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## SCRUTINY BOARD (CHILDREN'S SERVICES)

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Meeting to be held in Civic Hall, Leeds on  
Thursday, 14th December, 2006 at 9.30 am

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

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### 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><b>APPEALS AGAINST REFUSAL OF INSPECTION OF DOCUMENTS</b></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><b>EXCLUSION OF THE PUBLIC</b></p> <p>To identify items where resolutions may be moved to exclude the public</p>   |         |
| 3       |                          |               | <p><b>LATE ITEMS</b></p> <p>To identify items which have been admitted to the agenda by the Chair for consideration</p>   |         |
| 4       |                          |               | <p><b>DECLARATIONS OF INTEREST</b></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><b>APOLOGIES FOR ABSENCE</b></p> <p>To receive any apologies for absence from the meeting</p>  |         |
| 6       |                          |               | <p><b>MINUTES OF THE PREVIOUS MEETING</b></p> <p>To receive and approve the minutes of the previous meetings held on 2<sup>nd</sup> and 16<sup>th</sup> November 2006</p>   | 1 - 14  |

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| 7       |                          |               | <p><b>MINUTES OF THE OVERVIEW AND SCRUTINY COMMITTEE</b></p> <p>To note the minutes of the Overview and Scrutiny Committee meeting held on 6<sup>th</sup> November 2006</p>  | 15 - 20  |
| 8       |                          |               | <p><b>CHILDREN'S SERVICES PERFORMANCE AND INSPECTION AND CHILDREN AND YOUNG PEOPLE'S PLAN REVIEW</b></p> <p>To receive a report from the Director of Children's Services which provides an update on the performance and inspection of children's services and sets out proposals for continuing this work through updating the Children and Young People's Plan in addition to preparing for the Joint Area Review inspection</p> | 21 - 36  |
| 9       |                          |               | <p><b>INQUIRY INTO SECONDARY ACHIEVEMENT - PROGRESS REPORT</b></p> <p>To consider a report from the Chief Executive of Education Leeds which details the progress made in response to the recommendations of the Scrutiny Board (Children and Young People) arising from the Board's inquiry into Secondary Achievement and provides information on the strategy for Personalisation and Individual Learning Plans</p>             | 37 - 60  |
| 10      |                          |               | <p><b>YOUTH SERVICES INQUIRY - SESSION THREE</b></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 Youth Services</p>   | 61 - 104 |

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| 11      |                          |               | <p><b>YOUTH SERVICES INQUIRY - SESSION FOUR</b></p> <p>To consider 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 Youth Services</p> | 105 - 138 |
| 12      |                          |               | <p><b>WORK PROGRAMME</b></p> <p>To receive a report from the Head of Scrutiny and Member Development which details the Scrutiny Board's current Work Programme</p>  | 139 - 154 |
| 13      |                          |               | <p><b>DATE AND TIME OF NEXT MEETING</b></p> <p>Thursday, 11<sup>th</sup> January 2007 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, 2ND NOVEMBER, 2006

**PRESENT:** Councillor J Bale in the Chair

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

|   |                     |  |
|---|---------------------|--|
| <b>CO-OPTED MEMBERS:<br/>(VOTING)</b>     | Mr E A Britten      | - Church Representative (Catholic)                                 |
|   | Prof P H J H Gosden | - Church Representative (Church of England)                        |
|   | Mrs S Knights       | - Parent Governor Representative (Primary)                         |
| <b>CO-OPTED MEMBERS:<br/>(NON-VOTING)</b> | Mr T Hales          | - Teacher Representative   |
|   | Ms C Foote          | - Teacher Representative   |
|   | Mrs S Hutchinson    | - Early Years Development and Childcare Partnership Representative |
|   | Ms T Kayani         | - Leeds Youth Work Partnership Representative                      |

### 54 Chair's Opening Remarks

The Chair welcomed all in attendance to an additional meeting of the Scrutiny Board (Children's Services), which had been scheduled to undertake the first two formal sessions of the Board's inquiry into Youth Services.

### 55 Declarations of Interest

The following Members declared personal interests in relation to agenda items 6 and 7, due to their respective positions as either school or college governors. (Minute Nos 57 and 58 refer):-

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

Councillor Selby declared a personal interest in relation to agenda items 6 and 7, due to being a Director of Leeds East Homes ALMO. (Minute Nos 57 and 58 refer).

Ms T Kayani declared a personal interest in relation to agenda items 6 and 7 due to being the Chief Executive of Burley Lodge Centre, which had received funding from the Youth Service. (Minute Nos 57 and 58 refer).

Councillor Chapman declared a personal interest in relation to agenda items 6 and 7 due to being a Director of Leeds North West Homes ALMO. (Minute Nos 57 and 58 refer).

Councillor R D Feldman declared a personal interest in relation to agenda items 6 and 7 due to being a Director of Leeds North East Homes ALMO. (Minute Nos 57 and 58 refer).

A further declaration of interest was made at a later point in the meeting. (Minute No 57 refers).

(Councillor J Chapman and Ms T Kayani joined the meeting at 10.05 a.m. during the consideration of this item).

## **56 Apologies for Absence**

Apologies for absence from the meeting were received on behalf of Councillors Cleasby, Harrison, Murray, Mr P Gathercole, Mr R Greaves and Mr C Macpherson.

## **57 Youth Services Inquiry - Session One**

The Board received a report from the Head of Scrutiny and Member Development which detailed the information to be considered as part of the first formal session of the Board's inquiry into Youth Services.

Appended to the report for Members' information was the agreed terms of reference for the inquiry, in addition to a report from the Head of Youth Service detailing the information requested for this session, which included an update on the Youth Service Ofsted Action Plan.

Rosemary Archer, Director of Children's Services and John Paxton, Head of Youth Service were both in attendance to answer Members' queries and questions.

Following a brief overview of the main points highlighted within the documents, a question and answer session ensued. The main areas of discussion were as follows:-

- The approach taken by the Youth Service when delivering services to young people in Leeds and the extent to which such an approach reflected the current national position;
- The impact that the greater emphasis now being placed upon extended schools provision was having in Leeds;
- The levels of service provided to young people with disabilities, whether such service provision maintained an inclusive approach and the procedures in place to ensure that young people with learning difficulties were consulted about the services they received;
- Members raised concerns about the national targets set in relation to engagement with young people and questioned whether such targets were linked to levels of need or deprivation in a particular area;
- The extent to which the services provided by schools were being affected by the extensive PFI programme in Leeds. Members then requested a position statement relating to the impact of the PFI programme in Leeds for the next session of the inquiry;

- Members questioned how the Youth Service, in co-ordination with other agencies, would develop their services in accordance with the 'Youth Matters: Next Steps' document;
- Whether there was any intention for the Youth Service to provide additional resources in areas which experienced high levels of anti-social behaviour;
- Following Members' enquiries, the Head of Youth Service undertook to provide the Board with further Ward based information on those young people who had engaged with the Youth Service in Leeds disaggregated by age group;
- The ways in which the commissioning of youth services from the voluntary and community sectors was being rolled out across Leeds, and the resources that organisations from such sectors were being allocated;
- The areas which had received mobile youth provision in Leeds, the reasons why such areas had been chosen and the frequency of the visits by the mobile units to these areas;
- The extent to which young people were given the opportunity to influence youth service provision in the city, with particular reference being made to those young people who currently did not use the service;
- Questions were also raised about the age range of the respondents to the Youth Service user survey and how representative they were of young people in Leeds. In response, the Head of Youth Service undertook to provide the Board with further information on the responses to the survey;
- The extent to which the Youth Service used its resources to engage with young people aged 11 and 12 years;
- Having made reference to a recently published report concerning the behaviour of young people throughout Europe, Members enquired whether the Youth Service had observed the ways in which other countries delivered services to young people and suggested that the cities twinned with Leeds could be contacted in order to obtain such information;
- The effect that the implementation of the 2006 Childcare Act would have on the provision of services to young people in Leeds.

**RESOLVED –**

- (a). That the report and information appended to the report be noted;
- (b). That the issues raised be incorporated into the Board's inquiry on youth services;
- (c). That the additional information requested be provided to the next session of the Board's inquiry in December.

(Following the conclusion of this item, Councillor Chapman declared a personal and prejudicial interest in relation to agenda item 7 entitled, 'Youth Service Inquiry – Session Two', due to being a Lead Member for Neighbourhoods and Housing, the portfolio for which specifically related to Area Committees. Councillor Chapman left the meeting at 11.10 a.m. at the conclusion of this item)

## 58 Youth Services Inquiry - Session Two

Members received a report from the Head of Scrutiny and Member Development which detailed the information to be considered as part of the second formal session of the Board's inquiry into Youth Services.

Appended to the report for Members' consideration was an overview of the Leeds Youth Work Partnership, a summary of the Local Youth Network in Morley and a report from the Director of Neighbourhoods and Housing entitled, 'The Impact of Area Management upon the Youth Service'.

Rosemary Archer, Director of Children's Services, John Paxton, Head of Youth Service, Satbinder Soor, Senior Youth Officer, Dave Richmond, South Leeds Area Manager, Councillor Finnigan, Chair of the South (Outer) Area Committee and Dave Ashwell and Mark Law, both of Leeds Youth Work Partnership, were all in attendance to answer Members' queries and questions.

Following a brief summary of the information within the report concerning the Leeds Youth Work Partnership, a question and answer session ensued. The main areas of debate were as follows:-

- The objectives of the Leeds Youth Work Partnership in bringing the youth service and voluntary sector organisations together in a positive partnership to jointly acknowledge and address issues which had previously created tensions between parties;
- The role played by the Partnership when considering the children's trust arrangements in Leeds;
- The number of voluntary organisations and faith groups which were involved in the Partnership;
- Issues relating to the funding arrangements associated with the Partnership;
- The extent to which funding from the Learning and Skills Council (LSC) was available for youth activities;
- The extent to which the level of service provided by the Partnership varied throughout Leeds;
- The actions being taken to promote the Partnership, in order to attract a more diverse group of organisations;
- The differing roles of the Partnership operating at a strategic level, and youth networks providing support at a local operational level.

A brief overview of the work undertaken by the Local Youth Network in Morley was followed by a question and answer session. The main areas of debate were:-

- The support provided by local networks to local groups delivering services to young people;
- With regard to the procedures in place to administer individual Criminal Records Bureau (CRB) checks, Members questioned whether the system had been problematic and enquired whether anything could be done to simplify the process. In response, it was proposed that a summary of



evidence which related to the current position of CRB checks in Leeds could be submitted to Members for their information;

- The extent to which the recorded outcomes procedure used was viewed as cumbersome;
- The difference that the establishment of the Network had made to young people in Morley when considering the accessibility of services;
- The effectiveness of a pilot scheme which had been established to train voluntary youth workers in certain parts of Leeds and whether it was intended to roll the initiative out across the city.

Following a summary of the issues raised within the report from the Director of Neighbourhoods and Housing, a discussion ensued which related to the impact that the Area Management Teams had upon the operation of the Youth Service. The main areas of debate were as follows:-

- With regard to the work undertaken to address the issue of cohesion in South Leeds, Members enquired about the success of the initiative and questioned whether South Leeds High School had been involved;
- Following Members' requests for further information on those organisations who had received support to assist their delivery of services to young people, the Board was advised that although details of those organisations assisted by the Area Committee were appended to the report, information on those bodies covered by Local Youth Networks could be provided;
- The formula currently used to allocate the city wide Youth Service budget on a Ward by Ward basis, whether the formula was still fit for purpose given the developments in service provision and the potential impact that any change in the allocation system could have on a particular area;
- The need for more detailed information to be submitted to Area Committees in the future, in order to maximise the effectiveness of any funding allocated;
- Issues relating to the perceived success of local working arrangements in West Leeds.

The Chair concluded by thanking all the witnesses present for their contribution and attendance.

**RESOLVED –**

- (a). That the report and information appended to the report be noted;
- (b). That the issues raised be incorporated into the Board's inquiry on youth services;
- (c). That the additional information requested be provided to the next session of the Board's inquiry in December.

(Professor PHJH Gosden, Councillor Renshaw and Councillor R D Feldman left the meeting at 12.10 p.m., 12.15 p.m. and 12.25 p.m. respectively during the consideration of this item).

**59 Date and Time of Next Meeting**  
Thursday, 16<sup>th</sup> November 2006 at 9.30 a.m.  
(Pre-Meeting scheduled for 9.00 a.m.)

(Meeting concluded at 12.40 p.m.)

## SCRUTINY BOARD (CHILDREN'S SERVICES)

THURSDAY, 16TH NOVEMBER, 2006

**PRESENT:** Councillor J Bale in the Chair

Councillors J Chapman, B Cleasby, V Kendall,  
L Mulherin, 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)  
Mrs S Knights - Parent Governor Representative  
(Primary)

**CO-OPTED MEMBERS:  
(NON-VOTING)** Ms C Foote - Teacher Representative  
Mrs S Hutchinson - Early Years Development and  
Childcare Partnership  
Representative  
Mr P Gathercole - NCH Representative  
Ms T Kayani - Leeds Youth Work Partnership  
Representative

### 60 Chair's Opening Remarks

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

### 61 Late Items

In accordance with his powers under Section 100B(4)(b) of the Local Government Act 1972, the Chair admitted to the agenda additional information relating to the work of CAFCASS (The Children and Family Court Advisory and Support Service) which was to be considered as part of agenda item 8, in addition to a write up of the Board's site visits to the Adoption Services at both Newcastle and Liverpool City Councils, which was to be considered as part of agenda item 9.

Both pieces of information were unavailable at the time of the agenda despatch and needed to be considered at the meeting as part of the third and fourth formal sessions of the Board's inquiry into Adoption in Leeds.

### 62 Declarations of Interest

The following Members declared personal interests in relation to agenda item 10, due to their respective positions as either school or college governors:-

Councillors Bale, Chapman, Cleasby, Kendall, Mulherin, Renshaw, Selby, Mr E A Britten and Mrs S Knights. (Minute No 68 refers).

Councillor Kendall declared personal interests in relation to agenda items 8 and 9 due to her position on the Skyrack Adoption Panel. (Minute Nos 66 and 67 refer).

Mrs S Knights declared personal interests in relation to agenda items 8 and 9 due to being a Foster Parent. (Minute Nos 66 and 67 refer).

Mr P Gathercole declared personal interests in relation to agenda items 8 and 9 due to being a representative of NCH which acted as an adoption agency and provided services to looked after children in Leeds. (Minute Nos 66 and 67 refer).

**63 Apologies for Absence**

Apologies for absence from the meeting were received on behalf of Councillors R D Feldman, Harrison, Murray, Mr C Macpherson and Mr T Hales.

**64 Minutes of the Previous Meeting**

**RESOLVED** – That the minutes of the meeting held on 12<sup>th</sup> October 2006 be approved as a correct record, subject to the inclusion of Councillor Chapman's declaration of personal interest in relation to agenda item 48, due to being a governor of Weetwood Primary School.

**65 Minutes of the Overview and Scrutiny Committee**

**RESOLVED** – That the minutes of the Overview and Scrutiny Committee meeting held on 9<sup>th</sup> October 2006 be noted.

**66 Adoption In Leeds - Inquiry Session Three**

The Board received a report from the Head of Scrutiny and Member Development which detailed the information to be considered as part of the third formal session of the Board's inquiry into Adoption in Leeds.

Appended to the report for Members' information was the agreed terms of reference for the inquiry, a legal briefing on the issue of adoption and reports outlining the work of the Adoption Panel, NCH and Barnardo's in this field. This was in addition to information relating to CAFCASS which had been submitted for the Board's consideration.

In attendance at the meeting to discuss the courts' role in the adoption process was Judge Hunt of the County Court, Stephen Boorman, Social Services (Legal), Martin Lee of the Magistrates Court and Stephanie Martin of CAFCASS. To advise Members on the work of the Adoption Panel were Jemima Sparks, former Chair of an Adoption Panel and Dr Alison Share, Medical Advisor to an Adoption Panel and to provide an insight into the work undertaken by external agencies in this field was Donal Mullally of NCH.

Rodger Walker, Resources Team Manager and Sarah Johal, Adoption Team Manager, were also in attendance to answer Members' questions.

Following a brief summary of the role of the courts within the adoption process, a question and answer session ensued. The main areas of debate were as follows:-

- The timescales generally needed to complete an individual adoption case, the number of court hearings required for such a case and whether the process could be further streamlined in order to minimise any disruption to the child and the adoptive family;
- The main causes of delay within the adoption process and any actions which could be taken to ensure that such delays were reduced;
- The criteria used to determine the judicial level at which an adoption case would be heard;
- The proportion of cases which were contested by the child's birth parents, the limited right of appeal open to them following a ruling and the judicial levels to which an appeal could be taken;
- The extent to which information concerning a child's health and social circumstances were relayed to prospective adopters;
- The role of CAFCASS within the adoption process and the influence that CAFCASS had upon shaping policies which related to adoption;
- The extent to which the recent legislative changes had impacted upon the adoption process in Leeds;
- How the procedures followed by CAFCASS for adoption cases differed from those procedures used to deal with their involvement in cases of family break up;
- The role of contact centres and the number of such centres which were available in Leeds;
- The extent to which the administration of Criminal Records Bureau (CRB) checks affected the adoption process;
- The existence of an appeals process for those prospective adopters whose application to adopt had been declined;
- The extent to which children over a certain age were not considered for adoption;
- The procedures in place to enable adopted children to have contact with their siblings;
- The proportion of adoption cases within Leeds which were completed within the national target of 40 weeks.

A brief summary of the work undertaken by external agencies and the Adoption Panel throughout the process was followed by a question and answer session. The main areas of debate were:-

- The lengthy procedures followed by the Panel's Medical Advisor to ensure that prospective adopters were fully briefed about a child's medical history;
- The medical assessment of prospective adopters;
- The support available to adoptive families to help them deal with the difficulties often experienced when caring for 'looked after' children;
- The extent to which an Adoption Panel could investigate the heritage of any of the parties involved in a particular case;
- The levels of advice and support available to birth parents following the adoption of their child;

- With regard to those cases where pre-birth assessments were required, Members questioned what procedures had been established to try and prevent such a situation recurring in the future;
- The actions which could be taken to minimise the levels of delay experienced in private law cases;
- The likelihood of a Medical Advisor being appointed to assist an additional Adoption Panel in Leeds;
- The experience and expertise brought to the adoption process by NCH;
- Issues relating to the shortage of adoptive families from Black and Minority Ethnic backgrounds and the actions being taken to encourage a greater number of adoptive parents from such backgrounds;
- The sources of funding received by NCH for its programme of post adoptive support and the ways in which greater financial assistance could be obtained.

**RESOLVED** – That the report and information appended to the report be noted.

(Councillor Mulherin left the meeting at 10.30 a.m. during the consideration of this item and Mrs S Knights left the meeting at 11.10 a.m. at the conclusion of this item)

#### **67 Adoption In Leeds - Inquiry Session Four**

Members received a report from the Head of Scrutiny and Member Development which detailed the information to be considered as part of the fourth and final session of the Board's inquiry into Adoption in Leeds.

Appended to the report for Members' information was a report from the Chief Officer of Social Services which detailed issues surrounding the terms and conditions of employees joining the Fostering and Adoption Service from agencies which did not have equivalent conditions. The report also provided details of allowances available to those individuals who adopted through Leeds Social Services. A write up of the Board's visits to the Adoption Services at both Liverpool and Newcastle City Councils was also submitted for consideration.

Rodger Walker, Resources Team Manager and Sarah Johal, Adoption Team Manager, were in attendance to answer Members' questions.

Following a brief summary of the information detailed within the reports, a question and answer session ensued. The main areas of debate were as follows:-

- The methods being used to increase the levels of support available to adoptive parents as their role became increasingly more challenging, the ways in which adoptive parents were made aware of the services available to them and the proportion of adopters who currently used such support;
- Clarification of the extent to which the local authority had been consulted on the legislative changes affecting the adoption process. Members then proposed that the general issue of responding to such consultations could

be a matter for referral to Overview and Scrutiny Committee for consideration;

- The possible benefit of civil servants who were responsible for shaping the policies surrounding adoption having greater levels of interaction with professionals who dealt with such policies on a daily basis;
- The significant costs associated with the services provided by voluntary organisations, such as post adoption support, and the ways in which such organisations were funded;
- The actions being taken to publicise the issue of adoption in Leeds and the methods used to encourage a greater number of adults to consider it as an option;
- The role of both schools and teachers in supporting adoptive families.

**RESOLVED –**

- (a). That the report and information appended to the report be noted;
- (b). That the emerging conclusions from the Scrutiny Board's inquiry into Adoption in Leeds be reflected in the draft version of the Board's final report;
- (c). That clarification be sought on the extent to which the local authority had been consulted on the legislative changes affecting the adoption process, and that further consideration be given to referring the general issue to Overview and Scrutiny Committee for consideration.

**68 Report on Recent Ofsted Inspections**

A report was submitted by the Head of Scrutiny and Member Development which introduced a report from the Chief Executive of Education Leeds summarising the outcomes of recent Ofsted inspections. The report had been previously submitted to Executive Board on 18<sup>th</sup> October 2006.

Dirk Gilleard, Deputy Chief Executive of Education Leeds, was in attendance to answer Members' questions.

Following a brief summary of the main points detailed within the report, a question and answer session ensued. The main areas of discussion were as follows:-

- Congratulations were extended to schools which had achieved good inspection outcomes;
- With regard to the Ofsted school inspection framework, which now had a reduced number of grades, Members sought guidance on the ways in which any disadvantage arising from such a system could be minimised;
- The percentage of schools achieving each of the four Ofsted grades on a national level and whether the proportion of grades achieved differed between primary and secondary schools;
- Members requested that reports, which detailed recent Ofsted inspection results, were submitted to the Board on a periodic basis;
- Members emphasised the need for the Scrutiny Board to monitor those schools classed by Ofsted as 'inadequate' and proposed that updates on the progress made by such schools were submitted to the Board on a regular basis;

- The need to consider the negative effects and wider implications of previous school closures when proposing such action in the future;
- The differences in approach and focus which had been experienced during Ofsted inspections in Leeds and the appropriateness of the criteria used to assess schools;
- The continuing validity of national guidelines on space requirements in schools relating to surplus places, given the resources needed to administer the extended curriculum in Leeds;
- The resources being provided via the PFI programme and the extent to which such resource provision was consistent with current requirements;
- The methods used by Education Leeds to predict Ofsted inspection results and whether some of the recent results gained had been unexpected;
- The extent to which the grades achieved by secondary schools during Ofsted inspections were being restricted by problems experienced at Key Stage 3;
- Members emphasised the need to take into account the demographic shifts which were occurring in Leeds and the nature of new dwellings being erected when considering the issue of school provision in the future. In response, Members were reminded that the Board had resolved to support the Admissions Forum's request to Education Leeds to re-examine their demographic projection processes at the October meeting of the Scrutiny Board;
- Following Members' requests, the Deputy Chief Executive of Education Leeds undertook to provide Members with the Education Leeds School Improvement Policy for information;
- The significant gap which existed between the 'outstanding' and 'good' Ofsted inspection categories, and the implications that such a grading system had on those schools which fell between the two;
- In conclusion, Members proposed that consideration could be given to the Scrutiny Board formally commenting upon the revised Ofsted Inspection Framework in the future.

#### **RESOLVED –**

- (a). That the report and information appended to the report be noted;
- (b). That schools be congratulated on good inspection outcomes;
- (c). That the Chair and the Board's Adviser explore with the Deputy Chief Executive of Education Leeds the possibility of the Board making formal comment to Ofsted on the new inspection framework.

(Councillor Renshaw left the meeting at 12.00 p.m. during the consideration of this item)

#### **69 Performance Management and Financial Health Monitoring**

Members received a report from the Head of Scrutiny and Member Development which detailed the current thinking of Overview and Scrutiny Committee members in relation to performance management and scrutiny of the budget. The report had been submitted to the Overview and Scrutiny Committee on 6<sup>th</sup> November 2006.



A question and answer session relating to the issues detailed within the report then ensued. The main areas of debate were:-

- The availability of departmental performance data which was intended to be received by individual Scrutiny Boards on a quarterly basis and whether such information would take into consideration the issue of 'value for money';
- The ways in which financial procedures could be revised in order to ensure that departmental budgets were maximised.

**RESOLVED –**

- (a). That the report and information appended to the report be noted;
- (b). That the new arrangements which relate to monitoring the performance and financial health of the Council be noted.

**70 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 1<sup>st</sup> November 2006 to 28<sup>th</sup> February 2007 which related to the Board's remit, together with the minutes from the Executive Board meeting held on 18<sup>th</sup> October 2006.

Members were advised that further to the work undertaken by the Scrutiny Board, the Youth Council was in the process of contacting all careers co-ordinators as part of an inquiry into the provision of work experience in Leeds. The Board welcomed this information and expressed an interest in seeing the results of the Youth Council's work.

Having noted that there was the capacity in the Scrutiny Board Work Programme to conduct a minor inquiry early in the new year, it was suggested that the relationship between further and secondary education, together with the impact of the revisions to the Learning and Skills Council's funding arrangements could be considered as a possible inquiry topic.

In conclusion, it was proposed that further information on the possibility of conducting a minor inquiry in the new year was submitted to the December meeting of the Scrutiny Board.

**RESOLVED –**

- (a). That the contents of the report and the Scrutiny Board's Work Programme, as appended to the report, be noted;
- (b). That the subject of a minor Scrutiny Board inquiry, proposed to be undertaken in the new year, be considered in more detail at the December meeting of the Scrutiny Board.

**71 Date and Time of Next Meeting**  
Thursday, 14<sup>th</sup> December 2006 at 9.30 a.m.  
(Pre-Meeting scheduled for 9.00 a.m.)

(Meeting concluded at 12.40 p.m.)

## OVERVIEW AND SCRUTINY COMMITTEE

MONDAY, 6TH NOVEMBER, 2006

**PRESENT:** Councillor G Driver in the Chair

Councillors B Anderson, P Grahame,  
B Lancaster and T Leadley

### 40 Declaration of Interests

Councillor Anderson declared a personal interest in Agenda Items 9 and 10 (Minute Nos.44 and 45 refer) – Scrutiny Inquiry – Narrowing the Gap (Lead Member on Narrowing the Gap).

### 41 Apologies for Absence

Apologies for absence were submitted on behalf of Councillors Bale, Cleasby and Pryke.

### 42 Minutes - 9th October 2006

The Chair reported that there had been an amendment to the version of the minutes that had been submitted to Council on 1<sup>st</sup> November 2006 in that the word 'casinos' had been replaced with 'gambling' in paragraph 6 of Minute No.37 – Council's Statement of Gambling Policy.

**RESOLVED** – That the minutes of the meeting held on 9<sup>th</sup> October be confirmed as a correct record.

### 43 Scrutiny Inquiry - Safety, Wellbeing and Attendance - IDeA Review

The Director of Corporate Services submitted a report regarding the Committee's inquiry into Safety, Well Being and Attendance. Attached to the report was an executive summary and headline recommendations of the Improvement and Development Agency's (IDeA) review of sickness absence within Leeds City Council.

The Chair welcomed Lorraine Hallam, Chief Officer, Human Resources and Chris Ingham, Human Resources Manager to the meeting.

It was reported that in addition to the scrutiny inquiry, the IDeA had been commissioned to carry out an independent review of attendance management. The review had been followed with a range of positive comments, however it was noted that there was still some room for improvement. The Council was commended for its holistic approach, innovative practice and the leadership from Corporate Human Resources.

Members attention was brought to the IDeA's recommendations and the Council's progress made. Issues highlighted included training, trade union involvement, occupational health provision and performance management.

In summary, it was explained that the IDeA review had complemented the work of the Overview and Scrutiny Committee and the recommendations had reflected the findings of the Committee's inquiry and the review. Levels of sickness were still reducing and it was hoped that these would be on target by the end of 2006.

In response to comments on how future arrangements would be monitored, it was reported that it would be a long term concern and there was a need to address cultural issues within the Council. There was also a need for accountability and strong leadership.

The Chair thanked Lorraine Hallam and Chris Ingham for their attendance and contributions, who in turn thanked the Committee for their work on the inquiry and gave a reassurance that the findings would be used to shape their work.

**RESOLVED –**

- (a) That the report be noted.
- (b) That the Scrutiny Inquiry for Safety, Wellbeing and Attendance be formally concluded.

**44 Scrutiny Inquiry - Narrowing the Gap**

The Head of Scrutiny and Member Development submitted a report regarding the Narrowing the Gap Scrutiny Inquiry. Attached to the report was a summary of the discussion held at the Committee's October meeting.

**RESOLVED –** That the summary of the discussion held at the Committee's October meeting be received and noted.

**45 Scrutiny Inquiry - Narrowing the Gap - Leeds Local Area Agreement**

The Director of Neighbourhoods and Housing submitted a report which provided Members with information about the Leeds Local Area Agreement and how it contributed to the Narrowing the Gap agenda. Members were reminded that Local Area Agreements were still a relatively new approach to relationships between local authorities, their key partners and Central Government.

The Chair welcomed Jane Stageman, Senior Project Manager and Maggie Gjessing, Neighbourhood Renewal Manager to the meeting.

A presentation of the contribution of the Local Area Agreement (LAA) to Narrowing the Gap was given. The presentation focussed on the following:-

- Key Areas

- Narrowing the Gap Measures
  - Good practice Examples
  - Added Value of LAA
  - Local Government White Paper Considerations
- Narrowing the Gap Focus
    - The Vision for Leeds and the Regeneration Plan provided the consultation base for the 3 year LAA.
    - Local Enterprise Growth Initiative bids and how these could meet some of the Narrowing the Gap target priorities.
    - Delivery of key priorities and change programmes.
    - Super Output Areas
- Narrowing the Gap Measures
    - The Board was informed of a range of floor targets and performance indicators with a detailed mid year review on the LAA mandatory outcomes.
- Good Practice Examples
    - Children and Young People – project to improve attendance, reduce exclusion and improve standards.
    - Healthier Communities and Older People – Employability project – health and voluntary sector involvement.
    - Safe and Stronger Communities – Intensive Neighbourhood Management Programmes – a good example of multi-agency working
    - Economic Development and Enterprise – financial inclusion, reducing debt, providing financial advice and affordable credit.
- Employability Project – working with key partners such as Job Centre Plus, NHS and the voluntary sector this will assist people from targeted groups into employment and reduce the numbers of incapacity benefit claimants to meet a Narrowing the Gap objective.
- Local Government White Paper –
    - New duties for partners to co-operate – on consultation and achieving targets
    - A greater emphasis on community cohesion.
    - Wider role for scrutiny – a wider range of service providers could be called in, community able to call in items for scrutiny, more dialogue with Executive Board.

Further issues discussed included the establishment of working groups to investigate different parts of the inquiry, the suggestion of co-opted members to assist with the inquiry and contributions from the Voluntary, Community and Faith sector.

The Chair thanked Jane Stageman and Maggie Gjessing for their attendance.

**RESOLVED** – That the report be noted.

#### **46 Performance Management and Financial Health Monitoring**

The Head of Scrutiny and Member development submitted a report regarding the performance management and scrutiny of the budget. The report outlined proposals to strengthen the existing performance management and financial health monitoring undertaken by Scrutiny Boards.

Members were reminded that under current arrangements the Overview and Scrutiny Committee received performance management information twice yearly and budgetary information once a year. It was proposed to increase this to quarterly reporting with departmental performance being made available to the relevant Scrutiny Boards.

**RESOLVED** –

- (a) That the report be noted.
- (b) That the Overview and Scrutiny Committee reaffirms its support for proposed arrangements for monitoring the performance and financial health of the Council.

#### **47 Request for Scrutiny**

The Head of Scrutiny and Member Development had prepared a report following a request for scrutiny from Councillor Illingworth regarding Council Policy on Access to Information.

The Chair welcomed Councillor Illingworth to the meeting to outline his request.

Councillor Illingworth informed the Committee about a request he had made for information that had been refused and subsequently overturned on appeal by the Independent Commissioner. He felt that Leeds City Council had not correctly implemented Freedom of Information rules and that information had been held back without good reason. He also had a number of other cases that were due to be decided on appeal. He further mentioned that he had been refused access to information that had already been in the public domain although this had been through external bodies to the Council. The Chair thanked Councillor Illingworth for his attendance.

**RESOLVED** – That the Head of Scrutiny and Member Development prepares a report to address the key points raised by Councillor Illingworth.

#### **48 Work Programme**

The Head of Scrutiny and Member Development submitted a report which contained a copy of the Committee's current Work Programme, the Forward Plan of Key Decisions and minutes of the Executive Board held on 18<sup>th</sup>

Draft minutes to be approved at the meeting  
to be held on Monday, 4th December, 2006

October 2006. In addition to the Work Programme, it was suggested that the Committee also consider the Local Government White Paper.

**RESOLVED –**

- (a) That the report be noted and the Work Programme accepted.
- (b) That the Forward Plan be noted.
- (c) That the minutes of the Executive Board held on 18<sup>th</sup> October be noted.

**49 Dates and Times of Future Meetings**

Monday 4<sup>th</sup> December 2006

Monday 8<sup>th</sup> January 2007

Monday 5<sup>th</sup> February 2007

Monday 5<sup>th</sup> March 2007

Monday 2<sup>nd</sup> April 2007

All at 10.00 a.m. (pre-meetings at 9.30 a.m.)

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**Report of the Director of Children's Services**

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

**Date: 14 December 2006**

**Subject: Children's Services Performance and Inspection and Children and Young People's Plan Review**

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**Electoral Wards Affected:**

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

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**1 Summary**

- 1.1 This report provides an update on the performance and inspection of children's services and sets out proposals for continuing this work through updating the Children and Young People's Plan and preparing for the Joint Area Review inspection.

**2 Background**

- 2.1 The first Leeds Children and Young People's Plan (CYPP) was published earlier this year. The plan replaces many earlier statutory plans and now forms the overall citywide strategy for improving outcomes for children and young people for all local services and partners. The plan was developed with strong input from children and young people and from across the Children Leeds partnership, and runs from 2006-2009. Government guidance recommends an annual review and update process.
- 2.2 Children's services are monitored and by central government, OfSTED and other inspectorates. The main processes for this include:
- Annual Performance Assessment (APA): an annual process of self-evaluation that is then considered by inspectors and used to provide an overall grading for the effectiveness of local services. This process produces the 'APA letter' that provides the gradings for services and a summary and commentary on performance and management. The overall grade for children's services is then used to contribute to the overall council Comprehensive Performance Assessment rating

- DfES Priorities Meeting: an annual meeting between DfES, OfSTED and the authority that reviews the output of the APA process and other information such as school exam results to agree priorities for each local authority's children's services.
- Joint Area Review (JAR): a three yearly inspection that will focus on areas of underperformance highlighted in the APA, and on outcomes for vulnerable groups of young people such as those Looked After by the authority. For Leeds the Joint Area Review will be in 2007, with an on-site inspection for two weeks from December 3<sup>rd</sup>.

2.3 It is important to note that DfES, OfSTED and other inspectorates are currently reviewing the respective role and processes for APA and JAR. This has not yet been finalised but more guidance is expected by Christmas.

### 3 The APA Letter

3.1 The Leeds APA Letter was published on 1<sup>st</sup> November and is attached as Appendix A to this report. The letter gives a grading in line with the new OfSTED descriptors:

| Grade | Service descriptor  | Capacity to improve descriptor |
|-------|---|--------------------------------|
| 4     | A service that delivers well above minimum requirements for users         | Excellent / outstanding        |
| 3     | A service that consistently delivers above minimum requirements for users | Good                           |
| 2     | A service that delivers only minimum requirements for users               | Adequate                       |
| 1     | A service that does not deliver minimum requirements for users            | Inadequate                     |

The gradings for Leeds were all '3', as shown in the table below.

| Areas for judgement   | Grade awarded |
|---|---------------|
| The contribution of <b>the local authority's children's services</b> in maintaining and improving outcomes for children and young people  | 3             |
| The council's overall <b>capacity to improve</b> its services for children and young people   | 3             |
| The contribution of <b>the local authority's social care services</b> in maintaining and improving outcomes for children and young people | 3             |

3.3 In addition to the overall grades the APA letter provides a commentary on service delivery and management, and sets out key strengths and areas for improvement, as shown in the table below.

| <b>Key strengths</b>   | <b>Key areas for improvement</b>   |
|--|--|
| <p>Being healthy:</p> <ul style="list-style-type: none"> <li>• joint commissioning arrangements</li> <li>• community based health services through schools and children's centres</li> <li>• prompt referrals for young offenders manifesting acute and non-acute mental health difficulties</li> <li>• schools enabling learners to be healthy.</li> </ul>  | <p>Being healthy:</p> <ul style="list-style-type: none"> <li>• reduce the incidence of teenage pregnancy</li> <li>• improve the access of young offenders to substance misuse assessment and intervention services.</li> </ul>   |
| <p>Staying safe:</p> <ul style="list-style-type: none"> <li>• robust and well embedded case file audit system</li> <li>• social worker allocation to children on the register and looked after children</li> <li>• effective child protection registration system reflected in reviews, duration on the register and repeat referral rates</li> <li>• stable placements for most looked after children</li> <li>• good transition planning for children with disabilities</li> <li>• schools ensuring learners stay safe.</li> </ul> | <p>Staying safe:</p> <ul style="list-style-type: none"> <li>• improve the timeliness of reviews for looked after children</li> <li>• improve the completion of core assessment within prescribed timescales</li> <li>• all residential care provision fully meeting the national minimum standards.</li> </ul> |
| <p>Enjoying and achieving:</p> <ul style="list-style-type: none"> <li>• early years provision</li> <li>• number of schools causing concern</li> <li>• range of innovative ideas to tackle weaknesses in attendance.</li> </ul>   | <p>Enjoying and achieving:</p> <ul style="list-style-type: none"> <li>• attainment at Key Stage 3 and Key Stage 4</li> <li>• reduce the levels of unauthorized absence.</li> </ul>   |
| <p>Making a positive contribution:</p> <ul style="list-style-type: none"> <li>• innovative ways of engaging young people to encourage them to participate and contribute to planning processes</li> <li>• minimise the risk of looked after young people offending</li> <li>• year-on-year increases in the proportion of young people reached through publicly funded youth services.</li> </ul>  | <p>Making a positive contribution:</p> <ul style="list-style-type: none"> <li>• the engagement of looked after children in their reviews.</li> </ul>   |
| <p>Achieving economic well-being:</p> <ul style="list-style-type: none"> <li>• childcare regeneration services that enabled parents to receive training and employment</li> <li>• support offered to care leavers</li> <li>• opportunities in school to prepare for future well-being</li> <li>• development of a robust 14 to 19 strategy.</li> </ul>   | <p>Achieving economic well-being:</p> <ul style="list-style-type: none"> <li>• improve attainment levels for 14 to 19 year-olds.</li> </ul>  |
| <p>Management of children's services:</p> <ul style="list-style-type: none"> <li>• clarity of vision and innovative approach to council structure</li> <li>• needs analysis to improve services</li> <li>• approaches to workforce planning and development.</li> </ul>  | <p>Management of children's services:</p> <ul style="list-style-type: none"> <li>• none</li> </ul>   |

3.3 Lastly the letter identified areas for consideration in the Joint Area Review, listed below:

- Effectiveness of the directorate structure to deliver the agenda of Every Child Matters.
- Effectiveness of the contraception and sexual health services for young people.
- Effectiveness of measures to raise attainment at Key Stages 3 and 4.
- Success of the programme to reduce unauthorised absence.
- Actions taken on the outcomes of the 14 to 19 strategy reviews.

#### 4 The DfES Priorities Meeting

- 4.1 The Priorities Meeting between DfES representatives and senior managers from Leeds took place in early November. The meeting considered the APA letter and also input from other recent meetings between the Council and government agencies that had considered social care, school standards and 14-19 learning. The discussion was used to agree a set of priorities for partners in Leeds for the next year.
- 4.2 The priorities agreed at the meeting were based closely on the areas for improvement identified in the APA letter but also included the following additional issues:
- Dental services for children and young people
  - Wider attainment issues from Foundation Stage (age 5) to Key Stage 4, particularly for Looked After Children and Black and Minority Ethnic pupils

#### 5 Next steps

- 5.1 The APA and Priorities Meeting have already been valuable in bringing local and national partners together to evaluate performance and agree priorities for improvement. The next steps are to: ensure areas of underperformance are being addressed; to include the feedback in work to review and update the Leeds Children and Young People's Plan; and lastly to integrate all this work into preparation for the Joint Area Review inspection of children's services in the city.
- 5.2 In order to do this we propose to spend the next six months working with local services and partners on the following tasks. This work will help to develop better planning and services in Leeds, and at the same time help prepare for the inspection in December next year.
- **Improving services and service management:** The APA letter and DfES Priorities Meeting produced a set of priorities for improvement, and agreed the actions local partners would undertake to address them. Many of these are already included in the CYPP and service plans but where they are additional they will be included in the revised CYPP and the JAR project plan.
  - **Updating the needs analysis:** this will include two main elements – firstly using commissioned research and local reviews to examine individual case files. This will help us to better identify gaps in provision and highlight poor practice and shared working. Secondly we will undertake more extensive detailed data

analysis, bringing together data from across services and analysing outcomes for different areas of the city and different groups of children and young people. This will help us to further improve understanding of outcomes, and will help planning and service delivery within the wedge partnerships.

- **Participation:** last year's work for the CYPP involved thousands of young people and hundreds of parents, carers and staff in developing the plan. We will build on this work with an online survey for pupils in schools that will include questions from across the five Every Child Matters outcomes, and also with more detailed work with children and young people around local priorities, focusing on what they think are the priorities for addressing the problems we face. We will also work with local services, partners and Elected Members over the forthcoming months to engage them in this work.
- **Undertaking a more detailed evaluation of progress and impact in the CYPP:** Children's services now has an emerging shared performance management framework, and we will further embed this during the next two quarters of the financial year to engage partners in robust monitoring and evaluation of the plan. We will work with the corporate performance team to provide this information to the Board in the spring.
- **Updating the action plan in the Children and Young People's Plan:** In light of the discussions and processes above we will review the action plans in the CYPP by April and update them where necessary.
- **Developing specific action plans for the most vulnerable groups:** National research raised concerns that children's plans were not sufficiently clear or detailed about how authorities would improve outcomes for the most vulnerable children and young people, such as those in need of safeguarding, those in care, or those in the most deprived communities. This reflects local concerns and the agreed priorities for improvement in Leeds, so therefore we intend to include more detailed action plans specifically for vulnerable groups in the next plan.
- **Publishing a formal review and update of the Children and Young People's Plan:** At the end of this process we will publish a formal review and update of the plan which will summarise how we have progressed against the targets and key actions of the CYPP in the past year, and will set out the revised action plans for the next year. This should be complete by May.

5.3 In order to involve members in this process we propose to ask for input, comment and approval at regular stages over the next six months. This will include:

- **Scrutiny December 2006:** Update on performance and priorities. Consultation on process and next steps.
- **Members workshop December 2006:** Interactive session to update members on the CYPP and JAR
- **Members' workshop February 2007:** Follow up session that will consider each member's input on the issues for children and young people in their ward. Will also include consideration of the developing CYPP draft
- **Scrutiny February 2007:** Detailed session to consider member and partnership input and the developing CYPP draft
- **April/May 2007:** Formal approval of the CYPP review and updated action plan.

Please note that the timescales above may be subject to change, depending on the implications of the revised guidance for children's services inspection and planning from central government.

## **6 Recommendations**

6.1 Scrutiny Board are asked to:

- Comment on the issues raised by the APA letter
- Comment on the proposed next steps for reviewing the plan and preparing for inspection

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Making Social Care  
Better for People



Rosemary Archer  
Director of Children's Services  
Leeds City Council  
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Leeds  
LS2 8DT

**1 November 2006**

Dear Ms Archer

**2006 ANNUAL PERFORMANCE ASSESSMENT OF SERVICES FOR CHILDREN AND YOUNG PEOPLE IN LEEDS CITY COUNCIL**

This letter summarises the findings of the 2006 annual performance assessment (APA) process for your local authority. We are grateful for the information, which you provided to support this process, and for the time made available by yourself and your colleagues to discuss relevant issues.

**Summary**

| Areas for judgement   | Grade awarded <sup>1</sup> |
|---|----------------------------|
| The contribution of <i>the local authority's children's services</i> in maintaining and improving outcomes for children and young people  | 3                          |
| The council's overall <i>capacity to improve</i> its services for children and young people   | 3                          |
| The contribution of <i>the local authority's social care services</i> in maintaining and improving outcomes for children and young people | 3                          |

<sup>1</sup>

| Grade | Service descriptors   | Capacity to improve descriptors |
|-------|---|---------------------------------|
| 4     | A service that delivers well above minimum requirements for users         | Excellent / outstanding         |
| 3     | A service that consistently delivers above minimum requirements for users | Good                            |
| 2     | A service that delivers only minimum requirements for users               | Adequate                        |
| 1     | A service that does not deliver minimum requirements for users            | Inadequate                      |

Leeds City Council's contribution to the improvement of outcomes for children and young people in the city is good. The council has continued to make improvements in children's services, involving them in consultation processes to aid planning. Improvements have also been reflected in the attainments of many young people. The council has engaged its partners well, and this is reflected in the Children and Young People's Plan (CYPP). The plan identifies a clear set of objectives supported by action plans, which allocate responsibilities and set out clear measures of success. It recognises the gaps and shortfalls that the council and its partners need to address in order to achieve better outcomes for children and young people. Each outcome area is led by a multi-agency board and under each of these, measures have been set out that reflect the priorities identified through their own performance management and through the discussions with the Department for Education and Skills and CSCI.

The council has established some interim structures that allow for the continuity of service provision, but is considering ways that allow the council to develop a strategic and commissioning unit to work with both its internal and external partners. This is a bold approach that has been modelled on the successful arrangement with Education Leeds.

In 2005, the council was assessed as providing good social care services for children and young people and was judged as having a good capacity to improve. The 2006 assessment confirms that Leeds council now provides good education and continues to provide good social care support for children and families.

## **Being healthy**

The council makes a good contribution toward improving the health of children and young people in Leeds. The CYPP for Leeds identifies both priorities and measures to demonstrate whether there has been improvement in this outcome area. The strengths of the plan are the multi-agency agreement to the tasks set out, and evidence that children and young people have contributed to the plan. There are joint commissioning arrangements in Child and Adolescent Mental Health Services (CAMHS) and packages and placements for children with complex needs and/or disabilities.

There are a number of strategies in place which promote community based health services through schools and children's centres. These focus on several themes: childhood obesity; sexual health; substance misuse – including smoking, mental and emotional health; and maternal and infant health. The council also recognises that people's socio-economic status has a powerful impact on health outcomes reflected in infant mortality and dental health figures.



School inspection judgements show that health awareness is promoted well by encouraging healthy eating and ensuring regular access to sport and exercise. A higher than average number of schools are working towards the healthy schools standard, and the council is well on its way to exceeding the national target of 30% of its schools achieving the healthy school standard by December 2006.

The incidence of teenage pregnancy in 2004 saw a significant increase following previous year-on-year reductions. In response, the council completed a gap analysis to ascertain the factors that had contributed to the reductions and has now re-aligned its approach to sexual health in general.

There is a lower proportion of young offenders receiving substance misuse assessment and interventions than from other councils. As a consequence, the council's youth offending team (YOT) has re-commissioned the service with another provider and is confident that young offenders will now be assessed and offered treatment promptly. Both these examples demonstrate a council and health service community that is responsive to the emerging needs of young people.

There were two areas identified in the 2005 performance assessment: referrals of young offenders to mental health services; and ensuring the health and dental health needs of looked after children were being met. There has been at least adequate, and in some cases demonstrable, progress in both areas.

## **Staying safe**

This year's assessment identifies several areas that need to be addressed, and therefore the council's contribution to improvement in staying safe is judged adequate.

Child protection indicators and stability of placements for looked after children demonstrate good performance and outcomes. All looked after children and those on the register have a named social worker. The council continues to ensure that the vast majority of children over the age of 14 with disabilities, have transition plans to support their move from children's services to adult services. The council's performance management system is sound. The council has a robust case file audit system that is used to assess the quality of the work being undertaken by social workers. The system has been in place for nearly two years and, while in the early stages there was some resistance amongst staff, both this and the electronic social care record system are now well established. Both managers and social workers feel it has improved the quality of the work and of case recording.

The council's services are equally accessible to all sections of the community including people from black and minority ethnic backgrounds. In response to the increasing demands of unaccompanied and asylum seeking children, the council established a dedicated and innovative team linked with the police and immigration services.

Section 5 inspections have judged that, of the schools inspected in Leeds, over two thirds were good or better in ensuring the safety of pupils.

There are some social care issues, which although actions have been taken, have yet to take full effect. The assessment of the impact of policies on promoting race equality, begun last year, has not been fully completed; the timeliness of reviews for looked after children needs to be addressed; and the completion of core assessments within prescribed timescales improved.

Work is more advanced in other areas. The marginal fall in the number of adoptions of looked after children made last year has been addressed by establishing dedicated teams to recruit and support adoption parents, while the recent review of the provision for residential care for children has a number of innovative features including private finance initiatives. However, there are several residential care homes for children that do not fully meet the national minimum standards in some outcome areas.

## **Enjoying and achieving**

The council's contribution to improving the outcomes in this area is good overall.

Early years provision remains a strength, both in the quality of its outcomes for children and the range of provision. Children's centres across the authority have achieved a beacon award for their quality. Actions imposed on child minders when they first register are higher than normal. However, the level of support given by the council services and additional training for providers and rigorous quality assurance measures result in subsequent inspection judgements for childcare exceeding national averages, and those for funded provision (age 3 and above) being in line with expected levels.

Attainment across Key Stages 1 to 4 remains variable. Standards at Key Stages 1 and 2 are broadly satisfactory but those at Key Stages 3 and 4 are below national averages. However, there has been encouraging improvement in attainment since last year in both stages. Since the 2004 Ofsted report, the number of schools being placed in a category of concern has reduced and currently there is no school in special measures. The authority is doing significantly better than both similar authorities and nationally in preventing schools being placed in a category.

The authority has continued to address the issue of raising attendance, with some innovative initiatives aimed at reducing truancy. Attendance in primary schools is in line with similar authorities but the picture is less assured in secondary schools and for looked after children. Despite attendance targets being met over the last three years, unauthorised absence remains an area for improvement. Nevertheless, the authority has a planned programme of measures to tackle the issue.

The provision for pupils with learning difficulties and/or disabilities is good. Pupils make good or outstanding progress in over half the schools inspected and there is no unsatisfactory provision. The processing of statements has become more efficient and is now comparable to national timescales. The attainment of looked after children has shown improvement with 14% gaining 5 or more GCSE A\* to C grades while there was an increase from 18% to 23% for those pupils receiving free school meals.

Overall, pupils enjoy their education: inspection findings show that in 20 of the 30 schools, pupils' level of enjoyment was rated good or outstanding, and in the remainder it was satisfactory.

The authority has clearly recognised where there are weaknesses, acted on recommendations from last year with some success, and continues to promote innovative ideas to secure further improvement.

### **Making a positive contribution**

The council makes a good contribution to the improvement of outcomes for children and young people in this area.

Children and young people make a positive contribution to the work of the council through an effective system of consultation. They are encouraged to participate in decision making and in supporting the community through a variety of initiatives and mechanisms. The young people's involvement in compiling the CYPP was impressive. The council's approach has used both the formal links with youth councils and schools and the more innovative approaches to young people in informal settings, such as the Reach Out and Reconnect group (ROAR), successfully consulting 350 young people at a city centre shopping plaza. It has the potential to be an established working partnership with the council. Young people were also involved in the selection and appointment of the director of children's services.

The council has sustained its actions to prevent offending and to reduce re-offending by children and young people. The youth justice plan is a comprehensive document that was commended by the Youth Justice Board. The council has maintained good performance in managing the risk of looked after children offending. The proportion of young people reached by publicly funded youth services has increased year on year since 2002.

However, the council is aware that the level of participation of looked after children in case reviews is comparatively low, and has analysed those cases where the young person has not participated or been involved. It is devising different ways for young people to put their views forward, including using the intranet to communicate their views.

### **Achieving economic well-being**

The council's contribution to improvement in this area is good.

Good childcare arrangements make a significant contribution to supporting families through offering childcare places, children's centres, and enabling parents to seek employment. During 2005/06, the Childcare Regeneration Service enabled 398 parents to receive training and gain employment, 203 being lone parents and a further 1,575 parents on low or modest incomes with childcare in areas of significant disadvantage.

Employment, education and training opportunities for care learners are similar to those available to the wider populations. The council makes good accommodation arrangements

for the vast majority of its care leavers, and 94.6% of them live in suitable housing. This proportion represents an increase of over 16% since last year.

Inspection judgements suggest that two-thirds of primary schools and one-third of secondary schools offer good or better opportunities for pupils to take part in activities to promote their economic well-being.

Education provision for 14 to 19 year olds is satisfactory, but standards vary. Attainment levels are generally below those nationally, but there have been improvements in both Key Stages 3 and 4, particularly at GCSE and AS levels, although results do not yet meet national levels. However, the authority has a robust 14 to 19 strategy and has developed a strong partnership with its Local Learning and Skills Council. A number of reviews and surveys have been initiated to evaluate both the way the provision is organised and to identify good practice, which can be applied across the authority. These are already beginning to have a positive influence in raising the quality and diversity of the provision.

There are 71.1% of young people in learning which, although below the national average, is above similar authorities. There is also some good practice in making available a range of vocational pathways such as apprenticeships, and there are generally good collaborative relationships with colleges.

### **The council's management of its services for children and young people, including its capacity to improve them further**

The council has clear ambitions for making life for children and young people in Leeds vibrant and challenging, which are responsive to their needs and enable them to aim high. This has been matched with a significant increased investment in children's services for the current year. The council has adopted a commissioning model for the operation of the children's services directorate that puts children at the centre of its planning and to deliver outcomes for children through both internally and externally provided services.

Efficient mechanisms have been developed, enabling a shared understanding of local needs amongst partner organisations and resulting in improvements in the five outcome areas. The needs of individual children, young people and their families are effectively identified and recorded, and lead to appropriate allocations of resources. Although there are still some areas for improvement in most of the outcomes, there is strong evidence that the council is both aware of and actively addressing them.

The council has robust approaches to workforce planning and development through its comprehensive recruitment and retention strategy, including induction programmes for staff in both Education Leeds and Social Services, and training and development to support the many examples of integrated working.

The council recognises the challenge of the Every Child Matters agenda and new approaches are underway to improve partnership working within the council, for example, with traditional child focused services, and other key services such as housing and transport, and with external partners. The bold approaches are already being reflected in a team approach across departments and in the positive outcomes of many recent projects.

The council has successfully demonstrated its capacity to make improvement and provides good education and social care support for children and families.

## Key strengths and areas for improvement

| Key strengths   | Key areas for improvement   |
|---|---|
| <p><i>Being healthy:</i></p> <ul style="list-style-type: none"> <li>joint commissioning arrangements</li> <li>community based health services through schools and children's centres</li> <li>prompt referrals for young offenders manifesting acute and non-acute mental health difficulties</li> <li>schools enabling learners to be healthy.</li> </ul>  | <p><i>Being healthy:</i></p> <ul style="list-style-type: none"> <li>reduce the incidence of teenage pregnancy</li> <li>improve the access of young offenders to substance misuse assessment and intervention services.</li> </ul>   |
| <p><i>Staying safe:</i></p> <ul style="list-style-type: none"> <li>robust and well embedded case file audit system</li> <li>social worker allocation to children on the register and looked after children</li> <li>effective child protection registration system reflected in reviews, duration on the register and repeat referral rates</li> <li>stable placements for most looked after children</li> <li>good transition planning for children with disabilities</li> <li>schools ensuring learners stay safe.</li> </ul> | <p><i>Staying safe:</i></p> <ul style="list-style-type: none"> <li>improve the timeliness of reviews for looked after children</li> <li>improve the completion of core assessment within prescribed timescales</li> <li>all residential care provision fully meeting the national minimum standards.</li> </ul> |
| <p><i>Enjoying and achieving:</i></p> <ul style="list-style-type: none"> <li>early years provision</li> <li>number of schools causing concern</li> <li>range of innovative ideas to tackle weaknesses in attendance.</li> </ul>   | <p><i>Enjoying and achieving:</i></p> <ul style="list-style-type: none"> <li>attainment at Key Stage 3 and Key Stage 4</li> <li>reduce the levels of unauthorised absence.</li> </ul>   |
| <p><i>Making a positive contribution:</i></p> <ul style="list-style-type: none"> <li>innovative ways of engaging young people to encourage them to participate and contribute to planning processes</li> <li>minimise the risk of looked after young people offending</li> <li>year-on-year increases in the proportion of young people reached through publicly funded youth services.</li> </ul>  | <p><i>Making a positive contribution:</i></p> <ul style="list-style-type: none"> <li>the engagement of looked after children in their reviews.</li> </ul>   |

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| <p><i>Achieving economic well-being:</i></p> <ul style="list-style-type: none"> <li>• childcare regeneration services that enabled parents to receive training and employment</li> <li>• support offered to care leavers</li> <li>• opportunities in school to prepare for future well-being</li> <li>• development of a robust 14 to 19 strategy.</li> </ul> | <p><i>Achieving economic well-being:</i></p> <ul style="list-style-type: none"> <li>• improve attainment levels for 14 to 19 year-olds.</li> </ul> |
| <p><i>Management of children's services:</i></p> <ul style="list-style-type: none"> <li>• clarity of vision and innovative approach to council structure</li> <li>• needs analysis to improve services</li> <li>• approaches to workforce planning and development.</li> </ul>  | <p><i>Management of children's services:</i></p> <ul style="list-style-type: none"> <li>• <i>none</i></li> </ul>                                   |

**Aspects for focus in a future joint area review or the next APA**

- Effectiveness of the directorate structure to deliver the agenda of Every Child Matters.
- Effectiveness of the contraception and sexual health services for young people.
- Effectiveness of measures to raise attainment at Key Stages 3 and 4.
- Success of the programme to reduce unauthorised absence.
- Actions taken on the outcomes of the 14 to 19 strategy reviews.

We confirm that the children's services grade will provide the score for the children and young people service block in the comprehensive performance assessment (CPA) and will be published to the Audit Commission. The social care judgement is for CSCI information only.

Yours sincerely



**FLO HADLEY**

Divisional Manager  
Office for Standards in Education



**JONATHAN PHILLIPS**

Director – Quality, Performance and Methods  
Commission for Social Care Inspection





Originator: Kate Arscott

Tel: 247 4189

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## Report of the Head of Scrutiny and Member Development

### Scrutiny Board (Children's Services)

Date: 14 December 2006

Subject: Secondary Achievement

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**Electoral Wards Affected:**

**Specific Implications For:**

Ethnic minorities

Women

Disabled people

Narrowing the Gap

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## 1.0 Introduction

- 1.1 The Scrutiny Board (Children and Young People) carried out an inquiry on secondary achievement during 2005/06, and published its final report in April 2006.
- 1.2 A formal response to the inquiry's conclusions and recommendations from Education Leeds was considered by this Scrutiny Board in July 2006. A further brief update on certain aspects of the inquiry was also considered in October.
- 1.3 Members requested a full update on progress in implementing the Board's recommendations for December. This is attached as Appendix A.
- 1.4 In addition, the Board requested some more detailed information on an action plan for implementing Individual Learning Plans. An update and a detailed action plan are attached as Appendix B.

## 2.0 Recommendation

- 2.1 The Board is recommended to consider the attached reports and to decide whether any further monitoring is required in relation to this inquiry.

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**Originator:** D Gilleard  
**Telephone:**  
 0113 395 0235

**REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS  
 REPORT TO SCRUTINY BOARD  
 DATE: December 2006**

**SUBJECT: Inquiry into Secondary Achievement: Progress Report**

**Electoral Wards Affected:**

**Specific Implications For:**

Ethnic Minorities   
 Women   
 Disabled People

**Please indicate that the following have been addressed within the report:**

**Resource Implications:**

Finance   
 Personnel   
 Accommodation/Buildings

**Policy Implications:**

Executive Board Decision

Eligible for Call-in

Not Eligible for Call-in

**1. PURPOSE**

1.1 This report provides a progress report on the recommendations made by Scrutiny Board (Children and Young People) in their report published in April 2006.

**2. BACKGROUND**

2.1 In April 2006, Scrutiny Board (Children and Young People) published a report of its Inquiry into Secondary Achievement. The report detailed 14 specific recommendations.

2.2 Officers prepared a report in June identifying proposed actions for each recommendation.

2.3 In October 2006 there was a meeting to review standards with the DfES National Strategies Team. The main conclusions of this review have been included in this report for Members' information

2.4 This report provides:

- ★ an update on secondary achievement; and
- ★ a progress report on the actions taken for each recommendation

### **3. THE REPORT**

#### **Update on secondary achievement 2006**

- 3.1 Para 3.2 to 3.5 outlines the conclusions of the annual Standards Meeting held with the DfES National Strategies team in October 2006. It has been included here to update Members on the improving picture of secondary achievement
- 3.2 Standards at Key Stage 3 continued to improve, closing the gap on national performance:
- ★ In mathematics L5+ rose by 4 percentage points to 75%; this is above the increase nationally
  - ★ In science L5+ rose by 4ppts to 69%; this is twice the increase nationally
  - ★ ICT results (teacher assessment) rose by 1ppt to 66%; this is below the increase nationally
  - ★ Provisional KS3 L5+ results in English remained static at 70%. However, English results fell by 1 ppt nationally.
- 3.3 Standards at Key Stage 4 continue to improve, again closing the gap on the national average:
- ★ GCSE 5(A\*-C) rose 2ppts to 51.3%, this is above the national improvement
  - ★ When English and mathematics are included the figure drops to 39.9% but, this represents a 2 ppt improvement on last year and is above the national improvement
  - ★ The LA has made good progress over the last three years with a rise of 5.9ppts at 5(A\*-C)
  - ★ 6 schools increased by over 10% at 5 (A\*-C)
  - ★ Three schools remain below the GCSE 5(A\*-C) 25% floor target, one less than 2005.
- 3.4 Standards at Key Stage 5 (post 16) continue to improve in terms of the average point score per entry. However, as with the national picture, the total point score per student dropped due to students focussing on achieving higher grades in fewer subjects.
- 3.5 Two high schools have received notices to improve as a result of Ofsted inspections. There are no high schools in special measures. This is well below the national average.

#### **Progress report on the action plan response to Scrutiny Board recommendations**

- 3.6 Appendix 1 details the action plan formulated in response to Scrutiny Boards' recommendations. The final column of the plan provides details of progress against each of the actions.

### **4. RECOMMENDATION**

- 4.1 That Scrutiny Board notes the content of this report

**RESPONSE TO THE SCRUTINY BOARD( CHILDREN AND YOUNG PEOPLE)**

**Inquiry into Secondary Achievement: Officer's response to the Report of Scrutiny Board (Children and Young People)**

**Proposed Action Plan and Progress Report**

| Recommendations   | Actions proposed   | Responsibility  | Timescale  | Progress   |
|---|--|---|--|--|
| <p><b>Recommendation 1.</b></p> <p><b>That the Chief Executive of Education Leeds ensures that the necessary infrastructure is in place to ensure that secondary schools receive timely and accurate transfer data to for the September 2006 intake.</b></p>                                      | <p>(a) Secure primary school uploading of assessment and pastoral data for high schools to access.</p> <p>(b) Further promote the strategy and encourage more collaboration between schools in using transfer data</p>   | <p>PMIT</p> <p>School improvement adviser team<br/>National Strategies Team,<br/>Transfer Headteacher<br/>Consultants</p> | <p>June-July 2005</p> <p>July 2006 onwards</p>   | <p>By July this year, all primary schools had uploaded data for local high schools to access.</p> <p>The importance of passing on information about children's progress and achievement is being heavily emphasised at all meetings between the consultants and clusters of schools. Attention is drawn to the guidelines in the draft document on this matter.</p>  |
| <p><b>Recommendation 2.</b></p> <p><b>That the Chief Executive of Education Leeds considers how to evaluate the various transfer techniques and initiatives, in order to assist teachers in identifying the most appropriate and effective methods to use with specific groups of pupils.</b></p> | <p>(a) A set of standards and case studies will be written to illustrate a range of transfer practice and, for each of these, there will be an evaluation of benefits for specific groups of children.</p> <p>(b) In the light of case studies, there will be a dissemination of models of effective transfer practice</p> <ul style="list-style-type: none"> <li>★ Headteachers Forum</li> <li>★ FOS</li> <li>★ Secondary Heads meeting</li> <li>★ Wedge based conferences</li> </ul> | <p>Transfer Headteacher<br/>Consultants (THC)</p> <p>THCs</p>   | <p>Publication by Dec 06</p> <p>July 06<br/>Sept – Oct 06<br/>Oct 06<br/>Spring 07</p> | <p>A draft document has been written which sets out guidelines and principles for the transfer process. Many of the guidelines are examples of good practice already in Leeds High schools and their clustered Primary Schools.</p> <p>The recommendations have been discussed at headteacher forum and School Improvement Partnership Board and were viewed as a very positive way forward. The process has raised the profile of transfer issues. Consultation is now under way with every Family of Schools so that each headteacher is aware of the content of the document and able to make comment. It is intended to seek comment from the Secondary heads group in Leeds.</p> <p>The document will be accompanied by approximately 15 case studies of exemplary transfer practice in Leeds schools. Each area (wedge) of the city will hold a transfer conference during the Spring term that will be aimed at those people actively involved in the transfer process. Delegates will have the opportunity to hear</p> |

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|  |   |                  |                            | directly from some of the schools involved in exemplary practice across the city.   |
|  | (c) Establish school clusters to develop local transfer strategies  | THCs             | From Nov 06 to February 07 | It has been agreed that National Strategy consultants will facilitate these clusters and that each cluster will develop a skills based transfer module. Meetings with families of schools will also be used to encourage schools to work together in clusters on transfer activities. Education Leeds has agreed that days of National Strategy consultant time can be used to support these activities and groups of schools will be required to establish their priorities so that the appropriate consultant can be attached to their group. |
|  | (d) Support schools developing innovative curriculum models for year 7  | LCT Area Manager | Sept 06 – Sept 07          | Education Leeds and partners in Children Leeds West are supporting Intake High school in developing and delivering a new Y7 curriculum which through a combination of creativity and application of primary best practice is more engaging for students. Initial feedback suggests that behaviour and attendance has improved over previous years.  |
|  | (e) Pilot an on-line questionnaire to gain feedback from young people about their experience of the transfer process              | LCT Area Manager | Jan 07                     | The pilot is underway, Y6 students from Farnley Park feeder primary schools completed the questionnaires in July and these same students will complete another based upon their experience of one term of Y7. A report will be compiled in Jan 07.  |
|  | (f) In the light of existing evaluations, we will Implement a cross-phase teaching programme and remodel the 'Moving On' web site | LCT Area Manager | Ongoing                    | The pilot cross phase teaching programme has been expanded to involve more schools with groups of Y6 and Y7 teachers working collaboratively. Initial impact is that two high schools have revised parts of the Y7 curriculum based their evaluation of the higher than anticipated attainment and achievement levels of Y6 students. Remodelling of the website is complete and the  |

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|  |  |                 |                       | distribution of an e-newsletter has been introduced in order to promote the web resource and disseminate good practice. Transfer practice case studies will be placed on the site |
| <p><b>Recommendation 3.</b></p> <p><b>That the Chief Executive of Education Leeds commissions the production of a ‘transfer entitlement’ for pupils and parents.</b></p> | (a) Develop a transfer entitlement   | THC             | January 07 to June 07 | Headteacher working group to be established. Intention is to develop an entitlement which could inform home-school agreements   |
|  | (b) Integrate the entitlement into the Quality Standards Framework so that schools can evaluate their current arrangements for transfer and to assist schools in developing their plan for the effective transfer of learners. | Director of QSF | Summer 2006           | Completed   |
|  | (c) Brief link advisors (School Improvement Adviser Teams) working with schools will be on effective transfer practice so, where appropriate, they can assist schools in developing their strategies                           | THC, PSIA       | October 2006          | Meeting scheduled December 06   |

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| <p><b>Recommendation 4.</b></p> <p><b>That the Chief Executive of Education Leeds reports back to us on progress in meeting the targets for implementing Individual Learning Plans.</b></p> <p>There are three strands to the strategy for personalisation and ILPs:</p> <p>(a) Personalisation<br/>(b) Electronic ILPs<br/>(c) Advocacy and coaching</p> | <p><b>1. Personalisation</b></p> <p>To ensure learners are clear about their successes, progress and goals and have a personalised programme to help them meet their needs and aspirations</p> <p>(a) Developing and disseminating guidance<br/>(b) Implement and learn from pilots</p> <p>(c) Implement the National Strategies Programmes<br/>(d) Develop 14-19 pathways and guidance</p> <ul style="list-style-type: none"> <li>★ Develop on line prospectus</li> <li>★ Develop common application form</li> <li>★ Quality assure range of pathways</li> <li>★ Secure implementation of specialised diplomas</li> </ul> | <p>Steering Group for Personalisation</p> | <p>Completed by March 2006</p> <p>Completed by July 2006</p> <p>Ongoing</p>             | <p>Guidance has been published and is available as hard copy and on-line resource. Several conferences have been held allowing schools to explore the guidance and toolkits for developing ILPs and learning conversations</p> <ul style="list-style-type: none"> <li>★ High school conference (95% attendance)</li> <li>★ Primary conferences (60% attendance)</li> <li>★ SILC/PRU conference (100% attendance)</li> <li>★</li> </ul> <p>Pilots have reported progress and lessons learned are being compiled for dissemination. National strategies programme has been identified by DfES as highly effective and impacting on standards in Leeds.</p> <p>A steering group has been established for the prospectus and on-line application system. All providers are quality assured or in the process. There have been expressions of interest from schools to develop the specialised diplomas</p> |
|   | <p><b>2. e-ILPs</b></p> <p>To develop an electronic web-based format for ILPs which support the personalisation agenda</p> <p>(a) Develop and refine specification<br/>(b) Pilot e-ILP models and disseminate lessons learned<br/>(c) Reach agreement on the development and implementation of a Leeds ILP.<br/>(d) Field trial of Leeds system<br/>(e) Implement Leeds System</p>   | <p>ILP Steering Group</p>                 | <p>Dec 06 to Jan 06<br/>Summer 06 onwards</p> <p>Oct 06</p> <p>Summer 07<br/>Oct 07</p> | <p>Pudsey Grangefield, Intake High School and Parklane College are piloting a commercial package with 850 learners. A detailed specification for a city-wide Leeds electronic ILP has been developed and is currently undergoing final agreement by partners.</p>  |



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|  | <p><b>3. Advocacy and Coaching</b></p> <p>To provide learners with a key advocate or coach who is known and trusted by the learner and who will assist in personalising their learning experience</p> <p>(a) Provide schools with remodelling toolkit<br/>         (b) Use the pilot to identify effective models of advocacy and coaching<br/>         (c) Promote and disseminate models embracing:<br/>         ★ Training models for coaching and advocates<br/>         ★ Workforce reform structures<br/>         ★ Implementation models</p> | Steering Group for Personalisation         | Feb 05 – Dec 06                             | Two high schools are well advanced in implementing whole school models for advocacy and coaching for all students. One of these schools has been commissioned as a lead partners to support other high schools in implementing similar strategies   |
| <p><b>Recommendation 5.</b></p> <p><b>That the Chief Executive of Education Leeds considers local terminology to describe this wider curriculum offer.</b></p>   | <p>(a) Agree a change of nomenclature through the 14-19 Strategy group</p>  | 14-19 Coordinator                          | June 2006                                   | 'Personalised learning pathways' has been agreed and adopted. The term 'alternative' is still much used in conversation and it is likely to take some considerable time before it sees its final demise from the vocabulary all those involved with education and training.   |
| <p><b>Recommendation 6.</b></p> <p><b>That the Chief Executive of Education Leeds considers appropriate mechanisms to facilitate the opportunity for teachers to explore and develop new methods of delivering the curriculum.</b></p> | <p>(a) Establish 14 curriculum networks, one for each of the specialised Diploma vocational lines.</p> <p>(b) Establish Diploma Partnerships to develop delivery programmes</p>   | 14-19 Coordinator<br><br>14-19 Coordinator | May 2006 to May 2007<br><br>July 06 onwards | <p>All 14 networks are now up and running with membership from schools, colleges, work-based learning providers and VCFS organisations. Meeting frequency is differentiated with the networks for the first five Diplomas meeting more regular.</p> <p>A full-time Curriculum Network Administrator has been appointed to support the networks.</p> <p>Seven Diploma Partnerships have been developed and are currently undertaking a self-assessment and will be submitting proposals to the DfES by 11 Dec 2006 to pilot the first five</p> |

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|   | <p>(c) Facilitate development of learning materials by teachers which can be shared across diploma networks</p> <p>(d) Facilitate teacher placement to familiarise with a business or service and gain inspiration for developing vocationally related materials</p> | <p>14-19 Coordinator<br/>EBP Manager</p> <p>EBP Manager</p> | <p>July 06 onwards</p> <p>Ongoing</p> | <p>Diplomas in 2008.</p> <p>A working model has been established to support a new BTEC Diploma in Art &amp; Design (Fashion &amp; Textiles). LSC funding supports teachers to attend Professional Development sessions hosted by business partners. Based on these sessions teachers compile curriculum support materials which significantly enhance the learning experience for students both in the classroom and when on industry visits. The materials will be made available as a web based resource - due for official launch in January 2006. This will act as the portal to all learning materials developed through members of the Curriculum networks.</p> <p>A similar model to that above has been developed to support the delivery of Applied Science at GCSE. Curriculum materials resulting from one company visit have been completed and two more are being written.</p> |
| <p><b>Recommendation 7.</b></p> <p><b>That the Chief Executive of Education Leeds considers the current arrangements for the city-wide co-ordination of the work placement programme through Education Bradford and whether there are any potential benefits of this co-ordination being undertaken within Leeds.</b></p> | <p>(a) Review the value gained from the service.</p> <p>(b) Provide schools with online access to companies in Leeds and</p>   | <p>Education Business Partnership Coordinator</p> <p>..</p> | <p>June 2006</p> <p>June 2006</p>     | <p>Since the Work Experience Unit at Education Bradford were awarded the contract by West Yorkshire LSC, there have been significant improvements in the level of support provided to schools to coordinate and deliver placements. This is evidenced by positive feedback from work experience coordinators throughout the city at their termly meetings with representatives from Education Leeds and Education Bradford Any changes to this provision would need to be negotiated with LSC, which is moving towards regional provision, and it would take a considerable amount of time to establish in Leeds</p> <p>Work Experience Coordinators from schools in Leeds now have access to companies in Leeds,</p>   |

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|  | <p>Bradford and establish a formal arrangement with Wakefield LEA to gain access to companies in that area.</p> <p>(c) Review and improve the process by which Health and Safety checks on companies are carried out</p>  |   | <p>Spring 2006</p>                                 | <p>Bradford and Wakefield through the database. This offers a total number of placements available in excess of 15,000 with nearly 12,000 companies.</p> <p>The Work Experience Unit employs the services of up to three professional Health &amp; Safety assessors and has introduced the use of mobile technology to speed the communication process following a site visit. Incident reporting procedures have proved to be robust based on past experience.</p>  |
| <p><b>Recommendation 8.</b></p> <p><b>That the Chief Executive of Education Leeds facilitates an event to raise employer awareness of the need for, and benefits to be gained from, providing work placements.</b></p> <p><i>The arrangements for securing Education Business Partnerships have stabilised over the last 18 months. Previous high profile events, although stimulating interest, did not succeed in securing a major expansion of business engagement.</i></p> | <p>(a) Establish a new steering arrangement to coordinate and facilitate business engagement. This to also engage the specialist schools for business and enterprise and link to the vocational line networks</p> <p>(b) Develop a clearer framework stimulating and securing 'progression' in business engagement. e.g. Through a menu system embracing mentoring, teacher placement, enterprise days, student work placement and longer term placement. The menu will clarify expectations and benefits for all concerned.</p> <p>(c) Support businesses in working with schools and colleges to develop pathways into employment for learners.</p> <p>(d) Engage specialist schools as lead schools for forging links in particular vocational areas. This would centre primarily on</p> | <p>Deputy Chief Executive;<br/>Education Business Partnership Manager</p> <p>Education Business Partnership Manager</p> | <p>July 2006</p> <p>September 06 to January 07</p> | <p>A steering group has been established and objectives identified. Members include Specialist schools, Chamber of Commerce, Jobs and Skills and Careers Service.</p> <p>A sub group of the above has been established in order to explore opportunities and consider various levels of engagement for business partners. This will result in a strategy which defines a range of offers for business engagement with proposals for appropriate promotion and training.</p> <p>The strategy will ensure that the needs of both schools and business are met by offering guidance and, where possible, brokerage.</p> <p>This will also be developed as part of (b)</p> <p>Additional funding has been secured in order to employ part time staff to forge links with business, one for each of the five Specialised Diplomas to be launched in 2008.</p> |

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|  | <p>specialist schools and colleges</p> <p>(e) Develop a brochure of support available across all the vocational lines.</p> <p>(f) Secure a arrangements for employer engagement with the new specialised Diplomas</p> <p>(g) Develop 'starter programmes' so that businesses can familiarise themselves with the current education climate in local schools and explore how they wish to engage</p> <p>(e) Hold launch event to and gain insight into the benefits of effective links with schools and to promote the framework for engagement</p> |                          | <p>Spring term 2007</p>                                | <p>Their work will be guided by the strategy produced as in (b)</p> <p>This will also be developed as part of (b)</p> <p>This will form a key part of the strategy in (b)</p> <p>This will form a key part of the strategy in (b)</p> <p>A launch of the strategy in (b) is planned for the Spring term 2007. In view of the anticipated different levels of engagement and the need to target a number of different business sectors it may be appropriate to organise a number of focussed events.</p>  |
| <p><b>Recommendation 9.</b></p> <p><b>That the Chief Executive of Education Leeds works with partners to explore the potential to develop further work placements within the Council and constituent organisations of the Children and Young People's Strategic Partnership, as well as potentially through the procurement process, seeking placements from approved contractors.</b></p> | <p>(a) Refresh and expand the Job Guarantee work placement initiative through the Re-engagement Project.</p> <p>(b) The starter programme and framework described in (8) will be used to secure greater engagement of Education Leeds and Council services</p>   | <p>14-19 coordinator</p> | <p>Sept 2006 onwards</p> <p>Spring term 07 onwards</p> | <p>A new cohort of 45 learners started on the Junior Job Guarantee programme in Sept 2006 supported through re-engagement funding. 15 Job Guarantee places have been secured with the construction company Keir and discussions are on going with a number of LCC departments. A one year full-time post is about to be advertised to provide further capacity to develop the Job Guarantee programme.</p> <p>Baseline: Council services, primary schools, libraries, museums and Art Galleries provided over 1400 placements in the 2005/06 academic year.</p> |

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| <p><b>Recommendation 10.</b></p> <p><b>That the Chief Executive of Education Leeds reports back to us on progress in relation to funding of the vocational and practical learning programme.</b></p>   | <p>(a) Agree a model for the funding of vocational and practical learning opportunities and for the development of vocational programmes within schools</p>          | <p>14-19 Strategy Coordinator</p>                 | <p>March 2006</p>  | <p>A model has been agreed by Leeds High School Heads and 14-19 Strategy Group. It brings together all the available sources of funding, including the new Dedicated Schools Grant, into one coherent and sustainable model for supporting vocational and practical learning opportunities for all young people. In 2006-7 schools will receive a minimum of £400/pupil towards the cost of a young person attending a one day per week programme through an approved external provider. Due to the external requirements of some of the funding streams a number of specific programmes are also free to schools. The model also provides funding that can be used to develop vocational programmes within schools.</p> |
| <p><b>Recommendation 11.</b></p> <p><b>That the Director of Children’s Services reviews the adequacy of the safeguarding arrangements in relation to work experience and work placements, to ensure that children and young people are not being exposed to risk when accessing these opportunities.</b></p> | <p>(a) Clarify of expectations in this area through the further development of policy and through a clearer defining of the processes that need to be adhered to</p> | <p>Education Business Partnership Coordinator</p> | <p>The present position, according to DfES guidance, is that there is no requirement for staff working for placement providers involved with young people on two week block placements to be CRB checked. However, Education Leeds recommends that where a placement involves a student engaging with potentially vulnerable groups such as in a primary school, nursery or care home the young person should have a CRB check completed, to be arranged and funded by the school.</p> <p>Schools have a duty of care to ensure that all students and placement providers have a pre and post placement interview and are visited by a member of staff in the workplace at least once in any five day period of a placement. This provides an opportunity to interview the student and provider in order to ensure that health and safety standards are being adhered to, that activities and relationships are appropriate and that the student is attending.. It is recommended that all activity is documented.</p> <p>At present there is no obligation on placement providers to be</p> |  |

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|  | <p>(b) Ensure the revised arrangements are be 'health checked' by the office of the Director of Children Services</p>                     | <p>EBP Manager<br/>Feb 07</p>                     | <p>CRB checked if a student is on an extended placement where a student spends no more than one day per week for a period of one term or less. However, DfES recommends that the supervisor in the workplace responsible for a student on an placement of a longer duration has a current CRB check. The responsibility for completion and costs are the responsibility of the school. As with the two week block, schools also have a duty to visit students in the workplace at least once in any five day period of a placement.</p> <p>The Work Placement Unit in Bradford operates a robust, effective and proven reporting system in the event of an accident or any other issue arising during the period of a placement.</p> <p>With regard to students placed with Work Related Learning providers, Education Leeds has an approved provider list from which schools can select in the knowledge that they meet health and safety requirements and that teaching staff have current CRB checks. Education Leeds has recently introduced a comprehensive quality assurance programme for providers.</p> <p>Based upon further clarification gained at the National Work Experience Conference in November 2006 and in discussion with the office of the Director of Children Services and other relevant agencies, a revised policy document will be distributed to schools at the end of Feb 07.</p> |   |
| <p><b>Recommendation 12.</b></p> <p><b>That the Chief Executive of Education Leeds develops contingency plans to cover the costs of work placement checks, should this become necessary.</b></p> <p><i>The cost of health and safety checks for the two week work placements for all young people Year 10 is currently covered by the LSC contract that is discharged by Education Bradford.</i></p> <p><i>A number of programmes that</i></p> | <p>(a) Review the arrangements for checking extended placements to ensure we have a co-ordinated, efficient and cost effective model.</p> | <p>Education Business Partnership Coordinator</p> | <p>June 2006</p>  | <p>Systems are now well established and functioning to the satisfaction of schools based upon feedback from regular Work Experience Coordinator meetings. West Yorkshire Learning and Skills Council do not fund the cost of completing health and safety checks on providers of extended placements. These checks are completed by Education Bradford at a cost of £35 each; however, the total costs are usually capped at a maximum of £2000 per school. In the academic year 2005/06 around 1500 KS4 and KS5 students were engaged in extended placements. It is considered that this</p> |

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| <p><i>involve longer periods of work placement also require health and safety checks. Funding for these checks is generally available through project funding.</i></p>   |  |   |   | <p>service represents good value to schools.</p> <p>WYLSC have expressed their commitment to continue funding H&amp;S checks for the two week block but are exploring alternative contracting models which may be on a regional basis.</p>            |
| <p><b>Recommendation 13.</b></p> <p><b>That the Chief Executive of Education Leeds works towards ensuring that there is a range of appropriate accredited routes for demonstrating functional skills.</b></p> <p><i>The new functional skills in maths, English and ICT will introduced as part of Specialised Diplomas, General Diplomas, Apprenticeships and as standalone qualifications. They will also be an integral part of the GCSE maths, English and ICT qualifications. Functional Skills will also replace the existing key skills qualifications.</i></p> | <p>(a) Involve Leeds in the initial piloting of the functional skills in 2007 through the Diploma Partnerships (schools, colleges and other training providers) that are successful in gaining approval to be involved in the first round of Specialised Diploma pilots.</p> <p>(b) Facilitate support for the introduction of functional skills in Leeds.</p> | <p>14-19 Strategy Coordinator</p> <p>..</p> | <p>Sept 2006 onwards</p> <p>Sept 2006 onwards</p> | <p>All Partnerships submitting proposals to pilot the first five Diplomas have indicated their willingness to be involved in piloting the functional skills in 2007.</p> <p>Functional skills supported through the curriculum network structure.</p> |

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**REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS  
 REPORT TO SCRUTINY BOARD  
 DATE: December 2006**

**SUBJECT: Personalisation and Individual learning Plans**

**Electoral Wards Affected:**

**Specific Implications For:**

Ethnic Minorities  
 Women  
 Disabled People

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**Please indicate that the following have been addressed within the report:**

**Resource Implications:**

Finance  
 Personnel  
 Accommodation/Buildings

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**Policy Implications:**

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Executive Board Decision

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Eligible for Call-in

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Not Eligible for Call-in

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**1. PURPOSE**

1.1 The purpose of this report is provide Scrutiny Board with information on the strategy for Personalisation and Individual Learning Plans

**2. BACKGROUND**

2.1 Scrutiny Board's inquiries into secondary achievement and transition stimulated debate on the strategy for Personalisation and Individual Learning Plans (ILPs) in Leeds.

2.2 It was agreed that a report should be made to Scrutiny Board that accounted for the strategy and provided a clear action plan and timeframe.

2.3 Members have been circulated with an Education Leeds publication 'Guidance on the Development of Individual Learning Plans'. This document details the approach Education Leeds has agreed with schools and other partners. The guidance:

- ★ presents simple models to facilitate discussion of what could be achieved through ILPs
- ★ provides a 'good practice' specification against which schools, colleges and training providers can audit their practice and prioritise where they might want to make improvements.

- ★ provides toolkits to assist schools in modelling or refining the structures and process necessary to facilitate 'learning reviews' that will assist learners in building a learning portfolio and plan

2.4 There is no statutory basis for Individual Learning Plans. However, schools have received personalisation funding and the provision of ILPs is recognised as central to the implementation of 14-19 reforms.

2.5 Individual learners plans are an important vehicle for achieving greater personalisation in the learning experiences of children and young people. Personalisation may be seen as the means by which schools work with the learner to customise their learning experience and pathways, according to the learner's needs and personal objectives.

### 3. THE REPORT

3.1 There are three strands to the Leeds strategy for developing individual learning plans: personalisation, e-ILPs (electronic individual learning plans) and advocacy/coaching. The action plan in the appendix details actions and progress for each strand

3.2 **Personalisation** - To ensure learners are clear about their successes, progress and goals and have a personalised programme to help them meet their needs and aspirations

Personalisation is at the heart of much of the Government's strategy for education. This strand therefore features a wide range of activity embracing 14-19 developments, Connexions, EiC and the National Strategies programme. The Leeds strategy for ILPs seeks to lend coherence to these developments at the level of the learner.

3.3 **e-ILPs** - To develop an electronic web-based format for ILPs which supports the personalisation agenda

Many schools have been developing their own approaches to personalisation and ILPs. Indeed, some are focussing on electronic formats for ILPs available in the commercial arena. The Steering Group for Personalisation and ILPs has agreed with its parent group (School Improvement Partnership Board) to develop a specification for a city wide electronic ILP format based on the learning platform provided by Leeds Learning Network (LLN2). Although schools, colleges and other providers would not be obliged to utilise the 'home grown' solution, the early indications are that such a solution would offer technical advantages and allow enhanced progression of local learners.

3.4 **Advocacy and coaching** - To provide all learners with a key advocate or coach who is known and trusted by the learner and who will assist in personalising their learning experience

There is good evidence, from a wide range of intervention programmes, that where learners have access to a key adult who acts as an advocate or coach for their learning, learners can make significantly accelerated progress. The Leeds strategy promotes remodelling of the workforce around this agenda. A number of high

schools and primary schools are making outstanding progress in this area and other schools are learning from their experience. The early lessons of our lead schools shows the importance of mobilising a large number of the workforce on this kind of role and of providing appropriate training.

#### **4. RECOMMENDATION**

- 4.1 That Scrutiny Board notes the content of this report

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**Appendix 1: Action plan for personalisation and the development of individual learning plans**

| Strand objective  | Activity  | Who  | When   | Monitoring/Evaluation  | Progress   |
|---|---|--|--|--|--|
| <b>Personalisation</b>  |   |  |  |  |  |
| <i>To ensure learners are clear about their successes, progress and goals and have a personalised programme to help them meet their needs and aspirations</i> | <p><b>Developing and disseminating guidance</b></p> <p>(a) Agree the effective characteristics of an ILP framework</p> <p>(b) Undertake an audit of existing practice and identify good and promising practice</p> <p>(c) Disseminate guidance to all schools</p>   | Personalisation Steering Group               | Feb 05 to Dec 05<br><br>April 06 – June 06                           | ILP Steering Group reports to School Improvement Partnership Board<br>Conference delegate feedback | <p>Guidance has been published and is available as hard copy and on-line resource. Several conferences have been held allowing schools to explore the guidance and toolkits for developing IIPs and learning conversations</p> <p>(a) High school conference (95% attendance)</p> <p>(b) Primary conferences (60% attendance)</p> <p>(c) SILC/PRU conference (100% attendance)</p> <p>Leeds primary and secondary schools participated in the Learning Conversations conference and training module run by the DfES (Nov &amp; Dec 2006).</p>                                  |
|   | <p><b>Implement and learn from pilots</b></p> <p>(a) Secure involvement of interested schools and colleges and realise a pilot</p> <p>(b) Review the pilot and formulate proposals for the way forward</p> <p>(c) Disseminate the lessons learned and consult on ways forward</p> <p>(d) Identify 'lead partners' to act as a source of inspiration and guidance to schools on what can be achieved</p> | ILP Project Board (for the Connexions Pilot) | Sept 05 – Oct 05<br><br>March 06<br><br>Ongoing<br><br>Sept – Dec 06 | The project board reports to 14-19 Strategy Group and Local Management Committee for Connexions)   | <p>All vanguard and Wave 1 BSF schools have been engaged<br/>Pilot was undertaken by:</p> <ul style="list-style-type: none"> <li>★ 4 vanguard schools undertaking formal pilot</li> <li>★ BESD SILC</li> <li>★ 3 schools involved in transition pilot (including primary)</li> <li>★ At least 2 Wave 1 BSF schools</li> </ul> <p>Lessons learned have been built into the e-ILP specification (see below)</p> <p>One high school has been appointed as a lead partner for personalisation and ILPs<br/>Primary schools are being invited to nominate themselves this term.</p> |

|   |   |  |   |  |  |
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|   | <p><b>Implement the National Strategies Programmes</b></p> <p>(a) Provide funding for targeted intervention and personalisation</p> <p>(b) Ensure schools have effective intervention programme in place to ensure that targeted pupils make rapid progress (e.g. booster, catch-up and study support)</p> <p>(c) Ensure consultant follow up of named pupils in schools</p> <p>(d) Provide consultants with data for to support learner tracking of progress</p> <p>(e) Further develop assessment for learning practice</p> | <p>Team Leader National Strategies</p>                     | <p>Annual</p>   | <p>(a) Monitor Intervention action plans and progress of underperforming pupils</p> <p>(b) Monitor provision for gifted and talented</p> <p>(c) Monitor school implementation of assessment for learning practice: i.e. schools use the full range of data to track pupils, identify and attend to learning needs. FFT shared with all schools</p> | <p>Monitoring visits have been scheduled for the spring term 2007 to help schools ensure that intervention plans and gifted and talented provision are proving effective. This will include:</p> <ul style="list-style-type: none"> <li>★ monitoring progress,</li> <li>★ ensuring booster and catch up events are in place</li> </ul> <p>Training events have been scheduled for intervention team leaders in schools</p> <p>Feedback from DfES National strategies concludes that good arrangements are in place and that these have contributed to improved outcomes at KS 3.</p> |
|   | <p><b>Develop 14-19 pathways and guidance</b></p> <p>(a) Develop on line prospectus</p> <p>(b) Develop common application form</p> <p>(c) Quality assure range of pathways</p> <p>(d) Secure implementation of specialised diplomas</p>   | <p>14-19 Coordinator and Steering Group for Prospectus</p> | <p>Oct 07<br/>Pilot Oct 07</p> <p>Ongoing</p> <p>Implement from Sept 09</p> | <p>Steering group reports to 14-19 Strategy group</p>  | <p>The steering group has been established.</p> <p>There have been expressions of interest from schools to develop the diplomas</p> <p>All providers are quality assured or in the process</p>   |
| <b>e-ILPs</b>   |   |  |   |  |  |
| <p><i>To develop an electronic web-based format for ILPs which support the personalisation agenda</i></p> | <p>Develop and refine specification ensuring link to the Common Assessment Framework</p>  | <p>ILP Development Team</p>                                | <p>Draft Dec 06<br/>Final Spec Jan 07</p>                                   | <p>ILP Development team reports to Personalisation Steering Group</p>  | <p>Draft specification scheduled to be taken to SIPB Jan 07</p>  |
|   | <p>Pilot e-ILP models and disseminate lessons learned</p>   | <p>ILP Development Team</p>                                | <p>Ongoing</p>  | <p>Schools report to Personalisation Steering Group</p>  | <p>Two schools and one college are piloting a commercial package. The specification for an electronic ILP is being developed in conjunction with LLN2. Other commercial ILP offers</p>   |

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|  |  |   |                     |  | are being evaluated and considered.   |
|  | Reach agreement on the development and implementation of a Leeds ILP.  | ILP Development Team / SIPB                 | October 06          | ILP Development team reports to Personalisation Steering Group                                     | SIPB has agreed to proceed with e-ILP in Leeds pending agreed specification   |
|  | Field trial of Leeds system  | ILP Development Team Strategic Partner ICT  | Summer 07           | Reports to e-Learning Innovations Group and SIPB   | As part of the research and consultation around writing the specification of the eILP, schools have been identified for support and trialling of the e-ILP in Sept 2007 |
|  | Implement Leeds System   | Strategic Partner ICT                       | October 07          | Reports to e-Learning Innovations Group and SIPB   |   |
| <b>Advocacy and coaching</b>   |  |   |                     |  |   |
| <i>To provide learners with a key advocate or coach who is known and trusted by the learner and who will assist in personalising their learning experience</i> | Provide schools with remodelling toolkit   | Personalisation Steering Group              | Feb 06              | Personalisation Steering Group reports to School Improvement Partnership Board                     | Completed (provided through ILP Guidance – as above)  |
|  | Identify and commission schools to develop and disseminate effective models of advocacy and coaching   | Personalisation Steering Group Lead schools | November 06 onwards | Schools report to Personalisation Steering Group   | One lead high school has been appointed. The process is underway for securing primary lead schools  |
|  | Promote and disseminate models embracing:<br>★ Curriculum for skills development<br>★ Training models for coaching<br>★ Training models for advocacy<br>★ Peer coaching (pupils as coaches)<br>★ Workforce reform structures | Personalisation Steering Group Lead schools | January 07 onwards  | ILP Steering Group reports to School Improvement Partnership Board<br>Conference delegate feedback | Project plans are being agreed this term for implementation from January 07   |

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Originator: Kate Arscott

Tel: 247 4189

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**Report of the Head of Scrutiny and Member Development**

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

**Date: 14 December 2006**

**Subject: Youth Services – Inquiry Session Three**

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**Electoral Wards Affected:**

**Specific Implications For:**

Ethnic minorities

Women

Disabled people

Narrowing the Gap

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**1.0 Introduction**

- 1.1 At the board's first meeting in June, members agreed to carry out an inquiry into youth services 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 September 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 2 November. 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 consider the perspective of other agencies involved in delivering youth services and consider further examples of partnership working.
- 1.5 The following stakeholders will be represented at the meeting:
  - Youth Service
  - Leeds Voice
  - Community Safety
  - Youth Offending Service
  - igen
  - Connexions
  - John Smeaton Community High School
  - Education Leeds
  - Learning and Leisure

1.6 Some of the stakeholders have provided background information which is attached as Appendices 2- 6:

- Appendix 2                      Community Safety
- Appendix 3                      Youth Offending Service
- Appendix 4                      igen
- Appendix 5                      Connexions
- Appendix 6                      Arts and Events team, Learning and Leisure

## **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

### Youth Services

#### Terms of reference

#### 1.0 Introduction

- 1.1 At the first meeting of the Scrutiny Board (Children's Services) in June 2006, members agreed that they wished to look at youth services across Leeds as one of their major inquiries for the coming year.
- 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 the council's Head of Youth Service on 27<sup>th</sup> July.
- 1.3 The group had a wide ranging discussion which included an overview of developments in the council's own youth services over the past few years; the range and variation in services on offer to young people across the city; the many different providers; and the balance between targeted and universal service provision.
- 1.4 As background to their deliberations the working group considered the government publication Youth Matters: The Next Steps.
- 1.5 In order to provide a clear focus for the board's work, the working group decided to recommend that the inquiry took as its end point the question 'What should Leeds City Council include in the youth offer that it will have to publish next year?'
- 1.6 In order to answer that question it was felt that the inquiry should look at current provision and how it varies across the city, in order to build a vision for the future. This would include different service providers and partners as well as different types of targeted and universal provision. The inquiry also needs to consider what young people want and expect from youth services as fundamental to mapping future provision.
- 1.7 The board hopes that this inquiry will assist the council in responding successfully to the Youth Matters agenda and ensuring that the 5 outcomes for children and young people are embedded in the youth offer.

## 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:
- What should Leeds City Council include in the youth offer that it will have to publish next year?
  - What can be learnt from the existing patterns of provision across the city?
  - What do young people want and expect from youth services in Leeds?

## 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 range of additional activities such as visits and opportunities to meet directly with young people and obtain their views.
- 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 – 2<sup>nd</sup> November 2006

To consider general background information on:

- Mapping of existing youth provision across Leeds
- Analysis of the differences in provision between areas
- The balance of targeted and universal services
- The availability of facilities for non-organised activities
- Update on implementing the Youth Service Post Inspection Action Plan
- How young people are consulted and how they influence service development
- Details of the requirement to produce a 'youth offer'
- The Youth Capital Fund and Youth Opportunities Fund

5.2 **Session Two – 2<sup>nd</sup> November 2006**

To consider information on existing models of partnership including

- The Leeds Youth Work Partnership
- Local youth networks including the one operating in Morley

To consider information on the influence of area management on patterns of youth provision

5.3 **Working Group activities**

Exact activities to be confirmed. Will include discussions with young people (Youth Council, ROAR), visits to activities and possible visit(s) with young people to facilities in other areas.

5.4 **Session Three – 14<sup>th</sup> December 2006**

To consider the perspective of other agencies involved in delivering youth services, including input from

- Voluntary, community and faith sector providers
- Community Safety
- Extended school services
- Connexions

To consider further examples of partnership working

- The Local Area Agreement Year 9 project

To consider any issues arising from sessions one and two

5.5 **Session Four – 14<sup>th</sup> December 2006**

To consider members' findings from the working group activities

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

To consider the board's emerging conclusions and recommendations in response to the question 'What should Leeds City Council include in the youth offer that it will have to publish next year?'

**6.0 Witnesses**

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

- City Council Youth Service staff
- Leeds Youth Work Partnership (LYWP) representatives
- Voluntary, community and faith sector organisations involved in youth provision (to be coordinated through LYWP and Leeds Voice Forum)
- School representatives
- Connexions
- Leeds Youth Offending Service
- Young people (including Youth Council and ROAR)
- Area Committee / Management representation



Originator: Andy Mills  
Tel: 3950805

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| <b>Report of: Director of Neighbourhoods and Housing</b> |
| <b>Meeting: Scrutiny Board (Children’s Services)</b>     |
| <b>Date of meeting: 14 December 2006</b>                 |

**SUBJECT: Inquiry into Youth Services – Leeds Community Safety response**

|  |   |   |                          |
|--|---|---|--------------------------|
| <b>This Report is for;</b>               |   |   |                          |
| Discussion Only <input type="checkbox"/> | Information Only <input type="checkbox"/> | Advice/consideration prior to taking a Key or Major decision <input type="checkbox"/> |                          |
| <b>Decision to be taken by:</b>          |   |   |                          |
| Full Council                             | <input type="checkbox"/>                  | Corporate Governance and Audit Committee  | <input type="checkbox"/> |
| Executive Board                          | <input type="checkbox"/>                  | Standards Committee   | <input type="checkbox"/> |
| An Area Committee                        | <input type="checkbox"/>                  | Member Management Committee   | <input type="checkbox"/> |
| A Regulatory Committee                   | <input type="checkbox"/>                  | A Director using delegated authority  | <input type="checkbox"/> |

**1.0 Purpose Of This Report**

To provide the inquiry with a community safety perspective on the delivery of Youth Matters and the content of the forthcoming youth offer.

**2.0 Issues identified by Leeds Community Safety**

- 2.1 Leeds Community Safety are approaching the provision of youth services from a particular perspective – that is, their contribution to preventing young people becoming engaged in crime, disorder or illicit drug use and diverting young people from such activities.
- 2.2 We are somewhat hampered in our recommendations in that the relationship between preventing youth crime and youth work is not sufficiently understood (nor are we intimate with the youth work provision in the city):

“There has been little systematic research on the potential influence of youth work in general on crime, whether in terms of overall levels of provision or specific interventions. Little is known about which kinds of provision are most likely to attract or repel those young people most at risk of offending and there is no evidence that providing youth clubs on housing estates reduces crime or criminality... Similarly,

there has been little research on the preventive effects of other forms of youth work, such as information, counselling and advice centres, drop-in centres, skill centres and detached and outreach work... Despite the common belief that diverting youthful energy into creative, constructive and legitimate activities reduces boredom and a tendency to engage in illegal or criminal activities, there is little empirical evidence in support of this belief. What evidence there is suggests that the impact, if any, is likely to be no more than quite minimal... The integration of marginalised young people into the community is unlikely to be successful without attempts to influence their economic, social and material circumstances.” [J Graham & T Bennett, *Crime Prevention Strategies in Europe and North America* (1995)]

2.3 Acknowledging the above, there has been further research since 1995 (particularly with offenders), and we would suggest the following would help deliver the city’s community safety strategy:

- **Universal youth provision** aimed at preventing entry points into anti-social behaviour and crime;
- **Targeted youth provision**, particularly detached work.

2.4 We would not wish to decry **universal youth provision**. Again, quoting Graham & Bennett:

“The importance of providing diverse and imaginative forms of leisure and cultural activity in a world which increasingly values and encourages passive consumption and creates for many young people unattainable expectations, should therefore not be underestimated. Young people need to feel they are useful, appreciated and of value. Special projects initiated and managed by young people themselves can help them gain a sense of self-esteem and independence. Activities such as sport, music, theatre, dance and literature, can all help young people to gain insights into themselves, their worth and their ability to relate to others. Such activities can also help to counter ethnic and racial ignorance and prejudice and to integrate young people into the wider community”.

2.5 All this is valuable and we would wish to see resources going into such work. At the very least, even if such activities do not prevent individual criminality, they provide legitimate and supervised outlets for youthful energies that might otherwise impact negatively on the wider community through low-level anti-social behaviour. Of particular concern for us is where such provision is only supported for a target age range of 13-19, when the benefits of engaging in positive activity would surely have a greater impact on a younger age group. We would also wish basic crime prevention/personal safety programmes (including, for instance, weapons awareness) to be included within universal provision.

2.6 **Targeted youth work**, aimed at the most high-risk young people, will however have a more measurable impact on community safety. This has been a clear message from the Audit Commission [*Misspent Youth... Young People and Crime* (1996)] to the Youth Justice Board [*Prevent and Deter Youth Justice Interventions Operational Guidance* (2006)]. Such activity exists in Leeds and is deemed effective – Positive Activities for Young People and the senior and junior Youth Inclusion Projects, for instance. These are the programmes we would most like to see expanded - currently, there is a patchwork of YIP provision in Leeds (the classic postcode lottery).

2.7 We would also wish to see a corresponding increase in detached youth work that will assertively seek out the most difficult and hard-to-engage young people. Whilst



young people at risk may be contacted by the targeted programmes, this does not necessarily secure their participation (it should also be noted that performance management measures the programmes have to report on – for instance, on the hours young people spend on the schemes - do not necessarily encourage investment in the least engaged.) A similar issue concerns targets for generic youth provision which, if geared towards reaching programme occupancy, do not encourage working on an outreach or detached basis with young people who need coaxing. The provision needs to be highly responsive to the needs of the locally identified crime and disorder problems, in particular to individual and group referrals made by the ASB Panels to address anti-social behaviour.

### **3.0 The Respect agenda**

3.1 Leeds is expected to be announced as being a Respect Action Area in January 2007. As an action area, we will be expected to progress all elements of the action plan.

3.2 One element of the plan concerns activities for children and young people and covers both universal and targeted provision. This element of the plan involves:

- Implementing proposals from Youth Matters, including piloting Youth Opportunity Cards and expanding the Youth Opportunity Fund;
- Targeting disadvantaged young people through funding sport and art activities in the most deprived communities;
- Implementing Britain's first national youth volunteering service;
- Expanding mentoring projects as an effective way of developing positive role models, and establishing a Sports Champions mentoring programme;
- Reviewing the impact of youth activities to see how provision meets demand and how far it prevents involvement in anti-social behaviour.

### **4.0 Summary**

Leeds Community Safety appreciates the value to the prevention agenda of a strong base of universal youth provision. We would particularly support an expansion of targeted provision that would impact significantly on those young people either involved in crime and disorder or who at risk of such involvement.

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Originator: Jim Hopkinson

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## Report of the Chief Social Services Officer

### Scrutiny Board (Children's Services)

Date: 14 December 2007

### Subject: Inquiry into Youth Services – Youth Offending Service Response

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**Electoral Wards Affected: ALL**

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

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## 1.0 Executive Summary

1.1 Leeds Youth Offending Service has a number of targets which have been incorporated into the Annual Performance Assessment of Children's Services and the Council's Comprehensive Performance Assessment (CPA). Leeds YOS is not able to impact on these targets alone and is reliant on close partnership working with a range of agencies to prevent and reduce offending in Leeds. The Youth Service is a significant partner in the work of Leeds Youth Offending Service. Existing arrangements are strong, and there is room for the development of further relations particularly in respect of the prevention of offending and education, training and employment outcomes.

## 2.0 Purpose Of This Report

2.1 The purpose of this report is to advise Scrutiny Board of the impact of the partnership arrangements between Leeds Youth Offending Service and the Youth Service.

## 3.0 Background Information

### BACKGROUND

3.1 The mission of Leeds YOS is to work with children, young people and their families to prevent and to challenge offending, encourage responsibility, develop victim empathy and reduce the fear of crime in communities.

3.2 Leeds Youth Offending Service (YOS) is one of the busiest in the country. In 2005/06 Leeds YOS worked with over 2,300 young people who committed over 5,500 offences. Over 130 staff and 120 volunteers currently work for the YOS with additional activities under development. Staff are organised into 4 area-based operational teams, the Youth Court and

Wetherby Young Offenders Institution. In addition, Leeds YOS has two Intensive Supervision and Surveillance teams (ISSP), a Resettlement & Aftercare Provision team (RAP) and a Referral Order & Restorative Justice team

- 3.3 Leeds Youth Offending Service works with nearly all young people in Leeds who are warned or charged with an offence. Leeds YOS therefore predominately works with young people who are aged between 10 and 17. The vast majority of young people that the YOS directly works with are aged 15, 16 or 17. Seventy four per cent of the YOS case load is male. All young people that the YOS directly works with are assessed using an assessment tool "ASSET". In completing ASSET, YOS case managers collate information from a range of sources which indicate "criminogenic need" – those factors in the individual young person's life that increase or reduce the risk of reoffending. An individual supervision plan is derived from ASSET and the role of the multi-agency YOS team is to work with the young person and their family to reduce the identified risk factors and build on protective factors thereby reduce reoffending and building on ECM outcomes for young people.
- 3.4 Leeds YOS has a number of targets set by the YJB. Five of these targets are incorporated in the Councils Annual Performance Assessment (APA) and also form part of the measures within the Comprehensive Performance Assessment CPA). These targets are
- **Prevention:** To Reduce Year on Year the number of first time entrants to the Youth Justice System by identifying children & young people at risk of offending or involved in anti-social behaviour through a YISP or other evidence based targeted means of intervention designed to reduce those risks and strengthen protective factors as demonstrated by ONSET [assessment tool] or other effective means of assessment and monitoring.
  - **Recidivism:** Reduce the recidivism rates against the figure provided for the calendar year of 2003 for: All recidivism populations (pre-court decisions, first tier penalties, community penalties, custodial sentences) by 5% by 31 December 2008
  - **Education, Training and Employment** Ensure that 90% of young offenders supervised by YOTs are in full-time education, training or employment.
  - **Substance Misuse** Ensure that all young people are screened for substance misuse (using ASSET) That those with identified needs receive appropriate specialist assessment within 5 working days and following the assessment access the early intervention and treatment service they require within 10 working days.
  - **Mental Health** Ensure that all (100%) of young people, who are assessed by ASSET (and the Mental Health Assessment Tool) as manifesting: acute mental health difficulties, to be referred to the Child and Adolescent Mental Health Service (CAMHS) for a formal assessment commenced within 5 working days of the receipt of the referral, with a view to their accessing a tier 3 service or other appropriate CAMHS tier service based on this assessment non-acute mental health concerns should be referred by the YOS for an assessment, and engagement by the appropriate CAMHS tier (1-3) commenced within 15 working days.
- 3.5 In addition two LPSA stretch targets have been negotiated with government office. The authority has agreed to reduce the number of fist time entrants by an additional 2% stretch over target by 2008.
- 3.6 Few if any of the above CPA targets can be achieved by the YOS alone. And indeed the YOS is only able to achieve most targets by working in partnership with a wide range of Children's Services and community safety agencies.

#### 4.0 Main Issues

- 4.1 It is crucial that the YOS works in close partnership with the Youth Service to impact on the prevention target, the recidivism target and the ETE target. YOS targets are not inconsistent with Youth Matters. The Head of the Youth Service is a member of the Leeds Youth Offending Service Strategic Partnership (Management Board) and this assists to ensure

that there is a joined up approach between the agencies. The Youth Service and Youth Offending Service have signed a protocol covering their partnership working.

## 4.2 **Prevention**

- 4.2.1 The principle mechanism for the delivery of the preventative agenda is through Youth Inclusion Programmes (YIPs) and Youth Inclusion and Support Programmes (YISPs). Both schemes have established multi agency referral systems to identify those young people deemed to be most “at risk” of committing anti-social behaviour or crime. The projects have developed skills in targeting and engaging these young people (and their families) and using intensive youth work techniques with a view to reducing these risk factors. Most YIPs offer accredited learning opportunities with a view to reintegrating young people back into full time education, training or employment. Evaluation evidence suggests that YIPs and YISPs are highly effective at preventing offending and / or preventing escalations in existing offending behaviour patterns.
- 4.2.2 Senior YIPs (13 – 16 year olds) operate in Middleton and Bramley and are delivered by NACRO and BARCA respectively. Both have attached Junior YIPS (8 – 12 year olds) and Crime Concern additionally delivers Junior YIPs in Osmanthorpe, Chapeltown and HydePark.
- 4.2.3 The Youth Service already provides some support to Senior and Junior YIPs. The partnership working with the youth service adds capacity to the YIP, and has assisted the development of both informal and formal learning opportunities for hard to reach young people. In particular the Youth Service has assisted the development of accredited learning outcomes. As YIPs seek to work with the top 50 most at risk young people within a defined geographical location at any one time, the engagement of the youth service is crucial in providing opportunities for these harder to reach young people to build relationships and ultimately to become involved in mainstream youth service provision.
- 4.2.4 The Youth Service is a valued and significant partner within the Middleton YIP and their contribution equates to 10 hours per week. Information exchange mechanisms are well established. In addition collaboration has taken place over responses to youth nuisance allegations as they have emerged in the locality and ad hoc joint holiday activities have been established.
- 4.2.5 The Youth Service has agreed, in principle, to replicate the excellent model in Middleton within Junior YIPs. Junior YIPs work with 8 – 12 year olds. YIP workers have expressed concern that 13 year olds leaving Junior YIP provision still have a degree of risk associated with crime, anti social behaviour or disengagement from education. The fear is that these young people may be left without supervision and support and thus may drift towards negative behaviour. If they subsequently come to the attention of the youth service, relationship building will be starting from scratch and could take some time. Thus outline agreement to provide an input into Junior YIPs should overcome these issues. The involvement of the youth service with older junior YIP young people will assist the process of relationship building and the transition of at risk young people into mainstream youth work provision in these localities. Work is still underway at a local level to develop these partnerships.

## 4.3 **Revizit**

- 4.3.1 Revizit is a joint initiative between the YOS and youth service and is a group work initiative targeting young people who are at risk of anti social behaviour, offending or have received reprimands. The Revizit group can accommodate up to 15 young people and meets weekly for 2 hours over a six week period. The curriculum is designed to assist young people to

make changes in their behaviour and fits in neatly with a number of Every Child Matters outcomes, particularly making a positive contribution.

- 4.3.2 The Revizit programme has been jointly delivered in the West area for a number of years. Evaluation of the model demonstrates that the majority of young people rate the programme highly. In addition YOS records demonstrate that very few young people who complete Revizit go on to (re)offend. Following a joint meeting between the YOS and Youth Service management teams earlier this year a decision has been taken to roll out the Revizit programme to all wedges of the city. Work is currently underway to make this happen.

#### 4.4 **Recidivism**

- 4.4.1 The Youth Service has an important role to contribute to the CPA target of reducing recidivism. Recidivism is measured by tracking young people for a period of 2 years from the commencement of their YOS intervention. During statutory supervision, the YOS works actively to reduce the risk factors that are associated with reoffending. The YOS is encouraged to schedule in contacts with mainstream providers as part of individual supervision plans with young offenders and there remains scope for closer working arrangements with the youth service to facilitate this. As the length of YOS input is usually set by the Court it is rare for the YOS to work with young offenders for more than 12 months. Managing transition arrangements at the conclusion of YOS intervention to ensure young offenders continue to benefit from supervision, support and direction in relation to ongoing risk factors is crucial in reducing the risk of subsequent offending.

- 4.4.2 Alongside other statutory and voluntary partners, the Youth Service can play a vital part in providing young people with ongoing learning opportunities and constructive use of leisure time and thus access to this provision is key to the prevention of recidivism.

#### 4.5 **Education, Training and Employment**

- 4.5.1 The YOS works closely with Education Leeds, Igen, Connexions and others to ensure that young people are in full time education, training or employment (ETE). Accessing full time ETE is one of the most significant factors in reducing the chance of young people offending. Not all young people are immediately able to sustain full time ETE and interim accredited learning opportunities which boost young people's confidence and ETE readiness are important to successful outcomes. The YOS already links in with Youth Service based Connexions Personal advisors and Youth Service accredited learning opportunities. There are numerous successful examples of partnership working, including a joint programme with the Leeds Rhinos which resulted in a number of young people obtaining a junior rugby league coaching award. Accessing or co-running such programmes is clearly beneficial in assisting young offenders to gain skills needed to make changes in their lives.
- 4.5.2 The YOS has historically struggled to achieve performance targets associated with education training and employment, and indeed performance against this target has reduced in recent months. Over the last 12 months around 60 % of young people completing statutory YOS supervision have been in full time ETE. Leeds YOS has secured funding from Connexions for 2 Personal Advisors (PAs) to be employed by the YOS. These PAs have a significant impact as they can work immediately with the identified post school age young offenders who are not in education, employment or training (NEET). Cooperation with PAs can be written in as part of the young person's individual supervision contract. However the volume of work within the YOS means that the YOS based Connexions PAs are not able to offer a service to all NEET young people. The potential demand is such that the YOS considers that a doubling of dedicated PA time is necessary to offer a service to all NEET post school age young offenders. The YOS remains keen to explore with partner agencies further opportunities for designated additional PA time ring fenced to work with NEET young offenders.

## 5.0 Summary

- 5.1 Leeds YOS has a number of outcomes which are closely related the Youth Matters agenda and has developed positive working arrangements with the Youth Service over a number of initiatives. The YOS coordinates targeted preventative activities with some young people in Leeds and there is clearly scope to increase this provision as part of the youth offer. In particular the youth Service input into Senior YIPs and the provision of a service to young people leaving Junior YIPS is a role that can be consolidated and expanded.
- 5.2 Enabling young people to achieve economic wellbeing through securing education, training or employment is crucial to reducing the risk of reoffending. The YOS is not currently resourced to allocate a YOS Connexions PA to all post school age NEET young offenders. The development of further partnerships with the Youth Service and others to ensure that all young people have this facility is key to securing positive outcomes for young people and a reduction in reoffending.





## **igen - BRIEFING PAPER FOR LEEDS CITY COUNCIL SCRUTINY BOARD (CHILDREN'S SERVICES)**

### **Introduction**

igen is a not for profit partnership company established in 1996 by key local partners, including the City Council, to provide a statutory careers service for Leeds under contract to government office. Since 1996, the company has remained focussed on its key purpose whilst also extending its activities into other related services within Leeds and other parts of Northern England. Connexions work now accounts for 50% of our income, with the other 50% generated through contracts with Learning and Skills Councils and Jobcentre Plus for the provision of preparatory training for young people (e2e and e2v) and nextstep services (Information, Advice and Guidance for adults).

As a key partner in the delivery of the Connexions Service in Leeds (see Diagram 1 below), we share the mission of Connexions West Yorkshire: to provide 'the best possible start in life for all young people in West Yorkshire' and the vision 'to provide all young people in West Yorkshire with easy access to services in order for them to become successful adults and citizens'. Achieving this requires us to work in close partnership with other Connexions Service providers in Leeds, actively collaborating towards shared goals through the Local Management Committee (LMC) and responsive to the voiced needs of young people. The Connexions service will transition into Children Leeds from March 2008 and partnership work is currently underway to determine appropriate arrangements.

Leeds Careers, a Division of igen (see Diagrams 2 and 3 below), is the main provider of 'universal' careers guidance, information and advice services for young people in Leeds (mainly under contract to Connexions West Yorkshire), as well as a range of 'targeted' services, and operates from its site in Leeds city centre as well as in educational institutions and community sites. The services primarily address the Economic Well Being key outcome of Every Child Matters, but the other four key outcomes are also impacted upon, in support of the Children and Young People's Plan for Leeds. The provision of a careers service is a statutory duty placed on the Secretary of State for the DfES (1973 Employment and Training Act as amended by the 1993 Trade Union Reform and Employee's Rights Act) and currently delivered through Connexions.

The Connexions service has as its main priority the reduction in number of those young people not in education, employment or training (NEET). This emphasis has resulted in the development by Leeds Careers of a differentiated and prioritised service based on individual needs assessment, together with increased multi-agency working and community-based operations.

The Future Pathways Division of igen delivers a wide range of complementary Learning and Skills Council (LSC) funded initiatives which support young people into learning and employment opportunities in Leeds:

- e2e (entry to employment) targets young people aged 16-19 who have not yet achieved a level 2 qualification. Using a programme of activity comprising key skills, personal and social development and employability, young people are readied for apprenticeships and work. Future Pathways leads a partnership of 12 providers from the voluntary, private and Further Education sectors in Leeds.
- e2v (entry to vocational learning) commenced in September 2005. It targets young people who are not ready for e2e on account of having social, emotional and commitment problems. Many have offending backgrounds, a history of substance use and chaotic lifestyles. The programme uses a range

of innovative themes – music, sport, art, IT to attract young people to the programme. Thereafter, by providing intensive personal support, introducing key skills and addressing personal issues, learners progress to e2e, further education, work based learning or employment.

### **Partnerships**

Working in partnership is central to igen's activities in support of young people. To this end operational delivery agreements are negotiated by Leeds Careers with all secondary educational institutions by the end of September each year and reviewed at the end of Autumn and Spring terms. Agreements are also held with all the further education colleges, SILCs (Special Inclusive learning Centres), St John's School for the Deaf, PRUs (Pupil Referral Units), Wetherby Young Offenders Institution and Eastmoor Regional Secure Unit.

Delivery agreements are negotiated annually by Leeds Careers with other key delivery partners: - Jobcentre Plus, Education Leeds, the Education Welfare Service, the Youth Service, Social Services and the Youth Offending Service.

Leeds Careers staff play a major role in supporting the Connexions network in Leeds and in support of the emerging Children's Trust (Children Leeds) arrangements. This includes membership of:

- The School Improvement Partnership Board (which replaced the Excellence in Cities Partnership Board) and its executive group.
- MALAP (the Multi Agency Looked After Young People Partnership), which is reviewing and evaluating services for young people in care and feeding in to the Children and Young People's Plan.
- Children Leeds task groups – Involvement and Participation; Building Partnerships; Inclusion, Equality and Diversity; Integrating Strategy; Integrating Processes; and Refocusing and Integrating Front Line Services.
- The Leeds Connexions Local Management Committee (LMC). The Director of Leeds Careers also co-chairs its Operations Group and chairs its Local Delivery Planning Group. Leeds Careers managers are members of the LMC's task groups for the Future of Connexions (transition to Children Leeds), Connexions Access Points, Young Peoples Participation, Training, NEET/CCIS and Learning Difficulties and/or Disabilities.
- 14-19 Learning Strategy Group and its 14-19 Co-ordination Team.
- The Teenage Pregnancy and Parenthood Partnership Board.
- The Director recently presented information on Information Advice and Guidance at the series of Children Leeds Open Forums held in October 2006 and attended the Outcome Conversation on Economic Wellbeing.

Examples of the positive outcome of this partnership approach have been:

- the inclusion of Information, Advice and Guidance as a key entitlement for young people the 14-19 Learning Strategy and in the draft Children Leeds Universal Offer
- two recently successful bids for additional resources through the European Social Fund:
  - Stepping 2 Success (Looked After Young People), providing additional PA resources for both Leeds City Council's Social Services and igen to provide development opportunities for young people in care;
  - Effective Transitions (Teenage Pregnancy), a project responding to the Teenage Pregnancy and Parenthood Partnership's concerns about the lack of opportunities for teenage parents who did not want to continue in full time education, providing funding an additional igen PA.
- a joint project with Education Leeds, on behalf of the 14-19 Learning Strategy Group, for the implementation of the On-line Learning Prospectus for Leeds, due to be operational from September 2007.

## Connexions related contracts

igen (through Leeds Careers) holds 4 Connexions West Yorkshire 'core funding' contracts, 1 Connexions/Youth Justice Board contract, and 1 'innovation fund' contract for Connexions staff development and training:

- Main Personal Adviser (PA) contract – provides for the delivery of the statutory careers service to young people aged 13-19 and their parents/carers in Leeds and other Connexions services, including information, advice, guidance and transition support.
- Effective Transitions contract – provides for more intensive targeted support for young people in transition from school to post-16 learning. PAs are school and college based, including specialist work with teenage parents .
- Learning Difficulties and/or Disabilities contract - provides for additional PAs to deliver intensive targeted support for young people with Learning Difficulties and/or Disabilities (LDD) aged 13-25, including the delivery of the statutory 'Section 140' assessments of young people's needs in relation to their post-school learning.
- Tracking contract - provides for additional PAs to undertake follow-up work with young people who have or are about to become part of the 'Not Known' cohort. This work contributes significantly to the Leeds Connexions Strategy for NEET and Not Knowns.
- Connexions/Youth Justice Board contract - provides for PAs to deliver intensive support for young people at Wetherby Young Offenders Institution in respect of their transition to post-custody employment and learning. This contract is undertaken in partnership with the Youth Offending Service and Wetherby YOI, the latter providing igen with funding for additional PAs to undertake work on this project.
- Staff Development and Best Practice Co-ordinator – provides for a 0.5 Co-ordinator to work on behalf of the Connexions partnership in Leeds, delivering training needs analysis and in-service training primarily for PAs.

In total these Connexions contracts provide for 103 Personal Advisers (full time equivalent). The total Connexions funded PA cohort in Leeds is approximately 144, the others being predominantly employed in the voluntary sector and youth service, delivering intensive support to the NEET group in particular communities. We would seek to ensure that the support to young people currently provided through the Connexions service continued in the new Children Leeds arrangements.

The Connexions cohort in Leeds is approximately 55,000 young people, all of whom have a PA allocated to them. The average PA caseload in Leeds would be 382 young people, but because those PAs working intensively with targeted young people with significant barriers to progression only have caseloads of about 50 or less, the average caseload of igen PAs delivering the 'universal' service is 700 young people (i.e. meeting the potential needs of 93.6% of the cohort).

## Delivery

Leeds Careers operational delivery is structured to provide an integrated, client focussed service (see Diagram 3). Personal Advisers in the five **area teams** (which map onto the city's 5 wedges) provide a **universal** impartial careers information, advice, guidance and transition support to young people aged 13-19 in all maintained secondary schools (up to 25 for those with Learning Difficulties and/or Disabilities), and to parents/carers. This service is also made available to young people in independent schools. Delivery in schools focuses on providing appropriately assessed support to pupils and students at key transition points in Years 9, 11 and in post-16 education. This is negotiated and reviewed through a Delivery Agreement

with each institution in which the joint careers education and guidance 'package' offered to students is detailed and then monitored and reviewed. Schools provide a careers education programme which gives their students the knowledge and skills they require to make career decisions. Our PAs provide independent and impartial advice to help them interpret what they have learnt and professional guidance to help them apply it to their own circumstances. They offer group or class sessions to promote the service available and to make sure students are aware of their options. Through a screening process undertaken with schools, they prioritise students for individual guidance interviews, though any student who wants this support may access it through self-referral. Often PAs offer drop-in sessions at lunch times for quick enquiries. Parents are given the opportunity to attend interviews with their children and/or access the service at parents' evenings. The introduction of Key Stage 4 work related curriculum options, the new Specialised Diplomas and the Local Area Agreement Year 9 pilot in Super Output Areas will further increase demand for guidance on option choices in Year 9. Transition support is also provided in Year 11 for those that need it. Young people applying for college courses, training programmes or jobs can access support with the completion of application forms, matching with and submission to vacancies, help with interview skills and presentation, etc. In certain cases, PAs may accompany young people to interviews if required. The area teams also provide on-site support to schools, colleges and other establishments for in-service training, Connexions Access Point provision, and the Leeds Quality Standard for Careers Education and Guidance. PAs in the West team are supporting Children Leeds piloting activity in the West wedge, particularly the use of the Common Assessment Form.

The **16-19 Learning Team** provides universal impartial careers information, advice, guidance and transition support for young people in further education, training or employment to help retain them in such a positive situation or progress successfully from it. PAs working in further education colleges do so in close collaboration with student services staff employed by the colleges to ensure a more coherent service to the students. PAs also link to the work based learning providers to give support to apprentices and other trainees.

Support services for young people 16-19 who are not in learning (predominantly the NEET group) are provided by the **Central Team**, which manages and operates in the Connexions Centre at 1 Eastgate. In addition to information, advice, guidance and transition support this provision includes job placing activities, benefit registration and appropriate financial advice, outreach work, assessment and client casework, including managed referral to other appropriate support services. The Central Team works closely with other agencies who deliver services from the Connexions Centre, especially the Youth Service's Connexions Youth Project team, and the Learning and Activity Agreement Treasury Pilot staff.

The **Vacancy and Support Team** provides a city-wide **targeted** service to the most vulnerable young people, especially those with Learning Difficulties and/or Disabilities (LDD), Looked After Young People (including Refugees and Asylum Seekers), and Teenage Parents, as well as a central vacancy taking and matching service for employers and training providers. This team's work is more specialised - for example, the LDD PAs work with students in the Special Inclusive Learning Centres (SILCs) and St John's School for the Deaf, and support PAs in the wedges in their work with students with LDD in mainstream secondary schools. They provide staff training, contribute to Transition (and subsequent) Reviews, carry out Section 140 Assessments for relevant school leavers, work closely with families, liaise with specialist agencies and professionals and prepare bids (on behalf of Education Leeds) for funding for young people to attend out of area residential establishments. The Teenage Pregnancy and Looked After Children PAs have developed similar expertise which they can apply to their own clients' cases and offer more widely in the form of advice to other PAs.

Support for the delivery teams is provided through the **Development Team**, who produce, provide and support a comprehensive and high-quality range of information products for individuals, organisations, staff and city-wide annual events (such as the annual Careers on Show, the Buzz LDD event, and HE Fair (the latter drawing visitors from across the sub-region), as well as a wide range of management information and statistical analysis, such as:

- The annual Destinations of School Leavers publication
- Jobfaqs 18+ and Unifaqs, produced jointly with our West Yorkshire careers company partners, and distributed to all schools and colleges.
- Moving On, Where Next, Decisions, Get that Job and Checkout booklets/handouts are produced and distributed to all secondary schools annually.
- West Yorkshire Careers News is produced jointly with our careers company partners and distributed in April, June and September.
- The Leeds Directory of Agencies was updated and reprinted and distributed to PAs across the city.
- The Labour Market Bulletin for Leeds Careers PAs is produced monthly, providing extracts from employer visits.
- The Leeds Labour Market Summary is produced annually and distributed to PAs.

The Development Team also provide **capacity building** co-ordination and support to schools and colleges, in order for them to provide improved information and advice to pupils and their parents/carers, and support the continuing development of multi-agency 'Connexions Networks' within institutions. We promote and encourage the integration of Careers Education and Guidance (CEG) development plans within schools' overall development plans; contribute to the implementation of the new national framework for CEG in schools; encourage schools and colleges to ensure arrangements are in place for the recording of career decisions (as part of Individual Learning Plans as these are introduced); provide In-Service Training (INSET) support; provide Connexions Access Point support including library and information resources; and promote and assess the Leeds Quality Standard for Careers Education and Guidance. The recent publication of 'Supporting Choices 11-19+' and the draft DfES 'Young People's Information, Advice and Guidance Quality Standards' will provide the framework for the content and delivery of quality IAG under Children Services arrangements.

In order to make services more universally accessible the **wyzup.net** website has been developed. Research using focus groups with school leavers and students aged 13-19 has informed both the content and accessibility of the wyzup site. Features include direct access to vacancies on-line, e-mail access to a Personal Adviser and hotlinks to range of other relevant websites. We are currently updating the website with the involvement and participation of young people.

There is an ongoing requirement for significant resources to be deployed on **infrastructure** support in respect of delivering Connexions services. igen contributes to the building of this capacity in Leeds, through training staff as Personal Advisers; the extended application of ICT to maximise the accessibility of Personal Advisers to young people; improving the range of information available to Personal Advisers; and increasing their flexibility and capacity to work in remote locations, including Connexions Access Points in locations such as libraries and community centres. We continue to contribute to the implementation and operation of the Connexions National Client Caseload Information System (NCCIS) and the provision of Connexions Management Information (CXMI). Our own client and provider database system, **Aspire**, is CCIS compliant and the implementation of Aspire.net has enabled Personal Advisers to access the system in a secure manner from any

web-enabled computer. The Aspire system would be capable of delivering the required CCIS provision within future Children's Services arrangements in Leeds.

### Outcomes

In the 2005-6 contract period Leeds Careers staff undertook/achieved the following:

- 85.02% (7,432) of Year 11 leavers were in learning in the year that they left school (target 83.5%).
- 1.75% (153) of Year 11 leavers for whom there is 'no response' in the year they leave school (target less than 2%).
- 1,894 (63%) young people moved from NEET to EET (target 63%).
- 485 young people placed into jobs, with 435 (90%) of them going into jobs with training. Another 744 were placed into work based learning opportunities.
- 140 young people have been on Teenage Pregnancy and Parenthood PAs' caseloads during the year. 73 (52.14%) achieved a learning outcome or a job (target 50%).
- 585 'at risk' Year 11 young people were on school-based Effective Transitions PAs' caseloads during the year. Of these, 463 (79.15%) achieved a learning outcome or a job (target 75%).
- 399 'at risk' students were on college-based ETPAs' caseloads during the year. Of these 331 (82.86%) achieved a learning outcome or a job (target 75%).
- 766 Section 140 assessments were completed with young people with Learning Difficulties and/or Disabilities to aid their transition to post-16 learning (target 740).
- Careers guidance interventions with 3,725 young people in Years 9-11 who are at risk of not remaining in learning (target 3,000).
- Guidance interventions with 1,304 'at risk' students in Post-16 education (target 850).
- 12,558 interventions with those 16-19 year olds who are NEET - Not in Employment, Education or Training (target 9,000).
- 22,461 careers guidance interviews in total.
- 7,705 group work sessions.
- 14,193 young people used the Connexions Centre.
- 8,261 calls were taken on the freephone Helpline.
- 1174 learners accessed e2e: 88% above target. 589 learners progressed to positive destinations. Retention rates 52% (target 49%); the national achievement level stands at 43%.
- 49 young people accessed e2v in 2005-06 of whom 40% progressed to a positive destination – e2e, further education, work based learning or employment.

**The following results were achieved by the 2005 Year 11 school leavers:**

|                        | 2005 (%) | 2004 (%) |
|------------------------|----------|----------|
| Stayed at school/FE    | 69.29    | 67.57    |
| Emp't with training    | 12.76    | 14.33    |
| Work based learning    | 2.97     | 2.6      |
| Emp't without training | 1.31     | 2.49     |
| Unemployed             | 7.44     | 7.61     |
| Other                  | 4.47     | 3.58     |
| Not known              | 1.75     | 1.82     |
| Number in cohort       | 8745     | 8888     |

|                            |              |              |
|----------------------------|--------------|--------------|
|                            |              |              |
| <i>Full-time education</i> | <i>69.29</i> | <i>67.57</i> |
| <i>In learning</i>         | <i>85.02</i> | <i>84.51</i> |
| <i>NEET</i>                | <i>8.29</i>  | <i>8.66</i>  |

### **NEET and Not Known**

igen contributes to the achievement of NEET and Not Known outcomes for Leeds:

The Leeds NEET target for 2004 (9.3%) was achieved. In August 2006 Leeds had the lowest % of NEET in West Yorkshire (at 10.1%). No target was set for 2005, whilst the target for 2006 is 8.8%.

#### NEET Trends in Leeds

June 2003 - 9.8%  
 June 2004 - 8.9%  
 June 2005 - 8.7%  
 June 2006 - 9.2%

#### NOT KNOWN Trends in Leeds

June 2003 - 11.1% (low figure due to different calculation method employed by DfES)  
 June 2004 - 21.3%  
 June 2005 - 13.0%  
 June 2006 - 12.4%

### **Involvement and Feedback from Young People**

The involvement of young people in the design, delivery and evaluation of services is well established in Leeds Careers, for example in the design of the recently refurbished Connexions Centre at 1 Eastgate. Young people are also involved in the recruitment and selection of all Personal Adviser staff, and in governance through the Leeds Careers Advisory Group. Leeds Careers staff contribute to partnership young people involvement activities and developments through the Connexions Youth Involvement Group and the Leeds Participation Team. Staff have also met with representatives of the Leeds Youth Council to discuss the provision of information, advice, and guidance.

Recent examples of young people involvement are:

- members of the Leeds Careers young people's advisory group have put together a bid to develop leadership skills among young muslim males. The project was their idea and the young people are being supported in developing a submission to Children in Need.
- 14 young people took part in redesigning the Leeds Careers website – [wyzup.net](http://wyzup.net)
- 13 young people took part in organising and delivering the annual Careers On Show exhibition, held this year at the Royal Armouries on 28/29 November.
- In August 21 young people were trained to take part in recruitment and selection at Leeds Careers. The training was co-delivered by 2 young people. 8 of the young people trained took part in PA interviews over the Summer
- 90 young people have participated in focus group activities in 15 school/colleges. Two of these were undertaken with specific ethnic groups in one school around BME achievement in school.
- A focus group was also held with young men involved in participation projects over the summer to inform how to get more young men involved in the future.

- Young people have been trained to assist in the running of their Connexions Access Points (CAPs) in 3 schools in Leeds – supported by their PAs. The training of CAP Assistants in more schools is planned.

**“Yourconnexion” - feedback from young people**

Yourconnexion feedback boxes (a process and mechanism designed by young people) are sited at schools and colleges, and the Connexions Centre. In 2005-6 responses were received from 828 young people, with 94.6% saying that the help they got was either excellent or good. Of those posted in the Connexions Centre 71% of respondents said they had sought help with careers, 42% with money and 4% with housing. Comments from the young people were overwhelmingly positive e.g.

- ‘Very helpful, there is nothing else you can do now; I’ve just got to make some decisions for myself.’
- ‘Advice and help was fantastic and I felt welcomed and appreciated the help.’
- ‘The help I received was thoroughly detailed and welcome. Thanks!’

We would anticipate that this high level of young people involvement will continue in the new Children Leeds context.



Diagram 1

# Structure of Connexions in Leeds

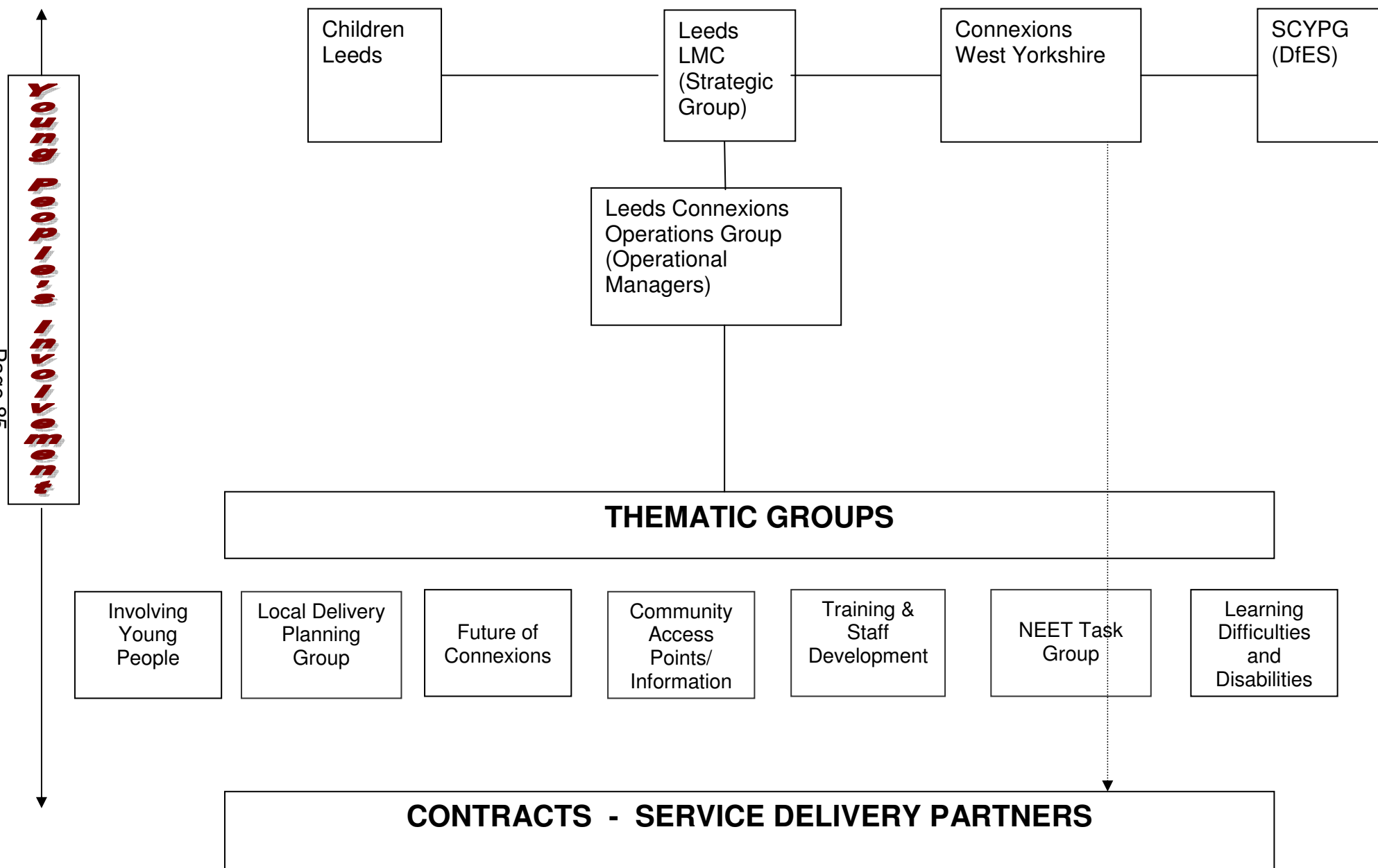


Diagram 2 **igen**

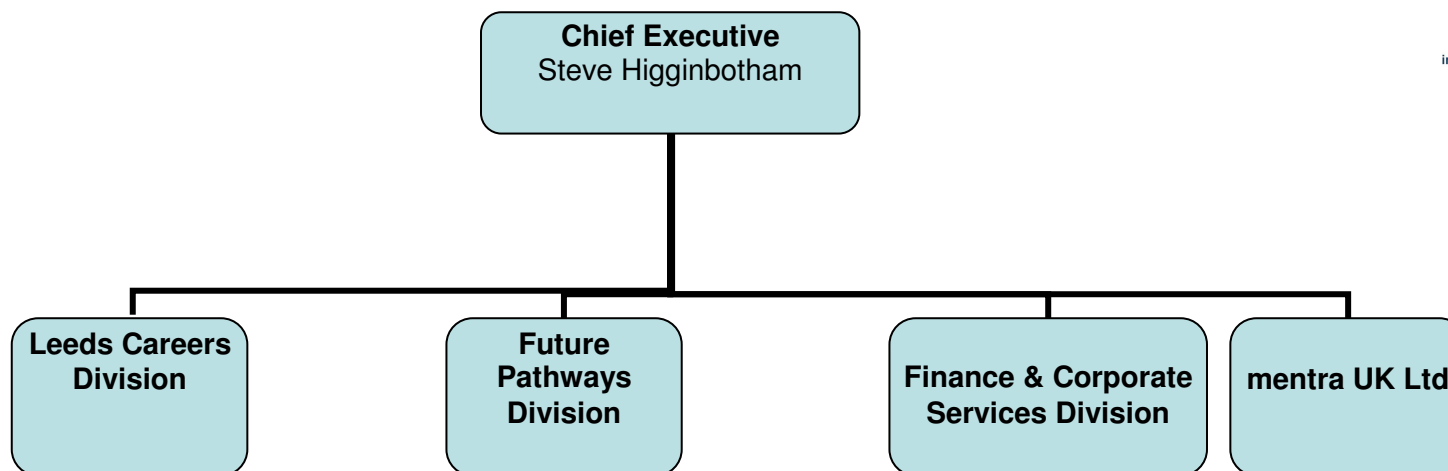
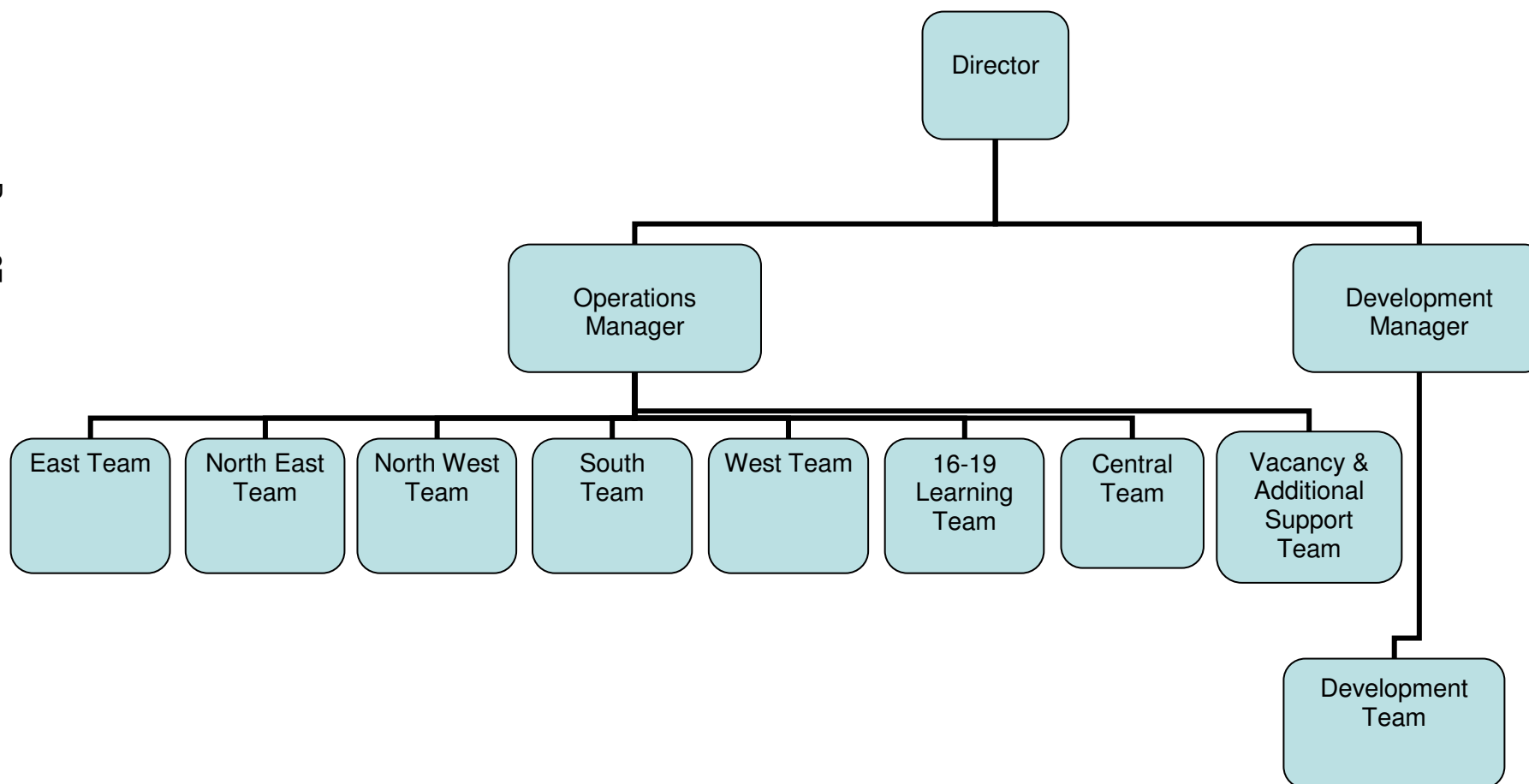




Diagram 3 **Leeds Careers**



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## SCRUTINY COMMITTEE REPORT

### 1. Background

The Connexions Partnership in West Yorkshire began operations on 1 October 2002. Connexions West Yorkshire is a sub regional partnership organisation. It is responsible for service delivery through sub-contract arrangements with suppliers and performance management of all Connexions resources in five local areas of West Yorkshire - Bradford, Calderdale, Kirklees, Leeds, and Wakefield. Connexions West Yorkshire operates through a lead body arrangement with Leeds City Council on behalf of the five Local Authorities. Partners in each of the local areas are members of local management committees. Local management committees work in partnership with Connexions West Yorkshire service managers and Directors and alongside local suppliers to guide the deployment of resources to meet mutually identified local needs.

### 2. Resources

In 2006-07, a Connexions West Yorkshire resource commitment of some £6.7million has been made available to deploy Personal Advisers and fund key co-ordination roles in the Leeds area. Additional resources from Connexions funding have developed supporting activities through, Positive Activities for Young People, Engage (ex Neighbourhood Support Fund), Millennium Volunteers, Youth Justice Board, 16-19 Participation Trial, ESF supported activities, and more recently Treasury Pilots. Today, around 100 school, college, and community based Connexions Access Points are providing services in a range of host sites, including voluntary and community organisations, libraries, city and family learning centres, and youth centres. A modern and well equipped, frequently visited, and well-known flagship Connexions Centre in Leeds City centre exists to serve all young people through drop-in and appointment facilities as well as website access. The total Connexions West Yorkshire resource commitment into Leeds is £9.5million.

### 3. The Connexions Cohort in Leeds

- The Year 11 cohort has grown and it is projected to grow to 8,823 by January 2007. Continued growth is projected beyond that date as the young people population bubble builds and pushes through into the 16-18 cohort, declining thereafter. The 16-18 cohort as a consequence has grown by 1500 between November 2003 and November 2005 and this trend is projected to continue in the coming years to 2009.
- According to DfES Performance Tables, for 2004-5 Leeds had 323 Year 11 students with Statements (compared with 425 in 2003-4). There were 437 Year 9 students with Statements in 2003-4. There are no central figures for School Action lists, but the tables publish numbers for students described as SEN without statements. These numbers are self-assessed by the school. For Year 9 these amounted to 932 in

- 2003-4 (data for this year not published). For Year 11 there were 1038 students, compared with 859 in 2003-4.
- According to the 2005 Leeds Activity Survey, there were 659 (7.44%) Year 11 school leavers who were unemployed but active in the labour market, compared with 669 (7.67%) in 2003-4.
  - The black and minority ethnic population of the cohort amounts to 12.57%, based on numbers in the 2004 leavers cohort. While this group as a whole is not more likely to become NEET than the White British group, some groups are much more likely to do so. For example, White British 13.21%, White/Black Caribbean 26.83%, Other Mixed Background 23.53%, Black Caribbean 17.36%, Black Other 17.65%, Other 16.03%.
  - The 2001 Census shows the following social care statistics for Leeds;
    - There are 83 per 1,000 looked after children under 18 in Leeds, compared with 54 per 10,000 in England.
    - 35% are in education, training or employment after leaving care at 19, compared with 47% in England.
    - 26% of children under 17 receive a social care service (19% in England), and 4% of Asian children receive social services each week (3% in England).

**4. Learning in Leeds**

**4.1 Schools:** The fifteen schools with the highest levels of need serve either inner city communities or peripheral estates known to have high levels of deprivation.

| <b>SCHOOL</b>          | <b>POST CODE</b> | <b>RANKING</b> | <b>Nearest Index Deprivation ranking</b> | <b>ward of</b> |
|------------------------|------------------|----------------|--|----------------|
| South Leeds Belle Isle | LS10             | 1              | 9  |                |
| Cockburn               | LS11             | 2              | 7/8                                      |                |
| City of Leeds          | LS6              | 3=             | 5/10                                     |                |
| John Smeaton           | LS15             | 3=             | 2/29                                     |                |
| Agnes Stewart          | LS9              | 5              | 1/3/4                                    |                |
| Intake High School     | LS13             | 6              | 13                                       |                |
| South Leeds Holbeck    | LS11             | 7              | 7/8                                      |                |
| Carr Manor             | LS17             | 8              | 15/16                                    |                |
| Braim Wood             | LS8              | 9=             | 1  |                |
| Farnley Park           | LS12             | 9=             | 11/14                                    |                |
| West Leeds High        | LS12             | 11             | 11/14                                    |                |
| Parklands              | LS14             | 12             | 2  |                |
| Wortley High           | LS12             | 13             | 11/14                                    |                |
| Primrose               | LS9              | 14             | 1/3/4                                    |                |
| Allerton Grange        | LS17             | 15             | 15/16                                    |                |

The table above does not include:

- Six SILCs (Specialist Inclusion Learning Centres) and a special school for young people with hearing impairments
- Three pupil referral units plus a teaching and learning centre
- Two young offenders institutions and a secure children's centre

Since their students all require a higher level of support.

Additionally, schools in Leeds have and are experiencing significant change. The formation of Federations, amalgamations of neighboring schools, and the modernization and/or building of new schools new builds of schools - including the development of a new academy - has impacted and will continue to influence learning provision and the personalization of learning provision in the future.

**4.2 Further Education:** The eight further education colleges in Leeds serve approximately 77,000 students (Leeds Economy Handbook 2005). According to the most recent data available from the Leeds Federation of Colleges, in the period 2002-2003:

- 6000 16-19 year-olds studied full-time at the Leeds colleges
- 5000 16-19 year-olds studied part-time
- 20% of these students were studying at entry or Foundation level
- almost 40% were on level 2 courses

The FE sector in Leeds is the subject of a significant review. The consultation period for this review ended September 2006.

**4.3 Work Related Learning:** According to data provided by the West Yorkshire Learning and Skills Council, there were on average 1,421 16-18 year olds in work related learning during the year to August 2005, of which Advanced Modern Apprenticeships amounted to 492, Foundation Modern Apprenticeships 839, and NVQ 90. Overall qualification rates had improved: AMA 53% (55% in 2004), FMA 43% (31% in 2004), and NVQ 61% (37% in 2004).

## 5. Leeds Economy

- Between 1998 and 2003, 31,400 additional employee jobs were created in Leeds - the 4<sup>th</sup> largest increase among major cities. Total employment is 442,200 with almost 404,000 employees and 38,500 self employed.
- Job gains (1998-2003)
  - Construction up 4,300
  - Distribution, hotels and restaurants up 3,300 (all gains in retail, with drops in other sectors except hotels and restaurants which was stable)
  - Transport and communications up 3,000
  - Finance and business services up 12,700 (gains in all sub-sectors)

- Public administration up 15,200 (largest gains in health/social care)
  - Other services up 2,500
- Job losses 1996-2001
  - Energy and water down 1,700
  - Manufacturing down 7,800
- Between 2005 and 2015
  - Total employment is projected to grow by 7.1%, creating an additional 31,600 jobs. Full-time employees will increase by 17,500, part-time by 10,100 and self-employment by 4,000. Finance and Business services will account for half of the total net employment growth.
  - Over the next decade, a significant increase in the Leeds population of working age and a projected reduction in unemployment will lead to a 20,000 increase in Leeds residents in employment. Net in-commuting is expected to increase by 10,000, while the number of people working in Leeds will increase by over 30,000.
- Skill needs
  - Employment growth will occur in managerial/ professional occupations, with smaller increases in admin/secretarial, sales and personal services and elementary occupations.
  - Skilled and operative occupations will continue to decline. Consequently, there will be growth in demand for individuals qualified to NVQ levels 3, 4 or above.
  - There are significant numbers of young people at or below entry level 1.
- Labour Supply
  - The unemployment rate (ILO definition) in Leeds was 4.9% in February 2005 (latest reliable data). This is the same as West Yorkshire as a whole, and 0.6% lower than Great Britain. However, this comparatively low rate hides pockets of very high levels of unemployment.
  - The latest available data for specific groups is the 2001 Census. The unemployment rate for Bangladeshi men was 4 times that of the White population. Those of mixed ethnicity, Pakistani, Other Asian, Black, and Other Ethnic Groups all had significantly higher rates of unemployment than the White population.
  - There is also considerable variation between Wards. The claimant rate for Leeds was 2.7% in April 2005. But City and Holbeck (7.9%), Chapel Allerton (6.6%), Harehills (6.5%), University (6.5%), Burmantofts (6.3%), Richmond Hill (5.9%), Seacroft (5.4%), and Hunslet (5.2%) all had rates over 5%.
  - Males were more likely to be unemployed than females. Geographically, the highest rates of unemployment for the Connexions cohort were, in descending order, LS10, LS3, LS12, LS9 and LS5.



## 6. Performance

- The Connexions West Yorkshire local delivery plan and NEET and Not Known Strategy for Leeds adopted a preventative strategy combined with effective cost control to maximise personal adviser numbers deployed particularly in schools and colleges and for young people with learning difficulties and disabilities. Additional Personal Advisers were deployed within community-based organisations to work with older elements of the NEET cohort. As a result of this resource deployment, Leeds met its November 2004 NEET target achieving 9.3% (2,086 young people) but exceeded its Not Known target achieving 9.8% (2,366 young people). At time of writing Leeds % NEET(adjusted) performance was the best in the West Yorkshire sub region (10.1% August 2006) and the 8<sup>th</sup> highest in the Yorkshire and Humber region. In the same period, the number of young people in learning grew from 67.0% to 70.1% an increase of approximately 1,000 young people against a background of only a slight increase in the 16-18 cohort.
- The effective tracking of the 16-18 year old cohort is an essential element of the NEET strategy in Leeds. Keeping the Not Known figure under control is essential to validate statistical reliability and requires all young people to be followed up and have their destination (i.e. current situation such as employment) confirmed within a specified timescale. Failure to confirm their destination results in the expiry of that situation and they lapse into Not Known. Historically, this figure has been higher in Leeds than in other areas of the sub region. Consequently, additional dedicated resource in 2005 led to concerted work in 2005-06 to address this issue. This work was successful in reducing the number of Not Knowns from a high of 42.2% (10,926 young people, September 2004) to 35.0% (9,347 young people) in September 2005 - the Year 11 follow up peak intensity period. This good performance continued through to November 2005 when a low of 8.4% (2,118 young people) was achieved – a reduction of over 7,000 young people and below the November 2006 target. Alongside the effects of a general increase in the numbers of NEET young people nationally, the work on reducing Not Knowns inevitably resulted in higher numbers of adjusted NEET being identified in Leeds.
- Through further effective local delivery planning in 2006 there has been a continued focus in further reducing the number of Not Known young people. Young people identified as lapsed NEET or lapsed EET have been specifically targeted and follow up conducted. In the past 4 months, Not Known levels have been reduced from a peak of 14.9% (2,839 young people) to a low of 9.5% (1705) of young people in August 2006. PAs focused on NEET activity in the community have worked diligently to respond

to those young people identified as NEET during this period. Consequently, there has been little increase in NEET numbers in the same period. An additional feature of the work has been the high numbers of lapsed NEET and lapsed EET. The work has shown that considerable numbers of young people were in fact in an EET destination when contacted. Data sharing has improved since the inception of the partnership with coherent protocols established amongst partner agencies for sharing data. Nevertheless, the size and the complexity of Leeds - 41 high schools and a large number of colleges and work based learning providers and specialist inclusion units/special schools – provides for particular challenges in Leeds that require further work and attention. The partnership recognises this finding and further work is underway to improve data sharing on young people. Early indications are that agencies and institutions are collaborating around data sharing and that this work is beginning to impact as we move towards November 2006.

- NEET patterns within Leeds have changed in the past two years. The strategy to deploy resources preventatively into schools and colleges has constrained the flow of young people into NEET and Not Known post year 11. School leaver NEET and Not Known percentages are demonstrably low. However, an increase in 17/18 year old NEETs has been experienced. Of particular note is the rise of white 17/18 year old males represented in the NEET group. Hot spots of NEET activity arise in specific community locations in Leeds (Middleton, Richmond Hill, Seacroft) heavily populated by young people from a white background.
- More young people left EET to join NEET in the previous 12 months than joined EET from NEET suggesting further work is required regarding the quality and appropriateness of learning provision and employment. The latter appears to be an important factor as many 17/18 year old white males from the NEET group have traditionally entered jobs without training. Whilst a relatively buoyant economy with high levels of job vacancies Leeds has reported reducing levels of vacancies in jobs without training and this has adversely impacted the figures. Increasing levels of immigration of well qualified people from a variety of overseas locations including increased mobility from Eastern Europe is believed to be an exacerbating factor in the figures.
- Additional resources through the Treasury's activity and learning agreement pilots have been warmly welcomed. These resources will undoubtedly help us with our NEET work in Leeds. We have experienced recruitment difficulties primarily as a consequence of process, CRB checking, and salary banding issues. Nevertheless, close working between Connexions West Yorkshire and Leeds City Council is gradually overcoming the hurdles.

- The staffing for the Activity Agreement Pilot was original intended to be 1 Senior Keyworker and 4 Keyworkers, but we are expanding this latter number to 5 Keyworkers as our calculations suggest there are sufficient young people reaching 20 weeks NEET to justify increased capacity. We currently have the SKW and 3 KWs in post, and offers have been made to two recently interviewed candidates for the remaining two vacancies. Over the full two-year Project period, the Activity Agreement Pilot would bring more than £300k into the Leeds area for spending on young people's programme activity provision, their weekly allowance (£20 pw for up to 20 weeks) and associated expenses. This spending is based on the 'draw-down against actual' principle, so will be pro-rata to the performance against targets.
- The staffing for the Learning Agreement Pilot is intended to be 3 Senior Keyworkers and 21 Keyworkers. At the time of writing there are 2 SKWs in post and 1 vacancy, and 1 KW in post but 18 offers have been made to recently interviewed candidates. The Learning Agreement Pilot is being Project Managed jointly between Connexions West Yorkshire and the Learning & Skills Council, with the latter holding the budget for Training Provision. A contract for some 80% of the Leeds area share of this budget (more than £1.1 million over the two year Project period, again based on the 'draw-down' principle) is expected to be signed imminently.
- Work with targeted groups, such as leaving care, travellers, refugees, young offenders, pregnant teenagers and LDD has continued. During 2005/06 (2004/05 figures in brackets)
  - 717 (710) 'section 140 assessments' were produced with young people with LDD leaving education. 537 (415) transitions reviews were attended, pre and post 16.
  - 74 (59) travellers received PA support.
  - 728 (666) young people in public care received support
  - 109 (114) refugees received support
  - 501 (381) young offenders were worked with by 4 specialist PAs at Wetherby YOI
  - 168 (43 - we now have 2 specialist PAs) pregnant teenagers received support from a dedicated PA
- Our annual destinations report has been published and widely disseminated which includes ethnicity, age and gender analyses. Figures continue to show BME young people are more likely to remain in post compulsory education (82.5%) than their white counter parts (67.3%) and are less likely to enter employment or training (5.7% BME and 18.9% white). In 2004, for comparison, 80.6% BME and 65.1% white Year 11 leavers remained in

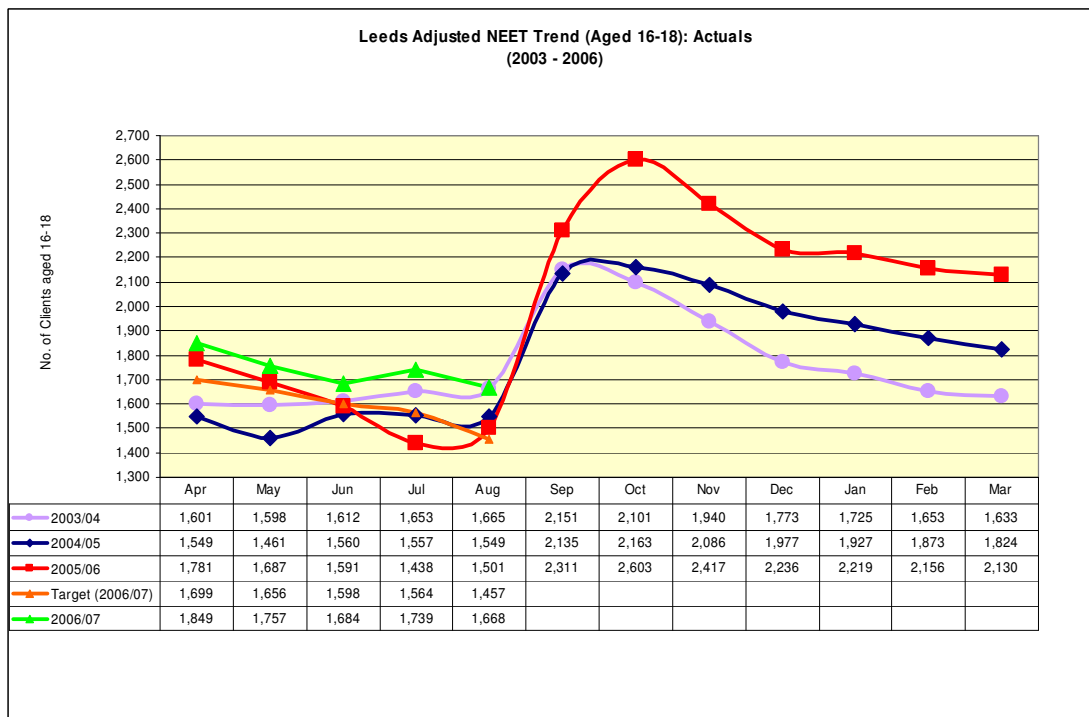
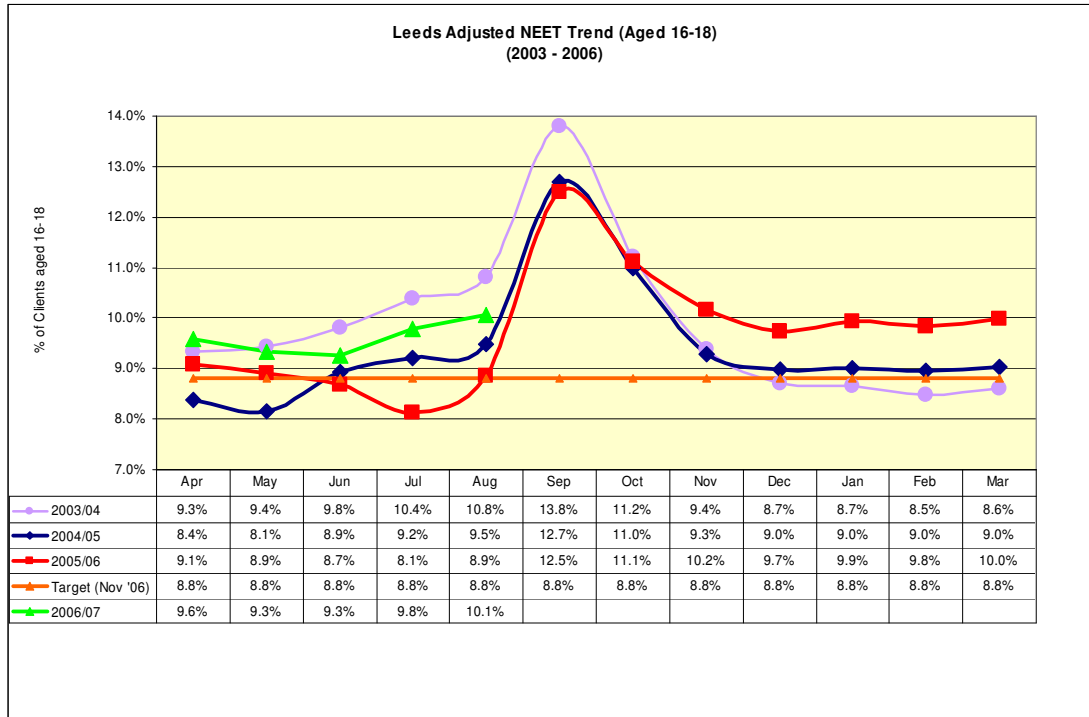
education and 6.6% BME and 21.7% white entered employment or training. More girls (75.4%) than boys (63.1%) remain in post compulsory education though the difference is more marked in school sixth forms than in colleges. In 2004, the equivalent figures were 72.7% for girls and 61.7% for boys. PAs continue to address these issues with schools through activities jointly negotiated in delivery agreements such as use of positive role models, challenging stereotypes and inclusion of equal opportunities sessions in careers education programmes.

- Our placing (i.e. specific submissions of young people to a notified vacancy, as distinct from more general signposting to potential employers/training providers) figures show the following 2005/06 (2004/05 in brackets):
  - 501 (636) young people were placed into jobs, of which 452 (580) offered training.
  - 45.3% (36.5%) placed into jobs were female and 10.4% (6.9%) were from BME backgrounds. 44% (34.7%) placed into jobs with training were female and 9.7% (6.4%) were from BME backgrounds.
  - 750 (659) young people were placed into Work Based Learning opportunities.
  - 40.8% (41%) were female and 16.8% (13.8%) were from BME backgrounds.
  
- Connexions PAs working to ensure effective post compulsory education transition for Teenage Parents work with young people who are planning to go to college and support them while on courses. They deal with students of other colleges too and have set-up referral mechanisms including liaison with professionals within Education Leeds, Health, Social Services and the voluntary sector. Support is provided in applying to college, arranging childcare, housing, benefits etc. With other agencies they have been involved in group sessions with young people on issues like study skills, parenting etc.. our PAs supported 139 C2L applications in the period Sept 05 – Sept 06, of which only 2 did not start courses. In the period April 06 to Sept 06 there were 82 C2L applications with 79 being taken up. Our data showed that 165 young people were Teenage Parents of which 107 were in learning. PAs have worked with the Health Initiatives Team to set up a group for parenting skills, career plans, etc. We are planning a special event with partner agencies specializing in this work in the New Year.
  
- Between a quarter and a half of rough sleepers were in care. Young people in public care in Leeds were two and half times more likely to be teenage parents, 4 times more likely to become drug users and to have mental health problems. Many young people in

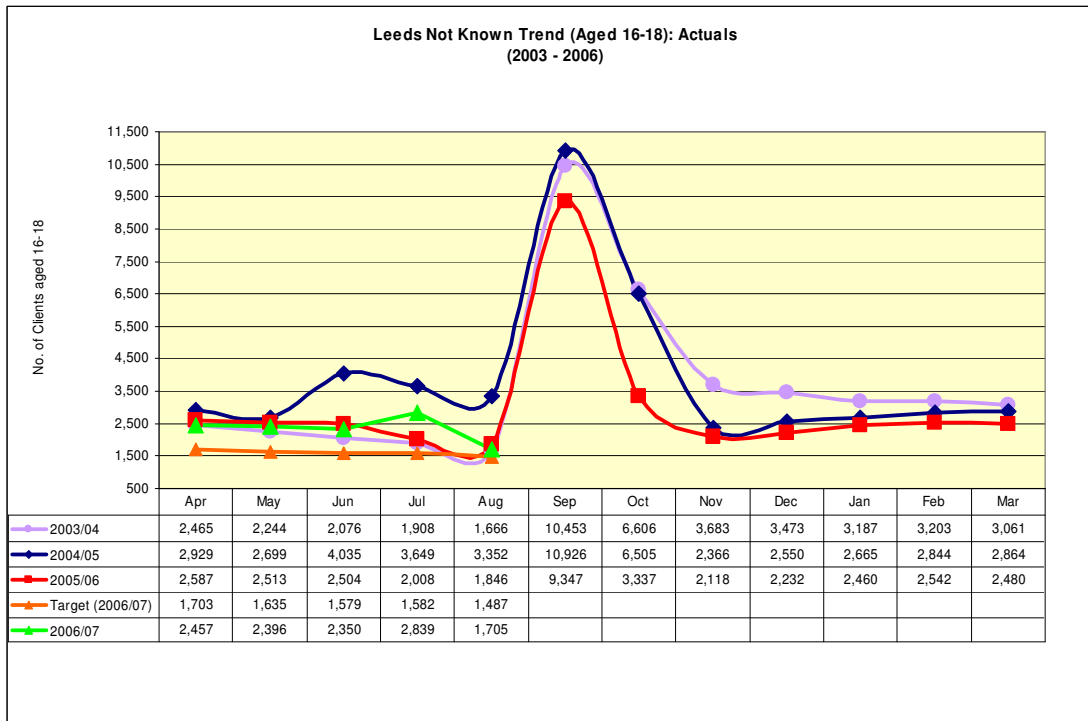
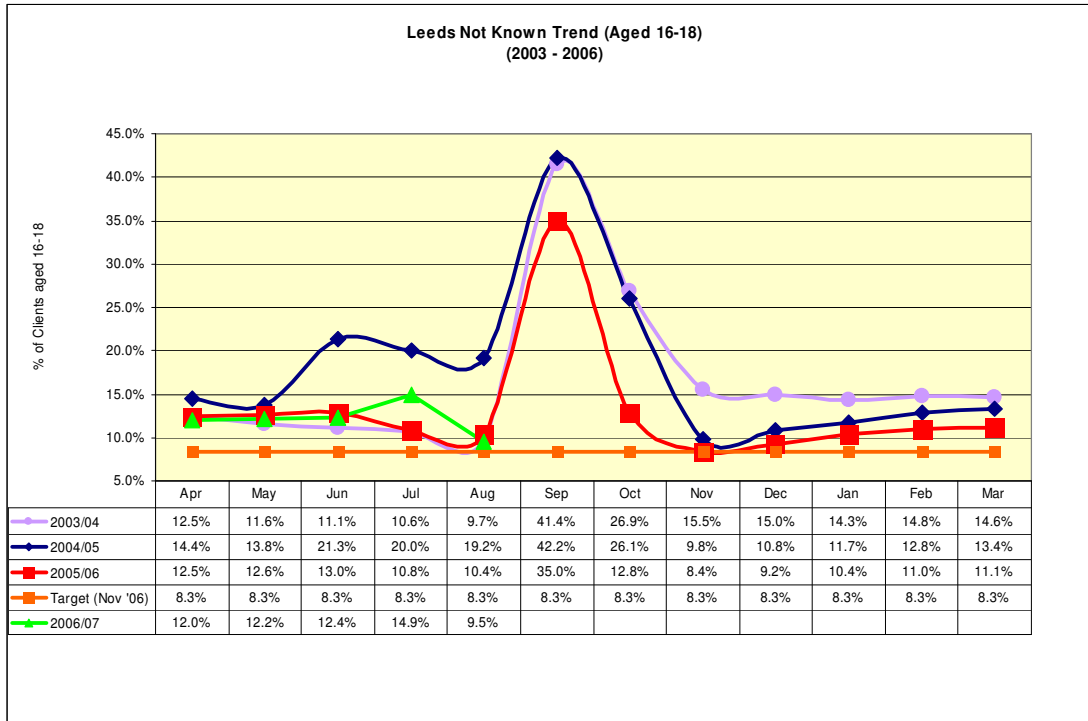
care are still on a developmental journey to access education training and employment. Connexions PAs work alongside colleagues from Leeds Social Services Pathway Planning and from Stepping 2 Success - an ESF funded programme to offer intensive support to care leavers and improve their motivation, study and independent living skills. A robust referral process is in place and weekly drop in sessions are offered from the Pathway Planning sites. Educational development is being hindered by disruption to schooling before and after being taken into care, concerns about home life, and the negative attitudes from peers and others in their circle of influence, and a lack of confidence as a consequence of low academic attainment. In 2004, 5% of children in care in Leeds achieved 5A\*-C. In 2005, 14% of these children achieved 5A\*-C, a significant improvement. The target for 2006 is 15%. Further developments are underway, e.g. awareness raising events with the Federation of Colleges, joint planning days for shared activities, quality assurance of independent living skills training, workshops from the Princes Trust, networking opportunities, and preparations for National Care Leavers week in October.

- A number of actions have been identified in the NEET and Not Known strategy for 2006-07 and are underway. These actions are at the heart of the strategy to address the NEETs and Not Knowns in Leeds.
  - Continued focus on Not Knowns with intensive follow-up activity on evenings and weekends
  - Robust data sharing arrangements between suppliers in the Connexions family
  - The formation of a rapid reaction team targeting hot spots of NEET activity
  - The recruitment of a NEET PA coordinator to support caseload management and follow-up activity
  - Improved data sharing with learning providers and employers
  - A NEET and Not Known strategy group focused on the November 2006 indicative target to drill down on specific issues
  - Embedding and activating additional key worker resource from the Treasury activity and learning agreement pilots within the support provision in Leeds
  
- As we move forward in Leeds into Children's Trust arrangements, it is envisaged that closer collaboration and improved joint working across the 0-19 age range in Leeds will lead to continuously improving outcomes for young people. It is the commitment of the Connexions partnership to play its full part in the evolution of Children's Services under the Leeds Director of Children's Services and contribute to the effective delivery of the Children and Young People's plan.

**LEEDS Adjusted NEET (16-18 year olds) - Trend**



**LEEDs Not Known (16-18 year olds) - Trend**



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## **Provision for Children and Young People**

### **Arts and Events**

Our approach to working with young people is to involve them in quality activities with consultation a key aspect of the process.

- **Arts & Regeneration/Breeze**

#### **Get Creative**

A unique partnership project between LCC, Northern Ballet Theatre, Opera North, Phoenix Dance, West Yorkshire Playhouse and Yorkshire Dance. It offers young people aged 9-17 the chance to take part in a programme of workshops at The Carriageworks and engages young people who lack other opportunities. The workshops are in groups, according to age.

#### **Gallery 37**

Gallery 37 Plus 2007 is a programme focussing on two intensive four-week summer schools taking place in July-August 2007 and 2008. The project will provide the means to motivate young people through creativity and the arts, developing skills and building self-confidence through accredited training and work experience for young people ages 16 to 25 not in education, employment or training. Young people ages 11 to 16 will get the opportunity to participate in 'tasters' and 'developers' sessions through existing art projects including Breeze, Get Creative, Bright Young Things, Routemap, Urban Fusion and Black History Month events. These initial 'tasters' and 'developers' will provide participants with the opportunity to progress through to the four week summer schools.

#### **Breeze International Youth Festival**

BIYF takes place annually across the city and works with High schools, international schools, community groups and cultural organisations to provide unique experiences for young people, which they may not otherwise be able to take part in. The Festival provides Leeds-based high schools access to professional performing companies, artists and sports coaches. This year, an in-depth consultation about the direction of the Festival has taken place, in association with the Youth Council and a working party has been set up to continue throughout the year. Consultation also took place on a local community radio phone in and a questionnaire has been sent out to 5,000 young Breezecard members. Further consultation will follow with young people with disabilities.

#### **Bright Young Things**

Bright Young Things is an annual showcase of musical talent in Leeds. Renowned as a successful launch pad for young bands' careers, Bright Young Things annual goal is to thrust the city's musical talent into the spotlight. 15 bands are chosen from a wide range of demos and go on to receive free professional studio rehearsal and recording time, a professional photo shoot, a track included on the BYT CD, website, press and media coverage, promotion to music industry sources across the UK and a live, high profile gig.

#### **arts@leeds**

The arts@leeds grant scheme provides annual funding for a number of groups who work with young people, for example LS7 Results – dance/drama workshops for young people in the LS7 area, The Project – annual programme of participatory arts development for young people and Interplay Theatre – annual programme of high quality theatre and digital media

work for young people.

- **Events**

### **Ice Cube**

Millennium Square hosts the largest outdoor ice rink in the UK, with over 1,200 square metres of real ice. Ice Cube attracts about 70,000 skaters per year and 250,000 visitors.

### **Party in the Park**

Party in the Park is a free annual outdoor music concert at Temple Newsam which attracts about 70,000 pop fans every year.

### **Leeds Lights Up!**

The annual festive lights switch on is the most high-profile element of the Christmas shopping campaign and attracts up to 35,000 people.

### **Millennium Square concerts**

Millennium Square hosts a number of concerts throughout the year which appeal to young people, for example, the Slam Dunk festival and Kaiser Chiefs.

- **Leeds Film**

### **Leeds Young People's Film Festival**

The largest young people's film festival in the UK (public attendance at 5,000 young people attending of their own volition during their Easter holidays per year), LYPFF is an annual event, now in its 8<sup>th</sup> edition, aimed at young people aged between 3-19 years old. The Festival prides itself on screening films made explicitly for, and by, young people from around the world and for many is the only opportunity for this kind of specialist exhibition to be experienced. The screenings are accompanied by a range of workshops and masterclasses (Film Academy) which provide insight into, and experience of, many different aspects of the moving image industry and culture, led by professionals currently working in the industry who also offer clear career path guidance and sustainable opportunities, especially within the region.

The Festival also features the **Young Consultants** project - an annual project designed to ensure that the Festival itself is as genuinely young people-led as possible. Two diverse groups of children and young people from across Leeds, aged 9 – 11 and 12 – 17 meet weekly for 10 weeks in the run up to the Film Festival to work alongside the team in preparing all aspects of planning and delivering the Film Festival including programming, brochure design, marketing, workshops and the website.

The **National Young Filmmakers Award** is a celebration of films made by young people for young people from across the UK, providing an opportunity for exhibition in front of a public and professional audience with feedback.

### **Leeds Film Academy**

The Film Academy is a new development for the Festival. Funded for 2006-7 by the

Neighbourhood Renewal Fund and with plans to extend a further year to April 2008, the project is an academic, year-long, Arts Award accredited film course for 12-15 year olds. The programme (essentially a film foundation course) consists of film screenings and screen-related activities such as filmmaking/moving image masterclasses and workshops (scriptwriting, acting, camera, sound, editing etc) all led by professionals currently working in the industry. Events take place at venues across the city, including the City Learning Centres, the Carriageworks and the Royal Armouries who are all partners in the project.

The young people involved are at risk of social exclusion and are underachieving at school. They are currently from South Leeds, Carr Manor and Morley High Schools. The Film Academy provides the chance to re-engage with learning opportunities from inspiration to participation in hands-on activities that are then measured in a way which celebrates their individual creative progress not just their skills.

The project aims to demystify the moving image industry, create and develop visual and moving image literacy and provide sustainability by leaving behind skilled young filmmakers with opportunities to use these skills for peer education and practical filmmaking assignments.

The major outcome for the project is for 40 young people to be accredited by Arts Award. as well as providing sustainability by leaving behind skilled young filmmakers with opportunities to use these skills for peer education and practical filmmaking assignments across the region.

### **Young Film Journalists Scheme**

A scheme that encourages young film journalists to further their career. Taking place as part of the Leeds International Film Festival, the scheme invites various young journalists from around the country to come to the festival and, under the tutelage of established film journalists, provide the content for a film festival daily that will provide news and reviews.

- **Music**

### **Musical Carousel**

A series of concerts designed to introduce children to live music through performance, participation and fun. Each concert features performers who specialise in playing to young people. Musical Carousel concerts take place at The Venue, Quarry Hill on Sundays.

### **Fused Ensemble**

A group for young musicians to create music together through improvisation, with help from music leaders. Participants suggest artists to work with and projects to tackle and each term the group works towards a recording or performance project.

### **Schools' music concert**

Leeds International Concert Season and the Orchestra of Opera North joined forces to present two orchestral concerts for primary school children from 28 Leeds schools. The concerts took place at Leeds Town Hall and were aimed at introducing children to orchestral music and instruments. Entitled The Big Bang: Music Under the Microscope, the concerts explored music and science through a series of pieces.

- **Leeds Lights**

**Design A Light competition**

An annual competition for children to design a Christmas light to be displayed in Lands Lane in the city centre. Workshops are held at a number of schools in the North East area to launch the competition. The winners visit the Leeds Lights workshop to see their lights being made and received an invite to the main switch on event for their friends and family. Their artwork is also displayed at The Carriageworks.

- **The Carriageworks**

Shows and performances for children and young people are held at The Carriageworks on Millennium Square, for example, the Christmas 2006 pantomime Snow White. Young people are also included in the amateur dramatic groups who perform in the building.

- **Leeds Town Hall**

Leeds Town Hall hosts events for young people such as GCSE Poetry Live and Education Leeds events.



Originator: Kate Arscott

Tel: 247 4189

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**Report of the Head of Scrutiny and Member Development**

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

**Date: 14 December 2006**

**Subject: Youth Services – Inquiry Session Four**

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**Electoral Wards Affected:**

**Specific Implications For:**

Ethnic minorities

Women

Disabled people

Narrowing the Gap

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**1.0 Introduction**

1.1 This is the final scheduled session of the board's inquiry on youth services 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. A write-up of these visits will be circulated to members before the meeting.

1.3 At the first two sessions of the inquiry, a number of items of additional information were requested. Some of these have been attached as Appendix 1- 4 and include information with regard to:

- PFI schools (Appendix 1)
- Services for young people with a learning difficulty or disability (Appendix 2)
- Childcare Act (Appendix 3)
- Youth Networks (Appendix 4)

Other information requested relating to CRB checks and the role of the LSC will be reported verbally at the meeting.

1.4 John Paxton, Head of Youth Service, will be at the meeting to respond to members' questions and comments arising from this information.

1.5 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.

**Briefing Paper for Scrutiny Board: Use of PFI Schools by Community Groups and Third Party Groups**

**1.0 Purpose of this Briefing Paper**

1.1 This paper has been prepared in response to a request from Scrutiny Board (Children's Services) to provide details of the contractual provision for community and third party use and the current levels of actual usage at the City Council's PFI schools.

**2.0 Background Information**

2.1 There are three operational Education PFI schemes in Leeds comprising five secondary schools and 16 primary schools. In September 2007 a further two secondary schools will be provided through the Combined Secondary Schools project and in 2008 and 2009 a further five will be provided under Building Schools for the Future.

2.2 A key element in each of the PFI schemes has been the provision and maintenance of a range of facilities suitable for both school and community use including sports halls, gyms, dance studios, Multi-Use Games Areas (MUGA's) and sports pitches. A summary of the external facilities at the operational schools is provided in Appendix One.

2.3 Within each of the projects the contractor is required to provide all or part of the school buildings and facilities in line with a contractually agreed Maximum Use Table. This table identifies the times and proportion of the school that the contractor will make available during the main teaching day (referred to as core use in the contracts) and outside the main teaching day (referred to as non-core use). Typically the contracts require the whole school to be open during the main teaching day and a portion of the school to be available before school, after school, in the evening, at weekends and during holiday periods for activities including school clubs, governors meetings, rehearsals, community use, training days, holiday clubs and sports events. An example of a maximum use table is provided in Appendix Two.

2.4 The schools and Education Leeds can also pay for additional time over and above the maximum paid for through the main contract for their own use or for use by community groups. The extra payment is intended to address the additional costs the contractor will face, such as extended cover by superintendents and cleaners.

2.5 The contracts also allow the contractors (subject to certain conditions) to hire the school buildings and external areas for use by third parties. This is managed and controlled by the contractor and can include sporting events (football matches etc) and other events (flower shows, musical performances etc). The contractor is able to charge a commercial rate for the booking to cover the costs of providing the booking. A proportion of the income (or the profit on the income) is returned to Education Leeds on a quarterly basis.

### **3.0 Community Use Contractual Definitions and Leeds City Council Policy**

3.1 Definitions vary slightly between contracts but in principle community use is deemed to include for sporting activities, holiday play schemes, community meetings or other community activities in accordance with the City Council's community use policies.

3.2 Groups included within the City Council's community use policy include:

- Voluntary youth groups such as guides, scouts and majorettes.
- Holiday playschemes (grant aided by Learning and Leisure)
- Music Centres
- Supplementary schools
- Under 18 sports groups
- Community associations and neighbourhood watch groups
- Political party meetings and Councillor surgeries
- Learning and Leisure Youth Services.

All groups should be voluntary non-profit making organisations.

3.3 The use of the schools by the groups identified in 3.2 are supported and subsidised by the LEA through the Education Leeds community use policy. This enables the groups to hire areas within schools free of charge to the group.

3.4 All bookings for community use are managed and administered by the Education Leeds Lettings Unit. They are responsible for ensuring that the groups fall within the requirements of the community use policy and ensure that insurances and security checks are undertaken. The lettings unit can be contacted on Leisure 0113 2243849, Education 0113 2475598

Please note that Lettings Unit refer to community use bookings as 'directed lettings'

### **4.0 Contractual Provision**

4.1 Within the three operational schemes there is either an amount of time specifically for community use or there is time available for use by either the school or community groups. In summary:

#### **4.2 7 Schools Project**

Each of the 7 schools has 3.15 hours of use each term day (190 days per school year) for before school clubs (1 hour) and after school clubs (2.15 hours). This provides a maximum of 4322 hours per annum for before and after school clubs across the 7 schools.

There is also up to 20 hours available in any term week for use of areas at Roundhay and Lawnswood schools for sporting activities by groups of children under 18. This provides a maximum of 1560 hours for community use.

#### **4.3 Primary Schools Project**



Each of the 10 Primary schools has 3.5 hours of use each term day (190 days per school year) for before school clubs (1 hour) and after school clubs (2.5 hours). This provides a maximum of 6650 hours per annum for before and after school clubs across the 10 schools.

Each school also has up to 80 occasions of 3 hours for community use for term time evenings; up to 48 occasions of up to 10 hours for community use on weekday in holidays, up to 36 occasions of up to 3 hours for indoor activities on Saturdays and up to 18 occasions of up to 3 hours for community sports use on Saturdays. This provides a maximum of 8820 hours for community use across the 10 schools

#### **4.4 Combined Secondary Schools Project**

Each of the 6 schools has 3.15 hours of use each term day (190 days per school year) for before school clubs (1 hour) and after school clubs (2.15 hours). This provides a maximum of 3705 hours per annum for before and after school clubs across the 6 schools

To provide greater flexibility in the use of the school facilities in the evenings, at weekends and during holiday periods there is no specific time identified for community use with these schools. This enables the pre-bought time outside of the school day to be used for either the school or community groups, which ensures that the use of the school is maximised.

#### **5.0 Actual Community Group Usage**

5.1 The Education Leeds Lettings Unit have provided details of the current level of community usage within the PFI schools. In summary there are the following community lets within the PFI schools

##### **5.2 7 Schools Project**

A combined total of 27 hours of weekly community use at the two secondary schools

##### **5.3 Primary Schools Project**

A combined total of 4 hours of weekly community use at the 10 Primary schools

##### **5.4 Combined Secondary Schools Project**

A combined total of 50 hours of weekly community use at the 3 operational Secondary schools.

5.5 Please note that no information was provided by the Lettings Unit in relation to before and after school clubs and holiday schemes.

#### **6.0 Third Party Use**

6.1 As outlined in 2.5, school buildings and external areas can also be used by third party groups. The use of the schools by third parties will usually take place outside of the times on the maximum use table and the bookings are

administered and managed by the contractor.

Third parties are charged a commercial rate for the use of the school facilities which is based on the actual costs incurred by the contractor.

- 6.2 There is a general belief that the costs charged by PFI contractors are comparatively high and the use of the school facilities is therefore restricted. However, as part of the planning conditions for the CSSP contract there was a requirement to provide actual costs of hiring sports facilities at the new PFI schools and showing that these costs were comparable to the costs that would be incurred at a Leeds leisure centre. This comparison, which was also required by Sport England, is included in Appendix Three and shows that for bookings during the week the cost of using sports facilities at the new PFI schools is, on average, 6% cheaper than the equivalent facilities at a Leeds Leisure Centre.

The costs for using sports facilities at weekends is higher in the PFI schools but this is primarily because use of leisure centres at weekends is classed as off peak and the costs are subsidised.

- 6.3 It has not been possible to obtain full details of third party bookings at the PFI schools. It is known that there are bookings for a number of general interest groups and some sporting groups. However, there is currently relatively little use of external pitches at weekends.

## **7.0 Sunday Community Use**

- 7.1 There has recently been a request from a local football team to play matches at Methley Primary school (one of the PFI ten primary schools) on a Sunday. This request was initially rejected as there is no pre-bought time for community use on a Sunday.

The football team had previously played their matches on a Saturday and, at the time of the new PFI school opening, had been given assurances that this arrangement would continue. However, the team changed to a league which played their matches on a Sunday and therefore their requirements fell outside of the contractual provisions.

As a result, Education Leeds took the decision to put in place a temporary arrangement with the contractor to allow the matches to take place.

The decision to not have any pre-bought time on a Sunday has been taken for all PFI contracts and the same decision is proposed for the BSF project.

## **8.0 Booking of Community Use and Third Party Use**

- 8.1 The general requirement for the booking of facilities at PFI schools is as follows:
- Requests for bookings by community groups are managed and administered by the Education Leeds Lettings Unit.

- Requests for bookings by third party groups are managed and administered by the relevant contractor, typically through their help desk.

8.2 Requests for community and third party bookings do follow processes which ensures that the bookings can be provided in line with contractual and directed lettings policy implications. It is acknowledged that in some instances community groups consider this process as unnecessarily bureaucratic and it is proposed to review the booking processes to ensure that bookings are not unnecessarily rejected due to the length of time taken to approve the booking. There have also been instances of contractors rejecting community use without full justification.

## **9.0 Conclusions**

### **Community Use in non PFI Schools**

From evidence provided recently by Learning and Leisure community use in non PFI Schools, of particularly sports pitches, appear significantly lower in non PFI Schools and in the majority of non PFI Schools seems to be precluded.

### **9.1 Community Use at Secondary Schools**

Actual community use in the five operational secondary schools averages over 15 hours a week for each of the schools, which is below the maximum provided for by the contracts.

### **9.2 Community Use at Primary Schools**

There is currently only 4 hours of actual weekly community use at the primary schools, which is significantly below the average of 169 hours a week provided by the contract across the ten schools for community use.

### **9.3 Sunday Community Use**

None of the existing or proposed PFI schemes currently have any pre-bought time on Sundays for either school or community use. This is not unusual for school facilities.

### **9.4 Third Party Use**

It has not been possible to obtain full details of third party bookings at the PFI schools. However, the recent cost comparison exercise undertaken for the Combined Secondary Schools project shows that the costs charged at PFI schools are comparable with costs at leisure centres

### **9.5 Booking of Community Use and Third Party Use**

The responsibility for the management and administering of calls for the two types of use is clearly defined and understood by the parties to the contract. Although the process is very similar to the directed lettings system used for other schools, some groups have identified difficulty in using the booking process and uncertainty as to who to contact.

## **10.0 Current Position**

10.1 In the report of the Director of Learning and Leisure to the Executive Board

scheduled for 13<sup>th</sup> December 2006 it is proposed that a pilot project is developed between Learning and Leisure and Education Leeds to promote further access to sports pitches through the Combined Secondary Schools Project.

**Appendix One: Summary of External Sporting Pitches and Facilities at Operational PFI Schools**

|  |
|--|
| <b>7 SCHOOLS</b>                                   |
| <b><u>ROUNDHAY</u></b>                             |
| 2 Nr. Football Pitch                               |
| 1 Nr. Cricket Pitch                                |
| 5 Nr. Tennis Court/ 2 Nr. Netball (tarmac surface) |
| 2 Nr. Rugby Pitch( 1 Nr. full size)                |
| 2 Nr. Hockey Pitch                                 |
| 1 Nr. Athletics Track                              |
| <b><u>LAWNSWOOD</u></b>                            |
| 1 Nr. Athletics Track                              |
| 1 Nr Cricket Pitch                                 |
| 2 Nr. Rugby Pitch(1 Nr. full size)                 |
| 4 Nr. Tennis Court3 Nr. Netball (tarmac surface)   |
| 2 Nr. Football Pitch                               |
| 1 Nr. Hockey Pitch( full size)                     |
| 1 Nr Hockey Pitch(7-a-side)                        |
| <b><u>SPRING BANK PRIMARY</u></b>                  |
| 1 Nr. All-weather artificial pitch                 |
| <b><u>5 LANES PRIMARY</u></b>                      |
| 1 Nr. Football Pitch                               |
| 1 Nr. Junior Games Court (tarmac)                  |
| <b><u>OAKWOOD PRIMARY</u></b>                      |
| 1 Nr. Junior Football Pitch                        |
| 2 Nr. Junior Games Courts                          |
| <b><u>ASQUITH PRIMARY</u></b>                      |
| 1 Nr. Football Pitch                               |
| <b><u>HILL TOP PRIMARY</u></b>                     |
| 1 Nr. Netball Court                                |
| 1 Nr. Football Pitch                               |
|  |
| <b><u>LEEDS PRIMARIES</u></b>                      |
| <b><u>COOKRIDGE PRIMARY</u></b>                    |
| 2 Nr. 5-a-side pitches (tarmac)                    |
| 1 Nr. Grassed Pitch                                |
| <b><u>KIPPAX PRIMARY</u></b>                       |
| 1 Nr Netball / 5-a-side football pitch (tarmac)    |
| 1 Nr. Grassed Mini Pitch                           |
| <b><u>ROTHWELL PRIMARY</u></b>                     |
| 1 Nr Netball / 5-a-side football pitch (tarmac)    |
| 2 Nr. Grassed Pitches.                             |
| <b><u>HORSFORTH PRIMARY</u></b>                    |
| 1 Nr. Grassed Pitch                                |
| 1 Nr. 5-a-side football / Netball (tarmac)         |
| <b><u>YEADON RUFFORD PARK PRIMARY</u></b>          |
| 1 Nr. MUGA (Netball, 5-a-side, Short Tennis)       |

|   |
|---|
| 1 Nr. Grassed Sports Pitch.   |
| <b><u>RAWDON PRIMARY</u></b>  |
| 1 Nr. MUGA (Netball, 5-a-side, Short Tennis)  |
| 1 Nr. Grassed Sports Pitch  |
| <b><u>EAST ARDSLEY</u></b>  |
| 1 Nr. MUGA (Netball, 5-a-side, Short Tennis)  |
| 1 Nr. Grassed Sports Pitch  |
| <b><u>METHLEY PRIMARY</u></b>   |
| 1 Nr. MUGA (Netball, 5-a-side, Short Tennis)  |
| 1 Nr. Grassed Sports Pitch  |
| <b><u>PUDSEY PRIMARY</u></b>  |
| 1 Nr. Grassed Sports Pitch  |
| 1 Nr. Tarmac Sports Pitch   |
| 1 Nr. Basket ball / Netball Court ( tarmac)   |
| <b><u>LOWER WORTLEY</u></b>   |
| 1 Nr. 5-a-side Football Pitch   |
|   |
| <b><u>COMBINED SEONDARY SCHOOLS PROJECT</u></b>   |
| <b><u>CARR MANOR SECONDARY</u></b>  |
| 4Nr Grassed Sports Pitches  |
| 1Nr. Rugby Pitch  |
| 1 Nr. Athletics Track   |
| 3 Nr. Tennis Court / 3 Nr. Netball (tarmac surface)   |
| <b><u>SOUTH LEEDS SECONDARY</u></b>   |
| 1Nr Grassed Sports Pitches  |
| 1Nr. Rugby Pitch  |
| 3 Nr. Tennis Court / 3 Nr. Netball (tarmac surface)   |
| <b><u>PRIMROSE SECONDARY / SHAKESPEARE PRIMARY</u></b>  |
| 1Nr Grassed Sports Pitches  |
| 1Nr Artificial Sports Pitches   |
|   |
| <b><u>JOHN SMEATON SECONDARY(Opening September 2007 – school have use of adjoining new sports centre)</u></b> |
| 2Nr Grassed Sports Pitches  |
| <b><u>RALPH THORESBY SECONDARY (Opening September 2007)</u></b>   |
| 1Nr Grassed Sports Pitches  |
| 3 Nr. Tennis Court / 3 Nr. Netball (tarmac surface)   |
| 2 Nr Grassed Sports Pitches (Tinshill Rec)  |

**Appendix Two Primary Schools Maximum Scheduled Use Table (Per School)**

| <b>Core Hours</b>            | <b>Occasions</b> | <b>Start</b> | <b>End</b> | <b>Duration (Hours)</b> | <b>% of Facility</b> |
|------------------------------|------------------|--------------|------------|-------------------------|----------------------|
| On School Teaching Days      | 190              | 08:30        | 15:30      | 7                       | 90                   |
| On Early Years Teaching Days | 243              | 08:00        | 18:00      | 10                      | 10                   |
| Days facility open           | 243              |              |            |                         |                      |

| <b>Non-Core Hours on School Teaching Days</b>                        | <b>Occasions</b> | <b>Start</b> | <b>End</b> | <b>Duration (Hours)</b> | <b>% of Facility</b> |
|--|------------------|--------------|------------|-------------------------|----------------------|
| Before school clubs  | 190              | 08:00        | 09:00      | 1                       | 10                   |
| Before school meetings & other essential school staff/visitor access | 190              | 07:30        | 08:30      | 1                       | 10                   |
| After school clubs   | 190              | 15:30        | 18:00      | 2.5                     | 10                   |
| Other extra curricular activities for pupils                         | 190              | 15:30        | 16:30      | 1                       | 10                   |
| After school meetings & other essential school staff/visitor access  | 190              | 15:30        | 17:30      | 2                       | 10                   |
| Community Use  | 80               | 18:30        | 21:30      | 3                       | 5                    |
| "Small" evening meetings & events                                    | 30               | 18:30        | 21:30      | 3                       | 10                   |
| "Large" evening meetings & events                                    | 9                | 18:30        | 21:30      | 3                       | 90                   |
| Days facility open   | 190              |              |            |                         |                      |

| <b>Non-Core Hours on Early Years Teaching Days</b>  | <b>Occasions</b> | <b>Start</b> | <b>End</b> | <b>Duration (Hours)</b> | <b>% of Facility</b> |
|---|------------------|--------------|------------|-------------------------|----------------------|
| School Training Days                                | 5                | 08:30        | 15:30      | 7                       | 90                   |
| School Holiday Days access                          | 25               | 08:00        | 13:00      | 5                       | 20                   |
| Community Use on school holiday days                | 48               | 08:00        | 18:00      | 10                      | 10                   |
| Early meetings etc for early years staff / visitors | 243              | 07:30        | 08:00      | 0.5                     | 5                    |
| Late meetings etc for early years staff / visitors  | 243              | 18:00        | 18:30      | 0.5                     | 5                    |
| Days facility open                                  | 243              |              |            |                         |                      |

| <b>Non-Core Hours<br/>on Saturdays during Term Time</b> | <b>Occasions</b> | <b>Start</b> | <b>End</b> | <b>Duration<br/>(Hours)</b> | <b>% of<br/>Facility</b> |
|---|------------------|--------------|------------|-----------------------------|--------------------------|
| Community Use indoor activities                         | 36               | 09:30        | 12:30      | 3                           | 5                        |
| Community Use sports                                    | 18               | 09:30        | 12:30      | 3                           | 5                        |
| School sports   | 18               | 09:30        | 12:30      | 3                           | 5                        |
| School Events   | 3                | 09:00        | 16:00      | 7                           | 90                       |
| Days facility open                                      | 36               |              |            |                             |                          |

Notes: Start and end times are indicative; % of facility is approximate.



**Appendix Three: Leeds Combined Secondary Schools PFI – Third Party Prices IIC / Mitie Schedule of Prices V LCC Schedule of Prices**

| Area  | IIC Hourly Rate week day | Standard LCC fees / charges ('peak time') | IIC Hourly rate weekend | Standard LCC fees / charges ('off peak time') |
|---|--------------------------|---|-------------------------|---|
| 1. Halls with toilets*  | £32                      | From £21.80 / hour                        | £40                     | From 21.80 / hour                             |
| 2a. Sports halls with toilets*  | £32                      | No comparable price available             | £40                     | No comparable price available                 |
| 2b. Sports hall with toilets, changing facilities*  | £35                      | £45                                       | £43                     | £33   |
| 3. Dance studios, with toilets*   | £25                      | No comparable price available             | £32                     | No comparable price available                 |
| 3a Dance studio with toilets and changing facilities*   | £28.5                    | £26.50 (studio at LIP)                    | £35.5                   | Not available                                 |
| 4. Gymnasium with toilets*  | £25                      | No comparable price available             | £32                     | No comparable price available                 |
| 4a Gymnasium with toilets and changing facilities*  | 28.5                     | £45                                       | £35.5                   | £33   |
| 5. The community theatre at Ralph Thoresby  | TBC                      | N/A                                       | TBC                     | N/A   |
| 6. External Areas;  | £21.5                    | No comparable price available             | £28.5                   | No comparable price available                 |
| 6a External Areas with toilets  | £25                      | No comparable price available             | £34                     | No comparable price available                 |
| 6b External Area with toilets and changing facilities   | £28.5                    | £36.70 (Astroturf price)                  | £37.5                   | £24.80 (Astroturf price)                      |
| 7. Such other areas as the City Council's Representative shall permit in his absolute Discretion. | P.O.A.                   | N/A                                       | P.O.A.                  | N/A   |
| 8. Special Events such as weddings, private parties   | P.O.A.                   | N/A                                       | P.O.A.                  | N/A   |

Note:

- \* 10% uplift for Utilities as appropriate
- On average the IIC / Mitie weekday use of the facilities are 6% cheaper than the comparable facilities at Leeds leisure centres (including utilities costs)
- On average the IIC / Mitie use of the facilities are 14% more expensive than the comparable facilities at Leeds leisure centres (including utilities costs)
- Please note that the above IIC / Mitie rates do not take in to account the cost benefits of block bookings which would reduce hourly rates
- LCC rates are taken from the 2006 rates and prices document ([http://www.leeds.gov.uk/files/2005/week52/inter\\_a67f499f-f9db-46bb-9b09-2086152eb125\\_067494ac-369f-44cb-bd24-a8505597f36b.pdf](http://www.leeds.gov.uk/files/2005/week52/inter_a67f499f-f9db-46bb-9b09-2086152eb125_067494ac-369f-44cb-bd24-a8505597f36b.pdf))

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# AGENDA ITEM NO:

Originator:  
Telephone:



|   |  |
|---|--|
| <b>REPORT OF THE SCRUTINY BOARD (CHILDREN &amp; YOUNG PEOPLE)</b>       |  |
| <b>REPORT OF:</b>   | <b>DIRECTOR OF LEARNING AND LEISURE</b>  |
| <b>DATE:</b>  |  |
| <b>SUBJECT: Youth Service Work with Young People with disabilities.</b> |  |
| <b>Electoral Wards Affected: All.</b>                                   | <b>Specific implications For:</b><br>Ethnic Minorities <input type="checkbox"/><br>Women <input type="checkbox"/><br>Disabled People <input checked="" type="checkbox"/> |
| Executive Board Decision <input type="checkbox"/>                       | Eligible for Call In <input type="checkbox"/> Not Eligible For Call In (Details contained in the report) <input type="checkbox"/>  |

## 1.0 PURPOSES OF THE REPORT

1.1 The purpose of this report is to advise Scrutiny Board in respect of Youth Service work with young people with disabilities.

## 2.0 BACKGROUND

2.1 All the youth provision in the city should be accessible to all teenagers. This is a legal requirement under the Disability Discrimination Act (D.D.A) of 1995 (c.50).

2.2 Prior to September 2006 work with young people with disabilities was undertaken via the Leeds Equality Action Programme (LEAP). The main thrust of that work was to continue the process of "integrating" young people with disabilities into general youth provision offered by the Service and to support specific work aimed at such young people.

2.3 The work, since September 2006, came under the remit of the Professional Development Team, leading to the creation of a small section called Youth and Disability.

2.4 Youth & Disability's strap line is "see the teenager not the disability".

2.5 Similarly the brief of Youth & Disability is to work city-wide to increase the quantity and quality of work with disabled young people and to promote and support the inclusion of disabled young people into open programme work. The current Senior Worker for Youth & Disability has a varied background, including work with the Gateway club in Middleton running a band there every Friday night for eight years, all of whom had learning disabilities.

### **3.0 Current Situation**

- 3.1 Currently, the Youth & Disability team deliver a programme at John Jamieson Special School on a Thursday afternoon with the Over16 unit. The provision uses music as a theme, enabling young people, utilising computer programmes to create their own music.
- 3.2 The Team support provision at the Prince Philip Centre PHAB ( Physically Handicapped Able Bodied ) club on Friday nights. This provision is supported by three workers from the Service, offering a varied programme of activities, including, computing, music, etc. The Youth Service, in partnership with Leeds United Football in the Community, will be offering the young people attending the provision access to football coaching sessions from January 2007. Currently, some 55 young people are registered (young people being under 25 in this context) to attend this provision.
- 3.3 In addition to this work the Youth & Disability team, in partnership with the Services' East Area Team, delivers an Inclusive club provision for young men at Halton Moor. This piece of work targets young men suffering varying degrees of social exclusion, working alongside and supporting young people with disabilities.
- 3.4 In addition to this the Team also seeks to support general area based provision in order to ensure that all open Youth Service provision is accessible to young people with disabilities. The Team supports the Service in general through the provision of advice, information, in-service training, etc, in relation to this area of work. The two key issues here are supporting Youth Workers who lack confidence in working with young people who have disabilities, and support, advice, etc in relation to buildings and DDA requirements, wherever possible.
- 3.5 One of the key issues identified by young people with disabilities themselves relates to the issue of "integrated" provision. Whilst young people with disabilities understand and appreciate the need for such provision, they have also indicated their desire to see provision that specifically meets their needs as young people who have disabilities, feeling that "integrated" provision does not always meet those specific needs. It would be fair to say that demand for such provision is currently beyond the resourcing abilities of the Service.

### **4.0 Future Activities**

- 4.1 The Youth & Disability team are looking into and seeking funding for a series of city wide activity days, involving arts and sports, aimed at disabled young people in the 13 to 25 age group. The aim here is to run one such provision in each wedge, and one in the city centre.
- 4.2 The development of a disabled friendly track and nature trail from the Prince Philip Centre to Meanwood Valley Urban farm which would have revenue generating capacity, by taking groups from Leeds schools during the week.
- 4.3 They have looked for and secured funding for a half-time youth worker for the Leeds Deaf/Blind society who will restart their Wednesday evening youth club (c £3,000), with ongoing support from the Senior Worker, Youth & Disability.
- 4.4 A Young Adult Trust (YAT) citizenship challenge scheme to run in July 2007 (c£60,000), involving young people with and without disabilities.
- 4.5 Ongoing provision of advice, information and support relating to integrated work.

## 5.0 Other Provision

5.1 There are other clubs throughout the city that cater for special needs such as,

(i) The Beehive Group at Crossgreen Youth Centre 11-18 every Thursday – mainly for teenagers with learning disabilities,

(ii) The Freewheelers run every other Wednesday at Prince Phillip – a small wheelchair group run by Leeds Youth Service in partnership with Scope,

(iii) The Tuesday Group run at Barleyfields Youth Club, Wetherby. A voluntary group run for young people with learning disabilities, which also feeds the other nights at Barleyfields, by getting their young people to have dual membership of all clubs.

5.2 There are 12 Gateway clubs in the city now run by “People in Action”, plus one at Rothwell run by volunteers. These clubs now have an active policy of discouraging under 18s from attending and will actively recommend the younger person with learning disabilities to attend other provision, some of which may be provided by “People in Action” themselves. This may be a variation on the contracting arrangements agreed only a few years ago, when the youth service had a good record of getting teenagers into Gateway Clubs, which included the transfer of funding from the Youth Service to People in Action to support the provision.

5.3 The following holiday schemes received funding from the authority for 2006.

(i) PHAB Residential and Chillout Week, Ann Hart

(ii) Boston Spa Seniors, Mr J Chapman, West Oaks School

(iii) WOSPS, Mr M Robertshaw, West Oaks School

(iv) Milestone Playscheme, Susan Thompson, Bramley

(v) Headingley Holiday Activities, Peter Kirk,

(vi) John Jamieson ,Janet Simpson, John Jamieson School

(vii) WOOSH, Jenny Clarke, West Oaks School

(vii) Leeds Mencap 8+,

(viii) Leeds Mencap 2-8, Jenny Hill, Leeds Mencap

(ix) Aireborough Summer, Jo Galasso, Otley

(x) Play Pals, Jeannette Morris- Boam

(xi) SKIN, Joan Needham, Halton Moor

(xii) Leeds Deaf, Clare Heaton, Leeds Centre for Deaf People

## **6.0 RECOMMENDATIONS**

6.1 Scrutiny Board is requested to note the contents of the report.



# A NEW UNIVERSAL OFFER

## Sally Threlfall

**Children Leeds**

the Leeds Initiative  
Local partnerships making things happen



## WHAT DO WE MEAN BY UNIVERSAL OFFER

- What we all receive
- Mostly free at point of access
- Part of the welfare state
- The package that makes us appreciate where we are
- Carries statutory force or responsibility







## WHY IS THE UNIVERSAL OFFER CHANGING?

- Victoria Climbié- the ECM backdraft
- Eradicating child poverty
- Combating social exclusion
- Poor attainment
- Unacceptable gaps in education, health and social data
- Poor comparisons with other nations
- The economic argument
- The women argument
- The family friendly argument
- A new conceptualisation of childhood





## What is new?- the actuals in the Legislation

- Integrated and flexible education and childcare services
- A new approach for 14 to 19 year olds
- Positive activities/ opportunities for young people- a youth offer
- Extended schools, accessible 48 weeks a year 8 till 6
- A children centre in every community
- Family support services and parenting advice
- Access to information and advice
- Some health and social care services on school and children's centre sites
- A rapid response to risk, identified early and more support to those with risks





## What is new? – the processes required

- Engagement and partnership- joint activity, shared enterprise- ownership
- Integration and combination of services
- Participation
- Personalisation
- Inclusion
- Non deficit modelling





## GLAD I GREW UP IN LEEDS!

- Before I was born my parents had....
- Birth to 5 Matters so I .....
- Whilst I was growing up I could....
- As a young adult I had opportunity to...





## Core Offer of Universal, Extended Services from Schools, Children's Centres, Youth Provision, Community Learning Facilities and Health

- Fully integrated and flexible early education and childcare services for children up to age 14
- An entitlement for all learners that meets their individual needs and maximise their potential.
- Family support, including parenting, health and social care providing early intervention and swift referral to more specialist help where appropriate
- Access to health visiting and school nursing services, providing health information, support and advice for children 0 -19 years, at home, at school and in community settings
- Access to information and support to children and young people to improve their own health, including smoking cessation, alcohol and drug misuse, sexual health, healthy eating and physical activity
- Increased access to services and activities at home, school, children's centres and in community settings for children with disabilities
- A menu of positive activities for children and young people beyond the school day and year on school and other sites







## Universal Offer: Continued

- Access to local, age appropriate play, leisure, and recreation opportunities that are freely chosen and done for their own sake
- Access to informal social education programmes within community settings
- Access to high quality, comprehensive and independent information, advice and guidance to children, young people and parents, covering all aspects of need, including childcare
- Access to individual support for all young people to plan and review learning and fulfil their career aspirations
- Outreach to support vulnerable and / or isolated families and assist them to engage with appropriate community resources
- Access to support and training to assist families with work readiness and employment issues.
- Community access to enhanced school, children's centre and other sites





## WHAT DO WE NEED TO DO NOW?

- Universal Services sub group work
- Understand the logic
- Put the child, young person, family at the centre
- Shape the universal offer for Leeds
- Identify what we already achieve
- Capture the input of all sectors
- Identify 'real' gaps
- Begin the dialogue around integration and combination
- Consider what needs to change
- Embed those new processes and ways of working



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## **Local Youth Work Network**

### **Introduction**

Youth work networks serve as a means of supporting multi-sector youth work developments and developing coherence in the availability and range of services.

The networks are a means of supporting smaller voluntary, community and faith sector organisations and promoting availability and quality.

They are a means of breaking down barriers between different sectors and developing a partnership approach to service provision.

Networks are one mechanism of engagement, but to be effective they require to be supported in terms of structure, capacity and partnership approach with a common vision of working together for the benefit of Young People.

The Youth Service has over the last two years increased its support to this sector and begun to expand its direct commissioning of services. The development of the city wide partnership is one means of addressing these issues. At a local level networks can bring together providers, develop partnerships between them, and prepare and support them to tender for commissioned work.

### **East Area**

No Network at present

### **West**

No Network at present, however the Area Committee has funded for twelve months a Youth Development Worker post to work with voluntary organisations who are involved with work with young people 9-13 years. The aim is to provide support and training opportunities to existing organisations to set up new provisions. This post holder is to be managed by the Youth Service and has accountability to Area Management as well.

### **North East**

Moor Allerton Partnership – A multi agency partnership working to address the issues faced in the area e.g. Health, Education, Employment, Crime, Housing and Environment. Membership includes

- LCC Youth Service.
- City Services.
- Community Safety.
- Social Services.
- Environmental Health.

- North East Leeds Homes.
- Developmental Department.
- North West Primary Care Trust.
- West Yorkshire Police.
- Education Leeds.
- Job Centre Plus.
- Leeds Voice.
- Northcall.

The frequency of meeting is monthly and is chaired by Area Management Team

### **North West**

The main network in NW is now know as the NW Children & YP Activity Group and is now a sub group of Children Leeds NW. It was started as a summer activity planning group, as agencies to produce a holiday programme for Summer 2006. The Group is now aiming to co-ordinate 0 to 19 activities for all the holidays and in future throughout the year.

Present membership of the group is as follows:-

- LCC Youth Service
- Leisure Community Sports
- Positive Activities Young People / Out of Schools Activities
- Active 4 Life-Healthy living.
- Leeds Play Network.
- Extended Schools/Services.
- Area Service Manager Libraries.
- YMCA.
- Area Management.
- Leeds Sailing Activity Centre ( The Tarn ) attends intermittently.
- Menston St Mary's School.
- Education Leeds.

The Group anticipates a representative from the Childrens Centres to attend in future and membership will be reviewed at the next meeting. The group meets every six weeks.

There is also the INWYN. It may be considered in the future that there will be a need to split the Activity Group into Inner and Outer, and that we would approach INWYN for this.

The Membership of INWYN:-

- LCC Youth Service
- Youth Point.
- Community Sports.
- Active 4 Life.
- Burley Lodge.
- YMCA.

## **South**

There are four Local Youth Work Networks in the South area. These networks are a means of supporting smaller voluntary, community and faith organisations - those delivering services to young people in their locality. The networks main functions are to help develop coherence, promote the availability of services and quality. The following networks exist and operate in the area.

### **Morley**

Membership consists of:-

- LCCYouth Service.
- Morley Police.
- Gildersome Cricket Club.
- St Andrews Church Morley.
- St Peters Church Gildersome.
- Adwalton Cricket Club.
- Drighlington ARLFC.
- Churwell Lions.
- Drighlington Girls Brigade.
- YZUP Club.
- Morley Spurs Girls Football.
- Gildersome Spurs.
- Morley Brownies.
- Morley Camping and Adventure.
- Morley High School (extended school services).
- Sports Development.
- South Leeds Area Management.
- Morley Church of Christ.
- Morley MBI Cllrs.
- Morley Observer/Advertiser.

### **Ardley, Robin Hood and Rothwell**

- LCC Youth Service
- Local football club.
- Karate club representative.
- Resident Rep from Carlton (Rothwell).
- Robin Hood Cllrs.
- Church representative.
- Area Management Team.

They have been every 2/3 months

### **Middleton Park**

The Middleton Park Youth Network meets on average every 6 weeks. I took over chairing the meeting approximately a year ago. Youth Service workers take minutes, and as a team forward these, along with the agendas and relate information, to existing members of the group.

Members of Middleton Park Youth Network:-

- LCC Youth Service.
- Belle Isle Foundation.
- The Cupboard Project.
- LCC Community Sports.
- Belle Isle Family Learning Centre.
- NACRO.
- Middleton YIP.
- DAZL.
- Winrose Project.
- Groundwork.
- South Leeds Family Learning Centre.
- Positive Actions for Young People (PAYP).
- Middleton Marauders.
- Middleton Community Centre.
- Middleton Leisure Centre.
- South Leeds High School.
- Middleton Sure Start.
- West Yorkshire Police.
- St Luke's.
- LCC Libraries.
- South Side Arts.
- Groundwork.
- Breeze.

At some stage the following have attended:-

### **Beeston & Holbeck**

It meets on average every six weeks. Area management chair and minute the meetings.

- LCC Youth Service
- Signpost.
- South Leeds Health for All.
- Surestart Beeston Hill.
- LCC Area Regeneration Team.
- Holbeck Primary School.
- Education Leeds Extended Schools and Services.
- Middleton Youth Work Network.
- Learning Partnerships.

- Hamara.
- ASHA.
- Leeds Play Network.
- Building Blocks.
- Groundwork.
- West Yorkshire Police.
- Youth Offending Service.
- DAZL/PCT.

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Originator: Kate Arscott

Tel: 247 4189

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## Report of the Head of Scrutiny and Member Development

### Scrutiny Board (Children's Services)

Date: 16 December 2006

Subject: Work Programme

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**Electoral Wards Affected:**

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

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### 1.0 Introduction

- 1.1 A copy of the board's latest work programme is attached for members' consideration (appendix 1).
- 1.2 The programme reflects decisions made at the board's November meeting including to set aside the board's January meeting as an overview meeting when the board will consider progress reports on a number of initiatives and services.

### 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 15<sup>th</sup> November (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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| Item  | Description  | Notes   |
|---|--|---|
| <b>Meeting date: 11<sup>th</sup> January 2007 - The deadline for reports for this meeting is 10.00am on Thursday 28<sup>th</sup> December</b> |  |   |
| <b>Overview meeting</b>   | At this meeting the board will consider progress reports on a number of initiatives and services including the following: <ul style="list-style-type: none"> <li>• Children Act</li> <li>• Recruitment and Retention of Children's Social Workers</li> <li>• Library charges</li> <li>• Ofsted inspection reports</li> </ul> | The board agreed to take this approach in June 2006, as a way of maintaining an overview across its portfolio. The approach was trialed at the board's October meeting and on review it was decided to repeat it at this meeting. |
| <b>Inquiry 3</b>  | To agree the terms of reference for the board's third inquiry of 2006/07   |   |
| <b>Meeting date: 8<sup>th</sup> February 2007 - The deadline for reports for this meeting is 10.00am on Tuesday 23<sup>rd</sup> January</b>   |  |   |
| <b>Adoption Inquiry</b>   | To agree the board's final inquiry report into adoption  | The board agreed the terms of reference for this inquiry at its July meeting  |
| <b>Youth Services</b>   | To approve the board's final inquiry report following its inquiry on Youth Service   | The board agreed the terms of reference for this inquiry at its September meeting   |
| <b>Inquiry 3</b>  | To receive evidence as Session 1 of the board's inquiry  | The board is due to agree the terms of reference for this inquiry at its January meeting  |
| <b>Performance Management</b>   | To receive performance information in relation to the board's portfolio  | The board will be provided with a third quarter performance report for 2006/07.   |
| <b>Children and Young People Plan</b>   | To discuss a final draft of the plan.  |   |

SCRUTINY BOARD (CHILDREN'S SERVICES) – WORK PROGRAMME 2006/07 - LAST UPDATED 16 NOVEMBER 2006

| Item  | Description  | Notes  |
|---|--|--|
| <b>Meeting date: 8<sup>th</sup> March 2007 - The deadline for reports for this meeting is 10.00am on Tuesday 20<sup>th</sup> February</b> |  |  |
| <b>Inquiry 3</b>  | To receive evidence as Session 2 of the board's inquiry  | The board is due to agree the terms of reference for this inquiry at its January meeting |
| <b>Meeting date: 19<sup>th</sup> April 2007 - The deadline for reports for this meeting is 10.00am on Tuesday 3<sup>rd</sup> April</b>    |  |  |
| <b>Adoption</b>   | 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             |
| <b>Youth Services</b>   | 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        |
| <b>Annual Report</b>  | To agree the board's contribution to the annual scrutiny report  |  |
| <b>Children Act</b>   | To receive an update on the implementation of the Children Act 2004 in Leeds                               |  |
| <b>Young People's Scrutiny Forum</b>  | To receive the forum's final inquiry report  |  |

LEEDS CITY COUNCILFORWARD PLAN OF KEY DECISIONSEXTRACT RELATING TO THE SCRUTINY BOARD (CHILDREN'S SERVICES)

For the period 1 December 2006 to 31 March 2007

| <b>Key Decisions</b>   | <b>Decision Maker</b>                                       | <b>Expected Date of Decision</b> | <b>Proposed Consultation</b>                     | <b>Documents to be Considered by Decision Maker</b>                           | <b>Lead Officer</b><br>(To whom representations should be made) |
|--|---|----------------------------------|--|---|---|
| Performance against 2006 Strategic Incentive Performance Targets<br>To consider a report on the performance against the targets for the period 1/9/2005 to 31/8/2006 | Executive Board<br>(Portfolio:Children's Services)          | 13/12/06                         | To include a panel of Headteachers and Governors | The report to be issued to the decision maker with the agenda for the meeting | Director of Children's Services                                 |
| Review of Residential Childrens Homes<br>To approve the suggested actions for improvements and to approve the closure of Holmfield Childrens Homes                   | Executive Board<br>(Portfolio:Adult Health and Social Care) | 13/12/06                         | Staff and Children                               | The report to be issued to the decision maker with the agenda for the meeting | Chief Social Services Officer                                   |
| Headingley Primary School<br>To dispose of the property on the open market.  | Executive Board<br>(Portfolio: Development)                 | 13/12/06                         | Ward Members                                     | The report to be issued to the decision maker with the agenda for the meeting | Director of Development   |

| <b>Key Decisions</b>  | <b>Decision Maker</b>                               | <b>Expected Date of Decision</b> | <b>Proposed Consultation</b>         | <b>Documents to be Considered by Decision Maker</b>                           | <b>Lead Officer</b><br>(To whom representations should be made) |
|---|---|----------------------------------|--------------------------------------|---|---|
| Review of Primary Provision in Alwoodley Primary Planning Area<br>To agree to publish statutory notices following public consultation.  | Executive Board<br>(Portfolio: Learning)            | 13/12/06                         |                                      | 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<br>To agree to submit representations received following publication of Statutory Notices to the School Organisation Committee. | Executive Board<br>(Portfolio: Learning)            | 13/12/06                         |                                      | The report to be issued to the decision maker with the agenda for the meeting | Chief Executive of Education Leeds                              |
| Leeds Sports Pitch Strategy<br>To endorse the strategy and make recommendations.  | Executive Board<br>(Portfolio: Leisure)             | 13/12/06                         | Sport England Development Department | The report to be issued to the decision maker with the agenda for the meeting | Director of Learning and Leisure                                |
| Great Preston Primary School<br>To approve the proposed scheme to rationalise the existing school buildings onto one site.  | Executive Board<br>(Portfolio: Children's Services) | 24/1/07                          |                                      | The report to be issued to the decision maker with the agenda for the meeting | Chief Executive of Education Leeds                              |

| <b>Key Decisions</b>  | <b>Decision Maker</b>                                       | <b>Expected Date of Decision</b> | <b>Proposed Consultation</b>          | <b>Documents to be Considered by Decision Maker</b>                                  | <b>Lead Officer</b><br>(To whom representations should be made) |
|---|---|----------------------------------|---------------------------------------|--|---|
| <p>East Garforth Primary School</p> <p>To seek approval to the ring fencing of a capital receipt generated from the sale of an area of surplus school land. Approval will also be sought to inject the capital receipt into the capital programme and to incur expenditure in respect of the construction of a new nursery, changing rooms, and an office link between the existing school buildings, and to carry out improvements to the school playing fields at East Garforth Primary School.</p> | <p>Executive Board<br/>(Portfolio: Children's Services)</p> | <p>24/1/07</p>                   | <p>Consultation ongoing with DfES</p> | <p>The report to be issued to the decision maker with the agenda for the meeting</p> | <p>Chief Executive of Education Leeds</p>                       |
| <p>Schools Capital Investment Partnership 2007/2008</p> <p>Approval to carry out works and incur expenditure in respect of the 2007/2008 Schools Capital Investment Partnership Programme</p>   | <p>Executive Board<br/>(Portfolio: Children's services)</p> | <p>9/2/07</p>                    |                                       | <p>The report to be issued to the decision maker with the agenda for the meeting</p> | <p>Chief Executive of Education Leeds</p>                       |

## **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.

## EXECUTIVE BOARD

WEDNESDAY, 15TH NOVEMBER, 2006

**PRESENT:** Councillor M Harris in the Chair

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

Councillor J Blake – Non Voting Advisory Member

### 97 Exclusion of Public

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

- (a) The appendix to the report referred to in minute 102 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that the public interest in maintaining the exemption outweighs the public interest in disclosing the information by reason of the fact that it contains commercially sensitive information which, if disclosed, could be prejudicial to contract negotiations.
- (b) The appendix to the report referred to in minute 107 under the terms of Access to Information Procedure Rule 10.4(3) on the grounds that the information on the Council's approach to commercial issues outweighs the public interest in disclosing the information.
- (c) Appendix 1 to the report referred to in minute 114 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 information is commercially sensitive and its release could jeopardise the current transaction under consideration.

### 98 Declaration of Interests

- (a) Councillor Brett declared a personal interest in the items relating to Local Employment and Training Initiatives relating to ALMO expenditure (minute 105) and a plan for delivering affordable housing in Leeds (minute 106) as a board member of South East Leeds ALMO.
- (b) Further interests declared during the course of the meeting are referred to in minute 105 (Councillor J L Carter) and minute 114 (Councillor A Carter).

### 99 Minutes

**RESOLVED** – That the minutes of the meeting held on 18<sup>th</sup> October 2006 be approved.

Draft minutes to be approved at the meeting  
to be held on Wednesday, 13th December, 2006

## **CENTRAL AND CORPORATE**

### **100 Approval of a Statement of Gambling Policy**

Further to minute 55 of the meeting held on 20<sup>th</sup> September 2006 the Director of Legal and Democratic Services submitted a report presenting an updated revised draft policy on the licensing of gambling premises under the Gambling Act 2005 following Scrutiny consideration and responses to consultation. The Chair of the Overview and Scrutiny Committee attended the meeting and presented the comments of the Committee.

#### **RESOLVED –**

- (a) That having considered the responses to the consultation carried out, including the comments of the Overview and Scrutiny Committee at Appendix 1 and the table of responses at Appendix 2, the proposed responses to the consultation exercise be endorsed, and that Council be recommended to approve them as the response to matters raised in consultation.
- (b) That the revised draft Statement of Gambling Policy as set out at Appendix 3 to the report be noted and that Council be recommended to approve it as the final Policy under the Gambling Act 2005.

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

## **DEVELOPMENT**

### **101 Advertising Design Guide**

The Director of Development submitted a report on progress on the preparation of an Advertising Design Guide proposed for adoption as a Supplementary Planning Document. An updated version of the guide, containing different illustrations from the version circulated with the agenda, had been provided to members of the Board and the Director of Development indicated that illustrations which offered best examples in relation to the guide would be sought up to the date of publication.

**RESOLVED –** That the Advertising Design Guide, as attached to the submitted report, be adopted as a Supplementary Planning Document.

## **CITY SERVICES**

### **102 Advertising on Lamp Posts**

The Director of City Services submitted a report on the lamp post advertising trial and its findings, reviewing other issues pertinent to advertising on lamp posts and presenting a proposed future strategy for such advertising as a means to generate income to support service provision.

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



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

**RESOLVED –**

- (a) That the principle of advertising on lamp posts in Leeds be approved.
- (b) That the Director of City Services be authorised to vary the trial contract arrangement with the service provider to enable up to 10 trial sites to be installed in the city centre.
- (c) That the Director of City Services be authorised to commence procurement of an advertising contract to include supply, installation and maintenance of advertising panels.
- (d) That the content of the Advertising Content Guidance document be noted.

**NEIGHBOURHOODS AND HOUSING**

**103 Housing (Market) Renewal Investment Programme**

The Director of Neighbourhoods and Housing submitted a report on funding recently secured by Leeds City Council and its partners from a Single Regeneration Housing Pot and Housing Market Renewal Investment Fund to enable issues of low demand and poor quality housing in a number of inner city neighbourhoods to be addressed. The report described conditions attached to the two funding streams, how the money had been allocated to individual projects that comprise the overall programme, and what needed to be done to ensure that the projects were delivered to programme.

**RESOLVED –**

- (a) That the Director of Neighbourhoods and Housing be authorised to make changes to individual schemes which have been approved by this Board.
- (b) That the Director of Neighbourhoods and Housing and Director of Development be authorised to make and promote any necessary Compulsory Purchase Orders which may be required in the event that agreement cannot be reached with any property owner within the target area(s) of any approved scheme.

**104 Empty Property Strategy 2006 - 2010**

The Director of Neighbourhoods and Housing submitted a report on the proposed revised Corporate Empty Property Strategy and the updated targets set for the strategy for 2006-2010.

**RESOLVED –** That the Empty Property Strategy be approved.

**105 Local Employment and Training Initiatives Relating to ALMO Expenditure**

The Director of Neighbourhoods and Housing submitted a report on work with the construction industry in Leeds with regard to Local Employment and Training Initiatives since the launch of the Leeds Home Construction Partnership in November 2005 to deliver decent homes and on current

proposed future developments on responsive repairs and maintenance contracts.

**RESOLVED** – That the report be noted.

(Councillor J L Carter declared a personal interest during the discussion on this item as Chair of Re'new).

**106 A Plan for Delivering Affordable Housing in Leeds**

The Director of Neighbourhoods and Housing submitted a report describing the key components of the plan for the delivery of affordable housing in Leeds "Making the Housing Ladder Work" developed by the Corporate Affordable Housing Task Group.

**RESOLVED** –

- (a) That the report be noted and that the principles of the Plan for Deliverable Affordable Housing in Leeds and the key actions for delivery be supported.
- (b) That the proposed development of a 'Special Purpose Vehicle' in respect of cleared Council land be noted as one of the key mechanisms to deliver affordable housing solutions on the scale required.
- (c) That progress on the delivery of the Plan be reported back to this Board in early 2007.

**107 Little London Housing PFI - Outline Business Case**

The Director of Neighbourhoods and Housing submitted a report on progress in seeking approval to the outline business case for the Little London project and the likely timetable for its completion, on a proposed updated affordability position and management of scenarios which might impact on affordability.

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

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

**RESOLVED** –

- (a) That progress made in seeking approval for the Little London outline business case and the current timetable for completion be noted.
- (b) That the updated affordability position for the project as set out in paragraph 1 of the exempt Appendix to the report be approved.
- (c) That the Board notes the financial implications of a number of scenarios which might impact on the affordability of the project and confirms support for the way in which these might be managed as set out in paragraph 2 of the exempt Appendix.
- (d) That the commitment of the Council to the Little London PFI Project be reconfirmed.
- (e) That the increased Council contribution of £149,000 in year one, giving a total of £570,000 be approved and that the updated financial

summary table for the 20 year contract as set out in the appendix be noted.

- (f) That in view of the sensitivities outlined in the exempt appendix, a further contingency sum of £150,000 per annum be committed, such sum to be sought in the first instance from the Housing Revenue Account.
- (g) That, should any affordability gap arise beyond this level, the project be supported through other mechanisms including capital receipts from the area or through reviewing the project scope without impacting on value for money.

## **CENTRAL AND CORPORATE**

### **108 Lord Mayors Earthquake Appeal**

The Chief Officer (Executive Support) submitted a report on a proposal that the Council support the rebuilding of a hospital in Muzaffarabad.

#### **RESOLVED –**

- (a) That this Board endorses the proposal of the Elected Member Advisory Group to support the project to build and equip a hospital in Muzaffarabad.
- (b) That funding toward this capital scheme of £43,871.06 be approved and authority be given to spend the full £50,000 of grant payments from the capital programme to be funded from fund raising (£6,128.94) and an allocation of Leeds capital resources (£43,871.06).
- (c) That the Chief Officer (Executive Support) be authorised to agree the terms of, and to complete the grant agreement and the payment of funds.

### **109 Capital Programme - 2006/07 Mid Year Financial Update**

The Director of Corporate Services submitted a report giving a summary of financial details of the 2006/07 month 6 Capital Programme position.

#### **RESOLVED –**

- (a) That the latest position of the Capital Programme 2006/07 and the projections for 2007/08 and 2008/09 be noted.
- (b) That the injection into the Capital Programme of £5.521m General Sure Start grant for children's centres and extended schools be approved.
- (c) That the injection of £500k of Leeds resources in 2007/08 into the Northern Ballet and Phoenix Dance Company scheme be approved.
- (d) That the approval for the injection of £44k of Leeds resources in 2006/07 in respect of the funding granted to the Pakistan Earthquake Appeal, as referred to in minute 108 above, be noted.
- (e) That the Board notes the pressures on the approved funding for the South Leeds Swimming and Diving Centre and the City Museum schemes and the intention of the Director of Learning and Leisure to report on these schemes to the December 2006 and January 2007 meetings of this Board respectively.

- (f) That the injection of £125k of Leeds resources in 2006/07, to enable the Director of Development to conclude the tenant compensation arrangements at the Otley Ashfield works site, be approved.
- (g) That the injection of £100k of Leeds resources in 2006/07, to enable the Director of City Services to conclude a negotiated settlement of the Council's refurbishment liability in respect of Belgrave House, be approved.
- (h) That the injection of £5.005m of funding, met from unsupported borrowing for the additional and replacement wheeled bin programme, be approved and that the approval of subsequent expenditure within this programme to be delegated to the Director of Corporate Services in line with the management of the equipment purchases scheme.

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

#### **110 Financial Health Monitoring - Half Year Report**

The Director of Corporate Services submitted a report on the financial health of the authority after six months of the financial year, in respect of the revenue budget for general funds services, the housing revenue account and presenting the mid year update of the Annual Efficiency Statement.

**RESOLVED** – That the projected financial position of the Authority be noted, together with the decision of the Leader, Chief Executive and Director of Corporate Services to approve the Annual Efficiency Statement – Mid Year update 2006/07 for submission to the Department of Communities and Local Government by the 17<sup>th</sup> November 2006.

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

#### **111 Financial Plan Annual Review**

The Director of Corporate Services submitted a report providing an update of the current approved Financial Plan covering the years 2005-2008.

**RESOLVED** –

- (a) That the update to the Council's Financial Plan 2005-2008 be approved and that departments be requested to prepare detailed budgets for 2007/08 in accordance with the principles included within the submitted report.
- (b) That the report be forwarded to the Council's Overview and Scrutiny Committee as part of their review of the Executive's initial budget proposals in accordance with the Council's Constitution.
- (c) That the Board notes the intention to produce a new financial plan once the details of the Comprehensive Spending Review 2007 have been announced and the expected move towards three year budgeting.

#### **112 Treasury Management Strategy Update 2006/2007**

The Director of Corporate Services submitted a report reviewing and updating the treasury management borrowing and investment strategy for 2006/07.

Draft minutes to be approved at the meeting  
to be held on Wednesday, 13th December, 2006

**RESOLVED** – That the report be noted.

### **CHILDREN'S SERVICES**

**113 Children's Services Annual Performance Assessment**

The Director of Children's Services submitted a report summarising the findings of the 2006 annual performance assessment process for Leeds and presenting the letter advising of the outcome of the assessment.

**RESOLVED** – That the report be noted.

### **DEVELOPMENT**

**114 Site 1, Quarry Hill - Northern Ballet Theatre Company and Phoenix Dance Theatre**

The Director of Development submitted a report on proposed terms for the disposal of Site 1 Quarry Hill to Rushbond Plc, the making of a capital grant to the Northern Ballet Theatre Company and the Phoenix Dance Company Theatre for the construction of their dance headquarters on the site, and the use of the Council's prudential borrowing powers in order to assist the two companies in funding the scheme, the cost of which would be met by reducing the grants that the Council makes to them.

Appendix 1 to the report was designated exempt under Access to Information Procedure Rule 10.4(3). A revised version of this appendix was circulated at the meeting.

Following consideration of the exempt appendix 1 to the report in private at the conclusion of the meeting it was

**RESOLVED –**

- (a) That approval be given to the disposal of part of site 1 (site A), Quarry Hill to Rushbond plc on the terms reported to facilitate the construction of the new dance headquarters for Northern Ballet Theatre Company / Phoenix Dance Company, and that further decisions relating to the terms of the transaction be delegated to the Directors of Development and Learning and Leisure.
- (b) That approval be given to the disposal of part of site 1 (site B), Quarry Hill to Northern Ballet Theatre Company/Phoenix Dance Company on the terms reported in the confidential appendix to the report, and that any further decisions relating to the terms of the transaction be delegated to the Directors of Development and Learning and Leisure.
- (c) That approval be given to a fully funded injection into the Capital Programme of a sum equivalent to the premiums as reported in the confidential appendix to the report, representing the net site values of sites A and B Quarry Hill, towards the construction of the dance headquarters to grant fund Northern Ballet Theatre Company and Phoenix Dance Company for the construction of dance headquarters on Site B.

- (d) That approval be given to the incurring of expenditure up to the premiums representing the net site values of sites A and B Quarry Hill for the capital grants to Northern Ballet Theatre Company and Phoenix Dance Company to construct the dance headquarters.
- (e) That approval be given to capital grants of £750,000 to Northern Ballet Theatre Company and £200,000 to the Phoenix Dance Company to fund the gap to construct the dance headquarters, the borrowing costs of these grants to be funded by reductions in the annual grants that the Council currently makes to the two organisations in accordance with the arrangements set out in the report.
- (f) That approval be given to an injection into the Capital Programme of £500,000, this being the Yorkshire Forward grant monies the Council transferred to the City Museum project in 2005/06.

(Councillor A Carter declared a personal and prejudicial interest in this item as a director of a company which may tender for works in the construction project and left the meeting).

DATE OF PUBLICATION: 17<sup>TH</sup> NOVEMBER 2006  
LAST DATE FOR CALL IN: 24<sup>TH</sup> NOVEMBER 2006 (5.00 PM)

(Scrutiny Support will notify relevant Directors of any items Called In by 12.00 noon on 27<sup>th</sup> November 2006)