



SCRUTINY BOARD (CHILDREN'S SERVICES)

Meeting to be held in Civic Hall, Leeds on
Thursday, 16th November, 2006 at 9.30 am

(A pre-meeting will take place for ALL members of the Board at 9.00 a.m.)

MEMBERSHIP

Councillors

- J Bale (Chair) - Guiseley and Rawdon
- J Chapman - Weetwood
- B Cleasby - Horsforth
- R D Feldman - Alwoodley
- A Harrison - Garforth and Swillington
- V Kendall - Roundhay
- L Mulherin - Ardsley and Robin Hood
- T Murray - Garforth and Swillington
- K Renshaw - Ardsley and Robin Hood
- B Selby - Killingbeck and Seacroft

Co-opted Members (Voting)

- Mr E A Britten - Church Representative (Catholic)
- Prof P H J H Gosden - Church Representative (Church of England)
- Mr R Greaves - Parent Governor Representative (Secondary)
- Mr C Macpherson - Parent Governor Representative (Special)
- Mrs S Knights - Parent Governor Representative (Primary)

Co-opted Members (Non-Voting)

- Mr T Hales - Teacher Representative
- Ms C Foote - Teacher Representative
- Mrs S Hutchinson - Early Years Development and Childcare Partnership
- Mr P Gathercole - NCH Representative
- Ms T Kayani - Youth Work Partnership Representative

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A G E N D A

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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 Rules (in the event of an Appeal the press and public will be excluded)</p>	
2			<p>EXCLUSION OF THE PUBLIC</p> <p>To identify items where resolutions may be moved to exclude the public</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 identified in the minutes)</p>	
4			<p>DECLARATIONS OF INTEREST</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>APOLOGIES FOR ABSENCE</p> <p>To receive any apologies for absence from the meeting</p>	
6			<p>MINUTES OF THE PREVIOUS MEETING</p> <p>To receive and approve the minutes of the previous meeting held on 12th October 2006 as a correct record</p>	1 - 10

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7			<p>MINUTES OF THE OVERVIEW AND SCRUTINY COMMITTEE</p> <p>To note the minutes of the Overview and Scrutiny Committee meeting held on 9th October 2006</p>	11 - 20
8			<p>ADOPTION IN LEEDS - INQUIRY SESSION THREE</p> <p>To receive a report from the Head of Scrutiny and Member Development which details the evidence to be considered as part of the third formal session of the Scrutiny Board's inquiry into Adoption in Leeds</p>	21 - 106
9			<p>ADOPTION IN LEEDS - INQUIRY SESSION FOUR</p> <p>To receive a report from the Head of Scrutiny and Member Development which details the evidence to be considered as part of the fourth formal session of the Scrutiny Board's inquiry into Adoption in Leeds</p>	107 - 158
10			<p>REPORT ON RECENT OFSTED INSPECTIONS</p> <p>To consider a report from the Chief Executive of Education Leeds which summarises the outcomes of recent Ofsted inspections in Leeds</p>	159 - 198
11			<p>PERFORMANCE MANAGEMENT AND FINANCIAL HEALTH MONITORING</p> <p>To receive a report from the Head of Scrutiny and Member Development which details the current thinking of members of the Overview and Scrutiny Committee in relation to performance management and scrutiny of the budget.</p>	199 - 206

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12			<p>WORK PROGRAMME</p> <p>To receive a report from the Head of Scrutiny and Member Development which details the Scrutiny Board's current Work Programme</p>	207 - 226
13			<p>DATE AND TIME OF NEXT MEETING</p> <p>Thursday, 14th December 2006 at 9.30 a.m. in the Civic Hall, Leeds</p> <p>(Please note that a pre-meeting is scheduled for all members of the Board at 9.00 a.m.)</p>	

Agenda Item 6

SCRUTINY BOARD (CHILDREN'S SERVICES)

THURSDAY, 12TH OCTOBER, 2006

PRESENT: Councillor J Bale in the Chair

Councillors J Chapman, B Cleasby, R D Feldman,
V Kendall, L Mulherin, T Murray, K Renshaw and B Selby

**CO-OPTED MEMBERS:
(VOTING)**

Mr E A Britten	- Church Representative (Catholic)
Prof P H J H Gosden	- Church Representative (Church of England)
Mr R Greaves	- Parent Governor Representative (Secondary)
Mrs S Knights	- Parent Governor Representative (Primary)

**CO-OPTED MEMBERS:
(NON-VOTING)**

Mr T Hales	- Teacher Representative
Ms C Foote	- Teacher Representative
Mr P Gathercole	- NCH Representative

37 Chair's Opening Remarks

The Chair welcomed all in attendance to the October meeting of the Scrutiny Board (Children's Services).

38 Late Items

In accordance with his powers under Section 100B(4)(b) of the Local Government Act 1972, the Chair admitted to the agenda a report from the Head of Scrutiny and Member Development entitled, 'Ofsted Inspection Framework' in addition to the draft terms of reference for the Young People's Scrutiny Forum inquiry into Transport in Leeds. Both the report and the draft terms of reference had been unavailable at the time of the agenda despatch. (Minute Nos 49 and 51 refer respectively).

39 Declarations of Interest

The following Members declared personal interests particularly in relation to agenda item 10, due to their respective positions as either school or college governors. (Minute No 48 refers):-

Councillors Bale, Cleasby, R D Feldman, Kendall, Mulherin, Murray, Renshaw, Selby, Mr E A Britten, Mr R Greaves and Mrs S Knights.

Councillor Murray declared a personal and prejudicial interest in relation to agenda item 10, due to being the Chief Executive of a Charity which worked with schools as detailed within the report. (Minute No 48 refers).

Mr P Gathercole declared a personal interest in relation to agenda items 8 and 9 due to being a representative of NCH which provided services to looked after children. (Minute Nos 44 and 45 refer).

Mr E A Britten declared a personal interest in relation to agenda item 10, due to being a member of the School Appeal Panel. (Minute No 43 refers).

Prof PHJH Gosden and Councillor Cleasby both declared personal interests in relation to agenda item 10, due to being members of the School Organisation Committee. (Minute No 43 refers).

A further declaration of personal interest was made at a later point in the meeting in relation to agenda item 8. (Minute No 44 refers).

40 Apologies for Absence

Apologies for absence from the meeting were received on behalf of Councillor Harrison, Mr C Macpherson and Ms T Kayani.

41 Minutes of the Previous Meeting

RESOLVED – That the minutes of the Scrutiny Board (Children’s Services) meeting held on 7th September 2006 be approved as a correct record.

42 Minutes of the Overview and Scrutiny Committee

RESOLVED – That the minutes of the Overview and Scrutiny Committee meetings held on 3rd July and 4th September 2006 be noted.

43 Monitoring Reports - The Work of Leeds Admissions Forum

A report was submitted by the Chief Executive of Education Leeds which advised the Board of the work undertaken by the Leeds Admissions Forum during the 2005/06 academic year.

In attendance at the meeting to answer Members’ queries and questions were Councillor Gruen, Chair of the Admissions Forum, Ros Vahey, Deputy Chief Executive and Viv Buckland, Team Leader, Admissions and Transport, both of Education Leeds.

The Chair of the Leeds Admissions Forum paid tribute to the work undertaken by the Admissions Team and outlined the issues currently faced by the Forum.

A question and answer session ensued. The main areas of debate were as follows:-

- The ways in which the work of the Forum was reported and how such reporting could be revised to ensure that the Forum operated in an open and transparent manner;
- The problems relating to school admissions which had been experienced in particular areas of the city, and the actions being taken to resolve such problems, including a review of the robustness of the demographic projections by Education Leeds;

- The ways in which the appeals procedure in Leeds was comparable to the procedures followed by other local authorities and the actions being taken to address concerns which related to the presentations made at School Appeal Panel hearings;
- The extent to which the introduction of an online applications system would increase accessibility to the admissions process;
- The ways in which legislative changes would impact upon the admissions procedure in Leeds.

RESOLVED –

- (a). That the contents of the report be noted;
- (b). That the Scrutiny Board support the Admissions Forum's request that Education Leeds re-examine their demographic projection processes in light of the recent pressures in East and South Leeds and inward migration issues;
- (c). That the Overview and Scrutiny Committee be invited to consider the possibility of the minutes from Admissions Forum meetings being submitted to either Scrutiny Board (Children's Services) or Overview and Scrutiny Committee, in a bid to improve the reporting of the Forum's work;
- (d). That the Board record its thanks to School Appeal Panel members for their work on a voluntary basis.

44 Members' Questions

As prior notice of questions had been received from Members, the Head of Scrutiny and Member Development submitted a report which afforded Scrutiny Board Members the opportunity to put questions to the relevant service Directors.

Councillor Richard Brett, Lead Executive Member for Children's Services, Rosemary Archer, Director of Children's Services and Ros Vahey, Deputy Chief Executive, Education Leeds were in attendance to answer Members' questions.

- (a). What policy was in place to detect (and test for) dyslexia within schools and/or educational establishments?

In response, the Board was advised that the identification of special educational needs was primarily the responsibility of schools, however it was stated that schools were comprehensively assisted by Education Leeds' Support Service and that a wide ranging training programme had been established to help staff identify and address such issues.

A question and answer session ensued. The main areas of debate were as follows:-

- Confirmation that the term 'dyslexia' was recognised in Leeds;
- The range of tests which could be undertaken if a child was suspected of having special educational needs, and the extent to which staff in schools in Leeds were currently in a position to administer such tests and interpret their findings;
- The extent and ease to which schools could receive assistance from Education Leeds' Support Service due to waiting lists;

- The methods used to publicise training in this field and the effectiveness of such publicity.

RESOLVED – That the information provided be noted.

(b). How frequently, and by whom, are health and safety checks carried out within schools and who acts on reports received, following the checks?

In response, Members were advised that individual schools were required to ensure the safety of all those using their facilities. The Board noted that schools conducted their own checks and that Education Leeds had a Health, Safety and Wellbeing Team which visited schools every 3 years, although more frequent visits were often organised in response to specific requests or risks. Members were advised that from such visits, safety reports were compiled and submitted to the school's Head Teacher and Chair of Governors for inspection.

It was confirmed that there was also a role for the Health and Safety Executive in line with all workplaces. Members raised concerns about the conditions which arose in certain schools following the recent wet weather. In response, Members were invited to relay any specific concerns to Education Leeds.

RESOLVED – That the information provided be noted.

(c). The Director of Children's Services then fielded a range of questions which related to the number of looked after children who had been placed outside of Leeds, the reasons for their placements, the weekly cost of such placements, the number of children from outside of Leeds who were now looked after in Leeds and whether the Council was reimbursed from other authorities in such circumstances.

In summary, the response submitted to the Board addressed the following issues:-

- 31 looked after children from Leeds were currently placed outside of Leeds;
- The cost of children from Leeds being looked after outside of Leeds was currently £69,000 per week, however the Board was advised that this figure constantly changed;
- Members noted the variety of reasons why children from Leeds had been placed in care outside of Leeds;
- The authority had been notified by other local authorities of about 185 looked after children from outside of Leeds who had been placed within the city. Members were reassured that there was no cost to the authority associated with such placements.

A question and answer session then followed the response. The main areas of debate were:-

- The significant weekly cost of looking after children placed outside Leeds;

- The incidence of guardians influencing court recommendations for a placement outside Leeds despite Social Services own judgements about the availability of appropriate services in Leeds. The Director of Children's Services undertook to confirm any recent instances of this occurring;
- The possibility of having secure care facilities for girls in Yorkshire, if there was a need for such facilities, and an indication that this issue was being considered as part of the review of children's residential care.

RESOLVED – That the information provided be noted.

(Mrs S Knights declared a personal interest in this item, due to being a foster parent of a child from another local authority)

(Councillor Murray left the meeting during the consideration of this item)

45 Implementing the Children Act - Update

The Director of Children's Services submitted a report which updated Members on the implementation of the Children Act 2004 in Leeds, with particular reference being made to the developments in frontline service provision.

Councillor Brett, Lead Executive Member for Children's Services and Rosemary Archer, Director of Children's Services were in attendance to answer Members' questions.

Appended to the report for Members' information was an updated version of the Action Plan relating to the implementation of the Children Act in Leeds in addition to a copy of the report from the Director of Children's Services entitled, 'Proposed Children's Trust Arrangements for Leeds' which had been submitted to Executive Board on 20th September 2006.

Following a brief summary of the issues raised in the report, a discussion then ensued. The main areas of debate were as follows:-

- The problems which could be experienced during the transition from primary to secondary education, the actions being taken to address such problems, and whether the issues associated with the transition period were experienced nationally;
- The possibility of school holidays being used to better prepare pupils for the transition between primary and secondary education;
- Issues relating to the West Leeds Project and the Budget Holding Lead Professional initiative;
- The review of residential children's homes in Leeds;
- The need to ensure ward councillors were well briefed on the proposed development of specialist accommodation for young people with learning disabilities in Leeds;
- Further information was requested on the Year 9 Project and the Signpost Programme;
- Issues relating to the potential commissioning opportunities for local voluntary and community organisations and the opportunities for them to be involved in pilot and innovatory projects.

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to be held on Thursday, 16th November 2006

RESOLVED –

- (a). That the contents of the report be noted;
- (b). That further information relating to the Year 9 Project and the Signpost Programme be forwarded to Members for information.

46 Monitoring Reports - Safeguarding Children

A report was submitted by the Director of Children's Services which updated Members on the key issues currently faced in relation to Safeguarding Children. The report also included a formal response to relevant recommendations from the Scrutiny Board's inquiry on Secondary Achievement.

Edwina Harrison, Chief Officer, Children and Families, Social Services and Dirk Gilleard, Deputy Chief Executive, Education Leeds were in attendance to respond to Members' queries and questions.

RESOLVED – That the contents of the report be noted.

47 Monitoring Reports - Transition from Primary to Secondary

The Board received a report from the Chief Executive of Education Leeds which advised Members of the progress made in response to the recommendations of the Scrutiny Board (Children and Young People) following its inquiry into Secondary Achievement.

Rosemary Archer, Director of Children's Services in addition to Dirk Gilleard, Deputy Chief Executive, Dorothy Smith, Strategic Manager, School Improvement and Planning, Brian Ward and Sarah Balfour, Transfer Consultants, all of Education Leeds were in attendance to answer Members' questions.

A question and answer session ensued. The main areas of debate were as follows:-

- The extent to which Year 7 was viewed as a year of regression or consolidation, whether this was a national phenomenon and how this issue could be addressed in order to assist in improving levels of secondary achievement;
- The cultural issues which contributed towards the phenomenon;
- Following Members' concerns which related to the time it was taking to establish a system of Individual Learning Plans (ILPs) for all learners in Leeds, the Board requested a copy of the guidance associated with the introduction of ILPs and proposed that a position statement on the strategy for achieving ILP targets was provided to the Board;
- The distinction between Individual Education Plans (IEPs) which were a statutory requirement for children with special educational needs, and Individual Learning Plans (ILPs) which were discretionary. It was noted that the original focus nationally for ILPs was the 14-19 age group;
- Concerns were raised in relation to the fact that not all children could access their local High School and emphasised the impact that such a

situation could have on a child where transfer work was focused on Families of Schools;

- The skill levels being achieved by children at Primary School, and how such levels had affected their transition to High School;
- Collaboration between primary and high schools focused on the curriculum as well as the organisational and cultural aspects;
- The particular needs of the most vulnerable pupils and the importance of staff having time to support their transition;
- The extent to which the issue of transition was taken into consideration when designing new school buildings;
- The work of the ILP Steering Group;
- The procedures established to prevent any problems relating to transition occurring in Year 8, if the majority of initiatives were aimed at Year 7 pupils;
- Issues relating to the procedures in place to allocate mentors or coaches to learners in Leeds and how the initiative had been implemented by other local authorities, including opportunities for children and young people to select their own coach;
- The ways in which the introduction of ILPs would impact upon teachers and pupils once the system had been fully established.

The Director of Children's Services stressed the need to build on the No Child Left Behind approach to obtaining sign up from schools, and confirmed that she would take a clear message from this meeting of the importance the Scrutiny Board attached to the ILP programme.

RESOLVED –

- (a). That the contents of the report be noted;
- (b). That a copy of the guidance associated with the introduction of ILPs be forwarded to Members for their consideration;
- (c). That a position statement on the strategy for meeting the ILP target be presented to a future meeting of the Board.

(Councillor Renshaw left the meeting at 12.05 p.m. during the consideration of this item)

48 Monitoring Reports - Update on Extended Schools

A report was received by the Board from the Director of Children's Services which updated Members on the progress made in relation to the Extended Schools initiative in Leeds.

Rosemary Archer, Director of Children's Services and Dirk Gilleard, Deputy Chief Executive, Dorothy Smith, Strategic Manager, School and Improvement Planning and Ken Morton, Director of the Learning Communities Team all of Education Leeds were in attendance to answer Members' questions.

Following a brief overview of the report, a debate ensued. The main areas of discussion were as follows:-

- The total number of clusters which were required in Leeds and the funding which was available to support them;

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- Further information was requested on certain clusters, as the details of clustering arrangements for several areas of Leeds had not been included within the report;
- The possibility of alternative funding being available for those clusters in Super Output Areas;
- The basis and criteria used to fund the Extended Schools initiative and concerns about ensuring sustainability. This was strongly linked to the development of the Children's Services commissioning strategy;
- The problems experienced with PFI schools in relation to Extended Schools activities and the availability of such buildings to the wider community. Members were invited to raise specific examples directly with Ken Morton.
- Addressing those areas where schools were not participating in clusters, or where this was more difficult, for example in outlying villages;
- The importance of access to core services within each cluster's local area, whether or not such services were physically located on school sites.

Members requested that progress in securing appropriate variations in the early PFI contracts was reported back to the Board.

RESOLVED –

- (a). That the contents of the report be noted;
- (b). That progress in securing appropriate variations in the early PFI contracts be reported back to members of the Scrutiny Board.

49 Ofsted Inspection Framework

Further to Minute No 31, 7th September 2006, the Head of Scrutiny and Member Development submitted a report which afforded Members the opportunity to discuss in more detail the effect that the new Ofsted School Inspection Framework has had on both schools in Leeds and the LEA.

Dirk Gilleard, Deputy Chief Executive and Dorothy Smith, Strategic Manager, School and Improvement Planning, both of Education Leeds, were in attendance.

Following an overview of the issues raised in the report, in addition to a brief summary of the results from the recent Ofsted inspections which had taken place in Leeds, a question and answer session ensued. The main areas of debate were as follows:-

- The procedures in place to enable an individual school to make representations about the way in which an Ofsted inspection has been conducted;
- Concerns were raised about the impact that several aspects of the new framework, such as the reduced period of notice and more frequent classroom observations were having on staff;
- The effect that the reduced number of grades within the new framework was having on schools and staff, and the actions being taken to notify parents about such procedural changes;
- The implication that satisfactory performance was no longer considered to be good enough.

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to be held on Thursday, 16th November 2006

Members then proposed that further consideration could be given to the effects that the new framework was having, and it was suggested that the regular report from Education Leeds to Executive Board which outlined any recent Ofsted inspection results could also be submitted to the Scrutiny Board for information.

RESOLVED –

- (a). That the information detailed within the report be noted;
- (b). That further consideration be given by the Scrutiny Board to the effects that the new Ofsted Inspection Framework was having on both schools and staff in Leeds;
- (c). That the regular reports from Education Leeds to Executive Board which detail any recent Ofsted Inspection results be submitted to the Scrutiny Board for information.

50 The Development of Corporate Consultation and Engagement

A report was submitted by the Chief Officer, Executive Support which advised Members of the development of a more co-ordinated and corporate approach towards consultation by the council, and made particular reference to engagement with children and young people.

Louise Tonkinson, Communications and Marketing Manager was in attendance to answer Members' questions.

Appended to the report for Members' information was a copy of the Corporate Engagement Policy in addition to an extract from the Community Engagement Toolkit which specifically related to consultation with children and young people.

RESOLVED – That the contents of the report be welcomed.

51 Young People's Scrutiny Forum - Draft Terms of Reference

Members received a report from the Head of Scrutiny and Member Development which sought the Board's approval of draft terms of reference for the Young People's Scrutiny Forum inquiry into Transport in Leeds.

Members proposed that the Scrutiny Forum's final inquiry report could also be submitted to Scrutiny Board (Development) and the Leeds Initiative Transport partnership for information.

RESOLVED –

- (a). That the report and information appended to the report be noted;
- (b). That subject to the above amendments, the draft terms of reference for the Young People's Scrutiny Forum inquiry into Transport in Leeds be approved.

52 Work Programme

A report was submitted by the Head of Scrutiny and Member Development which detailed the Scrutiny Board (Children's Services) Work Programme for the remainder of the Municipal Year.

Appended to the report for Members' information was the current version of the Board's Work Programme, an extract from the Forward Plan of Key Decisions for the period 1st October 2006 to 31st January 2007 which related to the Board's remit, together with the minutes from the Executive Board meeting held on 20th September 2006.

Having been invited to reflect on the success of the Scrutiny Board's monitoring meeting, it was proposed that the issue could be discussed further at the conclusion of the additional Board meeting scheduled for 2nd November 2006.

It was agreed that the further review of the pilot charging policy for overdue children's library loans, requested at the last Board meeting, was scheduled for the January 2007 meeting of the Board.

RESOLVED – That the contents of the report and the Scrutiny Board's Work Programme, as appended to the report be noted, subject to the above additions.

53 Date and Time of Next Meeting

Thursday, 2nd November 2006 at 10.00 a.m.
(No pre-meeting scheduled)

(Meeting concluded at 12.50 p.m.)

Public Document Pack Agenda Item 7

OVERVIEW AND SCRUTINY COMMITTEE

MONDAY, 9TH OCTOBER, 2006

PRESENT: Councillor G Driver in the Chair

Councillors B Anderson, J Bale, B Cleasby,
P Grahame, B Lancaster, T Leadley and
R Pryke

34 Declaration of Interests

Councillor Anderson declared personal interests in respect of the following items:-

Agenda Item 7 (Minute No.36 refers) – Scrutiny Inquiry ‘Narrowing the Gap’ (Lead Member on ‘Narrowing the Gap’)

Agenda Item 8 (Minute No.37 refers) – Leeds Statement of Gambling Policy (Chair of Leeds Casino Advisory Group)

35 Minutes - 4th September 2006

RESOLVED – That the minutes of the meeting held on 4th September 2006 be confirmed as a correct record.

36 Scrutiny Inquiry - 'Narrowing the Gap'

Further to Minute No 16, 3rd July 2006, the Committee considered reports submitted by the Head of Scrutiny and Member Development and the Director of Neighbourhoods and Housing relating to the Council's 'Narrowing the Gap' objective, and received evidence from the Leader of the Council and Council Officers in this regard.

In attendance at the meeting were Councillor Mark Harris, Leader of the Council, Sue Wynne and Stephen Boyle (Neighbourhoods and Housing) and Martin Gray (Chief Executive's Department). A written summary of evidence received is attached to the minutes.

RESOLVED –

- (a) That the proposed Terms of Reference for the Committee's Inquiry be approved.
- (b) That the Chair be nominated as this Committee's representative to be co-opted onto the 'Narrowing the Gap' Project Group for the duration of the Inquiry.

(NB: Councillor Grahame joined the meeting at 10.00 am during the consideration of this item)

Draft minutes to be approved at the meeting
to be held on Monday, 6th November, 2006

37 Council's Statement of Gambling Policy

Further to Minute No 28, 4th September 2006, the Director of Legal and Democratic Services submitted a report outlining the results of the public consultation regarding the Council's draft Statement of Gambling Policy and enclosing a revised draft version of the Policy Statement, which would now be submitted to the Executive Board on 15th November and Full Council on 13th December 2006 for approval. The Council's Policy had to be published by 3rd January 2007.

In attendance at the meeting were Nicola Raper and Anne Marie Pollard (Legal Services) and Steve Speak and Colin Mawhinney (Development Department). In brief summary, the main areas of discussion were:-

- On 4 September, Overview and Scrutiny Committee had received and considered a preliminary report on the Statement of Gambling Policy.

At this stage the Committee made some initial observations which were forwarded to officers and the Leader of Council.

The Committee's greatest concern had been the seemingly limited range of those who had been consulted on the draft policy. Whilst acknowledging that some of its concerns might be alleviated when the full list of those who had been consulted was available, the Committee felt that, as the document stood at that stage, it appeared that some key partners had not been consulted, particularly, District Partnerships, Area Committees, PCTs and faith organisations.

The Committee had stressed that its wish to see these bodies consulted was not in any way a statement of whether the Committee did or did not support the provision of Casinos, but a feeling that the absence of views from these organisations weakened the legitimacy of the policy.

It was also the Committee's view that consultation should not end with the publication of the policy, but should continue throughout the life of the document including during any review of its effectiveness.

- The Committee considered an updated report on the Draft Statement of Gambling Policy against the above background. This report included the results of the consultation on the draft policy.

A number of issues emerged from these discussions. Whilst satisfied that further consultation work had been undertaken, a key concern of the Committee remained the need for the Council to establish robust mechanisms to ensure a continuing dialogue with those who may wish to comment on gambling. The Committee was not convinced that these mechanisms were in place.

- Members also had concerns that the provisions of the Act itself limited the Council's ability to exercise its legitimate role of promoting community wellbeing.

The key concepts of the Act, i.e. the licensing objectives of the Act are:

- preventing gambling from being a source of crime or disorder, being associated with crime or disorder or being used to support crime,
- ensuring that gambling is conducted in a fair and open way, and
- protecting children and other vulnerable persons from being harmed or exploited by gambling.

The most common local issues such as nuisance, general disorder and public safety are not within the scope of the objectives, and therefore the Licensing Authority would not be able to accept any objection on these grounds as being relevant. This was of concern to the Committee.

The Committee was aware that enforcement and licence condition regulations have not yet been issued. The Committee felt that the Council should therefore lobby the Minister of State for the Department of Culture, Media and Sport and the Gambling Commission for the right for Councils to ensure community wellbeing.

- Notwithstanding the above, members of the Committee were also of the view that there are practical actions the Council could now do:-

Acknowledging the broader responsibilities of the Council, the Committee was of the view that the Council should use other arenas to discuss gambling, for example schools.

A key recommendation coming from the Scrutiny Inquiry into Alcohol Misuse was;

“That the Director of Legal and Democratic Services and the Director of Development arrange for the Development Plan Panel and the Licensing Committee to meet to consider the consequences of licensing and planning policies on each other”.

The Committee recommends that this same approach is taken for gambling.

The Alcohol Misuse Commission also recommended;

“That the Head of Entertainment Licensing provides Ward Councillors with up to date information on all the on and off

licensed premises in their Ward, and the licensed hours and opening times for each of the premises”.

The Committee recommends that this principle is extended to premises offering gambling and that Ward Members are informed at the earliest possible opportunity by the Licensing Section and by the Development Department of any proposals relating to proposed gambling premises in their areas.

RESOLVED – That the above comments be forwarded from this Committee for consideration by the Executive Board on 15th November 2006.

38 Work Programme

The Head of Scrutiny and Member Development submitted the Committee’s work programme, updated to reflect decisions taken at previous meetings, together with a relevant extract of the Council’s Forward Plan of Key Decisions and a copy of the minutes of the Executive Board meeting held on 20th September 2006.

With reference to the ‘Narrowing the Gap’ Inquiry, Members felt that as part of the ‘Obtaining the Community Perspective’ element, it would be helpful to go out into different locations and obtain residents views, perhaps by establishing small working groups for each identified area, which could then feed their views into the main Inquiry. It was agreed that the Head of Scrutiny and Member Development should liaise with OSC Members to develop this idea.

RESOLVED – That the Committee’s work programme be approved and accepted.

39 Dates and Times of Future Meetings

Monday 6th November 2006

Monday 4th December 2006

Monday 8th January 2007

Monday 5th February 2007

Monday 5th March 2007

Monday 2nd April 2007

All at 10.00 am (pre-meetings at 9.30 am)

OVERVIEW AND SCRUTINY COMMITTEE

9TH OCTOBER 2006

NARROWING THE GAP – SUMMARY OF EVIDENCE

1.0 Introduction

- 1.1 At its meeting on 9th October 2006, the Overview and Scrutiny Committee agreed its terms of reference for an inquiry into Narrowing the Gap. Members also invited Cllr Mark Harris, Executive Member for Narrowing the Gap, to the meeting, to discuss the inquiry terms of reference with him.
- 1.2 Members received initial evidence on narrowing the gap issues from Cllr Harris and Sue Wynne, Regeneration Service. The evidence focused on two areas: the central government PSA floor targets, and small area data drawn from the Index of Multiple Deprivation 2004.

2.0 Evidence and discussions

Discussion with Executive Member

- 2.1 Councillor Harris supported the Committee's work in scrutinising narrowing the gap issues and the aim of the inquiry. Cllr Harris explained that there is a Narrowing the Gap group which he runs weekly, aimed at dealing with narrowing the gap issues and using the information available to plan and deliver services effectively to narrow the gap between the most deprived areas of the city and more well off areas of the city.
- 2.2 Members next discussed the terms of reference for the Committee's inquiry into Narrowing the Gap. Members felt that it was important to integrate narrowing the gap issues into other plans for the city, e.g. Making Leeds Better.
- 2.3 The Committee agreed that it was important to consider how all citizens in Leeds could draw on the resources of the whole city. The council should consider a range of means to enable and encourage people to draw on these resources and encourage physical and social mobility. Members next discussed methods of getting through to communities which needed help, and agreed with Cllr Harris that face to face contact was a very good way of reaching out to communities. Members agreed that this could best be done through working with local people who had already used the resources of the city to their advantage, and were therefore able to highlight them to others in their communities via face to face contact.
- 2.4 The Committee discussed the partnership working arrangements in place and the joint aims of the council and its partners. Some work of partners seemed not to reflect the priorities agreed between the partners and the council.

Members wished to ensure that budgets were directed to the agreed priorities as far as possible. Cllr Harris explained to members that partnership and co-ordination is an area of work for the Narrowing the Gap group – the group wanted to find out what projects each organisation was doing and how the work was co-ordinated. An example of this was work on fuel poverty: the council runs a continuous fuel poverty campaign to make residents aware of the issues, but departments made few referrals to the Fuel Poverty group which can provide financial and physical assistance to those households suffering from fuel poverty.

2.5 Members discussed the collection and use of data and made the following points:

- Data must be complete and up to date
- Data should measure significant outcomes
- Tensions exist in the way data is collected by different partners, e.g. many partners collect data on individuals, but the council mostly collects data on areas. How can the two be reconciled?
- The need to be more effective in the use of information.

2.6 Cllr Harris suggested that micro level data could be a useful way to measure the success of measures taken to narrow the gap. The work to achieve macro level government floor targets would be taken care of by departments, and show high level trends, but micro level data would show more clearly the difference that projects actually make to individuals and families.

2.7 Members considered how to ensure that micro targets are in line with what communities actually want and agreed that private sector organisations could do micro level projects, with outputs set by the council. Cllr Harris explained that the Narrowing the Gap group has four themes it is working on:

- Engaging the private sector
- Worklessness and increasing income
- Leading by example
- Community self help and reliance.

New microschemes to narrow the gap must involve all four of these themes. Members also acknowledged that while we cannot impose projects on local communities, it is important for the council to provide the services it feels are necessary. Members suggested that information, choice, empowerment and responsibility were important concepts to consider in introducing new projects.

2.8 Cllr Harris informed the Committee that he had written to members to find out about very small pockets of deprivation in their wards which were not picked up by other measures. This would allow the council to narrow the gap in all areas of the city.

2.9 Members were pleased to receive an invitation from Cllr Harris for a member of the Overview and Scrutiny Committee to sit on the weekly Narrowing the Gap group, during the length of the Committee's inquiry and will give the invitation due consideration.

Evidence from officers

2.10 Members learned that the National Strategy for Neighbourhood Renewal was published by the Department for Communities and Local Government (then ODPM) in January 2001. The aim of the Strategy is that no one would be seriously disadvantaged by where they live within 10 – 20 years. The Strategy focuses on six key areas:

- Health
- Education
- Crime
- Worklessness
- Liveability
- Housing.

Central government floor targets are the basis for measuring how this strategy has been implemented and its aims met. They are 'macro level' targets. These targets are used to assess the performance of the city's strategic partnership -the Leeds Initiative, and are directly linked to funding received from the government.

2.11 Members learned that the Index of Multiple Deprivation 2004 (IMD 2004) is a measure of multiple deprivation at the small area level. It is based on seven dimensions or domains of deprivation which can be recognised and measured separately:

- Income deprivation
- Employment deprivation
- Health deprivation and disability
- Education, skills and training deprivation
- Barriers to housing and services
- Living environment deprivation
- Crime.

2.12 Each dimension of deprivation includes a variety of indicators. Members noted that each dimension was constructed from a number of data sets e.g. education includes measurements of education, training and skills attainment. However, members commented on the need to measure access to further and higher education and adult education and commented on the limited value of the measures if these were not included. It was also noted that there was limited value in viewing individual SOAs in isolation as they need to be viewed and understood in the context of the surrounding neighbourhoods.

2.13 Members noted that the advantage of this model is that small areas of deprivation can be picked up. Data can be combined to produce the Index of Multiple Deprivation, as described above, but can also be measured for individual domains to highlight which issues are particularly important for each neighbourhood. A particularly high score indicating a high level of deprivation

on a particular domain, e.g. very high crime levels, contributes to the overall ranking of an area in the IMD.

- 2.14 Members enquired about how up to date the data was, noting that the Index of Multiple Deprivation was published in 2004. The committee learned that the IMD is published every four years, but that local information is used to update data in between, and most information is available annually, if not more often.
- 2.15 The IMD 2004 uses Super Output Areas (SOAs) to analyse statistics at the small area level. Members noted that the SOA boundaries are set down centrally based on aggregated census output. Members questioned whether the characteristics of neighbourhoods follow a particular pattern as you move further from the city centre and noted that although it is hard to generalise, inner city issues tend to be around cleanliness and safety.
- 2.16 Members learned that data from a variety of sources is used to plan services aimed at narrowing the gap. The data sources include the individual dimension of deprivation information, the IMD 2004, plus local data from partners (such as crime information from the police), and up to date data from within the council, (e.g. benefits take-up). Objective measures along with statistical profiles of localities can be used to highlight the need for interventions to address particular issues (across the city or within specific areas or groups). Service managers use this information to identify the need for action and develop baselines that underpin plans such as the District Partnership Action Plans and Neighbourhood Improvement Plans.
- 2.17 Members noted that performance against the public service agreement floor targets and area profiles are used to support funding applications to Government departments and agencies, for example, the former Single Regeneration Budget programme and the current Objective 2 programme. Performance against floor targets is also used to determine local funding allocations within programmes such as the NRF and to ensure that funding is used effectively in the areas of greatest need.
- 2.18 Members learned that floor targets are helpful, but local measures can also be very useful in highlighting the issues which are important to Leeds as a whole, and particular areas within the city. This is a key issue within the inquiry. An example of this is the government's floor target on housing decency measures the number of council homes which meet the decency standard, but a more relevant local target is that of affordability: there are only two postcode areas in Leeds where an average joint income means that a home is affordable. Members agreed that local targets and information are helpful for assessing where the gap is being closed and where further work needs to be directed.
- 2.19 Members acknowledged that the results of some interventions and projects would not be visible immediately and agreed that it was important to take a longitudinal view to assess whether projects are successful in the long term. This also ensures that the council and its partners address the issue of some areas falling into deprivation, while others receive attention and funding and flourish.

- 2.20 The committee acknowledged the need to focus on families and individuals and that the Leeds local Area Agreement does this. One particular piece of work involved taking a holistic approach to increasing educational attainment by low achieving year 9 pupils. Members agreed that it could be helpful to conduct visits to see the work going on to narrow the gap in a few locations.

3.0 Summary and conclusions

- 3.1 Members received information on government floor targets aimed at tackling social disadvantage, and small area data based on the Index of Multiple Deprivation 2004 domains.
- 3.2 The floor target information, IMD domain information and other local data is used by the council to identify areas where the gap need to be narrowed and plan and deliver projects to tackle particular issues and narrow the gap.
- 3.3 Members acknowledged that the results of some interventions and projects would not be visible immediately and agreed that it was important to take a longitudinal view to assess whether projects are successful in the long term. This also ensures that the council and its partners address the issue of some areas falling into deprivation, while others receive attention and funding and flourish. It is important to ensure the quality of the data used in planning services and interventions and take the perceptions of the community into account. The collection and analysis of longitudinal data will allow a long term view of the changes to areas and show whether the gap between the most deprived and least deprived has narrowed. This data will also help us to assess which interventions have been successful and identify where new issues have arisen which could extenuate poverty and impede progress in narrowing the gap.

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Originator: Kate Arscott

Tel: 247 4189

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 16 November 2006

Subject: Adoption in Leeds – Inquiry Session Three

Electoral Wards Affected:

Specific Implications For:

Ethnic minorities

Women

Disabled people

Narrowing the Gap

1.0 Introduction

- 1.1 At the board's first meeting in June, members agreed to carry out an inquiry into adoption in Leeds as one of their major pieces of work this year.
- 1.2 The board appointed a small working group to draft terms of reference for the inquiry which were agreed at the board's July meeting. A copy of the agreed terms of reference is attached as Appendix 1.
- 1.3 The first and second formal sessions of the inquiry were held on 7 September. The third and fourth formal sessions of the inquiry were scheduled for this meeting. These sessions will complete the formal evidence gathering stage of the inquiry.
- 1.4 Session three aims to gather the views of a range of stakeholders who are involved in the adoption process alongside Social Services.
- 1.5 The following stakeholders will be represented at the meeting:
- Leeds City Council Legal Services
 - Magistrates Court
 - County Court
 - CAFCASS (Children and Family Court Advisory and Support Service)
 - Adoption Panel
 - Health service
 - Barnardo's
 - NCH

In addition, Social Services staff involved in adoption will be at the meeting to present the information and respond to members' questions and comments.

1.6 Some of the stakeholders have provided background information which is attached as Appendices 2-5:

- Appendix 2 Leeds City Council - Legal Briefing
- Appendix 3 Adoption Panel
- Appendix 4 NCH
- Appendix 5 Barnardo's

2.0 Recommendation

2.1 The board is requested to consider the issues raised by the third session of this inquiry.

Scrutiny Board (Children's Services) Inquiry

Adoption in Leeds

Terms of reference

1.0 Introduction

- 1.1 Through its routine performance monitoring activity, the Scrutiny Board (Children and Young People) identified rates of adoption as an issue of concern in February 2006. As a result the board suggested that adoption in Leeds should be a topic for scrutiny in 2006/07; this was agreed at the first meeting of the Scrutiny Board (Children's Services) on 9th June 2006. Adoption has also been highlighted as an area for improvement in the Annual Performance Assessment process.
- 1.2 In order to decide on an appropriate and manageable focus for the inquiry, the board commissioned a small working group from amongst its membership to scope the inquiry. The working group met with a senior officer from Social Services on 30th June.
- 1.3 The working group discussed adoption as one of a range of options for achieving permanence and stability for children who are not able to remain with their birth parents. Members recognised the immense value of other outcomes including fostering, special guardianship and residence orders in achieving this.
- 1.4 However, in order to provide a clear focus, the working group decided to recommend that the inquiry concentrate on looking at possible ways of increasing adoption rates, reflecting the view that a secure permanent parental relationship is the ideal outcome for our children.
- 1.5 Members were concerned to examine the causes of any delays in the systems for approving adopters, identifying children as available for adoption and subsequently matching children with adoptive parents. They were also concerned to look at strategies to increase the pool of people prepared to adopt children who were considered harder to place for whatever reason, for example older children, sibling groups, children with developmental difficulties and children of African, Caribbean or mixed heritage.
- 1.6 The board hopes that this inquiry will assist the council in securing better outcomes for children and young people in relation to the 'staying safe' theme of Every Child Matters and the Children and Young People's Plan.

2.0 Scope of the inquiry

- 2.1 The purpose of the inquiry is to make an assessment of, and where appropriate make recommendations on, the following areas:
- The 'supply and demand' aspects of identifying and matching children and adoptive parents
 - Funding and capacity issues, and other potential causes of any delays or tensions in the adoption processes
 - The role of regional co-operation and work with voluntary agencies.

3.0 Comments of the relevant director and executive member

- 3.1 In line with scrutiny board procedure rule 11.4 the views of the relevant director and executive member have been sought and have been incorporated where appropriate into these terms of reference. Full details are available on request from the scrutiny support unit.

4.0 Timetable for the inquiry

- 4.1 It is envisaged that the inquiry will take place over four sessions. The inquiry will conclude with the publication of a formal report setting out the board's conclusions and recommendations.
- 4.2 It is planned that the inquiry will include a visit to another authority and the opportunity to meet more informally with people who have direct experience of adoption.
- 4.3 The length of the inquiry is subject to change in the light of emerging evidence.

5.0 Submission of evidence

5.1 Session One – 7th September 2006

To consider general background information on:

- The current legislation in relation to adoption
- The role of Social Services as an adoption agency
- The various stages in accepting a child for adoption
- The various stages in approving adopters
- The various stages in matching children with adopters
- Alternatives to adoption, including special guardianship and residence orders

5.2 **Session Two – 7th September 2006**

To consider information specific to Leeds:

- Analysis of the profile of prospective adopters and adoptees in Leeds
- Funding for the adoption service
- Underlying reasons for current performance and measures being taken to improve
- Recruitment and training of potential adopters
- The work of the regional consortium
- The work of the post adoption support service

5.3 **Working Group activities**

It is hoped to arrange for board members to meet with adoptive parents, people waiting to adopt and adopted children.

It is also hoped to arrange a visit to another authority to see what lessons can be learned (using comparator information to identify a higher performing authority of a comparable size).

5.4 **Session Three – 16th November 2006**

To consider information on other agencies involved in the adoption process:

- The role of the courts
- The role of the adoption panels
- The role of voluntary and community sector agencies

To consider national research on good practice

5.5 **Session Four – 16th November 2006**

To consider members' findings from the working group activities

To discuss the issues arising from the working group activities with officers from Social Services

To consider the board's emerging conclusions and recommendations

6.0 Witnesses

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

- Social Services staff involved in adoption and post adoption support
- Representation from the regional consortium
- Court services
- CAFCASS (Children and Family Court Advisory and Support Service)
- Representation from an Adoption Panel
- Representatives of voluntary and community organisations involved in adoption
- A local authority with good performance
- Adopted children
- Adoptive parents
- Prospective adopters

Leeds City Council
Legal Briefing

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**SCRUTINY BOARD
(CHILDREN'S SERVICES)**

INQUIRY: ADOPTION IN LEEDS

LEGAL BRIEFING

**Steve Boorman
Social Services (Legal)
5/11/2006**

Adoption – The law

The purpose of this briefing is to provide the Board with a short summary and overview of the law in relation to adoption.

The Board is also referred to the attached “HMCS” leaflet “Adoption – a Guide for court users” which has been produced by the Court Service to give a simple overview of the adoption court process for prospective adopters.

Effect of Adoption

The effect of an adoption order is to extinguish the parental responsibility of the child’s birth parents and to transfer it permanently and solely to the child’s adopters. Essentially, the adopters become the child’s legal parents and the child is treated in law as if they had been born to the adopters.

The child’s birth certificate is replaced by an adoption certificate showing the adopters to be the child’s parents.

For many children, particularly younger children with limited attachments to their birth parents, adoption is seen as the ideal in terms of obtaining a secure, permanent, stable placement for children who cannot be cared for by their birth parents or extended families.

Legislative Framework

The key piece of legislation in relation to adoption law is the ADOPTION AND CHILDREN ACT 2002 (“ACA”).

The main provisions of the ACA came into force on 30 December 2005.

These provisions represented probably the biggest changes to children law since the Children Act 1989 and had huge implications for social work and legal practice.

The ACA, although long in gestation, followed the Prime Minister's Office own review of adoption law and practice in 2000. The ACA's stated primary objectives are to update adoption law and to increase the number of looked after children who are placed for adoption; only time will tell whether the new provisions will deliver the latter goal.

BRIEF SUMMARY OF ADOPTION LAW AND PROCEDURE

a) who can be adopted

A child who is to be adopted must not be married or have entered into a registered civil partnership, can be of any nationality and must be 18 or under. The application for adoption must be made before the young person reaches 18.

b) who can adopt

Please refer to the HMCS leaflet (p2).

A significant change brought about by the ACA was that unmarried couples (including same sex couples) are now able to adopt a child jointly provided they are deemed to be in an "enduring family relationship."

c) the adoption process

1. Agency/Non-agency adoptions

"Agency adoptions" are those organised/arranged by adoption agencies. These agencies are either local authorities or registered voluntary agencies. They are required to comply with Regulations which govern, for example, the assessment

and approval of prospective adopters and the supervision and review of adoptive placements.

Other adoptions (ie non-agency adoptions) are essentially adoptions by step parents, close relatives or foster carers (whose adoption applications are not approved or arranged by the Local Authority). In such cases, the prospective adopters have to give the local authority at least 3 months notice before making an adoption order application. This enables the Local Authority concerned the time to undertake enquiries in relation to the applicants and to prepare a report for the court.

However, by far the most adoptions that take place in England and Wales are those organised by adoption agencies.

How does an Agency Agency come to arrange for a child to be placed for adoption?

Some children are put forward for adoption because they are “relinquished” for adoption by their birth parents; other children are the subject of adoption plans as a result of hard fought care proceedings where the local authority has come to the conclusion that the child’s welfare requires that they should be placed for adoption rather than rehabilitated to their parents’ (or other relative’s) care.

2. Role of Adoption Panel

The Adoption Panel has a key role in the adoption process where an adoption is arranged by an adoption agency (ie such as Leeds City Council).

All adoption agencies are required to have an Adoption Panel whose membership and procedures are determined by Regulations and Guidance. Leeds City Council has two Panels which each meet on a monthly basis.

The role of the Panel is to make recommendations to the Agency Decision Maker (ie Edwina Harrison in Leeds) in relation to the following decisions:

- whether a child should be placed for adoption
- whether an individual or couple should be approved as prospective adopters
- whether a child should be placed for adoption with specific prospective adopters

To inform its work, Panel receives detailed reports on the children and/or prospective adopters concerned. These reports in turn are the result of detailed and comprehensive social worker assessments.

3. Authorisation for placement of a child for adoption

A child cannot be placed for adoption by the Local Authority unless it is **authorised** to do so by either a Placement Order (“PO”) or by parental consent.

PLACEMENT ORDERS

Local Authorities have to apply to the court for a PO in care proceedings if the Agency has decided that the child should be placed for adoption (ie Panel have recommended that the child’s welfare requires this).

If the birth parents do not consent to a PO, their consent will have to be dispensed with; the legal criteria for dispensation is that the welfare of the child requires this.

Unlike with previous “freeing for adoption” orders (which were abolished by the ACA), the birth parents’ parental responsibility is not extinguished by the making of a PO. This

is a big change from the previous legal situation prior to the ACA.

When a child is placed with prospective adopters, the Local Authority will share parental responsibility with them and the birth parents; the Local Authority will determine the extent to which the adopters and the birth parents exercise their parental responsibility.

Subsequent to the making of a PO, birth parents are able to apply for leave to oppose the making of a adoption order; to be granted leave, they will have to show that there has been a “change in circumstances” since the PO was made.

The Local Authority is able to apply to revoke a PO if the plan for the child changes (eg from adoption to long term fostering if an adoptive placement for the child proves elusive); parents (with parental responsibility) will be able to apply to revoke a PO if the child is not placed for adoption and there has been a change in circumstances since the PO was made.

If a PO is revoked, a care order is revived if it was in force before the PO was made.

PARENTAL CONSENT TO PLACEMENT FOR ADOPTION

Birth parents can relinquish a child for adoption by giving formal consent under s19 ACA; this has to be witnessed by a CAFCASS officer.

The giving of consent gives the Local Authority parental responsibility; when the child is placed for adoption, the prospective adopters will also share parental responsibility. The Local Authority determines the extent to which the prospective adopters and the birth parents exercise their parental responsibility.

Once the prospective adopters apply for an adoption order, if the birth parents have not withdrawn their s19 consent, they will not be able to oppose the adoption order without the court's leave; they will have to demonstrate a "change in circumstances."

4. Adoption order application by prospective adopters

Once a child is placed with prospective adopters, the latter can apply for an adoption order after 10 weeks of placement.

Adoption and placement order applications may be heard by the Magistrates' (Family Proceedings) Court, County or High Court.

The public are excluded from all adoption court hearings.

The identity of the prospective adopters can be kept confidential from the birth parents. In such circumstances, the adopters will be given a serial number by the court, which will appear on all the papers instead of their names and addresses.

Under the ACA, the birth parents have the right to be given notice of the date and place of the adoption final hearing and also are able to attend to be heard on the question of whether an order should be made (unless they have applied unsuccessfully for leave to oppose the adoption order).

Locally, Judge Hunt has agreed that adoption hearings will be dealt with in 2 stages, with the prospective adopters (and the child, where appropriate) excused from the first stage. The second stage is essentially a "Celebratory" hearing.

5. Other issues – contact

Once a child is placed for adoption, the Local Authority has no duty to promote contact between the child and his birth parents under the Children Act 1989.

The Local Authority, the child, any parent, legal guardian or any relative can apply for contact with a child under s26 ACA, during or after PO proceedings.

The court must consider whether to make a s26 contact order when deciding whether to make a PO.

s26 orders will not be enforceable once an adoption order made. Birth parents etc will have to apply for contact orders under s8 Children Act 1989, as previously, in relation to post-adoption contact.

d) alternatives to adoption

A special guardianship order (“SGO”) is a new permanency option created by the ACA as an alternative to adoption.

SGOs are more secure than residence order – they last until the child reaches 18 and are harder to discharge (ie by birth parents) than residence orders.

They are deemed to be particularly suitable for older children who need ongoing contact with their birth families.

The Special Guardian has the upper hand in relation to decision making in respect of the child concerned.

The Local Authority has a responsibility to assess all prospective Special Guardian’s suitability.

The Local Authority also has duty to assess for Special Guardian Support Services on request where a child was or is

a Looked After Child; the Local Authority has discretion as to whether to provide Special Guardian Support Services.

Other alternatives to adoption include long term fostering and the placement of children with extended families under residence orders (rather than under a SGO).

e) foster carers/family network carers

Leeds, like many other local authorities, is keen to encourage foster carers, particularly family network carers, looking after children under care orders to consider other permanency options, where appropriate. Thus, such carers are encouraged to consider applying for either adoption orders, SGO or residence orders. To ensure that such decisions are made with paramount regard to the child's welfare rather than financial issues, Leeds has tried to ensure that the financial benefits which accrue to the 3 options are identical in nature – that there is a “level playing field”.

f) key principles underlying adoption legal process

One of the key changes brought about by the ACA has been the harmonisation of adoption law with other legal provisions relating to children (ie the Children Act 1989).

The welfare of the child throughout their life is now the paramount consideration in adoption decisions made by the Court **and** adoption agencies (such as Leeds City Council).

In making adoption decisions, the Court and adoption agencies also must have regard to a welfare “checklist”, including consulting birth parents, ascertaining the child's wishes and feelings etc.

Regard must also be given to the “delay” and “no order” principles – the former stipulates that any delay in coming to a

decision is likely to prejudice a child's welfare; the latter states that a court must not make any order unless it considers that making the order would be better for the child than not doing so.

g) adoption support services

The Board should also be aware that Local Authorities have a statutory duty under the ACA to provide support services generally to adoptive families in their area and support for birth families for contact to agency adopted children. Support services include advice, counselling, discussion groups, therapy services for children, respite care, as well as financial support.

Local Authorities also have a duty to assess the need of an individual adoptive family for adoption support both before matching Panel and on request at any time during the child's minority. Local Authorities, however, have legal discretion as to whether to provide any support.

Further information

Please refer to the British Adoption And Fostering ("BAAF") website for useful information about the ACA and the adoption process generally - **www.baaf.org.uk**

Steve Boorman
Social Services (Legal)
05/11/06

Adoption - A guide for court users

Who is this leaflet for?

This leaflet is intended for anyone thinking of applying to a court for an adoption order under the Adoption and Children Act 2002 (in force from 30th December 2005). It is also for use by legal and child care professionals who are involved in the adoption process.

The leaflet gives general information about who may adopt a child, what information the court will need, and how the court will deal with your application. It is intended as a guide only. It does not give you advice about deciding whether to adopt a child and it is not a full statement of the law, nor does it deal with all the decisions about adoption the courts may make under the Adoption and Children Act 2002.

You can get advice and more information about adoption (and about possible alternatives to adoption, such as step-parental responsibility orders or special guardianship orders) from: your local authority; an approved adoption agency; a solicitor; a Citizens Advice Bureau or a law centre or legal advice centre. Leaflets CB1 - Children and the family courts and CB4 - Special Guardianship – a guide for court users, also give more information.

For free legal information, help and advice contact Community Legal Service Direct on 0845 3454345 or www.clsdirect.org.uk.

This leaflet does not deal with the adoption of children from overseas. If you are thinking of adopting a child whose permanent home is outside the UK, the Channel Islands or the Isle of Man, you should get advice from: your local authority; an approved adoption agency; a solicitor; a law centre or legal advice centre; a Citizens Advice Bureau; or the Department for Education and Skills website (www.dfes.gov.uk/adoption/intercountry/).

Leaflet A21 Intercountry Adoption - a guide, also gives more information about adopting a child from abroad. You can get a copy from our website www.hmcourts-service.gov.uk or from the court.

Who can apply for an adoption order?

A couple may apply to adopt a child provided that, at the time the adoption order is made:

- both of them are at least 21 years of age, or
- one of them is the mother or father of the child to be adopted and is at least 18 years of age, and the other is at least 21; and
- at least one of the couple is domiciled in a part of the United Kingdom, the Channel Islands or the Isle of Man, or
- both members of the couple have been habitually resident in a part of the United Kingdom, the Channel Islands or the Isle of Man for a period of at least one year, ending with the date of the application to the court.

A 'couple' means two people who are living in an enduring family relationship. They may be of different sexes or the same sex, married, unmarried or civil partners.

One person may apply to adopt a child provided that at the time the adoption order is made the person applying is at least 21 years of age and is:

- not married/does not have a civil partner; or
- the partner of the mother or father of the child to be adopted; or
- married or has a civil partner and is able to satisfy the court that:
 - his or her husband/wife or civil partner cannot be found; or
 - they have separated and are living apart and the separation is likely to be permanent; or
 - his or her husband/wife or civil partner is incapable of making an application for an adoption order by reason of ill-health;

and he or she

- is domiciled in a part of the United Kingdom, the Channel Islands or the Isle of Man, or
- has been habitually resident in a part of the United Kingdom, the Channel Islands or the Isle of Man for a period of at least one year, ending with the date of the application to the court.

'Domicile' is normally taken to mean the place where you have your permanent home.

'Habitual residence' is normally taken to refer to usual, or customary, residence in a particular place.

If you have any doubt about whether you meet these conditions, you should seek legal advice.

Does the child I want to adopt have to live with me before I can apply for an adoption order?

If the child was placed with you for adoption by an adoption agency, or you are a parent of the child, the child must have lived with you (if you are applying as a couple, with one or both of you) at all times during the 10 weeks before your application to the court.

Otherwise, the child must have lived with you:

- if you are the partner of the child's parent, at all times during the 6 months before your application;
- if you are local authority foster parents, at all times during the year before your application;
- in any other case, for a period of 3 years (whether or not continuous) during the 5 years before your application.

Important: if the child you want to adopt was not placed with you for adoption by an adoption agency, you must notify the local authority for the area in which you live of your intention to apply for an adoption order at least three months before starting your application with the court.

Where do I start my adoption application?

An application for an adoption order may be started in:

- a Family Proceedings Court (magistrates' court). If the application involves particularly difficult or complex issues, it may have to be transferred from the Family Proceedings Court to an Adoption Centre.
- an Adoption Centre. Adoption Centres are specialist county courts with adoption judges and dedicated court staff who are experienced in the adoption process. A list of all Adoption Centres is included at the end of this leaflet.
- the High Court.

If there is already a court order under the Children Act 1989, the Adoption Act 1976 or the Adoption and Children Act 2002 relating to the child you want to adopt, it may be convenient to start your adoption application in the court which made that earlier order (but if it is a county court, only if it is an adoption centre). However, you do not have to do so.

Addresses and telephone numbers are listed in the telephone directory and in Yellow Pages under Courts.

Will I have to pay a fee?

A fee is payable for adoption applications. Please ask the court staff for details or for a copy of the leaflet EX50 – County Court Fees. It is also available on our website www.hmcourts-service.gov.uk. Alternatively, the court staff can tell you how much it is.

Your financial situation may mean you do not have to pay a court fee, for example, if you are in receipt of a particular means tested benefit or you would suffer financial hardship if you pay the fee. The combined booklet and application form EX160A Court Fees - do I have to pay them? gives more information. This is available from the court or from our website.

If you are making your application to a Family Proceedings Court, the arrangements for helping with fees if you are on a particular means tested benefit or would suffer financial hardship are different. You should contact the court where you wish to make your application for more information.

What forms and documents will the court need?

The court will need:

- your completed Form A58 (Application for an Adoption Order), and three copies;
- a certified copy of the full birth certificate for the child or, if the child has previously been adopted, a certified copy of the entry in the Adopted Children Register.

You may also have to provide any of the following, depending on your circumstances:

- if the child has been placed for adoption or freed for adoption by a court, a certified copy of the placement order or freeing order;
- if you are asking the court to dispense with the consent of any parent or guardian to the adoption, a brief statement of the facts you are relying on in support of your request (known as a 'Statement of Facts'), and two copies of the statement;
- if you are submitting evidence of your marriage or civil partnership, a certified copy of your marriage certificate or certificate of civil partnership;
- if your husband, wife or civil partner has died, a certified copy of the death certificate;
- if you are divorced or your civil partnership has been dissolved, a copy of any decree absolute or decree of nullity of your marriage, or a copy of any dissolution order or nullity order of your civil partnership;
- separate medical reports on your health, the health of the child (and other applicant) made during the period of three months before the date of your application. (But you will not have to supply medical reports if the child was placed with you by an adoption agency, or if he or she is your child or the child of the other applicant, or you are applying alone as the partner (including husband, wife or civil partner) of the child's mother or father.)

This is not an exhaustive list of the documents the court may need. You will find a list of the documents to be attached on the application form A58. If you are not sure whether any item on the list applies to you, the court staff will be able to advise you.

Where can I get a copy of a certificate of death, marriage or civil partnership, or the child's full birth certificate if I do not have one?

If you were married in England or Wales, or the child was born in England or Wales, you can get a certified copy from:

- the office of the Registrar of Births, Marriages and Deaths for the district in which you were married, or the district in which the child was born. You can get the address from the telephone book.
- the Registrar General, ONS Southport, Smedley Hydro, Trafalgar Road, Birkdale, Southport, PR8 2HH.

Telephone: 0151 471 4830 – Adoptions

Telephone: 0151 471 4803 – Marriages

Telephone: 0151 471 4806 – Births

(Please note that you cannot visit this office.)

If your civil partnership was registered in England or Wales, you should contact the registration authority where the civil partnership was registered.

You may be able to find the relevant register office/registration authority by visiting the General Register Office website at www.gro.gov.uk. You may also contact the Family Records Centre, 1 Myddleton Street, London, EC1R 1UW (www.familyrecords.gov.uk).

If you were married or registered your civil partnership in Scotland or Northern Ireland, or the child you wish to adopt was born in either of these countries, you may obtain further information from:

- The General Register Office for Scotland, New Register House, 3 West Register Street, Edinburgh, EH1 3YT (Telephone: 0131 334 0380); or
- The General Register Office, Oxford House, 49-55 Chichester Street, Belfast, BT1 4HL (Telephone: 028 90252000).

Note: You will have to pay a fee to receive a copy certificate. The office that you contact will tell you how much it is.

What if the child's parents do not consent to the adoption?

If the child's birth parents or guardian have not consented to the adoption and you are asking the court to dispense with their consent, the court will need to be satisfied that:

- the parent or guardian cannot be found, or is incapable of giving consent, or
- the welfare of the child requires that their consent be dispensed with.

You must set out on your application form which of these conditions applies. You will also need to attach a brief statement of the facts you are relying on in support of your request. This is known as a 'Statement of Facts'. It should be signed by your solicitor, or by you (and the other applicant) if you do not have a solicitor.

The court will send a copy of the Statement of Facts to each parent or guardian of the child, so, if you intend to ask the court to keep your identity confidential, you should make certain that the statement does not include any information that could identify you, where you live, or where the child goes to school or nursery.

What should I do if I wish my identity to remain confidential?

If you do not want your identity to be made known to the parent(s) or guardian(s) of the child you are intending to adopt, you may ask the court to issue you with a 'serial number'. Any documents sent to the parent(s) or guardian(s) of the child will then show this number, not your personal details. In addition, if you and the parents or guardians of the child have to attend the same court hearing, the court will make arrangements to ensure that your identity remains protected throughout.

What will happen when I have left the application with the court?

You will be sent a form telling you that your application has been issued and a receipt for your fee (if you have paid one). Every case is different and the court's decision about the next steps will depend on the details of your application, but it is likely that some or all of the following will happen:

- the court may ask for an officer from the Children and Family Court Advisory Support Service (CAFCASS) or a Welsh family proceedings officer to be appointed to act as a children's guardian, a children and family reporter or a reporting officer. The same officer may act as all three;
- the adoption agency or local authority will be asked to prepare a report for the court giving details about the child, you and your family, any parent or guardian of the child and other background information that may help the court;
- the court will arrange a hearing (called a 'first directions hearing'). This will usually take place about 4 weeks after your application has been received. Details of the hearing will be sent to you or your solicitor, the child's parents, any other person with parental responsibility for the child and any person preparing a report for the court or acting on behalf of the local authority, adoption agency or the child.

What is the job of the children's guardian, children and family reporter and the reporting officer?

Where the child is made a party to the court proceedings, the court will appoint a **children's guardian** to act on behalf of the child in any court hearing. The children's guardian must make a report to the court advising on the interests of the child, and give any other advice the court asks for.

When the court is considering an adoption application, it may appoint a **children and family reporter** to make any necessary investigations and prepare a report on the welfare of the child.

If a parent or guardian of the child appears willing to consent to adoption but has not already done so, the court will appoint a **reporting officer** to witness the signing of the consent form and to make a report on any matters that may help the court in considering the adoption application. If the parent or guardian is not willing to give consent, the reporting officer must make a report to the court explaining why.

What is a First Directions Hearing?

A first directions hearing is an appointment at which the court will consider your application and make decisions (known as 'directions') about such matters as:

- the timetable for filing any reports from an adoption agency, local authority or CAFCASS/Welsh family proceedings officer, and any other evidence;
- whether there are any mistakes or omissions in your application or supporting documents that need to be corrected;
- if the child was not placed with you by an adoption agency, whether you need to give the court a statement explaining the background to your application and your reasons for wishing to adopt;
- tracing the child's birth parents, if a father or mother has not been found;
- using alternative dispute resolution to resolve any contested issues;
- whether the child, or any other person, should be made a party to the application;
- whether the case should be transferred to a higher court;
- whether a further directions hearing is necessary; and
- if possible, the date and place of the final hearing. It is at the final hearing that the adoption order is made, if that is what the court decides.

A copy of the order explaining what directions the court has made will be sent to you or your solicitor.

Once directions have been given, the court will monitor the progress of your case to make certain that the timetable and any directions are complied with.

What if I really cannot get to an Adoption Centre? Can my application be heard at another county court?

If you are unable to get to the Adoption Centre where your hearing is due to take place, you can write to the judge asking for the hearing to be moved to another county court. In certain circumstances, the judge may allow the appointment to take place away from the Adoption Centre. If so, the court will send a notice to everyone involved in the case telling them the new time, date and location for the appointment.

List of all County Court Adoption Centres

Aberystwyth	Chester	Manchester	Romford
Birmingham	Coventry	Medway	Sheffield
Blackburn	Croydon	Middlesbrough	Southampton
Bolton	Derby	Milton Keynes	Stockport
Bournemouth	Exeter	Newcastle	Stoke-On-Trent
Bow	Guildford	Newport	Sunderland
Bradford	Ipswich	Northampton	Swansea
Brentford	Kingston-Upon-Hull	Norwich	Swindon
Brighton	Lancaster	Nottingham	Taunton
Bristol	Leeds	Oxford	Teesside
Bromley	Leicester	Peterborough	Telford
Cambridge	Lincoln	Plymouth	Truro
Canterbury	Liverpool	Pontypridd	Warrington
Cardiff	Llangefni	Portsmouth	Watford
Carlisle	Luton	Reading	Wolverhampton
Chelmsford	Macclesfield	Rhyl	Worcester
			York

The Principal Registry of the Family Division, in Central London, is also an Adoption Centre.

Appendix 3

Adoption Panel

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Report of the Chief Officer Social Services

Scrutiny Board (Children's Services)

Date: 16 November 2006

Subject: Adoption in Leeds: Session 3

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

Executive Summary

1.0 Purpose of This Report

1.1 This report is to provide information on the role of an adoption panel for the third session of the board's inquiry into adoption in Leeds. Attached to this report are appendices relating to the structure and function of adoption panels, adoption agency policy and the annual report on adoption panel activity 2005-2006. In addition the report provides a summary of the early responses of adoptive applicants to their attendance at adoption panel.

2.0 Background Information

2.1 The Scrutiny Board members have already received general background information on current legislation relating to adoption, the role of social services and the stages involved for applicants and children. The first two sessions took place on 7 September 2006. The first of these focused on providing a general context to the adoption service and the second on information relating to services in Leeds and the region.

3.0 Main Issues

3.1 Leeds currently has two adoption panels meeting monthly. Discussions are taking place about establishing a third panel due to the volume of business and increased time demands. Each panel has been chaired by an independent person since July

this year. The panel includes a medical, legal and professional advisor with specific duties.

- 3.2 The panel is quorate when at least five members, including the chair or deputy, social worker and an independent member are present.
- 3.3 Recruitment of panel members should be gender balanced and representative of the community. All members are subject to a CRB check and signatory to the panel protocol including confidentiality.
- 3.4 The functions of the panel are prescribed by regulation and include consideration of adoption support, contact and the delegation of parental responsibility.
- 3.5 The panel can only make a recommendation to the agency and it is the nominated agency decision maker, currently the Chief Officer, Children, who makes the decision. The recommendations made by panel include:
 - a) whether adoption is in the best interest of the child, including advice about contact issues and whether an application should be made for a Placement Order
 - b) whether a prospective adopter is suitable to be an adoptive parent
 - c) whether a prospective adopter would be a suitable parent for a particular child
- 3.6 Panel members are provided with a combination of reports on the child, prospective adopters and proposed placement. Minutes are completed and provided for the agency decision maker within seven working days. Prospective adopters should be informed orally within two days and in writing within five working days. If the agency decision maker is minded not to approve an application this is conveyed in writing with reasons and applicants then have forty days to consider whether they wish to apply to the independent review mechanism.
- 3.7 The panel also review disruption reports, which are prepared when an adoptive placement breaks down and does not proceed to an application to court, to identify learning points. On occasions panel will request follow up reports on specific matches.
- 3.8 An annual report is prepared and shared with the Executive Board, panel members and staff (copy for 2005 – 2006 attached). This period covers the full implementation of the Adoption and Children Act 2002 which has impacted on the work of the panel, and appropriate training for members has been provided.
- 3.9 Prospective adopters began attending panel in January 2006. Early evaluation has been positive with applicants feeling that attendance gave them the opportunity to feel fully involved in the adoption process, give the panel more insight into them and ensure accuracy of information. One couple felt it would be important to be able to tell their children about the experience in the future. All the applicants felt the process was explained clearly and agreed that they were supported by their adoption officer. They were able to meet the chair before the panel so that any further explanations could be given if necessary, including the role of the decision maker. All agreed that they were given the opportunity to express their views within the panel and were clear about the recommendations. Overall they rated the experience at an average of 8.5 on a scale of 0 - 10.

- 3.10 Adopters do not currently attend panel when the placement of a child/children with them is discussed but this is under consideration. When asked about this in the evaluation, opinions of adopters were more mixed. This was at least partly because they felt all possible information would be included in reports and have been discussed at the earlier stage.
- 3.11 The attendance of applicants at panel has increased the time for each approval to 50 minutes to allow the panel to determine the questions and the chair to meet with the applicants before and after the discussions and recommendations. However panel members are also positive about the attendance of applicants and feel this contributes to the decision making process.
- 3.12 The amount of pre reading for panel members has also increased with the introduction of new paperwork e.g. a child permanence report can be up to 100 pages long. The average number of agenda items has been 11 covering acceptance of children for adoption, approving adopters and agreeing matches.
- 3.13 Of the 84 children presented to the panels between April 2005 and March 2006, 67 were requiring adoptive placements by the end of court proceedings. 66 children were matched with families, an increase of 3 from the previous year. 25 of these were babies and a further 30 of pre school age. 14 children were placed in sibling groups of 2.
- 3.14 In the same period 56 families were approved to adopt, an increase of 4, with 56 couples and 3 single adopters.

4.0 Recommendations

- 4.1 The Board is asked to note the information presented in this report and the attached appendices.

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6. FUNCTIONS OF THE ADOPTION PANEL

6.1 Leeds has three Adoption Panels and each meets monthly.

6.2 Membership of each Panel comprises :

Chair (an Independent Person)

Vice Chair (social worker at a senior level)

1 social worker

2 Elected members

1 Medical Adviser

3 persons independent of the local authority (e.g. an adoptive parent, an adopted adult, a social worker from a voluntary agency or a representative from the community)

1 Education representative

6.3 Advisory Roles

6.3.1 Duties of the Medical Advisor

The Medical Advisor (who is a panel member) is a qualified medical practitioner and offers advice in relation to medical aspects of adoption. They evaluate health information available to the panel about children, their birth parents and adoptive applicants and advise about its implications in relation to adoption.

6.3.2 The Medical Advisor advises staff on arrangements for access to and disclosure of medical information which is required or permitted. They will seek further medical information if they consider it necessary and will give a full report in writing to the panel.

6.3.3 The Medical Advisor will guide the agency on the information about the child's health, which should be provided to the prospective family prior to placement. The Medical Advisor is available to discuss the child's health personally with any prospective adopters. They will also advise on the extent to which the child's health should be monitored.

6.3.4 Duties of the Legal Advisor

The Legal Advisor is a practising solicitor in child & family law and is provided by Legal Services. They will receive reports of all cases presented to the Adoption panel relating to children, prospective adopters and matches and will provide advice to the panel. A Legal Advisor should be available to attend each panel meeting, but is not a member of the panel.

6.3.5 Duties of the Professional Advisor

The professional advisor is a social worker with at least five years' relevant post qualifying experience and management experience. However, the professional advisor is not a panel member.

The professional advisor's role is to

- Assist the agency with the appointment, termination and review of members of the panel.
- Be responsible for the induction and training of panel members
- Give such advice to the panel as it may request in relation to any case or generally.
- Be responsible for liaison between the agency and the panel, monitoring the performance of panel members and the administration of the panel.
- The agency advisor should maintain an overview of the quality of the agency's reports to the panel and liaise with team managers to quality assure all reports to panel. Where there are concerns about a report, the agency advisor and the panel chair should consider whether it is adequate for submission to the panel. It is recommended that the professional advisor also update the panel on the general progress of the cases it has considered.

6.4 Quoracy

6.4.1 The panel is quorate when at least five panel members, including the chair or vice chair, one of the social workers and one of the independent members are present.

6.5 Appointment of Panel Members

6.5.1 Recruitment of new panel members should be gender balanced and representative of the community they serve.

6.5.2 Prospective independent panel members should

- Declare any convictions or cautions or criminal offences and authorise a CRB check if a valid one is not already in existence,
- Provide details of two reliable referees
- Be in agreement with the policies of Leeds adoption agency
- Sign the protocol (see Appendix 4) for panel members, including a confidentiality undertaking.

6.5.3 Prospective social worker panel members should

- Be in agreement with the policies of the Leeds adoption agency
- Sign the protocol for panel members, including a confidentiality undertaking

- 6.5.4 Prospective Councillor panel members should
- Declare any convictions or cautions or criminal offences and authorise a CRB check if a valid one is not already in existence
 - Be in agreement with the policies of the Leeds adoption agency
 - Sign the protocol for panel members, including a confidentiality undertaking

6.5.5 Approval of new panel members will be via a report to the agency decision maker.

6.6 Scope of Recommendations

Regulations prescribe the functions of the Panel to include a decision on:

- a) whether adoption is in the best interests of the child and, if so, to recommend that the child should be placed for adoption. It must consider and may give advice about contact issues and also whether an application should be made for a Placement Order.
- b) whether a prospective adopter is suitable to be an adoptive parent.
- c) whether a prospective adopter would be a suitable parent for a particular child.
- d) the brief adopter's report.

6.6.1 The Adoption Panel must also consider matters relating to adoption support, contact and the delegation of parental responsibility.

6.6.2 The Panel can only make a recommendation to the adoption agency.

6.7 Continuity of the Panel

6.7.1 It is important that the panel runs smoothly and is able to finish business without interruption.

6.7.2 Any interruption by a person at the panel will be dealt with at the time, by the Chair of the panel requesting that they wait their turn to be heard. Exceptionally, a person may be asked to leave the panel and the Chair and the advisor should give reasons for such a suggestion.

6.7.3 If the disruption is caused by a panel member the panel chair and advisor will review their membership in private and attempt to resolve any concerns. Where issues have not been resolved the chair may recommend that the panel member's appointment end with the agency. Written reasons will be given for any decision to end a panel member's appointment.

6.8 Duties of the Agency Decision Maker

6.8.1 The Chief Officer, Children is currently delegated to be the decision maker for the local authority.

- 6.8.2 It is for the agency to make decisions after taking into account the Panel's recommendation(s)
- 6.8.3 Following participating in the adoption panel's recommendation, no member of the adoption panel should take part in any decision made by the adoption agency.
- 6.8.3 The adoption agency must, if their whereabouts are known to the agency, notify in writing the parent or guardian and, where it is appropriate, the father of the child, of its decision.
- 6.8.4 The agency decision maker's decision, the reason for that decision and any view the decision maker provides on the panel's advice should be recorded on the child's case record and on the adopter's case record.
- 6.8.5 Where the decision maker is minded not to accept the adoption panel's recommendation, he or she should discuss this with another senior person in the agency who is not a member of the panel. The outcome of that discussion should also be recorded on the child's case record.

6.9 The Reports for the Panel

- 6.9.1 The Reports consist of a combination of:
- The Child Permanency Report (to secure the panel acceptance as a child who should be placed for adoption).
 - Form F/ Prospective Adopters Report (to approve the family as suitable to adopt).
 - The Adoption Placement Report (which is used in considering matching)
 - Any additional health assessment other than the summary from the medical advisor (which is attached to the CPR).
- 6.9.2 All papers must be received by the Fostering and Adoption Section at least 10 working days before a Panel meeting. Thirteen copies of all forms and reports are required.

6.10 Minutes of the Adoption Panel

- 6.10.1 The minutes (which should be written by someone who is not part of the adoption panel) should be checked by the panel chair.
- 6.10.2 The minutes of the adoption panel should be passed on to the agency decision maker as soon as possible
- 6.10.3 The agency decision maker must make the decision within seven working days of the panel's recommendation.

6.11 Conveying Agency Decisions

- 6.11.1 It is the responsibility of the agency to ensure that the prospective adopter is told of the final decision orally within two working days and in writing within five working days.
- 6.11.2 Following the panel's recommendations, if the agency decision maker is

minded not to approve the prospective adopter as suitable to adopt a child, they must write to them giving reasons and also giving the adoption panel's recommendation, if that recommendation is different.

- 6.11.3 The prospective adopter has forty days to decide whether to accept the decision, to make representations to the agency or to apply to the Independent Review Mechanism for a view from one of its panels.

6.12 Reviewing and Reporting Activities

- 6.12.1 An annual report is prepared for panel members and staff. This is sent to the Executive Board of the council each year.
- 6.12.2 The adoption agency will review the approval of prospective adopters, with whom no match has been made, after one year and annually thereafter.
- 6.12.3 The adoption panel will review disruption reports to identify learning points and monitor the progress of permanency through adoption for the child.

See the Adoption Panel Protocol (Appendix 4) for further information

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LEEDS SOCIAL SERVICES**ADOPTION AGENCY POLICY****1. Introduction**

- 1.1 Adoption must serve children with a wide range of different experiences, circumstances and needs. This includes children of different ethnic and cultural backgrounds, different religions, different ages, children with special needs and children needing to be placed with siblings. It is, therefore, important to note that this policy is not over-prescriptive and that the paramount consideration for choosing an adoptive family should be their ability to meet the needs of individual children.
- 1.2 Current guidance from the Department for Education and Skills states that Adoption Agencies should be more open about their policies and the criteria used in assessing adopters and matching children appropriately.
- 1.3 The Policy and Procedures of the Adoption Agency should be reviewed at least once every three years.

2. Race, Religion, Language and Culture

- 2.1 The Agency has a clear expectation that prospective adopters should demonstrate anti-discriminatory attitudes and a respect for others' race, religion, language and culture. Account of a child's ethnic and cultural origins should play an important part in selecting a suitable match.
- 2.2 However, the Government has made it clear that it is unacceptable for a child to be denied loving adoptive parents solely on the grounds that the child and adopters do not share the same racial or cultural background ("Adoption-Achieving the Right Balance 1998").

3. Eligibility to Adopt**3.1 Age of Adopters**

The Agency takes the view that adopters should have the ability to cope as the adopted child grows into adulthood. Consequently it is normally the expectation that adopters will not have reached the age of 60 by the time the child placed with them is 18 years of age. In exceptional cases an application by a couple, where one partner exceeds the age limit will be considered. However advice must be sought from the medical adviser regarding the applicant's health and reference must be made to Section 7 of this policy – Health Issues.

3.2 Marital Status

Applications will be accepted from single people (male and female), from married and unmarried couples and those in civil partnerships.

3.3 Sexual Orientation

A person's sexual orientation will not affect his or her eligibility to adopt.

3.4 Children in the Family

The Agency is unlikely to place children under the age of two with adopters where birth children are already within the family unit, unless the child has special needs that will be met within the placement. However, an older child with a sibling under the age of two could be placed with adopters who have older children

3.5 Infertility

If couples are in the process of fertility treatment, an assessment will not be undertaken until the treatment has ceased.

3.6 Religion

Applications to adopt will be accepted from people whatever their religious beliefs, unless these beliefs are likely to be detrimental to the welfare of any child placed with them.

3.7 Lifestyle

Prospective adopters should be prepared to modify their lifestyle to ensure the health and general wellbeing of the child. The agency follows the following guidelines:

(i) Alcohol Consumption

Applicants who drink alcohol will be expected to do so within the current safe limits guidance set by the Department of Health.

(ii) Smoking and Drugs

The Agency takes the view that smoking and drug-taking is harmful to the individual and to others in the household. It would, therefore, wish to promote a smoke and drug-free environment for adopted children. BAAF (British Association of Adoption and Fostering) guidance states that babies, young children up to the age of two years and children with respiratory problems should not normally be placed in households with smokers. The Agency policy is to follow this guidance and where such children are placed in households with smokers there should be positive reasons for doing so and these should be clearly recorded in the matching report.

People using illegal drugs will be considered unsuitable to adopt.

(iii) Dangerous Pets

The Agency is happy for prospective adopters to have household pets. However, some pets, particularly dogs, can pose dangers. It is policy not to accept anyone as an adopter who possesses a pet listed as dangerous in current legislation. Applicants who own pets are required to answer questions related to the control and management of their pets.

(iv) Pornography

The Department follows the City Council's policies of promoting equality and combating discrimination and is opposed to anything which will lead to people being viewed as objects which will degrade them. It is absolutely opposed to pornography which involves children or adults posing as children. (For more information – see guidelines on pornography for Foster Carers, Adopters and Panels).

3.8 Criminal Convictions

Enhanced Criminal Record checks will be taken up on all persons aged 18 years and over who are regular members of the household. Where any such member of the household has a criminal conviction within the last 2 years, a serious offence, or a long history of offending, an application will be unlikely to proceed. In some cases, matters will be brought to the attention of the Adoption Panel, who will make a recommendation whether to proceed with the application. Regulation 23.2 of the Adoption Agency Regulations (AAR) "stipulates that an agency may not consider a person suitable to adopt a child if he or any adult members of his household has been convicted of a specified offence committed at the age of 18 or over or has been cautioned by a constable in respect of a specified offence which, at the time the caution was given, he admitted." Specified offences are listed in AAR Part 1, and Part 2 of Schedule 3 (Regulations 23.3 & 23.4); they relate to sexual offences against children and adults.

4. Contact

- 4.1 There is a clear expectation that the possibility of contact should be considered between an adopted child and his or her birth family. This may range from infrequent, frequent, direct or indirect contact. In some cases it may be in the child's interests to have no contact. A clear plan for contact should be presented by the social worker to the Adoption Panel.
- 4.2 Where the plan is to refuse contact, or where contact is to be defined by the Court, there is **no** requirement for this to have been resolved before the child's application is presented to the Adoption Panel. However, it is expected that the issue of contact be resolved prior to matching the child with prospective adopters.

4.3 The Agency operates an Adoption Contact Register which is located in the adoption archive section. The register provides a confidential post box service for the exchange of information between a birth family and the adoptive family. It also records any contact arrangements either direct or indirect agreed between the respective parties.

4.4 The Department has an Adoption Support Team which can be accessed for advice and consultation on matters relating to contact.

5. Placement with Siblings

5.1 Whenever possible siblings should be placed together. However, the overriding concern should be the needs of the individual children and in some cases this may lead to the use of different placements. In such circumstances contact needs must be given close attention.

6. Legal Issues

6.1 The Adoption Panel will give advice on whether a placement order application or a section 19 consent order should be sought.

6.2 The department will meet the costs of an application to adopt a child from care. Where the adoption is contested applicants should apply for legal aid. In the event of this being turned down or not covering the full costs, the Local Authority will normally cover legal fees.

7. Health Issues

7.1 The Adoption Panel receives up to date health reports on applicants and children. For agency adoptions, the health report is valid for two years after the applicants are presented to panel for acceptance as prospective adopters. It is an expectation that applicants should have sufficiently good physical and mental health to meet the needs of the child until they reach the age of independence.

When a child is matched with an adoptive family, the child's health report should be updated within six months prior to the matching panel. Best practice recommends that for a child aged under 5 years, a medical should be updated every 6 months and for a child over 5 years, it should be updated once a year.

8. Confidentiality/Access to Records

8.1 Adoption records must, by law, be kept in a secure place for 100 years. Closed records are maintained in the adoption archive. Both adopters and adopted children (on reaching 18 years) have a right to access to their own records. Counselling will be offered prior to release of records. It is a legal requirement that those adopted before 1975 receive such counselling.

9. Inter-Country Adoption

- 9.1 The Agency undertakes work associated with inter-country adoption and follows DFES guidance. The Agency is required by law to provide a service for inter-country adoption. Such work is subject to a fee, usually one third of the BAAF Inter-agency fee.

10. Non-Agency Adoption

- 10.1 The Agency has a duty to provide information and to offer counselling to people applying to adopt a child not in the care of the Local Authority. Such applications are likely to include step parent adoptions, family adoptions, and private foster carer adoptions. In relation to non agency adoptions health reports must be within 6 months of the application to adopt for adults and within 3 months for children. The paramount consideration must be given to the welfare of the child and the child's views must be sought. Alternatives to adoption need to be explored with the applicants including consideration of any other more appropriate orders.
- 10.2 These applications do not come to the Adoption Panel and the counselling and preparation of the court reports are completed by area based social workers.

11. Children Awaiting Placement

- 11.1 Following the recommendation of the Adoption Panel and decision by the Agency that a child should be placed for adoption, it is important that a suitable placement is found as quickly as possible. If a placement has not been found from the agency's own adopters within three months then consideration will be given first to the regional consortium and then to the National Adoption Register for an inter-agency placement.

12. Adopters Awaiting Placement

- 12.1 Adopters who have been waiting for a placement for 1 year should be reviewed and their applications re-submitted to the Adoption Panel indicating any change to the registration. Statutory checks, including CRB, health (including medicals) and child protection must be updated every 2 years.

13. Adoption Panel

- 13.1 The Adoption Panel complies with regulations and contains members with a wide range of experience.
- 13.2 Nominations are sought for membership and each Panel has ten places as follows:
- Independent Adoption Panel Chair
 - Vice Chair
 - Two Elected Members

- One Social Worker
- A Medical Advisor
- A representative from Education
- Three independent members, to include an adopted adult, an adoptive parent or a community representative.

13.3 All members of the Adoption Panel receive confirmation of their representation on the panel and are required to agree to the adoption panel protocol, which includes signing of a confidentiality statement.

13.4 Induction training is provided for Panel members and there is annual training to keep members abreast of relevant changes.

13.5 Work of the Adoption Panel

The organisation and conduct of panel meetings enable proper consideration to be given to items brought before it, satisfying itself that the subject of the reports are, as far as possible, aware of these and have had a clear opportunity to express their views.

The Adoption Panel makes recommendations to the agency decision-maker (the Chief Officer, Children) in respect of:-

- (i) applications from prospective adopters
- (ii) applications on behalf of children who should be placed for adoption
- (iii) proposed matches between children and adoptive parents
- (iv) need for a placement order
- (v) eligibility for adoption support for child and family.
- (v) contact issues
- (vi) parental responsibility issues

Annual Report on Adoption Panel Activity 2005-2006

1. Introduction

- 1.1 This report provides an overview of the adoption activity over the last year highlighting the adoption panel's work and pointing out the areas of achievement and challenges for the coming year for the adoption agency.
- 1.2. During the last year we have seen the full implementation of the Adoption and Children Act 2002. This has brought about fundamental changes in adoption practice and the adoption section has been extremely busy preparing new policies and procedures to ensure they are compliant with the new regulations.
- 1.3 Training has been undertaken for the adoption panel and for all social workers in children's services to help them get to grips with the new legislation. The adoption panel has introduced Independent Adoption Panel Chairs in line with the legislation and prospective adopters now attend adoption panel for consideration of their approval.
- 1.4. In November 2005 the fostering and adoption section was restructured into distinct services. This was undertaken to improve the service delivery and increase the performance in the number of adopters approved as well as providing increased post placement support.

2. Adoption Panel Activity

- 2.1.1 Leeds continues to operate two adoption panels. However, work has been undertaken to establish a third panel. This development of this panel has been problematic due to the lack of medical advisor time for it to become operational. Steps are being taken to resolve this issue in order for the panel to process the level of business that is required of it.
- 2.1.2 Prospective adopters began attending panel in January 2006 for consideration of their approval and the evaluation of this new initiative has been extremely positive. It is the intention of the panel to invite applicants for the matching panel which will enable the prospective adopters of the children to have greater input into the process.

3. Profile of children accepted for adoption

- 3.1 84 children were accepted for adoption in 2005/06. However, some children were presented to Panel on a twin-tracking basis and out of the 84 children presented 17 children never proceeded to adoption leaving 67 children requiring adoption.

This figure is similar to last years figure where 66 children required adoption

3.2 Ethnicity

Of the children accepted in 2005/06:

62	White British
1	White /Black Caribbean
1	White/Black African/White Asian
1	Caribbean
4	Pakistani
2	White British/ O4ther
2	White British/White Asian
1	White British/White Jewish
1	White British/African/Caribbean
1	White British/Irish/other
1	White British/White Black Caribbean
2	White British/White Black African
2	White British/Pakistani
1	White British/Bangladeshi
1	White Asian/African/Caribbean/Other
1	Other

3.3 Religion

During 2005-6

70	children had no specified religion
4	Church of England
2	Muslim
2	Christian
5	Roman Catholic
1	Jewish

3.4 Care Status

There was a slight decrease in the number of freely placed babies from 7 (in 2004/05) to 4 in 2005/06.

80 children were the subjects of freeing applications in 2005/06, indicating that their birth parents contested the plan for adoption for their child.

3.5 Twin Tracking

In 2005/06 17 children's plans changed following being presented to Panel. 7 returned home to parents, 3 were placed with family network carers and 7 were placed in long term foster care with a view to Special Guardianship being applied for in the future.

3.6 Age

During 2005/06

40	children were under one year of age
33	were pre-school age
11	were over the age of four years

Comparing this to 2004/05 figures it is noteworthy that the number of pre school children accepted increased by 10 in 05/06. The acceptance of babies slightly decreased by 3 and children over 4 remained similar in number.

3.7 Placement with siblings

This year the number of sibling groups of 2 accepted for adoption more than tripled this year from 4 sets to 14 sets. There was one sibling group of 3.

3.8 Disabilities

4 of the children accepted were described as children with a learning or physical disability. However, most of the children accepted for adoption have, or are likely to have, emotional or behavioural difficulties as a result of their earlier experiences and, as such, could be described as having special or complex needs.

3.9 Additional Financial Support

13 children attracted additional Adoption support, 13 were recommended for support in the future should problems occur. 65 children did not attract financial support.

3.10 Contact

Of the 76 children accepted for adoption in 2004/05:-

2	stipulated no contact
39	identified indirect contact through information exchange with birth parents and siblings
33	agreed indirect information exchange with parents and direct contact with siblings
1	direct contact with birth parents and siblings
9	not determined at the point of acceptance

4. Children matched with adoptive families

4.1.1 In 2005/06, 66 children were matched with families at adoption panels (3 more than the previous year). This figure includes 19 children who were matched through inter agency placements. Of these, 11 children were placed via the Yorkshire Adoption Consortium and 10 of these placements were “free placements”. 7 placements were identified by the National Adoption register and placed in different parts of the country and 1 child was placed with a sibling in another Local Authority area.

4.1.2. During the introductory period 1 placement disrupted and the child has subsequently been placed again for adoption. Another placement of an older child disrupted after 11 months into placement. A long term professional foster placement is being sought for this child.

4.2 Ethnicity and Religion

53 of the 66 children matched with families were of White British origin.

1	White Black African
1	Caribbean
1	White British/Kashmiri
2	White British/other
1	White British/White Black Caribbean
1	White British/White Black African
1	White British/Irish/Other
2	White British/African Caribbean
1	White Asian/African Caribbean/other
2	Other

Approximately three quarters of the children matched were described as having no specified religion.

4.3 Age range

25 of the children matched were babies and 3 of these were babies given freely. 11 of the children matched were aged four years or older and 30 were pre school children. Out of the children matched 14 children were placed in sibling groups of 2.

4.4 Disability

None of the children matched were described as having a physical disability.

4.5 Foster parent placements

During 2005/06 there was 5 children matched with their foster parents, which is a small decrease from the previous year.

4.6 Additional Financial Adoption Support

In 2005/06, 17 children were placed attracting additional financial support. Just over two thirds were placed without additional adoption support.

5. Adoptive parent profile

5.1 During 2005/06, 59 families were approved to adopt a child. This is an increase from the previous year from 43. Of these, there were 56 couples and 3 single adopters.

5.2 Ethnicity

49 families were of white British origin. However, there was a slight increase in Black and Minority Ethnic adopters including 1 Indian couple, 1 White British/Caribbean couple and 2 White British/Indian couples. Other ethnic origins included 1 German couple, French/ White British and White British/ White Jewish and White British/Other.

5.3 Age and number of children for who approved

40 adopters stated a preference for a child under 4 years of age, although 11 of those 40 were approved for a child under the age of 1 year. 8 families were willing to be considered for children over four years. Of the 59 families approved to adopt, 46 wanted one child and 13 were willing to take two siblings.

5.4 Gender of children

During 2005/06, 38 families were willing to be considered for either a boy or a girl. 16 families specifically wanted to be matched with a girl and 5 for a boy. This is a pattern that has been familiar for many years.

6. Conclusion

8.1 In conclusion the report highlights that we have seen an increase in the numbers of adopters approved during 2005/06 following a dip down to 43 in 2004/05. This is a positive move forward, however more active recruitment for black and minority ethnic adopters must be taken on if the needs of the children requiring placement are to be met via adoption from within our own resources. (It is perhaps worth noting however that sometimes it is not appropriate to place black and minority ethnic children within the Leeds area due to the close knit communities that exist for some ethnic groups). The fostering and adoption

section have now restructured into separate adoption teams and fostering teams and it is hoped that more assessments of adopters will be undertaken to increase the numbers being approved. The numbers of children matched has slightly increased and the challenge over the coming year will be to increase that figure further, ensuring that support is in place for those adoptive families for them to feel confident in making their applications to court for an adoption order and ensuring that priority is given to social workers in the area in completing the court reports for applications to progress in a timely manner.

Sarah Johal and Val Hales
Team Managers Adoption
July 2006

NCH

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ADOPTION NCH YORKSHIRE

ADOPTION AGENCY STATEMENT OF PURPOSE

1. THE AIMS AND OBJECTIVES OF THE AGENCY

As one of the largest national Children's Charities, NCH's aim is to help those children in greatest need. We do this by providing a wide and innovative range of services and by influencing change at local and national level. Currently we run more than 500 projects and help over 100,000 children and families a year across the four nations of the UK. We are also proud to continue to contribute to the development and delivery of childcare in the countries in the Eastern Caribbean and Zimbabwe.

Dr. Thomas Bowman Stephenson, a Methodist Minister, founded NCH in 1869. Since then, the charity has developed and grown in response to the changing needs of children, young people and families and in line with the best practice of the day.

Although NCH continues to benefit from the support of the Methodist Church, we positively welcome staff and volunteers from a wide range of backgrounds, cultures and religions who share Stephenson's vision of serving the most vulnerable children, whoever they may be. We acknowledge and celebrate this diversity.

NCH has been an approved Adoption Agency since 1926; the Adoption Agency's Statement of Purpose is to meet the needs of the most vulnerable children, through the practice of finding adoption placements and providing support to adoptive families. At Adoption NCH we have 5 established adoption projects throughout the country including a project in London specifically to meet the needs of Black children.

Nationally, the children who are referred to us are likely to be those whom Local Authorities find more difficult to place. These will include black children of all ages, from African, African/Caribbean, Asian and mixed heritage background, brother and sister groups, children with a range of disabilities, and children of school age as well as younger children whose parents have mental health problems or who abuse drugs/alcohol.

We seek to recruit the widest range of adopters to meet the varied needs of the children waiting, welcoming applications from all members of society, including married and unmarried couples, single applicants, gay and lesbian applicants either as couples or single and applicants with disabilities. The key criteria being that people are able and willing to make a lifelong commitment to meet the physical and emotional needs of the children we are seeking to place in an environment which will ensure they can grow up with safety and stability.

The Agency also fulfils requirements under the Adoption and Children Act 2002 to provide adoption support. NCH Adoption Agency provides services for adults who were placed for adoption and birth parents who placed children for adoption with NCH. NCH also offers a full range of Adoption support services to both children in placement and adoptive parents. We also provide training for adopters both pre and post placement and offer informal and formal support networks.

Adoption NCH works within the framework of Adoption legislation, guidance and best practice. The strategic priorities of the Adoption Agency are the same as the strategic priorities for the whole of NCH. We have a well respected and highly skilled workforce who all have considerable experience in adoption and who are constantly striving to maintain the high standards of work which NCH is noted for.

ADOPTION NCH YORKSHIRE (NE)

Adoption NCH Yorkshire (North East) is based in Leeds and covers Yorkshire and the North East, Humber, Middlesbrough and the North East Lincolnshire region of England. Recruitment is targeted at those who are able to meet the needs of children over 4 years, sibling groups, and black, Asian, and mixed parentage children of all ages. The team operates a same race placement policy. The team also actively seeks those with the skills and experience to adopt disabled children and those with complex health needs. Staff provide a prompt and informative response to all enquirers, three to four preparation courses a year and a thorough and full assessment process. Approved adopters receive high levels of support and are encouraged to attend an ongoing support and training programme and at least two social events per year.

The aim of Adoption Yorkshire is:

- To provide children who are unable to remain in their families of origin with high quality adoptive families who can meet their assessed needs and help improve their life chances.
- To provide appropriate support services to the children, substitute families and families of origin.
- To provide both post adoption and adoption record counselling to people adopted through NCH in the past.
- To provide help with access of records and counselling to people previously receiving a service from NCH.

2. NAME AND ADDRESS OF THE REGISTERED PROVIDER, THE RESPONSIBLE INDIVIDUAL, THE MANAGER AND THE BRANCH MANAGERS

- Registered Provider: NCH, 85 Highbury Park, London N5 1UD
- Responsible Individual: Nigel Harper, NCH NE Regional Office, 12 Granby Road, Harrogate, North Yorkshire HG1 4ST.
- Agency Manager: Susan Cotton, NCH NE Regional Office, 12 Granby Road, Harrogate, North Yorkshire HG1 4ST.
- Branch Managers: Donal Mullally 11 Queen Square, Leeds LS2 8AQ.
- Carol Buckley, 158 Crawley Road, Roffey, Horsham RH12 4EU
- Jean Smith, Unit 12 A Hackford Walk, Hackford Road, London SW9 0QT
- Sally Heaven-Richards, 141 Wood End Lane, Birmingham B24 8BD
- Mary Jones (Acting), Weir House, 93 Whitby Road, St. Phillips, Bristol BS4 4AR.

3. THE CONDITIONS IN FORCE IN RELATION TO THE REGISTRANTION OF THE REGISTERED PROVIDER UNDER PART 11 OF THE ACT are as follows:

- The category of registration is – Domestic and InterCountry Adoption Services. (CSCI service number 0000049065, certificate number F570002105).
- The agency must only operate from the branches named (Birmingham, Leeds, Horsham, London and Bristol).
- The Agency is registered as an Adoption Support Agency under the requirements of the Adoption and Children Act 2002.

4. THE RELEVANT QUALIFICATION OF THE MANAGER AND THE BRANCH MANAGERS ARE SHOWN BELOW:

Agency Manager: Susan Cotton – BA (Hons), MA Social Work, CQSW, DMS, MBA

Branch Managers: Donal Mullally – CQSW, BA Hons Social Studies
 Carol Buckley – CQSW
 Jean Smith – DipSW
 Sally Heaven-Richards – CSS
 Mary Jones – CQSW

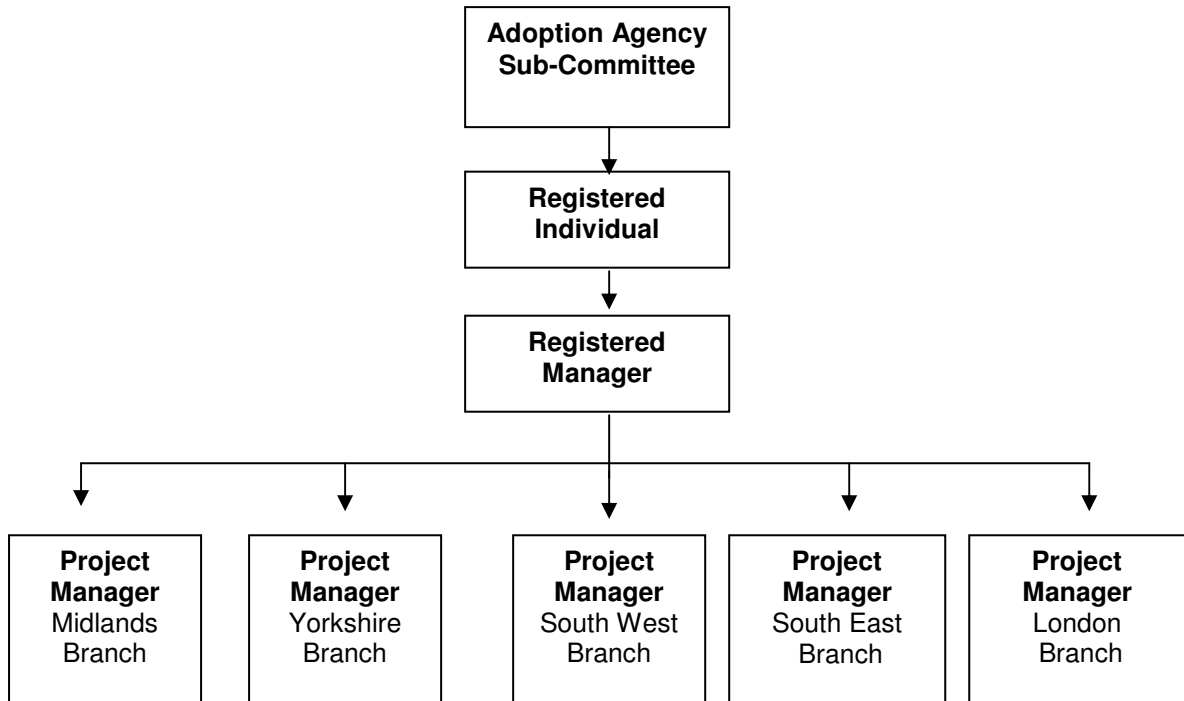
5. THE NUMBER, RELEVANT QUALIFICATIONS AND EXPERIENCE OF THE STAFF WORKING FOR THE PURPOSES OF THE AGENCY ARE SHOWN IN THE TABLES BELOW:

NAME OF PROJECT: Adoption NCH Yorkshire

DETAILS CORRECT AS AT: 1ST OCTOBER 2006

Name of Staff Member	Professional Qualification Eg CQSW (please detail)	No. of years employed by NCH	No. of years experience in Adoption and Fostering	Date of last CRB check
Donal Mullally	CQSW	Started 2/10/06	10	September 06
Phil Batt	CQSW, Diploma in Psychodynamic Counselling.	5	13	July 2003 (update in progress)
Mary Slaymaker	MA, CQSW, PSW	16	16	June 2003 (update in progress)
Pat Kenny	DipSW	4 ½	4 ½	Aug 2005
Jyotsna Karsan	DipSW	4	10	June 2005
Nicky Avery	CQSW	7½	18	July 2003 (update in progress)
Mary Jarrett	CQSW	6 ½	20	Aug 2005
Lesley Ryan	CQSW, Dip Ch For Psych + Law Pra. Teach PQ Full Child Care Award.	3 ¼	3 ¼	June 2006
Christine Gunter	CQSW	2 years 8 months	18	March 2004

MANAGEMENT STRUCTURE OF AGENCY



The Adoption Agency is part of the wider NCH organisational structure. The agency became a Business Management Unit in April 2005. Full line-management responsibility for all the adoption projects lies with the registered manager. The Responsible Individual, Registered Manager and all Branch Managers meet regularly as the Adoption Managers Meeting. This group actively works to develop and review the Adoption Agency's Business and Marketing plans, monitors the financial performance of the Adoption Agency, considers new developments both internally and externally and monitors and reviews NCH Adoption Standards to ensure consistency and high quality. The group also explores and reviews current practice within the projects and continually seeks to improve practice locally and nationally. Accountability is to the Adoption Agency Sub-Committee. The Committee is made up of NCH Trustees and Officer representatives and an organisational chart is available if required.

6. MONITORING & EVALUATION OF THE ADOPTION AGENCY WORK

The Adoption Agency has been continually monitored by external Inspections, formerly carried out by the Social Services Inspectorate (SSI), every three years. This function has now transferred to CSCI. Copies of previous Inspection Reports are available on request. The most recent inspection was completed in 2004, and the Adoption Agency is currently working through an action plan of recommendations from that.

The Adoption Sub-Committee provides the accountable link between the Agency and NCH trustees, reporting business to the Children's Services Committee on a quarterly basis.

Adoption NCH has an agency Business Plan, as does each Branch with objectives and targets set. These are available through individual projects. Each plan is reviewed annually. The Adoption Agency is kept under constant review by the Adoption Business Management Group and Adoption Sub-Committee.

At Branch level, each individual manager receives regular supervision from the Adoption Business Manager and all staff members receive regular supervision and appraisal. There is an Agency Standard for recording this supervision.

Each Branch also ensures quality in service delivery by implementation of the NCH Quality Assurance system and the NCH Adoption Standards.

Adoption NCH have always recognised the importance of involving adopters at all stages of the process and were one of the first Adoption agencies to invite adopters to attend panel in 1995.

The Adoption Agency collects comprehensive management information on activities in the Adoption process, eg., number of enquiries from prospective adopters, time taken to complete an assessment, characteristics of the

Adoption Panel and of children placed in order to monitor and target more effectively the families we need to recruit to meet the needs of children, and the services we provide to adopters. Consumer satisfaction forms are also collected from adopters and Local Authority partners which also help us to be informed about the quality of our services and any adjustments we may need to make to improve them.

7. THE PROCEDURES FOR RECRUITING, PREPARING, ASSESSING, APPROVING AND SUPPORTING PRESPECTIVE ADOPTERS

The project recruits, assesses and prepares for adoption appropriate families from local communities. Recruitment is mainly via our website, Yellow pages and targeted local newspapers. Adoptive families also help with recruitment via their workplace/community newsletters and by participating in media interviews.

Families come from a variety of backgrounds and bring to the task a myriad of skills and experiences. Applicants undergo a vigorous assessment programme both through the home study process and through attendance at preparations groups and training workshops. The usual statutory checks are carried out, eg., police and health checks, families provide the names of three referees, one of whom is a family member. All referees are interviewed by the Project Social Worker.

Assessments are normally carried out within a six month target time and are based on work carried out by the social worker assigned to the family and the family themselves, who participate fully in the completion of the Form F (BAAF). A visit, just prior to the panel date, is carried out by the social worker's line manager and is written up in report form to become part of the assessment. The adoption panel recommends approval, rejection or deferment of the family, and the final decision is made by the agency decision maker – the Deputy Director of Social Work for the North East.

Upon approval, the assigned social worker supports the family through the process of identifying a child, introductions, placement and adoption of the child.

The family are further supported by the post adoption service. These services include: regular newsletters; formal and informal meetings; additional training and support; guidance and advocacy to access LA or other specialist services.

Full details of these can be found in our comprehensive Adopters' Information Pack which is available from individual projects and on our website (www.nch.org.uk/adoption). Branch Managers are happy to speak to any enquirers and provide them with additional information.

NCH Adoption Standards also contain full details of our procedures.

8. SUMMARY OF THE COMPLAINTS PROCEDURE

We want to hear what you have to say about NCH Adoption services as your comments can help us provide a better service. There are a number of people who can be contacted if there is a problem with the service offered including the project staff, managers or the Complaints Manager.

The project or local manager will look into the complaint fully and provide a written response. If the issue is not resolved this way, an independent investigation can be arranged and will be undertaken by someone who does not work for NCH. We aim to deal with any complaints within 28 days.

If the complaint is made by child or young person, an 'advocate', someone who will help and support with the complaint can be provided.

A complaints leaflet is available which provides full details of the complaints procedure.

9. THE REGISTRATION AUTHORITY IS:

Commission for Social Care Inspection
11th Floor
West Point
501 Chester Road
Old Trafford
MANCHESTER
M16 9HU

Tel: 0161 8762400

DONAL MULLALLY
PROJECT MANAGER

SUSAN COTTON
AGENCY MANAGER
NOVEMBER 2005

Adoption Agency Annual Report 2005 to 2006

1. Introduction

The annual report provides an overview of NCH Adoption Agency activity for the year 1st April 2005 to 31st March 2006.

This year has been one of significant change and development for the agency. The Adoption Business Manager came into post mid March 2005 and the adoption projects moved into the Business Management Unit during April 2005 with line management responsibilities being taken over by the Business Manager.

The Adoption projects have increased their performance rates over the last 12 months with an increase in both the numbers of families approved as suitable to adopt and an increase in the number of children placed.

A smaller branch of the agency, Middlesbrough, was closed down at the end of the year and its work amalgamated into the Yorkshire project. The increase in the work of Black Family Finding has continued and the agency has continued to invest in the growth of the Black Families project.

On a national level the Adoption and Children Act was implemented in full on December 30th 2005 and work has been undertaken to ensure the agency is fully compliant with the new legislation and statutory obligations this places upon Adoption work.

2. Recruitment and Marketing

The agency continues to focus on meeting the needs of children from sibling groups, with disability or special needs, from minority ethnic populations, or single children with complex needs.

In order to meet the needs of these children it is important to recruit adopters from all walks of life. Marketing and recruitment activity has been focussed on information provided over the internet, direct advertising, open days at projects, exchange days with consortiums and the national register, radio and TV interviews, and the positive feedback of our adopters to their friends and relatives. The adopters information pack has been updated and profiles on children have been improved to ensure that adopters receive comprehensive information informing their decision to adopt. Work has started on the development of the web site to further increase the accessibility on information about families available for placements.

National Adoption Week in November was very positive with interviews being arranged with GMTV and regional TV, and good local press and radio interest. Interest from corporate sponsors, such as Centrica, and links made

through adopters, further increased the profile of the work NCH does in Adoption.

Over the 12 month period 13 local recruitment campaigns were run and 14 preparation groups held.

The number of enquiries generated is shown below. The majority of enquiries have been generated via the internet generating 767 enquiries. The conversion rate of enquires into actual applications is 7.5% which is an improvement on last years conversion rate of 5.7%.

	2004-05	2005-06
Number of Enquiries	1344	1357
Number of Initial Visits	189	190
Number of Formal applications	76	102
Number of applicants withdrawing before panel	11	18

3. Projects and People

The year started with 6 adoption projects across England, all providing services in the placement of children and adoption support. The South West project based in Bristol provides both adoption and permanent fostering placements. The London Black Families project specialises in finding families for children from black and minority ethnic backgrounds.

The small branch in Middlesbrough closed at the end of the year, with the services it was offering amalgamating into the Yorkshire based project. The table below shows the staffing structure at the end of the year, as can be seen a number of vacancies were held during the year whilst a review of the projects took place.

	2004-05	2005-06
Number of project managers/deputies (fte)	11	8.4
Number of FTE Social Workers	30	20.5(lowest)
Number of administrative staff	10	8.8 (lowest)
Number of FTE with 3yrs experience of SW	All	All
Number of staff with less than 3yrs experience	0	0
Number of vacancies	1	9.5

4. Work of the Adoption Panels

There are 5 adoption panels serving the work of the agency. The panels are busy and on general meet every month. This year has seen a slight increase in the number of adopters approved by panels. The adoption agency decision maker is a senior manager from the region in which the panel is based.

In line with the new regulations all panels were stood down and reconstituted on December 30th 2005. Panel policy and procedure has been revised in line

with the regulation and training has been provided for all panel members and staff in the new legislation.

The table below show the work undertaken by the panels over the last 12 months;

Number of adopters approved by panel

	2004-05	2005-06
Number of adopters approved at panel	70	73
Number of adopters turned down at panel	1	1
Number of adopters referred to IRM	1	0
Number approved following IRM	1	0
Number of applicants withdrawing after panel approval	8	10

Profile of Adopters

	2004-05	2005-06
Number of families approved for a sibling group	24	34
Number of single adopters approved	13	15
Number of families including someone from a black or ethnic minority background	29	36

Length of time families waited for placement

(need to enter returns all projects for 2005-06)

	2004-05	2005-06
Less than 6 months	14	
Between 6 to 12 months	30	
Between 12 to 18 months	12	
More than 18 months	8	

5. Profile of Children placed with Prospective Adopters

NCH placed 84 children this year; this is an increase from the 75 children placed the preceding year. The children who we found adoptive families for were from the specified profiles below;

Sibling groups

	2004-05	2005-06
Sibling groups of 2	15	17
Sibling groups of 3	5	4
Sibling groups of 4	1	1
Children of black or minority ethnic origin	20	25
Children with identified special needs	13	4

Ages of children placed

No comparison with previous year available because of change in age range definitions.

Under 1 year	5
1-3 years	29
3 Up to 5 years	16
5 Up to 7 years	24
7 up to 9 years	13
9 up to 11 years	1

6. Outcomes

Over the 12 month period 64 adoption orders were granted, this is an increase on the 48 orders made the previous year. There were 4 disruptions involving 6 children, pre legal adoption. This figure is a reduction on the previous year and is below the national average.

7. Post Adoption

We continue to provide a comprehensive post adoption service, both to adoptive families who need ongoing support, but also to adults who have had experience of adoption through NCH in the past and who wish to access information or make contact with birth relatives. The service is generally provided by specialist post adoption workers based in the projects.

- Over the 12 month period we have provided counselling and support to 133 adoptive parents and 19 adoptive children. This represents a slight reduction to the figures last year (198 adults and 24 adoptive children)
- The number of 'Post Box' arrangements at the end of the year was 140, this is a significant reduction from 340 last year and 559 the year before. No new arrangements are opening as local authorities now operate a post box service and the historical arrangements should decrease year on year.
- Contact arrangements have been very low with only the Midlands project supervising 4 contact arrangements over the last 12 months.
- All the projects held groups support events and training for adopters, amounting to 23 events this year compared to 25 the previous year.
- Birth parent counselling was offered to 5 birth parents on behalf of the local authority (outside of any commissioned arrangements)
- 96 enquiries were made in respect of adoption record counselling (Schedule 2 counselling) and 91 individuals were seen for counselling,

the remaining 5 not following up their enquiry, 146 cases of birth counselling were active at any one time, accounting for enquiries returning or open from the previous year.

- 72 Birth Relative initiated counselling enquiries were dealt with over the 12 month period.
- 71 New enquiries from ex service users were received and 79 were active at any one time.

Sue Cotton
Adoption Agency Manager
May 2006

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Barnardo's

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**Adoption Barnardo's
Yorkshire**

Adoption Agency

Statement of Purpose

2005/2006

Barnardo's Adoption Agency has a national Statement of Purpose. In addition to this, individual branches of the Agency each have a Statement of Purpose that sets out clearly their aims and objectives.

National Statement of Purpose

Individual Branches will vary in the scope of their work but the overall purpose of all work in Barnardo's as an adoption agency is encompassed in the following statement:

- To obtain family placements for referred children - this may include restoration to birth families where appropriate;
- To seek to place with a permanent family, children of any age and especially those with severe learning disabilities, physical disabilities or with emotional/behavioral problems;
- To consider prospective placement families on the basis of their capability to meet the needs of the identified target group of children. Considerable attention is given to matching, having regard to the needs of the children arising from their race, culture, religion and language. The interests of the children and young people are given first consideration and, where appropriate (having regard to their age and ability), their personal wishes are taken into account;
- To seek to provide a high level of emotional, practical and legal support to children and families as long as may be necessary.

Barnardo's is committed to the importance of racial and cultural identity in its family placement work and vigorously aims to achieve placements which are of the same race and culturally compatible with the children to be placed.

Particular and continuing attention will be given to the recruitment of placement families to meet this objective. Similarly, composition of staff teams and Panels should reflect the importance given to race and awareness of race issues should be enhanced amongst staff and Panel members.

Where exceptionally the need for a transracial placement arises, special consideration will be given to the assessment, approval, and subsequent ability of the family to support, nurture and sustain the language, religion and culture of the child.

This overall statement of purpose is augmented by the statements of purpose of the Branches operating in Barnardo's, which reflect local service arrangements and priorities.

Ethos

Barnardo's believes that every child is entitled to six "building blocks" that enable them to develop their maximum potential regardless of past adversity.

They are entitled

- to a family;
- to be safe;
- to have access to good health care;
- to go to school;
- to be heard and to be a full member of their community.

We believe that, where children cannot live with their birth family, adoption should be considered for them. We recognize that the children we seek to place are among the most vulnerable in our society.

Children placed with Barnardo's have access to a complaints procedure and their concerns are thus addressed.

Barnardo's believes that good parents come from many different backgrounds and are as varied as the children we seek to place. All applicants to Barnardo's are considered by us and asked to demonstrate that they can safely parent a child to independence.

All applicants have access to Barnardo's complaints procedure and, as prospective adopters, have access to the Independent Review Mechanism.

Barnardo's is committed to the importance of racial and cultural identity in its family placement work and aims to achieve placements which are of the same race and culturally compatible with the children placed.

Structure of Barnardo's Adoption Agency

Barnardo's Council, by way of the Adoption Committee, governs Barnardo's Adoption Agency.

The Adoption Committee is a committee of the Council and meets up to four times a year. The Adoption Committee is the management committee of the Adoption Agency.

It is made up of individual representatives from regional Adoption Panels (Committee Management Representatives), council members and Agency Decision Makers. The committee is supported in its work by the Responsible Individual and the Adoption Agency Manager. The committee advises Council on compliance and the effectiveness of its work as an Adoption Agency. It is made up of individual representatives of regional adoption panels, council members, the Responsible Individual, the Agency Manager.

The Responsible Individual is the Strategic Performance Co-ordinator who supervises the Agency Manager. This post holder is Julie Wilkes. The Adoption Agency Manager is Maura O'Reilly and both can be contacted at Barnardo's Head Office, Tanners Lane, Barkingside, Ilford, Essex, IG6 1QG.

There are seven branches (or Adoption Services) that place children for adoption and three branches offering dedicated adoption support services. A Children's Services Manager manages each branch.

The placing adoption services are:

- Adoption Barnardo's Yorkshire
- New Families Colchester
- New Families Midlands
- New Families North Wales
- New Families North East
- Derwent New Families
- Jigsaw London

The adoption support services are:

- Family Connections, Barkingside
- Link Colchester
- Scottish Adoption Advice

What we do - Barnardo's Adoption Agency

- Recruits and assesses applicants who wish to become adoptive parents;
- Offers adoption preparation groups and additional training;
- Presents applicants to a properly constituted adoption panel;
- Undertakes linking and matching with children for whom adoption is the plan;
- Supervises and supports placements;
- Offers an adoption support service after placement and after the Adoption Order is made;
- Offers support and counselling to adults who have been affected by adoption;
- Offers an intermediary service to adults for whom Barnardo's is the relevant adoption agency.

Financial Management

Barnardo's Adoption Agency is part of the Consortium of Voluntary Adoption Agencies and has agreed to charge their inter-agency fee for adoption placements. This is reviewed annually.

In addition Barnardo's currently subsidises the cost of the work of the Adoption Agency with voluntary income to support the additional work done by Services to place children with very complex needs.

Barnardo's accounts are audited and published annually in Barnardo's annual report. The Adoption Agency accounts are published annually in the Adoption Agency report, having been approved by the Adoption Committee.

Constitution

Barnardo's is a company limited by guarantee (registered in England under number 61625). It was also registered as a trust corporation on 16th December 1926. Its governing instrument is the Memorandum and Articles of Association as amended and adopted by special resolutions passed on 4th December 1997, 10th November 1999 and 17th July 2001.

It is a Registered Adoption Agency with the Commission for Social Care Inspection. The Agency is inspected tri-annually by C.S.C.I. It is a non profit making voluntary adoption agency and has been since 1947.

The objects of Barnardo's as defined by the Memorandum of Association are:

- The relief and assistance of children and young people in need;
- The promotion of the education of children and young people;
- The promotion among children of the knowledge of the Christian faith or the faith in which they were brought up;
- The relief of the poor, sick, handicapped and aged.

Further Details

Registered Provider:

Barnardo's, Tanners Lane, Barkingside, Ilford, Essex, IG6 1QG.

Telephone: 020 8550 8822

Responsible Individual: Julie Wilkes – at above address

Adoption Agency Manager: Maura O'Reilly – at above address

Conditions of Registration:-

The Barnardo's Adoption Agency is registered for Domestic Adoption Service and Adoption Support Services to Children and Adults.

BARNARDO'S YORKSHIRE REGION

Barnardo's has extensive experience in providing good quality childcare services in the Yorkshire Region.

We have well qualified employees who have developed specialist skills in their areas of expertise.

Our Regional Management Team is experienced in developing new initiatives and encouraging strong relationships with other agencies.

Partnerships

Barnardo's has found that partnership arrangements with Local Authorities, central government and other agencies offer mutual benefits. To partnership arrangements we bring:

- Flexibility;
- Human resources;
- Analysis of need;
- Advisory groups;
- Forward planning;
- Evaluation procedures;
- Accountability.

Policies and Procedures

All our child care work is supported by a range of policies and procedures which are reviewed regularly. These include the following:

- Race Equality Strategy;
- Complaints Procedures;
- Equal Opportunity Policy;
- Staff Recruitment and Selection;
- Processes;
- Care and Control Policies;
- Training and Development Policy.

Clear Direction

A rolling three year business plan ensures appropriate service planning and delivery. Our Service is required to have a clear statement of aims and objectives, which include performance indicators and targets. Quality assurance and evaluation are therefore built into our service delivery and management systems.

A Consultative Approach

We regularly evaluate our service provision with service users, partners, professional advisory groups and staff.

Adoption Barnardo's Yorkshire Service

Working in partnership with children and families of all backgrounds.

Challenging discrimination and disadvantage.

Creating positive opportunities.

Barnardo's Basis and Values

Barnardo's is an organisation whose inspiration and values derive from the Christian faith. These values, enriched and shared by many people of other faiths and philosophies, provide the basis of our work with children and young people, their families and communities.

Barnardo's wishes to:

- Respect the unique worth of every person;
- Encourage people to fulfil their potential;
- Work with hope;
- Exercise responsible stewardship.

These aspirations are reflected in our Equal Opportunities Policies and our efforts to ensure that our practice challenges oppression in all its forms.

We are committed to meeting the religious, racial, linguistic and cultural needs of our users.

The Adoption Barnardo's Yorkshire Service is one of over 45 Barnardo's services in the Yorkshire region. It is one of 10 services nationally working with children and adoptive families.

These services provide a range of fostering and adoption services. Families are recruited who can meet the short break, bridging and permanent placement needs of children and young people who have disabilities, are older, are from Black and minority ethnic groups or have had disrupted lives so far.

Post placement and adoption support and counselling for adults, young people and children adopted through Barnardo's is available.

Other areas of work in the Yorkshire region include:

- Work with families with young children;
- Work with and on behalf of disabled children and young people;
- Community development work;
- Work with disadvantaged young people;
- Work with children and young people with educational needs.

Adoption Barnardo's Yorkshire Statement of Purpose

Structure of New Families Yorkshire

The **Children's Service Manager** has overall responsibility for the smooth operation of the Service. She directly supervises the Deputy Children's Service Manager. The current manager is Dot Jarvis and she has been in post since July 2003. She holds a Diploma in Youth and Community Work (Bradford University), Diploma in Social Work (Bradford University), and a Certificate in Management (Institute of Leadership and Management). She is a member of the Institute of Leadership and Management and is currently studying for NVQ 4 in Management. She has worked in the field of children and families since 1993 and managed a Children's Therapeutic Unit before her move to Adoption Barnardo's Yorkshire.

A **Deputy Children's Service Manager**, currently Ruth Parker, assists the Children's Service Manager in the day to day running of the Service, takes responsibility for the Service in the absence of the Children's Service Manager and supervises a number of staff in the Service. She holds a Certificate of Qualification in Social Work (University of Huddersfield), an Academic Diploma in Social Work (University of Huddersfield), an NVQ 4 in Management, a Certificate in Management (Institute of Leadership and Management) and is a member of the Institute of Leadership and Management. She has 20 years experience in childcare social work, 12 years of these in the field of adoption.

The Service has three **Senior Practitioner** posts, all of which are for qualified social workers. The workloads of social workers cover all aspects of the adoption work.

Social workers hold either the Certificate of Qualification in Social Work or the Diploma in Social Work. All either hold, or are working towards, Post Qualifying awards.

The Service has two **Service Administrators**, one of whom is part-time, and both share responsibilities for the administrative functions of the Service. One of these Service Administrators works part of her job as an **Adoption Recruitment Worker**, taking enquiries from and giving advice and information to callers interested in adoption.

The Service has one part-time **Outreach Development Worker**, who deals with advertising and recruitment.

The Service also has a part-time **Domestic Worker**.

All staff have undertaken a wide range of in-service training courses. All staff attend annual Child Protection training and have individual learning and development plans. All staff have IT skills.

What we do – Adoption Barnardo's Yorkshire

- Recruit and assess applicants who wish to become adoptive parents;
- Offers preparation training workshops and post approval training;
- Presents applicants to a properly constituted adoption panel;
- Undertakes linking and matching with children for whom adoption is sought;
- Supervises and supports placements;
- Provides access to post placement support through their link worker and other agencies;
- Provide access to ongoing training opportunities for adoptive parents;
- Provides access to adoption support through the Service.

Other services include:

- **Black Emphasis**

Recruitment initiatives, aiming to recruit Black families to adopt by forging links with Black communities locally and highlighting the need for more Black families to consider adoption to meet the needs of children in the care system.

Aims

- To facilitate co-operative planning for the future care of children and young people;
- To offer services which enable the provision and maintenance of a safe and secure home for children through adoption.

Objectives

Children

- Children will have a stable home in which they feel safe and secure;
- The Service will provide opportunities for children to express their views;
- The child will feel listened to and feel that their point of view has been heard and taken into account;
- Services provided will be tailored to the individual child's needs over time;
- The child will feel that, in time of stress or difficulty, he or she can look to Service, staff and carers for advice and support;
- The child will have perceived adults to be working co-operatively for him or her;
- The child will have established a relationship of trust with Service staff and carers;
- The child will feel to be nurtured, encouraged and cared for physically and emotionally;
- The child will be able to capitalize on opportunities provided to develop their skills and talents;
- The child will have a network of supports, which stay with him/her when moving into independence.

Birth Family Members

- Birth family members will, if appropriate, have had the opportunity to meet with staff and adopters and feel that they have played a part in formulating a plan for their child's future care. They will feel that Service staff and adopters listened to and value their point of view and their relationship to the child;
- They will perceive Service staff and adopters as being encouraging of links between them and their child, whether direct or indirect, and will have a contact agreement;
- Birth parents and birth family members will have a sense that they can approach the Service for advice and support on contact issues when they need to do so.

Adopters

- Adopters will have identified Service staff as being respectful towards them as individuals and as working in partnership with them;
- Adopters will have basic and ongoing training, giving them understanding of the task they are undertaking and assisting them in exploring the implications for them and for their family;
- Adopters will have felt enabled to work with the emotional, behavioural and developmental needs of the children placed with them. They will have developed supportive relationships with staff and other carers, on which they feel they can rely.

Recruitment of Prospective Adopters

Adoption Barnardo's aim to recruit prospective adopters who can meet the needs of the children that they seek to place. These children are:

- **Children of White Western European heritage** - Single children of school age (aged 5 years and older), groups of brothers and sisters where children need to be placed together. Where there are two siblings, one child would usually be aged 5 years or older however larger sibling groups of 3 or more children may be of all ages from babies to school age.
- **Children of Asian heritage** - Single children aged 3 years and older and groups of brothers and sisters where at least one child is aged 4 years or older. Many of these children may have mixed heritage where one parent is of Asian heritage and the other White European, Black African or Black African Caribbean heritage.
- **Children of Black African/Black African Caribbean heritage** - Children of all ages from babies to school age. These children may be single children or need to be placed in sibling groups or two or more. Many of these children may have mixed heritage where one parent is Black African or Black African Caribbean and the other is of a different heritage.
- **Children of other Ethnic Minority Communities of all ages** - We are increasingly aware of children in need of adoptive placements whose heritage is, for example, Middle Eastern or Eastern European.
- **Disabled children of all ages** – Aged from babies upwards, who have a range of extra needs. These children may be physically disabled, learning disabled, have special health needs or specific emotional needs.

Recruitment is achieved in a number of ways; by promoting the service through the distribution of posters and leaflets; by promotional events such as the Great Yorkshire Show; by press advertising and publicity; by advertisements in directories such as Yellow Pages; by presentations which are given by staff to the general public. Many prospective adopters are recruited by recommendation from existing service users and some are second and third time adopters.

All applications are treated equally and considered on their merit regardless of race, religion, gender, sexuality, marital status, social class or disability. We value diversity, individuality and experience.

Preparation and Training

The Aims

- To help prospective adopters for prepare for placement of a child traumatised by abuse, loss and separation;
- To make a decision on whether applicants are ready, and feel able, to assume the responsibility of the task for which they are applying;
- To identify the experience, knowledge, skills and abilities applicants bring to the task ahead and where there are gaps;
- To prepare reports for presentation to the Adoption Panel.

The Process

- We require prospective adopters to take control of their own learning by arranging their attendance at training sessions; taking time off to see their Service worker; motivating themselves in completing questionnaires; undertaking essential reading and setting the pace for their learning;
- Encourages applicants to focus on the tasks ahead as much as on preparing their application for approval. This is to reinforce that, whilst approval is an important crossroads on the 'road to placement', it is a successful and emotionally satisfying placement for themselves and the child/children, which is the ultimate goal;
- Seeks to empower applicants to assess for themselves whether they wish to proceed rather than feeling totally at the mercy of the agency's decision making. Applicants receive a detailed task description and person profile enabling them to consider the issues for themselves in the way they would normally look at the pros and cons of making a decision of this importance;
- Makes explicit the criteria on which the Service is assessing an applicant's suitability. By sharing this from the outset with applicants they can begin to gather this evidence themselves. As applicants do bring experience and skills to their application, this way of working seeks to avoid the de-skilling which applicants can otherwise experience at the outset of an 'assessment'. It also helps applicants to focus on gaps in their experience, etc. In this way they and the Service can look at ways to address these weak areas in their application and judge together if and how they affect proceeding with the application;
- Enables applicants to see what will be included in the report to the Adoption Panel. The work applicants complete in their own time and in sessions with their Service worker contributes directly to this report;

Statement of Purpose Adoption
Adoption Barnardo's Yorkshire
2005/2006

- Enables prospective adopters to see what will be included in the report to the Adoption Panel. Prospective adopters complete work in their own time, as well as contributing through assessment sessions with their allocated Service worker, and have the opportunity to comment on the completed report before it is presented to the Adoption Panel;
- Enables prospective adopters to attend the Adoption Panel, supported by their Service worker. This gives prospective adopters opportunity to respond to questions asked by Panel for the purpose of clarification or gaining further information. It is also an opportunity for the applicants to ask questions of, or give further information to, Panel;
- Gives prospective adopters, who are not recommended by Panel, options either to accept the proposed decision, make representation to the Agency Decision Maker or apply to the Independent Review Mechanism. In the event of such a situation occurring, the Service worker will assist the prospective adopters to fully explore these options;
- Ensures that approved prospective adopters are fully involved in the family finding and linking process by having regular contact with their link worker and discussion about children who are a potential link;
- Ensures that adopters are fully supported by the Service worker throughout the process from the start of the assessment up to the making of an Adoption Order on a child placed. During the assessment process this is achieved by being clear about expectations and having an open and honest approach to the process. We ensure that prospective adopters are kept informed and involved during the family finding process and their Service worker supports them in their decision making. Once a child is placed, the Service worker will visit weekly until the first Child Care Review, fortnightly for the next three months and monthly thereafter. However, we recognize that sometimes this is not enough and we aim to provide the level of support that is required by our adopters, either by additional visits or telephone contact between visits. Continuity is provided by having the same link worker, whenever possible, throughout the process. Post adoption support is provided to families until the child becomes an adult.

Training Workshops

The preparation sessions aim to inform applicants on the issues they need to address in preparing to adopt.

Core training programme

- Introductory meeting;
- The Adoption Circle – issues of loss/separation for child, birth family, adopters;
- The importance of attachment and early bonding;
- Values and working with differences;
- Child's identity, openness and contact issues;
- Behaviour and development;
- Protecting children;
- Openness and contact;
- What happens next.

Applications and Approvals 2005/6

180 households made an enquiry about adoption. 16 initial interviews were undertaken and there were 9 new applications to adopt. Of the 9 households involved in preparation and training for adoption in the year 3 had applied before 31st March 2005.

9 households were approved. Of these, 2 households had placements in the year. Of the 2 households approved and awaiting placement on 1st April 2005 both had placements during the year.

Children Placed 2005/6

Adoption Orders were made in respect of 6 children, with 5 having been in placement for 6-12 months and 1 in placement for 12-24 months at the time the orders were made.

During the year 2005/6 there were 11 children placed for adoption and a total of 20 children being supported in adoption placements.

The origins of the children newly placed were 6 of White British origin, 3 of White British/Asian origin, 1 of White British/African Caribbean origin and 1 of White/Asian/African Caribbean.

The average age of the children at the time of placement was 2 years 11 months as compared with 4/5 years old in 2004/5, 3 years old in 2003/4 and 2/3 years old in 2002/3. The eldest was 5 years and 5 months and the youngest 8 months. There were 5 girls and 6 boys.

Quality Monitoring

Adoption Barnardo's Yorkshire take pride in the quality of the service that they provide to both service users and local authorities. Monitoring of the Service is carried out in a number of ways:

- Prospective adopters are sent monitoring forms at each stage of the adoption process and the feedback from these is analysed and used to inform future practice. Local authority workers who have placed children with New Families adopters are also sent monitoring forms at the end of the adoption process and their feedback is analysed and used to inform future practice.
- Barnardo's Corporate Audit and Inspection Service regularly inspects the Service, monitoring the quality and effectiveness of the Service. The Corporate Audit and Inspection Service report back to the Adoption Agency Council.
- The Service Manager prepares quarterly reports for the Assistant Director, Children's Services who monitors the performance of the Service.
- Annual Reports are prepared and submitted to the Adoption Agency Manager.
- Reports are made to the Adoption Committee through the Committee Management Representative and the Regional Decision Maker.

Complaints

We have an active commitment to addressing complaints and concerns, attempting to learn from them and allowing them to inform our practice. We seek to ensure that families are familiar with a range of staff and feel comfortable in expressing their points of view in the knowledge that we will listen and take on board dissatisfaction.

We view an accessible and responsive complaints process as a key element in our Child Protection strategy. Complaints leaflets are provided to adult enquirers in an application packs sent out to prospective adopters. Service users are encouraged to discuss their complaints with their social worker and/or a Service Manager.

Dot Jarvis, Children's Service Manager, and Ruth Parker, Deputy Children's Service Manager, ensure that one of them meets all applicants at the mid stage during the assessment process to ensure that any issues of dissatisfaction can be addressed at an early stage.

If, following an Adoption Panel recommendation, the Agency Decision Maker proposes not to approve an application, the prospective adopters will have the option either to accept the decision, make written representation to the Agency Decision Maker or have their application heard by the Independent Review Mechanism. These options are encompassed by our Panel Representation Procedures and will be clearly explained and discussed with prospective adopters.

During the year 2005/6 one couple were not recommended and approved by the Adoption Decision Maker and asked for their application to be reviewed by the IRM. The recommendation was upheld. Another couple whose application was not recommended by the Service's Adoption Panel made representation to the Agency Decision Maker. Their application was reviewed by the same Adoption Panel and they were recommended and subsequently approved. Barnardo's encourages the local resolution of concerns and complaints at the earliest opportunity but has a formal complaints procedure as required by the Children Act 1989.

Making a Complaint

Children and adults can complain directly to their Service worker, the Children's Service Manager or the Deputy Children's Service Manager.

Alternatively children and adults can speak directly with Rachel Holden Rowley, Complaints Co-ordinator at Barnardo's Regional Office, Four Gables, Clarence Road, Horsforth, Leeds, LS18 4LB. Tel no: 0113 393 3200.

Where the complaint is about the Children's Service Manager, they should be addressed to Rachel Holden Rowley, Complaints Co-ordinator at Barnardo's Regional Office, or to Ron Oliver, Assistant Director Children's Services. Ron Oliver can be contacted at Barnardo's East Yorkshire Office, Village Farm Business Centre, East Street, Holme on the Wolds, East Yorkshire, HU17 7GA. Tel. no. 01430 810003.

Complaints can also be made to the **Commission for Social Care Inspection**, 11th Floor, West Point, 501 Chester Road, Old Trafford, Manchester. M16 9HU
Telephone: 0161 876 2410 E mail: enquiries@csci.gsi.gov.uk

Copies of this Statement are routinely given to people using the services provided by the Adoption Barnardo's Yorkshire Agency.

Additional copies can be obtained from the Service Office.

A Children's Guide to our services is also

ADOPTION BARNARDO'S YORKSHIRE,
43 BRIGGATE, SHIPLEY, WEST YORKSHIRE. BD17 7BP
TEL NO: 01274 532852 FAX NO: 01274 530998



Originator: Kate Arscott

Tel: 247 4189

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 16 November 2006

Subject: Adoption in Leeds – Inquiry Session Four

Electoral Wards Affected:

Specific Implications For:

Ethnic minorities

Women

Disabled people

Narrowing the Gap

1.0 Introduction

- 1.1 This is the final scheduled session of the board's inquiry on adoption in Leeds.
- 1.2 The focus of this session is to consider the findings from the working group activities which have formed part of the board's work on this topic. This work has included two visits to other local authorities to discuss their adoption services. A write-up of these visits, to Liverpool and Newcastle, will be circulated to members before the meeting.
- 1.3 Some members of the board will be meeting with adoptive parents and adopted children before the scrutiny board meeting. They will report at the meeting on the issues arising from these discussions.
- 1.4 Also attached at Appendix A is a report which outlines additional information requested from the Social Services department for this session, arising from the first two sessions of the inquiry. This information relates to financial and employment issues.
- 1.5 Social Services staff involved in adoption will be at the meeting to respond to members' questions and comments arising from this information.
- 1.6 The above evidence completes the scheduled activities for the board's inquiry. The board is therefore requested to consider whether it now has sufficient information to complete its inquiry and to consider the conclusions and recommendations to be incorporated into the draft inquiry report.

2.0 Recommendations

- 2.1 The board is requested to consider the issues raised by the fourth session of this inquiry.
- 2.2 The board is requested to consider the emerging conclusions and recommendations to be reflected in the draft report of the board's inquiry.



Originator:
Rodger Walker
Tel: 2243592

Report of the Chief Officer Social Services

Scrutiny Board (Children's Services)

Date: 16 November 2006

Subject: Adoption in Leeds: Session 4

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

Executive Summary

This report provides additional information on the implications of meeting the terms and conditions of people joining the fostering and adoption service from agencies who do not have equivalent conditions and on the allowances available to people adopting children through Leeds Social services.

1.0 Purpose of This Report

1.1 Attached to this report are appendices relating to the modification of terms and conditions for people joining the Social Services from other agencies or departments and to allowances for people adopting through this agency.

1.2 This information is for councillors' information.

2.0 Background Information

2.1 The Scrutiny Board members have already received general background information on current legislation relating to adoption, the role of social services and the stages involved for applicants and children. This included alternatives to adoption. In session 2 information specifically related to adoption in Leeds was presented and the links to regional activities.

3.0 Main Issues

3.1 When people join this adoption agency from other agencies or departments they may have different pension arrangements, leave entitlements etc. They also need to work six months for the department before they are entitled to the full statutory sick pay and maternity leave. They are also only entitled to the full leave entitlement after 5 years' continuous service starting when they join the department (any previous periods of employment with the council do not count). They are not entitled to redundancy pay until they have been employed for a certain period with the council. (appendix 1)

3.2 The only exception to this is if they have worked with a department or agency with which the council has an agreement. A list of these bodies is attached in appendix 1.

3.3 This has led to people either not applying to join the Department or withdrawing after they try to negotiate equal terms and conditions after being recommended for a post. This has excluded some valuable applicants.

3.4 These terms and conditions are agreed in the Joint Council of which Leeds City Council is a member. Some local authorities have withdrawn from the Joint Council and are able to offer terms and conditions equivalent to those enjoyed by applicants with their previous employer. Advice from Central HR may clarify this but the opinion of Social Services HR is that we are tied to the terms and conditions agreed in the Joint Council and cannot therefore offer different terms and conditions to applicants so that they do not lose entitlements when they join Leeds City Council.

3.5 Where there is some flexibility in the level of financial package we offer. We have had instances where due to difficulties in recruiting to specific areas we have offered a higher starting salary in part recompense for a lower level of leave etc. This has to be carefully controlled as there is a danger of setting a precedent and encouraging similar claims from related staff.

3.6 The allowances available to people wishing to adopt through Leeds Social Services and the means tests applied are part of a complex system mainly dictated through the Adoption Regulations but also open to some variation by individual Local Authorities.

- 3.7 A simplified (but still somewhat complicated) explanation is laid out in a draft booklet (appendix 2) intended to explain to foster carers what support they may expect if they decide to apply for a Residence Order, a Special Guardianship Order or an Adoption Order for a child they are fostering. This is part of a strategy to reduce the number of Looked After Children by encouraging foster carers to consider one of the options above.
- 3.8 Sarah Johal, who has done considerable detailed work on allowances and means testing will attend the meeting on 16th November.

4.0 Recommendation

- 4.1 The Board is asked to note the information presented in this report and the attached appendices.

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The Redundancy Payments (Continuity of Employment in Local Government, etc.) (Modification) Order 1999 (the Modification Order)

The effect of the Modification Order

Essentially, the primary significance of the Order is in relation to redundancy.

Under the Employment Rights Act 1996 (ERA), an employee can count service with an 'associated employer' towards the service requirement for a redundancy payment (i.e. two years) and, if appropriate, for calculating that payment.

Local authorities are not associated employers under the definition in the Act.

However, the effect of the Order is to make local authorities associated employers for the purposes of the redundancy provisions of the ERA.

Assessing eligibility for a redundancy payment and calculating its amount

Under s.155 ERA, an employee must have at least two years' continuous service with the employer in order to qualify for a redundancy payment. The effect of the Order is that continuous service with bodies on the Order will also count.

Section 162 ERA provides that a redundancy payment will be calculated on the basis of the period of continuous employment. The effect of the Order is that this will include continuous employment with bodies on the Order.

In both cases the usual rules of continuity apply so that if there is a break of more than a week (running from Sunday to Saturday) between two contracts continuity will be broken (except where there is a redundancy and a new job is taken up within 4 weeks).

Where a new job offer is made by another Modification Order body

If an employee who is under notice of redundancy receives an offer of a job from another Modification Order body before the termination of his or her employment and takes it up within 4 weeks of the end of the old employment, there will be no dismissal for redundancy payment purposes.

This may lead to difficulties for an employer if they are unaware of a job offer that has been made to an employee under notice of redundancy. It is advisable, therefore, before making the redundancy payment to ask the employee if he or she has been offered another job with a Modification Order body and, if so, whether he or she intends to take it up within 4 weeks of finishing his or her current job.

If an employee does take on a new job with a Modification Order body in these circumstances, the provisions relating to a trial period in the ERA will apply. Therefore, if the employee decides not to continue with the job during the first 4 weeks he or she will be able to terminate the contract (whether with or without notice) and receive a redundancy payment from the old employer.

Where an employee unreasonably refuses a suitable alternative offer of employment

The provisions of s.141 ERA also apply. If an employee unreasonably refuses an offer of suitable alternative employment from a Modification Order body, then he or she will not be entitled to a redundancy payment.

In practice this is unlikely to happen as it is likely that the employee would have actually applied for the job with another body and already made an assessment before interview as to whether the job was suitable for him or her. In any case, the employer may not be aware that the employee is applying for other jobs and that one which was potentially suitable was turned down.

Effect on unfair dismissal rights

It is important to note that, if an employee does take up a job with a Modification Order body, the dismissal 'disappears' only for the purposes of determining whether there is an entitlement to a redundancy payment.

Therefore, there is no effect for unfair dismissal rights, and:

- an employee can still claim unfair dismissal in relation to the redundancy
- an employee will need one year's continuous service in the new job before he or she has the right to claim unfair dismissal

Continuity under the Modification Order and TUPE

One question we are frequently asked is whether somebody who transfers to an outside contractor under TUPE (which is not on the Order) and then voluntarily resigns and returns to a local authority (or other Modification Order body) within the statutory week will have continuity of service.

Unless the contractor is a body on the Order there will be no continuity of service for redundancy purposes (see below for the position regarding contractual rights).

Continuous service for contractual purposes

Under paragraph 14 of Part 2 of the Green Book, continuous service with any body on the Modification Order counts for the purposes of annual leave, the occupational sickness scheme and the occupational maternity scheme. Other schemes of conditions of service contain similar provisions.

Where an employee is transferred under TUPE and returns voluntarily to local government within five years, continuity of service for contractual purposes is preserved. For further information on this provision see circular NJC 1/03, which was sent to subscribers to the [NJC for Local Government Services](#).

Bodies on the Modification Order

Links to the relevant statutory instruments and to a consolidated list of bodies are set out at the bottom of this page.

The bodies on the Order are split into two lists as set out below:

- Part I (Schedule 1 of the Modification Order)
When a person employed by one of these bodies is made redundant from that body the provisions of the Modification Order apply as outlined above. The employer must count service with any body on the Order (i.e. from Part I or Part II).
- Part II (Schedule 2, Part II of the Modification Order)
These bodies are not bound by the provisions of the Modification Order i.e. continuous service with any other body on the Order does not count if an employee is made redundant from one of these bodies. In practice this has little relevance as these are almost exclusively bodies which no longer exist, for example, the Greater London Council.

For local authorities the split between the lists has no practical significance as they are on Part I and therefore must apply the provisions of the Modification Order to any body, whichever part of the list it is on. However, we have explained the difference as the split is something that can cause confusion.

Past service with a newly added body

A common question is whether, when a new body is added to the Order, only service accrued with that body from the date it was added counts towards continuous service. The answer is no. Once a body is added all service with it will count.

The important factor is whether the body was on the Order at the date of redundancy. If it is on there at that point, all service will count.

Which bodies are on the Order?

Many of the bodies are specifically named.

However, there are several generic categories which refer to statutes which can cause confusion. It is impossible to create a list of every body on the Order by individual name as this would cover several thousand organisations.

It is useful to remember that the idea of the Order is that those employers who are in the local government 'family' are included. Therefore, non-local authority bodies on the Order are generally those that at some point have been funded wholly or partly by the local authority or provide a service that used to be entirely provided by an authority.

Below we provide guidance on some of the areas which appear to cause most problems.

Police officers and support staff

Police officers are not covered by the Order because they are servants of the crown and therefore not employees.

Until recently, support staff in the Metropolitan police were not covered by the Order, because they were employed by the Secretary of State. However, the Metropolitan Police Authority was placed on the Order after the Greater London Authority took over its control. Therefore, all employment as a member of *support staff* in a police authority is now covered.

Housing

Housing Associations are not on the Order but Housing Action Trusts are. Where authorities have transferred their housing stock to an Arms Length Management Organisation (ALMO) it is the DTI's advice that such an organisation is covered by the Modification Order (under paragraph 6 of Schedule 1).

Universities

The basic rule is that universities which used to be polytechnics are included whereas those that were always universities are not e.g. Leeds Metropolitan University (formerly Leeds Polytechnic) is covered but Leeds University is not.

Further education colleges

Colleges which were funded by the local authority before 1992 are included whereas those which have always been independent are not.

The Civil Service

Central government bodies are not included.

Audit Commission

The Audit Commission is not on the Order.

The NHS

NHS bodies are not included, except for Care Trusts set up under the s.45 of the Health and Social Care Act 2001.

Care Trusts are different from Primary Care Trusts which are not included. There are only 5 Care Trusts in existence at the time of writing, although more will be set up in the near future.

Further information about [Care Trusts](#)

It is also worth noting that NHS service can be counted for the purposes of working out an enhanced (not statutory) redundancy payment under the Local Government (Early Termination of Employment) (Discretionary Compensation) (England and Wales) Regulations 2000. This may be why it is sometimes thought that service with the NHS counts for the purposes of the Modification Order.

Water authorities

One of the generic categories of body included in the Modification Order covers bodies 'established by or under any enactment for the purpose of exercising the functions of a local government authority.

In *West Midlands Residuary Body v Deebank* 1990 ICR 349 it was argued that this covered a regional water authority which had taken over functions previously exercised by Birmingham City Council. The Court of Appeal held that 'functions' meant 'current functions' and therefore it did not apply to a body established to completely take over the functions of a local authority. Therefore, service with a water authority does not count towards continuous service.

Town councils

The category of parish councils also covers town councils. This is because a town council is simply a parish council that has resolved to have the status of a town.

Geographical locations

Generally speaking, English, Scottish and Welsh councils (including the Council of the Isles of Scilly) are covered but Northern Ireland, the Channel Islands and the Isle of Man are not.

Training and Enterprise Councils (TECS)

TECS are not on the Order.

How are bodies added to the Order?

Sometimes a decision will be made at government level to add a body, or a category of bodies, to the Order. However, additionally, a body can make a request to be included in the Order to the DTI who will consider the request and make a decision after having consulted the Office of the Deputy Prime Minister and LGE. As already explained, there must be some connection with local government. The name and address of the person to write to with a request for inclusion on the Order is set out below:

David Dugmore
DTI (INSS)
4th Floor East Wing
45/46 Stephenson Street
Birmingham B2 4UZ

Tel: 0121 698 4048

What to do to find out whether a body is on the Order

If the body you are looking for is not specifically named on the Order and you are not sure whether it fits into one of the generic categories, the first thing to do is to ring the body itself (if it still exists).

Because they will also have to count continuous Modification Order body service themselves they should know if they are on the Order.

If you are still unsure, local authority employers' queries can be addressed to the LGE's **Employment Relations Unit** 0207 296 6570. Other organisations can contact David Dugmore at the DTI (see above).

The Statutory Instruments

- [The Redundancy Payments \(Continuity of Employment in Local Government, etc.\) \(Modification\) Order 1999](#)

Amendments:

- [The London Government \(Continuity of Employment\) Order 2000 SI number 1042](#)
- [The Redundancy Payments \(Continuity of Employment in Local Government, etc.\) \(Modification\) \(Amendment\) Order 2001 SI number 866](#)
- [The Redundancy Payments \(Continuity of Employment in Local Government, etc.\) \(Modification\) \(Amendment\) Order 2002 SI 532](#)

Consolidated list of bodies:

- [Bodies on the Modification Order \(Word 130Kb\)](#)
- [Bodies on the Modification Order \(PDF 170Kb\)](#)

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BODIES LISTED UNDER THE REDUNDANCY PAYMENTS (CONTINUITY OF EMPLOYMENT IN LOCAL GOVERNMENT, ETC) (MODIFICATION) ORDER 1999

This list is split into two parts. Part I lists bodies which currently exist (as at June 2002) and Part II lists largely bodies which are no longer in existence.

Bodies listed in Part I must take into account continuous service with bodies listed in either Part I or II.

Bodies listed in Part II which still exist are not bound by the Modification Order.

Various acts of parliament are referred to throughout the appendix. These are as follows:

<u>Reference</u>	<u>Meaning</u>
"the 1972 Act"	Local Government Act 1972
"the 1980 Act"	Education (Scotland) Act 1980
"the 1985 Act"	Local Government Act 1985
"the 1988 Act"	Education Reform Act 1988
"the 1992 Act"	Further and Higher Education Act 1992
"the 1994 Act"	Local Government (Scotland) Act 1994
"the 1998 Act"	School Standards and Framework Act 1998
"the Education Act"	Education Act 1996

PART I

Section 1 – Local Government

1. In relation to England, a county council, a district council, a London borough council, the Common Council of the City of London, the Council of the Isles of Scilly; in relation to Wales, a county council or a county borough council, established under section 20 of the 1972 Act.
2. A council constituted under section 2 of the 1994 Act.
3. In relation to England, a parish council, a common parish council, a parish meeting; in relation to Wales, a community council, a common community council.
4. Any authority established by an order under section 10 of the 1985 Act.
5. A joint board or joint body constituted by or under any enactment for the purposes of exercising the functions of two or more bodies described in any of paragraphs 1 to 4 above.

6. Any other authority or body, not specified in any of paragraphs 1 to 4 above, established by or under any enactment for the purpose of exercising the functions of, or advising, one or more of the bodies specified in paragraphs 1 to 4 above.
- 6A. Greater London Authority.
- 6B. Transport for London.
- 6C. London Development Agency, Metropolitan Police Authority, London Fire
Emergency
Planning Authority
- 6D. London Transport Users Committee.
- 6E. Cultural Strategy Group for London.
7. Any committee (including a joint committee) established by or under any enactment for the purpose of exercising the functions of, or advising, one or more of the bodies specified in any of paragraphs 1 to 6 above.
8. Any two or more bodies described in any of paragraphs 1 to 7 above acting jointly or as a combined authority.
9. Any association which is representative of any two or more authorities described in any of paragraphs 1 to 4 above.
10. Any committee established by one or more of the associations described in paragraph 9 above for the purpose of exercising the functions of, or advising, one or more of such associations.
11. An association which is representative of one or more of the associations described in paragraph 9 above and of another body or other bodies, and included in whose objects is the assembling and dissemination of information and advising with regard to conditions of service in local government service and generally.
12. An organisation which is representative of an association or associations described in paragraph 9 above and employees' organisations and among whose objects is the negotiation of pay and conditions of service in local government service.
13. A National Park authority established under section 63 of the Environment Act 1995.
14. A residuary body established by section 57(1)(b) of the 1985 Act.
15. The Residuary Body for Wales (Corff Gweddilliol Cymru).

16. The Accounts Commission for Scotland.
17. The Commission for the Local Administration in England.
18. The Commission for the Local Administration in Wales.
19. The Commission for Local Administration in Scotland.
20. The Local Government Management Board.
21. Employers Organisation for Local Government.
22. Improvement and Development Agency for Local Government.

Section 2 – Planning and Development

1. One North East.
2. Yorkshire Forward.
3. North West Development Agency (NWDA).
4. Advantage West Midlands.
- 4A. Dewsbury Partnership Ltd
5. East Midlands Development Agency (EMDA).
6. East of England Development Agency (EEDA).
7. South East of England Development Agency (SEEDA).
- 7A. SEERA Limited
8. South West of England Development Agency (SWERDA).
9. A development corporation within the meaning of the New Towns Act 1981.
10. An Urban Development Corporation established under section 135 of the Local Government Planning and Land Act 1980.
11. A housing action trust established under Part III of the Housing Act 1988.
12. The Broads Authority, established under the Norfolk and Suffolk Broads Act 1988.
13. The Commission for the New Towns.

14. The Countryside Commission for Scotland.
15. The Development Board for Rural Wales.
16. The Edinburgh New Town Conservation Committee.
17. The Housing Corporation.
18. Huddersfield Pride Limited.
19. Scottish Enterprise, established under the Enterprise and New Towns (Scotland) Act 1990.
20. Scottish Homes, established under the Housing (Scotland) Act 1988.
21. Springfield Horseshoe Housing Management Co-operative Limited.
22. Housing for Wales (Tai Cymru).
23. The Welsh Development Agency.
24. Batley Action Limited.
25. Bethnal Green City Challenge Company Limited.
26. The Blackburn City Challenge Partnership Board.
27. Bolton City Challenge Partnership Limited.
28. Bradford City Challenge Limited.
29. Brixton Challenge Company Limited.
30. Community North (Sunderland) Limited.
31. Dalston City Partnership Limited.
32. Deptford City Challenge Limited.
33. Derby Pride Limited.
34. Douglas Valley Partnership Limited.
35. Harlesden City Challenge Limited.
36. Hulme Regeneration Limited.
37. Leicester City Challenge Limited.

- 37A. Manchester Investment and Development Agency Service Ltd (MIDAS)
38. Newcastle West End Partnership Limited.
39. Newtown South Aston City Challenge Limited.
40. North Kensington City Challenge Company Limited.
41. North Tyneside City Challenge Partnership Limited.
42. Stratford Development Partnership Limited.
43. Wolverhampton City Challenge Limited.
44. The Urban Regeneration Agency established under Part III of the Leasehold Reform, Housing and Urban Development Act 1993.
45. Pennine Housing 2000 Limited.
46. Twin Valley Homes Limited.
47. Urban Futures London Limited.
48. Aire-Wharfe Community Housing Trust Limited
49. Bradford Building Services Limited
50. Bradford Community Housing Trust Limited
51. Bradford West City Community Housing Trust Limited
52. Coast & County Housing Limited
53. Dumfries and Galloway Housing Partnership Limited
54. East Bradford Community Housing Trust Ltd
55. Knowsley Housing Trust
56. North Bradford Community Housing Trust Limited
57. Northern Housing Consortium Limited
58. Shipley Community Housing Trust Limited
59. South Bradford Community Housing Trust Limited
60. Sunderland Housing Group

Section 3 – Education

1. The governing body of a further education establishment for the time being mainly dependent for its maintenance on assistance from local education authorities, or grants under section 485 of the Education Act or on such assistance and grants taken together.
2. The governing body of an aided school within the meaning of the Education Act.
3. The governing body of a foundation school, voluntary aided school or foundation special school within the meaning of the 1998 Act.
4. The managers of a grant-aided school as defined in section 135(1) of the 1980 Act.
5. The governing body of a central institution as defined in section 135(1) of the 1980 Act other than a college of agriculture.
6. The governing body of a College of Education as defined in section 135(1) of the 1980 Act.
7. The managers, other than a local authority, of a school which before any direction made by the Secretary of State under paragraph 2(1) of Schedule 7 to the Social Work (Scotland) Act 1968 was a school which immediately before the commencement of Part III of that Act was approved under section 83 of the Children and Young Persons (Scotland) Act 1937 if the employee was employed by those managers at the date the direction became effective.
8. A person carrying on a city technology college, a city college for the technology of the arts or an Academy established under an agreement with the Secretary of State under section 482 of the Education Act.
9. A company formed to manage a college of further education by virtue of section 65(1) of the Self-Governing Schools etc. (Scotland) Act 1989.
10. The board of management of a self-governing school as defined in section 80(1) of the Self-Governing Schools etc. (Scotland) Act 1989.
11. A further education corporation established under section 15 or 16 of the 1992 Act or in respect of which an order has been made under section 47 of that Act.
- 11A Careers Enterprise (Futures) Limited.
12. The governing body of an institution which is a designated institution for the purposes of Part 1 of the 1992 Act or, in the case of such an institution conducted by a company, that company.

13. The board of management of a college of further education, established under Part 1 of the Further and Higher Education (Scotland) Act 1992.
14. The governing body of a designated institution within the meaning of section 44(2) of the Further and Higher Education (Scotland) Act 1992.
15. A higher education corporation established under section 121 or 122 of the 1988 Act or in respect of which an order has been made under section 122A of that Act.
16. The governing body of an institution designated under section 129 of the 1988 Act or, in the case of such an institution conducted by a company, that company.
17. An Education Action Forum established under sections 10 and 11 of the 1998 Act.
18. The governing body of a grant-maintained school.
19. The governing body of a grant-maintained special school.
20. The Central Council for Education and Training in Social Work.
21. The Centre for Information on Language Teaching and Research.
- 21A The Centre for Literacy in Primary Education
- 21B Connexions Lancashire Limited
22. Cwmni Cynnal.
23. The General Teaching Council for Scotland, established under the Teaching Council (Scotland) Act 1965.
24. The National Institute of Adult Continuing Education (England and Wales).
25. Newbattle Abbey College.
26. The Scottish Community Education Council.
27. Scottish Consultative Council on the Curriculum.
28. The Scottish Council for Educational Technology.
29. The Scottish Council for Research in Education.
30. The Scottish Examination Board.
31. The Scottish Vocational Education Council.

32. Shetland Arts Trust

33. VT Four S Limited

Section 4 – Careers guidance

1. Argyll & Bute Careers Partnership Limited.
2. Calderdale and Kirklees Careers Service Partnership Limited.
3. Cambridgeshire Careers Guidance Limited.
4. Capital Careers Limited.
5. Career Connections Limited.
6. Career Decisions Limited.
7. Career Development Edinburgh and Lothians.
8. Career Path (Northamptonshire) Limited.
9. Careerpaths (Cardiff and Vale) Limited.
10. Careers and Education Business Partnership.
11. Careers Central Limited.
- 11A. Careers Enterprise (Futures) Limited.
12. Careers Partnership Limited.
13. Careers Service Lancashire Area West Limited.
14. Central Careers Limited.
15. Cornwall and Devon Careers Limited.
- 15A. Coventry, Solihull and Warwickshire Partnership Limited
16. Derbyshire Careers Service Limited.
17. East Lancashire Careers Services Limited.
18. Education Business Partnership (Wigan) Limited.
19. Essex Careers and Business Partnership Limited.

20. Future Steps Limited.
21. Future Careers Limited.
22. Grampian Careers.
23. Guidance Enterprises Group Limited.
24. GuideLine Career Services Limited.
25. Gwent Careers Service Partnership Limited.
26. Hereford and Worcester Careers Service Limited.
27. Hertfordshire Careers Service Limited.
28. Highland Careers Services Limited.
29. The Humberside Partnership.
30. Learning Partnership West.
31. Leeds Careers Guidance.
32. Leicestershire Careers and Guidance Services Limited.
33. Lifetime Careers Barnsley, Doncaster and Rotherham Limited.
34. Lifetime Careers Bolton, Bury and Rochdale Limited.
35. Lifetime Careers Brent and Harrow Limited.
36. Lifetime Careers Stockport and High Peak Limited.
37. Lifetime Careers Wiltshire Limited.
38. Lincolnshire Careers and Guidance Services Limited.
- 38A. London South Bank Careers.
39. Mid Glamorgan Careers Limited.
40. Norfolk Careers Services Limited.
41. North East Wales Careers Service Company Limited.
- 41A Oldham Education Business and Guidance Services
42. Orkney Opportunities Centre.

43. Prospects Careers Services Limited.
44. Quality Careers Services Limited.
45. St Helens Careers Service Limited.
46. Sheffield Careers Guidance Services.
47. Shropshire Careers Service Limited.
48. Suffolk Careers Limited.
49. Tayside Careers Limited.
50. West Glamorgan Careers and Education Business Company Limited.

Section 5 – Public transport

1. A Passenger Transport Executive established under section 9(1) of the Transport Act 1968.
2. A metropolitan county passenger transport authority established by section 28 of the 1985 Act.
3. The Forth Road Bridge Joint Board.
4. The Tay Road Bridge Joint Board.

Section 6 – Police, fire and civil defence

1. A fire authority constituted by a combination scheme made under the Fire Services Act 1947.
 - 1a. A fire and rescue authority constituted by a scheme under section 2 of the Fire and Rescue Services Act 2004 or a scheme to which section 4 of that Act applies.
2. A police authority within the meaning of the Police Act 1996.
3. A metropolitan county fire and civil defence authority established by section 26 of the 1985 Act.

Section 7 – Sports Councils

1. The English Sports Council.
2. The Scottish Sports Council.
3. The Sports Council for Wales.

4. The United Kingdom Sports Council.

Section 8 – Social services

1. Coverage Care Limited.
 - 1A Forfarshire Society for the Blind
 - 1B Harlow Welfare Rights & Advice
2. The Humberside Independent Care Association.
 - 2A. New Charter Building Company Limited.
 - 2B. New Charter Housing Trust Limited.
3. Quantum Care Limited.
4. Sandwell Community Caring Trust Limited.
 - 4ZA The Scottish Commission for the Regulation of Care
 - 4ZB The Scottish Social Services Council
 - 4ZC Shetland Council of Social Services
 - 4A. Shetland Welfare Trust.
 - 4AA. Tynedale Housing Company Limited.
5. Waltham Forest Specialist Housing Consortium Limited.
6. The Wrekin Housing Trust Limited.

Section 9 – Museums

1. The Board of Governors of the Museum of London.
2. The Board of Trustees of The National Museums and Galleries on Merseyside.
3. Coventry Museum of British Road Transport.
4. The Geffrye Museum Trust.
5. The Horniman Public Museum and Public Park Trust.
6. National Coal Mining Museum for England Trust Limited.
7. The Scottish Museums Council.

Section 10 – Miscellaneous bodies

1. A valuation tribunal in Wales established under the Local Government Finance Act 1988.
2. ...
3. An area tourist board established by virtue of an order made under section 172, 173 or 174 of the 1994 Act.
4. A probation committee within the meaning of the Probation Service Act 1993.
- 4A A local probation board within the meaning of the Criminal Justice and Court Services Act 2000.
5. A magistrates' courts committee or the Committee of Magistrates for the Inner London Area, within the meaning of the Justices of the Peace Act 1979.
- 5A. A body designated as a Care Trust under section 45 of the Health and Social Care Act 2001.
6. Blyth Valley Arts and Leisure Limited.
- 6A. The Business Shop – Angus Limited.
- 6B. Care Standards Inspectorate for Wales.
- 6C. The Children and Family Court Advisory and Support Service.
7. C.I.P. (Hounslow) Limited.
- 7A. Clackmannanshire Leisure.
8. Community Initiative Partnerships.
- 8A. Coventry Sports Trust Limited.
- 8B. CV One Limited
9. Derwentside Leisure Limited.
- 9ZA East End Partnership Limited
- 9A. Edinburgh Leisure.

- 9AA. Enfield Leisure Centres Limited.
- 10. The Environment Agency.
- 11. Greenwich Leisure Limited.
- 11A. Herefordshire Community Leisure Trust
- 12. Hounslow Cultural and Community Services.
- 13. Hounslow Sports and Recreation Services.
- 13A The Islesburgh Trust
- 13B Kirklees Active Leisure Trust
- 14. The Land Authority for Wales.
- 15. Leisure Tynedale.
- 16. The Lee Valley Regional Park Authority.
- 17. The London Pensions Fund Authority.
- 17A. The National Care Standards Commission.
- 17B. The Commission for Healthcare Audit and Inspection
- 17C. The Commission for Social Care Inspection
- 18. National Mobility Services Trust Limited.
- 19. New Park Village TMC Limited.
- 19A Oldham Community Leisure Limited.
- 19B Renfrewshire Leisure Ltd
- 19C Salford Community Leisure Limited.
- 19D Sandwell Sport and Leisure Trust
- 20. The Scottish Children's Reporter Administration established under section 128 of the 1994 Act.
- 21. The Scottish Environment Protection Agency.
- 22. Scottish Water.

- 22A Shetland Recreational Trust
- 23. The South Yorkshire Pensions Authority.
- 24. Strathclyde European Partnerships Limited.
- 24A Tameside Sports Trust
- 24B Tees Active Limited.
- 24C The Valuation Tribunal Service
- 24D The Water Industry Commissioner for Scotland.
- 25. West Lothian Leisure Limited.
- 26. Wigan Leisure and Culture Trust.

PART II

Section 1 – Local government

1. The Greater London Council.
2. The London Residuary Body established by section 57(1)(a) of the 1985 Act.
3. The council of an administrative county, county borough (other than one established under section 20 of the 1972 Act), metropolitan borough or county district.
4. A regional council, islands council or district council established by or under the Local Government (Scotland) Act 1973.
5. The council of a county, county of a city, large burgh, small burgh or district ceasing to exist after 15th May 1975.
6. Any joint board or joint body constituted by or under any enactment for the purpose of exercising the functions of two or more of the bodies described in any of paragraphs 1 to 5 above, and any special planning board within the meaning of paragraph 3 of Schedule 17 to the 1972 Act.
7. Any other body, not specified in any of paragraphs 1 to 6 above, established by or under any enactment for the purpose of exercising the functions of, or advising, one or more of the bodies specified in any of

paragraphs 1 to 6 above.

8. Any committee (including a joint committee) established by or under any enactment for the purpose of exercising the functions of, or advising, one or more of the bodies described in any of paragraphs 1 to 6 above.
9. Any two or more bodies described in any of paragraphs 1 to 8 above acting jointly or as a combined authority.
10. Any association which was representative of any two or more bodies described in any of paragraphs 1 to 5 above.
11. Any committee established by one or more of the associations described in paragraph 10 above for the purpose of exercising the functions of, or advising, one or more of such associations.
12. Any organisation which was representative of an association or associations described in paragraph 10 above and employees' organisations and among whose objects was to negotiate pay and conditions of service in local government service.
13. The council of a county or district in Wales ceasing to exist after 31st March 1996.
14. The Local Government Training Board.

Section 2 – Planning and development

1. A development corporation within the meaning of the New Towns Act 1946 or the New Towns Act 1965.
2. A development corporation established under section 2 of the New Towns (Scotland) Act 1968.
3. The Scottish Development Agency.
4. The Scottish Special Housing Association.
5. The English Industrial Estates Corporation established by the Local Employment Act 1960.

Section 3 – Education

1. The governing body of an aided school within the meaning of the Education Act.
2. The governing body of a grant-maintained school.
3. The governing body of a grant-maintained special school.

4. The proprietor (within the meaning of section 579(1) of the Education Act) of a school for the time being recognised as a grammar school for the purposes of regulation 4(1) of the Direct Grant Schools Regulations 1959, being a school in relation to which, before 1st January 1976, the Secretary of State was satisfied as mentioned in regulation 3(1) of the Direct Grant Grammar Schools (Cessation of Grant) Regulations 1975.
5. The proprietor (within the meaning of section 114(1) of the Education Act 1944) of a school not falling within paragraph 1 of this section which throughout the period of employment was recognised as a grammar school or, as the case may be, as a direct grant grammar school for the purposes of regulation 4(1) of the Direct Grant Schools Regulations 1959, of Part IV of the Schools Grant Regulations 1951 or of Part IV of the Primary and Secondary Schools (Grant Conditions) Regulations 1945.
6. The managers of a school which during the period of employment was approved under section 83 of the Children and Young Persons (Scotland) Act 1937.
7. The managers of a school which during the period of employment was a grant-aided school within the meaning of section 143(1) of the Education (Scotland) Act 1946, section 145(22) of the Education (Scotland) Act 1962 or section 135(1) of the 1980 Act.
8. The managers of a school which during the period of employment was a school which, immediately before the commencement of Part III of the Social Work (Scotland) Act 1968, was approved under section 83 of the Children and Young Persons (Scotland) Act 1937.
9. An institution within the PCFC funding sector, within the meaning of section 132(6) of the 1988 Act.
10. The Further Education Staff College.
11. The Inner London Education Authority, known as the Inner London Interim Education Authority for a period prior to the abolition date as defined in section 1(2) of the 1985 Act.
12. The National Advisory Body for Public Sector Higher Education.
13. The Polytechnics and College Funding Council as established by section 132 of the 1988 Act.
14. The Scottish Association for National Certificates and Diplomas.
15. The Scottish Business Education Council.
16. The Scottish Council for Commercial, Administrative and Professional Education.

17. The Scottish Technical Education Council.
18. The Secretary of State for Defence in relation only to employees in schools administered by the Service Children's Education Authority.
19. The Secretary of State for Education and Employment, in relation only to teachers employed under contract in the European School established under Article 1 of the Statute of the European School and in schools designated as European Schools under Article 1 of the Protocol to that Statute.
20. A person who during the period of employment, performed a function of a local education authority pursuant to a direction given by the Secretary of State under s.497A(4) of the Education Act 1996.

Section 4 – Careers guidance

1. Black Country Careers Services Limited.
2. Buckinghamshire Careers Services Limited.
3. Kent Careers and Guidance Service Limited.

Section 5 – Police, fire and civil defence

1. A previous police authority in relation to which Schedule 11 to the Police Act 1964 had effect or which was the police authority for an area or district which was before 1st April 1947 or after 31st March 1946 a separate police area or, in Scotland, a previous police authority for an area which was before 16th May 1975 a separate or combined police area.
2. London Fire and Civil Defence Authority.

Section 6 – Sports Councils

The Sports Council.

Section 7 – Social services

A person or body of persons responsible for the management of an assisted community home within the meaning of section 36 of the Children and Young Persons Act 1969 or of an approved institution within the meaning of section 46 of that Act.

Section 8 – Miscellaneous

1. A regional water board established under section 5 of the Water (Scotland) Act 1967.

2. A river purification board established under section 2 of the Rivers (Prevention of Pollution) (Scotland) Act 1951.
3. A river purification board established under section 135 of the Local Government (Scotland) Act 1973.
4. A local valuation panel constituted under the Local Government Act 1948 or established under the General Rate Act 1967.
- 4A A valuation tribunal in England established under the Local Government Finance Act 1988.
5. The Central Scotland Water Development Board.
6. The Scottish Industrial Estates Corporation (formerly the Industrial Estates Management Corporation for Scotland) established by section 8 of the Local Employment Act 1960.
7. The Small Industries Council for Rural Areas of Scotland, being a company which was dissolved by section 15(5) of the Scottish Development Agency Act 1975 and was until then registered under the Companies Acts from time to time in force.

The Welsh Industrial Estates Corporation (formerly the Industrial Estates Management Corporation for Wales) established by section 8 of the Local Employment Act 1960.

Considering Permanency Options.

A Guide for Foster Carers.

Leeds City Council

Logo

date

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Introduction

Leeds City Council is committed to supporting the best outcomes for children, who are looked after by the department.

Children who are looked after are likely to have suffered from adverse early circumstances and this can have a profound effect on the way that they manage their relationships within their family, peer group, school and in their wider lives. A stable home life can help these children make progress in all aspects of their lives.

Research shows that the most stable and beneficial placements for looked after children are with long term carers. Where children know that their carers are committed to bringing them up to adulthood they are able to put down roots and concentrate on other aspects of their lives. This generally results in better educational, health and social outcomes for children.

It is important, therefore, that carers are aware of the different routes to permanency and are able, alongside other professionals working with the child, to find the best permanency option to meet the child's individual needs.

The Permanency options available are:

Residence Orders:

A Residence Order is an order made by the court that decides who a child should live with. Parental Responsibility is granted to those with a Residence Order and they are able to make day to day decisions in the best interests of the child.

This is a good order to think about where the children have regular contact with the birth parents and carers feel they are able to negotiate with and include them in important decisions.

Special Guardianship Orders:

A Special Guardianship Order is an order made by court that grants Parental Responsibility to the Special Guardian(s). The birth parents legal link to the child remains but their ability to exercise their parental responsibility is limited.

Special Guardians can make all of the day to day decisions regarding the child.

This order provides stability for the child and is appropriate where the child's relationship with birth parents is either limited or unsettled.

Special Guardianship Orders demonstrate your commitment to the child until adulthood, whilst acknowledging the continuing role of the parent, even if this is in a limited way.

Adoption:

Adoption is a legal and binding court order, which is non challengeable and which *permanently transfers all parental rights and responsibilities* from the birth parents to the adoptive parents.

This is a huge step to take and should be considered as particularly suitable for younger children or where an older child has a strong sense of belonging to your family and wants to be adopted by you.

Ongoing contact with members of the birth family may be negotiated and is often in the form of annual letterbox contact, with or without photographs, or sometimes it is direct face to face contact.

These options are available to all children irrespective of their ethnic origin, gender, age or disability.

Comparing different routes to permanency:

	Residence Orders	Special Guardianship Orders	Adoption Orders
Legal link to birth parents severed.	X	X	√
Parental Responsibility granted.	√	√	√
Birth parents can challenge court order.	√	X Only able to do so with the leave of the court and have to demonstrate significant change in circumstances.	X
Court can consider other associated orders	√	√	√
Access to support pre 18 yrs	With agency agreement	With agency agreement	With agency agreement
- Finance,	√	√	√
- Pathway Planning	x	Depends on assessment	√ Via another agency
- Educational support	x	Advice given	√
- Parent/Carers group	x	√	√
- Birth relative's group	x	√ To be developed	√ Via other agency
- Young person's group	x	√ To be developed	√
- Advice Line/support	x	√	√
- Training	x	√	√
- Newsletter	x	x	√
- Respite	x	x	√
- Specialist social worker	x	√	√
- Therapeutic support	Via own GP	Via own GP	Some in house & with CAMHS/Adoption Clinic
Access to support post 18 yrs	No Departmental responsibility	For Young People on SGOs & their carers	For young adopted people & their parents
- Finance,	x	Depends on assessm/t	Depends on assessment
- Pathway Planning	x	√	√ Via another agency
- Parents/Carers groups	x	√	√
- Birth relatives group	x	√	√ Via other agency
- Young persons group	x	x	√ Via other agency
- Advice Line/support	x	√	√
- Training	x	x	√
- Newsletter	x	x	√
- Specialist social worker	x	√	√

- Therapeutic Support	Via own GP	Via own GP	Via own GP
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Please note that carers who achieve permanency via Family Placement will have an entitlement to all the above services. Future plans include a post 18 years support service.

Considering A Residence Order.

Introduction

A Residence Order is an order made by the court that decides who a child or young person should live with. If a person applies for and is granted a Residence Order they are granted Parental Responsibility in respect of the child(ren) and this is shared with the birth parents.

Why apply for a Residence Order?

Applying for a Residence Order will mean that responsibility for the child is transferred from the social worker to the carer, giving them the freedom to make day to day decisions in respect of the child(ren).

All the additional duties involved in fostering a child are removed e.g. attending review meetings, form filling, regular social work visits, annual health needs assessments to name a few.

Who can apply for a Residence Order?

Foster Carers can apply for a Residence Order. The Local Authority can apply to discharge a Care Order and invite the court to make a Residence Order in favour of the foster carers. The Social Service Department cannot apply for a Residence Order but it can support and encourage other people to do so

where it is agreed that it is better for the child to be on a Residence Order than a Care order.

Support Available

Financial Support

Financial support will be paid to carers taking out a Residence Order where this is supported by the Department and agreed at a Looked After Children Review.

There are 3 types of financial support that Social Services can provide:

1. Assistance with legal costs when someone is applying to court for a Residence Order.
2. Specific and/or time limited assistance in order to get a placement up and running.
3. Ongoing financial support to carers on a set payment basis.

1. Assistance with legal costs when someone is applying to court for a Residence order.

Where a carer wishes to apply for a Residence Order they will need to identify a solicitor who can make an application on their behalf.

Some carers may be entitled to legal aid and so will not need to pay legal costs.

Where carers are not entitled to legal aid the Social Services Department will assist with legal costs if:

- the child in question is subject to a care order or the application for a Residence Order is part of the care plan agreed at a review.

- Where the child is placed with a relative as an alternative to care proceedings and the child is not subject to a care order Social Services may assist with legal costs where the carer has been refused legal aid to fund their application and where the relative's application is supported by the Social Services Department.

2. Specific and/or time limited assistance in order to get a placement up and running.

The type of assistance will depend on the circumstances of the carer. These payments will be for initial costs of caring for the child.

3. Ongoing financial support to carers on a set payment basis.

Where carers are applying for a Residence Order as an alternative to remaining on or being placed on a care order Social Services can agree to continuing payments until the child reaches 16 years, or 18 years if still in education. This means that a carer will continue to receive their weekly allowances, minus Child Benefit and Child Tax Credits. They will continue to receive additional payments for birthdays, Christmas and summer holidays (4 weeks in total). Ongoing payments to carers will be reviewed annually to check that their circumstances remain the same.

For carers, who had previously received enhancements for extra costs, such as nursery fees, there is no automatic continuation for these to continue post order.

Fee paid carers will continue to receive payments at the rate paid prior to a Residence Order being obtained, minus the Child Benefit and Child Tax Credit.

Payments Post 16

A Residence Order lasts until a child is 16 years, or 18 years if the child is in education. Payments to carers will cease at this point unless there are exceptional circumstances where the department has agreed to continue payments.

Impact of Residence Order on other benefits.

Carers receiving Residence Order payments can apply for Pension Credit and Working Tax Credit. As already stated carers can also apply for Child Tax Credit but this will be deducted from their allowance as is the case with Child Benefit. Where a carer is looking after a child with additional needs because of a disability or chronic health condition they will be entitled to claim Disability Living Allowance and/or Mobility Allowance in the same way as any other parent. These benefits will not affect the allowance paid by the Social Service Department unless DLA is already being paid as part of the allowance, in which case, it will be deducted.

Non Financial Assistance and Support.

Social Services acknowledge that it is a big step for a carer to take out a Residence Order and that continued help and support may be needed.

The social worker in partnership with the carers and the child will identify whether there is any need for continued social work support. If so, a Child and Family Support Plan may be agreed; an example of this may be where a carer will need ongoing help with contact arrangements.

Next Steps

If you are interested in applying for a RO you should talk to the social worker responsible for the child(ren) concerned.

A discussion will need to take place at the next Looked After Children Review and if this is accepted as a recommendation from the review, the child's care plan will be altered to reflect this change.

The social worker will inform you of the next stage in the process.

Considering a Special Guardianship Order

Introduction

A Special Guardianship Order (SGO) appoints one or more people to become a child's Special Guardian (SG). As a SG you would be granted Parental Responsibility for the child. The birth parents legal link to the child remains but their parental responsibility is very limited.

You would be responsible for all aspects of caring for the child and be able to make almost all of the major decisions about their upbringing e.g. where the child lives or goes to school, and authorising medical treatment.

There are exceptions to the decisions you can make; for instance you cannot change the child's surname or take them out of the country for longer than 3 months, without the leave of the court or the consent of the parents. The birth parents also retain the right to have a say in whether the child is adopted.

Why apply for an SGO?

As with Residence Orders, research shows that the most stable and beneficial placements for looked after children are with long term carers. Where children know that their carers are committed to bringing them up to adulthood they are able to put down roots and concentrate on other aspects of their lives. This generally results in better educational, health and social outcomes for children.

As a foster carer or family network carer it would mean that the responsibility for the child is transferred from the social worker to you. This will give you more freedom to raise the child without having additional duties such as attending regular social service review meetings, attending annual health needs assessments, form filling and having regular social work visits.

Who can apply for an SGO?

Anyone who has had a significant role in the child's life can apply for an SGO. The Social Service Department cannot apply for an SGO but it can support and encourage other people to do so, where the plan to apply has been agreed at a Looked After Children's Review. If a child is subject to a Care Order, the Local Authority can apply to discharge the care order and invite the court to make a Special Guardianship Order. The department will also support applications where the plan has been agreed during proceedings as an alternative to a Care Order.

Support available:

Financial support

1. Ongoing financial support

This will be paid to carers taking out a SGO where their application is supported by the department and agreed upon at a Looked After Children Review. The child will also need to meet one of the criteria set out below:

- Have a disability and meet the criteria for the family Placement Scheme
- Is currently placed on the Fee Paid Permanency/ Task scheme

- Is currently attracting an enhancement due to particular needs (eg. soiling/ wear and tear due to behaviour)
- Is part of a sibling group who need to remain together
- Has ongoing/ long term emotional or behavioural difficulties from the consequences of past abuse or neglect
- Is placed with a family member and without additional resources the child would remain on a Care Order

Ongoing allowances are normally means tested. However, the Local Authority has the discretion to waive the means test. The Children's Services Delivery Manager makes the decision re eligibility for ongoing allowances and waiving the means test.

Once ongoing financial support has been agreed you will continue to receive the same amount after a SGO has been made as you were receiving before the order, minus Child Benefit and any Child Tax Credits you may be receiving. You will also continue to receive additional payments for birthdays, Christmas and summer holidays (4 weeks in total). Ongoing payments to carers will be reviewed annually to check that their circumstances remain the same. Fee paid carers will continue to receive payments at the rate paid prior to the SGO being obtained, minus Child Benefit and Child Tax Credit.

All payments will continue until the child is 18 or before this if the child stops living with you.

2. Payments after the age of 16

In some circumstances, it is possible for payments to continue post 18 years, where the young person is in full time education or training.

3. Help toward legal costs

The Local authority will pay the court fees for carers applying to become Special Guardians where they are unable to claim legal aid to fund their application.

4. Initial costs of accommodating a child with a Special Guardian

In some circumstances the Local Authority may be able to assist financially in providing basic equipment to agency supported applications.

5. Single payments/series of payments to meet specific needs

It may be possible to receive some payments to meet a specific need for the child where this has been assessed and agreed upon; for example nursery fees

Non financial assistance and support

In certain circumstances, it may be possible to access Pathway Planning Services for a young person on an SGO, once they reach 16 years. This is usually where the child was looked after immediately before the making of a SGO.

During an SGO assessment your support needs will also be addressed. A support plan can be agreed upon before the order is made so that you can get the help you need post order. For example you may need to have someone help you to make or supervise contact with other people who are important to the child.

You can discuss your particular support needs with the Social Worker for the child so you can establish whether the department can meet them post order. All support plans are reviewed.

Impact of SGO on other benefits

Special Guardians who receive ongoing financial support will still be entitled to apply for Pension Credit and Working Tax Credit, which will not be deducted from any amount you receive.

Where a carer is looking after a child with additional needs because of a disability or chronic health condition they will be entitled to claim Disability Living Allowance and/or Mobility Allowance in the same way as any parent. These benefits will not affect the allowance paid by the Social Service Department unless DLA is already being paid as part of the allowance, in which case, it will be deducted.

Next steps

If having read this you are interested in applying for a Special Guardianship Order you should:

- Talk to the social worker responsible for the child or children concerned.
- Talk to the child or children to find out how they feel.
- Discuss this with the Social Worker and other relevant people at the next Looked After Children's Review and agree a plan to apply for the order.

The Social Worker will then advise you of the next steps.

Considering Adoption

What is Adoption

Adoption is a permanent, lifelong commitment which is endorsed by a legal order. When a child is first placed with you for adoption, you will share parental responsibility with the birth parents and the Local Authority. Once the Adoption Order is

made, all parental rights are transferred to you and last until a child is 18 years old.

The adoption support needs of the child and adoptive parent(s) will have been discussed and written down for your comments and agreement prior to the adoption panel which recommends the match. Child care reviews will continue to take place in the same way as when the child was in foster care until the adoption order.

When the adoption order is made in court, all the rights, responsibilities and duties of a child's birth parents are transferred legally on a permanent basis. The order is irrevocable.

Why apply for an Adoption Order?

Children who are available for adoption have already been assessed as needing this permanent legal order, usually via a Looked After Child review. An adoption panel has made the recommendation that the child should be placed for adoption and this has been agreed by the agency decision maker. Children for whom adoption is considered the best permanency option, need a family which can accept and embrace their early history and biological origins, as well as be fully included into the adoptive family.

Any child who is available for adoption will have suffered significant losses eg their birth parents, possibly siblings, grandparents and extended family members too. For many children, being in foster care has been the first time they have experienced any stability or predictability in their lives. Children adopted by their foster carers will not experience the loss of yet another family or significant people. They will be able to grow up in the knowledge that they are both emotionally and legally part of the family. They will have a shared knowledge and history with other foster family members, as well as first hand

information about their birth parent(s) and the reasons why they came into care.

Who Can Adopt

Children who need adoptive families come from a wide range of backgrounds and circumstances. They need parents who can reflect a similar variety of backgrounds and circumstances.

Potential adopters may be married, divorced, re-married, single, living with a partner, childless or have children already, either birth children, fostered or adopted. Adopters will be considered regardless of their race, religion, gender, disability or sexuality.

Support

Financial support

When foster carers are approved to adopt a foster child, their legal status changes and the child is placed under the Adoption Agencies Regulations, which means that financial arrangements must change.

Financial support may be paid to carers who wish to adopt where this is supported by the Department, where the child is eligible for adoption allowances and where a financial assessment of the carers is completed and meet the financial eligibility criteria. This needs to be established well before the adoption panel which considers the match between the child and the family.

Matters to be considered in relation to the need for financial support:-

(i) Age of Child

It would not be expected to agree financial support for children under 5 years old, unless the degree of emotional, behavioural difficulties or disabilities has warranted payment of enhanced fostering payments, AND are likely to be a feature of the child's life for the foreseeable future.

(ii) Siblings

In respect of allowances a sibling group is considered to be two or more children and consideration should be given to allow siblings to join an existing adoptive family.

(iii) Cultural Needs

Where the ethnicity, cultural or religious background of a child may affect the opportunity of prospective adoption.

(iv) Established Relationship

Where the child has established a strong and important relationship with the foster family.

(v) Special Needs

Specific physical, emotional and / or behavioural difficulties must be identified and those likely to be of a serious long-term nature.

Consideration should be given to the following:

- (a) Whether demand on time and attention of the primary carer is such as to incur extra costs over and above normal childcare costs (eg a qualified baby-sitter).
- (b) Whether the care of the child will affect the earning capacity of the adoptive family than would normally be the case in a family (eg an adoptive parent cannot return to, or take up, employment or is severely restricted in the hours he or she can work). This may have implications for a family who wish to continue to foster and who would find it difficult to fulfil fostering commitments because of the needs of their adopted child.
- (c) Whether the child displays highly destructive behaviour (eg wear and tear on belongings over and above normal child care costs).
- (d) Whether there is a probability of a degenerative physical condition.
- (e) Whether there are indications that there is a substantially increased risk of serious mental health problems developing at a future date.
- (f) Whether the child has need now, or in the future, of specialist equipment or adaptations to the home, that are not available through public services.

There are 3 types of financial support that Social Services can provide in these circumstances:

1. Assistance with legal costs when applying to court for an Adoption Order
2. Specific and/or time limited assistance in order to enable carers to adopt in certain circumstances.
3. Ongoing adoption allowances.

1. Assistance with legal costs for an Adoption Order

When prospective adopters are applying for an Adoption Order, the Local Authority will reimburse the cost of the court fees.

2. Specific and/or time limited assistance

There are several situations where temporary financial assistance from the Local Authority may be helpful.

All foster carers who adopt will receive financial support for a period of two years following the making of the Adoption Order, in order to ease the transition to receiving no payments. However, **the exception to this is where the child is under two years**, with no identified special needs and is deemed to be easy to place; in this situation maintenance payments will continue only until the Adoption Order is made. The amount paid will be equivalent to fostering allowances minus Child Benefit and Child Tax Credit.

It may be possible for the Local Authority to support a child's adoption by funding a "one off" payment such as an additional room/adaptation/extension to a house or a larger vehicle etc. This will depend on the child's circumstances and needs and whether foster carers meet the financial eligibility criteria, determined by a means test. This request for financial help to enable a family to adopt must be made during the assessment and preparation of the family for adoption, rather than at later stages.

3. Ongoing Adoption Allowances

After two years following an Adoption Order, maintenance payments for children who are over 2 years of age, will either cease or continue, depending on eligibility. At the end of the

two years, foster carers who have adopted will be assessed in the same way as all other adopters.

If a child attracts adoption allowances because of his or her particular needs and the family income assessment is such that adoption allowances can be paid, these will continue subject to a yearly financial assessment whilst ever the child continues in full time education or training. In some instances, these can continue beyond the age of 18 years.

For carers who would be prevented from adopting because they would lose their fostering allowances/fees and the family income means that they would not be eligible for adoption allowances, there are some circumstances whereby ongoing payments can be made. If the child meets any of the following criteria:

- If the child has a disability and meets the criteria for the Family Placement Scheme
- If the child is currently placed on the Fee Paid Permanency/Task scheme
- if the child currently attracts an enhancement for particular needs (eg. soiling/ excessive wear and tear)
- If the child is part of a sibling group who need to remain together
- If the child has ongoing/ long term emotional or behavioural difficulties from the consequences of past abuse or neglect
- If the child is placed with a family member and without additional resources the child would remain on a Care Order

If the child meets one of the above the carer will continue to be paid at their current rate (inc. holiday and birthday allowances). These will not be means tested. The allowance will be paid minus Child Benefit, Child Tax Credit and DLA (where this is included in the allowance) as the carer can claim all of these from the benefits agency.

Ongoing allowances are normally means tested. However, the Local Authority has the discretion to waive the means test. The Children's Services Delivery Manager makes the decision re eligibility for ongoing allowances and waiving the means test.

If the carer is getting an enhancement or a professional fee and the child meets the above criteria the carer will continue to receive this fee until the child reaches independence. This will not be means tested.

Foster carers who adopt and who are in receipt of ongoing financial support will still be entitled to apply for Pension Credit and Working Tax Credit. Where a carer is looking after a child with additional needs because of a disability or chronic health condition they will be still be entitled to claim Disability Living Allowance and/or Mobility Allowance in the same way as any parent. This will not affect their ongoing payments.

Other Adoption Support Services

Adoption support services can be crucial to the success of an adoptive placement and a child and family's need for these services should be considered at an early stage. It is important that prospective adopters give their written views regarding adoption support plans on the adoption placement report, which is considered at Adoption Matching panel.

Any foster carer who adopts a child from Leeds can request an assessment of their adoption support needs at any time (if they have moved outside the authority and adopted more than 3 years previously, the authority where the adopter lives needs to provide this, rather than the placing authority). For instance, a foster carer who adopts may need assistance with contact arrangements with a child's birth family or may wish for training on specific issues, guidance on telling a child difficult information about their birth history or support with challenging behaviour.

The Adoption Section can include your name on a data base and send out twice yearly newsletters to keep you up to date with developments in Adoption Support services.

Next Steps

If having read this you are interested in an adoption assessment in respect of your foster child you should:

- Talk to your Fostering Officer
- Talk to the Social Worker responsible for the child or children concerned.
- Talk to the child or children to find out how they feel.
- Discuss this with the Social Worker and other relevant people at the next Looked After Children's Review and agree a plan.

The Social Worker/Fostering Officer will then advise you of the next steps.

Please remember that everyone has different individual financial and family circumstances. This booklet is a guide to the services and finances which are available. However, please discuss your circumstances with your link worker, who will be able to access a specialist welfare rights officer, who can advise on your individual situation.

Complaints:

If you are unhappy about plans being proposed for a child in your care, please contact the child's social worker or their team manager, in the first instance. Alternatively, you could do this by contacting your fostering link worker.

If this does not resolve the problem, you can make a formal complaint to:

Social Services Complaints Manager - Tel: 0113 2478627
Mini com: 0113 2475963

Or write to :

Social Services Complaints Manager,
2nd Floor,
Merrion House,
110 Merrion Centre
Leeds LS2 8QB

There is a complaints leaflet and form available from our One Stop Centres and you can also complain via the internet, at www.leeds.gov.uk/complaints

Further Information:

For further information on adoption you may contact:

- Adoption UK – 46 The Green, South Bar Street, Banbury, Oxfordshire OX16 9AB Tel: 01295 752240 (administration 9.00 am – 5.00 pm) or 0870 7700450 (helpline 11.00 am – 4.00 pm) or E-mail: www.adoptionuk.org.uk
- British Association of Adoption & Fostering (BAAF) 4 Pavillion Business Park, Royds Hall Road, Leeds LS12 6AJ Tel: 0113 2891101 or

E-mail:leeds@baaf.org.uk

Originator: Mark Tyson

Tel: 395 0492

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 16 November 2006

Subject: Recent Ofsted Inspections

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

- 1.1 At the board's October meeting, members requested that the regular reports from Education Leeds to Executive Board which details any recent Ofsted Inspection results be submitted to this board for information.
- 1.2 The report of the Chief Executive of Education Leeds, attached here as Appendix 1, was presented to Executive Board on 18th October 2006
- 1.3 An officer from Education Leeds will be present at the meeting to respond to members' questions and comments.

2.0 Recommendations

- 2.1 To note the contents of the report.

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REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS
DATE: 18 OCTOBER 2006

SUBJECT: Report on recent Ofsted Inspections

EXECUTIVE SUMMARY

1 Purpose of the Report

- 1.1 The purpose of this report is to summarise the outcomes of recent Ofsted inspections since the last report to the Chief Executive.

2.0 Background

- 2.1 A new framework for the inspection of schools was formally introduced in September 2005 by Ofsted. Schools will now be inspected every three years and at very short notice (3-5 days). This will test the reliability of the monitoring, support, challenge and intervention processes used by Education Leeds and schools' preparedness and accuracy of their self-evaluation. The grades assigned to the overall effectiveness of the school and to each aspect of the school are now:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

3.0 Summary of School Ofsted Inspection reports

- 3.1 Twenty nine primary schools have been inspected since January 2006.
- 3.2 Schools judged to be inadequate may be given a notice to improve or be deemed to require special measures. Leeds has no primary schools in special measures and two primary schools with a notice to improve. One school inspected under the new framework pilot in May 2005 was deemed at that time to have serious weaknesses (Manston St James). An HMI visit to the school in January 2006 concluded that good progress had been made and that that school no longer required special measures.
- 3.3 Of the 29 schools inspected, six were considered to be outstanding (Greenmount, Kippax Greenfield, Mount St Mary's, St Bartholomew's, St Nicholas and Tranmere Park); ten were considered good (Brudenell, Cookridge, Gledhow, Kirkstall Valley, Queensway, Shadwell, Southroyd, Thorner, St Philip's and Victoria); seven were

considered to be satisfactory (Brodetsky, Iveson, Meadowfield, Methley, Roundhay St John's, Rufford Park and St James') and two were considered inadequate and given a notice to improve (Hollybush) or deemed to require special measures (Miles Hill). The reports of four schools (Garforth Green Lane, St Oswald's, St Joseph's Otley and St Joseph's Wetherby have not yet been published.

- 3.4 In these schools 60% were considered to be good or better for teaching and learning, 72% good or better for leadership and management, 88% good or better for personal well being and 'Every Child Matters' outcomes, and 64% good or better for achievement and standards.
- 3.5 In the first year of the new inspection framework, 18 high schools have been inspected in Leeds. Seven were judged to be good with outstanding features, including the two Key Stage 3 Pupil Referral Units, formerly with serious weaknesses. Eight schools were judged satisfactory. These included a school formerly in special measures, schools with weak performance data but strong capacity to improve, rapidly improving schools with a legacy of low value added in the past, and schools with above average attainment but weaker value added and low capacity to improve. Two schools were given a notice to improve, one of which was previously designated as having serious weaknesses.
- 3.6 At the start of the year Leeds had one high school in special measures, and three with serious weaknesses. At the end of the year there are no high schools in special measures, and two with a notice to improve.
- 3.7 It should be noted that there are a number of schools likely to be inspected next term which have faced considerable challenges in the last few years. While they have made substantial improvements they are still vulnerable to an inspection and there could be more Leeds high schools in an Ofsted category by the end of the autumn term.

REPORT TO THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 18 OCTOBER 2006

SUBJECT: Report on recent Ofsted Inspections

Electoral wards Affected:

ALL WARDS

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 summarise the outcomes of recent Ofsted inspections since the last report to the Chief Executive.

2.0 BACKGROUND INFORMATION

2.1 A new framework for the inspection of schools was formally introduced in September 2005 by Ofsted. Schools will now be inspected every three years and at very short notice (3-5 days). This will test the reliability of the monitoring, support, challenge and intervention processes used by Education Leeds and schools' preparedness and accuracy of their self-evaluation. The grades assigned to the overall effectiveness of the school and to each aspect of the school are now:

- Grade 1 Outstanding
- Grade 2 Good
- Grade 3 Satisfactory
- Grade 4 Inadequate.

3.0 MAIN ISSUES

3.1 SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

3.2 PRIMARY SCHOOLS

3.3 Brodetsky Primary School (May 2006)

3.3.1 This school offers a satisfactory education, a view that the school shares. It gives satisfactory value for money. The school's self-evaluation is largely accurate though errs on the generous side. Standards are above average as might be expected, given that children enter school with above average attainments. Children make satisfactory progress in response to satisfactory teaching quality with the exception of more able children who rarely perform as well as they should because much of the work lacks challenge and does not require them to work things out for themselves. The curriculum is satisfactory rather than good as the school believes because it does not make sufficient links between subjects, and some opportunities are missed to devise programmes of work to stretch the more able. Standards and quality of provision in the Foundation Stage are good and children flourish, growing in confidence and independence, and learning to read and write at an early age. Throughout the school, behaviour is good and children have good attitudes to learning. Attendance is high, reflecting children's enjoyment of what the school has to offer. One summed up the views of most saying, 'Brodetsky: big, bright, brilliant, simply the best!' A sizeable proportion of parents, however, express reservations because the school does not respond as quickly and effectively as it should to their concerns. Children are given satisfactory levels of care, support and guidance rather than good as the school believes because the provision for children with learning difficulties and/or disabilities is not sufficiently robust. The interim leadership and management are satisfactory and with local authority support the above weaknesses are being tackled effectively. Governance, while satisfactory overall, has yet to resolve the balance between running the provision for Hebrew and Jewish studies and acting in a supporting role at all other times. The school has reasonable capacity to improve.

Grade: 3

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

- Implement a clear leadership and management structure with clearly defined roles for the school staff and ensure governors have training and guidance so they fully understand and implement their roles and responsibilities.
- Improve the provision for children with learning difficulties and/or disabilities.
- Develop further the curriculum opportunities for more able children.
- Improve communication with parents and establish systems to ensure their concerns are dealt with quickly and effectively.

3.4 Brudenell Primary School (May 2006)

3.4.1 Inspectors agree with the school's own evaluation that Brudenell Primary is a good school with outstanding features. Pupils' achievement is good. As a result of the effective teaching they receive, pupils of all ages make sustained progress and standards rise from a very low starting point in Nursery to broadly average by the end of Year 6. Provision in the Foundation Stage (Nursery and Reception) is good

and children make substantial gains, but they have a lot of ground to make up and many are still some way short of the levels expected by the end of Reception. Pupils from different backgrounds get on well together. The behaviour of most pupils is good. Attendance is low. This is due to religious observance, and a minority of pupils who do not attend often enough or make extended visits abroad. However, the school is doing all it can to promote pupils' good attendance. Teaching is good but some lessons move too slowly and pupils' ideas are not always followed up. The curriculum is interesting and pupils enjoy learning. Whilst information and communication technology (ICT) is used effectively in English and mathematics lessons, pupils do not get enough opportunities to use it in other subjects. The school takes outstandingly good care of its pupils. They are kept safe and secure and receive extensive support and guidance. Parents and pupils hold very positive views of the school which are fully justified. The school has extensive links with other organisations which add considerably to the school's own provision. The headteacher and senior staff provide the school with high quality leadership. They have successfully brought the school through a period of substantial change. More developments are planned and the school is well placed to make further improvement. Management is good, although it requires some reorganisation to ensure it meets the school's future needs. Governors support the school and monitor its work well. The school provides good value for money.

Grade: 2

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

- Reorganise management responsibilities to make full use of the skills and expertise of all staff, and to ensure that the school has the management structure it needs to fully implement its plans for future development.
- Ensure that time is used consistently well in lessons and that teachers make full use of the contributions pupils make to extend their learning.
- Provide pupils with more opportunities to use ICT in all subjects.

3.5 **Cookridge Primary School (June 2006)**

3.5.1 The school has survived a period of rapid change and emerged in a reinvigorated state that is reflected in the enthusiasm of staff and pupils for all that takes place. The headteacher and the new leadership team have weathered the storm admirably and, at the same time, put in place some innovative and creative aspects of learning, which have set pupils' imagination alight. The way that the school has been steered in the last four years has been outstanding. This is a good school that has maintained its effectiveness despite the challenges it has faced.

3.5.2 Standards are broadly average at the end of Year 6, which demonstrates the pupils' good achievement, particularly since the oldest pupils' learning has suffered interruptions in the last four years. The school has met its problems head on and tackled the slight downturn in achievement, which resulted from the temporary difficulties. For example, pupils' progress in writing has improved well since the school adopted some effective methods to help them concentrate on their vocabulary and sentence construction more closely. Equally, progress in mathematics is beginning to speed up because reasons for slower progress have been identified and dealt with.

3.5.3 Good teaching has been maintained, in the face of the changes in personnel, through an intense programme of self-review and constructive advice. Some

inconsistencies remain, but good achievement has been assured by the rapid progress made by pupils in Years 5 and 6. Through expert leadership and management, gaps in pupils' learning have been exposed and ways sought as to how they might be closed. Children's progress in the Foundation Stage is as good as it ever was, but there are plateaux in learning between Years 1 and 6. These result from some otherwise satisfactory lessons, which lack the drive and ambition found elsewhere in the school. Conversely, there is some excellent teaching. Mutual support and the sharing of successful practice have produced lessons that sparkle with enjoyment and push learning along at a fast rate. The good and sometimes first-rate curriculum plays a strong role in stimulating productive learning and good achievement. Enrichment through art and music is especially effective because it has such a powerful effect on pupils' personal and academic development. Pupils display a level of confidence, coupled with a spiritual joy in singing or talking about their three-dimensional art work, which justifies the enormous efforts that have gone into providing expert tuition in these subjects. Moreover, personal development is generally good because pupils are well cared for and supported through difficult periods. No wonder that they enjoy school greatly, feel safe, contribute willingly and have a healthy outlook on life.

- 3.5.4 The lack of drive in some lessons is matched by inconsistencies in the way that pupils are involved in targets to help improve their learning. In some classes, notably in Years 2, 5 and 6, pupils are consulted well about their learning, but in others the advice given, across the curriculum, lacks precision and pupils are not as actively involved in what to do next.

Grade: 2

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

- Improve the consistency of teaching so that all lessons move pupils' learning along fast enough.
- Ensure that all pupils are involved well in thinking about what is good about their work and what needs to be improved.

3.6 Garforth Green Lane Primary School (July 2006)

- 3.6.1 Although the inspection has taken place, the report has not yet been published.

3.7 Gledhow Primary School (June 2006)

- 3.7.1 This is a good school with many outstanding features, a judgement which matches the school's own view. Overall, the leadership and management of the school are good. The outstanding headteacher leads an effective team who are committed to working for the benefit of all the pupils. A comment from the parental questionnaires typifies the parental views, 'A fully inclusive school, encompassing many cultures. The huge commitment of all staff shows in the standards of work produced by the children and the progress they make'. Good quality provision in the Foundation Stage ensures the children have a good start to their schooling. All pupils make good progress throughout the school and reach standards that are above average by the end of Year 6. In mathematics, standards at the end of Year 6 are exceptionally high. Even though all pupils make good progress, the school recognises that higher attaining pupils could do more. This is especially so in mathematics for the younger pupils, and in English for the older pupils. The good quality of teaching and learning and a good, relevant curriculum encourage the pupils to behave very well and be confident, responsible learners so that they

achieve well. The school takes outstanding care of the pupils, and academic guidance and support ensure the pupils feel safe and know exactly what they need to do to improve their work. Consequently, parents have a high regard for the school and the education it provides. Governance is good and the skills and expertise of the governors are used to challenge and support the school as it moves forward. The school has improved well since the last inspection and has good capacity to improve further. It provides good value for money.

Grade: 2

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

- Provide more challenge in mathematics lessons for higher attaining pupils in Years 1 and 2.
- Provide more challenge in English lessons for higher attaining pupils in Years 3 to 6.

3.8 **Greenmount Primary School (January 2006)**

3.8.1 Greenmount Primary School is a multi-ethnic school of outstanding quality. It is extremely effective, has high expectations of its pupils and provides an education experience second to none. Children receive a flying start in the Foundation Stage which is systematically built on throughout the key stages. The teaching is good overall with much that is outstanding. Adults know the pupils' learning and personal needs well and provide stimulating and challenging high quality work. The cultural richness of the community permeates the school environment and enhances the curriculum. The many groups of pupils who have learning needs are extremely well supported. As a result, these pupils achieve exceptionally well and make excellent progress. Parents are overwhelmingly supportive of the school and recognise the high level of care and guidance given to their children. Pupils' personal development is exemplary and they have excellent attitudes to their work.

3.8.2 Much of the success of Greenmount is due to the outstanding dynamic leadership and efficient management of the headteacher. She has an able senior management team and teachers who thrive on challenge. There is a continuing desire to make improvements even though the school already achieves highly, and it provides very good value for money.

3.8.3 The Foundation Stage is very well organised and provides the children with an attractive and stimulating environment in which to learn. Work reflects the Early Learning Goals, although the adults make appropriate modifications to meet the communication needs of the children. Teaching is of a consistently good quality. The children settle well and quickly become confident and learn to make simple decisions.

Grade: 1

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

- Continue to evaluate the effectiveness of new initiatives.
- Establish more fully procedures to involve pupils in setting their own targets.

3.9 **Hollybush Primary School (January 2006)**

3.9.1 In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion

that this school requires significant improvement in standards and achievement in English, mathematics and science because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve.

3.9.2 Hollybush has come successfully through a difficult process of amalgamation: everyone is positive and trying to raise standards. The school is on the right track. Despite the harmonious climate created, academic standards, by the end of Year 6, are very low and pupils' achievement is inadequate. Consequently, the school does not give value for money. Pupils' personal development is satisfactory. They enjoy learning, but attendance levels are not good enough to allow sound progress for all. Teaching and learning are satisfactory. A lack of consistency causes uneven progress in learning and there has not been time for teaching to eliminate the underachievement that existed on amalgamation. Children progress satisfactorily in the Foundation Stage, but have very low attainment in literacy and numeracy. This prevents them from succeeding well at the end of Year 2 where standards are well below average. There are several strengths in the care and support provided for pupils, but the guidance given to children about their learning is not yet good enough. The school is led and managed satisfactorily. The school believes it provides a satisfactory education, but it has overestimated what could be done in a relatively short time. Standards are low because teaching is inconsistent and children's learning is not quick enough. The school has shown that it can improve and the inspectors believe the senior staff and governors are capable of doing what is needed.

Grade: 4

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

Raise standards in English, mathematics and science by:

- ensuring that all teaching accelerates pupils' learning;
- sharpening the checking on teaching to make sure that pupils' standards and achievements are the main focus; and
- using the information from assessments more systematically to improve children's progress and achievement.

3.10 **Iveson Primary School (February 2006)**

3.10.1 The school judges its effectiveness as satisfactory and inspectors agree. It provides satisfactory value for money. Pupils' personal development is good, as are the care, guidance and support they receive. Attendance has improved recently despite an epidemic of sickness, but the levels remain below average. Pupils' achievement is satisfactory overall. Progress was too slow in some year groups in the past due to weaknesses in teaching. As a result of effective action taken to improve the quality and consistency of teaching, there has been a marked improvement in pupils' learning. However, although standards are improving, they are not yet high enough. The curriculum is satisfactory with a good range of enrichment activities. The school has good partnerships with outside agencies and other schools. Provision in the Foundation Stage is satisfactory. The unit is relatively new and has not yet had time to become fully established to ensure a consistency of practice.

3.10.2 Leadership and management are satisfactory. Involvement in a local authority Intensifying Support Programme is proving beneficial in the drive to raise standards and achievement. A rigorous system of self-review has been introduced that identifies key strengths and priorities for development. Pupils' learning is analysed well and their progress tracked closely. The school is responding well to the increasing number of pupils joining with very little or no English at all and supports their learning needs as best it can, but there is no specialist bilingual help for these children. Governance is satisfactory. While the school works hard to maintain the building and grounds, there are limited funds to attend to pressing needs such as the playground surfaces. Improvement since the last inspection is satisfactory and much of this has happened over the last two years. The school has the capacity to improve further.

Grade: 3

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

- Raise standards and achievement further in English and mathematics and ensure all pupils are sufficiently challenged.
- Work with parents and pupils who find good attendance difficult to improve their levels of attendance.
- Find ways of securing bilingual support for those pupils who speak very little English.
- Seek ways of improving the quality of the playground surfaces.

3.11 **Kippax Greenfield Primary School (May 2006)**

3.11.1 Pupils are the best advocates for their school. 'Learning is an ever open door' – this banner greeting everyone entering the school encapsulates the school's values. Inspectors and the school are in agreement that the school is outstanding. Enthusiasm for learning derives from the superb example set by all staff. A robust commitment to high standards translates into an imaginative approach to learning, bearing fruit in improving standards that are now above average. The energetic headteacher convinces everyone that they 'can do' and, as a result, pupils and staff reach for the stars. Because of the foresight of the senior management team, the governing body has supported the introduction of a partnership development officer. From a base within school, he is the spearhead for the establishment of a children's centre in Kippax, working with parents in giving all children in the area an even better start in life. From the moment children start in the Foundation Stage all staff work purposefully to build on their very diverse starting points. Overall, social and communication skills are weak when children start school but through stimulating teaching and care children make the good progress needed to cope with the Key Stage 1 curriculum. This is the bedrock of further good progress at Key Stage 2. As a result, pupils leave school with above average standards. They relate well to each other and communicate well through writing and speech.

3.11.2 The school enjoys the support of all the community and its work is held up as an example of innovation within the local authority. Thinking skills, philosophy, a cross curricular approach to English and mathematics and a commitment to personalised learning are the cornerstones of a successful curriculum, developing well-rounded individuals. Issues from the previous inspection have been successfully dealt with and astute financial management ensures the school gives excellent value for money. The success of the school is best summed up by a parent: 'Greenfields

Primary – you are a cut above the rest.’

Grade: 1

3.11.3 *What the school should do to improve further*

The school is very well aware of what it needs to do and has secure plans in place for further improvement.

3.12 Kirkstall Valley Primary School (June 2006)

3.12.1 ‘A wonderful warm, learning environment for all’. ‘Children are encouraged to reach their full potential’. ‘My child has come on leaps and bounds’. These parental comments sum up parents’ positive view of the school. They also support the inspection findings and the school’s judgement that its overall effectiveness is good. Standards are broadly average and pupils achieve well. This is because the leadership and management are good. The headteacher’s leadership is strong and she is assisted well by staff and governors. The quality of teaching is good enabling pupils to make good progress throughout the school. The curriculum is effective with a strong emphasis on developing pupils’ basic skills. Provision in the Foundation Stage is good. Pupils’ personal development is outstanding. Pupils really enjoy coming to school and they respond very well to the outstanding care, guidance and support they receive. Their behaviour and attitudes to learning are excellent. The school has a clear understanding of its strengths and areas for development. It has rightly identified the need to improve the recording of children’s progress from entry to the school in the Nursery to the end of Reception so that attainment of individuals and groups can be efficiently tracked from entry to school to the end of Year 6. This will help the management to improve the monitoring of children’s progress over time and assist target setting in order to raise standards even further. Improvement since the last inspection is good. The commitment of the staff and the effective leadership and management indicate that the school has good capacity to continue to improve.

Grade: 2

3.12.2 *What the school should do to improve further*

This good school knows what needs to be done. In particular it should focus on:

- incorporating information about individual and groups of children’s progress in the Foundation Stage into the established tracking system, in Years 1 to 6, in order to assist target setting.

3.13 Meadowfield Primary School (February 2006)

3.13.1 Meadowfield is a new school and is already showing strong signs of improvement. It offers a satisfactory quality of education and provides satisfactory value for money. These findings reflect the school’s view of its overall effectiveness. The leadership and management are satisfactory overall with strengths in the leadership of the headteacher and deputy headteacher. The recent amalgamation brought many challenges but the school has come through it very successfully, despite still having to pursue ‘snagging’ issues relating to the new building. There is a ‘buzz’ of improvement about the school. The quality of teaching and learning is satisfactory with examples of good and outstanding practice. Pupils are making rapid gains in their learning in most classes in response to the improvements in the quality of teaching. The school has only recently entered a settled period and therefore initiatives aimed at raising achievement have not yet had time to impact

fully on pupils' standards which still remain well below average. However, the school is on course to meet its challenging targets. The curriculum is satisfactory. Provision in the Foundation Stage is satisfactory, as is the care, guidance and support of children. Pupils' personal development is satisfactory. However, attendance levels are below average. The school works hard to tackle this issue but the once improving levels have fallen since its relocation to the new site. Systems for the monitoring and evaluation of performance are rigorous and result in the school knowing exactly where the strengths are within the school and the areas requiring development. This indicates the school has a good capacity to continue to improve.

Grade: 3

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

Raise standards and achievement throughout the school by:

- improving the quality of teaching and learning to good or better and ensuring a consistency of practice throughout the school
- working with parents and carers to improve pupils' attendance
- developing pupils' confidence further and ensuring that they are actively involved in their learning
- pressing for speedy completion of 'snagging' issues relating to the new building and grounds to ensure full attention can now be given to raising achievement.

3.14 **Methley Primary School (May 2006)**

3.14.1 This is a satisfactory school with some good features and outstanding potential to improve, a judgement that matches the school's view of itself. It gives satisfactory value for money. The main success has been to amalgamate two very different schools in a short time into one forward-looking, dynamic, purposeful school. A real buzz of excitement about learning is reversing effectively some of the inherited underachievement. Achievement is satisfactory, a better picture than the school perceives, largely because of the unrelenting drive from the top to push up standards. Improvement since September 2005 has been both marked and rapid. Leadership, management and governance therefore are good, not satisfactory as the school indicated. Stringent assessment procedures have been used to highlight areas of weakness and to ensure that pupils are now taught what they need to learn. As a result, standards are beginning to rise, although those in English are still below average at the end of Year 6 and more able pupils do not read as well as they should by the end of Year 2. The quality of teaching is satisfactory. Although much of the teaching and learning is very good, there are pockets of weakness, which are being challenged. The curriculum is satisfactory with some good, innovative features but these have yet to have a full impact on pupils' achievement. Provision in the Foundation Stage is satisfactory but there are weaknesses in the assessment, planning and teaching of early literacy skills. There are good systems to ensure that pupils are well cared for. Pupils' personal development, behaviour and attitudes to learning are good. Attendance is above average. As Year 6 say, 'We're learning more and it's fun'.

Grade: 3

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

- Improve the Foundation Stage provision, particularly the assessment, planning

and teaching of early literacy skills, and develop fully the potential of more able pupils.

- Raise standards in English by the end of Year 6 by providing more challenge for more able pupils.
- Ensure that more able pupils are taught to read with greater understanding by the end of Year 2.

3.15 Miles Hill Primary School (May 2006)

3.15.1 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.

3.15.2 Miles Hill has declined in effectiveness and has not successfully tackled the issues raised at its last inspection in 2001. Its overall effectiveness, although judged by the school to be satisfactory, is inadequate. The school has suffered considerable disruption in recent years, with several changes of headteacher and a lengthy period of uncertainty arising from the school's inclusion in the local authority's reviews of school places. These factors have lowered staff morale and effectiveness and, as a result, the achievement of pupils is unsatisfactory. Sound leadership in the Foundation Stage enables children to experience a positive introduction to school; quality and standards in Nursery and Reception are satisfactory. Standards at the end of Year 6 are exceptionally low and progress from Year 1 to Year 6 is inadequate. Children's personal development and well-being are satisfactory overall but their attendance is well below average. The school is calm and orderly and children's behaviour is satisfactory. Teaching is inadequate: expectations are not high enough, there is insufficient challenge and the children have too few opportunities to exercise independence in their learning. The curriculum is also inadequate: it lacks the breadth and richness to meet the needs of all children. The tracking of children's progress is not sufficiently rigorous to ensure that they make the progress of which they are capable; care, guidance and support are inadequate overall. The school's leadership and management, including governance, are inadequate. While the school knows some of its weaknesses, its evaluation of its performance is too positive. Recently, the temporary leadership has implemented a range of initiatives to improve teaching and the curriculum, but the measures taken have had too little impact on children's progress. The procedures for monitoring teaching take insufficient account of its impact on achievement and standards. In this context, the school provides unsatisfactory value for money and its capacity to improve is inadequate.

Grade: 4

3.15.3 *What the school should do to improve further*

- Improve the monitoring of teaching so that it is rigorously focused on improving its quality and its impact on achievement and standards.
- Provide more support and challenge for all children to raise standards and achievement in English, mathematics and science.
- Improve attendance.

- Give children more opportunities to develop independence in their learning.
- Extend the breadth and richness of the curriculum so that it meets all children's needs.
- Improve procedures for tracking children's progress and make better use of the information gained to ensure that children make faster progress.

3.16 Mount St Mary's Catholic Primary School (June 2006)

3.16.1 This is an outstanding school. Despite the considerable challenges posed by the dilapidated temporary building and barren, unkempt exterior environment around the school, pupils make outstanding progress and achieve results in the national tests that are in the top 5% of schools nationally in English, mathematics and science. The school has achieved this accolade for the past four years. The quality of teaching and learning is outstanding because of consistently high expectations that all pupils will do their best and the unrelenting commitment to raising standards by the acting headteacher and staff. Coaching, mentoring, support and systematic training have an exceptional impact on producing consistently outstanding teaching throughout the school. The use of assessment information is impressive and summed up well by a new pupil to Year 6 who said, 'Targets make it easier for us to learn because we know how to improve our work'. Personal development and well-being are outstanding: the behaviour of pupils is exemplary and older pupils have an excellent grasp of the impact of effective basic skills on later learning. The curriculum is outstanding and effectively enriched by a wide range of out-of-school activities led by, in some instances, professional sports coaches and includes a comprehensive programme of music tuition for pupils. Pupils' care, guidance and support are excellent. Many health and safety procedures have been attended to efficiently in recent months, for example, child protection training, risk assessments and first aid procedures. Steps to ensure the safety of the old, temporary building take up much of the acting headteacher's time. Leadership and management are outstanding because of the commitment to maintaining the outstanding achievement of all pupils. Provision and standards in the Foundation Stage are good. Steps to improve the indoor learning and transition between Reception and Year 1 are excellent, but the lack of a spacious outdoor area to extend the curriculum limits the opportunities for daily physical development. Parents are very happy with the school, especially how quickly children starting part way through the year settle down. The school has an excellent capacity to improve and improvement since the last inspection has been exceptional in all respects. Value for money is excellent.

Grade: 1

3.16.2 *What the school should do to improve further*

- Improve the outdoor play area for the youngest children in Reception class because it is too small and does not have sufficient equipment.

3.17 Queensway Primary School (May 2006)

3.17.1 The inspection team agree with all aspects of the school's view of its work: this is a good school with some outstanding features. It provides good value for money. Standards and achievement are good. The results of the 2005 national tests in Year 6 were above average in English, mathematics and science. Some higher attaining pupils did not reach the higher levels in writing in Year 6 and, as a result,

this has been a priority for improvement. Pupils make good progress throughout the school, although this is outstanding in Years 1 and 6 because of exceptional teaching. The quality of teaching is good overall. Expectations are generally high, especially in literacy and numeracy lessons, but less so in some of the other subjects which sometimes results in poorer quality presentation of written work. Assessment arrangements are thorough, but pupils are not given sufficient written guidance on how to improve their work in writing and in some subjects the work is not marked regularly enough. Quality and standards in the Foundation Stage are good: children make good progress as a result of good teaching by all the adults working in the Foundation Stage. The personal development and well-being of the pupils are outstanding: pupils behave well, enjoy school and take their responsibilities seriously. The curriculum is good and effectively enriched by a comprehensive range of lunchtime and after school clubs, some of which are run by the pupils. The care, guidance and support for pupils are good. Leadership and management are good, with some outstanding features in the strong teamwork, partnership with parents and outstanding improvements since the last inspection. The school development plan has too many priorities resulting in insufficient time to check progress as rigorously as needed. Governors are well informed and very supportive of the school. The school has an excellent capacity to improve.

Grade: 2

3.17.2 *What the school should do to improve further*

- Provide pupils with more consistent feedback on their written work.
- Reduce the number of priorities on the school development plan to allow time for more rigorous checking of the quality of learning in subjects such as history and geography.
- Raise the expectations that pupils will write as well in every subject as they do in literacy lessons.

3.18 Roundhay St John's Church of England Primary School (July 2006)

3.18.1 This is a satisfactory school with some good features and it is providing satisfactory value for money. Inspectors do not agree with some of the school's judgements about aspects of its work. Some judgements of 'good' and 'outstanding' have been made without taking into account that pupils did not do well enough in mathematics and science by the end of Year 6. Overall effectiveness is judged to be satisfactory rather than good as the school reported. The quality of teaching and learning and the curriculum are satisfactory but the provision of extra-curricular activities is good. Pupils' personal development is good and this reflects the good quality of care, guidance and support. Attendance is well above average, showing how much pupils enjoy coming to school. The issues from the last inspection have been dealt with effectively. The new headteacher, ably supported by her deputy, is determined to raise standards and is correctly focusing on improving the quality of teaching. As a result, the school has the capacity to improve.

3.18.2 Quality and standards in the Foundation Stage are good and, as a result, children achieve well. Pupils' achievement in Years 1 to 6 is satisfactory. Overall standards are above average throughout the school but in Years 3 to 6, standards in mathematics and science tend to be lower than in English. Pupils who have English as an additional language are particularly well supported and make good progress.

3.18.3 Leadership, management and governance are satisfactory. The role of subject coordinators in monitoring the quality of teaching and learning is not sufficiently well developed to ensure that areas for improvement are quickly identified and acted upon. Governors are committed to the school and are currently exploring ways of increasing their role in monitoring all aspects of provision. The vast majority of parents are supportive and hold the school in high regard. Its good reputation locally means that all year groups are full to capacity.

Grade: 3

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

In order to improve standards and pupils' achievement in mathematics and science, the headteacher, governors and staff should:

- improve the quality of teaching and learning in these subjects
- develop the role of subject coordinators and governors to ensure that they have a sharper focus on raising standards and improving the quality of teaching and learning.

3.19 Rufford Park Primary School (February 2006)

3.19.1 Although the school judges its effectiveness to be good, inspectors judge it to be satisfactory. The headteacher, with the full support of staff and governors, has managed a challenging amalgamation successfully, creating an ordered and harmonious school. Partnerships with outside agencies have been very effective in this process. Children in the Foundation Stage make a sound start to school. The school has been particularly successful in promoting children's personal development and well-being. A strong commitment to providing high quality care and support for all groups of children results in them feeling safe, secure and well looked after. Children's academic achievement is satisfactory. Children enter and leave school with attainment that is average and in doing so they make satisfactory progress. Teaching is satisfactory, although there are many good features, such as very good relationships in classes. The curriculum offers good support for children's personal and health education and is satisfactory overall. The school has implemented arrangements to track children's progress and this information has been increasingly well used to identify additional support. However, teachers' use of information to match tasks accurately to children's needs and identify personal targets for them is inconsistent throughout the school. The quality of leadership and management is good. The leadership group understands the need to raise standards and has put in place effective policies and procedures to address this issue. Evidence is emerging in the school's own assessments of the positive impact of these measures on pupils' progress and inspectors judge that the school's capacity to improve further is good. The school gives satisfactory value for money.

Grade: 3

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

Improve the use of information about pupils' attainment and progress to:

- match work more consistently to pupils needs
- set challenging targets in English and mathematics for individual pupils.

3.20 Shadwell Primary School (June 2006)

3.20.1 This is a good school with outstanding features in its personal development and well-being, care, guidance and support and leadership and management. It provides good value for money. The school's self-evaluation is accurate and effective, although they have judged the effectiveness of leadership and management too modestly. The quality of teaching and learning is good with some outstanding teaching. Pupils make good progress throughout the school from average attainment on entry to the Reception class to above average attainment when they leave in Year 6. Pupils leaving the school in 2005 reached standards that were significantly above the national average in mathematics and science. Achievement was good in those subjects. Standards were above the national average in English but overall achievement was just satisfactory because too few pupils reached the higher levels in writing. The personal development and well-being of pupils are outstanding: the promotion of a healthy lifestyle means that pupils know to eat healthily. The curriculum is good with particular strengths in the extra-curricular provision and improvements to information and communication technology (ICT). Care, guidance and support are outstanding because of the rigorous attention given to the safety of pupils by governors and outstanding assessment procedures that track the progress of individual pupils as they go through school. Leadership and management are outstanding. The headteacher is well supported by a dedicated team of staff and gives a high priority to maintaining and raising standards. Governors are very effective and make excellent use of their professional skills to support the school as well as having high expectations for all aspects of the school's work. Parents hold the headteacher in high regard for the ethos she has created. The school has an outstanding capacity to improve as a result of the high priority given to raising standards by the headteacher.

Grade: 2

3.20.2 *What the school should do to improve further*

- Improve the level of challenge for more able pupils in writing throughout the school so that they achieve the levels of which they are capable.

3.21 Southroyd Primary and Nursery School (May 2006)

3.21.1 This is a good school, with outstanding features in the care and personal development of pupils. The school's self evaluation is accurate in all key features. Staff, parents and pupils rightly speak positively about what the school provides and achieves. It provides good value for money.

3.21.2 In response to the good teaching, pupils make good progress to achieve average standards from below average starting points. Children get off to a good start in the Nursery. Most settle quickly and make good progress in the Foundation Stage, because of the good provision that helps them learn independently and purposefully, both indoors and outdoors. In Years 1 to 6, pupils are taught well, but there are still opportunities to use assessment information more to provide consistent challenge for all learners. Most pupils have good attitudes to learning. There is a striking self-confidence and maturity in the attitudes and opinions of pupils by the time they reach Year 6. Their spiritual, moral, social and cultural development is exemplary. Pupils behave well both in and around the school. The curriculum is good. The impressive range of responsibilities given to older pupils and the extensive range of extra-curricular activities are particularly strong

features. Pupils get exceptional levels of care, support and guidance. They benefit significantly from the range of partnerships the school has with outside agencies. Leadership, management and governance are good, although the monitoring of teaching and learning is not yet rigorous enough to ensure consistent, good learning.

3.21.3 There has been good improvement since the previous inspection. The school has good capacity for further improvement.

Grade: 2

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

In order to raise pupils' good progress even further the school should:

- Monitor the quality of teaching more rigorously to identify how pupils can make faster progress.
- Use the school's assessment information more effectively to set more challenging targets and support learning.

3.22 St Bartholomew's Church of England Voluntary Controlled Primary School (June 2006)

3.22.1 The inspector agrees with the school's own evaluation that its provision and value for money are outstanding. Pupils make outstanding overall progress from low levels to reach above average standards by the end of Year 6. The school has made very good improvements, such as in raising writing standards, and is extremely well placed to continue to maintain its high quality provision.

3.22.2 Teachers ensure pupils' outstanding achievements by paying great attention to the needs of each individual. For example, high quality experiences and support in Foundation Stage classes help all children settle quickly and get learning off to a flying start. Throughout the school, extensive learning opportunities and extremely good teaching ensure pupils of all backgrounds and abilities make very rapid progress. Within a vibrant and exciting multicultural atmosphere, pupils develop the maturity and exemplary attitudes and behaviour to equip them for their future. A caring atmosphere and strong positive relationships give all pupils confidence to thrive.

3.22.3 Senior leaders' monitoring and analysis give an extremely clear and accurate view of strengths and weaknesses. Innovative approaches to responsibilities enable all staff to contribute to the monitoring, evaluating and improvement process. This has produced a noticeable atmosphere of teamwork and shared involvement with a focus on giving pupils exactly what they need to improve. As a result, relative weaknesses are quickly and effectively identified and remedied. Although the governing body supports well and rigorously ensures statutory requirements are met, involvement in monitoring the school's work is more limited.

Grade: 1

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

The school has a very accurate view of its own strengths and weaknesses, with clear planning to address areas of relative weakness. Within this framework, it should ensure that:

- governors play a stronger role in monitoring the school's work and holding it accountable.

3.23 St James' Church of England Voluntary Controlled Primary School (June 2006)

3.23.1 The effectiveness of the school is satisfactory with some good features in pupils' personal development and well-being. It provides satisfactory value for money. The inspection team disagree with the school's over-generous judgement of its effectiveness. The main reason for this is that pupils' standards and achievement, the quality of teaching and learning, curriculum and leadership and management are only satisfactory. There is currently underachievement in mathematics for higher attaining pupils throughout school. Personal development and well-being are good. Pupils enjoy school because they are encouraged to keep fit and take responsibility. The quality of teaching and learning is satisfactory. Teaching of mathematics is just satisfactory because there are weaknesses in planning, the use of resources and challenge for higher attaining pupils. Assessment procedures are satisfactory. The curriculum is satisfactory with good aspects in the enrichment through educational visits, additional provision for instrumental tuition and a good range of sporting fixtures. Mathematics is not given a high enough priority either in displays, time allocated to teach it or opportunities to apply mathematical skills in other subjects. Care, guidance and support are satisfactory overall. Pupils say their teachers help them feel safe. However, there are currently no trained first aiders in school. Pupils with learning difficulties and/or disabilities are well supported. Provision and standards in the Foundation Stage are good. Leadership and management are satisfactory. Delegation of responsibilities and communication with colleagues has some weaknesses. The actions to improve mathematics by the headteacher have had too little impact on improving standards because staff have not been provided with any training. Parents are very happy with what the school provides for their children. Improvement since the last inspection is satisfactory and the school has a satisfactory capacity to improve.

Grade: 3

3.23.2 *What the school should do to improve further*

- Raise standards of the more able pupils throughout the school in mathematics.
- Provide informative wall displays, resources for pupils and more effective planning to improve the teaching of mathematics.
- Improve the delegation of responsibilities to staff to ensure a more rapid rate of improvement.
- Provide training in first aid and appoint a named first aider.

3.24 St Nicholas Catholic Primary School (June 2006)

3.24.1 The school judges its effectiveness to be outstanding and inspectors agree. From their first days in school, expectations of children are high, and the quality and standards in the Foundation Stage are outstanding. Starting with attainment that is well below average, pupils make excellent progress throughout school to achieve standards that are in line with national expectations by the end of Year 6. The school is extremely successful at promoting pupils' personal development and well-being. They are helped to develop into mature and confident individuals, with a

good understanding of right and wrong. Pupils are taught to understand the value of learning and education as a powerful aid to their development as individuals. Teaching is well planned and organised, and makes very effective use of a wide range of teaching strategies to develop confident and effective learners. The curriculum offers pupils a wealth of experiences and is very successful at developing their basic skills and extending their knowledge and understanding of the world. Pupils benefit from very high levels of care and they receive excellent guidance from staff, which ensures that they can take advantage of the rich provision made by the school. The leadership team works very effectively to keep the school moving forward and ensures standards are maintained and improved. School leaders could sharpen the impact of strategies for improvement by making more effective use of data about attainment. Improvement since the last inspection and the school's capacity to improve further are outstanding. The school gives outstanding value for money.

Grade: 1

3.24.2 *What the school should do to improve further*

- Make more effective use of performance data when planning and evaluating the impact of strategies adopted to promote improvement.

3.25 St Oswald's Church of England Junior School (July 2006)

3.25.1 Although the inspection has taken place, the report has not yet been published.

3.26 St Joseph's Catholic Primary School, Otley (July 2006)

3.26.1 Although the inspection has taken place, the report has not yet been published.

3.27 St Joseph's Catholic Primary School, Wetherby (July 2006)

3.27.1 Although the inspection has taken place, the report has not yet been published.

3.28 St Philip's Catholic Primary and Nursery School (June 2006)

3.28.1 The inspection confirms that the school's evaluation of itself is accurate. This is a good school and it provides good value for money.

3.28.2 The school's Catholic ethos is very much at its heart and every pupil is highly valued. The pupils' personal development is outstanding and they positively sparkle with enthusiasm, which has a significant impact on the good progress they make. Provision in the Foundation Stage is good. Although many pupils arrive in the Nursery with poor speaking and listening skills, the good planning and wide range of interesting early learning opportunities helps to ensure that the majority are on track to reach the expected levels of attainment by the time they leave Reception. By the time the pupils leave Year 6, their standards in English, mathematics and science are above average. Achievement is good. These positive outcomes are also linked to the constructive development work of the senior leadership team, well assisted by the teaching and support staff and by the effective governing body.

3.28.3 The quality of teaching and learning is good overall, although there are wide variations across the school. Those pupils identified with learning difficulties and/or disabilities make good progress. All pupils are well cared for, guided and supported, although there are some inconsistencies in the use of assessment data

and in the guidance pupils receive which helps them to improve their work. The school curriculum is good and often exciting: it is enriched well by a wide range of interesting visits and extra-curricular activities.

- 3.28.4 Leadership and management have a good awareness of the school's priorities for development and systems for tracking pupils' progress are being reviewed to ensure pupils are sufficiently challenged. The school has made good progress since the last inspection and has the capacity to improve even further.

Grade: 2

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

- Raise the level of teaching to that of the best in order to ensure that there is a school wide consistency in pupils' learning.
- Improve the use of assessment, marking and tracking systems to ensure a clear understanding of what needs to be done to secure consistent levels of progress and appropriate challenge for all pupils.

3.29 Thorner Church of England Primary School (February 2006)

- 3.29.1 Thorner CE Primary School is an effective and popular school where pupils make good progress overall in their learning and reach standards which are above national averages. Despite the staffing difficulties encountered during the inspection, the quality of teaching was never less than satisfactory and much of it displayed some good features. The curriculum is broad and well balanced, and is enriched by a good range of cross-curricular and extra-curricular activities, with strong links to the local and wider community to which the pupils belong.

- 3.29.2 The pupils' personal development and their care, guidance and support given by the staff are outstanding. The school is skilled at recognising the personal and social needs of the pupils and the staff know them well. Attendance is high, and behaviour is impeccable. The pupils relish new challenges, are considerate of others and enjoy excellent relationships at all levels.

- 3.29.3 The school is well led and managed by the headteacher, ably supported by the staff team. She has an acute awareness of the school's strengths and weaknesses and has successfully carried through a number of initiatives to improve the education provision for the pupils, as well as seeking to make further gains in standards.

- 3.29.4 The children receive a good start in the Foundation Stage and settle well, quickly becoming confident and independent learners. The work reflects the Early Learning Goals and builds on experiences the children bring from home or local pre-school provision. The teaching is of a consistently satisfactory standard and often displays good features. There are good links with parents and carers and they are kept well informed of their child's progress.

- 3.29.5 Overall, the school provides good value for money.

Grade: 2

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

- Raise the quality of teaching to a consistently high standard.

- Ensure that all pupils, especially the more able, are challenged to achieve their potential.
- Continue to refine the use of assessment data for planning the next steps in learning.

3.30 Tranmere Park Primary School (June 2006)

3.30.1 Tranmere Park Primary School is an outstanding school where pupils achieve high standards, make rapid progress in their learning, enjoy an exciting and challenging curriculum and develop into 'well-rounded' pupils through the school's very clear and well provided inclusive education. There are no major weaknesses at all. Three key words encapsulate Tranmere Park: consistent, efficient and effective. These are the hallmarks that endear parents and make it such a popular and often over-subscribed school. Parents say. 'a wonderful school that I can't praise too highly'. 'as a teacher I couldn't ask for a better school for my child'. 'a wonderful staff team who deliver fabulous learning, sporting and fun activities'. The aim of providing an education which takes account of the many different needs of pupils is achieved exceptionally well and is at the root of the school's success. The parents of a child with learning difficulties comment: 'the help and support for _ has been phenomenal. I don't think he could be in a better place'.

3.30.2 The inspection team agree with all those statements. So why is the school so successful? It is outstandingly led and managed. The headteacher has created a very strong staff team built on the principles of cohesion and innovation. Although there have been regular staff changes, they have been used as a way of extending the richness of what the school offers. Adults visibly enjoy their work, thrive on challenge and convey their enthusiasm to the pupils who respond well. The exceptional quality of the deputy headteacher means that the headteacher can confidently share the task of carrying innovation forward. In such a climate, the quality of care, guidance and support is outstanding and pupils love coming to school. Tranmere Park Primary School provides excellent value for money.

Grade: 1

3.30.3 *What the school should do to improve further*

n/a

3.31 Victoria Primary School

3.31.1 This is a good school with some outstanding features, notably pupils' personal development and well-being which are exceptional. Pupils thrive here because of it, developing into capable and responsible young people. The school's self-evaluation is largely accurate in that it rates itself as good but it tends to be over-modest in some respects. Its judgement that the care given to pupils is outstanding is a true reflection of the personal support they receive but academic guidance is less strong. This aspect therefore is good overall. The school is well led and managed with good support from governors. The school has improved well since the last inspection and has good capacity to improve further. It gives good value for money.

3.31.2 The school does well to get the majority of pupils close to average standards at the end of Year 6 from their low starting points. They get off to a flying start in the Foundation Stage where provision and the quality of teaching are outstanding. In Years 1 - 6, pupils achieve well because they are well taught. An outstanding

curriculum develops their capacity to think, imagine and learn with enjoyment. Pupils' learning has accelerated because of this and because this year much improved assessment procedures have enabled teachers to target precisely those pupils who need extra help and to focus on particular aspects which pupils find difficult such as writing. The school has rightly identified that pupils should be involved in checking whether they have met small achievable targets so they learn from their mistakes. Furthermore, there is a need to tighten up individual education plans for pupils with learning difficulties and/or disabilities so they too give clear small steps for learning and precise targets.

Grade: 2

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

- Involve pupils in checking their work against small, achievable targets so they understand what they have to do to improve its quality.
- Ensure that individual education plans give very clear small steps for learning and precise targets.

3.32 **SECONDARY SCHOOLS**

3.33 **Abbey Grange Church of England High School (April 2006)**

3.33.1 This is a good school and inspectors agree with the school's evaluation of its effectiveness. Standards are high in the main school and the sixth form and students make good progress overall. Teaching is consistently good. Nevertheless, there is room for further improvement to enable all students to learn more independently. The curriculum is good with some outstanding features, notably the wide ranging study support and extra-curricular programmes. These make a valuable contribution to the students' levels of maturity and their high aspirations. The school's work on healthy lifestyles is very effective and has a particularly strong impact on students' eating habits. The headteacher and senior leaders provide good leadership and management and governors are fully involved in the school's planning for improvement. Systems for analysing the school's overall performance are robust. However, the monitoring of students' progress is not frequent enough to inform decisions made by senior staff about school improvement. Performance management arrangements are well linked to the improvement of teaching and learning, and subject and year leaders are held to account for the performance of their subjects and year groups. The school works in partnership with other local schools to offer support and share good practice. It has recently gained specialist humanities status and plans are in hand to enhance the curriculum in the humanities and extend the school's work in the community. All the key issues from the last inspection have been successfully addressed and the capacity for further improvement is good. The school provides good value for money.

Grade: 2

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

The effectiveness and efficiency of the sixth form are good. Standards are above average and progress is good. More than half of the pupils from Year 11 stay into the sixth form, where they engage in a broad curriculum of academic courses leading to Advanced Supplementary (AS) and full Advanced Level (A level) examinations. These are augmented by a wide range of Vocational Certificate of

Education (VCE) courses. Good collaborative arrangements with three local secondary schools enable students to study minority subjects. The quality of teaching and learning is good, with some outstanding features such as the level of intellectual challenge to students' thinking. The leadership and management of the sixth form are good. This is demonstrated in the close monitoring of the quality of courses. It is also reflected in the proportion of students who complete their sixth form education, in excess of 90% from Year 12 to 13. Students value the high quality care and guidance which they receive. The sixth form gives good value for money.

Grade: 2

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

- Ensure that the progress of all students is more frequently monitored to inform decisions about whole school improvement.
- Ensure that all students have opportunities to develop and use independent learning skills.

3.34 **Boston Spa School (February 2006)**

3.34.1 Boston Spa School is satisfactory with some good features. Many students enjoy the benefits of being at a sports specialist college. They show an excellent awareness of the need to adopt a healthy lifestyle and many participate in a range of activities which help develop their confidence and team working skills.

3.34.2 The school judges itself to be satisfactory and inspectors agree with this judgement. Achievement and standards are satisfactory. Overall pass rates are above national averages. But this masks some underachievement; from above average attainment on entry to the school, students' progress by the end of Year 9 is inadequate. By the end of Year 11 most students catch up and make the progress expected of them although pupils of lower ability do not make sufficiently good progress. There are many strategies in place to address underachievement and some of these are now beginning to have an impact. Students' personal development and well-being are satisfactory; the school provides many good opportunities for cultural development, but the behaviour of some students is detrimental to the learning of others. Teaching and learning in the main school are satisfactory overall. Although much teaching is good, there is too much variation in the overall quality of lessons. Marking of students' work is inconsistent and students are not always clear about what they have to do to improve. Data is beginning to be used effectively to set targets and monitor students' progress, but this is not yet sufficiently well embedded in all areas of the school. The curriculum is satisfactory, as is the care, guidance and support provided for pupils.

3.34.3 Leadership and management are satisfactory. Actions to improve the school's performance have been taken, and some are effective, but they are not always monitored or evaluated well enough in order to assess their impact. Since the last inspection, all of the key issues identified have been addressed. The school provides satisfactory value for money and has the capacity to improve.

Grade: 3

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

Inspectors agree with the school that the sixth form is good. It is well led and

managed. The curriculum offers an extensive range of academic courses and a growing number of vocational options which meets students' needs very well. Personal development in the sixth form is good. Students enter the sixth form with average attainment. They achieve very well because of the good teaching they receive and their very positive attitudes to learning. Attendance is good and the number of students who complete their courses is generally high, though this varies from subject to subject. Nearly all students progress to higher education at the end of Year 13.

Grade: 2

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

- Monitor, evaluate and review more carefully all strategies used to raise achievement and standards and use the results to set more challenging targets.
- Ensure that best practice in teaching, learning and assessment is shared with all teachers.
- Continue to ensure that student review systems are implemented rigorously across all departments.
- Apply the behaviour policy more consistently across the school.

3.35 **Burley Park Centre (Pupil Referral Unit) (January 2006)**

3.35.1 This is a good unit; its previous designation as having serious weaknesses no longer applies. Overall, managers are accurate in their evaluation of the Centre's effectiveness and what else needs to be done; the Centre has the capacity to continue to improve at a good rate. Since the last inspection, the Centre has gone through difficult times. Initially, it failed to make adequate progress. Standards were at risk and managers could not ensure the health and welfare of staff and pupils. However, outstanding progress has been made now under the excellent leadership of the new headteacher. Achievement in all subjects is good as a result of effective teaching and a good curriculum. Adults are knowledgeable about their subjects and manage pupils' behaviour extremely well. However, even more could be done to teach each pupil in ways best suited to them individually. Provision for pupils' personal development is outstanding and as a result, pupils have greatly improved their attitudes to learning and behaviour. They have an excellent understanding of how to keep themselves fit, healthy and safe. While the attendance of most pupils has improved, a few pupils have persistently poor attendance and do not achieve as well as they should. Pupils receive outstanding care, support and guidance. Links with parents are good and those with other professionals excellent. The number of pupils returning to mainstream education has increased with no pupils returning to the Centre for a second time. This is a good measure of success. The cost of educating each pupil is very high because of the complexity of the pupils' needs. Nevertheless, taking account of the Centre's effectiveness, value for money is good.

Grade: 2

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

- Raise achievement further by improving the quality of teaching particularly in catering for the different ways in which pupils learn.
- Continue to work with parents, carers and other professionals to improve attendance.

3.36 City of Leeds (Central Leeds Federation)

3.36.1 Although the inspection has taken place, the report has not yet been published.

3.37 Crawshaw School (January 2006)

3.37.1 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 the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to: achievement and standards, teaching, learning, assessment and leadership and management.

3.37.2 In the aftermath of a serious fire in 2001 the school has recovered well. The headteacher, supported by his senior management team, has successfully led the school through years of turmoil caused by major building work. There is much to be proud of, including an impressive new school building providing a much improved environment for all students and newly acquired specialist college status in humanities.

3.37.3 The school judges itself as good. However, inspectors judge overall effectiveness as inadequate. Standards are broadly in line with national averages but from average prior attainment on entry, the progress that many students make, especially boys, is significantly below the national average. Actions taken to address key weaknesses have been slow to take effect. It is too early to assess the impact of specialist status on standards.

3.37.4 The overall quality of teaching and learning is inadequate. There are examples of good practice, but much of the teaching fails to engage all students and learning is sometimes subverted by poor behaviour. Assessment practices are inconsistent; too often students are given no indication of how well they are doing and what they need to do to improve. Some parents and students also identified these areas as a concern. Recently introduced review days to monitor progress, attended by students and their parents or carers, have been very well received.

3.37.5 Although inspectors recognised the many strengths of the school, leadership and management are judged to be inadequate because there has been insufficient focus on raising achievement and improving the quality of teaching and learning. Several of the issues from the previous inspection have been addressed but the pace of improvement has been slow in some areas, even when considering the past difficulties. Governors give good support to the school but they have been insufficiently challenging in key areas of raising achievement. The school provides satisfactory value for money and has the capacity to improve.

Grade: 4

3.37.6 *Effectiveness and efficiency of the sixth form*

Inspectors agree with the school's view that quality of provision in the sixth form is good. Overall performance in advanced subsidiary (AS) and general certificate of education advanced level (GCE A-level) has risen steadily over the last three years. Consortium arrangements have secured provision which is unusually wide for a school sixth form, not only in the number of subjects on offer, but in the range of sporting and extracurricular opportunities. Arrangements for induction are particularly good, while common timetables and dedicated transport render courses at each centre easy to access. Systems to track and monitor students' performance

are effective. Sixth form provision is well led and managed, both in the consortium and in the school itself. Students' views are systematically collected and analysed, and are strongly and consistently positive.

Grade: 2

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

- Raise the achievement of all students, in particular that of boys.
- Increase the proportion of good or better teaching by ensuring that it is focused on students' learning.
- Devise a wider range of strategies to promote students' personal development, including behaviour, and listen to their views.
- Ensure that the leadership and management of the school improve quality assurance arrangements to ensure a consistent and systematic approach to monitoring and evaluation of achievement and standards, teaching, learning and assessment.

3.38 **Guiseley School (May 2006)**

3.38.1 Inspectors agree with the school that it provides a good education for students. The school is well led and managed and the headteacher and senior leaders have a clear sense of purpose. They also have an accurate view of the school's strengths and weaknesses. Standards are well above average and students achieve well. However, achievement in science is not as good as that in English and mathematics. Achievement in the sixth form is good.

3.38.2 Students' personal development is good. They enjoy coming to school and behave well. They make an effective contribution to the school and the wider community, for example, through the active School Council and regular charity fundraising. Initiatives to improve teaching, learning and assessment have led to good teaching overall but the good practice is not yet consistent across all departments. Science and information and communication technology (ICT) are weaker subjects. Stronger departments include English, mathematics and design and technology.

3.38.3 The curriculum is good. It meets all learners' needs effectively and take-up of the wide range of extra-curricular activities is good. Care, guidance and support are good and make a valuable contribution to students' progress. The school has successfully tackled all key issues identified in the last inspection. Staff, parents', governors' and students' views contribute to the school's improvement planning. The school's evaluation of the effectiveness of improvements is not always sufficiently based on the students' performance. Target-setting systems for individual students are robust. However, senior leaders do not analyse the performance of students frequently enough to identify trends and take action where needed. New appointments and partnerships fostered by the school's specialist technology status have strengthened the school's capacity to improve. Governors know the school well and hold it to account effectively. The school provides good value for money.

Grade: 2

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

The sixth form provides a good education for its students. About two-thirds of Year

11 students stay into the sixth form, and over 90% continue their studies into Year 13. Standards are above average and students make good progress and enjoy sixth form life. Teaching is good overall with some outstanding examples of independent learning and self and peer assessment. Assessment is robust and integral to the good pastoral and academic support and guidance which students appreciate. The school cooperates with other sixth forms and makes imaginative use of technology to offer a broad curriculum of both academic and vocational subjects. The diverse aspirations of students are met increasingly effectively. Students participate actively in the wide range of enrichment activities including mentoring programmes which offer opportunities to take responsibility for others. The leadership and management of the sixth form are good. Rigorous systems are in place to ensure that students are well prepared for the next phase of their personal and academic development.

Grade: 2

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

- Raise the level of achievement in science and ICT
- Make management planning more effective by:
 - basing evaluation of effectiveness more on the outcomes for students; and
 - analysing trends in the performance of students more frequently and taking action on the findings.

3.39 **Hunslet Gate Centre (PRU) (May 2006)**

3.39.1 The Hunslet Gate Centre is a good unit that is moving forward at a considerable rate and has the capacity to continue to do so. Its previous designation as having serious weaknesses no longer applies. Students and parents speak very highly of the Centre and it is held in high esteem by headteachers and other professionals. Every student is valued and staff ensure all have equal opportunities to learn. Achievement is good overall, and is outstanding in mathematics, reading and speaking and listening. Equally, students make excellent progress in writing in English lessons, but this is not always the case when writing in other subjects. Teaching is good but teachers do not make sufficient use of targets in individual education plans (IEPs) when setting and marking work in subjects other than English and mathematics. This reduces students' rate of progress. The curriculum is satisfactory. It has many good features but careers education is an area for improvement. Furthermore, the building limits some activities, including outdoor breaks, sporting activities and the provision of hot meals. This affects students' chances to adopt healthy lifestyles. Good provision for personal development, alongside outstanding support, guidance and links with other professionals results in good behaviour and satisfactory attendance. In addition, it prepares students well for their return to mainstream schools and other appropriate provision. Leadership and management are good overall. That of the headteacher and acting teacher-in-charge is outstanding. Managers are mostly accurate in their evaluation of the unit's performance and their rigorous analysis of all aspects of the provision demonstrates an in-depth understanding of what the Centre does well and what needs to be improved. The cost of educating each student is high. However, taking account of the funding saved by keeping these complex and challenging students within the local authority, the Centre provides good value for money.

Grade: 2

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

- Improve marking and the use of IEP targets related to the development of writing skills in other subjects to match the excellent practice found in mathematics and English.
- Provide better quality careers education and better facilities to encourage the adoption of healthy lifestyles.

3.40 **Intake High School Arts College (January 2006)**

3.40.1 In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

3.40.2 The school has been transformed by the outstanding leadership of the headteacher. Staff at all levels share a clear vision and have been empowered by simplified systems and structures that have underpinned and accelerated school improvement. As a result, barriers to learning have been removed; the school provides a satisfactory education for its pupils and is improving. Standards achieved by pupils remain below the national average but have risen since the last inspection. Pupils make at least satisfactory progress because of improvements in the quality of teaching and behaviour management, although not all have developed the skills which enable them to achieve as well as they can. Teaching is satisfactory with an increasing proportion that is good or better. Specialist Arts College status has made a valuable contribution to raising standards; good practice has been shared between subjects and strong links established within the wider community to raise achievement in the Arts. Pupils' behaviour and attitudes are satisfactory; most behave well and enjoy their lessons, although a minority requires skilful management to keep on track. Pupils are well cared for and supported, and this encourages them to develop healthy lifestyles, work hard and to develop their self-confidence as learners. The curriculum is satisfactory and has been re-designed to suit pupils' needs. There are further plans to broaden the curriculum for Year 7 pupils and in the sixth form. Partnerships with parents are improving as the school communicates higher expectations of its pupils, who generally feel safe and are loyal towards their school.

3.40.3 Senior and middle managers know the strengths and weaknesses of the school and this has enabled them to make good progress in all of the areas requiring improvement, although attendance and punctuality rates remain too low. They have laid secure foundations for the future. Staff confidence has been re-built, morale is high and there is a strong team spirit. External support from the local authority and the school improvement partner is both supportive and challenging. The school provides satisfactory value for money and is well placed to improve further.

Grade: 3

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

The sixth form has continued to attract highly motivated students on to performing arts courses in recent years, although the curriculum is narrow and does not provide progression routes in a wide enough range of subjects. The school judges its overall effectiveness to be good and, based on available data, lesson observations, and discussion with students, inspectors agree with this assessment. Leadership of the sixth form is outstanding, and together with good teaching

secures outstanding achievement from a low baseline. Results at A level in 2005 show that students significantly exceeded targets based on their prior attainment. Retention rates are high and most students continue into further or higher education; students feel very well supported to make this transition, and regular tutorials ensure that they remain confident in their own developing skills. They feel that they have good opportunities to contribute to both the life of the school and the wider community, and very good opportunities to make their views heard and to find any help that they need.

Grade: 2

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

Raise standards by continuing to:

- embed the culture of learning and develop pupils' independent learning skills so that they achieve as well as they can
- implement a curriculum more suited to the needs of all pupils
- build on and reinforce good behaviour to promote pupils' personal development and well-being
- improve attendance and punctuality to school.

3.41 **Morley High School (May 2006)**

3.41.1 This is a satisfactory and improving school with many good features. It provides good value for money. The headteacher came to the school in 2003, at a time when standards and staff morale were in decline. In a short time he has been the key driver in moving the school forward and bringing about some significant change. For example, behaviour and attendance have improved and standards at Key Stage 4 are rising. The school judged its overall effectiveness as good. However, these improvements have not yet raised the standards and progress made by students to a level which is better than satisfactory.

3.41.2 The majority of students enter the school with attainment levels that are broadly in line with national averages. The overall standard of attainment and progress made by students across all year groups is now satisfactory. However, achievement and standards at Key Stage 3 are not yet high enough. The quality of lessons across the school is varied, but good overall. Not all teachers are consistently matching work or providing sufficient challenge to students of all abilities. Equally, not all teachers deliver exciting lessons. The curriculum is outstanding and provides both innovative courses for students' personal development and learning pathways from 14 to 19. The school has specialist technology status which has impacted on curriculum development, raised standards at Key Stage 4 and improved links with partners in the local community.

3.41.3 The care, guidance, support and personal development of students are all good. Behaviour is good and attendance rates are broadly in line with national averages. The overall leadership and management of the school are good. The senior leadership team and governors provide strong leadership and direction. The school's self-evaluation shows that it generally knows its strengths and weaknesses well and the inspectors agree with all but the effectiveness judgement. The governors are supportive of the school and know it well.

3.41.4 Responses from the parents' questionnaire show that they are impressed by the changes which have taken place and believe that the school is heading in the right direction. These are views endorsed by the inspection team. The school has addressed the issues from the previous inspection well. While there remain areas for improvement, the capacity for the school to improve further is very good.

Grade: 3

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

The many strengths and recent improvements in the sixth form have led the school to judge its effectiveness as good overall. However, these improvements have not yet had enough impact on the standards achieved and the progress made by students, which are satisfactory overall. Consequently, inspectors judge the sixth form to be satisfactory overall. Students of all abilities are welcomed into the sixth form providing they are prepared to work hard. Numbers have increased as a result of the excellent range of vocational and academic subjects on offer. Students now regard the sixth form as 'somewhere you go to succeed'. They are keen to work and value the support they receive from teachers: 'it's the teachers that make the subjects'. Leadership and management are consistently good as demonstrated by a clear, shared vision for getting the best deal for the students and the strong links with outside agencies.

Grade: 3

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

- Provide consistent challenge to students of all abilities to raise their standards and achievement in each key stage.
- Ensure that the liveliness and excitement of teaching seen in the best lessons are evident across the school.

3.42 Primrose High School (Central Leeds Federation) (March 2006)

3.42.1 Primrose High is a rapidly improving school providing a satisfactory standard of education and value for money. The school has recently federated with a nearby secondary school. The process towards the opening of the new building is being expertly and strategically guided by the executive headteacher. The head of school and senior leadership team work unstintingly towards raising levels of achievement and standards throughout the school. This level of management is still developing at the middle tier level. The school is receiving valuable support from both Education Leeds and Leeds local authority.

3.42.2 The school's federated status contributes significantly towards the provision for the students. Principally, the reciprocal opportunities this has created to offer alternative placements and increased learning opportunities for some students. The federation also offers training opportunities with its numerous partners for staff and students, particularly those in the sixth form.

3.42.3 Students have welcomed the recent changes in the school, noting the impact of the positive behaviour for learning (PBFL) initiative which has reduced exclusions and improved behaviour.

3.42.4 Students' attainment on entry is very low. Although test and examination results are low, they represent satisfactory progress. Students recently arrived in the

United Kingdom with early English language acquisition receive exemplary support and make a good start to their life in school.

3.42.5 The quality of teaching and learning is at least satisfactory, with elements of good and outstanding practice. There is a lack of consistency across the school so that rates of progress are variable. The curriculum is satisfactory in meeting the needs of the students and there are proposed imminent changes to enhance and enrich this provision.

3.42.6 The majority of parents responding to the questionnaire are satisfied with the work of the school.

3.42.7 The school has persevered through recent upheaval and successfully addressed the points for action from the last inspection. Much is done to improve attendance which remains stubbornly low. The school has a good capacity to improve.

Grade: 3

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

The school judges and inspectors agree that the effectiveness of the sixth form is good.

3.42.9 Standards are well below average in the sixth form, but students achieve well. The school builds courses for individuals, using good external links to supplement its narrow range of specialisms. Students are able to study at local colleges and, more recently, at the federation partnership school.

3.42.10 Through the school's federated status they foster strong links with local employers and organisations; for example St James' Hospital is able to offer a range of courses for sixth form students.

3.42.11 Students new to learning English are helped to exploit their high motivation effectively. Teaching and learning are good and students are well supported. They focus on their work, though they have too few opportunities for discussion, collaboration and independent learning. The curriculum is well matched to students' needs but the school has rightly identified the need to broaden the range of routes to appeal to a wider range of learners. The development of opportunities for enrichment is also a priority for the school. Sixth form students are able to offer support to younger students as translators or 'buddies.'

Grade: 2

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

Further raise standards throughout the school by:

- ensuring that the successful features of teaching, identified in monitoring, are implemented by all staff in order that quality of teaching is consistently good or better
- continuing to address the minor weakness in curriculum so that all students have the best possible opportunities to achieve
- maintaining and developing the existing good practice designed to improve attendance so that more students benefit from uninterrupted learning.

3.43 Pudsey Grangefield School (May 2006)

- 3.43.1 This is a popular, satisfactory and improving school with a strong capacity to continue to develop. It is well led by an innovative and clear sighted headteacher, supported by a dedicated senior management team and an effective governing body. The school deploys its managers effectively. Planning is coherent, plans are well executed and their results are carefully monitored. This underlies the school's very obvious success in managing improvement. Most middle managers are effective. Most teaching is at least satisfactory and it was good in more than half of those lessons seen. However, teachers do not generally make enough use of assessment information to be able to tailor all lessons to the individual needs of all students. Staff morale is high, and both parents and students are well satisfied with the quality of teaching, the curriculum and the wide range of extra-curricular activities.
- 3.43.2 The school's recent rise in GCSE standards indicates that students now make satisfactory progress when their attainment in Year 6 is compared with that in Year 11. Progress between Year 7 and Year 9 was poor in recent years but strenuous efforts have been made to improve teaching and the curriculum. Though further improvement is still needed in National Curriculum test results in Year 9, in the majority of lessons seen students in this age range were making at least satisfactory progress. This was confirmed by the students' work and the teachers' marking records.
- 3.43.3 Behaviour is usually good but a few badly behaved students occasionally hinder the progress of lessons. The school is striving hard and with some success to reduce this disruption. Recent improvements to the policy for behaviour need to be applied more consistently throughout the school. Students are well cared for and guided and they develop well in their time at Grangefield.
- 3.43.4 The school manages its complex building well though the accommodation leaves much to be desired. Resources have been improved to a satisfactory level generally, and they are now good for information and communication technology (ICT). This is a major impact of Grangefield's specialist school status. Financial management is sound and the school gives satisfactory value for money.
Grade: 3
- 3.43.5 ***Effectiveness and efficiency of the sixth form***
The school judges the sixth form to be satisfactory and inspectors agree.
- 3.43.6 The performance of students has improved significantly over recent years. Results in 2005 indicate that students made better progress than might be expected from their results in Year 11. Information on the progress of current sixth form students indicates that they will make at least the progress expected nationally. Limited opportunities exist for students to work with the degree of independence necessary at this level.
- 3.43.7 Consortium arrangements with two other local schools ensure that there is a wide range of courses available to students. The sixth form is well led and managed.
Grade: 3

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

- Raise standards of attainment further across all phases of the school.
- Improve the progress made by students, particularly during Key Stage 3.
- Improve the use of performance data on students' progress to tailor lessons better to meet individual needs.
- Embed behaviour policies so that they are understood, consistently applied and effective.

3.44 **St Mary's Catholic Comprehensive School, Menston (January 2006)**

3.44.1 St Mary's is a good school where a caring ethos provides a secure learning environment. The headteacher provides thoughtful and effective leadership within which sports college status has been clearly focused on improvement. Resources have been deployed carefully and match the school's improvement plan to raise achievement for all. Sixth form management is very good. The school provides good value for money. Parents are overwhelmingly supportive of the school and many have written at length to praise the efforts of individual teachers in supporting their children. Pupils are well cared for and are encouraged to contribute to the wider world. Staff and parents work together well and ensure above average attendance. The majority of teaching is good, and some is outstanding. Pupils enjoy their learning and achieve well. Standards in public examinations are very high and this also reflects good progress. Matters identified in the last inspection report have been addressed and improved, although limited progress in information and communication technology ICT provision remains an issue of concern. However, there has been well-considered and energetic attention to improvement in this area of the curriculum and the school is clear in its intention to ensure all pupils benefit from their entitlement to ICT.

3.44.2 The school is completing a rigorous self-review within each department. Strengths of that process reflect the school's ability to build on very good practice, and also to be open in identifying areas which need attention; these features contribute well to the school's undoubted capacity to improve. The school is well placed to move forward.

Grade: 2

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

The school judges effectiveness and efficiency of the sixth form to be good and inspectors agree. Teaching and learning are good and are sometimes outstanding. Students confirm that they enjoy their studies and that they are well supported both academically and personally.

3.44.4 The curriculum is satisfactory. In order to offer a selection of courses to meet the requirements and aspirations of its widening cohort of students, particularly for those students who do not benefit from studying traditional A levels, the school is involved in a growing collaboration with other local sixth forms. However, there are problems here, common to other schools, which mean that access to wider post 16 provision is not yet sufficiently utilised.

3.44.5 Leadership and management of the sixth form are very good. Students' progress is monitored and recorded well. Self evaluation is good with clearly identified strengths and weaknesses linked to actions needed to secure improvements. The

sixth form gives good value for money.

Grade: 2

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

- Ensure with some urgency that all pupils receive their entitlement to the full curriculum for ICT and citizenship.
- Monitor carefully the impact of the new curricular arrangements on the progress and achievement of all pupils.
- Building on the review of teaching and learning, look to raise the level of experience of pupils and students so that they grow as independent learners able to recognise and embrace creativity.
- Disseminate and permeate outstanding practice throughout the whole school.

3.45 **Wetherby High School (June 2006)**

3.45.1 Wetherby High judges itself to be a school which provides a satisfactory quality of education for its pupils and inspectors agree. It is a popular school with some elements of good practice in management and teaching and learning but there are also areas that require significant improvement to ensure consistently good practice. The school does not consult widely with parents and pupils or act upon their views but recognises the need to do so more in the future. Personal development and well-being are satisfactory and behaviour observed during the inspection was good, despite concerns expressed by a significant minority of parents. Care, guidance and support for pupils are satisfactory. Although pupils receive good pastoral support, not all pupils are supported sufficiently well with learning. This is because not all teachers make enough use of assessment information to plan lessons to meet the individual needs of pupils. The curriculum generally meets statutory requirements and the needs of learners. Although standards of attainment are slightly higher than the national average in Key Stages 3 and 4, achievement of pupils could be better in all phases. Through their monitoring of teaching, learning and achievement, most leaders and managers know where strengths and weaknesses in subject departments occur. The newly developing leadership team have the capacity to ensure that improvements made since the last inspection can be sustained and built upon. The evidence seen in the inspection shows that most pupils make at least satisfactory progress in lessons and that pupils are on track to achieve challenging targets. Technology college status has brought about improvements to teaching and learning resources, the curriculum and partnership working. The school provides satisfactory value for money.

Grade: 3

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

The school and inspectors judge this to be a satisfactory and improving sixth form. Students receive good advice when choosing courses and considering university entrance. Academic progress is tracked well and students are aware of their targets. The curriculum generally meets the needs of students but enrichment activities are insufficient. The accommodation does not meet the needs of mature learners, inhibiting independent study and social development. Students have responsibilities for younger pupils but activities are not always sustained. Standards are below average at advanced supplementary (AS) level and almost

average at advanced general certificate of education GCE A2 level. Achievement is satisfactory and there is a picture of improvement, particularly at A2 level. The school is aware of underachievement at AS level and recognises that some students' needs would have been better met with more vocational courses, which the school is pursuing for next year. Students say teaching is good and data supports satisfactory teaching overall, with very good teaching in some subjects. None was seen during the inspection because of examinations. Leadership and management are satisfactory and the head of sixth form has a clear agenda for further improvements.

Grade: 3

3.45.3 *What the school should do to improve further*

- raise levels of achievement across all phases of the school
- make more effective use of performance data to ensure that learners' individual needs are met
- continue to monitor the quality of management and teaching and learning so that consistently high quality can be achieved
- consult more widely with pupils and parents and consider their views as part of self-evaluation.

3.46 Wortley High School (February 2006)

3.46.1 Wortley High School is an improving school, which provides a satisfactory education for its pupils. Senior leaders understand the school's strengths and weaknesses. Decisive action to tackle low standards and underachievement has been taken. Pupils now make satisfactory progress, although weaknesses remain in the development of their basic skills.

3.46.2 The curriculum is well designed to meet pupils' needs. Achievement is now higher at Key Stage 4 in a wide range of subjects, although too few pupils achieve good passes in English and mathematics. The overall quality of teaching is satisfactory and is characterised by good features, although the pace of learning is uneven because pupils do not all have good work habits. Pupils' behaviour is satisfactory. However, the attitudes to learning and the behaviour of a small minority of pupils significantly hinder the learning of others. Pupils' personal development and well-being are satisfactory, whilst the care, guidance and support they receive are good.

3.46.3 Leadership and management are satisfactory. The two joint headteachers provide a strong steer for improvement. The impact of effective monitoring and evaluation means that senior and middle leaders have a clear and shared direction for future improvement. Targeted intervention strategies which are likely to raise standards are established, although the rigour with which these are evaluated is inconsistent. Governors understand the strengths and weaknesses of the school and hold it to account. Staff understand and share the commitment of leaders and managers; they work together as a team to make the changes necessary to bring about improvement. The school provides satisfactory value for money and has the capacity to improve further.

Grade: 3

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

Inspectors agree with the school that the sixth form, including its leadership and management, is satisfactory. Students enjoy a curriculum which is supported by a partnership with neighbouring schools to meet a broad range of needs. They appreciate good guidance and support to help them to mature as individuals. Students value supportive relationships with staff. The quality of teaching is satisfactory. Students are guided appropriately to help them develop their study skills and make satisfactory progress. An increasing number of students progress through to Year 13 and teachers work hard to ensure that students embark on courses that are suitable. The school recognises the need to provide more Level 1 courses, to meet the needs of some students who now leave at the end of Year 11. A high proportion of students pursue courses in higher education after leaving school. Standards improved in 2005 and most students met or exceeded their targets. The regular tracking of pupils' progress identifies underachievement and additional student support is provided to help them improve further. Students have opportunities to contribute to the life of the school community; for example, in mentoring younger pupils and team-building exercises to build self-confidence and the skills that will prepare them for life beyond school.

Grade: 3

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

Focus on raising standards and achievement by:

- ensuring that the tracking of pupils' progress towards achieving their targets is rigorous and consistent and leads to improved standards, particularly in English, mathematics and science
- improving the pupils' attitudes to learning and the behaviour of a small minority who significantly hinder the learning of others.

4.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE

4.1 The Education Leeds School Improvement Policy has been re-written and has taken account of the new Ofsted framework. A new system of categorising schools shows the contribution that schools can make in partnership, and establishes priorities for support and intervention. These new partnerships are being negotiated with schools and all schools will be working with a new category by October 2006.

5.0 LEGAL AND RESOURCE IMPLICATIONS

5.1 The increased emphasis on achievement, including the progress made by pupils in higher attaining schools and the close scrutiny of the school's self-evaluation procedures, extends the risk from inspections to schools who formerly would have been judged as satisfactory or even good. The HMCI talks of 'raising the bar'. It will be important to maintain the support for schools to develop their self-evaluation and improve achievement. Nationally, about 10% of schools have been judged as inadequate.

6.0 CONCLUSIONS

6.1 The inspections since September have presented new and rigorous challenges to schools. Leeds schools overall have responded well. However, the expectations of inspectors have increased and Education Leeds will need to support schools in

continuing to improve achievement and self-evaluation.

7.0 RECOMMENDATIONS

7.1 The Board is asked to note the impact of the change in the inspection framework.

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Originator: Mark Tyson

Tel: 395 0492

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 16 November 2006

Subject: Performance Management and Financial Health Monitoring

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

- 1.1 The report attached as Appendix 1 was agreed by Overview and Scrutiny Committee (OSC) on 6th November 2006.
- 1.2 The report details a new regime for performance management and scrutiny of the budget.
- 1.3 Members should note that this has consequences for this board. In particular, the board will now receive quarterly performance information along with possible recommendations from OSC with regard to which performance issues the board should look at in more detail.

2.0 Recommendations

- 2.1 To note the new arrangements.

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Report of the Head of Scrutiny and Member Development

Overview and Scrutiny Committee

Date: November 6th 2006

Subject: Performance Management and Financial Health Monitoring

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Purpose of the report

1.1 This report details the current thinking of members of the Overview and Scrutiny Committee in relation to performance management and scrutiny of the budget. The report also outlines proposals to strengthen the existing performance management and financial health monitoring undertaken by Scrutiny Boards.

2.0 Background

2.1 Elected Members have a crucially important role to play in developing and supporting a performance management culture. There is an opportunity to develop this role and to involve Members more frequently and in greater detail in the performance debate.

2.2 The I&DeA suggest that best practice involves Members regularly monitoring and acting on key performance indicators that reflect corporate priorities. This helps to send out a clear signal that performance and improvement are being taken seriously at the highest level.

2.3 The CPA – Harder Test focuses on Performance Management and the involvement of Members. The council will have to meet the Audit Commission's criteria for judgment to maintain a score of 3 for Performance Management in the December 2007 Corporate Assessment. The criteria include:

- Councillors have a record of focused involvement in performance management, through executive, scrutiny or council meetings. Executive and scrutiny members make use of information to manage continuous improvement. Scrutiny is outcome-focused, working within the framework of agreed community and

corporate plans. The executive and full council have clearly defined roles in performance management;

- The council sets realistic but challenging targets for improvement in performance, linked to the management of resources. The council allows time to monitor and compare performance information. The council uses performance information to focus on priorities and takes effective action to address areas of identified under-performance; and
- The council uses its knowledge about performance to solve performance problems at an early stage and this is widespread and systematic. Information about poor performance and problems is used to inform decision making. The council has a good understanding of the drivers of performance in all areas of activity to support this.

2.4 Our research shows that where Members are effectively and regularly involved in the performance management framework process it has resulted in many successes for councils. Members become more familiar with the issues facing the service and therefore are able to support and challenge the drive for improvement.

Main Issues

3.1 Under the current arrangements Overview and Scrutiny Committee receives performance management information twice a year and budget information once a year. OSC Members have concerns that this is not frequent enough to pick up early signs of under-performance. To further strengthen the accountability process OSC has agreed to change its performance management and financial health monitoring arrangements to allow:

- Greater involvement of Members in the process;
- Presentation of more timely and more detailed information;
- The opportunity for performance issues to be examined in more detail throughout the year; and
- The opportunity for performance data to influence Scrutiny Board work programmes
- The opportunity for service performance data to influence budget setting decisions.

3.2 Budget setting should be done within a strong, policy-led (rather than finance-led), corporate planning framework, which draws on other processes within the council, i.e. corporate planning and performance management arrangements.

3.3 The Audit Commission says that budgeting should be based on the council's priority policies. This will ensure that money is spent on achieving the council's goals. One of the potential roles for an overview and scrutiny committee is to ensure that, once priorities have been set, they are properly funded. Overview and Scrutiny Committee can be most effective if rather than undertake a line by line analysis of departmental budgets; it tests and challenges the council's ability to adopt a budget process that directs resources to its corporate priorities and has the ability to make

early identification of future savings, growth and funding shortfalls. The Committee is also of the view that it can challenge some established assumptions, for example that budgets should automatically be rolled forward without the need for greater challenge to the base budget.

- 3.4 Another important function for scrutiny is to help the council find ways to best use existing resources and to bring in external funds. Such areas could include Section 106 agreements, prudential borrowing and trading and charging opportunities. It is the Committee's view that this approach requires scrutiny of the budget and Corporate Plan throughout the year in order to make a constructive input.
- 3.5 The Overview and Scrutiny Committee currently considers performance information twice yearly, usually in September and January. However, this information is several months out of date by the time it has first gone to Corporate Management Team and Accountability meetings.
- 3.6 In order to ensure that Scrutiny Board Members can become more involved with leading performance management, it is proposed that key performance and budget information be presented to Overview and Scrutiny Committee on a quarterly basis. At this stage the Executive may also recommend performance issues to be investigated by OSC. In order to give an overview of service performance, the performance reports will also include appropriate key financial information provided by the Corporate Financial Services Team. This process has been discussed with, and has the support of the Corporate Management Team.
- 3.7 The role of OSC would be to consider overall council performance. Whilst scrutiny of the budget and the corporate plan would primarily be undertaken by Overview and Scrutiny Committee, it is envisaged that the process would be supplemented by the work of individual boards. It is anticipated that Scrutiny reviews and work programmes would be prioritised to target priority issues and challenge areas of underperformance. Energy management and the generation of Section 106 monies have been cited as potential inquiries. In addition the Overview and Scrutiny Committee would recommend which performance issues individual scrutiny boards should look at in more detail over the subsequent 3 months. In this way individual scrutiny chairs would directly influence the choice of which performance issues are looked at in greater detail. Departments would be required to prepare a report on the issues for consideration by the appropriate scrutiny board.
- 3.8 *In addition*, individual scrutiny boards will receive departmental performance information on a quarterly basis and may wish to look in more depth at specific performance issues relating to their own board; this was recommended at the Overview and Scrutiny Committee meeting in September. This may require Directors and Chief Officers to attend Scrutiny meetings as requested to discuss performance issues over the 3 month period leading up to the next quarterly key performance meeting.
- 3.9 The dates for quarterly performance information to be presented to Overview and Scrutiny *from now on* would be as follows:

- Quarter 3 (end December 2006) 5th March 2007
- Quarter 4 (end March 2007) To be agreed

4.0 Implications For Council Policy And Governance

4.1 The CPA framework requires Members to have a record of focused involvement in performance management, through executive, scrutiny or council meetings. In terms of scrutiny of the budget, OSC would produce a report in December/January to feed into the annual budget debate, (in line with the Council's budget and policy framework).

5.0 Conclusions

- 5.1 By introducing the changes to the accountability process as set out above, the council will be able to demonstrate a more robust approach to performance management and the involvement of nearly 70% of all elected members. In addition, as part of the Corporate Assessment in December 2007, the council will need to evidence that its performance management and accountability arrangements meet the criteria for judgment as set out in the Key Lines of Inquiry for CPA-The Harder Test; the council needs to retain a score of 3 for performance management.
- 5.2 One of the potential roles for an overview and scrutiny committee is to ensure that, once priorities have been set, they are provided with adequate levels of funding. Undertaking coterminous scrutiny of the corporate plan and budget strategy would make a constructive input.
- 5.3 It is the committee's view that Scrutiny can be most effective if rather than undertake a line by line analysis of departmental budgets, it tests and challenges the council's ability to adopt a budget process that directs resources to its corporate priorities and has the ability to make early identification of future savings, growth and funding shortfalls. The Committee is also of the view that it can challenge some established assumptions, for example that budgets should automatically be rolled forward without the need for greater challenge to the base budget.

6.0 Recommendations

6.1 Overview and Scrutiny Committee is asked to reaffirm its support for the above arrangements for monitoring the performance and financial health of the council.

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Originator: Kate Arscott

Tel: 247 4189

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 16 November 2006

Subject: Work Programme

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

- 1.1 A copy of the board's latest work programme is attached for members' consideration (appendix 1).

2.0 Work programming

- 2.1 Attached to this report are the current Forward Plan of Key Decisions (appendix 2) and the minutes of the council's Executive Board meeting held on 18th October (appendix 3), which will give members an overview of current activity within the board's portfolio area.

3.0 Recommendation

- 3.1 The Board is requested to agree the attached work programme subject to any decisions made at today's meeting.

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SCRUTINY BOARD (CHILDREN'S SERVICES) – WORK PROGRAMME 2006/07 - LAST UPDATED 12TH OCTOBER 2006

Item	Description	Notes
Meeting date: 14th December 2006 - The deadline for reports for this meeting is 10.00am on Tuesday 28th November		
Youth Services	To receive evidence as Sessions 3 and 4 of the board's inquiry into Youth Services	The board agreed the terms of reference for this inquiry at its September meeting
Children and Young People Plan	To discuss the emerging issues likely to be incorporated into the plan.	A final draft will be presented to the board's February meeting
Performance Management	To receive performance information in relation to the board's portfolio	A full year performance report for 2005/06 was presented to the Overview and Scrutiny Committee's September meeting. The committee asked individual boards to examine performance in their area and report back.
Secondary Achievement	To receive a progress report on implementation of the board's recommendations. As requested at the board's October meeting, this item will also include an update on progress with regard to Individual Learning Plans (ILPs) and Education Leeds' strategy to ensure they are implemented throughout Leeds.	In line with recommendation 14 of the inquiry report published in April 2006

SCRUTINY BOARD (CHILDREN'S SERVICES) – WORK PROGRAMME 2006/07 - LAST UPDATED 12TH OCTOBER 2006

Item	Description	Notes
Meeting date: 11th January 2007 - The deadline for reports for this meeting is 10.00am on Tuesday 19th December		
Recruitment and Retention of Children's Social Workers	To receive an update on the implementation of the recommendations following the board's inquiry	
Children Act	To receive an update on the implementation of the Children Act 2004 in Leeds.	
Library charges	To review the library charging policy with regard to overdue children's books	Timing subject to confirmation This follows a members' question at the board's September meeting
Adoption	To approve the board's final inquiry report following its inquiry into Adoption	The board agreed the terms of reference for this inquiry at its July meeting
Meeting date: 8th February 2007 - The deadline for reports for this meeting is 10.00am on Tuesday 23rd January		
Youth Services	To agree the board's final inquiry report on Youth Services	The board agreed the terms of reference for this inquiry at its September meeting
Children and Young People Plan	To discuss a final draft of the plan.	

SCRUTINY BOARD (CHILDREN'S SERVICES) – WORK PROGRAMME 2006/07 - LAST UPDATED 12TH OCTOBER 2006

Item	Description	Notes
Meeting date: 8th March 2007 - The deadline for reports for this meeting is 10.00am on Tuesday 20th February		
Adoption	To receive the formal response of the Social Services department to the board's inquiry report on Adoption	The board agreed the terms of reference for this inquiry at its July meeting
Meeting date: 19th April 2007 - The deadline for reports for this meeting is 10.00am on Tuesday 3rd April		
Youth Services	To receive a formal response to the board's final inquiry report into Youth Services	The board agreed the terms of reference for this inquiry at its September meeting
Annual Report	To agree the board's contribution to the annual scrutiny report	
Children Act	To receive an update on the implementation of the Children Act 2004 in Leeds	
Young People's Scrutiny Forum	To receive the forum's final inquiry report	

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LEEDS CITY COUNCIL

FORWARD PLAN OF KEY DECISIONS

EXTRACT RELATING TO THE SCRUTINY BOARD (CHILDREN'S SERVICES)

For the period 1 November 2006 to 28 February 2007

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made)
Review of Primary Provision in Richmond Hill Primary Planning Area Agreement on the way forward for primary provision in the Richmond Hill area and any relevant statutory processes	Executive Board (Portfolio: Children's Services)	15 Nov 2006		The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds
Great Preston Primary School To approve the proposed scheme to rationalise the existing school buildings onto one site.	Executive Board (Portfolio: Children's Services)	15 Nov 2006		The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds
Children's Services Annual Performance Assessment To note the Annual Performance Assessment for Children's Services	Executive Board (Portfolio: Children's Services)	13 Dec 2006		The report to be issued to the decision maker with the agenda for the meeting	Director of Children's Services

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made)
Commissioning Strategy - Children's Services To approve a commissioning strategy for the delivery of Children's Services in Leeds.	Executive Board (Portfolio: Children's Services)	13 Dec 2006	Children Leeds Partnership, children and young people, parents and users	The report to be issued to the decision maker with the agenda for the meeting	Director of Children's Services
Review of Primary Provision in Alwoodley Primary Planning Area To agree to publish statutory notices following public consultation.	Executive Board (Portfolio: Learning)	13 Dec 2006		The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds
Review of Primary Provision in Meanwood Primary Planning Area To agree to submit representations received following publication of Statutory Notices to the School Organisation Committee.	Executive Board (Portfolio: Learning)	13 Dec 2006		The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds

NOTES

Key decisions are those executive decisions:

- which result in the authority incurring expenditure or making savings over £500,000 per annum, or
- are likely to have a significant effect on communities living or working in an area comprising two or more wards

Executive Board Portfolios

Executive Member

Central and Corporate

Councillor Mark Harris

Development

Councillor Andrew Carter

City Services

Councillor Steve Smith

Neighbourhoods and Housing

Councillor John Leslie Carter

Leisure

Councillor John Procter

Children's Services (Lead)

Councillor Richard Brett

Children's Services (Support)

Councillor Richard Harker

Adult Health and Social Care

Councillor Peter Harrand

Customer Services

Councillor David Blackburn

Leader of the Labour Group

Councillor Keith Wakefield

Advisory Member

Councillor Judith Blake

In cases where Key Decisions to be taken by the Executive Board are not included in the Plan, 5 days notice of the intention to take such decisions will be given by way of the agenda for the Executive Board meeting.

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EXECUTIVE BOARD

WEDNESDAY, 18TH OCTOBER, 2006

PRESENT: Councillor M Harris in the Chair

Councillors R Brett, A Carter, J L Carter,
R Harker, P Harrand, J Procter, S Smith,
K Wakefield

Councillor Blake – Non Voting Advisory Member

73 Gary Broughton

In opening the meeting the Chair referred to the recent and sudden death of Gary Broughton, a Civic Buildings attendant known to all users of the Civic hall.

RESOLVED – That the condolences of this Board be conveyed to Gary's wife, daughters and wider family.

74 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) Appendix 2 to the report referred to in minute 81 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 the report contains commercially sensitive information about post-close negotiations with the Contractor.
- (b) The appendix to the report referred to in minute 84 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that the public interest in maintaining the exemption in relation to the appendix on this subject outweighs the public interest in disclosing the information by reason of the fact the appendix is part of contract negotiations and the release of the information contained therein may compromise the Council's commercial position and could cause the Council to breach its, and European rules on procurement.
- (c) The detailed report referred to in minute 87 under the terms of Access to Information Procedure Rule 10.4(1) and (2) and on the grounds that the public interest in maintaining the exemption in relation to the main report outweighs the public interest in disclosing the information by reason of the fact that the duty of Education Leeds in securing

improvement and increased confidence in the schools concerned would be adversely affected by disclosure of the information.

- (d) Appendices 1,2 and 4 to the report referred to in minute 95 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 disclosure of appendices 1 and 2 could potentially prejudice the success of the scheme by speculative investors acquiring properties in advance of the Council's action and of appendix 4 because the costs attributed to the purchase of private properties are purely estimates at this stage and their disclosure could prejudice the Council's ability to reach an agreement on the purchase price with owners.

75 Declaration of Interests

Councillor Brett declared a personal interest in the item relating to the future of ALMOs in Leeds (minute 78) as a board member of South East Leeds ALMO.

76 Minutes

RESOLVED – That the minutes of the meeting held on 20th September 2006 be approved.

NEIGHBOURHOODS AND HOUSING

77 Deputation to Council - Leeds Gypsy and Traveller Exchange regarding Provision of Accommodation in the City

The Director of Neighbourhoods and Housing submitted a report in response to the above deputation to Council advising that the accommodation needs assessment is to be undertaken in accordance with the decision of this Board as referred to in minute 70 of the meeting held on 20th September.

RESOLVED – That the report be noted.

78 The Future of Arms Length Management Organisations for Housing in Leeds

Further to minute 71 of the meeting held on 20th September 2006 the Director of Neighbourhoods and Housing submitted a report on proposed governance arrangements for the three new ALMO Boards, their registration as companies and proposals for Area Panels.

RESOLVED –

- (a) That the proposed governance arrangements for the new Boards be approved.
- (b) That the proposals for Area Panels be approved and that the Director of Neighbourhoods and Housing be authorised to consult with the ALMOs to finalise the details.
- (c) That authority be given for the formal registration of the new companies and that the Director of Neighbourhoods and Housing be authorised to

progress the Section 27 arrangements with the Department of Communities and Local Government.

(Under the provisions of Council Procedure Rule 16.5 Councillor Wakefield required it to be recorded that he abstained from voting on this decision insofar as it related to the arrangements for the appointment of elected members to the new ALMO boards)

CENTRAL AND CORPORATE

79 Corporate Debt Policy

The Director of Corporate Services submitted a report presenting a revised Corporate Debt Policy agreed by the Financial Inclusion Steering Group and intended as part of the Council's Beacon application 'Promoting Financial Inclusion and Tackling Over Indebtedness'.

RESOLVED – That the changes to the policy and the part which it plays in the Council's Financial Inclusion policies be noted.

80 Treasury Management Borrowing Limits

The Director of Corporate Services submitted a report on a proposed increase to the Authorised and Operational borrowing limits to be recommended to Council as a variation to those set in February 2006 (minute 202(e))

RESOLVED – That Council be recommended to approve the revised borrowing limits for 2006/07 and the revised investment limit for 2006/07 both as set out in Section 3 of the submitted report.

81 Progress Report on the PPP/PFI Programme

The Deputy Chief Executive submitted a report on progress of Leeds City Council PPP/PFI projects and Programmes, their governance and on the outturn of the Leeds Street Lighting PFI Project.

Appendix 2 to the report relating to the Street Lighting Project was designated as 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 the report be noted.

82 Parish and Town Council Charter

The Chief Democratic Services Officer submitted a report on a charter to underpin the relationship between the City Council and the local councils within its administrative area as agreed in consultation with the Parish and Town Council Forum.

RESOLVED –

(a) That the charter, as appended to the submitted report, be approved.

Draft minutes to be approved at the meeting
to be held on Wednesday, 15th November, 2006

- (b) That the charter be reported to Area Committees for information.
- (c) That this Board, noting the current delays in processing applications for the establishment of new parish councils, requests the Department for Communities and Local Government to more efficiently process such applications.

CHILDREN'S SERVICES

83 Admissions Round for Community and Controlled Schools for 2006

The Chief Executive of Education Leeds submitted a report providing statistical information on the September 2006 admission round for community and voluntary controlled schools.

RESOLVED – That the report be noted.

84 ICT Strategic Partner for Building Schools for the Future - Selection of Preferred Bidder

Further to minute 59 of the meeting held on 20th September 2006 the Chief Executive of Education Leeds submitted a report on the proposed appointment of a preferred bidder for the ICT Strategic Partner and arrangements for final negotiations and award of the contract.

Appendix 1 to the report was designated as 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 Research Machines be selected as the preferred bidder for the ICT Strategic Partner contract and that the Deputy Chief Executive be authorised, in consultation with the BSF/PFI Project Board, to conduct final negotiations and to award the contract.

85 Thorpe Primary School

The Chief Executive of Education Leeds submitted a report on a proposed scheme to provide a new hall, additional classrooms and remodelling works at Thorpe Primary School.

RESOLVED -

- (a) That approval be given to the design proposals for Phase One works in respect of the scheme to provide a new hall and additional teaching accommodation, together with internal remodelling at Thorpe Primary School.
- (b) That expenditure of £940,000 from capital scheme 12050/PH1/000 be authorised.

86 Recent Ofsted Inspections

The Chief Executive of Education Leeds submitted a report summarising the outcomes of recent OfSTED inspections.

RESOLVED – That the report and the impact of the change in the inspection framework be noted.

87 Schools Causing Concern

The Chief Executive of Education Leeds submitted a report on the actions being followed to ensure that the schools causing the most serious concerns are being monitored, supported and challenged through planned interventions.

The second detailed report on this matter was designated exempt under Access to Information Procedure Rules 10.4(1) and (2).

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

RESOLVED – That the report, actions being taken in schools causing concern and the impact of the change in the inspection framework be noted.

LEISURE

88 Leeds Sports Trust

The Director of Learning and Leisure submitted a report on progress made since the initial Executive Board decision in March 2006 (minute 246), to the in principle transfer of the Sport and Active Recreation Service to a Non Profit Distributing Body (Trust). The report proposed that progress be made to the next implementation stage of the Trust transfer, with a target date of 1st April 2008 for the Sports Trust to become fully operational.

In presenting the report the Executive Member (Leisure) made reference to the fact that all members of this Board had received the GMB trade union response to the Lawrence Graham Report appraising the Sports Trust option together with the letter of the Director of Learning and Leisure in response to the GMB paper.

RESOLVED –

- (a) That a charitable company limited by guarantee be approved as the intended legal form of the Trust, with 19.9% Leeds City Council representation, as outlined under the legal and resource implications section of the report.
- (b) That this Board recognises the reconsidered level of net annual savings from NNDR (rates)/VAT as being a maximum of £1,164,921 and an estimated minimum of £725,921 per year, based on 2006/07.
- (c) That the increased, estimated set up costs of £467,417 involved in creating the Trust, due to be committed over the 2006/07 and 2007/08 financial years be approved.
- (d) That the next implementation stage of the Trust transfer through to March 2007, with a target date of 1st April 2008 for the Sports Trust to become fully operational be approved.
- (e) That the key tasks to be addressed during the next implementation stage be noted.

- (f) That the proposals for decision making be approved and that further progress reports be brought to this Board at key moments throughout the process, in particular to formalise the legal establishment of the Trust and the formal approval to transfer staff and facilities to the Trust.
- (g) That all other aspects of the report and the attached appendices together with progress being made be noted.

(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

89 Commissioning Plan for Day Services for Disabled People

The Director of Adult Social Services submitted a report setting out proposals for the modernisation of day services for disabled people with particular reference to the three existing Social Services Department Resource Centres, describing a more person centred service model based on meeting an individual's assessed needs flexibly, in their local communities and, wherever possible, within mainstream services rather than in settings catering only for disabled people.

RESOLVED –

- (a) That the proposals for day services for disabled people as outlined in the report be approved.
- (b) That the proposed new service model be implemented.
- (c) That the Board notes the proposal that in the context of the new service model a separate, building-based reprovion of Clifford Brooke Resource Centre would not be appropriate when the centre leaves the Roundhay Road site given the available spare capacity at other centres.
- (d) To agree (with reference to paragraph 7.7 of the report) that there should, wherever practicable, be consultation with service users on the full range of possible reprovion options prior to a report on a proposal such as that referred to in (c) above being brought to this Board.
- (e)
 - (i) To note that consultations with such users at Clifford Brooke, on the proposal that there should be no separate building based provision of the centre, have now commenced;
 - (ii) to agree that such consultations should continue, and
 - (iii) to note that a report on the outcome of the consultations will be brought back to this Board.

90 Outline Plan for The Breece, Scarborough

The Director of Adult Social Services submitted a report on the proposed outline plan for The Breece to comply with the Short Breaks Policy.

In presenting the report the Executive Member (Adult Health and Social Care) referred to a petition which he had received on the day of this meeting with regard to the proposals.

RESOLVED –

- (a) That the outline plan for the disposal of The Breece and the development of alternative arrangements as detailed in the report be approved.
- (b) That the statutory consultation process be commenced immediately with a view to fully implementing the plan by January 2007.

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

DEVELOPMENT

91 Deputation to Council - Queenshill and Lingfield Estate Residents concerned about Ringroad safety.

The Director of Development submitted a report providing information relating to the Deputation received by Council at the 13th September 2006 meeting in relation to concerns about road safety on the A6120 Outer Ring Road at Moortown.

RESOLVED – That the report and the actions being taken in relation to the concerns raised by the deputation be noted.

92 Deputation to Council - Local Residents Concerned About the Britannia Quarry, Morley

The Director of Development submitted a report in response to the deputation to Council on 13th September 2006 regarding dust in Rein Road, Morley associated with Britannia Quarry, operated by Woodkirk Stone.

RESOLVED – That the report and the actions taken in respect of the operation of the quarry be noted.

93 Former Horsforth Library

The Director of Development submitted a report on the proposed marketing of the Stanhope Youth Centre and, subject to the capital receipt that would be generated being sufficient, to use that receipt and other resources already identified in the Capital Programme to fund the refurbishment of the former Horsforth Library to provide accommodation for the relocated Youth Centre and for the North West Area Management Team.

RESOLVED –

- (a) That the proposal to market the site of the Stanhope Driver Youth Centre be approved and recognised as being in line with the Ring Fence Policy approved by this Board on 23rd March 2005.
- (b) That subject to the potential receipt that may be generated being sufficient, a Design and Cost report be brought back to this Board seeking authority to incur expenditure for the refurbishment works at the former library.

94 Local Enterprise Growth Initiative

The Director of Development submitted a report on the production of a round two Local Enterprise Growth Initiative bid for Leeds and outlining the key features of the proposed programme.

RESOLVED – That the bid ‘Sharing the Success’ be endorsed.

95 Regeneration of Holbeck

The Director of Neighbourhoods and Housing submitted a report on the options for the regeneration of the Holbeck area and on a proposed scheme for the acquisition and clearance of 53 properties within Holbeck by utilising £2.95m of Regional Housing Board funding from the capital grant of £8m allocated for a long term housing market renewal programme to tackle poor quality pre1919 housing stock in Beeston Hill and Holbeck.

The report outlined the options of (a) doing the minimum to meet legal conformity, (b) group repair and internal remodelling and (c) the preferred option of acquisition, clearance and redevelopment of the site for housing.

Appendices 1, 2 and 4 to this report were designated as exempt under Access to Information Procedure Rule 10.4(3).

After consideration of the exempt appendices in private at the conclusion of the meeting it was

RESOLVED –

- (a) That the injection into the Capital Programme of £2.95m of Regional Housing Board money be approved and that scheme expenditure in the same amount be authorised.
- (b) That officers be authorised to commence acquisition of the properties detailed at Appendix 2 by voluntary agreement with the owners and that in the event that agreement cannot be reached with the owner of any property within the target area for its acquisition, the Director of Neighbourhoods and Housing be authorised to make and promote any necessary Compulsory Purchase Orders.

CITY SERVICES

96 Integrated Waste Strategy for Leeds 2005 -2035

The Director of City Services submitted a report presenting the proposed revised Integrated Waste Strategy for Leeds, the associated three year action plan and the proposed final draft of Expression of Interest for Private Finance Initiative funding to support the development of the waste solution infrastructure.

In presenting the report the Chair referred to a note commenting on the proposals handed to members of the Board on the day of the meeting.

RESOLVED –

- (a) That the Integrated Waste Strategy for Leeds 2005-35, as attached to the report, be adopted.
- (b) That the action plan for implementation for which financial provision will need to be secured following appropriate budget submissions be approved.
- (c) That the governance arrangements for the programme outlined in the terms of reference attached to the report be approved.
- (d) That the content of the Expression of Interest for PFI credits be noted, that the proposed strategy for securing external funding be approved and that the Asset Management Group be authorised to approve the final Expression of Interest document.
- (e) That the Board notes that an outline business case for PFI funding will be brought to this Board for approval following approval of the Expression of Interest by DEFRA.
- (f) That the indicative financial implications of delivering the overall waste solution for Leeds be noted.
- (g) That the site selection work in progress, relating to the location of facilities, including the approach to regional working outlined in the report be noted.
- (h) That a progress report be brought back to this Board in three months time,

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

DATE OF PUBLICATION: 20TH OCTOBER 2006
LAST DATE FOR CALL IN: 27TH OCTOBER 2006

(Scrutiny Support will notify relevant Directors of any items Called In by 12.000 noon on 30th October 2006)

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