 1 to "Consultation and Participation and Methods for DPDs and SPDs"</p> <p>2) No change proposed to SCI</p>
A04	Appendix four comments	<p>These set out the procedure for consultation on DPDs and SPGs very clearly. It is suggested that a similar diagram should be prepared for planning applications.</p>	<p>The procedures for how the Council publicises planning applications are set out in Appendix 7. The timings and type of other consultations undertaken by developers will vary and it is not wholly within the Council's control. It would not be possible to produce a diagram which typically sets out the process as the timings for all types of consultation in each case are likely to be different.</p>	<p>No change proposed to the SCI</p>
A05	Appendix five comments	<p>These set out the procedure for consultation on DPDs and SPGs very clearly. It is suggested that a similar diagram should be prepared for planning applications.</p>	<p>The procedures for how the Council publicises planning applications are set out in Appendix 7. The timings and type of other consultations undertaken by developers will vary and it is not wholly within the Council's control. It would not be possible to produce a diagram which typically sets out the process as the timings for all types of consultation in each case are likely to be different.</p>	<p>No change proposed to the SCI</p>
A07	Appendix seven comments	<p>As agreed with the Secretary of State, LCC informs the LCT of certain applications in Conservation Areas and affecting Listed Buildings. There will no doubt be other similar agreements with other specific stakeholders-should this policy be confirmed here?</p>	<p>Appendix 7 sets out the general baseline level of service which the Council offers. It would not be practicable in Appendix 7 to set out the detail of specific notifications and consultations with stakeholders and consultees.</p>	<p>No change proposed to the SCI</p>

Q No	Question	Representor comments	Officer comments	Suggested changes
Q6	Raised the subject of representation before?	No (to some points).		
Q6a	If No, why?	Section 4, Paragraph 4.5 did not appear in the Consultation Draft. Section 4, Paragraph 4.8 was not an issue at the time. Section 5, Paragraph 5.3 has been revised since the Consultation Draft. Section 5, Paragraph 5.4 did not appear in the Consultation Draft although similar points have been made previously. Appendix 7 did not appear in the Consultation Draft		
Q7a	Other community involvement initiatives	Yes		
Q7b	Who will be consulted	Yes		
Q7f	Results of community involvement	Yes		
Q7g	Mechanisms for review	Yes		
Q8	Written Rep or Attend Examination	Written Representations		

Rep No: 0084 Mobile Operators Association

501	LCC planning application service	We remain concerned regarding the Council's inclusion within the SCI to the reference of refusing applications or invalidating applications where they consider that concerns raised by the community have not been sufficiently addressed. We object to the inclusion of this reference and request that it be removed. We would hope that the establishment of a good working relationship between the operators and the Council's planning department through pre-application consultation process will negate the need for any such reference in the SCI.	Reference to 'refusing applications or invalidating applications' has been removed from the submission draft SCI. The SCI now states that the Council cannot refuse to accept a valid application if the applicant has not consulted with the community sufficiently. However, the SCI does highlight that failure of the applicant to consult could potentially lead to objections, which could be material to the determination of the application.	No change proposed to the SCI
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Q No	Question	Representor comments	Officer comments	Suggested changes
503	Applicant/developer role	<p>1). With respect to the Council's consideration of our comments on its draft SCI, as contained in our letter 16 Dec 05, we note that "Telecommunications Masts" remains categorised as "Other Applications of Community Significance".</p> <p>2). We note the Council's comments that telecommunications masts are often matters of public concern and that the high level of consultation as prescribed for such developments in the SCI is consistent with the SCI objectives. It is further noted that the ODPM Good Practice Guide requires that there should be a high level of public consultation to accord with the objectives of the new planning system and that on this basis the Council SCI seeks a high level of consultation for telecommunications development.</p> <p>3). We further accept that pre-application consultation with the community and the Council planners often streamlines the application process by addressing unnecessary objections and by making suggested revisions to the proposal. Whilst we note that the Council accepts that the planning process is not the place for determining health safeguards we do remain concerned that by categorising Telecommunications Masts as "Applications of Community Significance" this may exacerbate the perception held by members of the general public that such development has a significance to the community thereby endorsing their perception of the health issues associated with such development.</p> <p>4). We reiterate our previous comments that the operators already generally undertake the consultation process as prescribed in the Council's SCI. We further welcome the views expressed by the Council's representatives at today's meeting that provided the operators comply with the Code of Best Practice they consider that this would be in accordance with the objectives in the SCI.</p>	<p>In section 5 we have identified examples of applications that can be regarded as potentially controversial. We acknowledge that the Good Practice Guide for telecommunications sets out high standards of public consultation and the Council acknowledges that this is normally undertaken. The SCI is not asking for any more than what is already undertaken in terms of public consultation. Health concerns are inevitably going to be raised as likely issues surrounding a telecommunication mast application. Now with all planning applications, decisions will be based on planning grounds. Planning Services are providing better information to the public which is clearer about the extent to which health concerns can be considered.</p>	No change proposed to the SCI

Q No	Question	Representor comments	Officer comments	Suggested changes
C01	Other comments	<p>We accept the Council's omission in consulting with the MOA or the operators in respect of its draft SCI, but thank you for the opportunity to make late comments in respect of the document and for further considering these comments and consulting with us on the current submission draft document. We welcome the Council's consultation with the MOA on matters relating to telecommunications as contained in its emerging local development documents and trust that the establishment of a good working relationship between the Council and the operators will be of benefit to both parties.</p>	<p>Further to the points raised by MOA, we acknowledge that reference to 'Telecommunications companies' is not on the list of 'Specific Consultees' in Appendix 3.</p>	<p>Amend Appendix 3 to include "Relevant telecommunications companies" under 'Specific Consultees' .</p>

Q No Question

Representor comments

Officer comments

Suggested changes

Rep No: 0085

CAMRA

C01 **Other comments**

We hope that the place of the traditional pub can be recognised and enhanced in the overall vision for the Leeds Metropolitan District, both for the people of Leeds and for the heritage aspects.

This comments not directly relevant to the SCI but the importance of the traditional pub to Leeds is recognised. The consultation on City Centre Area Action Plan also

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MINOR SUGGESTED CHANGES TO SCI

LEEDS CITY COUNCIL'S SUGGESTED CHANGES TO SUBMISSION DRAFT SCI

In addition to the representations received at Regulation 28 stage (Appendix C), Leeds City Council have noted a number of minor errors / suggested changes that would improve the SCI document:

PAGE	Section / Paragraph	Suggested Change
ALL SECTIONS		For purposes of clarity, numbering of paragraphs should be reviewed.
8, 10, 11, 12, 16, 17, 19	Sections 3/ 4 and 5	For clarity, the various references to “we” should be replaced with “Leeds City Council” or “The Council” as appropriate.
11	Section 3, paragraph 3.8	For purposes of clarity suggest amending paragraph to read: “After the involvement process a summary report will be made available to participants on request. These summary reports will be provided as either electronic or paper formats. These reports will also be made available on the Leeds City Council website, as well as through local libraries and the Development Enquiry centre (2 Rossington Street). All summary reports will...”
11	Section 3, paragraph 3.10	Omit “our” from first sentence.
26	Appendix 2	Re-insert “Leeds Access Advisory Group”. This group was included in early versions of the SCI. Its admission is an error. “Leeds Access Advisory Group – This group is made up of people who represent disabled people’s organisations in Leeds. The group has been used as a consultative body for a range of issues”.
30	Appendix 4; Boxes 2 and 3	“Scoring” should read “Scoping”
32	Appendix 5; Box 2	“Scoring” should read “Scoping”
33	Appendix 6	“Amlet” library. Should read “Armley”
35	Appendix 7- “Days for written representations”	“21”. Should read “28”



Originator: Helen C Green

Tel: 77071

CONFIDENTIAL APPENDIX TO BE CIRCULATED AT THE MEETING WHICH IS DESIGNATED EXEMPT UNDER EXEMPTION 3 (COMMERCIAL INTERESTS)

Report of the Director of Development

Executive Board

Date: 24 January 2007

Subject: Land at Portland Gate Leeds 1

Electoral Wards Affected:

CITY AND HUNSLET

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call In

Not Eligible for Call In

(Details contained in the report)

EXECUTIVE SUMMARY

Executive Board approval is sought to the disposal of C Car Park and the former Civic Hall Annex site to Leeds Metropolitan University (LMU) following detailed one to one negotiations, for the purpose of the development of a major facility for the University, together with a public pay and display car park.

A confidential appendix will be circulated at the meeting which sets out the provisionally agreed terms of the disposal.

1.0 Purpose Of This Report

1.1 The purpose of this report is to seek Executive Board approval to the disposal of C Car Park and the former Civic Hall Annex site to Leeds Metropolitan University (LMU) following the detailed negotiations that have taken place between LMU and the Development Department on a one to one basis; together with the provisionally agreed terms and scheme proposals for which planning consent has been achieved.

2.0 Background Information

2.1 On 19 January 2005 Members considered a report from the Director of Development ⁽¹⁾ relating to the disposal of C Car Park and the former Civic Hall Annex site. The site extends to 0.725 hectares (1.792 acres) and is used for short stay pay and display parking with 177 spaces and separately 45 spaces for Members' and Chief Officers' parking.

2.2 An Appendix⁽²⁾ was attached to the report designated Exempt / Confidential under Exemption 1 (Commercial Interests), which included a recommendation.

2.3 The Executive Board considered the recommendation and resolved on 19 January 2005 that:-

- i) the previous decision to dispose of C Car Park and the former Civic Hall Annex site to the previously preferred developer be rescinded and that the Council withdraw from negotiations with that party.
- ii) negotiation be entered into with Leeds Metropolitan University on a one to one basis for the disposal of C Car Park and the former Annex site, with provisional terms and scheme proposals being reported back to Executive Board for approval.

2.4 In addition to provisional terms being reported back, Members requested that a progress report be submitted for consideration within three months of the date of the meeting of the Executive Board.

2.5 On 20 April 2005 the Executive Board considered a further report from the Director of Development ⁽³⁾ and approved in principle that detailed negotiations should continue between the Council and Leeds Metropolitan University on a one to one basis for the disposal of C Car Park and the former Civic Hall Annex site, with provisionally agreed terms and scheme proposals being reported back to Executive Board for approval.

2.6 LMU indicated its desire to incorporate the Council owned site into its existing university campus and it was considered that this offered a major and unique opportunity to regenerate a key part of the city. LMU also considered that this proposal would create leading edge facilities for students.

2.7 The report explained that LMU had a very clear target of completing the construction of a building on site for the University's own occupation by September 2007 and Members were advised that the Development Department were of the opinion that LMU had demonstrated a major commitment to acquiring and developing the site.

3.0 Main Issues

- 3.1 Following discussion between LMU, Planning Services and the Civic Architect, together with attendance at three Planning Workshops, LMU submitted a detailed planning application for the proposed development of the University Business School and mixed use buildings comprising office, residential, hotel, educational and retail uses and provision of a replacement public car park. This application proposed a Phase 1 development relating to the southern part of the site, designed to meet the current and future needs of LMU, including faculty administration and offices on upper floors, teaching space, lecture theatres, café and social / interactive space and car parking. With regard to Phase 2, outline planning permission was sought for siting, height and the mix and range of uses, with all other matters reserved.
- 3.2 This application was presented to Plans Panel (City Centre) on 14 September 2006 with a recommendation to Members that they approve the application in principle and defer and delegate the final decision to the Chief Planning Officer subject to the specified conditions and the provision of a Section 106 legal agreement as outlined in the report. ⁽⁴⁾
- 3.3 During the preparation and submission of the planning application, detailed negotiation progressed between the Council and LMU to agree the terms and conditions in respect of the proposed sale.
- 3.4 Details regarding the purchase price and the main terms and conditions of sale are detailed in a Confidential Appendix which will be circulated at the meeting of the Executive Board. This appendix is designated Exempt under Exemption 1 (Commercial Interests) and will contain a recommendation for Members' consideration. The information contained in the Appendix attached to this report relates to the financial or business affairs of a particular person, and of the Council. This information is not publicly available from the statutory registers of information kept in respect of certain companies and charities. It is considered that since this information was obtained through one to one negotiations for the disposal of the property/land then it is not in the public interest to disclose this information at this point in time as this could lead to random competing bids which would undermine this method of negotiation and affect the integrity of disposing of property/land by this process. Also it is considered that the release of such information would or would be likely to prejudice the Council's commercial interests in relation to other similar transactions in that prospective purchasers of other similar properties about the nature and level of consideration which may prove acceptable to the Council. It is considered that whilst there may be a public interest in disclosure, much of this information will be publicly available from the Land Registry following completion of this transaction and consequently the public interest in maintaining the exemption outweighs the public interest in disclosing this information at this point in time. It is therefore considered that this element of the report should be treated as exempt under Rule 10.4.3 of the Access to Information Procedure Rules.
- 3.5 The recommendation to sell the subject site to LMU is on the basis that in the opinion of the Director of Development the terms offered to the Council represent the best consideration that can reasonably be obtained under Section 123 of the Local Government Act 1972 (or under the Housing Act 1985). The agreed purchase price has been verified by an independent Chartered Surveyor acting on behalf of the Council.

4.0 Options Appraisal

4.1 The following options have been considered:-

- i) To retain the site in its existing use for car parking purposes which would enable the Council to continue to receive the car parking income generated. However the disposal of the site will generate a substantial capital receipt for the Council. The confidential appendix, which will be circulated at the meeting, details the capitalized value of the car park income. The site is one of the last remaining brownfield sites in the Civic Quarter and a more appropriate use would be brought about by its redevelopment. There is however an acknowledged shortage of short stay parking in the area and the Council will require the developer to incorporate a car park with no fewer than 250 car parking spaces for short stay pay and display use by members of the public. The car park would be operated privately, but subject to a pricing policy to be agreed with the Council, and if required to support activity in the Civic Quarter, including the Town Hall, the Carriageworks Theatre and Millennium Square.
- ii) To withdraw from any further discussion with LMU and attempt to dispose of the site on the open market to achieve a higher value. This is not recommended as the probable timescale relating to this option is likely to be about two years and it is considered that best consideration will be achieved for the site if a prompt disposal to LMU is progressed. The agreed value of the site has been verified by an independent surveyor acting on behalf of the Council. If the disposal to LMU was not progressed, the Council would not be supporting the University's expansion plans and may prevent it from becoming a centre of excellence which could have adverse effects on the University and the city.
- iii) To accept the offer detailed within the Confidential Appendix from LMU and dispose of the site on the recommended terms and conditions. This would secure best consideration, an appropriate re-use of the site, and could realise a substantial capital receipt in the 2006/07 financial year which will contribute to the delivery of the Council's Capital Programme. This option would also support the University's expansion plans to become a centre of excellence within the region.

4.2 It is recommended that Option iii) detailed above is the option that should be Pursued.

5.0 Risk Assessment

5.1 The risks associated with taking the decision to dispose of the site through a one-to-one agreement with LMU have been identified as follows: -

- a) If the decision is taken to dispose of the site to LMU through a one to one agreement, there is a risk of the Council being challenged as to why the site was not offered for sale on the open market. The Council's actions can be justified as LMU's requirement for land to develop additional teaching and office accommodation adjacent to the existing main campus is of far greater strategic importance than a purely commercial scheme that a development company would undertake. In addition completion of the proposed disposal to LMU reduces both risk and timescale and also provides the Council with a sale at best consideration.

- b) There is a risk of the Council being challenged in that it has not secured best consideration as the site has not been re-marketed. This can be addressed by virtue of the independent valuation which has been commissioned prior to terms being recommended for the disposal of the site on a one to one basis. In addition, a condition will be included in the Sale Agreement, which may enable the Council to secure further payment by way of overage in certain circumstances, to reflect future uplift in value which could arise in excess of the land value originally agreed, due to increased levels of development in respect of Phase 2 of the scheme.
- c) A risk exists whereby LMU may not fulfil its obligations in respect of the development proposed leaving Phase 2 of the site undeveloped. The risk of this occurring is considered to be low as LMU has devoted considerable resources to designing this phased development and advises that funding is available to complete the whole scheme.

6.0 Implications For Council Policy And Governance

6.1 The disposal of this site will contribute towards the following Corporate Plan Strategic Outcomes for 2005 – 08:-

i) Leeds is a highly competitive, international city

The Council wishes to achieve the objective of creating a leading city and develop its role as a regional capital. The disposal and development of the site will expand the provision of the university business school and provide additional prime office accommodation which will be made available for businesses in Leeds, contributing towards the continued economic growth of the city. In addition the provision of the hotel, residential and retail use will expand upon the choice available in the city.

ii) Our children and young people are healthy, safe and successful

This disposal of the site to LMU is of strategic importance to LMU being situated adjacent to its main city centre campus. LMU will then have the capacity to expand and provide new and improved teaching facilities to ensure that it can compete with other universities in the country.

iii) All neighbourhoods are safe, clean, green and well maintained

Disposal of the site will facilitate the development of this brownfield site adjacent to the Civic Hall and provide a modern mixed use scheme.

iv) Capital Programme Objectives

The sale of the site will generate a capital receipt and therefore support delivery of the Council's capital programme target.

7.0 Legal And Resource Implications

7.1 There will be a loss of revenue from the public short stay pay and display car park currently operating from the C Car Park. The total income generated from the car park in the 2005/06 financial year and the projected outturn for 2006/07 are detailed in the Confidential Appendix. This use however was only a temporary arrangement

following the relocation of the pay and display car park on Cookridge Street upon which Millennium Square was constructed. Although there will be a loss of income, the disposal will generate a substantial capital receipt for the Council. A discounted cash flow valuation has been carried out by the Department of Corporate Services, which capitalises the value of the car park income and is detailed in the confidential appendix attached to this report. There is also a requirement from the Planning and Development Brief that 250 short stay car parking spaces are constructed by the eventual developer and operated privately. These required spaces are included within the proposed scheme and provide replacement public parking for the Civic Quarter.

7.2 The disposal of the site will provide the Council with a major capital receipt.

8.0 Conclusions

8.1 The conclusion is that this proposal is the best option to pursue if the Council wish to support the University's expansion plans and to achieve a substantial capital receipt which represents the market value of the site.

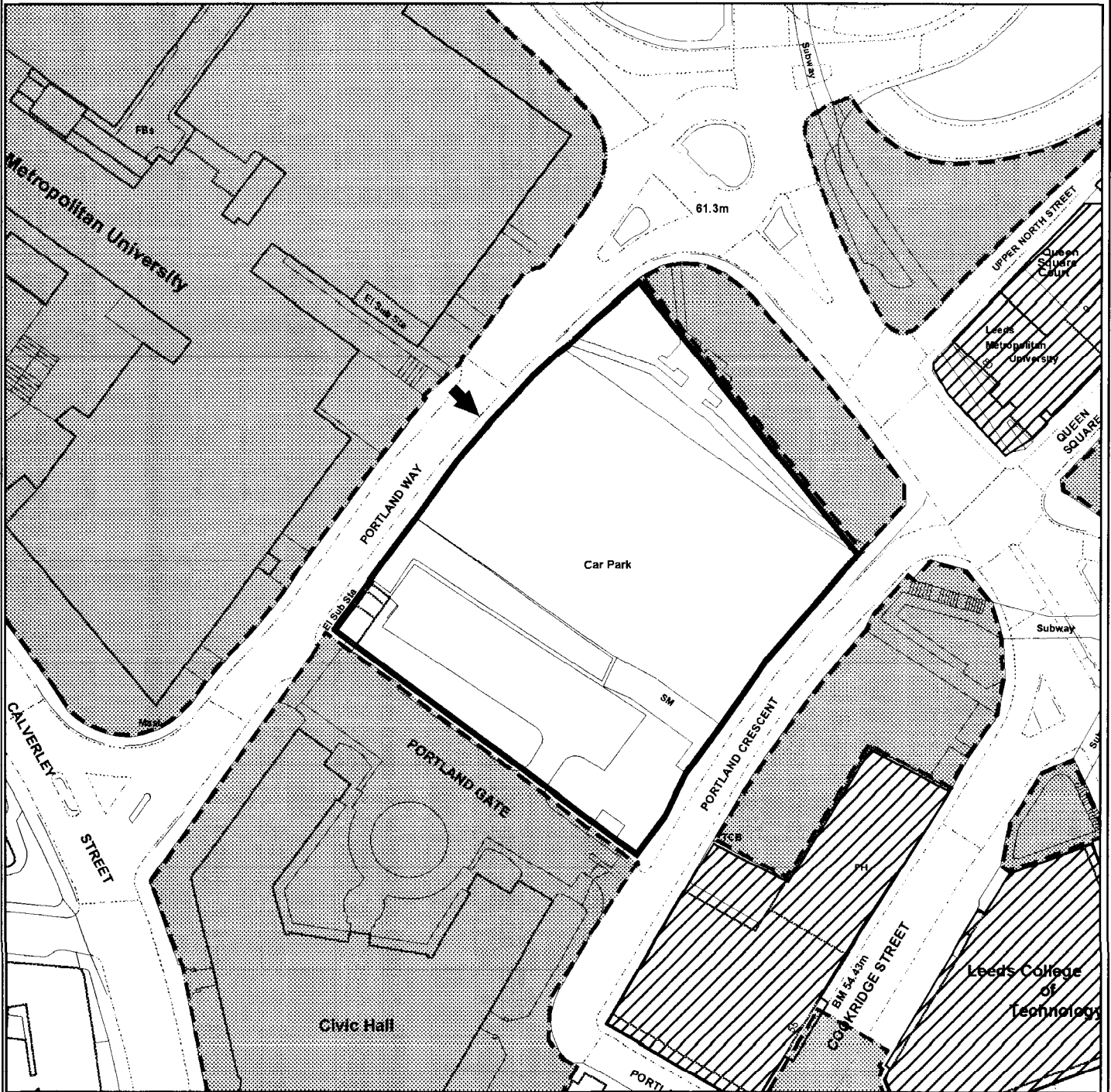
9.0 Recommendations

9.1 It is recommended that Members' approval be given to the disposal of C Car Park and the former Civic Hall Annex site to Leeds Metropolitan University on the main terms and conditions which are outlined within the Confidential Appendix and any other appropriate terms which may arise in the future, to be approved by the Director of Development.

Footnotes

- (1) Report to Executive Board "Disposal of Land at Portland Gate, Leeds 1" dated 19 January 2005. Approval was given to the recommendations contained in this report by Members of Executive Board on 19 January 2005.
- (2) Report to Executive Board "Disposal of Land at Portland Gate, Leeds 1" dated 19 January 2005 designated Exempt/Confidential under Exemption 1 (Commercial Interests). Approval was given to the recommendations contained in this report by Members of Executive Board on 19 January 2005.
- (3) Report to Executive Board "Land at Portland Gate, Leeds 1" dated 20 April 2005. Approval was given to the recommendations contained in this report by Members of Executive Board on 20 April 2005.
- (4) Report of the Chief Planning and Development Services Officer to the Members of Plans Panel City Centre) dated 14 September 2006.

LAND AT PORTLAND GATE LEEDS LS2



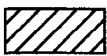
← SUBJECT SITE



LAND OWNED BY
LEEDS CITY COUNCIL



LAND LEASED OUT BY
LEEDS CITY COUNCIL



LAND SOLD BY
LEEDS CITY COUNCIL



LAND OWNED BY
APPLICANT



Leeds

CITY COUNCIL

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PREP BY SUE HALLIDAY

DATE 14/12/2006

OS No SE2934SE

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Originator: Brian Lawless

Tel: 2474686

Report of the Director of Development

Executive Board

Date: 24 January 2007

Subject: Otley Civic Centre

Electoral Wards Affected:

Otley & Yeadon

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call In

Not Eligible for Call In

(Details contained in the report)

EXECUTIVE SUMMARY

This report seeks approval to the terms of a formal proposal to be made to Otley Town Council (OTC) in respect of the future of the Otley Civic Centre.

There is considerable public controversy in Otley over this issue and a petition, signed by 3,300 people, has been gathered by a local interest group, the Save Otley Civic Centre Campaign. The population of Otley is some 17,000.

The Town Council remains in occupation of the centre, which is a listed building, holding over under the terms of an expired lease with the responsibility for external repairs lying with this Council and the responsibility for internal repairs lying with the Town Council.

A number of alternatives for addressing the future of the Civic Centre have been evaluated and the recommendation from officers is that a formal approach should be made to the Town Council offering to either transfer the freehold in the building to the Town Council, at nil consideration accompanied by a financial sum to be determined, or to grant a new lease under the same terms as the previous lease and for the City Council to undertake the repairs required to the external fabric of the building.

The Town Council has already responded to the approach from officers which outlined the recommendations of this report. The resolution of the Town Council is to restate that its policy is to support the full refurbishment of the building and goes on to say that an offer of the transfer of the ownership and a financial contribution of £1,000,000 would be wholly inadequate

1.0 Purpose Of This Report

- 1.1 To advise Members of the alternatives that may be available in addressing the future of the Otley Civic Centre and to make recommendations as which of these would represent prudent options for the Council

2.0 Background Information

- 2.1 Under local government reorganisation in 1974, the ownership of the Otley Civic Centre passed to the City Council.
- 2.2 Although, at that time the Council had no direct operational interest in the building, it was agreed that the Town Council should be granted a 25-year lease, at a peppercorn rent, with the Council liable for external repairs and the Town Council responsible for internal repairs.
- 2.3 On the expiry of that lease, attempts were made to agree a new lease but no result was achieved, largely because of the costs that would be involved in repairing the building both internally and externally and in meeting, within the building, the requirements of legislation introduced since 1974. The Town Council continued to hold over under the terms of the 1974 lease.
- 2.4 The Town Council did serve notice in June 2003 that it would not seek to renew the lease and this was confirmed in February 2004. However, in July 2006, the Town Council advised that it was no longer its policy to abandon the Civic Centre and that, further, the policy of the Town Council was that its preferred and only preferred Option from the feasibility study (see below) is Option 2.
- 2.5 This lack of certainty regarding the future occupancy and use of the Civic Centre has prevented any progress on the planning for the commissioning of works to the external fabric. It would not have been sensible to proceed with such works whilst there was no commitment from the Town Council to remain in the building and to carry out works for which it is responsible under the 1974 lease.
- 2.6 In 2005, the Council commissioned a feasibility study, from an independent architect, into the cost of five options for the refurbishment of the civic centre or its replacement on a new site. The cost of these options, including fees and allowances, and, at 2005 prices, ranged from £1,945,000 to £4.343, 000 but it is important to note that many items such as temporary accommodation, if required, underpinning of the building, if required, and specialist fittings and equipment, were excluded from these costs. The cost of that feasibility study, £15,000, was met entirely by the Council but the brief was prepared and agreed in consultation with the Town Council and many of the groups using the civic centre.
- 2.7 The Town Council resolved, in July 2006, that its preferred and only preferred option was option 2 of that feasibility study which, at that time, was expected to cost £2,311,000, again exclusive of those items identified in 2.5 above and at 2005 prices. This option proposed the full refurbishment of the civic centre together with some re-modelling to maximise its capacity through the installation of a mezzanine floor to part of building.
- 2.8 It should be noted that any works will now cost significantly more once allowance is made for two, or more, years of building industry cost inflation. Updating the costs to

a start on site in Quarter 3 of 2007 is expected to add over 14% to the basic costs identified in the feasibility study.

2.9 The Town Council has, in principle, offered to contribute £500,000 towards the cost implementation of this option. The Town Council has also agreed in principle that it would meet the full running costs of any new or refurbished centre, including the liability for external repairs.

2.10 There is a well-supported campaign with the town to preserve the civic centre and its use for its present purpose. Some 3,300 signatures were obtained in 2004 to a petition organised by the Save Otley Civic Centre Campaign calling for the refurbishment of the centre. It is understood that the number of signatures has now risen to 3,500.

3.0 Main Issues

3.1 The implementation of the refurbishment option preferred by the Town Council would cost more than the £2,311,000 mentioned above in 2.6. The cost of dealing with the items excluded from that estimate, building industry inflation and the uncertainties that come, inevitably, from work within a listed building of this type and age mean that the total cost would be at least £2,500,000 and could exceed £3,000,000.

3.2 The in-principle offer of a contribution of £500,000 from the Town Council would require the City Council to contribute at least £2,000,000 and possibly more than £2,500,000 towards the overall cost. It would also expose this Council to major uncertainties during the refurbishment programme.

3.3 There has been no discussion with the Town Council as to the nature of the title in the building subsequent to such a refurbishment but officers would advise that, if this alternative were to be selected and implemented, the ownership of the freehold of the building should remain with the City Council. The Town Council has indicated that it would be prepared to take on the full running costs of the building subsequent to the refurbishment.

3.4 In the light of the very high cost of such a full-scale refurbishment and the limited financial contribution that the Town Council feels able to make towards this cost, officers have examined two other alternatives. These are:

- i. the offer to the Town Council of the freehold of the building together with a financial contribution, the extent of which would be determined by Executive Board. This contribution might exceed the cost of the external repairs which are required but should be less than the sum required for the full remodelling scheme after allowing for the contribution that the Town Council has already indicated it could make
- ii. the offer to the Town Council of a new lease under the same terms as the previous lease, that is a 25-year term, a peppercorn rent, the liability for internal repairs to lie with the Town Council and the liability for external repairs to lie with the City Council. It is suggested that, in these circumstances, the City Council should undertake the outstanding external repairs (which are currently estimated at £560,000 at Q3 2007) but make no additional financial contribution to the cost of the internal repairs as it would be exposed to further costs, for external repairs, during the lease period. Essentially, this proposal would require each of the Councils to meet the liabilities expressed in the 1974 lease.

- 3.5 The Town Council has been advised that the three alternatives outlined in 3.1 and 3.4 above would be reported to Executive Board together with the recommendation that officers would be making which that is that only 3.4.i or 3.4.ii would represent a prudent course of action for the City Council. The letter from the Asset Management Unit to the Town Council is attached as Appendix 1. The consequences of this are set out in 3.1 and 3.2 above.
- 3.6 The Town Council was invited to respond to this officer advice and that response is attached as Appendix 2. Essentially, the Town Council is seeking that the Council should meet the whole cost, over and above its suggested contribution of £500,000, of the full refurbishment of the building.
- 3.7 As was the case in 1974, the City Council has no direct operational interest which requires accommodation in the Civic Centre for its own purposes.
- 3.8 The total recent capital support from the City Council for community and cultural activities in Otley exceeds £1,700,000, comprising the construction of the new library and tourist information centre (£1,300,000), the release of the former Magistrates Court premises to the Otley Courthouse Project (foregoing a potential capital receipt of £170,000 at 2001 values) and the refurbishment works at the Cross Green Community Centre (£250,000). Other expenditure will be incurred under the Town & District Centres Regeneration scheme.

4.0 Implications For Council Policy And Governance

- 4.1 The Council's Financial Plan requires that all spending plans are subjected to rigorous review to ensure that they are aligned to identified need and provide value for money. There is no identified operational requirement from any department for accommodation in the Civic Centre.
- 4.2 The Financial Plan also requires that all efforts are made to maximise the availability of external sources of funding. The in principle offer from the Town Council of a contribution of £500,000 towards the full refurbishment of the Civic Centre represents only around one-fifth of the total cost.
- 4.3 The Financial Plan requires that all spending should be supported with a risk management approach. The estimated costs of the refurbishment of the Civic Centre have been subject to external appraisal but exclude various items such as specialist stage theatre equipment, any underpinning of the building that may be required and the cost of decanting and accommodating the building occupiers during any works. The costs contained in this report do, therefore, represent a best case situation and should be recognised as such.
- 4.4 The Council has a strategic outcome theme of ensuring that all communities are thriving and harmonious places where people are happy to live. The recommendations to support the refurbishment of the Civic Centre through transferring the ownership of the building and making a additional financial contribution or offering a new lease and undertaking the repairs to the external fabric are made because of the strength of local opinion that the building should be retained in civic use.

5.0 Legal And Resource Implications

- 5.1 The Town Council does have a right to a new lease on the same terms as the 1974 lease (although it would be open to the City Council to offer such a lease at a real rent rather than the peppercorn rent due under that former lease). All other terms would remain the same with the City Council being responsible for external repairs and the Town Council responsible for internal repairs. This is the basis of the alternative outlined at 3.4.ii and, essentially, maintains the present position but would move forward with the repairs to the external fabric. It would require the City Council to inject the cost of the external repairs into the Capital Programme.
- 5.2 The City Council could, if it wished to exercise its “well being” powers transfer the freehold title to the building to the Town Council and, through an injection into the Capital Programme accompany this with a grant to the Town Council. It would be appropriate to include a condition in the conveyance giving the City Council the right to pre-empt any disposal by the Town Council within a given period of time, that right to re-acquire the building also at nil consideration. The terms of the grant should require the Town Council to undertake the repairs to the external fabric of the building, as a priority, with any balance being committed to necessary internal repairs and refurbishment. An external valuation of the Civic Centre was undertaken in early 2004 and, at that time, the value was estimated at £390,000. A more recent internal estimate of the market value is in the region of £350,000 to £400,000. but this estimate would increase to between £435,000 and £535,000 in the event of planning approval being given for the construction of mezzanine accommodation This is the freehold value that the Council would be foregoing if the building were to be transferred at nil consideration to the Town Council.
- 5.3 The Council does have powers, where land is not held for housing accommodation purposes (as in this instance), to dispose of land and buildings at less than best consideration under the 2003 General Consent.
- 5.4 Legal advice has been obtained in connection with this. There are strict limitations on the application of this General Consent. In particular, the purpose for which the property is being sold must be likely to contribute to the achievement of the promotion/improvement of the economic, social or environmental well-being of its area, subject to not allowing a “discount” of more than £2 million. The “discount” in this instance would be well within that limit.
- 5.5 If a new lease were to be granted with the liability for internal repairs to be with the Town Council, as was the case under the now-expired lease, it would be appropriate to grant a rent-free period to reflect the cost of those works. As the lowest estimate of that cost is well over £1 million, that rent-free period could cover the whole of the term of a 25 year lease particularly as the building would be restricted to its current use. The rental value of such a use would be less than £40,000 per annum.
- 5.6 The current Capital Programme contains no resources for either a full remodelling/refurbishment of the Civic Centre or for the less costly landlord works for which the City Council is responsible under the lease. Therefore, any decision by Executive Board to carry out works to the building, or to offer a financial sum to the Town Council, will require the Council to identify additional capital resources

6.0 Conclusions

- 6.1 Although the Council has no direct operational interest in the civic centre, it is felt appropriate that some financial support should be provided towards the ambition from the Town Council (and those in the town supportive of the Save Otley Civic Centre campaign) to retain the building in civic use and to ensure that its fabric is preserved.
- 6.2 However, officers do not feel that it would be prudent or appropriate for the City Council to make what would be an open-ended financial commitment to a high risk remodelling/refurbishment project. The offer of £500,000 from the Town Council is regarded as insufficient when the total cost will, at the least, exceed £2,500,000.
- 6.3 Officers have outlined two alternatives that they could recommend as prudent, being the offer of either the transfer of the freehold title in the building together with an additional, capped, financial contribution or the offer of a new lease on the same terms as the previous lease together with the commissioning of works to address the external repairs.
- 6.4 It should be noted that, from preliminary comments reported in the local press, it is felt that neither the Town Council nor the Save Otley Civic Centre Campaign will regard the officers' recommendations as sufficient. It is unlikely that any more detailed response from the Town Council, other than that contained in Appendix 2 which is a resolution of the Town Council's Executive Committee from 18 December, will be available by the date of the Executive Board meeting. The Town Council has indicated that it would require more time to assess its response to any formal proposal from the City Council. The Town Council has been consistent in saying that the in-principle offer of £500,000 towards the cost of refurbishment is, from its point of view, a substantial offer representing the maximum that it could contribute.
- 6.5 It is not clear what other ways forward exist should the Town Council decline either of the alternatives that are recommended.

7.0 Recommendations

- 7.1 Members are recommended to instruct officers to make a formal approach to Otley Town Council with an offer from this Council to either transfer the ownership of the freehold of the Civic Centre, accompanied by a grant of a sum to be determined by the Executive Board or to grant a new lease on the same terms as the 1974 lease with the City Council to undertake the repairs to the external fabric.



Iain Plumtree
 Clerk to the Council
 Otley Town Council
 Civic Centre
 Otley
 LS21 8HD

The Leonardo Building
 2 Rossington Street
 LEEDS
 LS2 8HD

Contact: Brian Lawless
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13 December 2006

Dear Mr Plumtree

The Future of Otley Civic Centre

I write to advise you that officers intend to submit a report to the Council's Executive Board on 24 January 2007 outlining the position in respect of the Civic Centre.

This letter invites the Town Council to respond to the alternatives that are set out and to comment upon the recommendations that officers will make to the Executive Board.

The report will advise Members of the recent history of the Centre, details of the current occupancy by the Town Council and of the results of the feasibility study undertaken last year by the independent architect.

In particular, the report will mention the decision reached by the Town Council June 2003 to advise this Council of the concern regarding the cost of bringing the Centre to even the most basic of acceptable standards. It will also advise of the decision reached by the Town Council in July 2006 that it no longer had a policy to abandon the current Civic Centre buildings and that its policy is now that its preferred and only preferred Option from the feasibility study is Option 2.

The report will then go on to set out the three alternatives that officers believe are available. In brief, these are:

1. For the two Councils to undertake, at joint expense, the refurbishment of the Civic Centre. It is noted that the Town Council has indicated that, in principle, it would be prepared to take responsibility for the running costs of the building once refurbished and that it would be able to contribute £500,000 towards the costs that would be incurred in undertaking the refurbishment proposed in Option 2 of the feasibility study. This would meet the full aspirations of the Town Council and the other users of the building. However, it would be drawn to the attention of the Executive Board that the limited nature of the contribution to be made by the Town Council would represent somewhere between one fifth and one sixth of the total cost of a refurbishment programme once due provision had been made for those items excluded from the feasibility study proposals and that the full risk of capital cost overrun on this listed building would lie with the City Council



2. For the City Council to offer the freehold interest in the building to the Town Council at nil consideration along with an as yet unspecified financial contribution towards the cost of a refurbishment scheme. The City Council would retain the right of pre-emption, also at nil consideration, should the Town Council determine, at any time within a fixed period, possibly seven years, to dispose of the building. The financial contribution to be made by the City Council would exceed the cost of addressing the external repairs and would, thus, make a contribution towards the cost of the internal refurbishment also to be undertaken. This would permit the future of the building to be determined by the Town Council and the people of Otley and would allow the refurbishment to be phased over a period of time. However, the financial sum offered is unlikely to allow for a full extension and refurbishment scheme as described in the consultant's report.
3. For the City Council to offer a new 25-year lease of the building to the Town Council under the same terms as the previous and now-expired lease. The City Council would undertake the external repairs now required and would continue to have responsibility for any further external repairs needed during the term of the lease. The City Council would require that the Town Council should undertake any internal repairs now needed but would not insist that the full refurbishment should be undertaken. The external repairs, to be undertaken in the near future, would protect the fabric of the building and, as in alternative 2 above, allow the Town Council, if it so wished, to undertake a phased programme of works to the interior over and above those required to simply repair the building.

Officers will be recommending to the Executive Board that, although alternatives 2 and 3 fall some way short of the aspirations of the Town Council, they do represent a prudent approach, so far as this Council is concerned.

The City Council's Ward Members and the Area Management Committee have been advised of this letter.

I will be grateful if you can advise your Members of the contents of this letter and reply to me prior to 31 December so that the response from the Town Council can be included in the report.

Yours sincerely

R B Lawless
Group Manager
Projects

OTLEY TOWN COUNCIL**Resolution of Executive Committee Monday 18th December 2006****Otley Civic Centre**

The Executive Committee of Otley Town Council restates the Council's position (and therefore policy) in relation to the future of Otley Civic Centre. Otley Town Council supports the proposals outlined in Mr Witherick's architectural report of March 2005 for full refurbishment of the existing building (outlined in the report as option 2)

The Executive Committee therefore fully supports alternative 1 as outlined in the letter of 13th December 2006 from the Asset Management Unit of Leeds City Council.

The Executive Committee is concerned by the tone of the letter and by the extremely tight deadline given to respond. Furthermore, the Committee believes that there is insufficient information provided by Leeds City Council on which to reach a decision on alternatives 2 and 3.

However, the Executive Committee believe that, if the offer of £1m plus the transfer of the building as recorded in the press is accurate, that this would be a wholly inadequate resolution, and would potentially place Otley's Council taxpayers with a large debt for years to come. This would also be seen as Leeds City Council attempting to transfer its liability and responsibility to the Town Council, and would demonstrate a complete disparity in the way Leeds City Council treats Otley Town Council compared with other Town and Parish Councils.



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Originator: Simeon Perry

Tel:39 50503

Report of the Director of Neighbourhoods and Housing

Executive Board

Date: 24th January 2006

Subject: Pets in Council houses policy – Deputation report

Electoral Wards Affected:
All

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call In

Not Eligible for Call In
(Details contained in the report)

EXECUTIVE SUMMARY

A number of animal welfare charities made a deputation to Council on 1 November 2006 highlighting problems with animal welfare, particularly in council homes. They are seeking greater partnership working with the Council and its Arms Length Management Organisations (ALMOs) to promote better care for animals by tenants. As a result, Strategic Landlord Group will ensure that the ALMOs work more closely with animal welfare organisations to alleviate animal cruelty, and undertake enforcement measures where appropriate. Such action is timely, as the Animal Welfare Act comes into force in April 2007. This legislation emphasises the prevention of animal cruelty, and makes more penalties available for use by enforcement agencies.

1.0 Purpose Of This Report

1.1 The purpose of this report is to inform Executive Board of the Council's policy for pets in Council homes, and of the more proactive role it will take in partnership working with animal welfare organisations.

2.0 Background Information

- 2.1 At the November Council meeting, a number of animal welfare charities led by Cats Protection presented a deputation outlining the problems caused by abandoned and unneutered cats in Leeds, and claimed that the majority of these were found in council homes or housing estates. They provided a list of case studies where a lack of appropriate care for the health and welfare of cats had led to neglect, and highlighted the lack of management of numbers of cats in households.

3.0 Main Issues

- 3.1 The Cats' Protection League informed the Council of the problem created by abandoned and unneutered cats in Leeds. They have spent over £100,000 on providing care for cats, often in council properties or estates.
- 3.2 Cats Protection believe that there are many council houses in which the number of pets grows due to lack of management and intervention, such as neutering. Large numbers of cats or dogs within a property create an unhealthy environment, and can cause damage to the property. They can also lead to a neighbour nuisance problem.
- 3.3 A survey of the Leeds ALMOs found that there are many examples of partnership working with animal welfare organisations, and appropriate enforcement measures are being undertaken where known cruelty to animals occurs. However, closer partnership working and stronger enforcement will be undertaken to prevent cruelty or neglect in the future.
- 3.4 The Animal Welfare Act comes into force in April 2007. This Act is the most significant animal welfare legislation for nearly a century. It aims to:
- reduce animal suffering by enabling preventive action to be taken before suffering occurs;
 - place a duty on people who are responsible for domestic and companion animals to do all that is reasonable to ensure the welfare of their animals; and
 - deter persistent offenders by strengthening penalties. These include prison sentences, large fines, and disqualification from keeping pets.
- 3.5 As a result of the Deputation, the Executive Member for Neighbourhoods and Housing met with representatives from Cats' Protection in December 2006, and agreed that:
- The council will review its policy on Pets in Council housing in light of the Animal Welfare Act and amend its tenancy agreement as appropriate. The review will be completed before the Act comes into force in April 07.
 - The council, through the ALMOs' and the Leeds Tenants' Federation's newsletters, will promote responsible care of domestic and companion animals. Furthermore, ALMOs will be asked to promote animal welfare organisations' awareness campaigns.
 - ALMOs will work in partnership with animal welfare organisations to promote neutering services.

- ALMOs will develop better working relationships with animal welfare organisations to prevent animal welfare, and assist in tenancy enforcement when necessary. For example, ALMOs should ask animal welfare organisations to remove animals where there is cruelty, and assist such organisations operating mobile neutering services.

3.6 In addition, the policy will be amended to explicitly include the provisions of the Dangerous Dogs Act 1991. Should a tenant be found to keep a dangerous dog as defined in the Act, then tenancy enforcement action will be taken and referrals to Social Services will be made, if children are put at risk.

Implications For Council Policy And Governance

3.7 The Tenancy agreement states that:

3.8 “You (or anyone living with you or visiting the property) must not keep any animal in or near the property except if this is permitted by the Council Policy on Pets in Council houses. Even if the Policy allows you to keep an animal you must not allow it to annoy or frighten other people and you must keep you animal in a reasonable manner and under control. It must not damage Council property.”

3.9 The key points of the Pets in Council Homes policy are:

- Properties with communal entrances, such as flats and certain sheltered accommodation, are unsuitable for keeping pets such as cats and dogs.
- Tenants are allowed to keep small domestic pets, such as rabbits, rodents, fish, caged birds, non venomous insects and small non venomous reptiles or fish. In addition, tenants may keep a maximum of 2 dogs and / or 2 cats.
- Support dogs, such as guide dogs, are permitted.
- Tenants are expected to keep domestic pets in a responsible manner, and exercise control over them at all times.
- When a new tenant moves in, they will be advised on any restrictions on pets in that property.

3.9.1 When properties are advertised through the Lettings process, customers are advised in the advert whether pets are allowed in that property.

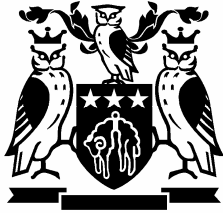
4.0 Legal And Resource Implications

4.1 There are no legal and resource implications

5.0 Recommendations

5.1 That Executive Board approve the actions stated in 3.5 and 3.6

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Leeds
CITY COUNCIL

Originator: Sheila Fletcher
Area Project Officer
2145875

Report of the Director of Neighbourhoods and Housing

Executive Board

Date: 24th January 2006

Subject: Chapeltown Community Facilities Review

Electoral Wards Affected: Chapel Allerton	Specific Implications For: Ethnic minorities <input type="checkbox"/> Women <input type="checkbox"/> Disabled people <input type="checkbox"/> Narrowing the Gap <input checked="" type="checkbox"/>
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Eligible for Call In

Not Eligible for Call In
(Details contained in the report)

EXECUTIVE SUMMARY

This report has been prepared at the request of the North East (Inner) Area Committee following the decision agreed by the Executive Board on 22nd March 2006 that the North East (Inner) Area Committee undertake a review of community provision in Chapeltown.

The decision to undertake such a review followed the deputation to full Council on the 28th February by the Chapeltown Community Centre Action Group (CCCAG) seeking the Council to gift land in the Chapeltown area for the building of a new community centre.

The report was submitted to the North East (Inner) Area Committee on 16th October 2006 where the report's recommendations were approved. Members of Executive Board are asked to consider the issues raised in the Chapeltown community facilities review report, and endorse the report's recommendations and way forward.

Purpose Of This Report

1. The purpose of this report is to present the findings of the community facilities review to enable Members of Executive Board to make an informed response to the deputation made by CCCAG for a new community centre in Chapeltown.
2. The report seeks to inform Members about:
 - The current level of community provision in Chapeltown
 - The CCCAG case for a new community centre
 - The proposals for a new LIFT Joint Service Centre for Chapeltown and any links to issues of concern for CCCAG
 - Opportunities to improve and expand existing provision to address instances of poor quality, low usage and duplicate provision
 - The impact on community provision in Chapeltown of the Extended Services for Children and Families agenda

Background Information

3. Members of the CCCAG made a deputation to full council meeting on 28th February seeking land in the Chapeltown area for the building of a new community centre. In particular, the deputation raised concerns about the allocation of land connected with the development of the new LIFT Joint Service Centre on the site of the former Hayfield Public House in Chapeltown.
4. CCCAG was formed in 2001, when discussions about closure of the community centre were started. It meets monthly and has more than 280 local residents and groups on its mailing list. The group has the support of Fabian Hamilton MP and the Chapel Allerton ward councillors. The aim of the group is to build a new centre to be developed and managed by the community for the community, preferably on the site of the former Hayfield pub. The group does not believe there is a facility in the area that meets the needs of the community as a whole.

Statement of methodology for the review

5. A list of community facilities in the Chapeltown area, identified as part of this review, has been compiled (see Appendix 1). It is intended to provide as full a picture as possible of the availability of facilities in Chapeltown. Only facilities which had one or more rooms available for let to the public are included. In addition to these facilities there are a range of facilities in the Chapeltown area dedicated to individual faith and cultural groups. These are used mainly for educational, social and worship community activities, for example the African Women's Union, the Zimbabwe Educational Trust, the Iftin Welfare Association and the Latvian Centre. In the context of this review, there is an opportunity to help bring together the various community facility providers to help enhance provision for everyone in the community and address local demands for further community space.
6. The data for the review was obtained through interview, written and telephone contact with individual staff and Management Committee members.

7. For each facility the research sought to identify:
 - Rooms available, including size and their general use;
 - Letting costs and variance of fees for different types of users, e.g. reduced rates for charities, etc;
 - Levels of use and nature of users, i.e. community groups, schools, private sector;
 - Levels of free capacity, i.e. hours per month unused;
8. It should be noted that at the time of writing, new information was still being received and that in some cases only partial information was available on voluntary sector facilities.

Main Issues

9. The review of community facilities has followed the principles and policy of the Community Centres Review approved by the Executive Board. It will serve to understand the mix of community provision in Chapeltown and help inform decisions about future provision and investment. The review has looked at existing users' interests with an assessment of their business plans. Appendix 1 provides details of 15 community facilities in the area providing a range of services.
10. In summary the review of existing provision found:
 - **The general impression that there are few facilities available to either individuals or groups is not borne out by the study. The audit identified 15 buildings with space for community use.**

As can be seen in Appendix 1 which outlines details of these facilities, two of these are run by schools. Comments from both schools indicate that the community's perception of the primary purpose of their facilities is not for community provision. Hillcrest school however does have rooms and facilities available to the public during and outside their normal working hours. The remaining facilities provided by the Council and the voluntary sector all have rooms available to the public during their normal working hours and the majority of them outside these hours by special arrangement and on the payment of fees. Seven buildings have facilities for conferences and six for wedding and christening parties.

- **Despite this there appears to be shortages of certain types of community facilities and some of the facilities are restricted to a targeted group of users.**

The need for additional out of school childcare was highlighted in the responses from many providers. However this is being substantially addressed by Sure Start and the Children's Centre developments within the Extended Schools agenda.

Comments from faith sector providers indicate that in many cases their facilities are used mainly by members of the congregation. All providers indicated their willingness to operate an “open-door” policy and consider improved marketing and awareness of their facilities would increase usage by the wider community.

- **There was a general consensus that there is a shortage of youth facilities available after 9pm and at weekends. Some felt this should be addressed through the provision of a dedicated youth centre.**

The Mandela Centre is perceived by many as the youth centre for Chapeltown, however there are problems associated with the physical condition of the building that prevents it from achieving its potential. Other facilities such as the Ramgarhia Sikh Sports Centre and Hillcrest school have sports facilities available to the wider community and it was suggested that many unmet needs could be met through planned and existing resources

- **Lack of coordination of community facilities was a recurring theme. It was suggested that services to the community would be greatly enhanced through proper marketing, sharing of information and co-ordination of provision**
- **There are a number of existing ICT facilities and more planned. In order to avoid duplication and promote flexible use these developments need to be properly co-ordinated**
- **There are many other developments taking place within schools in the area. The outcome of these developments will almost certainly lead to an increase in facilities available to the wider community, including young people.**

11. The audit of community facilities sought to gather factual evidence of the levels of use by community groups. Despite a few exceptions, the vast majority of facilities were under-used. This was the case regardless of the provider of the facilities or their physical condition, and suggests that the roots of the under-use may be in other factors. Several Management Committee members contacted attributed the lack of use of their facility to the loss of a sense of “community” and recognised the need to make sure that all buildings and public spaces are used by all communities.

12. Community facilities in Chapeltown are managed by people with real commitment, many of whom bring years of experience to the task. They see themselves as highly accountable to their local community and seek to make their buildings more accessible both physically and practically. However there is evidence that tasks associated with building management, particularly the statutory and legislative requirements, means that they are not picking up on the changing needs of the local community as well as they might. There is clearly room for development of the management arrangements to better understand the market for their provision and the role they have to play in the development of the community.

The CCCAG case for a new community centre

13. The CCCAG are an organised, active, articulate and creative group with a strong commitment to community provision for Chapeltown residents. They have been told that the Council cannot support new community provision without a full review of community facilities in the area for obvious reasons. They have accepted this and understand the review process. CCCAG have participated in the review and have indicated their willingness to engage with us and other providers in finding a way that supports and enhances the community facilities provision for Chapeltown.
14. They have developed some innovative proposals for community provision in Chapeltown and the stated aims of the group are to;
 - Support the ongoing sustainable development of Chapeltown through the provision of a high quality, multi-cultural, multi-generational and proactive community centre
 - Provide a centre that is a not-for-profit, financially independent Community Interest Company, run by and for the people of Chapeltown.

“We intend to create a community centre, which will be built by, owned by, and managed by the people of Chapeltown for the people of Chapeltown. It will be financially sustainable rather than dependent on fundraising, and will not be funding-led, but will encourage projects needed by the community. It will be a flagship environmentally- friendly building, which will require very little energy and maintenance once built, thus keep running costs to a minimum and providing a building we can all be proud of. There will be a rolling programme of training for all stakeholders to ensure that there is always a pool of skilled people willing and able to manage the business, the projects and the property.”

15. CCCAG’s business plan is currently based on a minimum building footprint of 600sqm. They predict that at this scale they will be fully self-financing from year one, assuming identified capital streams enable the centre to open without outstanding loans. They are requesting that the Council make land available for the development and have suggested this is done either on a “peppercorn “ rent basis on a 99 year lease, an actual land transfer of freehold to the Community Interest Company, or a Limited Liability Partnership arrangement.
16. CCCAG’s deputation in particular raised concerns about the allocation of land connected with the development of the new LIFT Joint Service Centre (JSC) on the site of the former Hayfield pub in Chapeltown. The Council bought the Hayfield site in late 2002 using SRB round 3 monies for the express purpose of developing a one-stop centre on the site using PFI credits. This decision was confirmed by Executive Board on 15th September 2004 as part of the approval of the Outline Business Case to the Office of the Deputy Prime Minister in support of a request for PFI credits to fund the Joint Service Centres.
17. CCCAG’s interim report of May 2006 outlining their case for a new community centre has been assessed both in context of the Council’s Community Centres Review by the Regeneration Partnership’s Team, and in terms of land

requirements by the Head of Asset Management. The following is a summary of their comments on the proposals:

- The Council bought the Hayfield site in late 2002 using SRB round 3 monies for the express purpose of developing a one-stop centre on the site using PFI credits
- If they use the Hayfield site this will be incompatible with the Council's existing proposals and prevent the provision of the Joint Service Centre in partnership with the PCT. It would also hamper the planned decant from Social Services Roundhay Road site.
- Any remaining land not used by the JSC will be needed as greenspace for planning reasons
- CCCAG are looking for the Council to offer the site at nil consideration. This would leave the Council looking for alternative sites for its proposal and no capital receipts
- The group has no capital funding at the moment. Any call to the Council for capital would have to compete against the already long list of unfunded priorities
- The expenditure proposals included in the interim report do not include rates. If the group were a registered charity they would be liable for 25%. As a non-charity they could be liable for 100%
- The proposed use of the land in question as a Joint Service Centre is considered best for delivering the Council's corporate objectives and its use as a community centre would be unlikely to be supported in asset management terms.
- There is lack of evidence in the draft business plan of the group's experience and ability to run a capital scheme of this size
- Income and expenditure projection does not include an amount for performing arts fees or business rates
- The project plan does not include reference to the operational team required to run the centre and appears as a series of aspirations.
- 70% predicted usage in the first year is unrealistic

The proposals for a new Joint Service Centre and issues of concern to CCCAG

18. Whilst not integral to the community facilities review the following summarises the concerns of the CCCAG regarding the development of the JSC.

- CCCAG's preferred location for the proposed new build community centre is the site of the former Hayfield pub and they have actively campaigned since the closure of the former community centre and demolition of the Hayfield to have an input into the considerations surrounding the future development of the site and that of the former community centre.
- They were advised in December 2005 by LCC Development Dept that it is likely that some of the "green space" behind the former Hayfield pub will be

required for the JSC and car park and that no proposals for the site of the former centre will be considered or progressed until a decision is taken about specific land requirements of the JSC.

- CCCAG sent out an invitation to the wider Chapeltown community to attend a public meeting on 21st September on this very issue. The invitation and publicity material circulated by CCCAG implicitly links their campaign for a new centre to what they perceive to be is a lack of clarity on community space within the JSC development, and no formal mechanism for them to make representation for community space to be considered as an option.
 - Prior to the public meeting on 21st September, the Area Management Team invited representatives from CCCAG to a meeting attended by representatives of the LIFT project team to share the early findings of the community facilities review and advise them of the proposed land requirements of the JSC which had recently been made available.
19. Appendix 2 is a summary of the LIFT proposals presented to CCCAG and to those attending the public meeting on 21st September. Appendix 3 is a sketch design of the proposed lay-out.
 20. It is evident from the facts and figures presented that some of the “green space” behind the former Hayfield pub will be required for the JSC and car park. An option under consideration is to compensate any use of this green space by incorporating all or part of the site of the former community centre as part of a new reconfigured area of green space.
 21. The public meeting was well attended by supporters for a new community centre for Chapeltown. It is evident from comments made at the meeting that the perceived lack of transparency over the development process of the JSC has fed the growing feelings within the community that the JSC will be imposed on them without their views being adequately expressed. This view was expressed vociferously at the public meeting, and coupled with the campaign for a new community centre on this site, led to fierce opposition to the JSC expressed by all who attended.
 22. The LIFT project team are organising an information event on the Chapeltown Joint Service Centre on 30th November. The event will be widely publicised throughout Chapeltown. The purpose of the event will be to raise awareness of the JSC and the services that will be provided from the centre to bring improved access to health and council services in Chapeltown. CCCAG have been invited to participate with other local stakeholders in supporting the development of a partnership approach to delivering improved community provision in Chapeltown and a meeting will take place in the New Year to take this forward.
 23. Members of the Executive Board are requested to detach issues relating to the Joint Service Centre from CCCAG’s proposals for a new community centre for Chapeltown and in the context of this review are asked to consider if there a case for a new centre, given the provision already available as highlighted in the findings of this review. If there is a case for a new community centre, supported by the council through making available suitable land at less than best market

value as requested by CCCAG, then an options appraisal would need to be undertaken to identify the best possible site.

Conclusions

24. This review has been undertaken following the principles and policy of the Community Centres Review approved by the Executive Board, with regard to the extent of current community provision in Chapeltown. The current level of community provision in Chapeltown and the potential impact on provision of the Extended Schools agenda indicates that any justification for the Council to dispose of land at less than best consideration is unwarranted. Evidence from this review indicates that there is not a case for a new build, and that improved coordination of existing facilities, together with improved marketing and support for new management arrangements will enhance services to the local community. The impact of a new build community centre would be to extend the duplication of provision within a limited market, potentially weakening existing community facilities future sustainability. Additional issues for consideration by Members of the Executive Board are outlined in the section below.

A way forward

25. The findings of this review highlight a lack of coordination of existing community facilities. This creates opportunities to improve community provision through some form of consolidation of existing provision. Discussions have taken place with the Leeds West Indian Centre as part of this review process. The West Indian Centre Limited is a trading organisation located on land vested with Leeds City Council Neighbourhoods and Housing Department. The centre is a popular local facility which is used for community uses and social events i.e. weddings and parties, conferences, job fairs, and as a community café.
26. In 2001 it was agreed that the centre would be owned and run by the Leeds West Indian Charitable Trust with the former members of the centre operating as a trading company. The trading company operates the licensed premises. Discussions have taken place with management committee representatives from both the charitable and trading arms regarding the future ambitions for the West Indian Centre and the possibility of future expansion and development to become a performance venue and community centre for Chapeltown. This includes a need for re-branding and marketing of the centre. The management committees have indicated their broad support for this and for the move to a single management arrangement.
27. The North East Area Management Team are supporting them in submitting a sustainable business plan and have set up meetings with social enterprise business advisers to assist them in coming together to form a single social enterprise.

28. This review has considered opportunities for wider access by the community to school facilities through the development of a cluster of extended schools across Chapeltown and Harehills. Space2@BrackenEdge is working with Bracken Edge Primary School, Bankside Primary School and Holy Rosary and St Anne's Primary School to provide a range of activities to local communities. The Extended Schools agenda works with local providers and agencies to provide access to a core offer of extended services. These schools have many facilities that could, and often already do, benefit their local communities. Facilities include sport halls and fields, ICT, playgrounds, classrooms, libraries, assembly and dining halls and numerous other physical facilities and educational resources.
29. An Extending Communities Conference hosted by Space2@BrackenEdge on 12th June 2006 highlighted the opportunities available to Chapeltown through the extended schools agenda by ensuring that schools open their facilities to their local communities. This can be during school hours and/or before and after the school day and at weekends and holidays. Benefits to the Chapeltown community of the extended school cluster include:
- maximising the use of facilities
 - improved income from facilities
 - improved parent and community familiarity and involvement in the schools
 - improved sense of community
 - improved adult learning opportunities
30. Work is ongoing to develop the extended schools proposals in Chapeltown and the local community have been invited to give their ideas for creating greater access to school facilities and for making schools the ' hub' of community life.
31. Whilst the study found a relatively large number of existing facilities there is a gap in information about what is available leading to a perception of short supply. Better coordination and use of existing facilities could be assisted through the development of a "virtual community centre" – information on what is available held centrally and accessible from different locations. This service could incorporate a centralised booking service and a telephone web based advice line.
32. The North East (Inner) Area Committee concluded at its meeting on 16th October 2006 that there is no justification for the Council to dispose of land at less than best consideration given the provision already available and highlighted in the findings of the review.
33. The North East (Inner) Area Committee agreed to refer the report to the Executive Board with their recommendations as outlined below. Under the provisions of Council Procedure Rule 16.5, Councillors Dowson, Hamilton and Rafique requested it to be recorded that they voted against the decision at the Area Committee meeting.

Recommendations

34. Members of the Executive Board are requested to support the recommendations of the North East Inner Area Committee as follows:

- That the facilities review demonstrates there is no case for the Council to consider the release of land as requested by CCCAG for the purposes of a new build community centre. This does not preclude CCCAG pursuing options for a new development site in the area at market value.
- That the way forward, as outlined in paragraphs 25 – 31 of the report is supported.

Chapeltown Community Facilities Review

Facility	Address & Contact Details	Services & users	Comments from review August – Sept 06	Ownership, Management & Funding	Description of premises and letting costs.	Current capacity and estimated level of use
Austin Burke Memorial Hall	196 Chapeltown Road Leeds LS7 4HZ Sonia Walker 0113 237 4287	Multi-purpose centre providing a wide range of community services and facilities. Available to all sections of the community but used mainly by members of the church.	Advertised mostly through word of mouth via members of church and families. Open to non-church goers and welcomes use from wider community. No alcohol policy. Suitable for weddings, christenings – dry ones. Will "customise" the accommodation to suit needs of user.	The Memorial Hall is an independent arm of the Church of God of Prophecy	Available for conferences, meetings and seminars. Able to offer use of facilities to groups of 25 plus and can accommodate a maximum of 250. Main Hall 250, £30.00 per hour Training area 50, £23 per hour Small room for up to 16 £15 per hour	Centre is available on an hourly and daily basis Monday – Friday. 9 – 4.30pm Average estimated daily use per week; main hall, 3 times training area, 4 times The Main hall is available every evening except Weds and Sundays when it is used by the Church. Estimated use Saturday evenings, once per month
Barbados Association	15 Reginald Row Chapeltown Leeds LS7 3HP Tel: 2956054 Contact: Ralph Maynard/Jean White	Various users from Chapeltown community.	Currently being refurbished. Advertised through word of mouth Open to wider community not only Barbados assoc. Suitable for small weddings and funerals parties Able to book for games room on weekly basis subject to availability	Barbados Association	1 small meeting room 10/12 people £10.00 per hour	Room available on an hourly and daily basis up to 9 am – 10pm Average estimated use 4 times weekly
Button Hill Community Centre	Button Hill Chapeltown Leeds Mavis Adamczyk 0113 262 3922	The centre is attached to a sheltered housing complex but is open to the wider community to use. Used 2 days per week by Leeds Black Elders	The police have started to use as informal drop- in to do paper work etc...this has helped deter criminal activity in immediate vicinity outside. No smoking or alcohol policy. Not widely promoted or advertised. Are looking to increase use in late afternoon/early evening	LCC Social Services	Hall with kitchen and disabled toilet facilities. 40 people £10.65 per hour	Room available on an hourly and daily basis 9am – 9pm Average estimated use 9am – 6pm 3 days per week
Chapel Allerton Methodist Centre	Town Street Leeds LS7 4NB Rita Jessop 0113 268 7777	A number of groups meet regularly at the centre including: Brownies, Guides, youth club, toddlers Group, and choir and drama groups. The Chapel Allerton Seniors' Association (CASA), meet at the church on a Wednesday from 2-4pm. Chapel Allerton Ladies Group also regularly meets there.	Suitable for wedding and christening parties. Received capital funding of £14,400 from inner area committee in June 06. Kitchen being refurbished and lift to be installed Ground floor coffee lounge Part of Neighbourhood Network scheme that provides a range of services and activities for older people supported by LCC Social Services. Recently given contract from LCC Social Services to operate luncheon club Marketed through word of mouth only, interested in expanding to wider community	Chapel Allerton Methodist Church	Hall 100 people Lounge 20 / 30 people Hall ½ day Lounge ½ day day £52.00 £26.00	Facilities available on a half and full day basis Average estimated use of hall three times weekly Lounge used every day Mon - Fri Estimated use of Hall on Saturdays, once per month
Hillcrest Primary	Cowper Street Leeds, LS7 4DR	Space @ Hillcrest is used by various community groups.	Takes private bookings for wedding, christening parties etc	Leeds City Council	Hall 150 people Lounge 20 people	Facilities available on an hourly and daily basis.

Facility	Address & Contact Details	Services & users	Comments from review August – Sept 06	Ownership, Management & Funding	Description of premises and letting costs.	Current capacity and estimated level of use
School. Space @ Hillcrest	Karen Golthorp 0113 262 4080	Includes All weather pitches, performance venue, community radio, music room and sprung dance floor.	Other events include conferences, performing arts and dance. Marketed through word of mouth but plans to publicise more widely. Perception throughout local community that only offers traditional school provision and not a community resource. Play-schemes operate throughout school holidays. Football pitches available for use at weekends.		Hall £50.00.p.h. Lounge £25.00.p.h.	Estimated use 4 days Mon – Fri Weekends – 3 times monthly
HOST Media Centre	21 Savile Mount Chapelton Leeds LS7 3HZ Frank Wilkes 0113 307 0178	Centre includes recording studios, TV and radio studios, IT facilities, conference rooms and rentable workspaces. Host offers a variety of music and media activities. Priority given to groups and organisations in Chapelton.	Host is currently delivering a two year project for individuals and groups aged 16+ entitled Developing Opportunities through New Media; a programme of creative media projects. Supported through European Regional Development funding, the project currently operates in Objective 2 Priority 3 target areas, including Chapel Allerton, Chapelton and Harehills. Alongside this, Host is developing a range of activities for children including out of school clubs and projects during school holidays funded through Children in Need and Leeds City Council's arts@leeds funding. The proposed project will capitalise on the opportunities presented through other parts of the programme, including training opportunities, joint marketing campaigns mobile media technology, collaboration and performance opportunities, as well as experience gained through piloted models of successful project activity. Host's Board have introduced a new community focus and is looking at ways to make the centre more accessible to the community. Discounted booking charges available for local community groups. Café open 9 – 4pm and 6.30 – 11.30pm. Security staff on the premises from 4.30 pm – 8.30am. Media lab and studio time available for hire during evenings. Host have recently teamed up with Community Highlights, the local newspaper for Chapelton and Harehills and is looking at other ways of working together. Host has published its first community newsletter which will be distributed quarterly to keep the community informed of opportunities, stories, future	Leased from Leeds City Council	Room 1. 80 people £40p.h Room 2. 25 people £20p.h Room 3. 15 people £15p.h Media lab and studio time £9.50 per hour Discounted rates available to charitable organisations. Prices negotiable depending on the day and time of the event.	Capacity most evenings Mon-Fri and weekends in media lab and studio time.

Facility	Address & Contact Details	Services & users	Comments from review August – Sept 06	Ownership, Management & Funding	Description of premises and letting costs.	Current capacity and estimated level of use
			events and projects.			
Jamaica House	277 Chapeltown Road Leeds LS7 3HA 0113 262 6435	Used mostly by Jamaican nationals. Caters for weddings and christening parties Homework class every Wednesdays Women's group Carers group Used for various events throughout the year, for example Black History month.	Has indicated willingness to open to wider community. Facilities available for hire advertised largely through word of mouth.	Jamaica House	Middle and top floors of building available for use. 1 main hall used for christening and wedding parties.	Currently has capacity Awaiting information on exact hours under used
Leeds Islamic Centre	Central Jamia Mosque 44-48 Spencer Place Chapeltown Leeds LS7 4BR Tel: 246 4686 Contact: Dr. Khan	Caters for the social, educational and religious needs of the Muslim population in Leeds Available for functions & Community Events.	Has indicated willingness to open to wider community, particularly community events, and events for young people.	Leeds Islamic Centre	Main Hall 150 / 200 people With Kitchen facility IT suite	Currently has capacity Awaiting information on exact hours under used
Mandela Centre	Chapeltown Road Leeds LS7 3HY	The Mandela Centre offers a full programme of activities in sport, recreation, education, culture and entertainment. Users include RJC dance Chapeltown Community Church Leeds Reach Thomas Danby, Women's Health Matters Chapeltown Children's Centre Health drop-in	There are problems associated with the physical condition of the building that prevents it from achieving its potential. Perception that some physical refurbishment would create potential for greater capacity.	Leeds City Council (L&L) Administration service provided by LCC's Lettings Unit	Sports hall Main hall Upstairs room with kitchen and TV Small meeting room	Awaiting information on new letting contracts from 30th Sept. Possible capacity from 7 – 10pm, 3 evenings per week.
Polish Catholic Centre	Newton Hill Road Leeds LS7 4JE George Tosta Tel: 262 8019	Caters for weddings and parties. Facilities available to wider community. Small hall and board room available for conferences	Not widely advertised and in wider Chapeltown community. Has indicated willingness to open facilities up to wider community.	Polish Catholic Club	Main Hall 150 theatre style Small hall 50 theatre, 30 boardroom All day rates Main hall £120.00 Small hall £40.00	Currently has capacity Awaiting information on exact hours under used
Ramgarhia Sikh Sports Centre	8-10 Chapeltown Road Leeds LS7 3AP Tel: 262 5657 262 5234 Contact: Paramjit Singh/Mr S Samby	Sports facilities available to wider community Games room Day centre for elderly Hall available for parties at weekends	Sport hall available for hire @£30 per hour. Has lease agreement with Thomas Danby college. Also hires to LCC youth services for activities Monday and Tuesday Has indicated willingness to promote use of sports pitches to wider community through Thomas Danby college. Games rooms used after 6pm by users of sports hall. No membership criteria and open to wider community.	Gurdwaras Sikh Society	Class rooms 30/40 people. £20 per hour Games room 50/60 people. £25 per hour Hall 300/350 people. £30 per hour	Currently no capacity in sports hall Mon - Fri Sports pitch available Estimated use of hall at weekend, approx 3 times monthly

Facility	Address & Contact Details	Services & users	Comments from review August – Sept 06	Ownership, Management & Funding	Description of premises and letting costs.	Current capacity and estimated level of use
Roscoe Methodist Church	Francis Street Leeds LS7 4BY 0113 262 2332	Regular activities include: West Indian Family Counselling Service (WIFCOS) drop –in basis Mon –Fri 10 am -2 pm Roscoe luncheon club for elderly Tues and Thurs Girls Brigade Tues eve 6.30 - 8.00 pm Steel band practice Mon eve 6.30 – 8.00pm Roscoe singers Weds eve church choir Fri eve Bereavement support group Chapelton CAB Roscoe Day Nursery	All rooms available for hire Caters for wedding and children parties.	Roscoe Methodist Church	Large sports hall 200 people 2 small meeting rooms for 30 and 15 people. Awaiting information on hire charges	Currently has capacity Awaiting information on exact hours under used
Chapelton Children's Centre	Leopold Street Chapelton Leeds, LS7 4AW Amanda Ashe 0113 214 5880 0113 214 5878	Nursery and children's centre offering places for working and training families. Sessional care offered to families for respite where additional needs present or child protection concerns. Also grandparents group, community counselling public access computer facility	A second outreach worker due in post end of September. Health Drop-In widely used and outgrown centre, now held at Mandela Centre.	Leeds City Council, Learning & Leisure Department, Early Years Service	Meeting / training PC access room. Free at present. Hire charges under review.	Average estimated use of meeting rooms and public access computer facility 4 times weekly.
St Matthew's Church Hall	St Matthew's Vicarage Wood Lane Leeds LS7 3QF Email: stmleeds@fish.co.uk Mrs J Skillington 0113 237 1821 0113 268 3702	St Matthew's is the parish church of Chapel Allerton (C of E) It has a worshipping congregation of around 300 people and offers friendship, pastoral care and social activities to anyone who wishes to join in. It is involved in various community activities in the parish e.g. providing holiday clubs for children, lunches for elderly people. St Matthews works closely with all other Christian churches in the area. The church primary school serves the community as a whole and is attended by children of other faiths (Muslim, Sikh etc) as well as Christians. [Anglican].	No response from questionnaire	St Matthew's Church	Hall for hire at £15.00 per hour Discount available to community and voluntary groups. Capacity: 50 people	Awaiting information on exact hours under used
Space @ Bracken Edge	Bracken Edge Primary School Newton Garth Newton Road Leeds LS7 4HE Emma Tregidden 0113 214 5862	Artist's studios, arts & craft room, gym and multi-media suite.	Space@Bracken Edge has become Space2, working with Bracken Edge Primary school, Holy Rosary and St Anne's Catholic Primary school and Bankside primary to provide a range of activities and services to local communities. Provides after school activities. Sign post to Sure Start activity. Full timetable of activity available and advertised widely	Education Leeds <u>Funding:</u> In March 2005 was awarded £85,043 from the Community Fund. This 3 year grant will fund salary costs for a Project Manager, fees for freelance workers and consultancy and advice.	Hall & Art rooms For use out of school hours.	Some capacity at all 3 schools to be developed through Extended Schools agenda in consultation with Chapelton community

Facility	Address & Contact Details	Services & users	Comments from review August – Sept 06	Ownership, Management & Funding	Description of premises and letting costs.	Current capacity and estimated level of use
Stainbeck Community Hall	162 Stainbeck Lane Leeds, LS7 2EA 0113 268 4761	Used by Beechtree Kindergarten everyday Beechtree Parents & Toddlers sessions Leased to the Two Hills Project who use facilities Mon, Weds, and Thurs. Also used for Youth Groups Yoga classes Ballet, singing & dancing classes	Open to wider community Advertised on church website and at the church. Is licensed and used for parties.	St. Matthew's Church <u>Management:</u> Stainbeck Hall Management Committee	1x Hall 100 people 1x Basement Hall 50 people 1x Small meeting room £25 per half day session £25 per evening session	Average estimated use; main hall, 4 times Mon – Fri 8.30 – 6pm Basement, 3 times Mon – Fri 8.30 – 6pm small meeting room 4 times, Mon – Fri Weekends; main hall, 3 times monthly
West Indian Centre	10 Laycock Place Leeds LS7 3JA Ian Charles 07931 291070 Tel: 262 8739	Offers a range of activities such as social events, cultural events, dances and community services. Main hall booked out every Saturday evening for "Sub Dub" dance night which attracts large student audience. Luncheon club Mon - Fri, 11-2pm. Open to wider community.	The centre is run by the Leeds West Indian Charitable Trust with a trading company operating the licensed premises. The Launchpad project aims to position the WIC as a hub of community activity, supporting local community organisations and networks to deliver new and additional services. One of the ways this is achieved is by providing community groups with free access to the venues and promoting new events	Leeds City Council Launchpad project is currently supported through Objective 2 funding	Main Hall 300 people Lounge 60 people Meeting Room 30 / 40 people £10.00 per hour Discounted rates for statutory and charitable groups	Average estimated use; main hall 3 nights per week lounge Mon - Fri 11-2pm meeting room 4 times weekly Weekends; main hall every Saturday 6pm – 2am Estimated daily use twice monthly
180 Chapeltown Road	Chapeltown Road Leeds LS7 4HP Tel: 214 5852	The facility is used by the following offering a range of services <ul style="list-style-type: none"> Leeds Black Elders Association Youth Service Social Services - Leodis Community Languages West Yorkshire Youth Association 	Current users have permanent lettings with the exception of Community Languages. They are vacating the premises at end of Oct 06. LCC Youth Services will take over this space. There is a meeting room available, however the caretaking facilities are inflexible and it is not possible to book after 6.30pm when the caretaker is off duty.	Leeds City Council (L&L) Administration service provided by LCC's Lettings Unit Hall 30 people	£9.00.p.h - during working hours £40.00 extra out of hour booking Second floor room and no disabled access	Meeting room available on an hourly basis 7am – 6.30pm. Current estimated use of meeting room 6 hours per day, every day Mon - Fri

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CHAPELTOWN JOINT SERVICE CENTRE

Leeds LIFT Ltd is working alongside Leeds City Council and the local health Primary Care Trust to develop proposals for Chapeltown Joint Service Centre on the site of the former Hayfield pub on Chapeltown Road.

WHAT IS A JOINT SERVICE CENTRE? (JSC)

JSC's offer a range of facilities under one roof. This helps to improve accessibility of information and services for local communities. Chapeltown JSC will be a modern, mixed use one stop centre for both health and local council services.

WHAT SERVICES WILL THE JSC PROVIDE?

The following services have been identified as important to the community and will be provided from the JSC:

- Chapeltown Library
- Leeds City Council Customer Services
- Environmental Health Services
- North East Leeds Social Services Team
- North East Area Management Team
- Leeds City Credit Union
- GP Practices
- Health Access Team
- Community Drugs Team
- Health Visitors
- Mental Health Team
- District Nurses
- Out Patient Services
- Community Midwifery Service
- Speech and Language Therapy
- Sexual Health Team
- Community Pharmacy

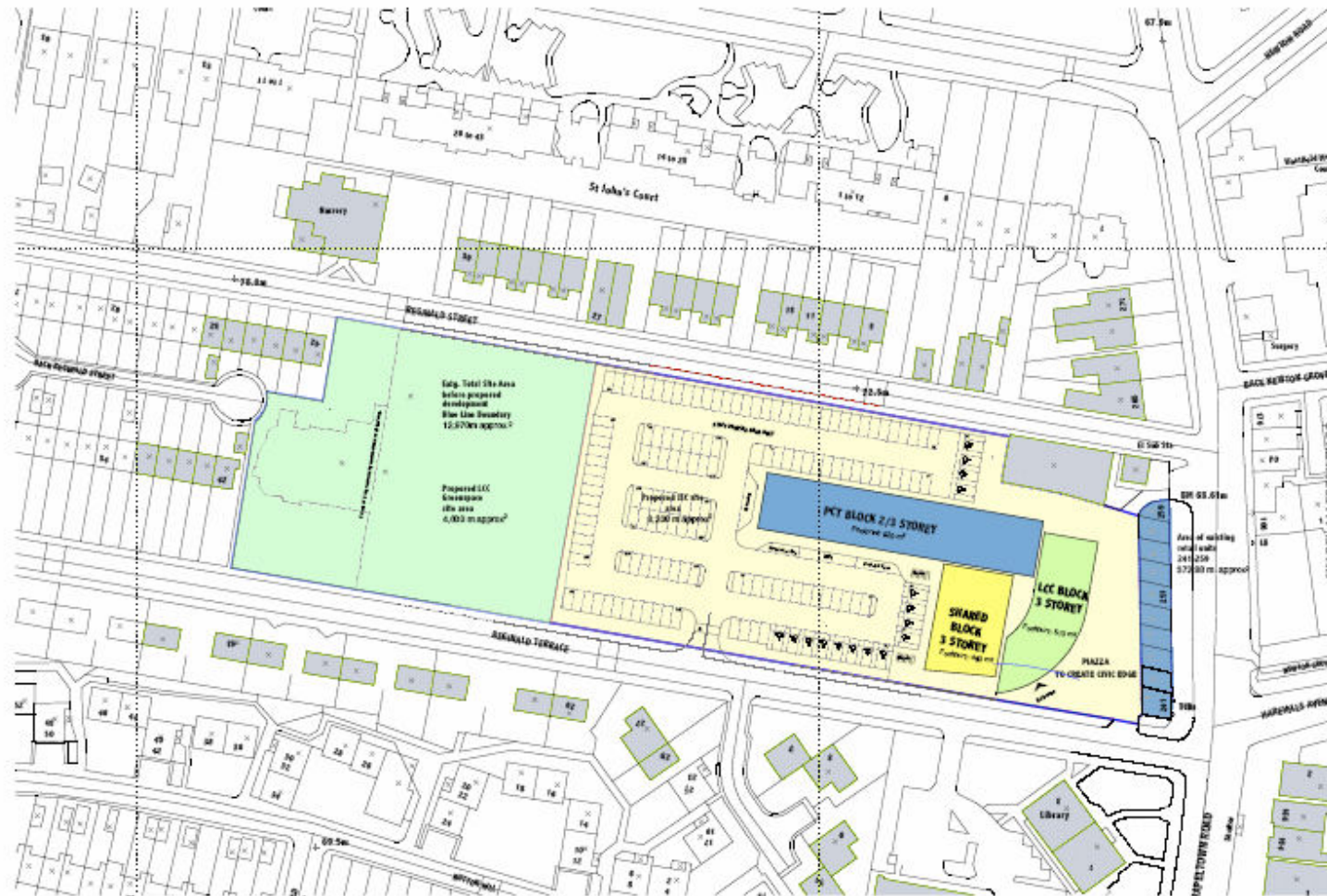
FACTS & FIGURES

- Joint Service Centre site area of approximately 8200sqm (Including 2950sqm former Hayfield and 5390sqm green space)
- 2 – 3 storey building
- Space remaining of approximately 4630sqm (3010sqm green space and 1620sqm former community centre)
- 152 car parking spaces - 126 staff and 26 visitor spaces including 16 disabled spaces
- Section 106 contributions towards local improvements in Potternewton and Buslingthorpe Park

WHAT HAPPENS NEXT?

When the proposals have been prepared in more detail, a planning application will be submitted in Winter 2006 and public consultation will form an important part of the planning and design process. The JSC is due to open in Autumn 2008.

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2/3 STOREY PRIMARY CARE CENTRE

5350 sqm gross internal area (approx)
1690 sqm footprint (approx)

JSC SITE AREA:
8200 sqm approx.

PROPOSED ENHANCED GREEN SPACE:
4630 sqm approx.

FORMER COMMUNITY CENTRE AREA:
1620 sqm approx.

EXISTING GREEN SPACE AREA:
8400 sqm approx.

EXISTING TOTAL SITE AREA:
12970 sqm approx.

CAR PARKING

126 Staff No.
26 Visitor No.
10% Disabled (16 No.)
Total 152 No.

Seymour
Harris
Keppie

Architects
Planning Consultants
Interior Designers
Project Managers

Seymour Harris Keppie
Matthew Murray House
97 Water Lane
Leeds LS11 5DN
Tel: 0113 244 6631
Fax: 0113 242 2732

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The information contained on this drawing is for discussion purposes only and is subject to a full topographical survey to confirm all proposals.

This drawing is subject to full consultation between LCC and Leeds PCT.

This drawing is subject to full consultation with LCC Planning, consulting bodies and all statutory undertakers.



DRAFT
Chapeltown JSC
Site Plan Option 8
Scale 1:1000@A3
Stage 1 Submission

14/09/06

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Originator: Gillian Mayfield

Tel: 50008

Report of the Director of Neighbourhoods and Housing

Executive Board

Date: 24th January 2007

Subject: RESPECT AREAS AND THE IMPLICATIONS FOR LEEDS CITY COUNCIL

Electoral Wards Affected:
ALL

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call In

Not Eligible for Call In

(Details contained in the report)

EXECUTIVE SUMMARY

Respect is a major government initiative that broadens the drive to address anti-social behaviour. This report outlines the implications for Leeds City Council on becoming a Respect Area and highlights the activity planned and already underway in Leeds that will contribute to this agenda. The Home Office will announce Leeds to be one of the first 40 Respect Areas during the week commencing 22nd January 2007.

1.0 Purpose Of This Report

1.1 The purpose of this report is to provide Executive Board with information on the implications on Leeds becoming a Respect Area.

2.0 Background Information

2.1 The Respect Action Plan builds upon the previous work to address anti-social behaviour (asb) by broadening (“deepening, widening, furthering”) the approach to tackling asb.

2.2 There are some basic principles in the plan:

- Implementation cannot be achieved by government alone
- Every citizen has a responsibility to behave in a respectful way
- The public are concerned that the values of the majority are not shared by the selfish minority
- To truly tackle disadvantage we must offer the support and challenge needed to tackle anti-social behaviour and its causes
- We must pass on decent values and standards of behaviour to our children

2.3 The plan is split into six sections

1. Young people
2. Schools
3. Support for parents & families
4. Housing
5. Neighbourhoods
6. Enforcement against asb

3.0 Main Issues

3.1 Over the last few months discussions have taken place between the Respect Task Force and officers within the council in relation to Leeds becoming a Respect Area. On 15th December in a letter to Paul Rogerson, Joe Tuke, Director of the Respect Task Force wrote to say that he had been impressed by the commitment and capacity shown by Leeds City Council and confirmed that we would be announced in the week beginning 22nd January 2007 as amongst the first 40 Respect Areas.

3.2 The Respect Task Force have committed to providing Respect Areas with:

- specialist help and advice on delivering against the five key themes;
- support on local events and communications on Respect;
- help in facilitating Face the People sessions.

3.3 A formal response in acceptance of Respect Area Status was made by the council on 9th January 2007

3.4 Confirmation of Respect Area status represents a commitment on the council's part to take the lead in driving forward all aspects of the Respect Action Plan in addition to a specific commitment to deliver against five key initiatives. The key initiatives are:

- Family Intervention Project
- Establishing parenting programmes
- Demonstrating openness and accountability through Face the People Sessions
- Using the full range of tools and powers
- Adoption of the Respect Housing Standard

- 3.5 Establishing a **Family Intervention Project (FIP)** that challenges and changes the behaviour of the most problematic households perpetrating anti-social behaviour.
- 3.6 Amongst the range of measures within the Support for Parents and Families section of the Respect Action Plan is the government's commitment to establish a national network of intensive family support schemes (as a mandatory outcome in LAAs, with £28m extra funding start-up funding). These projects may take a range of forms but the impetus behind the government's commitment has largely been derived from the success of projects such as the Dundee Families Project. The aim of these projects is to intervene and work with those families who by virtue of their anti-social behaviour are at risk of homelessness or eviction
- 3.7 In Leeds the Signpost project was developed to reduce anti-social behaviour in the worst affected neighbourhoods. The project is a multi-agency service which works intensively with young people (aged 9 to 14 years) and their families who cause the most problems. In the vast majority of cases the young people will have been served with an ASBO or Acceptable Behaviour Contract (ABC) or be at severe risk of such intervention being pursued. The service has achieved some very encouraging results to date.
- 3.8 Wherever possible, support to families should take place without recourse to eviction. However, there are a small number of families who have failed to adjust their behaviour despite being offered support, whose behaviour is so disruptive that it is unreasonable to expect local neighbours and communities to have to endure it. For these families, eviction needs to be considered as an option. It is unrealistic to expect that the process of eviction would in itself bring about significant change in the behaviour of these families. In addition, evicting families can clearly have adverse consequences for members of the family and, in particular, the children.
- 3.9 The Leeds FIP project proposes that where eviction is unavoidable, families should be offered an alternative tenancy along with detailed contractual requirements, which make very clear the expectations of the family to change their behaviour, whilst also being equally clear about the extensive quality support that the family will be offered by the council to assist them to modify their behaviour.
- 3.10 In view of the likely demand and cost of such a service consideration has been given to developing a dispersed tenancy scheme suitable for 5-6 of the city's most challenging families at any one time. To be accepted families would need to satisfy the following essential criteria:
- Council/RSL tenants
 - At the point of eviction the primary reasons for eviction must be anti-social behaviour.
 - Must be a household with child/children 0-16 (Respect Task Force criteria)
 - Can be either parents and/or young people who are engaged in ASB (Respect Task Force criteria)
- 3.11 In developing the scheme, Children Services, Legal Services and ALMOs have been consulted. In order to operate the FIP, there will be the need for minor

amendments to be made to the existing lettings policy and these will be included in the revision of the lettings policy due to come to Executive Board in March.

3.12 Establishing parenting programmes

There are a number of new initiatives being developed in Leeds across all tiers of need which meet the requirements under the Respect Area criteria. These initiatives will be co-ordinated through the developing parenting strategy which draws together the various family support activities and parenting programmes incorporating the broad spectrum of services, ranging from preventative and early intervention services (such as early years children's centres) through to the more intensive family intervention services (e.g the FIP) outlined within the Respect agenda. Children's Services are leading on the parenting strategy.

3.13 Demonstrating openness and accountability through Face the People Sessions

Extensive community engagement activity is already undertaken through Safer Leeds, divisional community safety partnerships, the council (especially through area management) and a wide range of partners. We are examining how to improve and build on these in the context of co-ordinated community engagement mechanisms employed by the LSP, the council and partners. Recognising that communication with local people and local agencies is vital; Safer Leeds is in the process of reshaping a communications plan that will set out various methods to raise awareness of crime and disorder issues and increase public reassurance through targeted communications. The Safer Leeds Partnership Team is looking at how Face the People can be incorporated into the current processes involving Neighbourhood Policing Teams and Intensive Neighbourhood Management.

3.14 Using the full range of tools and powers

The council has a dedicated Anti-Social Behaviour Unit working towards delivery of the city's ASB strategy and its key elements of prevention/diversion, enforcement and resettlement and support. The ASBU works with a wide range of partners to deliver this strategy and we are confident that we can demonstrate our use of the full panoply of the tools and powers available for tackling the causes and symptoms of anti-social behaviour. We have recognised there are some tools available to us that we could use more widely, such as Individual Support Orders, demoted tenancies and parenting orders and we have already reviewed our procedures to improve our use of these measures.

3.15 Adoption of the Respect Housing Standard

We will work to deliver the Respect Standard for housing management in 2007 through the Arms Length Management Organisations (ALMOs), the Tenant Management Organisation, the Leeds Housing Partnership Executive and the Leeds Tenant Federation (LTF). We will promote the principles of the housing management commitments to private rented sector landlords through our accredited landlord scheme, covering 14,000 bed spaces in the city.

4.0 Implications For Council Policy And Governance

- 4.1 The Respect action plan states that, in order to deliver the plan, "strong local leadership will be required and a consistent approach taken to tackle anti-social behaviour in all areas".

- 4.2 A report to CMT approved recommendations to identify lead officers for the different elements of “non negotiable” elements of the Respect Action Plan and to agree that departments consider how they can contribute, and do all they can to contribute, to implementing the Respect agenda.
- 4.3 A small officer group has now been established from all the key departments co-ordinated by Leeds Community Safety. Neil Evans, Director of Neighbourhoods and Housing, is the Council’s champion for Respect.
- 4.4 Many of the elements of Respect are being progressed in line with existing policies and strategic objectives.
- 4.5 In relation to the development of the FIP, Strategic Landlord Services, Legal Services and ALMOs have been consulted and it has been recognised that there will be the need for minor amendments to be made to lettings policy. These changes will be included in the revision of the lettings policy due to come to Executive Board in March 2007.

5.0 Legal And Resource Implications

- 5.1 Although there are – to quote the plan – “significant resources in programmes supporting the Respect drive”, many of these funds are already committed.
- 5.2 Some additional resources have already been secured for delivery of elements of the Respect Action Plan. These include £250,000 for the establishment of a Parenting Pathfinder Scheme (now known as All Relative) and an additional £50,000 for a parenting professional to support the All Relative scheme.
- 5.3 There is also an expectation that additional resources (up to £250,000) will be made available to Respect Areas for general parenting provision. It is unclear what new money (for instance, for family support) will come to Leeds, but whatever does come from Respect will be short-term (until March 2008).
- 5.4 The Council’s contribution to the plan will be met within existing resources.

6.0 Conclusions

- 6.1 Respect is a major Government Initiative which aims to tackle both the symptoms and causes of anti social behaviour.
- 6.2 Leeds has been at the forefront of tackling anti social behaviour for many years and has been identified as a key authority to drive forward the Respect Agenda.
- 6.3 There are some additional resources being made available to Respect Areas providing the opportunity to develop, enhance and/or refocus services to deliver the Action Plan.
- 6.4 Becoming a Respect Area will give the Council impetus to influence all relevant partners to ensure that the approach to dealing with Anti Social Behaviour is comprehensive and coherent.

7.0 **Recommendations**

- 7.1 Executive Board are asked to endorse the commitment to the Council becoming a Respect Action Area.
- 7.2 To support the activities developed and being developed in response to the Council's commitment to become a Respect Area.
- 7.3 To approve the establishment of the Family Intervention project.



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Report of the Director of Neighbourhoods and Housing

Executive Board

Date: 24 January 2007

Subject: Neighbourhood Renewal Fund 2007/08 Programme

Electoral Wards Affected:
Alwoodley, Armley, Beeston and Holbeck,
Bramley and Stanningley, Burmantofts and
Richmond Hill, Chapel Allerton, City and
Hunslet, Cross Gates and Whinmoor,,
Farnley and Wortley, Gipton and Harehills,
Hyde Park and Woodhouse, Killingbeck and
Seacroft, Kirkstall, Middleton Park,
Moortown, Roundhay and Temple Newsam.

Specific Implications For:

Ethnic minorities

Women

Disabled people

Narrowing the Gap

Eligible for Call In

Not Eligible for Call In
(Details contained in the report)

EXECUTIVE SUMMARY

The Neighbourhood Renewal Fund is allocated by the Department for Communities and Local Government to 86 local authority areas across the country including Leeds, to target resources at improving services in the most disadvantaged areas to narrow the gap between them and the rest of the country. The City of Leeds has been allocated £14,938,567 in 2007/08.

From April 2007, the NRF grant awarded to the City becomes part of the pooled resource in the Leeds Local Area Agreement for which the City Council is the accountable body.

The 2007/08 programme has been developed in collaboration with the Leeds Initiative, the Local Strategic Partnership, through the Leeds Local Area Agreement lead officers and the Resources Partnership. The resulting programme covers a wide range of targeted activity that aims to improve the quality of life of residents in the City's most disadvantaged neighbourhoods and contribute the achievement of the targets in the Leeds Local Areas Agreement.

Executive Board is asked to approve the recommended NRF programme for 2006/07.

1.0 Purpose Of This Report

This report sets out:-

- the Neighbourhood Renewal Fund grant allocation for Leeds for 2007/08
- the process undertaken with partners to develop a forward programme to meet funding criteria focused on the achievement of PSA floor targets included in the Leeds Local Area Agreement
- the 2007/08 programme recommended by the Local Area Agreement leads and the Resources Partnership of Leeds Initiative for approval by the Executive Board of Leeds City Council.

2.0 Background Information

- 2.1 NRF is allocated by the Department for Communities and Local Government (DCLG) to 86 local authority areas across the country including Leeds to target resources to improve services in the most disadvantaged areas to narrow the gap between them and the rest of the country. In 2007/08 the City of Leeds has been allocated £14,938,567.
- 2.2 The City has received NRF grant over the last 5 years and has targeted this grant funding to areas and priorities agreed through the local strategic partnership. Programme implementation has been monitored to ensure that resources are directed to the achievement of the Public Service Agreement (PSA) floor targets and supports the accreditation of the local strategic partnership. The programme is managed by the Regeneration Service, Neighbourhoods and Housing Department, supported by Corporate Services. Input from the local strategic partnership, The Leeds Initiative, is provided through the Resources Partnership and its Funding Sub-Group.
- 2.3 From April 2007, the NRF grant awarded to the City becomes part of the pooled resource in the Leeds Local Area Agreement (LLAA) for which the City Council is the accountable body. The programme will operate in a revised context but priority must still be given to activity that will contribute to the achievement of the PSA targets within the 4 LLAA themes. The inclusion of NRF within the LLAA performance management framework brings into sharper focus the type of outputs and outcomes to be delivered with this funding.

3.0 Programme Review

- 3.1 The 2006/07 programme was developed on the basis of applications for funding which were individually appraised against programme criteria to determine funding allocations. A two year indicative funding allocation was notified to the City but allocations were made for 2006/07 only in light of the need to review these in 2006 in the context of the LLAA which was still being developed at that time.
- 3.2 External consultants were commissioned to undertake an evaluation of the NRF programme to meet the requirements of the funding regime. As part of this work they were tasked with reviewing the 2006/07 programme to identify existing funded activity that was aligned to LLAA objectives and targets and where performance was at or above target. The LLAA includes a number of mandatory PSA floor targets and therefore there is a strong correlation between the 2 programmes.
- 3.3 The LLAA Theme leads were also asked to identify existing NRF funded activity that contributed to the delivery of PSA targets within the LLAA themes and to identify any gaps in provision particularly in light of the Mid-term Review of performance submitted to GOYH on 1 November. The submission and the initial feedback has enabled the

identification of key areas where performance needs to be accelerated to ensure that PSA Targets can be achieved over the lifetime of the LLAA and the priorities for commissioning new activity as resources allow.

- 3.4 In addition to individual projects, other activities that support the delivery of the NRF programme and the LLAA as a whole were also reviewed. These include the programme management function, local co-ordination of area based initiatives and more recent work involving the community empowerment network in delivering the cross cutting VCFS theme across the LLAA.

4.0 Recommended Programme

- 4.1 Following the review, projects with a total value of £4.8m are recommended to roll forward into 2007/08. These projects are listed at Appendix 1 by LLAA theme and are assessed as being fully aligned to LLAA targets and performing at or above target. Projects with a value of £6.7m were also identified as making a significant contribution but where additional work is required to ensure that the activity is appropriately targeted and linked with other mainstream provision to ensure a fuller contribution to the PSA targets in the LLAA. These projects are listed at Appendix 2 by LLAA theme and are recommended to roll forward conditional on further work by the project sponsors to strengthen delivery that will be reflected in the project Delivery Plan.

- 4.2 Priorities for new activity are informed by the LLAA Mid-term review and the traffic light assessment of the progress made against the mandatory PSA targets. The PSA Crime indicator within the Safer and Stronger Communities theme is the only mandatory PSA target where performance is assessed as red. The mandatory PSA Worklessness target in the Employment and Economic Development theme is assessed as amber.

- 4.3 Detailed performance information behind these headline indicators has informed the commissioning areas including the type of interventions and outputs to be delivered. The specifications and guidance on submitting proposals for NRF funded activity are detailed on the Leeds Initiative website. The process is open to all LLAA partners and will be determined through a competitive process with proposals assessed against the specification and criteria set out in the commissioning documentation. The closing date for the submission of proposals is 19 January 2007.

- 4.4 The key programme outcomes are summarised below:-

Housing Outcomes

- Improved housing conditions
- A reduction in the number of empty homes through work with landlords

Community Safety Outcomes

- A reduction in crime in particular burglary, vehicle crime and criminal damage
- An improvement in offender management
- A reduction in anti-social behaviour
- A reduction in the fear of crime through community reassurance services

Employment Outcomes

- A reduction in unemployment in target groups – young people, lone parents and black and minority ethnic residents.
- A reduction in the number of benefit claimants / households in receipt of benefits

Education Outcomes

- Increased educational attainment (particularly underachieving young people, those with poor attendance or those at risk of exclusion)
- Increased skill levels

Health Outcomes

- A reduction in health inequalities
- A reduction in coronary heart disease
- A reduction in teenage pregnancies
- An increase in the number of people with healthier lifestyles

Liveability Outcomes

- Improvements in the physical environment and streetscene
- A reduction in environmental nuisance

Cross Cutting Outcomes

- Development and co-ordination of area based regeneration programmes
- Effective targeting of resources and performance monitoring
- LSP accreditation
- VCFS co-ordination and community empowerment

4.5 Whilst the majority of projects in the 2006/07 programme are recommended to roll forward into 2007/08, there are a small number of projects which are not recommended to be refunded. Whilst some of these projects are delivering worthwhile activities they make only a limited contribution towards the achievement of PSA targets in the LLAA or are considered to have performed poorly against their agreed output targets based on assessment of their quarterly returns. These projects are listed at Appendix 4. Project sponsors were advised at the beginning of December 2006 that funding will cease on 31 March 2007 in compliance with the Compact requirements to provide 3 months notice of termination on 1 year funding agreements. Project sponsors are being offered guidance and assistance to secure resources from elsewhere although it should be noted that these opportunities are limited.

4.6 The review outcomes and the recommended programme were reported to a meeting of the Resources Partnership and the LLAA theme leads on 6 December 2006 and were broadly agreed.

5.0 Opportunities for the Voluntary, Community and Faith Sector

5.1 The open application process undertaken last year raised expectations about the availability of funding that could not be realised. Work has taken place to ensure that the sector has equal access to information and grant funding opportunities through the commissioning process supported by Leeds Voice and the VCFS Strategy Group. This has included the dissemination of information on the review and commissioning process through news bulletins and a workshop held in early December to provide guidance on submitting proposals.

6.0 Legal and Resource Implications

6.1 It should be noted that funding allocations in 2007/08 will expire at the end of March 2008. DCLG commissioned consultants to undertake a national review of the NRF programme. This has now been completed but an announcement about the future of the NRF programme has yet to be made.

7.0 Recommendations

Executive Board is asked to:-

- Approve the allocations to projects subject to the submission of a satisfactory Delivery Plan
- Delegate the approval to officers of commissioned activity against the specification and funding criteria.

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Block 1 - Children & Young People					
Project	Lead organisation	£ 2006/07	Description	Indicative Key Outputs from 2006/07	Comments
Developing Cohesive Communities	Education Leeds	138,300	This project aims to narrow the achievement gap between underachieving BME students and the Leeds average, through delivering packages of activities for new arrivals, delivering training for school staff and students, and developing networks to share good practice between schools	280 pupils benefiting from basic skills training, 150 pupils benefiting from BE mentoring programme and 80 secondary students achieving foundation level English Language qualification	Recommendation - Approve subject to production of satisfactory Delivery Plan for 2007/08
Sport Academy	LCC Youth Service	35,000	This project provides sports based accredited training and qualifications for disaffected young people, giving them the skills, knowledge and confidence to gain employment or go on to further education in the sport and recreation field.	20 young people engaged in learning and obtaining qualifications	Recommendation - Approve subject to production of satisfactory Delivery Plan for 2007/08
Youth Service - Sexual Health Link Project	LCC Youth Services	108,790	This project aims to continue to develop and deliver innovative sex and relationship educational approaches and methods of working to ensure that young people have access to user-friendly and appropriate information, guidance, help and services to address a full range of sexual health needs.	2,000 young people benefiting from sex and relationship education and 800 young people reached through peer-led initiatives. 1,000 members of staff receiving information and support.	Recommendation - Approve subject to production of satisfactory Delivery Plan for 2007/08 which evidences closer working with the VCFS ShaCha project
Developing Healthy Communities	Education Leeds	126,070	This project aims to improve health behaviours of children and young people by rolling out the advanced healthy schools standard (PPG)	106,518 pupils benefiting from the advanced healthy schools standard	Recommendation - Approve subject to production of satisfactory Delivery Plan for 2007/08. The 2006/07 indicative figure includes an additional contribution of £26,070 for 2007/08 to support the achievement of the LPSA2 healthy schools stretch target. Funding for this element has previously been provided through the Pump Priming Grant (PPG)

Block 2 - Healthier Communities and Older People					
Project	Lead organisation	£ 2006/07	Description	Indicative Key Outputs from 2006/07	Comments
Support to Employment Project (STEP)	Health Employment Consortium	69,834	with mental health problems to engage with mainstream employment related vocational activities and employment opportunities.	28 people into employment	
Active Health Programme	South Leeds PCT	95,390	This project will reduce health inequalities through joint physical activity and medical treatment which health professionals and dedicated community workers will deliver in partnership, thereby improving health and opportunities. This will focus on Prevention, Prescription, and Promotion of physical activity, in particular, with people at risk of Coronary Heart Disease (CHD), motivating and supporting individuals to make changes to their lifestyle which are sustainable, easy, local and available on a small budget.	100 GP referrals to the programme, with 50% then completing the programme	Recommendation - Approve subject to production of satisfactory Delivery Plan for 2007/08. The 2006/07 indicative figure includes an additional contribution of £112k for 2007/08 to support the achievement of the LPSA2 Incapacity Benefit Stretch target. It is proposed that these project work together with the J&S Employability project to form one comprehensive support package. Funding for this element has previously been provided through the Pump Priming Grant (PPG) and targets are being negotiated
Engaging Inactive Children and Communities in South Leeds	South Leeds PCT	50,000	The project aims, through partnership work, to improve health and well being by increasing activity levels of children and their communities in deprived areas of South Leeds.	1415 people benefiting from projects to improve health and well-being] and 950 inactive and overweight children aged 5-11 with increased physical activity levels	Recommendation - Approve subject to production of satisfactory Delivery Plan for 2007/08
Little London Intensive Neighbourhood Management - Health Services and Family Support	LCC N&H Regeneration	178,700	This project will establish a neighbourhood based multi-agency team by bringing all locally provided services together in the area. The team would be managed and co-ordinated through the North West Area Management Team.	245 healthy living activities provided, 220 adults benefiting from projects to improve health and well-being and 150 young people benefiting from primary school health activities	Recommendation - Approve subject to production of satisfactory Delivery Plan for 2007/08
All Being Well Market Stall Project	LCC N&H Environmental Services	33,600	This project will deliver activities that will improve health and well-being, reduce health inequalities and narrow the gap in life expectancy through the operation of a drop in health and well-being advice centre from a market stall in Kirk gate Market. Activities will include cookery demonstrations, the promotion of health lunch boxes, engaging market traders in delivering the 5 a day message.	1,200 people benefiting by receiving advice and information, 180 people benefiting by referral to other health agencies, 100 people signed up for smoking cessation and 200 healthy lunchboxes sold	Recommendation - Approve subject to production of satisfactory Delivery Plan for 2007/08

Block 3 - Safer and Stronger Communities					
Project	Lead organisation	£ 2006/07	Description	Indicative Key Outputs from 2006/07	Comments
Empty Property Team	LCC Environmental Health	126,956	This project will proactively identify empty properties and their associated risk, provide a rapid response to those with a high arson risk, and take steps to encourage rehabilitation	10 properties brought up to the decency standard, empty properties brought back in to use	Recommendation - Approve subject to production of satisfactory Delivery Plan for 2007/08
Tackling Noise Related Health Inequalities in Leeds	LCC N&H Environmental Services	222,520	This project provides a city wide night-time noise service with priority given to complaints received from the most deprived SOAs. Promotional activities will be aimed at educating the public about noise and its adverse effects on health	3,300 noise complaints will be resolved, 290 alarm complaints resolved and 12 visits will be made to schools within the most deprived areas.	Recommendation - Approve subject to production of satisfactory Delivery Plan for 2007/08
Signpost Project	LCC N&H	180,000	This project seeks to reduce anti-social behaviour in the worst affected neighbourhoods by targeting young people (aged 9 to 14 years) who are causing the most problems through intensive work with both the individual and the family.	100 young people involved in programme of activity to address their offending behaviour	Recommendation - Approve subject to production of satisfactory Delivery Plan for 2007/08
Leeds Anti Social Behaviour Unit	Leeds Community Safety	1,159,780	This project will work alongside partner agencies to provide a cross tenure service that will co-ordinate an effective response to tackling anti social behaviour, through early intervention such as Anti Social Behaviour Contracts and Warnings	480 new cases opened and 120 anti-social behaviour contracts with referral to diversionary schemes	Recommendation - Approve subject to production of satisfactory Delivery Plan for 2007/08
CCTV - Leedswatch Local and Mobile CCTV Vans	Leeds Community Safety	253,000	This project supports the enhanced provision of Leedswatch Local and Mobile CCTV vans. This also includes the contribution of CCTV to multi-agency operations	49 arrests where CCTV used and 21 multi-agency operations	Recommendation - Conditional Approval , subject to production of satisfactory Delivery Plan for 2007/08
Leeds Neighbourhood Wardens	LCC N&H	582,310	This projects supports the provision of Neighbourhood Wardens patrols to provide community reassurance, a reduction in anti-social behaviour and improvements in the liveability of the area.	9,226 high visibility public reassurance patrols by wardens and 1,968 incidents of anti social behaviour actioned by wardens	Recommendation - Approve subject to production of satisfactory Delivery Plan for 2007/08

Block 4 - Economic Development and Enterprise					
Project	Lead organisation	£ 2006/07	Description	Indicative Key Outputs from 2006/07	Comments
Jobstart	LCC Learning and Leisure	770,150	This project provides a menu of services to provide a customised entry route to employment based on the individual needs of the beneficiary	471 people into employment, 538 qualifications and 236 work placements	Recommendation - Approve subject to production of satisfactory Delivery Plan for 2007/08
Local People Into Construction	Leeds Construction and Training Agency (LCATA)	86,102	This project aims to support local residents of the target areas to access opportunities in construction employment in Leeds through outreach, support and engagement with employers.	20 people into employment	Recommendation - Approve subject to production of satisfactory Delivery Plan for 2007/08
Leeds Welcome Project	RETAS	107,000	This project provides support to refugees to enable them to access employment opportunities and an appropriate level for their skills and qualifications levels, for example health professionals	15 people into employment	Recommendation - Approve subject to production of satisfactory Delivery Plan for 2007/08
Chapeltown JobShop	LCC Learning and Leisure	90,000	This project is to provide a job shop in the Chapeltown area, including outreach work to ensure benefits to the target community	120 people into employment	Recommendation - Approve subject to production of satisfactory Delivery Plan for 2007/08

Governance, Accountability & Performance Management					
Project	Lead organisation	£ 2006/07	Description	Indicative Key Outputs from 2006/07	Comments
Strategic Co-ordination and Implementation (SCIP) Project	Leeds Initiative and LCC Neighbourhoods and Housing	462,000	This project will provide a leadership and governance function to support the LSP and a comprehensive programme management function to manage external funding. This will ensure resources are maximised and targeted to achieve the City's priorities.	Submission of quarterly returns and annual statement to GOYH and effective performance management to achieve service improvements	Recommendation - Approve subject to production of satisfactory Delivery Plan for 2007/08, includes increased amount to reflect larger programme and increased work across the four LLAA Blocks

Projects Recommended for Conditional Approval

Block 1 - Children & Young People					
Project	Lead organisation	£ 2006/07	Description	Indicative Key Outputs from 2006/07	Comments
Open House Education Project	Moor Allerton Community Association	48,887	This project provides educational opportunities for both young people and non-traditional learners on the Lingfield and Fir Tree Estates	48 young people receiving educational support	Recommendation - Conditional Approval. Project to be considered for approval based on the submission of a revised proposal which demonstrates a clear focus on young people related outcomes and supports the achievement of the C&YP PSA target . In addition
Beeston and Holbeck Community Radio	Vera Media	97,747	This project supports the educational attainment of young people and non-traditional learners through accredited training linked to the development of a community radio station in Beeston and Holbeck	40 young people receiving educational support	Recommendation - Conditional Approval. NRF grant allocated in 2006/07 included a capital contribution of approx. £20k that will not be awarded in 2007/08. Project to be considered for approval based on the submission of a revised proposal which demonst
Film Academy	LCC Leeds Film	77,408	This project provides a year-long out of hours programme for disaffected young people linked into the Leeds Film Festival	2515 young people benefiting from study support and 40 young people achieving a qualification	Recommendation - Conditional Approval, subject to further alignment with LLAA targets and further evidence being provided of project targeting and links to schools.
Connexions Youth Project	LCC Youth Service	231,830	This project provides personal advisor support to disaffected and hard to reach young people, resulting in the development of individual learning plans	60 young people receiving educational support and 50 young people achieving qualifications	Recommendation - Conditional Approval, subject to production of satisfactory Delivery Plan for 2007/08 and the submission of acceptable qtr3 performance information
Four out of Ten	Learning Partnerships	200,000	This project will provide an excellent teachers scheme to share good practice and academic mentors for borderline students	152 young people receiving educational support and 2000 pupils receiving mentoring support	Recommendation - Conditional Approval, subject to production of satisfactory Delivery Plan for 2007/08 and the submission of acceptable qtr3 performance information
Motiv8	Groundwork Leeds	27,890	This project provides educational support to young people with attendance problems or on the verge of exclusion. The project receives referrals from target schools	50 young people receiving support and gaining qualifications	Recommendation - Conditional Approval, subject to production of satisfactory Delivery Plan for 2007/08 which includes evidence of close links with local schools and the extended schools agenda. Broker to be identified through Education Leeds to help iden
Developing Learning Communities	Education Leeds	639,000	This project provides a range of study support activities including the city learning centres, study support centres e.g. at Elland Road and the White Rose Shopping Centre	1,500 young people receiving educational support and 100 young people obtaining qualifications	Recommendation - Conditional Approval, subject to production of satisfactory Delivery Plan for 2007/08 and the submission of acceptable qtr3 performance information
The ShaCa (Sexual Health and Community Action) Schools Project	Black Health Initiative	25,000	This project aims to develop culturally appropriate sexual health and well being programmes that will primarily prioritise young people of African and African Caribbean descent who attend inner city secondary schools based in North East, North West and Ea	355 BME young people provided with sexual health info with 100 young people then attending health related drop-in	Recommendation - Conditional Approval, subject to production of satisfactory Delivery Plan for 2007/08 which demonstrates closer working with sexual health Link project and the submission of acceptable qtr3 performance information

Block 2 - Healthier Communities and Older People					
Project	Lead organisation	£ 2006/07	Description	Indicative Key Outputs from 2006/07	Comments
Employability project	LCC Jobs & Skills	112,000	Seeks to provide tailored programme of support to people on Incapacity Benefit to move back in to work or training (PPG)	<i>[no] of people on IB back in to work, [no] of people on IB in to training</i>	
Tackling Health Inequalities	Hamara	53,920	This project aims to develop and sustain a programme of activities to improve the health of disadvantaged communities, particularly in relation to Coronary Heart Disease (CHD), Young people's health issues and initiatives to encourage more active communit	60 people with increased activity levels, benefiting from projects to improve health and well-being	Recommendation - Conditional Approval, subject to further alignment with LLAA Healthy Communities Block and revised targets being established that link to priorities in the Health and Wellbeing Plan 2005 - 2008
The Leeds 5 A Day Project	North West PCT	82,882	This project will increase access to and availability of fruit and vegetables, and increase consumption within lower socio-economic groups in Leeds, particularly targeting those disadvantaged communities who experience the highest incidence of coronary he	900 children and staff benefiting from sustainable activities, 250 children benefiting from activities and 400 people participating in a cookery course.	Recommendation - Conditional Approval, subject to production of satisfactory Delivery Plan for 2007/08, and the submission of acceptable qtr3 performance information.

Projects Recommended for Conditional Approval

Block 3 - Safer and Stronger Communities					
Project	Lead organisation	£ 2006/07	Description	Indicative Key Outputs from 2006/07	Comments
Enhancing the Street scene and Green space	Cleaner City Project Board led by LCC City Services including LCC Learning and Leisure, BTCV, Groundwork, CABE and other partners	2,859,786	This project is focused on creating streets that are clean, safe, attractive, and accessible and that are capable of being able to contribute the city's aspirations of being awarded the status of Britain's Cleanest City. The project will also engage with	500 intensive neighbourhood cleaning operations, 400 graffiti removals carried out, 200 enforcement actions undertaken and 80 community events undertaken	Recommendation - Conditional Approval , subject to production of satisfactory Delivery Plan for 2007/08 which clearly links to District Partnership priorities and provides clarity about the additionality of specific elements of the programme. Also subject
Arson Task Force	West Yorkshire Fire Service	160,000	This project will reduce the incidence of deliberate fires, car crime, violent attacks on fire-fighters and arson related anti-social behaviour within the Leeds areas containing the top 3% of the most deprived SOA's in the country, through educational, en	50 hotstrikes completed	This project contributes to the delivery of the PSA stretch target and links to targets in the LLAA to support fire prevention activities. NRF Funding to be provided in 2007/08 to cover grant previously provided through the PPG grant in order to ensure
Intensive Neighbourhood Operations	West Yorkshire Police	734,112	This project will support the delivery of multi-agency operations to combat crime, based on the model of previous successful operations such as Cava, Banrock, Apollo etc	6 multi-agency operations leading to 1600 arrests of suspects and wanted persons	Recommendation - Conditional Approval , subject to production of satisfactory Delivery Plan for 2007/08 which clearly links to District Partnership priorities and provides clarity about the additionality of specific elements of the programme. Also subject
Police Community Support Officers	Leeds Community Safety	151,350	This projects supports the provision of Police Community Support Officers to provide a visible police presence on the streets of the city.	3,230 intelligence reports submitted and 1,598 incidents attended	Recommendation - Conditional Approval , subject to production of satisfactory Delivery Plan for 2007/08 which clearly details targeting and performance monitoring arrangements.
LPSA Crime Reduction	Leeds Community Safety	50,000	The project aims to support the reduction of acquisitive crime with emphasis on domestic burglary and repeats, through activities such as target hardening, alley-gating, and publicity and promotion	9,000 people receiving crime reduction advice	These projects would achieve better results and operate more effectively if they were a single project. Recommendation - Approve merged project , subject to production of satisfactory Delivery Plan for 2007/08
CASAC Burglary Reduction	CASAC	300,000	This project supports the reduction of domestic burglary and repeats by targeting victims of crime through comprehensive home security measures.	1,715 properties target hardened	

Block 4 - Economic Development and Enterprise					
Project	Lead organisation	£ 2006/07	Description	Indicative Key Outputs from 2006/07	Comments
Archway Resources Centre	Archway	171,766	This project provides support to disaffected and underachieving people and reaches non-traditional learners to bridge the skills gap.	260 people supported and 35 people gaining accreditation	Recommendation - Conditional Approval . Project to be considered for approval based on the submission of a revised proposal which demonstrates greater focus on contribution to ED&E targets and links to Area Worklessness groups.
Learning in the Community	South Leeds Health for All	62,260	This project will engage local community groups within South Leeds with educational opportunities in the area	140 learners engaged, 70 learners receiving qualifications and 5 learners entering employment	Recommendation - Conditional Approval , subject to production of satisfactory 2007/08 delivery plan and the provision of further information which demonstrates better links and outcomes to ED&E worklessness PSA target.
Leeds Ahead	Leeds Ahead	52,904	This project secures private sector resources to support the practical delivery of neighbourhood renewal projects.	30 business supporters brokered to support activities leading to 16 public and voluntary sector organisations supported	Recommendation - Conditional Approval , subject to submission of revised proposal which demonstrates activity linked to the worklessness targets, and £private sector leverage secured

Governance, Accountability & Performance Management					
Project	Lead organisation	£ 2006/07	Description	Indicative Key Outputs from 2006/07	Comments
Area Regeneration Teams	LCC N&H Regeneration	600,000	This project will establish dedicated regeneration delivery teams in each of the priority regeneration areas within Leeds. These teams, located in East, South and West Leeds will plan and implement area-based regeneration programmes	15 floor target related activities developed, coordinated and supported and 8 external funding applications made	Recommendation - Conditional Approval , subject to production of satisfactory Delivery Plan for 2007/08 which demonstrates added value

Block 1 - Children and Young People					
PSA Target	Definition	Outcomes/Activities	Potential Delivers	£ Resources	Comments
CYP8-LPSA2	level of attendance in all Leeds secondary schools as measured and recorded through the PLASC returns - stretch target 92.31% for the academic year 2007/08.	Number of young people with improved attendance. Diversionary activities Y7 - 11, including outreach, after school activities to inspire and motivate disadvantaged young people	Local Authority Children Services, VCFS and Not-for-Profit sector/Social Enterprise organisations with a track record of delivering community education programmes in deprived communities and qualified to provide support to children & young people		
CYP8-LPSA2	level of attendance in all Leeds secondary schools as measured and recorded through the PLASC returns	Number of young people in public care with improved attendance. Diversionary activities Y7 - 11, including outreach, after school activities to inspire and motivate disadvantaged young people, specifically targeted to young people in public care	Local Authority Children Services, VCFS and Not-for-Profit sector/Social Enterprise organisations with a track record of delivering community education programmes in deprived communities and qualified to provide support to children & young people	500	Conditionally support maximum allocation of £500k across both commissioning areas, subject to additional Outputs being finalised
Total C&YP				500	

Block 2 - Healthier Communities and Older People					
PSA Target	Definition	Outcomes/Activities	Potential Delivers	£ Resources	Comments
HCOP6	Reduce the % of people over 60 finding it difficult to heat their homes	Increased number of people over 60 who take up home insulation grants in the city's most deprived neighbourhoods, No of awareness raising sessions involving the VCFS, No of publicity packs distributed, Increase in £ of grant accessed by target groups. Intensive/targeted publicity campaign to raise awareness and encourage take-up of grants, development of training programme for VCFS to enable the sector to promote grant take-up and provide support to potential applicants, evaluation of pilot project to establish better ways of working in future.	VCFS organisations and Social Enterprises, ALMO's and Social Housing providers, with a track record of delivering services for older people and community development in deprived areas	100	Approve
NRF Mandatory outcome	Reduce premature mortality rates and reduce inequalities in premature mortality rates between wards/neighbourhoods with a particularly focus on reducing the risk factors for heart disease, stroke and related diseases (CVD) (smoking, diet and physical activity)	No of participants engaged in healthy living activities (1000-2000), No of people participating in physical activity sessions lasting 30 minutes or more (1000-2000), No of people attending training sessions on health and wellbeing (500 - 1000), No of people attending food skills sessions including cooking, budgeting, buying and growing (500 - 1000), No of people trained and supported to deliver local activity programmes (20). Activities that contribute to the priorities in the Health and Wellbeing Plan 2005-2008 which include the development of locally targeted and sustainable: physical activities e.g. exercise classes, walking schemes, healthy eating/cooking programmes; confidence building and stress management activities; volunteering programmes which seek to increase community participation	VCFS organisations, Social Enterprises & Healthy Living Centres with a track record of delivering community health development programmes in deprived areas	400	Approve
Total HC&OP				500	

Safer & Stronger Communities					
PSA Target		Outcomes/Activities	Potential Delivers	£ Resources	Comments
PSA1	PSA 1 - Reduce the level of key comparator crimes (derived from the British Crime Survey categories) as measured against the baseline year of 2003/04.	To reduce the incidents of criminal damage by 25% Targeting and co-ordinating partnership activity to the areas with the highest levels of criminal damage to dwellings and vehicles through increased use of enforcement powers supported by surveillance and professional independent witnesses, activities to reduce repeat victimisation, pilot a proactive approach to address problem void properties that become a target for offenders, prevention and diversionary work with young people.	Activity to be commissioned by the Community Safety Unit on behalf of Safer Leeds. Delivery partners include West Yorkshire Police and Leeds City Council	170	Approve
		To reduce the number of incidents of domestic burglary Development of the partnership approach through a flexible package of interventions that will compliment existing initiatives informed by tactical and strategic intelligence assessments to include property marking, key safe initiatives, computrace, sneak in packages, anti-climb paint, self locking devices, burglary investigation packs for victims to reduce repeat offences, publicity and high profiles campaigns including crimestoppers and celebrities.	Activity to be commissioned by the Community Safety Unit on behalf of Safer Leeds. Delivery partners include West Yorkshire Police and CASAC	160	Approve
		To reduce incidents of violent crime by targeting and reducing incidents of night time violence in targeted areas and reducing the levels of domestic violence in targeted areas. Early intervention to diffuse potentially violent situations, maximise the use of fixed penalty notices, multi-agency enforcement visits to targeted premises to reduce the underage drinking and sale of alcohol to the drunk and disorderly, development and expansion of the best bar none scheme to license premises. Develop the use of the DV investigation pack to support victimless prosecutions and deliver counselling and alcohol support and advice to those committing assault whilst under the influence of alcohol.	Activity to be commissioned by the Community Safety Unit on behalf of Safer Leeds. Delivery partners include West Yorkshire Police, Leeds City Council, counselling and advice agencies	270	Approve
		Reduction in the theft of vehicles by 60% and theft from vehicles by 47% Activities should include the targeting of prolific offenders, targeted enforcement action with businesses to disrupt the market for stolen goods, deploy target vehicle to identify offenders through smartwater and CCTV, target activity at hotspot locations, support and advice to victims and potential victims.	Activity to be commissioned by the Community Safety Unit on behalf of Safer Leeds. Delivery partners include West Yorkshire Police, Leeds City Council, West Yorkshire Fire Service, Youth Offending Service and Trading Standards	200	Approve
		Improved Prolific and Priority Offender Management to reduce reoffending rates. To target high crime causing drug users and produce offender management plans, a robust case conference framework and enforcement plans.	Activity to be commissioned by the Community Safety Unit on behalf of Safer Leeds. Delivery partners include West Yorkshire Police, Drug Action Team, Youth Offending Service and Leeds City Council	200	Approve
Total S&SC				1000	

Block 4 - Economic Development and Enterprise					
PSA Target	Definition	Outcomes/Activities	Potential Delivers	£ Resources	Comments
LAA-EDE2a-f	Significant increase in employment rate generally and more specifically for JSA, claimants of IC benefit and on Income Support, lone parents, people with mental illness, people MS disorders, people living in worst 5% SOAs on the Imp domain, BE groups	Increase in no. of people in worst 5% SOAs claiming benefits, entering sustainable employment or training. No of people in to jobs, No of people entering training/education programmes, no of people undertaking basic skills training. Activities should address local plans developed by East, North East and South Leeds worklessness groups and will include initial support to overcome barriers to work, job preparation, training and basic skills/ESOL	Open to all organisations with a track record of delivering employment programmes and reaching communities in deprived areas	800	Approve
Total ED&E				800	

Total Commissioning	2800
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Project	Lead organisation	£ 2006/07	Description	Indicative Key Outputs from 2006/07	Comments
I Love West Leeds Festival Project	Interplay Theatre	35,870	This project provides accredited training opportunities for disaffected young people in media related activities, through the I Love West Leeds Festival	28 people obtaining qualifications and 60 young people receiving educational support	The project outputs do not make a direct contribution to the achievement of PSA targets and would be more appropriately funded by other grant streams.
Learning through Community Libraries	LCC Library Headquarters	185,450	This project provides a range of activities to target non-traditional learners in the learning opportunities with the libraries in the disadvantaged areas of the city	22 young people gaining accreditation, 12 activities to promote literacy and 215 people targeted to improve financial literacy	This project provides a small number of outputs which contribute to the PSA target and as result does not provide value for money in comparison to other funded activities.
Public Health Information Analyst	LCC Social Services	38,000	This project will provide intelligence and analysis to support priority selection, target setting and performance management for interventions to improve the health and wellbeing of the people of Leeds	The project will provide an analysis of existing data and report on available data and systems	This was a time limited research project to develop a more strategic approach to the development of project activity under the NRF Health theme. This framework is now being provided through the Healthier Communities and Older People Block of the LLAA.
Beeston Hill Private Rented Sector Project	LCC Environmental Health	86,000	This project improves the housing conditions in the private rented sector in Beeston Hill and Holbeck through measures including a landlord accreditation scheme	75 landlords accredited 60 properties brought up to the decency standard	The project performance against output targets has been poor and there is an element duplication with other activity within the programme in particular the Empty Properties project.
renew in South Leeds	Beeston Hill and Holbeck Regeneration Partnership	186,000	This project engages partners to drive forward the regeneration of Beeston Hill and Holbeck through activities such as improvement of stock, demolition and construction. This work will also be extended to Middleton.	290 properties brought up to decency standard	The project performance against output targets has been poor. Output targets are delivered by a range of partners and it is not clear how the project activity contributes to the achievement of the PSA target and provides added value.
Canopy Housing Project	Canopy Housing	35,000	This project will bring together refugees and asylum seekers and other members of the community in South Leeds to refurbish derelict and disused housing to the decency standard, whilst providing training in these skills to the beneficiaries	8 properties brought up to the decency standard and 800 training weeks	The project has not delivered the specified outputs due to problems in acquiring property. There is also an element of duplication with other activity in the programme in particular the LCATA Construction Leeds project.
Through the Ceiling	Park Lane College	51,974	This project will tackle barriers to employment through a partnership approach. Beneficiaries will receive a customised programme that best meets their needs, leading to activities with one or many of the partner organisations.	98 beneficiaries recruited to the project with 10 people entering employment	Additionality to the mainstream provision is not clearly identified and therefore value for money is not clear.
Integrated Children's Centres	LCC Learning and Leisure	739,790	This project targets a key barrier to employment through the provision of childcare places and support for parents entering employment	600 parents supported	The project activity was originally focused on supporting workless parents in to employment. However, the project is now only supporting those in work and whilst still important this activity does not directly contribute to the achievement of the PSA target.
Aspire	LCC Beeston Hill and Holbeck Neighbourhood Renewal Team and VCFS Partners	98,400	This project brings together partners in Beeston Hill and Holbeck to tackle worklessness and education needs within the community	27 people gaining accreditation and 35 people accessing skills development	NRF provided match funding to an EU Objective 2 funded project. The project was unable to identify any remaining funding requirements.

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Not for publication: Report exempt from Access to Information Procedure Rules by reason of 10.4(3)-Appendices 1, 2 & 4 only

Report of the Director of Neighbourhoods and Housing

Report to Executive Board

Date: 24th January 2007

Subject: Regeneration of Beeston Hill and Holbeck

Electoral wards affected:
Beeston and Holbeck
City and Hunslet

Specific Implications For:

Ethnic minorities	<input type="checkbox"/>
Women	<input type="checkbox"/>
Disabled people	<input type="checkbox"/>
Narrowing the Gap	<input checked="" type="checkbox"/>

Eligible for call in Yes

Not eligible for call in (details contained in the report)

Executive Summary

In line with the objectives of the Vision for Leeds 2004-2020 and the Leeds Housing Strategy an allocation of £8 million Housing Market Renewal fund (HMRF) has been secured from the Regional Housing Board (RHB) to be spent during the financial years 2006/8. This funding is available for the purpose of tackling poor quality, pre 1919 housing stock in the priority regeneration areas of Beeston Hill and Holbeck.

A further £7.19m Single Regional Housing Pot (SRHP) has been allocated by the RHB to be spent during 2006/7 and an in principle allocation of £6.39m in 2007/8 to be spent in Beeston Hill and Holbeck, Harehills and Cross Green.

This report details proposals for two separate projects which will utilise part of the funding allocation from the RHB within the priority regeneration area of Beeston Hill and Holbeck.

1. The first section of this report entitled “**Regeneration of Holbeck, Phase 2**” outlines the options considered for an area encompassing 16 back to back properties (as shown at Appendix 1 and labelled ‘Holbeck target area phase 2, addresses are listed at appendix 2) and details the results of an option appraisal. The report recommends the acquisition and demolition of these properties by utilizing £1.37m of SRHP fund over the financial years 2006/8 and seeks in principle approval to proceed with the acquisition of the properties within the target area by agreement with their owners. In the event that agreement cannot be reached with owners, authorisation will be requested from the Director of Neighbourhoods and Housing to make and promote any necessary Compulsory Purchase Orders. Executive Board at its meeting of 18 October 2006 approved a recommendation to utilise £2.95m HMR fund to commence

the acquisition of properties within the densely terraced housing area of Holbeck leading to the demolition of 53 properties. The proposals within this report will form phase 2 of this project.

2. The second section of this report, "**Beeston Group Repair Phase 3**", sets out proposals which will extend the life of approximately 50 properties in the Beeston area by 30 years by utilizing £1.8m of the RHB allocation over 2006/8. Executive board are requested to inject £2.003m into the capital programme and authorise scheme expenditure of £2.003m as outlined within this report.

In addition to the RHB funding, an Expression of Interest (EoI) proposal for Beeston Hill and Holbeck had been submitted relating to the DCLGs Housing PFI Fifth Bidding Round. The acceptance of this £90m scheme onto the PFI programme would have meant the availability of resources to achieve transformational change in the area through the development of an integrated regeneration strategy to which the proposals contained within this report would have contributed. However, information was received from DCLG on 21 December, 2006 advising that the scheme had not been accepted on the current programme but on the understanding that it would be the first reserve in the event of further PFI credits being made available. DCLG have stated that a new Expression of Interest will not be required and that they will enter into discussions with the Authority on ways forward.

Prior to DCLGs decision work had been identified as required for the preparation of an Outline Business Case for the proposal in the event that the scheme was accepted. In view of DCLGs commitment to consider this scheme as first reserve, this work will now progress.

1 Purpose Of This Report

A capital grant of over £15m has been allocated by the Regional Housing Board (RHB) for a long term housing market renewal programme to tackle poor quality, pre 1919 housing stock in the regeneration priority areas of the city. The purpose of this report is:

1. to consider the options for regeneration of the Holbeck area and to seek approval for the acquisition and clearance of 16 properties within Holbeck by utilising £1.37m of this funding during 2006/8.

And

2. to consider proposals for Beeston Group Repair phase 3 - an external enveloping scheme whose purpose is to extend the life of approximately 50 properties by 30 years. This scheme represents the third such phase of Group Repair work that has been carried out within the Beeston Hill Statutory Renewal Area: phase 1, in which 68 houses had full scheme works, was completed in April 2004: phase 2 is currently running, with 58 properties in the process of having full scheme works.

1 Background Information

- 1.1 The regeneration of Beeston Hill and Holbeck, and the South Leeds area generally are high priorities and strategically important for the Council. Beeston Hill and Holbeck experiences some of the most severe levels of deprivation in the country. According to the Government's Index of Deprivation released in 2004, of the 11 Super Output Areas/neighbourhoods that cover Beeston Hill and Holbeck, seven of these are in the worst 3% of Wards nationally, and a further three are in the worst 10%.
- 1.2 Beeston Hill and Holbeck are identified as target areas for large scale improvement within the Vision for Leeds 2004-10, the Corporate Plan 2005-8 and the Leeds Regeneration Plan 2005-2008.
- 1.3 The Leeds Regeneration Plan 2005-2008 has an overall aim to narrow the gap between the most disadvantaged people and communities and the rest of the City. The Plan recognises that there are opportunities and challenges in Beeston Hill and Holbeck and in South Leeds generally to regenerate these areas, not only in terms of investment in buildings and the environment, but also other key service delivery issues.
- 1.4 In terms of the Unitary Development Plan, there is specific listing of the importance of Beeston Hill and Holbeck, and at its meeting in February 2005, Executive Board approved a Land Use Framework for the area as Supplementary Planning Guidance. The multi-agency Beeston Hill and Holbeck Partnership Regeneration Board, which was established in 2004, wishes to use the Land Use Framework as a platform for developing a public-private sector partnership that will deliver a range of outcomes to address the serious deprivation issues in this part of the city.
- 1.5 An Expression of Interest (EoI) proposal for Beeston Hill and Holbeck which had been submitted relating to the DCLGs Housing PFI Fifth Bidding Round was recently rejected although will be considered as first reserve scheme in the case of further PFI credits being made available. The scheme if accepted onto the programme would clearly have a major impact on the area and act as a catalyst for further investment, there are, however, a number of issues that would not have been addressed using Housing PFI credits including the acquisition and improvement/clearance of privately owned 'back-to-back' properties.
- 1.6 The area of terraced housing in Holbeck forms a crucial part of the overall objective to achieve transformational change in the area through the development of an integrated regeneration strategy. Subject to consultation, the Expression of Interest proposal was based on a working assumption that 126 Council owned 'Type 2' back-to-back terraced properties would be cleared in phases over a 10 year period with the use of PFI credits. Although these properties are clustered together, they are interspersed with approximately 146 privately owned properties that in many cases will need to be acquired to form a comprehensive and cohesive scheme.
- 1.7 Regardless of the decision on the PFI Expression of Interest there is an urgent need to progress this scheme as part of the first steps towards a broader regeneration strategy for Beeston Hill and Holbeck.
- 1.8 The site of the Holbeck Towers had been identified within the PFI Expression of Interest as a site with short term development potential which is strategically important to the regeneration of the whole area. LSh have, subject to further consultation with existing tenants, agreed in principle that the area remains a priority

and the preferred option is the clearance of the Holbeck Towers regardless of the approval of the PFI scheme. Acquisition and clearance of the properties which are the subject of this report would provide an opportunity to enhance the frontage which overlooks Holbeck Moor and potentially increase the impact and site value for redevelopment of the Holbeck Towers site.

2 Main Issues.

- 2.1 The area which is the subject of this report comprises of 14 brick terraced back to back houses, 1 hot food takeaway premises with living accommodation above and 1 office premises. It is proposed that the properties, as identified in Appendix 2, are acquired and demolished to produce a cleared site.
- 2.2 The cleared site provides an opportunity to create a more attractive frontage to Holbeck Moor and consolidates phase 1 of work currently ongoing in Holbeck to acquire 33 privately owned properties and demolish 53 properties of mixed tenure/ownership.
- 2.3 Of the 12 properties in private ownership within the proposed phase 2 only 1 is owner occupied. The high proportion of private landlords within this target area suggests that the relatively low property prices are attracting investors who are able to see the potential return from private lettings. A concentration of privately rented property can often lead to an over representation of vulnerable, mobile and anti-social residents.
- 2.4 The Vision for Leeds 2004 to 2020 identified as one of its aims the intention to “Regenerate and restore confidence in every part of the city” and to “Make sure that local neighbourhoods provide choice in the types and costs of housing available so that people do not have to move out of an area to meet their housing needs and choices by:
- Reducing the amount of housing that is unpopular or unfit
 - Providing housing that is more suitably matched to needs and choice
 - Improving the image of all types of rented accommodation
 - Making it easier to move between different types of rented housing and promoting renting as an alternative to buying.

The vision of the Leeds Housing Partnership as detailed in The Leeds Housing Strategy 2002/3 – 2006/7 is

“To create and maintain decent homes in decent neighbourhoods”

The relevant core aims of the Leeds Housing Strategy are to

- Provide and maintain decent housing
- To support the creation and maintenance of decent neighbourhoods
- To sustain healthy, accessible housing markets

These reflect the

- national policy priorities of quality, choice and social inclusion
- Regional and sub regional priorities of providing housing and services to meet needs, demands and economic requirements
- Local priorities of closing the gap

The proposals contained within this report consider how best to address these aims with the resources available. The option appraisal has considered 3 options for the area with reference to their ability to meet the defined objectives:

- Option A: Do minimum to meet legal conformity
- Option B: Group Repair and internal remodeling
- Option C: Acquisition and redevelopment of the site.

2.5 **Option A: Do minimum to meet legal conformity**

Generally in terms of the older housing stock, the Leeds South Homes (LSH) business plan does not support major refurbishment. Whilst LSH will maintain and repair stock, they are unlikely to undertake any significant improvement where investment in housing stock is considered to be uneconomical. The estimated cost of bringing the 2 properties owned by LCC up to the Governments Decent Homes Standard is estimated at £6,650. Turnover in the area is increasing in momentum and while properties are lettable, tenancies are not sustainable in the long term. Generally speaking new tenants tend to be those applicants who have no other option but to accept a property in this area and who aspire to leave as soon as possible. Investment in these properties would therefore, prove financially unviable and their sustainability questionable.

Despite the uncertainty surrounding the sustainability of investment in this area LSH have a legal obligation to ensure that all the housing stock that they managed meets the Governments Decent Homes Standard by 2010.

LSH have calculated that they will need to spend £6,650 by 2010 to bring the 2 council properties in the target area up to the Decent Homes Standard. However, this standard does not address the issue of poor design, layout, the lack of gardens/private space and poor built environment. Refurbishment of LSH properties alone would provide only a piecemeal solution. It would also mean that an opportunity to contribute to the regeneration of the wider Holbeck area is missed.

Evidence suggests, therefore, that the expenditure required to comply with the above **minimum** standard would

- **not** address all of the issues identified by residents as unsatisfactory
- **not** prove to be cost effective
- **not** prove to be sustainable
- **not** enable the levels of change required to regenerate the area to be achieved

2.6 **Option B: Group repair and internal modeling.**

Enveloping works to the exterior of the properties would create a visually superior and uniform street scene. This, coupled with major remodeling of the properties may create through terraces with better layout and room sizes which would meet (potentially exceed) the Decent Homes Standard. Consultant Architects (West & Machell) working in the Harehills area of Leeds have estimated that the remodeling of two back to backs to form 1 family house would costs £65,000 per conversion in construction costs alone. The cost of remodelling all 16 properties in the target area, including acquisition and conversion costs, is estimated at £2.27m(see Appendix 4).

Even if ultimately these properties were sold on the open market for an optimistic £100,000 each this could potentially result in a **net loss** to the Council of

approximately £1.4m It is also doubtful whether **long term** demand exists even after conversion. Whilst this option may address some of the issues with poor conditions and potentially the lack of gardens as raised by some residents (see Appendix 3); it cannot address issues of poor housing mix, over density or poor environment and amenity. It is highly questionable whether such extensive works and expenditure would be cost effective, justifiable, or sustainable when compared with other options.

In view of the high costs involved, the fact that limited funding is currently available from RHB, and that regeneration priorities in other areas of the city require funding this option has been ruled out as a viable option on the grounds of affordability.

2.7 **Option C. Acquisition, Clearance and redevelopment of the site for housing**

- 2.7.1 The properties which are the subject of the proposals contained within this report are type 2 back to back terraced properties (i.e open directly onto the street without any private external space)
- 2.7.2 Acquisition of the 12 privately owned properties within the target area and clearance of all 16 properties would form the next phase of the longer term strategy to commence transformational change of the area and provide a catalyst to the regeneration of the wider area.
- 2.7.3 A formal Option Appraisal in accordance with the corporate procedure has been carried out to assess Options A and C (option B having been ruled out on grounds of affordability). Both financial and non financial aspects of Options A and C have been considered.

A discounted cash flow exercise has been carried out for options A and C and the net present values are as follows

Option	Description	NPV £000
A	Do minimum to meet legal conformity	17
C	Acquisition and redevelopment of the site for housing	1283

This exercise and the table above illustrate the cost of each option over the next 25 years at today's value. Although the financial element of the option appraisal would suggest that Option A is preferable the pursuance of the stated objectives of this project are critical to the achievement of the strategic aims of the Vision for Leeds and the Leeds Housing Strategy.

- 2.7.4 Option C (Acquisition, clearance and redevelopment) scores highly against each objective as outlined in paragraph 3.3. Clearance and redevelopment facilitates, as one option, the potential to create high quality housing, which is of a type and size matched to the needs and choices of residents, in an attractive environment which would as a consequence contribute to the improved image and regeneration of the area and community. Option A (Do minimum to meet legal conformity), is able only

to meet some of the objectives to a limited extent and potentially for a limited timescale. Other objectives, i.e. matching housing to needs and choice and tackling poor environmental quality, are not met at all by Option A. This is due to the fact that the governments Decent Homes Standard is a minimum standard which focuses on fitness, disrepair and the provision of modern facilities within the dwelling. It does not consider the external environment or the internal layout, size or number of rooms.

- 2.7.5 Whilst the financial analysis in isolation would seem to support option A the assessment of non financial factors must be given careful consideration also. The contribution of Option C to key strategic objectives outweighs the differential in financial terms in this instance. Option C is, therefore, the one recommended to Executive Board.

3. Implications For Council Policy And Governance

- 3.1 The Leeds Housing Strategy has identified the regeneration and renewal of areas with frail housing market conditions, poor quality or obsolete housing and issues with multiple deprivation as a key priority. This has also been identified as a key priority both in the Regional Housing Strategy and the West Yorkshire Housing Strategy. This proposal forms part of a housing market renewal component of the comprehensive regeneration programme for Holbeck.

If the acquisition of privately owned properties is approved valuations will be carried out on each individual property by a chartered surveyor to determine its current market value.

The public interest in maintaining the exemption in relation to appendices 1,2 and 4 attached to this report outweighs the public interest in disclosing the information by reason of the fact that:-

a)Appendix 1 and 2 - The success of the scheme could potentially be prejudiced by speculative investors acquiring properties in advance of the Councils action.

b)Appendix 4 - The costs attributed to the purchase of private properties are purely estimates at this stage and their disclosure could prejudice the councils ability to reach an agreement on the purchase price with owners.

Copies of the exempt appendices 1,2 and 4 will circulated to members of the Executive Board once members of the public have been excluded and will be collected in at the conclusion of the meeting.

3.2 Consultation

- 3.2.1 During December 2006 attempts were made by Council officers to contact and visit **all residents** whose homes are directly affected by the proposals. These visits established that of the 16 properties in the target area 3 are currently unoccupied. Of the remaining 13 face to face interviews were carried out with 8 householders.

- 3.2.2 Attempts were also made to make contact with the private landlords in the area, of which there are 8. 6 private landlords have responded, 4 of them are not in favour of demolition and 2 "do not know".

- 3.2.3 Details of the results of the questionnaires are set out in Appendix 3.

In summary, 7 out of 8 residents who responded were in favour of demolition. The other respondent states that they “do not know”. 6 of the 8 respondents state that they are thinking of moving away from the area (5 of these within the next year)

3.2.4 Following the conclusion of the residents’ survey local ward members were briefed on the results and gave their full support to the proposals for acquisition and demolition contained within option C of this report.

3.2.5 If approval is secured to acquire and demolish these properties a number of methods will be utilised by Council officers in order to ensure that residents and stakeholders have the opportunity to be involved and informed:-

- Existing arrangements already in place to consult with and involve local residents will be utilised wherever possible. I.e. Area Forums and local community action groups.
- Regular liaison between project officers and the officers of LSH and other RSLs will ensure that rehousing of residents is co-ordinated effectively.
- Regular written updates for, residents and property owners in the form of a newsletter and briefing notes for Ward members, MP for Leeds Central, ALMO officers and Housing Associations.
- A suite of information leaflets is available to advise residents of the procedure and the assistance, including compensation, which is available to them.
- If required local surgeries will be held in the area to ensure that project officers are easily accessible to residents and stakeholders. In addition this will encourage the development of trust resulting from personal contact.

4 Legal And Resource Implications

4.1 The estimated scheme costs of £1.37m are detailed at Appendix 4. This estimate includes acquisition of the 12 privately owned properties; compensation and disturbance payments for owners and private tenants, and site clearance including temporary work to secure the site.

4.2 The preference is to acquire properties by agreement with the property owners. A compensation package equivalent to that which would be available in the event of a Compulsory Purchase Order being made will be offered to residents and owners. Details of the compensation payments available to which owners and tenants may be entitled are outlined at Appendix 5.

4.3 Negotiations to acquire the privately owned properties will be undertaken by Council officers. The aim will be to conclude acquisition of all properties and rehousing of all residents prior to commencement of site clearance for the sake of financial prudence. However, management of the partially vacated site will be carefully monitored to ensure that safety and security is maintained for the remaining residents. A provisional timescale has been devised with the aim of acquiring and securing vacant possession of all properties by early in 2008, with demolition taking place March/April 2008.

4.4 Although the preference is to acquire properties by agreement with owners, ultimately, if agreement cannot be reached, authorisation will be sought from the Director of Neighbourhoods and Housing to make any necessary Compulsory Purchase Orders. Should Compulsory Purchase action become necessary, in this instance, Section 226(1)(a) of the Town and Country Planning Act 1990 (as amended by Section 99 of the Planning and Compulsory Purchase Act 2004) is the most appropriate legislation in the circumstances. These powers are intended to help authorities to assemble land where this is necessary to implement the proposals in their Community Strategies and where the proposed development, redevelopment or improvement is likely to contribute to achieving the promotion of the economic, social and environmental well-being of an area. This report seeks authorisation from Executive Board to make and promote any necessary compulsory purchase order required as a last resort in the event that voluntary agreement cannot be reached with owners to sell.

4.4.1 Regard must be had to the Human Rights Act 1998 including Article 8 (respect for private family life and home). The recommendation to authorise officers to make and promote any necessary CPOs strikes a clear balance between the public interference with private rights, which will arise if a CPO is pursued. Compensation would be payable to the person affected, and the provision of the Acts in paragraph 5.4 above are considered to be compatible with the Human Rights Act.

4.5 Risks

4.5.1 A contingency fund of £59,800 is available to cover potential overspend on this project; if this is not required it may be made available to future phases in the longer term strategy for the regeneration of Beeston Hill and Holbeck.

4.5.2 While the intention is to acquire the 12 privately owned properties in this area with the agreement of owners there is always the possibility that Compulsory Purchase action may be required in the event of an inability to reach agreement. 4 of the 6 owners who responded to the questionnaire were not in favour of demolition. If Compulsory Purchase action is required this will inevitably have implications for the timescale of the project. Compulsory Purchase action would also involve additional costs i.e. publicity costs, officer time including legal fees, and the costs incurred surrounding the staging an Inquiry if objections are made.

4.5.3 If this project is delayed due to a requirement for CPO or due to any other issue, there is the risk that funding could be lost. In addition the success of the Leeds Housing Partnership to secure further funding from the RHB may be jeopardised by failure to deliver on current projects. However, in order to ensure that these risks are minimized a compensation package equivalent to that which would be payable if a Compulsory Purchase Order was in place is offered to owners. Valuations are carried out by independent chartered surveyors in an attempt to demonstrate the Councils fairness and impartiality and thus gain the trust of owners.

4.5.4 In addition delay could also be caused by the incapacity of the ALMO or RSL to rehouse displaced residents. Displaced residents who apply for tenancies through the Leeds Homes register are awarded 'Priority Extra' in recognition of their additional housing need caused by the action of the Council. Council officers will liaise regularly with officers of the ALMOs and RSLs to progress rehousing requests as efficiently as possible in an attempt to minimize this risk.

6 Conclusions

An allocation of over £15 million has been secured from the Regional Housing Board for the purpose of tackling poor quality, pre 1919 housing stock in the priority regeneration areas of the city. It was agreed at the Executive Board meeting of 18 October 2006 that £2.95m of this funding be used to tackle poor quality, obsolete housing in Holbeck as phase 1 of a long term strategy. This report considers a potential phase 2, an area of a further 16 properties in an area contiguous with phase 1 . Three options have been considered for the phase 2 target area encompassing 16 back to back properties. The option appraisal has identified Option C - acquisition, clearance and ultimately redevelopment of the site as the preferred option. This option is considered to be the most effective as it will complement and add value to phase 1 as well as other regeneration initiatives ongoing in the area. Of the three options acquisition, demolition and redevelopment will make the most effective contribution to local and regional strategic aims. Consultation with local stakeholders has identified a majority view which is not opposed to acquisition and demolition.

It is envisaged that the proposals within this report will form the second of a number of phases focused on the area outlined on the plan at Appendix 1 of this report which will contribute to the regeneration of Holbeck. This of course is subject to further consultation, the allocation of further funding and approvals. The menu of interventions proposed as part of this strategy will include not only acquisition and clearance but also enveloping schemes to improve the external fabric of properties and remodeling to improve the internal layout but yet retain the character of the area and provide diversity of property types and tenures.

SECTION 2: BEESTON GROUP REPAIR - PHASE 3

1.0 Background Information

- 1.1 The Beeston Hill Renewal Area was declared by Leeds City Council on 25th November 2002. The Renewal area comprises in total some 2,800 through terrace and back to back houses. A Neighbourhood Renewal Assessment carried out prior to the renewal area declaration identified 81% of properties as unfit or potentially unfit for human habitation. The area is of mixed tenure, with approximately one third being owner occupied, one third being privately rented and one third being owned by Social Landlords, the majority of these belonging to Leeds Federated Housing Association.
- 1.2 As part of the regeneration of the area a rolling programme of Group Repair Schemes have taken place since 2004. To date approximately 120 properties of all tenures have been improved under such schemes.

2. Main Issues

- 2.1 The next stage of Group Repair is proposed to include approximately a further sixty properties, the majority of these properties being substantial 4 bedroom properties. The Construction work on the scheme is to be carried out by Frank Haslam Milan, under the provisions of contract number 503968/3454 under which they were appointed to carry out Group Repair work in Burley Lodge and Beeston.
- 2.2 The Group Repair work will be similar to that done on previous phases and will include:

The re-roofing of the main roof and bay roofs to the front façade (including provision of thermal insulation). Re-roofing the rear “extension” and/or additional roofs where required. Renewal of chimney pots as required. Gas safety checks on gas fires. Brick leaning to the front facades and redecoration. Repairs/reinforcement to brickwork as necessary. Replacement of windows to suit the style of the premises. Replacement of dormers and /or roof windows as required. New high security doors to the front and rear entrances as required. New rainwater goods and soil/vent pipes as required. New gates and railings are to be provided to rear boundaries, including new rear gates as required .

- 2.3 Individual properties have been surveyed and cost sheets have been drawn up. The overall cost of the scheme has been estimated at £1,749,355.57 giving an average works cost per property of just under 30 £k. Fees set at 14.5% have to be added to this giving a total cost for fees of £253,656.56. These fees are to be apportioned between Property Services (10.2%) and Environmental Health Services (4.3%).

3.0 Consultations

Consultations have taken place with Ward Members, Tenants, Owner Occupiers, and the Acting Chief Officer of Leeds South Homes and there is broad support for the scheme.

4.0 Community Safety

The proposals contained in the report have implications under Section 17 of the Crime and Disorder Act 1998. The properties receiving improvements will be made more secure, with an aim of reducing burglary within the area.

5.0 Programme

The programme of works will be carried out over the following period:

Start on Site	March 2007
Practical completion	December 2007

It is anticipated that further phases of Group Repair will then be done within the area subject to additional funding being made available

6.0 Scheme Costs

- 6.1 This report seeks approval to provide sufficient funds for improvements to 60 properties, at an average cost of approximately £30,000 works per property, totalling £1.75m. As well as the cost of works, fees will be charged pro rata to all parties involved. The majority of the properties are in private ownership and this report assumes that, on the basis of experience of Group Repair initiatives elsewhere in the city, that these private owners will pay between 10-20% towards the costs of improvements to their properties. The remaining 80-90% represents the cost to the Council.

- 6.2 As the mix of properties in each of the phases is subject to the occupiers agreement, there may be different numbers of Council or Privately owned properties included for improvements. Nevertheless, the cost to the Council will be maintained within budget by ensuring that if the price per property is higher than the £30k estimate, then proportionately less properties will be improved. Also, if the owner occupier

contributions are less than the 10-20% assumed, then again less properties will be improved. If savings are made either by a lower level of cost per property or a higher level of owner occupier contributions, there would be an opportunity for additional properties to be included. In the event that scheme costs allow for a significant change in the number of properties to be included in the scheme, a further report will be submitted to Executive Board for approval.

- 6.3 The total estimated cost of the works to the 60 properties is £1,749,355.57 construction works, and £253,656.56 fees, totalling £2,003,012.12
- 6.4 This will be funded as follows; £203,012.10 is estimated to be received in contributions from Owner Occupiers towards works and fees, and a £1,800,000 contribution from SHRP.
- 6.5 Each grant is subject to a condition which requires full repayment of the grant in the event of sale within a 5 year period, following completion of the works.

7.0 Capital Funding and Cash Flow

Previous total Authority to Spend on this scheme	TOTAL £000's	TO MARCH 2006 £000's	FORECAST				
			2006/07 £000's	2007/08 £000's	2008/09 £000's	2009/10 £000's	2010 on £000's
LAND (1)	0.0						
CONSTRUCTION (3)	0.0						
FURN & EQPT (5)	0.0						
DESIGN FEES (6)	0.0						
OTHER COSTS (7)	0.0						
TOTALS	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Authority to Spend required for this Approval	TOTAL £000's	TO MARCH 2006 £000's	FORECAST				
			2006/07 £000's	2007/08 £000's	2008/09 £000's	2009/10 £000's	2010 on £000's
LAND (1)	0.0						
CONSTRUCTION (3)	1749.4			1699.4	50.0		
FURN & EQPT (5)	0.0						
DESIGN FEES (6)	253.7		25.0	228.7			
OTHER COSTS (7)	0.0						
TOTALS	2003.1	0.0	25.0	1928.1	50.0	0.0	0.0

Total overall Funding (As per latest Capital Programme)	TOTAL £000's	TO MARCH 2006 £000's	FORECAST				
			2006/07 £000's	2007/08 £000's	2008/09 £000's	2009/10 £000's	2010 on £000's
Private Sector	203.1			153.1	50.0		
Government Grant- SRHP/HMR	1800.0		25.0	1775.0			
Total Funding	2003.1	0.0	25.0	1928.1	50.0	0.0	0.0
Balance / Shortfall =	0.0	0.0	0.0	0.0	0.0	0.0	0.0

8.0 REVENUE EFFECTS

As the work approved by this report is in respect of non-Council properties, there are no revenue effects to the Council.

9.0 RISK ASSESSMENTS

There are Health & Safety implications, but these will be dealt with under Health & Safety Plan. In addition all residents and stakeholders have been consulted prior to instigating The project and there is an existing network of communication and dialogue with residents and owners.

10 Recommendations

Executive Board is requested to note the contents of the report and:

1. Approve the injection into the Capital Programme of £1.37m of Regional Housing Board money (Acquisition and demolition – the Regeneration of Holbeck)
2. Authorise Scheme Expenditure to the amount of £1.37m (the Regeneration of Holbeck)
3. Authorise officers to commence acquisition of the properties 16 properties in Holbeck which are detailed at Appendix 2 by voluntary agreement with the owners. In the event that agreement cannot be reached with the owner of any property within the target area, the authority of the Director of Neighbourhoods and Housing will be sought to make and promote any necessary Compulsory Purchase Orders.
4. Approve the injection into the Capital Programme of £1.8m of Regional Housing Board money and £203k from owner occupiers (Beeston Group Repair, phase 3).
5. Authorise Scheme Expenditure to the amount of £2.003m (Beeston Group Repair, phase 3)

Appendices

1. Plan 1 target area (Exempt from Access to Information Procedure Rules 10.4(3))
2. Address list (Exempt from Access to Information Procedure Rules 10.4(3))
3. Summary of residents survey results
4. Costs associated with option B and C (Exempt from Access to Information Procedure Rules 10.4(3))
5. Compensation Payments

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HOLBECK (PHASE 2)

SUMMARY OF RESIDENTS SURVEY RESULTS .

Tenure.

Total of 16 Properties in the target area. 8 Private Landlords, 2 Owner Occupiers, 2 properties managed by Leeds South Homes on behalf of LCC & 2 properties owned by LCC which are currently leased to LFHA and 1 office premises and 1 hot food takeaway premises

Occupation.

13 Occupied properties – 1 Owner Occupier, 7 Private tenancies & 2 LSh, 2 LFHA, 1 hot food takeaway

3 Void properties – 1 Owner Occupier, 1 Private Landlord, 1 Office premises

Respondents.

8 resident respondents (5 private tenants, & 1 Lsh tenant, 2 LFHA tenants) out of 13 possible respondents. **61% response rate from the residents**

Private Landlords

6 out of the 8 Landlords have responded. **75% response rate.**

Length of Occupation.

Less than 1 year	5 households
Between 1 – 5 years	1 household
Between 5 -10 years	2 households
More than 10 years	0 households.

Satisfaction with Home.

5 respondents satisfied with home	(62%)
3 respondents dissatisfied with home	(37%)

Problems with homes.

In order of Priority.

ITEMS	POINTS
Lack of Garden	16
Kitchen size	12
General Repairs	10
Refuse/ Bin yards	9
Dampness	7
Roof	7
Car parking	7
Central Heating	6
Insulation	5
Other	5
Clothes Drying	4
Staircase	3

Satisfaction with the Area

5 respondents satisfied with area (62%)
3 respondents dissatisfied with the area (37%)

Problems with the area.

In order of Priority.

ITEM	POINTS
Anti social behaviour	17
Crime	10
Dumped rubbish	7
Communal areas	7
Narrow Roads	7
Poor quality housing	6
Lack of facilities for teenagers and children	5
Burglaries	2
Poor parking	2

Positive points about the area.

In order of number of times chosen:

Local facilities and schools x 2
Good bus routes x 6

Options for improvements.

In order of priority.

ITEM	POINTS
Demolition of selective properties	14
Play facilities for teenagers & children	10
Improve Traffic calming	6
Repairs to properties	6
Improve car parking	3

Thinking of moving (out of 8 who responded).

Yes 6
No 2

Wish to be involved in further consultation (out of 8 who responded).

Yes 5
No 1

Demolition Results

In favour of demolition – owner occupiers

No respondents

In favour of demolition – LSH/LFHA Tenants

Yes	3
No	0
Don't Know	0

In favour of demolition – Private Tenants

Yes	4
No	0
Don't Know	1

In favour of demolition – Total Residents

Yes	7
No	0
Don't Know	1

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Appendix 5

Compensation payments payable	Owner Occupier	Owner not occupier	Tenant
Value of the land taken (open market value in the absence of the scheme) less sum due in respect of any mortgage	✓	✓	
Homeless payment if resident for one year or more (Owner =10% of value of property Max £40,000-Min £4,000 Tenant = flat rate £4,000)	✓		✓
Basic Loss payment (7.5% of value of property)		✓	
Fees (reasonable surveyors and legal fees for dealing with the claim and transfer)	✓	✓	
Disturbance (costs and losses as a result of being disturbed from occupation, e.g. removals, redirection of post, disconnection of services)	✓		✓
Costs of re-investment if incurred within one year		✓	

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Originator: Megan Godsell

Tel: 2478276

Report of the Director of Neighbourhoods and Housing

Executive Board

Date: 24th January 2007

Subject: Sale of Land at Argie Ave/Eden Mount Kirkstall to Home HA at 'Less Than Best Consideration'

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call In

Not Eligible for Call In
(Details contained in the report)

Executive Summary

This report sets out the justification for a 'less than best consideration' disposal of land at Argie Ave / Eden Mount, Kirkstall to Home Housing Association.

Home HA have successfully secured grant funding of £425,000 from the Housing Corporation to build 17 family houses for low cost home ownership on the land at Argie Avenue. The total cost of this scheme is £2.0million and the rest of the funding will be provided by Home HA through a combination of private investment and reserves.

In order to qualify for the grant funding, the Housing Corporation have stated that schemes will only be supported where land costs do not exceed £5,000 per dwelling, effectively requiring council land to be disposed of at 'less than best consideration'. Therefore, as Home HA propose to build 17 units, this equates to £85,000.

The subject site is owned by Leeds City Council and is vested with Neighbourhoods and Housing. The land consists of existing and previously demolished garage sites and is Housing Revenue Account (HRA) land. Development Department has valued this site at £800,000. Therefore the council is being asked to forego the £715,000 difference.

Home HA are willing to return to Leeds City Council a percentage of any future agreed surpluses generated by individual property sales in order that Leeds CC can reinvest this money in the area in the future.

This report aims to demonstrate the wider benefits of the scheme in terms of providing additional family affordable housing and sets out the wider financial and neighbourhood benefits. It also explains how due to escalating property prices people on modest incomes have been priced out of market value housing, but how this scheme will assist home ownership by entry onto the property ladder.

1.0 Purpose of the Report

- 1.1 To seek the approval of Executive Board to dispose of the land highlighted on the attached plan to Home Housing Association at 'less than best consideration' in order to build 17 affordable family houses for shared ownership.

2.0 Background Information

- 2.1 The proposed scheme is for 17 x 3 bed family houses for shared ownership. Home HA have secured £425,000 grant from the Housing Corporation and the remainder of the finance will be provided by Home HA through private finance and reserves. The properties will be sold by Home HA to eligible applicants on a shared ownership basis. In the first instance applicants will purchase 50% of the property through a conventional mortgage and a rent will be paid to Home HA for the remaining 50%.
- 2.2 There is the option for the shared owner to purchase the remaining 50% at full market value should their financial circumstances allow; this is known as 'staircasing'. This may generate surpluses to the Housing Association as the shared owner purchases the remaining share. A mechanism will be put in place to distribute any surpluses generated on the scheme as a result of staircasing; 75% of any such surpluses will be paid to Leeds and 25% retained by Home HA. The precise methodology for calculating surpluses will be the subject of further negotiations between Home HA and the Council.
- 2.3 Home HA has already completed two phases of work in this vicinity. This has included the refurbishment of existing council owned maisonettes leased to Home HA on Argie Ave, for mature students with dependents, and recently the HA has started on site with a third phase of refurbishment at Grayson Heights a council owned multi storey block of flats. To date in the region of £8.2m worth of investment in affordable housing has been brought to the area by Home HA.
- 2.4 The £8.2m is made up of Housing Corporation grant and Home HA contribution, which is a combination of private sector borrowing and use of reserves. This grant and investment has contributed to the refurbishment of 64 x 3bed maisonettes and the conversion of a multi storey block of flats for mature student accommodation.
- 2.5 The works undertaken by Home HA have complemented the improvement and investment works carried out by Leeds North West Homes. The overall improvements to the area have resulted in a reduction in crime and anti social behaviour and the additional number of children now in the area has boosted attendance at the local schools.
- 2.6 In July 2005 the Head of investment at the Housing Corporation wrote to all Local Authority Chief Executives in the Yorkshire and the Humber region stating that the land value element of new affordable housing schemes should not exceed £5,000 per dwelling, if a bid was being made for social housing grant. The allocation of £425,000 grant is subject to Home HA securing the land at 'less than best consideration' and so if the land is not sold at £5,000 per plot then the scheme will not proceed and the investment in additional affordable housing will be lost.
- 2.7 The figure of £5,000 as stated by the Housing Corporation has been challenged both regionally and nationally by Leeds City Council and the Council will continue to make representations about this requirement. However this remains a condition of grant within this bidding round.

2.8 The land at Argie Ave / Eden Mount identified for this scheme has been valued at £800,000 by the Development Department on 29 March 2006. Confirmation was received from Development Department in October 2006 that this valuation was still up to date and valid. In order to comply with the grant conditions imposed by the Housing Corporation it is necessary for the council to sell this land to Home HA at 'less than best consideration' and receive £85,000 as opposed to £800,000.

3.0 Main Issues

3.1 The provision of affordable housing, particularly affordable family accommodation has been recognised as a high priority by Leeds City Council. The recently launched 'Affordable Housing Delivery Plan' explains that the housing market in Leeds is experiencing high land values and property price increases. A high percentage of the population in Leeds are unable to access the housing market and the Plan stresses the importance of maximising every opportunity to deliver affordable housing.

3.2 The city wide house price average has increased to £158,000, which has become unaffordable to many first time buyers and increasingly unaffordable to those on average incomes. In this area of Kirkstall the average house price is in the region of £187,607. Government guidance suggests that a mortgage multiplier of 3.5 single income and 2.9 double income is affordable. Given that the average lower quartile earnings per household in Leeds are in the region of £24,000 access to home ownership in Leeds and particularly in Kirkstall is largely out of reach to those on average incomes.

3.3 Those on low to average incomes who are not in statutory housing need but are unable to buy on the open market are deemed low priority cases in relation to accessing council or housing association tenancies, and so are unable to secure social housing. The average number of bids per council property city wide is currently 67. However on this estate in Kirkstall there are currently 95 bids per property, and within this last financial year only two properties on this estate have become available. Therefore people on average incomes are unable to access social housing and are unable to afford open market housing.

4.0 The scheme costs for Home HA to develop at Argie Ave are as follows:

Unsubsidised

Land	£	800,000
Construction Costs		£1,987,598
On costs	£	355,593
(legal and professional fees)		
Development Interest	£	67,726

Total **£3,210,917**

Cost per unit = £188,877

Subsidised land and grant

Land (subsidised)	£	85,000
Construction Costs		£1,987,598
On costs	£	355,593
(legal and professional fees)		
Development Interest	£	67,726

Equals £2,495,916

Less grant contributions £425,000

Total **£2,070,916**

Cost per unit = £121,818

4.1 Home HA have valued the completed 3 bedroomed properties at £135,000 and intend to sell 50% initially, providing the HA with an initial receipt of £1,147,500. Home HA will then receive a projected rental income of £850,162 for the following 30 years. This assumption

includes a forecast that 50% of the shared owners will purchase the remaining 50% within 30 years. It can be seen that Home HA are in deficit with this scheme, even though they have received a grant and the land has been subsidised.

- 4.2 Home HA are willing to return to Leeds City Council a percentage of any future agreed surpluses generated by individual property sales in order that the Council can reinvest this money in the area in the future. This is a new approach which is supported by the Housing Corporation and will ensure that the Council is able to reinvest in the area in the future.
- 4.3 Home HA assume that within 30 years 50% of the purchasers will 'staircase' and buy the remaining 50% of their property. Using today's property values Home HA would receive a receipt in the region of £573,750. Negotiations will take place between the Council and Home HA that a percentage of this amount will return to Leeds CC. A figure of 75% has been suggested to Home HA and if agreed would equate to £430,312 returning to the Council.
- 4.4 It is important to note that an element of the receipt paid to the association is also used to fund the outstanding loan on the development. Also the original grant received from the Housing Corporation has to be repaid. Therefore the 75% paid to the Council would be the receipt after outstanding loan repayments have been made and the grant has been repaid to the Housing Corporation
- 4.5 Leeds City Council will work with Home HA to assess who is eligible for this scheme. It is important that applicants are able to maintain mortgage repayments but would not have been able to afford a property on the open market.
- 4.6 The following tables demonstrate the housing costs for a shared ownership purchase compared to an outright sale. It can be seen that a 30% share is a more affordable option and so negotiations are taking place with Home HA and the Housing Corporation to agree that a percentage of the new properties are sold with a 30% option to purchase.
- 4.7 'Making the Housing Ladder Work', a plan for delivering affordable housing in Leeds recognises that it is necessary to develop a range of housing options and solutions to improve access to good quality housing. Therefore it is necessary to increase the range of home ownership options to assist those on low and average incomes.

Housing cost for shared ownership for single earners (per month)

Entry level	Price	Unsold equity	Rent on Unsold equity	Mortgage costs	Total housing costs	Gross annual income required*
100% purchase	£135,000	100%	0	£624.78	£624.78	£38,571
50% share	£ 67,500	50%	£154.70	£312.39	£467.09	£28,295
30% share	£40,500	70%	£220.00	£187.43	£407.43	£24,731

Housing cost of shared ownership two or more earners (per month)

Entry level	Price	Unsold equity	Rent on Unsold equity	Mortgage costs	Total housing costs	Gross annual income required*
100% purchase	£135,000	100%	0	£624.78	£624.78	£46,551
50% share	£ 67,500	50%	£154.70	£312.39	£467.09	£34,150

30% share	£40,500	70%	£220.00	£187.43	£407.43	£29,848
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* Formulae taken from Housing Market Assessment for Leeds 2006 carried out by Outside UK

5.0 Implications for Council Policy and Governance

- 5.1 Under the provisions of Section 123 of the Local Government Act 1972, local authorities have a fiduciary duty to dispose of surplus land and property for the best consideration reasonably obtainable. However, it is recognised that there may be circumstances where an authority considers it appropriate to dispose of land at an undervalue and the present proposals enable the Council to use General Consent powers to dispose of land at 'less than best consideration' to a registered social landlord for provision of affordable housing.
- 5.2 Providing affordable housing also supports the objectives in the 'Vision for Leeds' 'Narrowing the Gap' ensuring that all the people in Leeds are sharing in the success of the city by providing people on modest incomes access to good quality affordable housing. By disposing of land at Argie Avenue, the Council will enable the provision of 17 additional affordable family houses in an area of great housing need.
- 5.3 The Leeds Housing Strategy 2005/6- 09/10, highlights the need to increase the supply of affordable housing in order to meet high levels of need, requirements and aspirations. It recognises that investment from the Housing Corporation should be utilised to deliver new low cost home ownership for those on low incomes.
- 5.4 The Affordable Housing Delivery Plan provides a strategic framework for improved access to existing housing and provision of new affordable housing for those unable to afford to buy or rent on the open market. This delivery plan was approved by Executive Board on 15 November 2006.
- 5.5 The Council's Asset Management Group supported the recommendation for the 'less than best consideration' disposal of land at Argie Ave/Eden Mount, Kirkstall to Home HA at the meeting held on 17 November 2006.

6.0 Legal and Resource Implications

- 6.1 The Council has powers to dispose of land at 'less than best consideration' through the general consent under section 25 of the Local Government Act 1988 for the disposal of land to registered social landlords 2005. There is a limit of £10,000,000 on the amount of assistance that the Council can give in total under this consent in any financial year. The Development Department has confirmed that this application for 'less than best consideration' approval falls within this limit.
- 6.2 The open market land value is £800,000 and the disposal price is £85,000, which is based on the Housing Corporation's land value formula of £5,000 per dwelling. Therefore the Council is asked to forego a capital receipt of £715,000 as a land value subsidy to provide leverage of £425,000 grant assistance and £2.0m private investment in affordable housing.

7.0 Conclusion

- 7.1 In order to maximise additional affordable housing opportunities and attract Housing Corporation funding it is necessary to dispose of land at Argie Ave/Eden Mount at 'less than best consideration'.
- 7.2 The proposed development of 17 affordable family houses at Argie Ave / Eden Mount will contribute much needed affordable housing to an area where there are high land and property prices and where demand for social rented stock is higher than the city wide

average. The development will contribute to the regeneration and improvement works already seen in this area. The development also brings investment to the value of £2.0m in to the area.

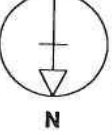

8.0 Recommendations

Executive Board is requested to :

- Approve the disposal of land at Argie Ave/ Eden Mount (area highlighted on the attached plan) at 'less than best consideration' to Home HA on terms to be approved by the Director of Development for the purpose of developing 17 family houses for shared ownership.
- Note that the approval is subject to the provision that a mechanism is put in place to distribute any surpluses generated on the scheme as a result of staircasing and that 75% of any such surpluses will be paid to Leeds City Council and 25% retained by Home HA.



ORDNANCE SURVEY MAP REFERENCE: SE26355E
 SCALE 1:1250
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 N	WEST YORKSHIRE : LEEDS WYK834559 TITLE NUMBER	
	SCALE 1:1250	

This title plan shows the general position of the boundaries: it does not show the exact line of the boundaries. Measurements scaled from this plan may not match measurements between the same points on the ground. For more information see Land Registry Public Guide 7 - Title Plans.
 This official copy shows the state of the title plan on 1 November 2006 at 12:08:45. It may be subject to distortions in scale. Under s.67 of the Land Registration Act 2002, this copy is admissible in evidence to the same extent as the original. Issued on 1 November 2006.
 This title is dealt with by the Nottingham (West) District Land Registry.



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Originator: D S Evans
Tel: 77854

Appendix 1 is confidential/exempt under Access to Information Procedure Rule 10.4.3 'Information relating to the financial or business affairs of any particular person (including the authority holding that information)'. It contains information which if disclosed to the public would, or would be likely to prejudice the commercial interests of the Council.

Report of the Director of Learning and Leisure

Report to Executive Board

Date: 24 January 2007

**Subject: City Museum
Capital Scheme Number: 18059**

Electoral Wards Affected:
Citywide

Specific Implications For:

Equality and Diversity	<input type="checkbox"/>
Community Cohesion	<input type="checkbox"/>
Narrowing the Gap	<input type="checkbox"/>

Eligible for Call In

Not Eligible for Call In
(Details contained in the report)

EXECUTIVE SUMMARY

The report advises the Executive Board of the current and anticipated final budget shortfall as detailed in appendix 1 of the report, which is confidential under Access to Information Procedure Rule 10.4.3. The report details a number of work areas that have contributed to the budget shortfall, the reasons and the actions that have been, and are being, undertaken to try and reduce the projected budget deficit.

The report advises that funding for the scheme has been obtained from the Heritage Lottery Fund (HLF), Yorkshire Forward and the Single Regeneration Budget. Additional external funding has been sought from the Heritage Lottery Fund to contribute towards the projected budget shortfall, and a formal decision is awaited. In addition, the report outlines a number of cost saving exercises that have been undertaken at various stages of the project.

The report recommends that the Council authorise incurring additional expenditure, as detailed in appendix 1, to meet the anticipated budget shortfall.

1.0 PURPOSE OF THIS REPORT

- 1.1 The purpose of this report is to update Members on the development of the new City Museum and to authorise an injection of funding into Capital Scheme Number 18059 as detailed in the recommendations contained in Appendix 1 of the report, which is confidential under Access to Information Procedure Rule 10.4.3.

2.0 BACKGROUND INFORMATION

- 2.1 The new museum project consists of 3 distinct phases of work:
- (i) A new build Museum Discovery Centre, located near Clarence Dock. This will replace the existing Museum Store at Sovereign Street and the existing Resource Centre in Yeadon. The contractors have now completed this building and the Museum artifacts are being moved into the new centre. It is proposed that this building will be open for public use in early summer 2007.
 - (ii) Refurbishment of the existing Grade 2* listed Leeds Institute building to form the new City Museum. The building works started onsite in September 2005 and are planned to be complete in June 2007.
 - (iii) Once the refurbishment works are complete to the Leeds Institute building the exhibitory works contractor will commence fitting out the building after which the Council will move in all the artifacts for display. The Museum is proposed to be open to the public in autumn 2008.
- 2.2 Executive Board at its meeting on 15 October 2003 authorised expenditure of up to £26,949,800 in order to progress the scheme to completion. The funding comprised a City Council contribution with the remainder being the subject of a Stage 2 bid to the Heritage Lottery Fund (HLF). Subsequently additional funding from Yorkshire Forward and the Single Regeneration Budget was secured as detailed in Section 6 of the report below.

3.0 CURRENT POSITION

- 3.1 The anticipated final project cost is identified in Appendix 1 which is confidential under Access to Information Procedure Rule 10.4.3 for the reasons identified in 6.1
- 3.2 The Council's design team has advised that the main reasons for the scheme being over budget may be summarized as follows. The projected costs are shown in Appendix 1, which is confidential under category 10.4.3 due to some of the costs still being subject to final agreement with the contractor. The comments below relate to the City Museum building works project unless otherwise stated.

Additional unforeseen works

- 3.2.1 These are essential variations to the project which could not have been reasonably foreseen at tender stage. These variations were discovered once the contractor started onsite and began to open up the structure. Some investigative survey work was carried out prior to the contractor starting work on site but extensive intrusive surveys could not be carried out in much of the building because it was occupied prior to the contractor starting work onsite. Some of the main reasons for the unforeseen variations are summarised below and were only discovered once the scaffolding was

erected, demolition work commenced and the removal of plasterwork was undertaken:

- (i) Remedial structural timber works in the high level Central Roof fronting Millennium Square
Dry and wet rot was discovered once the boarding was removed from these high level trusses. Due to the structural significance of these trusses it was not practical to remove or replace them and structural steel plating had to be fitted each side of the trusses to achieve the structural integrity required,
- (ii) Instability of existing structural walls
After demolition works in the south east corner of the building it was found that the internal and external walls had been so badly affected by years of water ingress that they were unstable. A temporary façade retention system was erected to prevent collapse of the walls whilst carrying out the alteration works. The remedial works included reinforced concrete to tie the walls together and the rebuilding of some of the external walls at high level where the brickwork was decayed and unstable.
- (iii) New flat roof structure
On removing the plasterwork at high level and undertaking demolition works between the pitched roofs and the central rotunda walls, it was discovered that the supporting brickwork for the new flat roof was unsound and unsuitable to support the new structure. The level and layout of the flat roof structure had to be significantly amended. These changes caused considerable delay to the progress of the work as it involved re-designing this area and re-fabricating some of the supporting steelwork.
- (iv) Ornamental cresting to the Central high roof facing Millennium Square
At tender stage it was proposed to install a relatively simple gutter arrangement to be fitted along the line of the change in roof pitch. Subsequent to this English Heritage discovered that the original feature at this level was a cast metal ornamental cresting or bratticing detail. This change was made as a requirement of English Heritage which has resulted in an extended re-design and procurement process whereby various materials were considered together with the implications on the existing timber roof structure. This delay has caused the contractor to resequence some of the roof works.
- (v) Condition of lower ground floor
During the breaking up of the floor screed it was discovered that the sub floor was unstable being made up of poor quality broken bricks and loose earth. This had to be rebuilt to support the works above including temporary support for the work above.
- (vi) Structural timbers affected by rot
Large areas of dry and wet rot were discovered in the structural timber ends to the roof and floors, especially to the east elevation and at the junction with the external walls resulting in extensive replacement. Although some of this was anticipated and allowed for in the tender documents once the structure was opened up and plasterwork removed the extent was much greater than originally envisaged and costed.

Design Changes/Budget Differences

3.2.2 These changes remain confidential because they contain details about the parties relationships and if disclosed may prejudice the Councils position in dealing with

potential claims and future negotiations. This information is therefore included in Appendix 1 which is confidential for the reasons stated above

Client changes

- 3.2.3 Client changes have been kept to a minimum, which may be summarised as:
- (i) Minor changes in lower ground floor, following results of the school consultation process, to incorporate a school lunchroom to allow a lunch/picnic area for school groups.
 - (ii) Changes to the layout of the contractor's site cabins on Vernon Street due to objections from neighbours on the grounds of health and safety and potential economic loss suffered as a result of these works. These objections were received once the original site cabins had been positioned in Vernon Street. The Project Board decided that it was important to resolve this issue quickly otherwise a greater cost would be incurred by delaying the contractors planned programme of work.

4.0 ACTIONS TAKEN TO REDUCE PROJECT OVERSPEND

- 4.1 Additional funding has been sought from the Heritage Lottery Fund (HLF) to help reduce the deficit. A formal response to the application has not yet been received. However, the HLF have informally indicated that the application is unlikely to be successful.
- 4.2 Value engineering has been undertaken at various stages of the design development, prior to the project starting on site, in order to keep the costs within the allocated budget. As soon as a post tender budget shortfall was identified to the Museum Project Board it requested that the design team look at the potential of reducing specifications/omitting areas of work from the project in order to contain the project in budget for both the City Museum and the Museum Discovery Centre. The Project Board considered reducing specification of various elements of the building and the potential to reduce back of house areas, rather than public galleries or artifact storage space.
- 4.3 The Project Board concluded that there was little real opportunity to reduce the scope of works/specification given that there had already been extensive value engineering exercises undertaken to identify cost savings and that given the stage in the construction programme considerable abortive and reinstatement costs would be incurred, minimising any savings that may be achieved. The Project Board also looked at the option of reducing the range of facilities but the Heritage Lottery Fund (HLF) informed the Council that if facilities were reduced or omitted the HLF grant would be put at risk.
- 4.4 During part of the building works to the Leeds Institute building the western elevation has been covered with an advertising wrap, which includes an image of the building around its perimeter. This has secured advertising revenue for the Council of £147,787, of which £128,904 was required to meet the Councils revenue income target and £18,883 has been allocated directly to this project. In the months that the Council were not able to secure commercial advertising for this space the new museum itself has been advertised.

5.0 CONSULTATION

- 5.1 A wide range of consultation was undertaken in the preparation of the scheme design. The organisations consulted included Heritage Lottery Fund, English Heritage, local cultural and historic societies, local community as well as statutory undertakers.

6.0 LEGAL AND RESOURCE IMPLICATIONS

- 6.1 Appendix 1 to this report contains information which if disclosed to the public would, or would be likely to prejudice the commercial interests of the Council. The Appendix contains costs and details about the relationships between the parties and if disclosed may prejudice the Councils position in dealing with potential claims and future negotiations.
- 6.2 In October 2003 Executive Board approved expenditure on the City Museum of £26,949,800.
- 6.3 In May 2004 the Heritage Lottery Fund confirmed a Stage 2 award of £19,063,000 for this project. Previously an award had been made at Stage 1 to help develop the project in its initial stages of £414,500 making a total HLF grant (Stage 1 and Stage 2) of £19,477,500.
- 6.3 Leeds City Council has approved and secured match funding of £7,850,300, which includes grants from Yorkshire Forward and the Single Regeneration Budget making a revised budget provision for the City Museum project of £27,327,800.
- 6.4 At present there is an authority to spend of £26,949,800 as against a budget provision of £27,327,800, the difference being £378,000.
- 6.5 The Museum service will be vacating their store at Sovereign Street this year. This will create a capital receipt for the Council, which would not otherwise have been generated and will help to offset the projected final account overspend. The estimated receipt is included in the confidential appendix 1 so as not to prejudice any negotiations on the disposal of this property.
- 6.6 The Council has also looked at early departure from their existing Museum Resource Centre in Yeadon which is leased from a private landlord to see if there would be a cost saving. The lease expires in 2009. However, the Chief Officer of the Asset Management Division has advised that this is unlikely to achieve a monetary benefit
- 6.7 There has been income generated from the temporary large advertising banner fixed onto the scaffolding of the Leeds Institute building fronting onto Millennium Square as stated in item 4.4 above. £18,883 of this income has been allocated to the City Museum project.

7.0 RISK ASSESSMENT

- 7.1 There remains a risk that further unforeseen costs will arise as the City Museum building works are not due to be completed until July 2007. Although much of the

structural work has been completed there are still extensive mechanical and electrical works that have to be carried out as well as all the building finishes work. The anticipated final costs have included a contingency figure to cover this potential risk.

- 7.2 The Exhibition works have been designed but tenders will not be received by the Council until February 2007. This work is programmed to commence onsite in July 2007 and be complete in February 2008. There is a risk that the tenders received will be higher than the budget allowed. The design team, in conjunction with the cost consultants, has designed the scheme within the budget available and has advised that the budget is adequate. Should the tenders come in above this budget then the scheme will be amended as necessary to bring the costs within the budget available.

8.0 COMPLIANCE WITH COUNCIL POLICIES

- 8.1 The Councils Corporate Plan identifies the need to maximise the potential facilities which improve the quality of life and which add to the attractiveness of the City and the region. Moreover, the Corporate Plan acknowledges the role of cultural attractions in promoting the economic prosperity and overall profile of the City.

9.0 RECOMMENDATIONS

- 9.1 Executive Board is requested to approve the recommendations detailed within Appendix 1 which is confidential under Access to Information Procedure Rule 10.4.3. The recommendations are to approve the funding to meet the anticipated budget shortfall on the City Museum project.

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