



SCRUTINY BOARD (CHILDREN'S SERVICES)

Meeting to be held in Civic Hall, Leeds on
Thursday, 8th February, 2007 at 9.30 am

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

MEMBERSHIP

Councillors

- J Bale (Chair) - Guiseley and Rawdon
- J Chapman - Weetwood
- B Cleasby - Horsforth
- R D Feldman - Alwoodley
- A Harrison - Garforth and Swillington
- V Kendall - Roundhay
- J Lewis - Kippax and Methley
- L Mulherin - Ardsley and Robin Hood
- 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 Representative
- Mr P Gathercole - NCH Representative
- Ms T Kayani - Youth Work Partnership Representative

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A G E N D A

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|---------|--------------------------|---------------|---|---------|
| 1 | | | <p>APPEALS AGAINST REFUSAL OF INSPECTION OF DOCUMENTS</p> <p>To consider any appeals in accordance with Procedure Rule 25 of the Access to Information Rules (in the event of an Appeal the press and public will be excluded)</p> | |
| 2 | | | <p>EXCLUSION OF THE PUBLIC</p> <p>To identify items where resolutions may be moved to exclude the public</p> | |
| 3 | | | <p>LATE ITEMS</p> <p>To identify items which have been admitted to the agenda by the Chair for consideration</p> <p>(The special circumstances shall be specified in the minutes)</p> | |
| 4 | | | <p>DECLARATIONS OF INTEREST</p> <p>To declare any personal/prejudicial interests for the purpose of Section 81(3) of the Local Government Act 2000 and paragraphs 8 to 13 of the Members' Code of Conduct</p> | |
| 5 | | | <p>APOLOGIES FOR ABSENCE</p> <p>To receive any apologies for absence from the meeting</p> | |
| 6 | | | <p>MINUTES OF THE PREVIOUS MEETING</p> <p>To receive and approve the minutes of the previous meeting held on 11th January 2007</p> | 1 - 10 |

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| 7 | | | <p>MINUTES OF THE OVERVIEW AND SCRUTINY COMMITTEE</p> <p>To note the minutes of the Overview and Scrutiny Committee meeting held on 8th January 2007</p> | 11 - 16 |
| 8 | | | <p>QUARTER THREE PERFORMANCE REPORT</p> <p>To receive a report from the Head of Scrutiny and Member Development which highlights performance issues across the council arising from quarter 3 information, in line with the new performance monitoring arrangements</p> | 17 - 28 |
| 9 | | | <p>THE IMPLICATIONS OF TRUST SCHOOLS FOR THE LOCAL AUTHORITY - INQUIRY SESSION ONE</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 first formal session of the Scrutiny Board's inquiry into the implications of Trust Schools for the Local Authority</p> | 29 - 44 |
| 10 | | 10.4(1, 2) | <p>ANNUAL REPORT ON STANDARDS IN LEEDS SCHOOLS AND BIENNIAL UPDATE ON OFSTED INSPECTIONS AND SCHOOLS CAUSING CONCERN</p> <p>To receive an annual report from the Chief Executive of Education Leeds on the standards of both primary and high schools in Leeds and which also includes the biennial update on Ofsted inspections and schools causing concern.</p> <p>The Royal Society's report entitled, 'A degree of concern? UK first degrees in science, technology and mathematics' is also included for Members' consideration.</p> <p>Annex 2 in both the Primary School and High School reports within this agenda item are designated exempt under Access to Information Procedure Rule 10.4 (1) and (2)</p> | 45 - 174 |

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| 11 | | | <p>WORK PROGRAMME</p> <p>To receive a report from the Head of Scrutiny and Member Development which details the Scrutiny Board's current Work Programme</p> | 175 - 208 |
| 12 | | | <p>DATE AND TIME OF NEXT MEETING</p> <p>Thursday, 8th March 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, 11TH JANUARY, 2007

PRESENT: Councillor J Bale in the Chair

Councillors B Cleasby, R D Feldman, A Harrison,
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) |
| Mr C Macpherson | - Parent Governor Representative (Special) |

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

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

83 Chair's Opening Remarks

The Chair welcomed all in attendance to the January meeting of the Scrutiny Board (Children's Services) and congratulated Councillor Cleasby who had recently been nominated to serve as Leeds City Council's Lord Mayor for the 2007/2008 municipal year.

84 Late Items

In accordance with his powers under Section 100B(4)(b) of the Local Government Act 1972, the Chair admitted to the agenda a report from the Chief Officer of Libraries, Arts and Heritage entitled, 'Impact of the Introduction of Charges for Late Return of Books Borrowed by Children' (Minute No. 91 refers).

The report had been unavailable at the time of the agenda despatch and needed to be considered by the Scrutiny Board prior to any budgetary decisions relating to the trial policy being taken.

85 Declarations of Interest

The following Members declared personal interests in relation to agenda item 9 entitled, 'Implementing the Children Act – Update' due to their respective positions as either school or college governors (Minute No. 90 refers):-

Councillors Bale, Cleasby, R D Feldman, Harrison, Kendall, Renshaw, Selby, Mrs S Hutchinson, Mr E A Britten and Mrs S Knights.

Councillors Cleasby and Kendall both declared personal interests in relation to agenda item 9 entitled, 'Implementing the Children Act – Update' due to their respective positions on the South Leeds Fostering Board and the Skyrack Adoption Panel (Minute No. 90 refers).

Mr P Gathercole declared a personal interest in relation to agenda item 9 entitled, 'Implementing the Children Act – Update', due to being a representative of NCH which was a provider of children's services (Minute No. 90 refers).

Councillor Harrison declared a personal interest in relation to agenda item 12 entitled, 'The Implications of Trust Schools for the Local Authority – Draft Terms of Reference', due to being a governor of Garforth Community College (Minute No. 93 refers).

Mr T Hales and Ms C Foote both declared personal interests in relation to agenda item 12 entitled, 'The Implications of Trust Schools for the Local Authority – Draft Terms of Reference', due to being members of a trade union which could potentially be invited to submit evidence to the Board as part of the inquiry into the implications of Trust Schools for the Local Authority (Minute No. 93 refers).

Councillor Cleasby and Prof P H J H Gosden both declared personal interests due to being members of the School Organisation Committee.

86 Apologies for Absence

Apologies for absence from the meeting were received on behalf of Councillors J Chapman, T Murray and Mr R Greaves.

87 Minutes of the Previous Meeting

RESOLVED – That the minutes of the meeting held on 14th December 2006 be approved as a correct record.

88 Minutes of the Overview and Scrutiny Committee

RESOLVED – That the minutes of the Overview and Scrutiny Committee meeting held on 4th December 2006 be noted.

(Councillor Mulherin joined the meeting at 9.40 a.m. at the conclusion of this item)

89 Members' Questions

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

Rosemary Archer, Director of Children's Services, was in attendance to answer Members' questions.

(a). Who was responsible for exercising a 'duty of care' for children and young people travelling to and from school by contract buses? How were issues of behaviour, bullying and safety in the event of breakdown dealt with?

In response, the Director of Children's Services informed Members that the Local Education Authority had a responsibility to provide appropriate facilities for home to school transportation and offer the same level of care which would be taken by any reasonable parent or guardian.

The Board was advised that although there was no national protocol relating to this issue, every effort was made to ensure that all legislative requirements were met. Having noted that a transport agency agreement was held between Education Leeds and Metro, Members were informed that all vehicles used for home to school transport were inspected every term and only those companies which adhered to the Council's safety standards were contracted to provide such services.

Members also noted that in addition to a state of the art fleet of buses being introduced in Leeds, initiatives such as the 'Safe Mark' scheme and behaviour contracts had been introduced in conjunction with schools, which aimed to promote the behavioural standards of pupils whilst travelling on the buses.

Following the detailed response to the question, Members raised further issues in relation to the matter. The main areas of discussion were as follows:-

- The Board suggested that the issue of home to school transport could be referred to the Young People's Scrutiny Forum for further consideration;
- Members asked to be informed of the results from an investigation into an incident relating to home to school transport which had triggered the original Members' question;
- The Board asked for information on the number of incidents involving school buses in Leeds;
- Members enquired whether there was a code of practice for school transport and asked about the levels of training which were received by the drivers of the vehicles.

In conclusion, Members acknowledged the wide range of issues associated with home to school transport which had arisen from the discussion.

RESOLVED –

- (a). That the information provided be noted;
- (b). That the information requested by the Board be forwarded to Members for consideration;
- (c). That the issue of home to school transport be referred to the Young People's Scrutiny Forum for consideration.

(b). How many children in each ward were receiving free fruit?

Having noted that 29,511 pupils from 226 schools were receiving free fruit in Leeds, Members welcomed the large number of children who were benefiting from the national initiative and discussed the wider issues relating to the provision of free fruit in schools. The main areas of debate were as follows:-

- The possibility of obtaining a ward breakdown of the figures;
- The arrangements in place for the national initiative, specifically in relation to the age range of those pupils who benefited from it;
- The possibility of the initiative being expanded to include those children using the Early Years Service;
- The extension of the service in some schools to older children not covered by the free distribution, whether a consistent approach was being taken to charging in these circumstances, and the impact that such charges may have upon low income families. The Director of Children's Services was asked for further information on charging practices.

In conclusion the Board welcomed both the nutritional and the broader educational value of the initiative, noted that at least one community group had undertaken to provide certain local schools with free fruit beyond the age range covered by national funding and enquired whether local businesses could also be encouraged to become involved in the programme.

RESOLVED –

- (a). That the information provided be noted;
- (b). That the information requested by the Board be forwarded to Members for consideration.

90 Implementing the Children Act - Update

Further to Minute No. 45, 12th October 2006, the Board received an update from the Director of Children's Services on the implementation of the Children Act 2004 in Leeds. The report also provided Members with a detailed summary of recent developments linked to the provision of children's services.

Appended to the report for Members' information was an Action Plan advising Members of the progress made in relation to the recommendations of the Scrutiny Board's inquiry into the implementation of the Children Act in Leeds.

Rosemary Archer, Director of Children's Services, was in attendance to advise Members of the main issues detailed within the report and respond to any questions raised.

Following a brief overview of the key points within the report a question and answer session ensued. The main areas of debate were as follows:-

- The ways in which the impact of Council activity on children and young people was being assessed and how such processes were becoming routinely embedded within the decision making structure;
- The procedures established which would enable children and young people, in addition to other partners, to have a greater opportunity to influence the provision of children's services in Leeds;

- Issues relating to the Executive and support arrangements which had been established for the provision of children's services;
- The wide ranging levels of need for children's services in Leeds and the ways in which such need was being managed;
- The integral role to be played by the Scrutiny Board in relation to the delivery of children's services in Leeds and the need to ensure that the visibility of the Board's work in this field was maximised. In response, the Director of Children's Services undertook to ensure that Members' views on this issue were taken into consideration;
- The possibility of the Board monitoring the extent to which young people and families were consulted on the delivery of children's services in Leeds;
- Members highlighted the sophisticated way in which the Youth Council operated and emphasised the need to ensure that the Youth Council continued to be integrated into the Council's scrutiny and decision making processes;
- Members requested further information relating to the staffing structure of the Director of Children's Services Unit, including the responsibilities of each role. In response, Members were advised that although the information currently available could be provided in the interim, a more comprehensive staffing structure was proposed to be circulated to Members in the future, when all relevant posts had been filled;
- The strategic and thematic nature of the senior roles in the Unit, and how this was reflected in job titles which were not felt to be easily understandable for the public;
- The role which was intended to be played by the 'Locality Enablers' and the specific localities in which they would work;
- Members raised concerns over the uncertainty experienced by voluntary organisations with regard to the commissioning of children's services and enquired when the arrangements for the commissioning of such services would be finalised and disseminated to all concerned;
- The wide range of Council services and the large volume of resources which fell within the Scrutiny Board's remit and the extent to which the Board had the capacity to comprehensively scrutinise such an extensive range of service provision, balanced against the need to maintain one strategic overview body for all children and young people's services;
- The costs associated with the new posts being created within the Children's Services Unit, whether recruitment to such posts would complete the Unit's structure and the funding available for such recruitment;
- Members expressed the need to receive budgetary information relating to the provision of children's services. In response, the Board was advised that such information could be submitted to the Board at the time of the next update on Children's Services scheduled for April 2007;
- Members welcomed the proposal to appoint a Director of Adult Social Services, stressed the importance of developing a link between children's and adults' services in Leeds and discussed the possible need for a Scrutiny Board to be established which would solely focus upon the provision of adult services. It was then proposed that Members' views on

the issue could be relayed to Overview and Scrutiny Committee for consideration;

- The possibility of the Contact Service in Leeds being expanded to include private law cases, in a bid to reduce the level of delays which had been experienced. In response, the Board was advised that the suggestion could be referred to Social Services for consideration;
- The availability of Government guidance regarding the governance arrangements to support schools which were developing children's centres and extended services;
- The ongoing attempts to train the workforce within Residential Services and the current levels of staff turnover in this field;
- The lack of child and adolescent mental health services listed within the health priorities for 2007/2008;
- Members sought clarification on the arrangements for the free 7.5 hour session which was being offered to 750 2 year olds as part of the Pathfinder Status achieved by the Early Years Service and questioned whether parents of young children would be given the opportunity to access community and voluntary sector organisations in addition to the local authority;
- The role which was played by Area Management Boards in Leeds and the extent to which they were fully operational in each area of the city;
- The actions taken to ensure that the reasons given by schools to exclude pupils were appropriate;
- The possibility of future reports concerning the provision of children's services being split between those which addressed strategic issues and those which considered the functional aspects, in a bid to enable such a wide ranging issue to be considered in a more comprehensive way. Members also requested that the Director of Children's Services was accompanied by appropriate officers when presenting similar reports in the future, so that the extensive range of questions arising from such reports could be answered.
- The Board extended its congratulations to Education Leeds for winning the Public Sector Power 100 award within the category of 'Team Excellence', and to the North West SILC for its good Ofsted report.

RESOLVED –

- (a). That the contents of the report and Members' comments arising from the report be noted;
- (b). That the information requested by the Board be forwarded to Members for consideration;
- (c). That the Board's views which relate to the scrutiny of adult services be relayed to Overview and Scrutiny Committee for consideration.

91 Impact on the Introduction of Charges for the Late Return of Books Borrowed by Children

A report was submitted by the Chief Libraries, Arts and Heritage Officer which updated Members on the impact of a trial policy which enabled the library service to charge for the late or non return of items borrowed by young people.

Catherine Blanshard, Chief Libraries, Arts and Heritage Officer, was in attendance to field Members' questions.

A question and answer session relating to the key points detailed within the report ensued. The main areas of discussion were as follows:-

- The Board raised concerns over the fact that each individual user was permitted to borrow up to a maximum of 20 items at any one time and stated that such a rule could limit the availability of books for young people. In response, the Chief Libraries, Arts and Heritage Officer indicated that the limit had been raised in response to public request. However she undertook to further review the limit and report back;
- In addition to the initiatives being introduced to remind service users that items were overdue, Members enquired whether such reminders could also be circulated via email;
- The level of resources available to invest in library books per capita and the proportion of such resources invested in children's books;
- Clarification was sought on the timetable for sending out reminders and issuing charges for overdue items;
- Having noted that there had been a decline in the number items borrowed by 11-15 year olds since the introduction of the policy, Members questioned what actions were being taken to promote library usage in that age group;
- The access that young people had to libraries, the initiatives being undertaken to improve access across the city and the ways in which such access could be further developed.

RESOLVED –

- (a). That the contents of the report be noted;
- (b). That the information requested by the Board be forwarded to Members for consideration.

92 Recruitment, Retention and Workload of Children's Social Workers

Further to Minute No. 22, 13th July 2006, the Board received an update on the progress made in relation to the recruitment, retention and workload of children's social workers following an inquiry into the issue by the Scrutiny Board (Children and Young People) during the 2005/2006 municipal year.

Tony Griffin, Head of Community Services – Children, was in attendance to advise Members of the main issues detailed within the report.

Following a brief overview of the key themes within the report, a question and answer session ensued. The main areas of debate were as follows:-

- Members clarified the reasons why induction programmes could not be introduced for employees who awaited clearance of their Criminal Records Bureau (CRB) checks;
- Given the reduction in vacancies which had been achieved, Members questioned whether there was sufficient resources within the departmental budget to fund 100% staffing levels;
- In response to Members' enquiries regarding the actions being taken to ensure that employees' terms and conditions of service were comparable

to those of other organisations the Board was reminded that this issue was to be included within the forthcoming draft Scrutiny Board inquiry report into 'Adoption in Leeds';

- Members noted that the average time taken to appoint Social Workers was currently 6.5 weeks.

RESOLVED –

- (a). That the report and information appended to the report be noted;
- (b). That no further scrutiny involvement is required in relation to the recruitment, retention and workload of children's Social Workers.

(Councillors Harrison and Renshaw left the meeting at 12.05 p.m. at the conclusion of this item)

93 The Implications of Trust Schools for the Local Authority - Draft Terms of Reference

The Board received a report from the Head of Scrutiny and Member Development which sought Members' approval of terms of reference for the Scrutiny Board's inquiry into the implications of Trust Schools for the Local Authority.

Having discussed the draft terms of reference, Members requested that the following issues were incorporated into the draft document:-

- The long term implications relating to the establishment of Trust Schools;
- Issues relating to governance arrangements proposed for Trust Schools;
- The ways in which assets and estates of such schools would be managed, including any implications relating to PFI schools;
- The admissions policy which would be adopted by Trust Schools;
- Evidence being sought from a school in Leeds which had considered adopting Trust status;
- Background information relating to the impact of schools elsewhere which had 'opted out' of local authority control in the past.

Members requested that a brief summary of the Trust Schools proposals were circulated to them as background reading prior to the commencement of the inquiry.

RESOLVED –

- (a). That the report and information appended to the report be noted;
- (b). That subject to the above amendments, the terms of reference for the Board's inquiry into the implications of Trust Schools for the Local Authority be approved;
- (c). That the information requested by the Board be forwarded to Members for consideration.

94 Work Programme

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

Appended to the report for Members' information was the current version of the Board's Work Programme, an extract from the Forward Plan of Key Decisions for the period 1st January 2007 to 30th April 2007 which related to the Board's remit, together with the minutes from the Executive Board meeting held on 13th December 2006.

Members requested that an update report on the issues raised by the Scrutiny Board (Children and Young People) inquiry into Specialist Inclusive Learning Centres (SILCs), an issue which was currently listed as an unscheduled item on the Board's Work Programme, was submitted for consideration to a meeting later in the municipal year.

RESOLVED –

- (a). That the contents of the Board's Work Programme, as appended to the report, be noted;
- (b). That a report updating Members on the issues arising from the Scrutiny Board (Children and Young People) inquiry into Specialist Inclusive Learning Centres (SILCs) be submitted to the Board later in the municipal year.

95 Date and Time of Next Meeting

Thursday, 8th February 2007 at 9.30 a.m.
(Pre-meeting scheduled for 9.00 a.m.)

(Meeting concluded at 12.25 p.m.)

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OVERVIEW AND SCRUTINY COMMITTEE

MONDAY, 8TH JANUARY, 2007

PRESENT: Councillor G Driver in the Chair

Councillors B Anderson, B Cleasby,
B Lancaster and T Leadley

Apologies Councillors J Bale, P Grahame and
R Pryke

61 Late Items

The Chair gave notice that in accordance with his powers conferred under Section 100B(4)(b) of the Local Government Act 1972, he had agreed to accept as a late item of urgent business a revised and updated version of the report of the Director of Development regarding Planning Services Performance, containing information not available at the time of agenda despatch (Agenda Item 8, Minute No 65 refers), in view of the fact that the Leader of the Council and the Director of Development were scheduled to attend the meeting to discuss this issue.

Later other information was also circulated late in connection with the Committee's inquiry into 'Narrowing the Gap' (Agenda Item 7, Minute No 64 refers), which the Chair agreed to accept in order to expedite the Committee's business in the most efficient manner.

62 Declaration of Interests

Councillor Leadley declared a personal interest in respect of Agenda Item 8, Planning Services Performance (Minute No 65 refers) in his capacity as a Member of Plans Panel (West) and the Development Plans Panel.

Councillor Cleasby also declared a personal interest in respect of the same item in his capacity as a Member of the Development Plans Panel.

63 Minutes - 4th December 2006

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

64 Scrutiny Inquiry - Narrowing the Gap

Further to the Committee's ongoing Inquiry regarding the Council's 'Narrowing the Gap' (NtG) initiative, the Committee received evidence from the Leeds Initiative, the Government-approved Local Strategic Partnership (LSP) for Leeds, concerning its role in helping deliver the 'Narrowing the Gap' thematic

objective outlined in the Vision for Leeds II strategy covering the period 2004 to 2020.

In addition to the reports of the Head of Scrutiny and Member Development and the Leeds Initiative circulated with the agenda, Andrea Tara-Chand of Leeds Initiative and Steve Williamson, Chair of the Narrowing the Gap Executive of the Leeds Initiative, attended the meeting, gave a presentation on the work of the Leeds Initiative in this particular area and responded to Members' queries and comments. Apologies were submitted on behalf of Kathy Kudelnitsky, Director of Leeds Initiative, who was ill.

Andrea Tara-Chand and Steve Williamson set out the background and context for the NtG objective:-

- The evolution of the Leeds Initiative and the 'Vision for Leeds' into the Government-approved LSP for the City;
- The three current aims of the partnership – summarised as 'Going Up a League', 'Leeds as a Regional Capital' and 'Narrowing the Gap' – between the most disadvantaged residents and communities and the rest of the City;
- Recent developments such as Local Area Agreements and the emphasis of the recent Government White Paper on 'strong and prosperous communities';
- The index of Multiple Deprivation 2004 statistics and how the NtG Executive was adopting a comprehensive approach to the physical, social and economic regeneration of the worst areas of deprivation;
- The role and objectives of the NtG Executive and its links to other Leeds Initiative Strategy Groups, such as the Leeds Economy Partnership, and also to the District Partnerships working at local level;
- The strong links and partnership between the NtG Executive and the City Council, particularly the Neighbourhoods and Housing Department via its Partnerships, Regeneration and Resources Teams;
- The Achievements of the NtG Executive since its inception in 2004;
- Its future priorities in terms of tackling issues such as worklessness, the development of Intensive Neighbourhood Management Areas, taking forward the community engagement and cohesion agenda and establishing links and developing benefits from the 'Going Up A League' (GUAL) objective;
- How the Council and Councillors might help to achieve the NtG objectives.

In response to Members' queries and comments, in brief summary the following issues were discussed:-

- The effectiveness of District Partnerships, the need to establish stronger links between District Partnerships and Area Committees and the leading role which Area Committees could play in driving forward the community engagement and cohesion agenda;

- Political leadership at both strategic and local level in helping to achieve the NtG objectives;
- The suggestion that the Council needed to establish one Department to tackle worklessness issues;
- Clarity on the part of the Council regarding its role – provider of services, or commissioner of services;
- How the Council might assist to make best use of the services of the voluntary and community sector, say via procurement policies, employment and training initiatives and support structures to encourage sustainable community involvement and initiatives;
- The role of the Council in encouraging greater partnership working;
- The relationship and possible tensions between NtG and the GUAL objectives, the encouragement of the use of local labour and the benefits of the Government making greater resources available to LSPs
- The role of education in tackling worklessness, and the current lack of emphasis nationally on vocational qualifications and training.

The Chair thanked the representatives of the Leeds Initiative for their very useful contribution to the Committee's NtG Inquiry. He was certain that the Committee would be returning to many of the themes and issues discussed this morning.

RESOLVED – That the information be noted for the time being and be incorporated by the Head of Scrutiny and Member Development in the final Inquiry report.

65 Quarter 2 Performance Highlight Report - Planning Services Performance

Further to Minute No 58, 4th December 2006, the Committee considered in more detail the issues surrounding current planning performance levels, in particular the speed with which applications were dealt with by the Development Department, the number of times applications were referred back by Plans Panels for further consideration and the number of Plans Panels decisions subsequently overturned at appeal.

In attendance at the meeting were Councillor Andrew Carter, Leader of the Council, whose portfolio was Development, Jean Dent, Director of Development, Phil Crabtree, newly appointed Chief Planning and Development Services Officer and Steve Speak, Chief Strategy and Policy Officer, Development Department, who all responded to Members' queries and comments.

In brief summary, the main areas of discussion were:-

- The background to the situation whereby the Department had been failing to meet Government targets for the time taken to process major, minor and other planning applications, and what had been done and was being done to tackle that situation;

- The fact that in the main, the situation was improving and the Department was now meeting those targets, although there remained some areas where the situation remained fragile, and had the potential of undermining the Council's Comprehensive Performance Assessment (CPA) position;
- The consequences for the Council of possibly being designated as a Planning Standards Authority (i.e. in need of improvement) and the effect this could have on the Council's CPA rating;
- The high percentage of appeals allowed against decisions of the Plans Panels and measures being taken or contemplated in this regard, including compulsory training for Plans Panel Members, a possible reduction in the numbers of Members on Plans Panels and other possible constitutional changes, in an effort to achieve a balance between the need for a level of local democracy and the requirements for the Panels to operate in an efficient and consistent manner.

The Chair thanked the Leader of the Council and the officers of the Development Department for their attendance, and for the information which they had imparted. It was clear that fundamental issues were being addressed. Nevertheless, the Chair felt that the Committee would still wish to meet with Plans Panel Chairs to further explore the issues highlighted and how these might be addressed. The Leader of the Council welcomed the continued involvement of OSC in these matters.

RESOLVED – That the information be noted for the time being, and arrangements be made to invite the Chairs of Plans Panels to attend a future meeting.

66 Performance Management and Financial Health Monitoring - Report to Executive Board

Further to Minute No 46, 6th November 2006 and Minute No 58, 4th December 2006, the Head of Scrutiny and Member Development submitted the Committee's proposed submission to the Executive Board containing the Committee's recommendations regarding the performance management and financial health monitoring process, and OSC's role in this process.

RESOLVED – That the proposed submission be approved and submitted to the Executive Board as this Committee's input to the scrutiny of the budget, in line with the Council's Budget and Policy Framework.

67 Scrutiny Commission - Avoiding Alcohol Misuse in Leeds - Recommendation Monitoring

Further to Minute No 17, 3rd July 2006, and Minute No 46, 4th December 2006, the Head of Scrutiny and Member Development submitted a progress report on the work of the Working Group established by the Committee to monitor the implementation of the recommendations of this Scrutiny Commission.

RESOLVED – That the report be noted.

68 The Registration of Requests to Waive or for Exceptional Use of Contracts Procedure Rules

The Director of Legal and Democratic Services submitted a report regarding instances of the waiving or exceptional use of Contracts Procedure Rules. It was a requirement of the Rules that this information was periodically reported to a Scrutiny Board.

Members raised several queries during the consideration of this item:-

- The need to ensure that service users were consulted, as appropriate, before officers took delegated decisions;
- The extensive use of particular, or one contractor, in some instances e.g. by Connexions for support services to young people, the reasons behind this and whether or not it represented value for money;
- Why the Leeds Youth Service did not appear to commission the provision of any of its services from outside organisations;
- The need for the Council's List of Approved Contractors to be sufficiently robust to avoid the necessity to use only one or a limited number of contractors;
- A request for the Committee to be supplied in future with an explanation of the standard waiver rules or reasons, e.g. Para or Category 1 etc;
- Members sought assurances regarding the safeguards in place to ensure probity on the part of officers in awarding contracts or waiving Contracts Procedure Rules.

In summary, the Chair felt that the Committee required the presence of Procurement Unit officers, and possibly others, at the meeting in order to respond to Members queries before the report could be signed off.

RESOLVED – That a decision be deferred.

69 Request for Scrutiny

The Head of Scrutiny and Member Development drew Members attention to a request from Councillor Harris, Joint Leader of the Council, for the Committee to scrutinise an Audit Report carried out by Leeds City Council auditors on a Bradford MDC contract to secure an external partner to help with their asset and facilities management service, to ascertain whether there were any possible project management lessons which Leeds might benefit from as a result of this audit investigation.

RESOLVED – That a report be submitted to the February OSC meeting.

70 Work Programme

The Head of Scrutiny and Member Development submitted the Committee's current work programme, updated to reflect decisions take at previous meetings, together with a relevant extract of the Council's Forward Plan of

Key Decisions and a copy of the minutes of the Executive Board meeting held on 13th December 2006.

Further to Minute No 65, the Committee agreed to invite the Chairs of the Plans Panels to a special OSC meeting, to be arranged by the Head of Scrutiny and Member Development.

RESOLVED – That subject to the above, and any other changes necessary as a result of today's meeting, the Committee's work programme be approved and accepted.

71 Dates and Times of Future Meetings

Monday 5th February 2007

Monday 5th March 2007

Monday 2nd April 2007

All at 10.00 am (Pre-meeting at 9.30 am)



Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 8th February 2007

Subject: Quarter Three Performance Report

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 INTRODUCTION

1.1 In November 2006, the Board was informed of new arrangements for reporting performance management information to scrutiny, which had been agreed by the Overview and Scrutiny Committee.

2.0 BACKGROUND

2.1 The attached report to Overview and Scrutiny Committee highlights performance issues across the council arising from quarter 3 performance information, in line with the new arrangements. Overview and Scrutiny Committee is invited to refer any particular matters of concern to individual Scrutiny Boards for further investigation. Overview and Scrutiny Committee meets on 5th February. Any referrals relevant to this Scrutiny Board will be reported verbally at the Board meeting.

2.2 Also attached is the quarter 3 performance information relevant to the Scrutiny Board (Children's Services) portfolio. Officers will be in attendance at the meeting to respond to member's questions arising from the performance information.

3.0 RECOMMENDATION

3.1 It is recommended that the Board considers the quarter 3 performance information and highlights any areas for further scrutiny.



Report of the Head of Scrutiny and Member Development

Overview and Scrutiny Committee

Date: 5TH February 2007

Subject: Quarter Three Performance Report.

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 INTRODUCTION

1.1 The Corporate Priority Board action plans supported by the relevant PI information; Corporate Plan indicators which measure the delivery of the council's priorities, together with any PIs which could impact on the council's CPA score have been highlighted and are presented here to Overview and Scrutiny Committee (OSC) for consideration.

2.0 BACKGROUND

2.1 The role of OSC is to consider overall council performance, however OSC may decide which performance issues individual scrutiny boards should look at in more detail over the subsequent 3 months, and should therefore refer any key performance issues to Scrutiny Boards as appropriate. In addition, individual scrutiny boards may wish to look in more depth at specific performance issues relating to their own board; this was recommended at the Overview and Scrutiny Committee meeting in September.

2.2 The table below highlights performance issues across the council, and in particular draws attention to areas where data quality is an issue. KPMG have recently published their data quality findings for 2005/06, which resulted in 3 indicators being qualified. All three indicators impact on the council's overall CPA score; a qualified indicator automatically places it in the lower threshold of the CPA categories.

3.0 PERFORMANCE ISSUES IN QUARTER 3

Modernising Our Council

- **CP-AS51 – Answer more than 90% of public telephone calls to the council**
Contact Centre lines have consistently been above 90% in quarter 3; however performance on non-contact centre lines has varied. The predicted full year result is below target; however there are firm plans to migrate further services into the contact centre in 2007/08 to improve performance.

Environment and Community Safety

- **BV215 a and b – The average number of days taken to repair a street lighting fault which is under the control of the local authority/of a Distribution Network Operator**

There are data quality issues in respect of this indicator; this was highlighted in the annual audit by KPMG and as a result this indicator was qualified in 2005/06.

This is a CPA threshold indicator and therefore performance in this area can impact on the council's overall CPA score. A qualified indicator automatically places it in the lower threshold of the CPA performance categories.

Thriving and Harmonious Communities

- **BV66a Rent collected by the authority as a proportion of rents owed on Housing Revenue Account (HRA) dwellings.**

Strategic Landlord has been agreeing the interpretation of this indicator with Finance, which is being tested and the final impact should be known by the end of January (although not included in this report). The impact is likely to have a negative impact on the indicator.

It should be noted that current performance against this indicator is in the bottom quartile for all authorities. Quartiles are as follows:

- Top 98.59%
- Median 97.75%
- Bottom 97.07%

The target set for rent collection in 2006/07 is 97.10% (Within the lowest quartile).

- **BV174 – The number of racial incidents recorded by the authority per 100,000 population**

Although we were expecting to exceed target on this indicator, data collected to date indicates that there is a significant shortfall in the number of racial incidents recorded by the authority and there may be a need to challenge the predicted full year result and targets set for future years. There is a lack of consistency in data collection which also leads to data quality issues and the accuracy of the data reported.

- **BV203 – The percentage change in the average number of families placed in temporary accommodation**

The quarter 3 result shows the continuing upward trend of families placed in temporary accommodation. It is unlikely that the target will be met; however the Housing Needs team (Supporting People) is working on plans to tackle his problem.

- **BV212 – Average time taken to re-let local authority housing**

Performance issues in relation to this PI were highlighted to OSC at the December meeting.

Although performance is currently improving data quality issues were highlighted as part of the annual audit by KPMG. This resulted in the PI being qualified for 2005/06.

This is a CPA threshold indicator and therefore performance in this area can impact on the council's overall CPA score. A qualified indicator automatically places it in the lower threshold of the CPA performance categories.

The Strategic Landlord has also carried out a 'mini-audit' of this indicator which highlighted several inconsistencies across the ALMOs in the way re-lets are processed. A further audit will be carried out by the Strategic Landlord at the end of March 2007 to confirm that all ALMOs have implemented and are conforming to the recommendations made in the report.

Health and Well Being

- **CPHM53 – Reduce the number of Leeds households that are vulnerable and suffer from fuel poverty.**

A report produced in October identified the levels of fuel poverty in the city; this was based on a survey of 20,000 self assessments from across the city. The result of 27.50% is well above both the target set and last full year result. Fuel poverty has increased dramatically due to increases in fuel costs, which are outside the control of the authority.

City Development

- **BV165 – The percentage of disabled crossings with facilities for older people**

A programme to review the performance of this indicator is currently being implemented following recommendations by KPMG relating to the accuracy of data reported for this indicator.

This is a CPA threshold indicator and therefore performance in this area can impact on the council's overall CPA score.

Children and Young People

Central and school-based strategies, and a variety of partnerships and initiatives, have been successful in raising achievement in Leeds; however, secondary achievement in Leeds remains consistently below the national average.

The information below gives an overview of the key improvements in educational attainment in 2005/06:

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

Education Leeds has introduced a new school improvement policy and has begun to negotiate partnerships with and between schools to focus on areas of greatest need and to make best use of the existing expertise and interests of schools.

4.0 RECOMMENDATIONS

- 4.1 It is recommended that the Overview and Scrutiny Committee considers the Quarter 3 performance information and highlight any areas for further scrutiny or referral to Scrutiny Boards as appropriate.

Children and Young People Qtr3 Performance Report 2006/07

| Reference | Title | Frequency | Rise or Fall | Target | Last Full Year Result | Qtr1 | Qtr2 | Oct | Nov | Dec | Qtr3 | Full Year Result | Predicted Full Year Result | On Target | Comments |
|-----------|--|-----------|--------------|--------|-----------------------|--------|--------|-----|-----|-----|--------|------------------|----------------------------|-----------|---|
| BV-221a | The percentage of young people aged 13-19 gaining a recorded outcome compared to the percentage of young people who participate in youth work in the local authority area (benchmark 60% of participants) | Quarterly | Rise | 51.00 | 28.9 | 9.40 | 13.30 | | | | 44.30 | | 50.00 | | Cumulative figure to the end of quarter 2 was 22.7% (9.4 Q1 + 13.3 Q2). Quarter 3 actual = 21.6% - this large increase is due to the incorporation of outcomes recorded by the voluntary sector which were not previously included. Result may fall slightly below annual target, however ongoing problems relating to data quality persist. A new management information system will hopefully be procured in 2007-08 which will assist the process. |
| BV-221b | The percentage of young people aged 13-19 gaining an accredited outcome compared to the percentage of young people who participate in youth work in the local authority area (benchmark 30% of participants) | Quarterly | Rise | 25.00 | 24.1 | 4.20 | 3.20 | | | | 13.80 | | 18.00 | | Cumulative figure to the end of quarter 2 was 7.4% (4.2 Q1 + 3.2 Q2). Quarter 3 actual = 6.4. Result likely to fall below annual target due to ongoing problems relating to data quality. A new management information system will hopefully be procured in 2007-08 which will assist the process. |
| BV-39 | Percentage of 15 year old pupils in schools maintained by the local education authority achieving 5 GCSEs or equivalent at grades A*-G including English and Maths. | Annually | Rise | 94.00 | 84.9 | | | | | | | 83.40 | 83.40 | | There was a marginal decline in this indicator. While support focused on students at the C/D borderline remains successful in improving the 5A*-C indicator the focus needs broadening to ensure improved performance for this indicator 5A*-G and for students at risk of not gaining any qualifications. |
| BV-45 | Percentage of half days missed due to total absence in secondary schools maintained by the local education authority | Annually | Fall | 8.30 | 8.7 | | | | | | | 9.10 | 9.10 | | After a steady rise since 2000-01 when attendance was below 90%, attendance fell by about half a percent in 2005-06. In part this was due to a major flu outbreak in the Autumn term, but not entirely; schools receiving extended support managed to increase their attendance. Another contribution to the decline elsewhere is the change in regulations about study leave where students who would formerly have been marked present are now coded as absent. Despite the marked increase in authorised absences, unauthorised absence continued its overall downward trend of the past five years. |
| CP-CF57 | Number of children coming into care for the first time in the year | Annually | Fall | 267.00 | 202 | 216.00 | 226.00 | | | | 302.00 | | 267.00 | | Referral patterns and thresholds are being reviewed to get a better understanding of this indicator. |

| Reference | Title | Frequency | Rise or Fall | Target | Last Full Year Result | Qtr1 | Qtr2 | Oct | Nov | Dec | Qtr3 | Full Year Result | Predicted Full Year Result | On Target | Comments |
|-----------|---|-----------|--------------|----------|-----------------------|-------|----------|-----|-----|-----|----------|------------------|----------------------------|-----------|---|
| CP-EY51b | Number of integrated places in schools | Quarterly | Rise | 2,577.00 | 2031 | 0.00 | 2,320.00 | | | | 2,425.00 | | 2,500.00 | | Annual registrations are normally front-loaded into the first two quarters of the year up to September. No new childrens centres are expected to be integrated into schools in quarter 4, therefore the final annual result may not meet the target for 2006-07. |
| BV-162 | The percentage of children on the register whose cases should have been reviewed that were reviewed | Quarterly | Rise | 99.00 | 97.7 | 97.00 | 97.10 | | | | 97.10 | | 99.00 | | The shortfall relates to eight individuals. Five children are expected to be deregistered before the end of the year, therefore will not be included in the final figure. |
| BV-181a | Percentage of 14-year old pupils in schools maintained by the local education authority achieving Level 5 or above in the Key Stage 3 test in English | Annually | Rise | 72.00 | 70 | | | | | | | 70.00 | 70.00 | | Performance was static in 2006 after a significant rise in 2005. Comparative performance has improved with Leeds performance now above the Statistical Neighbour average and the gap with the national average has closed from 4 to 2% points given the decline in national performance |
| BV-181d | The percentage of 14-year old pupils in schools maintained by the Local Education Authority achieving Level 5 or above in the Key Stage 3 test in ICT | Annually | Rise | 71.00 | 65 | | | | | | | 68.00 | 68.00 | | There has again been year on year improvement. Target setting is becoming more realistic as the understanding of requirements becomes better established in schools, the 2007 target is 72 which is very challenging but achievable. |
| BV-40 | Proportion of pupils in schools maintained by the authority achieving Level 4 or above in the key stage 2 Mathematics test | Annually | Rise | 83.00 | 76 | | | | | | | 76.00 | 76.00 | | Performance remains at levels seen in 2005, similarly statistical neighbour authorities and national averages have also remained static. Leeds performance is above both of these comparative averages. |
| BV-41 | Percentage of pupils in schools maintained by the local education authority achieving Level 4 or above in the Key Stage 2 English test. | Annually | Rise | 81.00 | 79 | | | | | | | 79.00 | 79.00 | | Performance remains at levels seen in 2004 and 2005. Statistical neighbour authorities and national averages have marginally improved in this period and Leeds is now 1% point below these. |
| BV-46 | Percentage of half days missed due to total absence in primary schools maintained by the local education authority | Annually | Fall | 5.20 | 5.4 | | | | | | | 5.70 | 5.70 | | After improving consistently in previous years, attendance in primary schools fell by 0.35% in 2005-06. This drop in attendance also occurred nationally and in statistical neighbours. Attendance in Leeds primary schools remains slightly above the national figure and that for statistical neighbours. |

| Reference | Title | Frequency | Rise or Fall | Target | Last Full Year Result | Qtr1 | Qtr2 | Oct | Nov | Dec | Qtr3 | Full Year Result | Predicted Full Year Result | On Target | Comments |
|-----------|---|-----------|--------------|--------|-----------------------|------|------|-----|-----|-----|-------|------------------|----------------------------|-----------|---|
| CP-SI56 | Ensure 100% of Leeds Schools are judged by OFSTED to be satisfactory or better | Quarterly | Rise | 100.00 | | | | | | | 94.00 | | 94.00 | | Indicator is % of inspections from April 06 - March 07 with an overall score of 3 or better. 5 schools out of 72 inspected received judgements of inadequate. Comparative data available from academic year 05/06 shows that the number of Leeds schools being judged as inadequate is consistent with statistical neighbour and national trends. |
| BV-163 | The number of children looked after for six months or more who were adopted during the year as a percentage of children looked after | Quarterly | Rise | 5.50 | 4.53 | 4.20 | 6.20 | | | | 6.20 | | 5.50 | | |
| BV-181b | Percentage of 14-year old pupils in schools maintained by the local education authority achieving Level 5 or above in the Key Stage 3 test in Mathematics | Annually | Rise | 74.00 | 70 | | | | | | | 75.00 | 75.00 | | There has been very strong improvement in 2006 with best level of performance ever seen in Leeds. Performance is in line with the statistical neighbour average and has significantly closed to be 2% below the national average. |
| BV-181c | The percentage of 14-year old pupils in schools maintained by the local Education Authority achieving Level 5 or above in the Key Stage 3 test in Science | Annually | Rise | 71.00 | 65 | | | | | | | 69.00 | 69.00 | | There has been significant improvement in 2006 building on improvement in 2005. Improvement is in line with the rate of improvement in statistical neighbours and above the national rate of improvement, although Leeds performance remains below the national average. |
| BV-194a | % of pupils achieving level 5 or above in Key Stage 2 English | Annually | Rise | 39.00 | 26 | | | | | | | 32.00 | 32.00 | | There has been a significant improvement and performance. Leeds rate of improvement is consistent with improvements in national and statistical neighbour averages and Leeds results remain in line with the average and above statistical neighbour authorities. |
| BV-194b | % of pupils achieving level 5 or above in Key Stage 2: Maths | Annually | Rise | 39.00 | 31 | | | | | | | 33.00 | 33.00 | | Leeds performance remains marginally above national and statistical neighbour averages. |
| BV-38 | Percentage of 15 year old pupils in schools maintained by the local education authority achieving five or more GCSEs at grades A*-C or equivalent. | Annually | Rise | 58.00 | 49.7 | | | | | | | 52.20 | 52.20 | | The rise in the 5+A*-C indicator means that for the first time over half the students in Leeds achieve this benchmark standard at age 16, an increase of 10% since 2002. The increase in 5+ A*-C was marginally higher than the national improvement rate. |

| Reference | Title | Frequency | Rise or Fall | Target | Last Full Year Result | Qtr1 | Qtr2 | Oct | Nov | Dec | Qtr3 | Full Year Result | Predicted Full Year Result | On Target | Comments |
|-----------|---|-----------|--------------|------------|-----------------------|------------|------------|--------|-----|-----|------------|------------------|----------------------------|-----------|--|
| BV-43a | Percentage of statements of special educational need issued by the authority in a financial year and prepared within 18 weeks excluding those affected by "exceptions of the rule" under the SEN code of Practice | Monthly | Rise | 100.00 | 96.25 | | | 100.00 | | | 100.00 | | 100.00 | | |
| BV-43b | Percentage of statements of Special Education Need issued by the authority in a financial year and prepared within 18 weeks including those affected by "exceptions of the rule" under the SEN Code of Practice | Monthly | Rise | 83.90 | 78.23 | | | | | | 88.00 | | 88.00 | | |
| BV-99B1 | Number of children (aged under 16 years) killed or seriously injured (KSI) in road traffic collisions | Annually | Fall | 56.00 | 51 | | | | | | | 39.00 | 56.00 | | Figures relate to calendar year 2005 |
| BV-99B2 | Percentage change in the number of children (aged under 16 years) killed or seriously injured (KSI) in road traffic collisions since the previous year | Annually | Fall | -9.80 | -10.53 | | | | | | | -32.00 | -9.80 | | Figures relate to calendar year 2005 |
| BV-99B3 | Percentage change in the number of children killed or seriously injured (KSI) in road traffic collisions since the 1994-98 average | Annually | Fall | -38.50 | -43.96 | | | | | | | -57.10 | -38.50 | | Figures relate to calendar year 2005 |
| CP-CSP52b | Increase the take up of cultural and sporting opportunities amongst 5-19 year olds - S&AR | Annually | Rise | 800,000.00 | 854400 | 257,298.00 | 212,088.00 | | | | 264,925.00 | | 900,000.00 | | On current performance the annual result is expected to exceed target, and the opening of the John Smeaton Leisure Centre in early 2007 should also boost numbers. |
| CP-SI50 | Increase in the percentage of pupils who participate in at least 2 hours of PE/ Sport each week | Annually | Rise | | | | | | | | | 83.00 | 83.00 | | Based on national PE and School Sport and Club Links survey undertaken in the summer term. |
| CYP-POC6 | The number of permanent exclusions from schools maintained by the Local Education Authority | Annually | Fall | 100.00 | | | | | | | | 84.00 | 84.00 | | 2005/06 academic year saw a further significant drop in permanent exclusions with the number falling by a half over the last two academic years. Performance in Leeds is in line with statistical neighbours and below the national average rate of exclusion. |
| LKI-YS1 | The level of reach into the resident 13-19 population (against a benchmark of 25%) | Quarterly | Rise | 23.00 | 22.7 | 12.40 | 6.10 | | | | 33.70 | | 28.00 | | Cumulative figure to the end of quarter 2 was 18.5%. Substantial increase in quarter 3 is normal due to increased engagement linked to the start of the school year. The predicted result for the year is expected to fall slightly as it is hoped that the end of year count will eliminate any duplicates, i.e. young people who have been engaged more than once. A new management information system will hopefully be procured in 2007-08 which will assist data quality in future years. |

| Reference | Title | Frequency | Rise or Fall | Target | Last Full Year Result | Qtr1 | Qtr2 | Oct | Nov | Dec | Qtr3 | Full Year Result | Predicted Full Year Result | On Target | Comments | |
|-----------|---|-----------|--------------|--------|-----------------------|----------|----------|-----|-----|-----|----------|------------------|----------------------------|-----------|----------|--|
| BV-197 | Change in the number of conceptions to females aged under 18, resident in an area, per thousand females aged 15-17 resident in the area, compared with the baseline year of 1998 | Annually | Fall | | 41.1 | | | | | | | | | | | |
| BV-49 | Stability of placements of children in care | Annually | Fall | 13.00 | 10.43 | | | | | | | | | | | |
| BV-50 | Educational qualifications of children looked after (interface indicator with education services) by reference to the percentage of young people leaving care aged 16 or over with at least 1 GCSE at grades A*-G or a GNVQ | Quarterly | Rise | 50.00 | 52 | | | | | | | | | | | The result for this indicator will be reported in Quarter 4. |
| CP-CS57 | Reduce the number of young people who have a fear of crime | Annually | Fall | | | | | | | | | | | | | |
| CP-CS58 | Reduce the number of first time offenders who are under 18 years of age by 5% | Annually | Fall | | | | | | | | | | | | | |
| CP-EY51a | Number of places in children's centres | Quarterly | Rise | | 1554 | 1,616.00 | 1,681.00 | | | | 1,796.00 | | 1,896.00 | NoTarget | | Annual registrations are normally front-loaded into the first two quarters of the year up to September. Two new childrens centres - Chapel Allerton and Shakespeare - have opened in quarter 3, explaining the increase of 115 places. |
| CP-JS54 | Reduce the number of children under 16 years of age living in households where all adults are unemployed | Annually | Fall | | | | | | | | | | | | | |
| CYP-EcW2 | The percentage of 16-18 year olds that are NOT in education, employment or training (NEET) | Annually | Fall | 88.00 | | | | | | | | | | | | |

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| Originator: | Debbie Chambers |
| Tel: | 247 4792 |

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 8 February 2007

Subject: The Implications of Trust Schools for the Local Authority – Inquiry Session One

| | |
|----------------------------------|--|
| Electoral Wards Affected: | Specific Implications For: |
| | Ethnic minorities <input type="checkbox"/> |
| | Women <input type="checkbox"/> |
| | Disabled people <input type="checkbox"/> |
| | Narrowing the Gap <input type="checkbox"/> |

1.0 Introduction

- 1.1 At the board's December meeting, members agreed to carry out an inquiry into the implications for Leeds City Council of the new legislation relating to Trust schools.
- 1.2 Draft terms of reference were considered at the meeting on 11 January 2007 and subsequently amended to reflect members' comments. A copy of the agreed terms of reference for the inquiry is attached as Appendix 1.
- 1.3 The inquiry is scheduled to take place over two sessions. The first session, to be held at this meeting, will be in two parts.
- 1.4 Firstly, the focus will be on providing general background about Trust School legislation, the status of Trust Schools and the role of the Local Authority in the Trust School process. Attached at Appendix 2 is a report prepared by Education Leeds, which gives information about the legislation and what Trust Schools will mean in practice. Secondly, members will receive the initial views of Trade Unions on the implications of Trust Schools for employees.
- 1.5 The Deputy Chief Executive of Education Leeds will be at the meeting to present the background report and respond to Members' questions and comments. External witnesses attending the session will be representing the NASUWT, NUT and Unison.

2.0 Recommendation

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

Scrutiny Board (Children's Services) Inquiry

The Implications of Trust Schools for the Local Authority

Terms of reference

1.0 Introduction

- 1.1 The Education and Inspections Bill, which is expected to come into force in the summer of 2007, will enable schools to become Trust schools.
- 1.2 According to the DfES:
"Trusts offer schools greater opportunity to secure the support of partners to strengthen their leadership and to develop their own ethos. In doing so, they will build diversity in the school system."
- 1.3 In September 2006 the government announced 28 pathfinder projects to develop and refine ideas about how Trust arrangements could work for individual schools. A number of different models are envisaged.
- 1.4 Garforth Community College in Leeds, in partnership with Trinity and All Saints Higher Education College, is one of the national pathfinders.
- 1.5 At this stage, it is too early to know how many other schools may wish to explore Trust status in the short to medium term. Many rumours are circulating already. Whatever the situation, the Council will still be seeking to provide locally integrated services to children and young people, and needs to understand the implications of Trust status for this obligation.
- 1.6 At this early stage in the development of the Trusts schools concept, the Scrutiny Board (Children's Services) felt it would be timely to look at the implications of Trust schools for Leeds as a Children's Services Authority, to ensure that we can be proactive in responding to the opportunities and any concerns associated with this potentially hugely significant change.
- 1.7 The board hopes that this inquiry will assist the Council in preparing for the impact of the introduction of Trust Schools in the summer of 2007.

2.0 Scope of the inquiry

- 2.1 The purpose of the inquiry is to make an assessment of, and where appropriate make recommendations on, the following areas:
- The developing arrangements for Trust Schools
 - The potential impact in Leeds
 - Ways in which Trust Schools can help deliver the universal and targeted elements of children's services provision
 - The long term implications of the establishment of Trust Schools

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 two sessions. The inquiry will conclude with the publication of a formal report setting out the board's conclusions and recommendations.

4.2 The length of the inquiry is subject to change in the light of emerging evidence.

5.0 Submission of evidence

5.1 The organisation of evidence between the two sessions will be partly dependent on the availability of external witnesses.

5.2 Session One – 8th February 2007

To consider general background information on:

- The government's Trust Schools proposals, including information on
 - Aspects relating to governance, including any new requirements or responsibilities for Governors of Trust Schools
 - Estates and assets
 - PFI schools
 - School admissions and the Admissions Forum
- Work being undertaken by Education Leeds in response to the proposals
- Any intelligence on the number of schools in Leeds that may be actively considering Trust status
- The initial views of trade unions on the implications of Trust Schools for employees

5.3 Session One or Two (dependent on witness availability)

To consider information on

- The Schools Commissioner's views on developments in Leeds
- The Garforth Community College/Trinity and All Saints College pathfinder project
- The David Young Academy as an example of alternative provision
- The views of Children Leeds on the impact of trust schools for the children's services authority and partnership working
- Any relevant experiences of working with Grant-maintained Schools from other LEAs

5.4 Session Two – 8th March 2007

To consider the board's emerging conclusions and recommendations

6.0 Witnesses

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

- The Schools Commissioner
- Education Leeds
- Headteacher and Chair of Governors of Garforth Community College
- Trinity and All Saints College
- Director of Children's Services
- Principal of David Young Academy
- Joint Consultative Committee representative
- A school currently considering Trust School status



Background

Legislatively, any school will be able to opt to become a Trust School once the relevant parts of the Education and Inspections Act 2006 come into effect in early summer 2007.

Proposals for Trust schools were introduced initially in the October 2005 White Paper [Higher Standards, Better Schools for All](#). The proposals form part of the Government's choice and diversity agenda. The Government has stated that Trust arrangements are intended to open up new and different ways for schools to work in the future. Schools (or groups of schools) that choose to take up the new arrangements will be backed by a charitable trust.

The White Paper also states that schools can work together in order to share best practice, pool resources and offer a wider range of opportunities to both children and staff. Trust schools, federations and other partnership arrangements provide the basis for this type of collaboration. The majority of schools involved in the pathfinder will be expected to look at how Trusts could support collaboration. The Government has stated that Trust schools are about drawing on the expertise and energy of partners to strengthen governance and support their strategic leadership

Acquiring a shared Trust can put existing collaboration between a group of schools on a more formal and sustainable footing. Unlike a hard federation, though, each school would retain its own governing body. However, where schools want to acquire a shared Trust which builds on an existing hard federation they can continue to have shared governing body arrangements..

What is a Trust School?

- A Trust school remains a local authority maintained school that is funded on the same basis as other local authority maintained schools, and funding will be delegated to the governing body, not the Trust. There will be no additional funding from the local authority for a Trust school, and there is no expectation that the Trust will provide the school with additional funding. They could, however, bring in additional *resources* in terms of professional expertise, knowledge and vocational opportunities.
- The local authority has a key opportunity to become a partner in the Trust and engage strategically with a number of individual partners in order to support development through the establishment of a charitable foundation.
- Trust schools may not be uniform in nature. The members of the Trust might include education charities, further or higher education institutions, business foundations or community groups, for example. A Trust might work with a single school, a group of local schools or a network of schools.
- A Trust school is legally a foundation school supported by a charitable foundation that appoints some of its governors. The law has previously allowed for foundation schools to be formed, and to acquire a foundation with almost no process surrounding it (like consulting parents, allowing others to comment etc) or any safeguards on what a Trust can and cannot do. The new Education and Inspections Act puts in place some safeguards around forming and acquiring a Trust.

What does it mean in practice?

- A Trust school governing body is the employer of the staff much like in an aided school, but must comply with the national School Teachers' Pay and Conditions Document.

- The governing body will set the school's own admission arrangements, but they will have to act in accordance with the School Admissions Code and will not be allowed to introduce selection by ability. The Government has stated that Trust schools will be expected to play their full part in taking hard to place pupils, having fair admissions and working with other schools.
- The school will manage its own land and assets. The Trust will hold the land and assets of the school on trust for the duration of its relationship with the school. This could be an issue for existing PFI schools or schools with academy status (see below).
- The school is supported by the Trust through the appointment of governors to the school's governing body. The governing body of a Trust school, and not the Trust itself, will remain responsible for all aspects of the conduct of the school. The Trust and the governing body remain separate entities. But in the situation where an existing governing body decides that the Trust may appoint the majority of the governors it would effectively give the Trust control over all decisions which fall to the governing body, and allow it to take strategic decisions about the direction of the school.

What is the process?

- There is potential for local authorities to strategically influence the development of trust schools in their area.
- The decision to move to trust status is made by the school's existing governing body. It also determines who the members of that Trust should be, and whether the Trust should appoint the minority or majority of the governing body. If the Trust appoints the majority of governors a Parents' Council must be formed.
- Parents and other local stakeholders must be consulted before any decision is made. The governing body must then publish formal proposals if it wishes to go ahead.
- Governing bodies will need to consult their local authority before they acquire a Trust. If the local authority considers that parents' views have not been taken into account, or has concerns about the Trust's impact on standards, it can refer the proposal to the Schools Adjudicator.

A process flowchart is attached as Appendix 1 for ease of reference.

Other Points

- No school will be forced to have a Trust, but acquiring a Trust must be one option, as is moving to academy status or closure, for the local authority to consider when a school is failing.
- Trust schools will still have to abide by the normal parameters of the National Curriculum and will be inspected by Ofsted like all other schools.
- All Trust schools will have to promote good local community and race relations, and be subject to the requirements of the Race Relations Act and the Disability Discrimination Act.

- The governing body will be required to consult the local authority, parents and other stakeholders and to take their views into account before publishing proposals. If they fail to consult adequately or do not take due account of any consultation responses – or indeed if there are concerns about the impact of the Trust on standards – the local authority will be able to refer proposals for Trusts to the Schools Adjudicator for decision. The local authority may refer proposals either as a result of its own concerns or as a result of local stakeholders raising their concerns with the authority.

The relationship between trust schools and PFI

The governing body continues to have all the contractual benefits and obligations of the school. These will include, where the school is part of a PFI contract, the individual agreement that the governing body must have signed with the authority, which will include its obligation to contribute to the unitary charge for the PFI contract and the services it will receive from the contract. Acquiring a Trust is not an opportunity for the school to withdraw from any contracts unless a variation in the school's status was specifically written into the terms of a contract as an eligible reason for withdrawal.

The relationship between Trust schools and BSF

As local authority maintained schools, Trust schools will remain part of the BSF programme - which focuses on the needs of schools and their pupils rather than on type of school - and must be fully included in their authority's BSF educational vision and investment project.

How do Trust schools differ from Academies?

There are two key differences:

- Academies are publicly funded independent schools (not local authority schools), whilst trust schools remain as LA maintained schools.;
- Academies take revenue funding out of the local authority system.

The Government states that Academies and Trust schools are two strands in the diverse range of options designed to deliver real improvements in school attainment. Each is designed to work in different circumstances. The first Academies programme has targeted those secondary schools with the lowest levels of attainment and in the most deprived communities. As such they represent a radical solution designed to provide a step change in education in failing schools.

Acquiring a Trust is a way for a range of schools (both primary and secondary) in different circumstances to raise standards, from those that are currently under-performing to those that are leading the way in the education sector as a whole. There are no specific criteria for which schools can become Trust schools: the decision is one for a governing body to make.

The level of involvement from business partners differs in Academies and Trust schools:

- Academy sponsors appoint the majority of governors to the governing bodies of their schools. In Trust schools, the Trust can appoint either the minority or majority of governors: the decision is made by the predecessor governing body. This enables continued input by the LA.
- In the past Academy sponsors have been expected to contribute £2 million. In the case of Trust schools, the Trust is not expected to make any financial contribution.

Attached as Appendix 2 is a summary of responsibilities across the existing range of school structures.

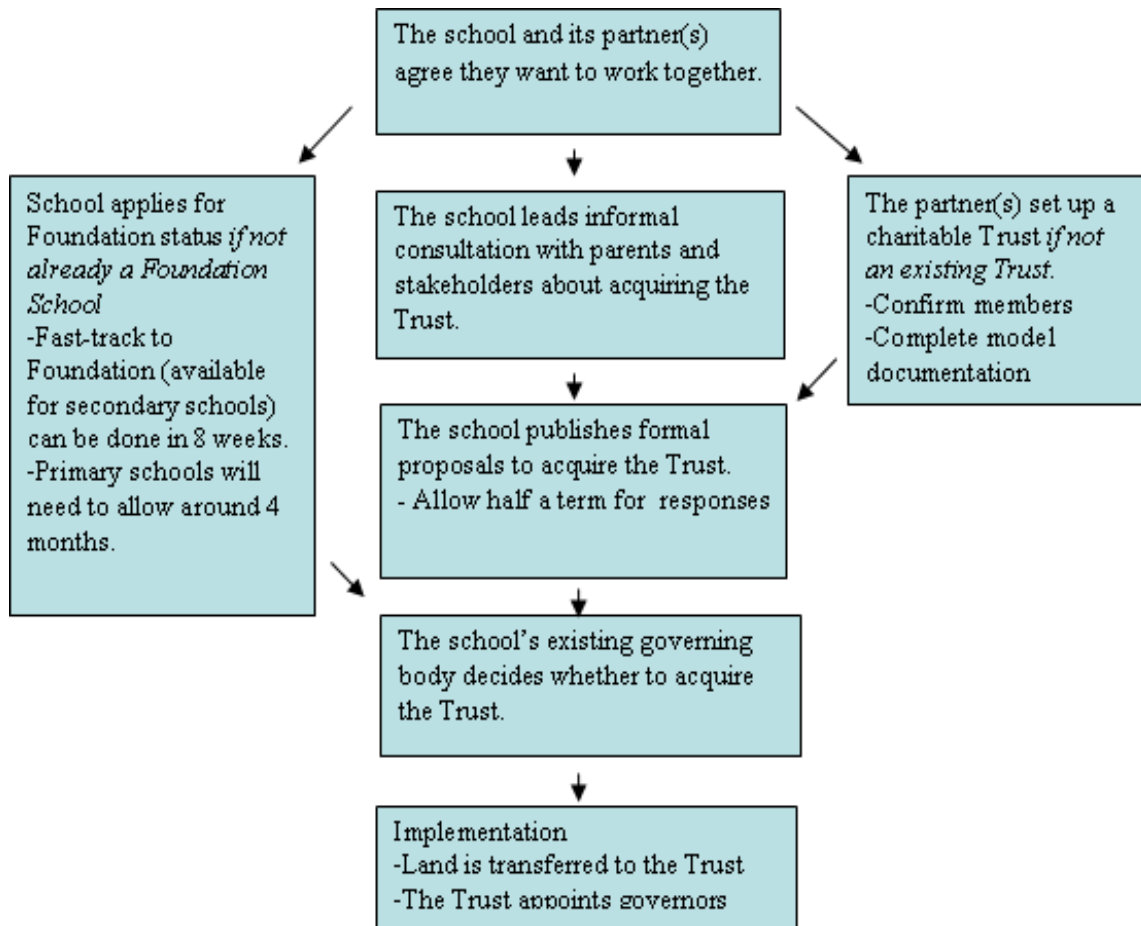
Trust school pathfinders

The DfES has set up a small scale pathfinder programme (which includes Garforth Community College in Leeds) which they expect will help to demonstrate how the Trust school concept can be used to support schools in different ways according to their local circumstances, and to identify and resolve any issues around the practical implementation of the policy. Pathfinder schools will receive dedicated support from the DfES, including some small scale financial assistance with set up costs. Pathfinder schools are expected to test and simplify the process for acquiring a Trust by working closely with the DfES as they:

- Identify partners and agree how the Trust will be organised
- Work with partners to develop and agree a shared vision and aims
- Engage other stakeholders, including the local authority and parents
- Agree how the Trust will help the school(s) and whether it will appoint the minority or majority of governors
- Test and refine a practical “toolkit”.

Pathfinder schools are also expected to develop and help spread good practice.

Flow Chart Process of Acquiring a Trust



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Summary of Responsibilities and Opportunities Across Governance Models

| COMMUNITY SCHOOLS | VOLUNTARY CONTROLLED SCHOOLS | VOLUNTARY AIDED SCHOOLS | FOUNDATION (TRUST) SCHOOLS | ACADEMIES |
|--|---|--|--|--|
| GOVERNANCE, ORGANISATION AND ADMISSIONS | | | | |
| LA maintained schools | LA maintained schools | LA maintained schools | LA maintained schools | Publicly funded independent schools |
| GB is corporate legal body without charitable status. | GB is corporate legal body with charitable status. This can help in the effective use of gifts and other support from the business community, parents and others. | GB is corporate legal body with charitable status. This can help in the effective use of gifts and other support from the business community, parents and others. | GB is corporate legal body with charitable status. This can help in the effective use of gifts and other support from the business community, parents and others. | GB is established as a charitable company. It cannot delegate its decision making power to a body upon which it does not have a majority. |
| GB constitution – stakeholders are parents, LEA, staff and community. Parents are the largest group. | GB constitution – stakeholders are parents, LEA, staff, community and foundation (normally church appointments). Parents are the largest group. | GB constitution – stakeholders are parents, LEA, staff, and foundation (normally church appointments). Foundation governors are in overall majority to preserve the religious character and ethos of the school. | GB constitution – stakeholders are parents, LEA, staff, and foundation. GB can decide that the majority of governors are appointed by the Trust. If so, a parents’ council must be formed. | Constitutions - Governing body [Directors]: principal sponsor, sponsor governors, principal [ex-officio member], parent, LA and co-opted governors plus other categories as stipulated in the Articles of. Trust [company]: principal sponsor, persons appointed by the sponsor and Chair of Governors |

| COMMUNITY SCHOOLS | VOLUNTARY CONTROLLED SCHOOLS | VOLUNTARY AIDED SCHOOLS | FOUNDATION (TRUST) SCHOOLS | ACADEMIES |
|---|---|---|---|---|
| GOVERNANCE, ORGANISATION AND ADMISSIONS | | | | |
| GB can federate with other LA maintained schools but not with academies, independent schools or FE institutions | GB can federate with other LA maintained schools but not with academies, independent schools or FE institutions | GB can federate with other LA maintained schools but not with academies, independent schools or FE institutions | GB can federate with other LA maintained schools but not with academies, independent schools or FE institutions | Cannot federate at governance level with maintained schools, but may be part of a school company. |
| GB can collaborate with other LA maintained schools and FE institutions but not with academies or independent schools | GB can collaborate with other LA maintained schools and FE institutions but not with academies or independent schools | GB can collaborate with other LA maintained schools and FE institutions but not with academies or independent schools | GB can collaborate with other LA maintained schools and FE institutions but not with academies or independent schools | Cannot collaborate at governance level with maintained schools, but may be part of a school company. |
| LEA is the admissions authority. | LEA is the admissions authority. | GB is the admissions authority and sets its admissions arrangements. Like all other schools, they have to act in accordance with the Admissions Code. | GB is the admissions authority and sets its admissions arrangements. Like all other schools, they have to act in accordance with the Admissions Code. | GB is the admissions authority and sets its admissions arrangements. Like all other schools, they have to act in accordance with the Admissions Code. |
| BUILDINGS AND SAFETY | | | | |
| LEA is usually responsible for buildings and capital works. LEA is responsible for health and safety. | LEA is usually responsible for buildings and capital works. LEA is responsible for health and safety. | GB is usually responsible for buildings, especially capital works. Usually has liability for 10% of capital costs. GB as employer is responsible for health and safety. | LEA is responsible for capital funding. GB is responsible for buildings, land and assets. GB as employer is responsible for health and safety. | GB is responsible for buildings, land and assets. GB as employer is responsible for health and safety. |

| COMMUNITY SCHOOLS | VOLUNTARY CONTROLLED SCHOOLS | VOLUNTARY AIDED SCHOOLS | FOUNDATION (TRUST) SCHOOLS | ACADEMIES |
|--|--|--|--|---|
| FINANCE AND STAFFING | | | | |
| Funded through the LA Fair Funding Scheme | Funded through the LA Fair Funding Scheme | Funded through the LA Fair Funding Scheme | Funded through the LA Fair Funding Scheme | After initial sponsor input the majority of the funding for Academies comes from the DfES through the funding agreement. Some funding is from the Local Authority |
| LEA is the employer, although GB carries out many of the employer functions. | LEA is the employer, although GB carries out many of the employer functions. | GB is the employer and carries out all employer functions. | GB is the employer and carries out all employer functions. | GB is the employer and carries out all employer functions. |

| OFSTED INSPECTIONS | | | | |
|--|--|--|--|---|
| Subject to a Section 5 inspection by OfSTED every three years. | Subject to a Section 5 inspection by OfSTED every three years. Must also arrange a Section 48 inspection of denominational education and collective worship. | Subject to a Section 5 inspection by OfSTED every three years. Must also arrange a Section 48 inspection of denominational education and collective worship. | Subject to a Section 5 inspection by OfSTED every three years. | Academies are inspected by Ofsted in the same way as maintained and independent schools and are inspected against both the maintained school framework and the Independent School Standards, as they apply to Academies |

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Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 8 February 2007

Subject: Annual report on standards in Leeds schools and biannual update on Ofsted inspections and schools causing concern

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Background

- 1.1 At the board's October meeting, members requested that the regular reports from Education Leeds to Executive Board which detail any recent Ofsted inspection results be submitted to this board for information.
- 1.2 In January Executive Board considered the attached reports which are now submitted for this board's consideration:
- Annual report on standards in Leeds primary schools and biannual update on Ofsted inspections and schools causing concern
 - Annex 1: Ofsted summaries – Leeds primary schools
 - Annex 2: Primary schools causing concern (in extended partnerships)
 - Annual report on standards in Leeds high schools and biannual update on Ofsted inspections and schools causing concern
 - Annex 1: Ofsted summaries – Leeds high schools and SILCs
 - Annex 2: High schools causing concern (in extended and focused partnerships)
- 1.3 In addition, at the board's December meeting reference was made to the Royal Society report '*A degree of concern? – UK first degrees in science, technology and mathematics*' which raised concerns over the supply of skilled people needed to maintain the UK as a leading knowledge economy. In particular members were interested in the implications for pupil's subject choices and standards achieved at secondary level.

- 1.4 Members agreed to consider the report as a prompt for debate at the same time as they received the annual report on standards in Leeds high schools. The summary of the Royal Society report is attached.
- 1.5 An officer from Education Leeds will be present at the meeting to respond to members' questions and comments.

2.0 Recommendation

- 2.1 The board is requested to consider the attached reports.

A degree of concern? UK first degrees in science, technology and mathematics

Summary

This report sets out the background information and initial findings of a project to explore the widespread concerns over the supply of skilled people needed to maintain the UK as a leading knowledge economy. Phase I of the project concentrates on science, technology and mathematics (STM) first degree courses in the UK. This report is designed to underpin a wider study of the fitness for purpose of UK STM higher education (HE) into the middle of the next decade and beyond, and includes a wide range of data on STM A-levels, STM first degree courses and the first destination of STM graduates.

This report, based on a detailed analysis of relevant statistics, draws attention to:

- the need to place UK developments in an European and global context, including the contributions that both students and staff from outside the UK make to UK HE;
- the importance of a high degree of flexibility throughout the education system;
- the importance of looking in detail at individual disciplines, not just broader subject groupings;
- the mostly downward trends in numbers taking STM A-levels and undergraduate degrees;
- our reanalysis of the Higher Education Statistics Agency (HESA) data, which has shown that the recent apparent large rise in first degree graduates in mathematics and biology is essentially a misleading reflection of changes to the way students on joint courses are attributed to subjects and how subjects are classified;
- the lack of fluency in basic mathematical skills shown by many entrants to undergraduate courses;
- the significant premium placed on STM graduate skills by employers.

Our analysis has identified several issues concerning first degree STM courses including: the need to take account of changes to the 14–19 curriculum; the balance between depth and breadth in first degree courses; the place of four-year integrated masters courses in some STM disciplines; and the need to be closely involved with and influence related developments in Europe including the Bologna process, to ensure that the UK HE system remains world class into the next decade and beyond. Further work will be required to provide a more comprehensive look at HE up to PhD level; we shall be taking this forward within phase II of this project.

Although any attempt at estimating the total number of graduates with particular skills is fraught with obvious difficulties, we can be confident that the development of

the UK as a major knowledge-based economy will require:

- an excellent and vibrant university research base, with a wide spread of subjects;
- a sustained supply of STM professionals, including school and college teachers, university faculty, researchers and technicians, with appropriate skills, knowledge and experience; and
- a good mix of discipline backgrounds, crucially including science and engineering, within the general graduate workforce.

The post-16/HE interface

A-levels and, for Scottish school students, Highers and Advanced Highers, are currently the most common route into STM subjects at HE level. We have identified some concerns about trends in the number of students with suitable qualifications for first degree STM courses and the potential for mismatch between the prior knowledge expected from entrants and the actual knowledge of school- and college-leavers.

Trends in A-level entries and combinations of subjects

The number of A-level entries in the UK grew by 10% between 1992 and 2006, from 731,000 to 806,000. Within this context of increasing overall numbers there have been decreases of 6% in the number of entries to chemistry (from 43,000 to 40,000); 34% in physics (from 41,000 to 27,000); and 13% in mathematics and further mathematics (from 72,000 to 63,000), with the decrease occurring mainly in mathematics rather than further mathematics. Entries to biology A-level have fluctuated but increased 13% overall during this period (49,000 to 55,000). Entries to science and mathematics Highers have fallen over the same period, although the fall in mathematics appears less marked than for A-levels.

There are two particular concerns about the potential pool of first degree undergraduates.

- Since entry to medicine, dentistry and veterinary sciences courses is highly competitive, often requiring three A-grades at A-level, these subjects take a high proportion of the students achieving the top grade in A-level/Advanced Higher chemistry and biology. Medical school places have been expanding rapidly – up 70% between 1997 and 2004 – during a period when numbers of entrants to chemistry A-levels have decreased. The combination of these two trends puts real pressure on the pool of good students who could take first degrees in chemistry and biology.

- The number of students taking A-level mathematics is a limiting factor for any increase in the physical sciences and engineering at first degree level.

Students are studying an increasingly diverse range of subject combinations at AS and A-level. Traditional three- and four-subject combinations of science and maths A-levels have fallen substantially between 2001 and 2003. Although the increased breadth of knowledge that stems from studying more subjects post-16 is valuable, for many first degree STM courses particular combinations of A-level subjects remain important. Students aiming for particular courses in HE must therefore have access to appropriate advice about the implications of their choices of A-levels for entry to those courses.

Bridging the mathematics gap: 16–19 to HE

We are concerned about the gap between school or college level study and HE. The mismatch between students' mathematical skills when they enter HE and the demands of STM first degrees appears to be a particularly acute problem. There are two main issues:

- lack of fluency in basic mathematical skills such as basic algebra and the properties of logarithmic, exponential and trigonometric functions; and
- the fact that A-level syllabuses now exclude topics relevant to certain first degree courses that were previously covered.

Of these, the first is of fundamental importance and requires urgent investigation because, even if treated with special courses in the first year in HE, it severely reduces the confidence and motivation of students over the theoretical parts of the undergraduate curriculum in a wide range of subjects. It is also clear that any action taken to improve the basic mathematical or other skills of new undergraduates takes time that would otherwise have been spent on other parts of the first degree curriculum.

The second issue could become an increasing problem if the 14–19 curriculum is broadened, and needs to be accommodated by the HE curriculum adapting to reflect changes in the 14–19 curriculum. In parallel with this, it is important for the HE community to be clear about the skills, knowledge and experience it seeks in new undergraduates and to continue to be involved, alongside other stakeholders, in shaping the future development of 14–19 education. The Royal Society, with the Advisory Committee on Mathematics Education (ACME), is currently engaging with the Qualifications and Curriculum Agency and science and mathematics education stakeholders, including those from HE and employment, on the ongoing development of new 14–19 curricula and qualifications that will suit the learning needs of young people.

First degrees: students and courses

Consistent data on graduate numbers

Trends in undergraduate participation in STM subjects are complicated; there are no simple headlines. Increasing overall participation in HE, year-on-year fluctuations in student numbers, changes in subject classifications and student categorisation, and the need to look at the trends in individual subjects and not just subject categories, all add to the complexity of the situation.

Most analyses of trends in student and graduate numbers are based on data published by HESA in its annual *Students in HE institutions* volumes from 1994 onwards. Several factors make comparison of the data published by HESA difficult. In particular, there were major changes to the way in which students were counted and classified from 2002/03 onwards.

The Society and the Office of Science and Innovation jointly commissioned HESA to produce data on a consistent basis for the whole period 1994/95 to 2004/05, to offset in particular the discontinuities introduced in 2002/03. From these new data, it is clear that the apparent large rise in student numbers in mathematics and to a lesser extent biology is actually just a consequence of the change in the way that HESA has classified students on dual honours and education (initial teacher training) courses since 2002/03.

STM first degrees within the first degree sector

An increasing proportion of all first degrees are being awarded in the sciences as broadly interpreted – up from 31% in 1994/95 to 37% in 2004/05. Much of this increase is attributable to the categories of computer science (up from 3.7% of all degrees in 1994/95 to 6.3% in 2004/05, but now decreasing) and subjects allied to medicine (up from 4.9% to 9.8%).

There has also been marked growth in biological sciences (5.7% to 9.5%), but, within this, psychology increased from 33% to 47% of the subject category and sports science from under 10% to 19%. Indeed, biology students now account for only 17% of the biological sciences category, down from 31% in 1994/95. Similarly, the drop in the physical sciences category from 6.2% to 4.4% of all first degrees has been accompanied by a drop in chemistry from 29% to 21% of the subject category and an increase in forensic & archaeological science from 2% to 8%. These examples highlight the importance of looking both at the broad subject categories and in more detail at individual disciplines. They also illustrate the changing nature of student choices at undergraduate level.

International dimension

The total number of first degrees awarded to UK-domiciled students grew from 220,000 in 1994/95 to 270,000 in 2004/05, an increase of 23%. However, the student body is becoming increasingly internationalised, and numbers of students domiciled outside the UK, and especially outside the European Union (EU), are increasing even more rapidly. Of the 238,000 first degree graduates in all subjects in 1994/95, 92.5% were UK-domiciled, 3.1% were domiciled elsewhere in the EU and 4.4% were of non-EU domicile. In 2004/05, there were 306,000 first degree graduates, with 88.2% UK-domiciled, 4.5% domiciled elsewhere in the EU and 7.3% of non-EU domicile. In biology, chemistry, physics and maths, however, the proportion of first degree graduates who are UK-domiciled is higher than these averages.

At postgraduate level, too, the student body is becoming increasingly internationalised. The percentage of masters degrees awarded to UK-domiciled students decreased from 68% in 1994/95 to 48% in 2004/05, and the percentage of PhDs decreased from 67% to 61%, although the absolute numbers of UK-domiciled students continue to increase. These trends are important for the future development of HE and the employment market in the UK.

Within the EU, the Bologna process is working towards developing a coherent European HE space to foster employability and mobility in Europe and to increase the competitiveness of European HE in the world. A key aspect of the process is the harmonisation of European HE systems, including the length of study required for different qualifications – notably at masters level. There is a risk that the UK's minimalist approach to Bologna could cost competitive advantage compared with other EU Member States, for example in attracting the best students from throughout the EU. The UK should use its current chairmanship (until May 2007) of the Bologna discussions to stimulate HE institutions to become more engaged.

Demand for graduates and the purpose of first degrees

First destinations of STM graduates

In 2003/04, 33% of physics graduates, 34% of chemistry graduates, 24% of mathematics graduates and 23% of biology graduates were participating in full-time further study or training six months after graduation, compared with 15% of engineering & technology graduates and an average of 16% for all graduates. The proportion of STM graduates entering employment within six months of completing their courses remained relatively unchanged between 1994/95 and 2003/04, ranging from about 40% for physics to 70% for computer science. The reworked

HESA data show that fewer first degree STM graduates are entering the 'manufacturing R&D' industrial sector than was thought at the time of the 2002 Roberts report *SET for success*.

These first destination statistics are a snapshot six months after graduation, which has limited value as an indicator of long-term career patterns. We welcome HESA's plans to complement their annual first destination surveys with longitudinal follow-up surveys on a sample basis at three and a half years after graduation.

Demand for STM graduates

The importance of having an adequate supply of skilled scientists for professional functions and for general functions throughout the economy has been mentioned already. So, too, has the difficulty of estimating from these requirements the optimum numbers of students studying STM subjects at A-level and undergraduate level. Rather than seeking detailed quantitative predictions, policy-makers should focus on ensuring that HE courses at all levels are satisfactory as a start to lifelong learning, and that they equip their graduates with the flexibility to change directions as required.

It is important that any changes to the HE system should retain this degree of flexibility both for graduates and employers. It is also important that the quality of STM first degree courses is maintained at the highest possible level both to meet the future requirements of employers and to attract the best students from within and beyond the UK.

What should a first degree prepare students for?

Graduates from STM first degrees enter a wide range of occupations, some of which will directly use the technical knowledge gained through their degrees and some of which will draw mainly on wider skills. Although this report is mainly concerned with STM first degrees as a preparation for a professional STM career, where the chosen discipline should be taken as far as possible within such courses, it is highly desirable that science and mathematics graduates should also enter other areas of the economy. Indeed, STM first degrees are seen by employers as a valuable preparation for a wide range of other careers.

It is widely recognised that there can be tensions between first degrees as specialist training and first degrees as generalist education. First degrees in STM should be able to serve both of these aims, especially because many undergraduates are still uncertain about their future career plans, and many graduates who successfully pursue other careers benefit from the high level of practical, analytical, mathematical and modelling skills that STM first degrees develop. But some undergraduates

might find special 'practical-light' options in the final year of value, where other modules could be taken in place of a project or some of the practical work.

Such changes would have impacts beyond first degree courses. There would be a need to develop routes to postgraduate study, perhaps through specialist masters courses, for those who after taking a more general science course wished to pursue scientific research or a more specialised STM career. There would also be associated implications for the total length of time that such a student would take to reach doctorate level.

Future developments

Our report is intended to provide a reliable foundation for further work on aspects of HE policy and we hope that

those concerned about HE from whatever perspective will find it of value. The analysis has highlighted several unresolved issues that demand attention from those concerned with the future of STM in the UK. We will be addressing some of these in a successor project, *Science HE 2015 and beyond*, which will consider whether the overall STM HE provision in the UK will be fit for purpose by the second half of the next decade. Key issues here will include: the nature of the benefits that students acquire from studying an STM subject at HE level; current discipline boundaries and whether a general science first degree option could be appropriate; the increasing number of students who choose to study later in their lives; the financial impact upon students who undertake HE study; the significance of the Bologna process; and the impact on the UK of international flows of students and STM professionals.

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REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 24 January 2007

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

EXECUTIVE SUMMARY

1.0 PURPOSE OF THE REPORT

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

2.0 BACKGROUND INFORMATION

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

3.0 SUMMARY

3.1 Attainment and standards

3.1.1 Foundation stage

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

3.1.2 Key stage 1

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

3.1.3 Key stage 2

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

3.2 Schools causing concern

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

3.3 School inspections

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

3.4 School categories

The Education Leeds School Improvement Policy has been re written to reflect the Ofsted grades and criteria. All schools have engaged in discussion with an adviser to agree a judgement against the indicators in the policy and to agree an appropriate category for the school. All schools have now entered into one of four 'partnerships', i.e. Leading Partnership (category 1), Learning Partnership (category 2), Focused Partnership (category 3), or Extended Partnership (category 4). There are 10% of schools in category one, 50% in category 2, 35% in category 3 and 5% in category 4.

This process has enabled Education Leeds to develop an accurate picture of all schools and to provide support to those most in need. Early intervention, additional support, task groups and the joint review groups have proved successful as can be evidenced by the small number of schools in an Ofsted category.

4. IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE

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

5. LEGAL AND RESOURCE IMPLICATIONS

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

6. CONCLUSIONS

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

7. RECOMMENDATIONS

The Executive Board is asked to:

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

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 24 January 2007

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

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

1.0 PURPOSE OF THE REPORT

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

2.0 BACKGROUND INFORMATION

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

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

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

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

3.0 MAIN ISSUES

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

3.1.1 2006 provisional school outcomes and benchmarks at Foundation Stage

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

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

Leeds Data Source: NCER – KEYPAS

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

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

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

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

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

3.2 **KEY STAGE 1**

3.2.1 **Key Stage 1 Trends and Comparisons**

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

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

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

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

3.2.2 **Attainment of Pupil Groups**

Percentage of pupils attaining level 2+: Looked After Children

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

Note: 2006 data is provisional

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

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

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

Note: 2006 data is provisional

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

Percentage of pupils attaining level 2+: Special Education Needs

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

Note: 2006 data is provisional

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

KEY STAGE 1: percentage of pupils achieving level 2+

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

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

3.3 KEY STAGE 2

3.3.1 Key Stage 2 Trends and Comparisons

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

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

Note: 2006 data is provisional

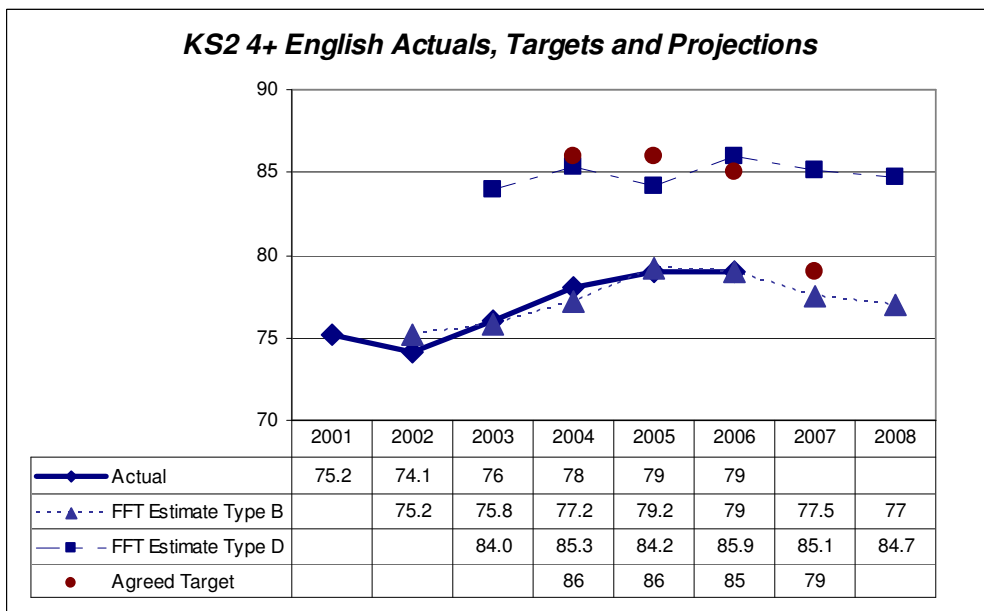
2003-2006 Percentage of pupils achieving level 5 + at Key Stage 2

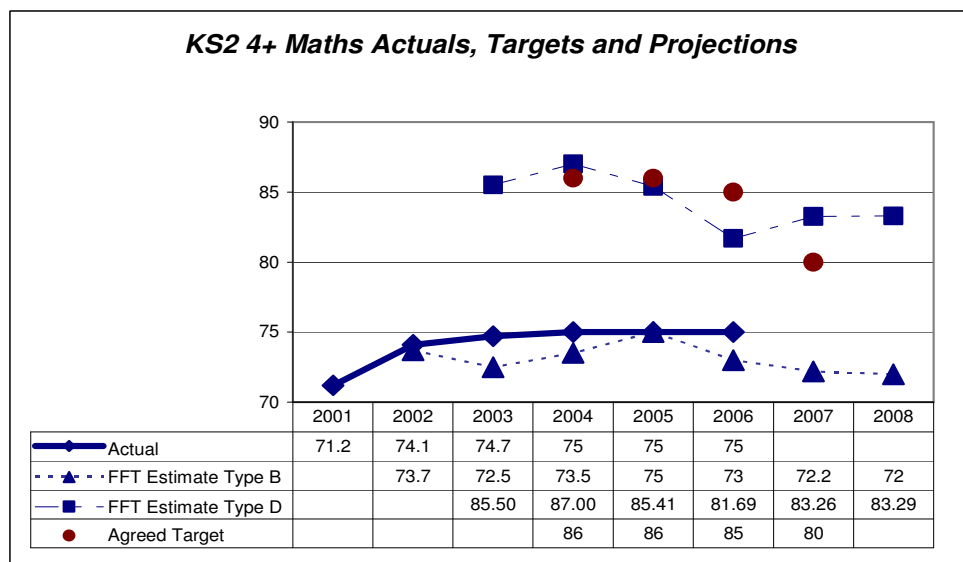
| % pupils achieving level 4+ | 2004 | | | 2005 | | | 2006 | | |
|-----------------------------|-------|-----|-------------|-------|-----|-------------|-------|-----|-------------|
| | Leeds | Nat | Stat Neigh* | Leeds | Nat | Stat Neigh* | Leeds | Nat | Stat Neigh* |
| English | 27 | 26 | 24 | 26 |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

Note: 2006 data is provisional

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

3.3.3 Key Stage 2 Trajectories





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

3.3.5 Floor Targets

Numbers and percentages of schools below Key Stage 2 floor targets

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

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

3.3.7 Attainment of Pupil Groups

Percentage of pupils attaining level 4+: Looked After Children

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

Note: 2006 data is provisional

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

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

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

Note: 2006 data is provisional

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

Percentage of pupils attaining level 4+: Special Education Needs

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

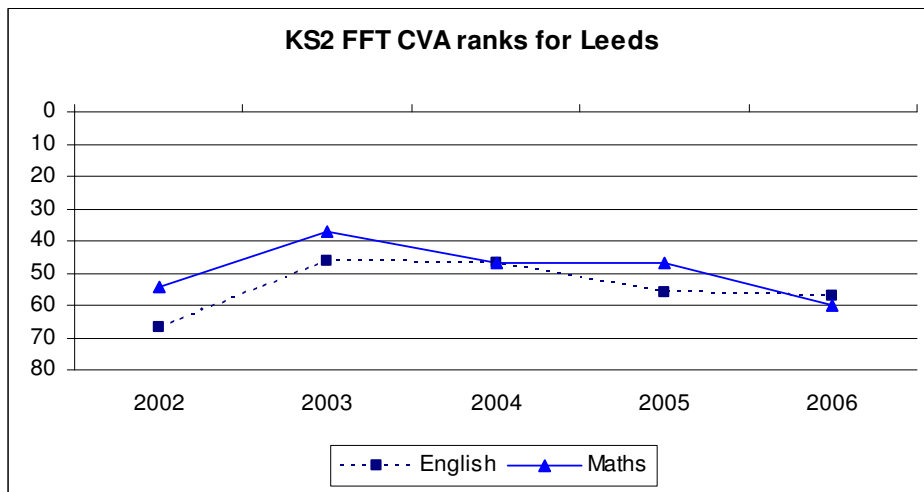
Note: 2006 data is provisional

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

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

3.3.12 Contextual Value Added

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



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

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

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

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

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

3.3.17 Contextual Value Added for groups of pupils

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

3.3.19

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

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

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

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

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

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

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

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

KEY STAGE 2: percentage of pupils achieving level 4+

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

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

3.3.26 **Attendance in Primary Schools**

3.3.27 **Summary Data**

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

Key Attendance Indicators: Primary Schools

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

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

Comparative Attendance Data: Primary Schools

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

Source: DfES statistical first release

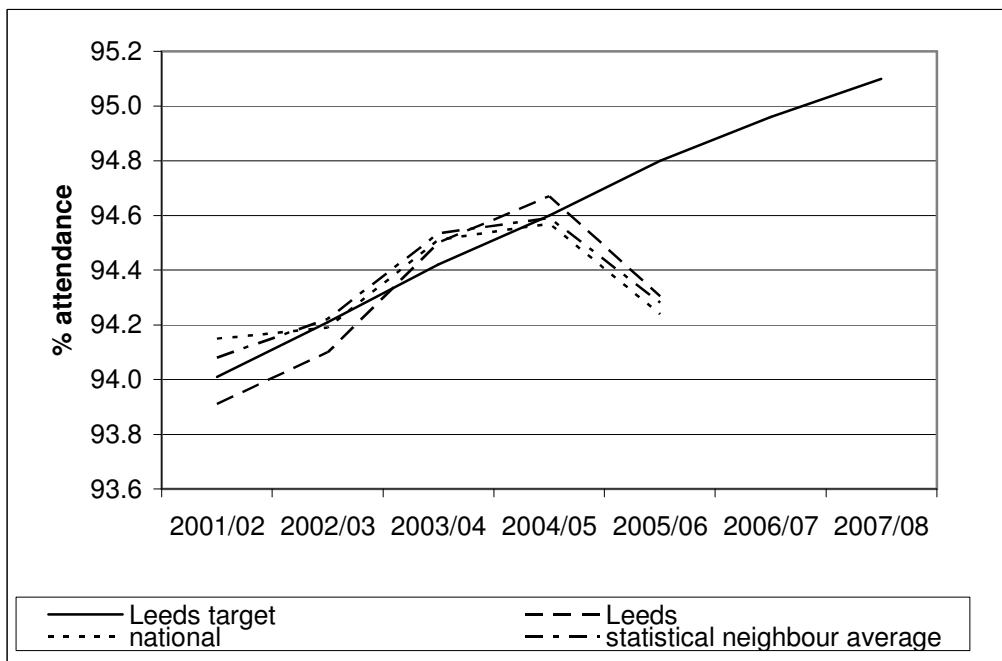
Notes: 2006 data is provisional

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

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

- 3.3.32 The change to the new absence codes for recording pupil absence could also have impacted on attendance if there are some pupil activities which schools would previously have marked as 'present' – but which now need to be marked as 'absent'. Many Leeds schools changed to the new codes before the end of the last academic year, therefore this could have impacted on the rise in absence.
- 3.3.33 The drop in attendance means that the target of 95.1% for 2005-06 was not met for primary attendance. An increase in attendance of 0.7% is required in 2006-07 to meet the target of 95.0%.

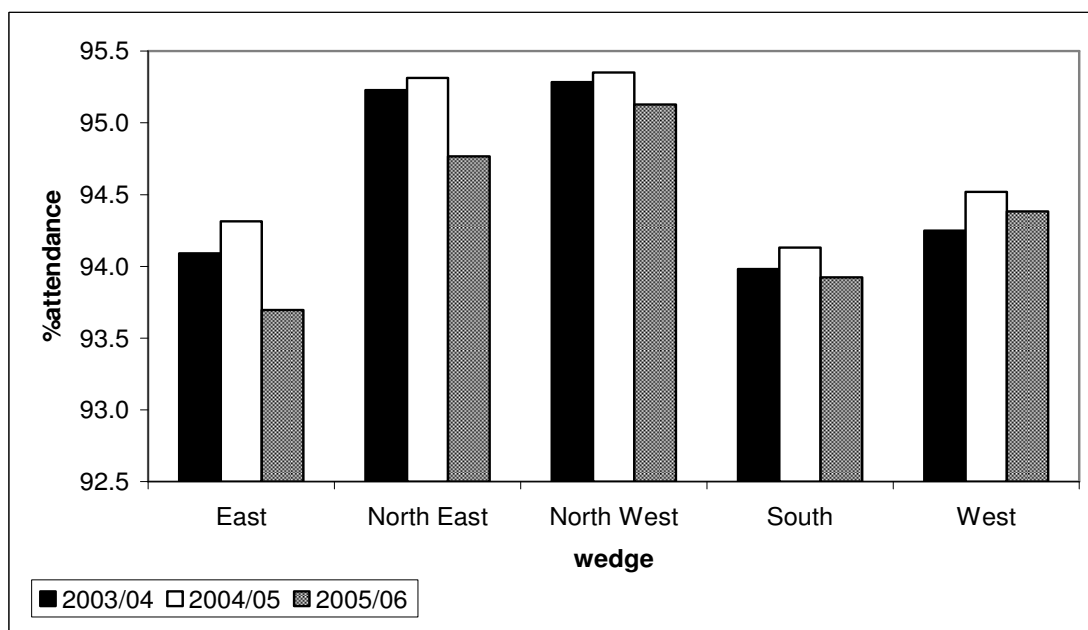
Attendance in Primary Schools



3.3.34 **Primary Attendance by Wedge**

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

Primary Attendance by Wedge



3.3.36 School Performance

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

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

Table 3: School Performance

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

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

Table 4: Attendance and Unauthorised Absence: BIP primary schools

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

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

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

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

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

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

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

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

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

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

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

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

3.6 **Schools Causing Concern: category 4**

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

3.6.2 Detailed reports on these schools are provided in the annex

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

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

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

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

3.6.7 Six schools have recently been removed from this category.

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

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

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

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

3.6.11 **Emerging and temporary concerns**

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

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

3.7.1 **Intensifying Support Programme**

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

3.7.3 **Primary Leadership Programme**

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

3.7.5 **Leading Partnerships**

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

3.7.7 Literacy and Numeracy Strategies

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

3.7.9 Headteacher recruitment

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

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

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

3.7.13 Distributed Leadership for Learning Programme

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

4.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE

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

5.0 LEGAL AND RESOURCE IMPLICATIONS

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

6.0 CONCLUSIONS

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

7.0 RECOMMENDATIONS

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

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REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 24 JANUARY 2007

SUBJECT: Annex 1: Ofsted Summaries – Leeds Primary Schools

SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

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

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

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

Grade: 3

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

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

2 Blackgates Primary School (October 2006)

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

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

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

Grade: 2

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

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

3 Carr Manor Primary School (November 2006)

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

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

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

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

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

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

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

Grade: 1

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

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

4 Cross Gates Primary School (October 2006)

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

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

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

Grade: 3

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

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

5 Great Preston VC CofE Primary School (November 2006)

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

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

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

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

Grade: 3

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

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

6 Grimes Dyke Primary School (October 2006)

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

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

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

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

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

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

Grade: 4

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

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

7 Hunslet Carr Primary School (October 2006)

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

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

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

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

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

Grade: 3

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

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

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

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

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

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

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

Grade: 3

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

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

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

Grade: 3

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

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

10 Kippax North Junior and Infant School (November 2006)

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

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

Grade: 2

10.5 What the school should do to improve further

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

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

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

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

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

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

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

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

Grade: 2

11.6 What the school should do to improve further

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

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

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

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

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

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

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

Grade 2

12.6 What the school should do to improve further

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

13 Lawns Park Primary School (October 2006)

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

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

Grade: 2

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

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

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

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

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

Grade 3

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

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

15 Potternewton Primary School (November 2006)

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

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

Grade: 2

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

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

16 Pudsey Waterloo Primary School (November 2006)

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

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

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

Grade: 3

16.5 What the school should do to improve further

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

17 Scholes (Elmet) Primary School (September 2006)

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

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

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

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

Grade: 1

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

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

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

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

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

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

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

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

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

Grade: 2

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

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

19 Strawberry Fields Primary School (November 2006)

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

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

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

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

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

Grade: 3

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

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

20 **Weetwood Primary School (November 2006)**

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

Grade: 2

20.5 What the school should do to improve further

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

21 Westerton Primary School (November 2006)

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

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

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

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

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

Grade: 1

21.6 *What the school should do to improve further*

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

22 Westroyd Infant School and Nursery (October 2006)

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

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

Grade: 2

22.5 *What the school should do to improve further*

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

23 Westwood Primary School (October 2006)

- 23.1 This is a good school with a number of outstanding features. The inspection findings match the views of the school, the parents and the pupils. Parents are, rightly, very pleased with the quality of education provided for their children and the way in which they are prepared for their future schooling. The school's self analysis is honest and accurate and appropriately emphasises the 'Westwood Way'. This is reflected in the outstanding behaviour and attitude of the pupils and their exceptional enjoyment of school. Older pupils happily undertake responsibilities, such as looking after the younger children, and pupils make their voices heard, through the School Council, so that their views and ideas can shape the life of the school.
- 23.2 The school's major strengths are in providing outstanding care and support for pupils, both on a personal level and through rigorous monitoring and effective support of their academic progress. The inclusion of all learners is central to the vision of the school.
- 23.3 Pupils told inspectors that there was no bullying in the school, but if it happened, they were fully confident that it would be dealt with swiftly and well. This is supported by parents' very positive views about how happy their children are at school and how well their children are looked after. Parents equally praise the way in which this caring aspect is augmented by academic progress. As one parent wrote: 'My children look forward to coming to school every day. They always tell me what they have been learning and how they enjoyed the activities of the day.'
- 23.4 The school prepares pupils well for their future lives. When children first arrive at the school they come with skills and knowledge which are well below average. Good teaching in the Foundation Stage ensures that pupils settle well and that they quickly learn to adopt the good practices which lead to learning with enjoyment. Good teaching continues throughout the school because very good assessment systems provide staff with a clear indication of how well pupils are progressing. All lessons are well planned and well prepared and teachers use good methods to help pupils understand what they are learning and what is expected of them. The 2006 Year 6 test results show that by the time they leave school they have acquired levels in English and science which are broadly average. Although their attainment in mathematics is still below average this reflects good progress overall. All groups of pupils make good progress over time. Although the school takes many effective actions to promote attendance a small minority of pupils are absent too often and this restricts their progress.
- 23.5 The school's strengths have been refined and built on over the last few years by the current headteacher, who is providing the school with good, strong and purposeful leadership. Changes brought about under her leadership have had a clear and positive impact on provision and standards, particularly in English. The school has recently embarked on similar improvements for mathematics, but this is yet to impact fully on overall attainment in this subject. The senior management team and all the staff at the

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

Grade: 2

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

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

24 **White Laith Primary School (October 2006)**

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

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

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

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

Grade: 2

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

- Raise standards in the foundation subjects.

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

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REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 24 January 2007

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

EXECUTIVE SUMMARY

1.0 PURPOSE OF THE REPORT

1.1 This paper sets out the achievement of young people in Leeds over the past five years and considers the strategies for improvement that have been employed.

2.0 BACKGROUND INFORMATION

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

2.2 This report provides background information on:

- Detailed analysis of levels of achievement in Leeds, including differentiation between different groups (for example ethnic groups, boys and girls), and also between different schools.
- Analysis of differing rates of change in the levels of achievement (eg 5A*-C and 5A*-G at Key Stage 4).
- The Education Leeds School Improvement Policy and how it supports improvements in school achievement.

3.0 MAIN FINDINGS

3.1 Standards at Key Stage 3 have improved notably and are at least equal to the average of statistical neighbours and within 2% of the national average in all core subjects. This is the first time in nearly fifteen years that Leeds has reached this level. The improvement results from the rigorous effort by schools and the targeted support of the national strategies team. There is still more work to do on transition from Key Stage 2, and updating the curriculum particularly in year 7.

3.2 Standards at Key Stage 4 have continued to improve at 5A*-C, a reflection of the support that is focused on students at the C/D borderline. However, standards at 5A*-G and for students at risk of not gaining any qualifications are rising more slowly and are below comparative regional or national figures. This area should be a priority for improvement. This lower achievement also reduces schools' overall value added figures

and improvement is also lacking in this area

- 3.3 The results of the first 25 Ofsted inspections under the new framework are good with only one school definitely in a category. This is in the context of a reported one in eight unsatisfactory schools nationally. However, there are a few schools about to be inspected which are vulnerable and the picture could look very different by the end of this academic year, despite extensive programmes of support.
- 3.4 A recent evaluation by an experienced HMI shows the improvements that have been made as a result of programmes of support. The 'six schools project' involving a partnership with external consultants resulted in improvements to standards and leadership, and helped the merger and reorganisation of the schools involved. Schools in the 'releasing potential' project contributed above average improvements to the Leeds picture.
- 3.5 Education Leeds has introduced a new school improvement policy and has begun to negotiate partnerships with and between schools to focus on areas of greatest need and to make best use of the existing expertise and interests of schools.

4.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE

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

5.0 CONCLUSION

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

6.0 RECOMMENDATIONS

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

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 24 January 2007

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

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

1.0 PURPOSE OF THE REPORT

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

2.0 BACKGROUND INFORMATION

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

2.2 This report provides background information on:

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

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

3.0 MAIN ISSUES

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

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

3.2 KEY STAGE 3

3.2.1 Key Stage 3 Trends and Comparisons

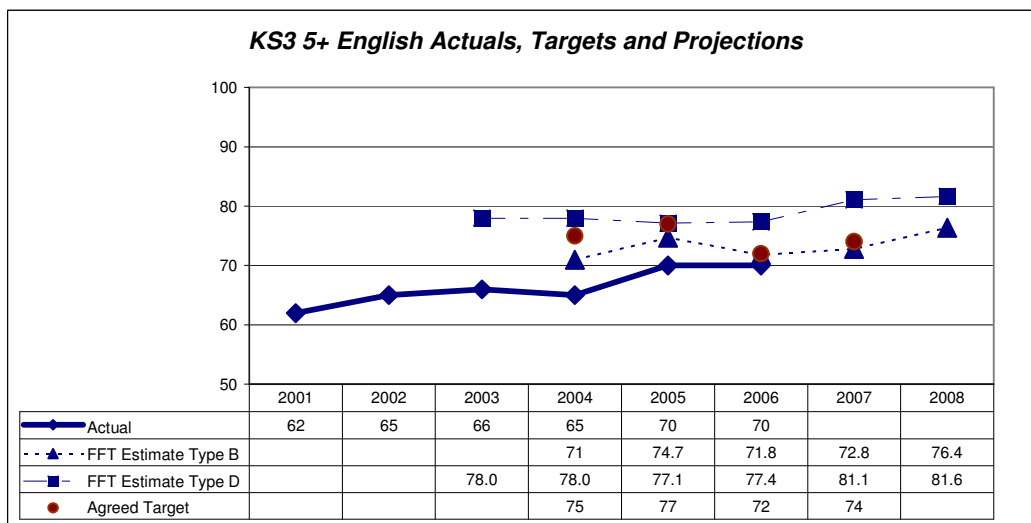
2004-2006 Percentage of pupils achieving level 5 + at Key Stage 3

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

Note: 2006 data is provisional

Stat Neigh = statistical neighbours (comparable Local Authorities)

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



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

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

Note: 2006 data is provisional

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

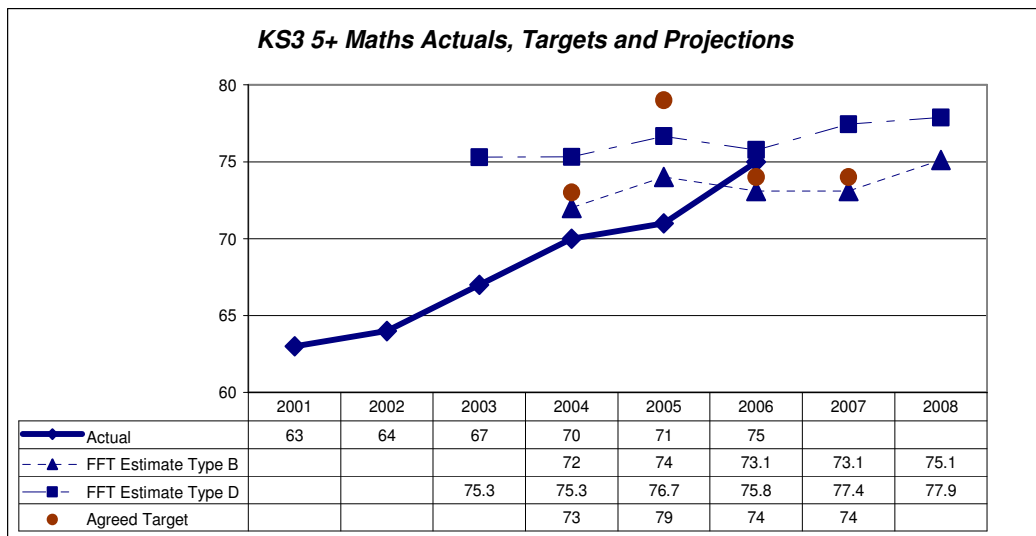
| % level 5+ | | 2004 | | 2005 | | 2006 | |
|----------------|--------|-------|-----|-------|-----|-------|-----|
| | gender | Leeds | Nat | Leeds | Nat | Leeds | Nat |
| English | Girls | 72 | 78 | 76 | 80 | 76 | 80 |
| | Boys | 60 | 64 | 64 | 67 | 64 | 65 |
| Maths | Girls | 71 | 74 | 70 | 74 | 75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

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

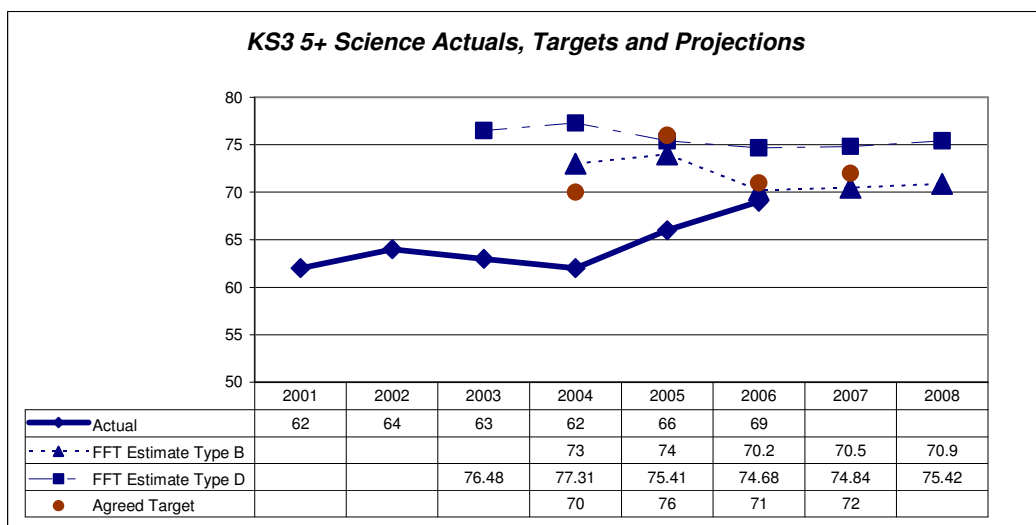
3.2.5 Key Stage 3 Trajectories

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

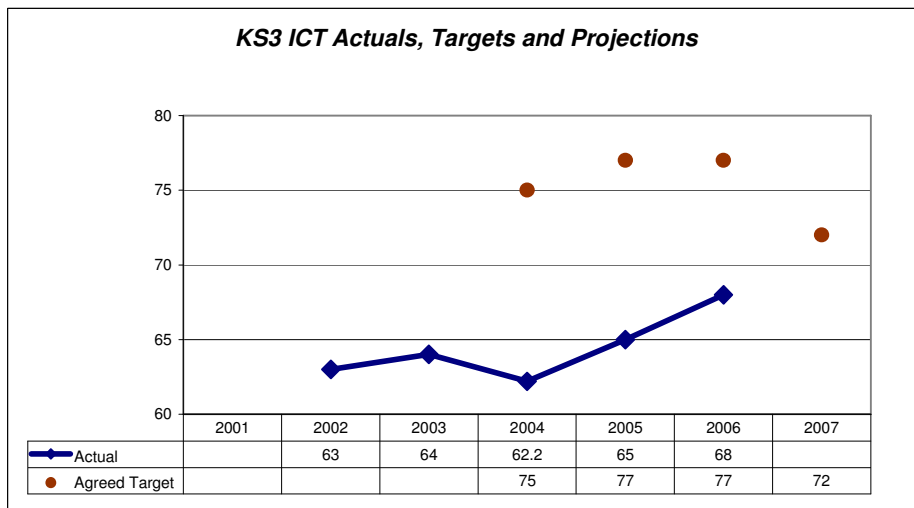
3.2.7 In 2004 performance was clearly below expectations, being 6% below the FFT 'B' estimate, but by 2006 this gap had narrowed to less than 2%. This improvement is despite the fact that both FFT and schools expected a drop in performance in 2006, but managed to maintain the standard at 2005 levels.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



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



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



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

3.2.11 Floor targets

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

Numbers and percentages of schools below Key Stage 3 floor targets

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

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

3.2.14 Attainment of Pupil Groups

Percentage of pupils attaining level 5+: Looked After Children

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

Note: 2006 data is provisional

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

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

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

Note: 2006 data is provisional

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

Percentage of pupils attaining level 5+: Special Education Needs

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

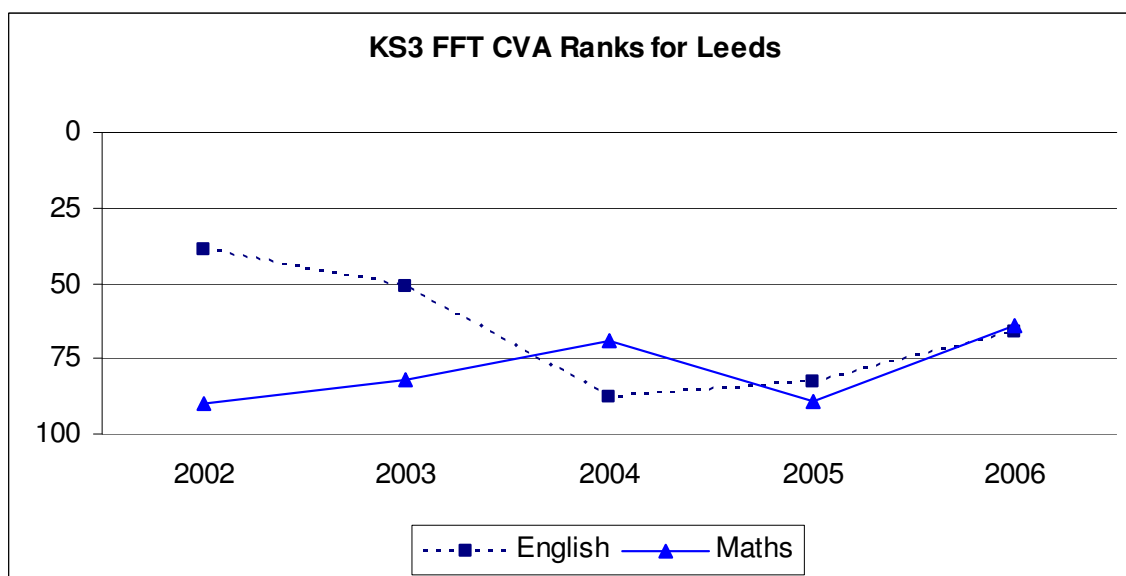
Note: 2006 data is provisional

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

3.2.18 Key Stage 3 Contextual Value Added

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

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



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

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

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

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

3.2.23 Contextual Value Added for groups of pupils

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

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

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

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

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

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

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

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

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

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

Key Stage 3: percentage of pupils achieving level 5+

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

3.2.31

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

3.3 KEY STAGE 4

3.3.1 Key Stage 4 Trends and Comparisons

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

2004-2006 Percentage Benchmark indicators for GCSE

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

Note: 2006 data is provisional

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

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

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

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

3.3.7

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

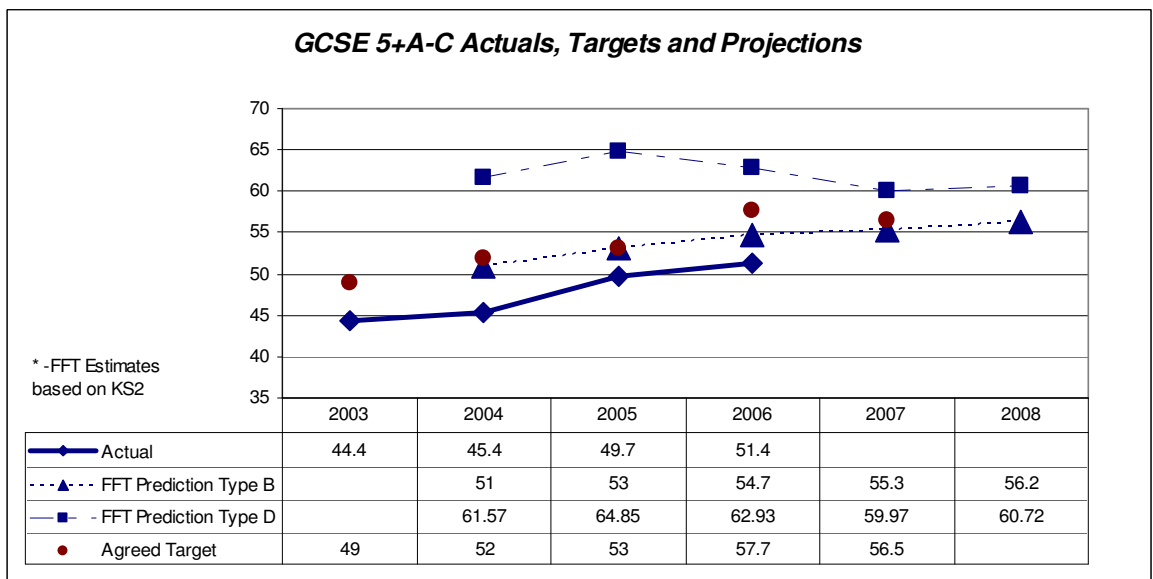
Note: 2006 data is provisional

3.3.8

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

3.3.9 **Key Stage 4 Trajectories**

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



3.3.10

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

3.3.11 Key Stage 4 Floor Targets

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

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

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

3.3.14 Attainment of Pupil Groups

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

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

Note: 2006 data is provisional

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

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

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

Note: 2006 data is provisional

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

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

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

Note: 2006 data is provisional

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

3.3.18 **Contextual Value Added**

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

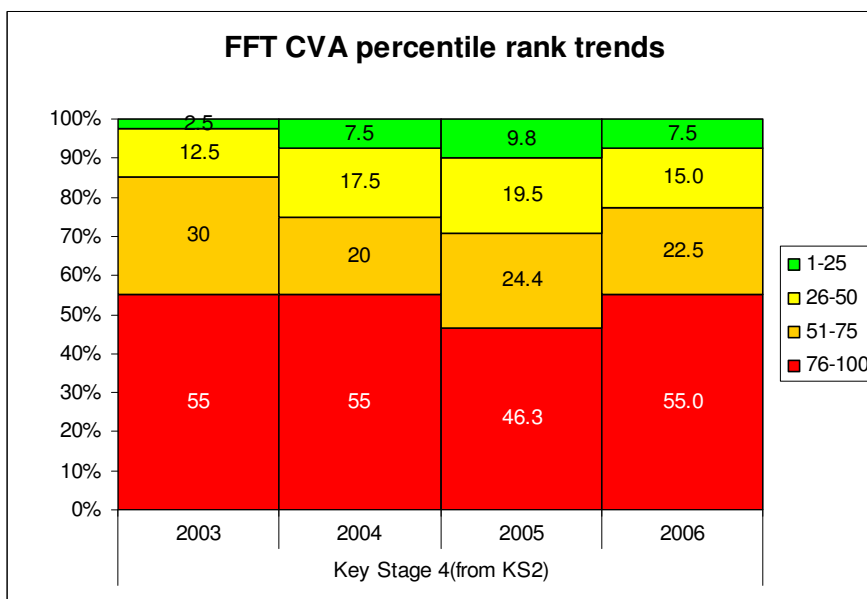
3.3.20 Analyses generated through the FFT 'Value Added Project' model show that progress in secondary schools is still a major issue in Leeds. Students in a large proportion of the schools in Leeds do not make the progress expected compared with national expectations.

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

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

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

3.3.22 Number of Schools in each Fischer Family Trust Quartile



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

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

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

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

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

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

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

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

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

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

Note: 2006 data is provisional

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

3.4 POST-16

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

A Level (A2) Results

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

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

3.5 ATTENDANCE

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

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

3.5.2 Attendance in Target Schools

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

3.6 EXCLUSIONS

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

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

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

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

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

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

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

to an inquiry.

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

3.8 OVERVIEW OF SCHOOLS CAUSING CONCERN: HIGH SCHOOLS

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

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

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

4.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE

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

5.0 LEGAL AND RESOURCE IMPLICATIONS

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

6.0 CONCLUSIONS

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

7.0 RECOMMENDATIONS

7.1 The Executive Board is asked to:

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

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REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 24 JANUARY 2007

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

SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

1 Brigshaw High School (November 2006)

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

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

Grade: 2

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

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

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

Grade: 2

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

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

2 Cockburn High School (October 2006)

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

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

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

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

Grade: 4

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

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

3 Corpus Christi Catholic College (November 2006)

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

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

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

Grade: 2

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

4 Farnley Park High School (November 2006)

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

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

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

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

Grade: 3

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

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

Grade: 4

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

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

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

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

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

Grade: 2

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

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

6 North West SILC (November 2006)

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

Grade: 2

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

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

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

Grade: 2

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

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

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

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

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

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

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

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

Grade: 3

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

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

Grade: 2

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

In order to raise standards the school should:

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

8 West Leeds High School (October 2006)

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

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

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

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

Grade: 3

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

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

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

Grade: 3

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

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

9 West SILC (October 2006)

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

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

Grade: 2

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

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

Grade 3

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

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

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Originator: Kate Arscott

Tel: 247 4189

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 8 February 2007

Subject: Work Programme

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

- 1.1 A copy of the board's latest work programme is attached for members' consideration (appendix 1).

The programme reflects decisions made at the board's January meeting.

2.0 Work programming

- 2.1 Attached to this report are the current Forward Plan of Key Decisions (appendix 2), the minutes of the council's Executive Board meeting held on 24th January (appendix 3), and the minutes of the Leeds Admissions Forum meeting held on 23rd November 2006 (appendix 4), which will give members an overview of current activity within the board's portfolio area.

3.0 Recommendation

- 3.1 The Board is requested to agree the attached work programme subject to any decisions made at today's meeting.

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SCRUTINY BOARD (CHILDREN'S SERVICES) – WORK PROGRAMME 2006/07 - LAST UPDATED 11 JANUARY 2007

| Item | Description | Notes |
|---|---|--|
| Meeting date: 8th March 2007 - The deadline for reports for this meeting is 10.00am on Tuesday 20th February | | |
| The implications of Trust Schools for the Local Authority | To receive evidence as Session two of the board's inquiry | |
| Specialist Inclusive Learning Centres (SILCs) | To receive a further update on progress in implementing the board's recommendations arising from their inquiry on the SILCs | The board received a full response to its recommendations in July 2006, and set up a working group to monitor progress |
| Inquiry Report – Adoption | To agree the board's final inquiry report | |

SCRUTINY BOARD (CHILDREN'S SERVICES) – WORK PROGRAMME 2006/07 - LAST UPDATED 11 JANUARY 2007

| Item | Description | Notes |
|--|--|--|
| Meeting date: 19th April 2007 - The deadline for reports for this meeting is 10.00am on Tuesday 3rd April | | |
| Children and Young People Plan | To discuss a final draft of the plan | This plan is part of the council's budget and policy framework |
| Inquiry Report – Youth Services | To agree the board's final inquiry report | |
| Inquiry Report – Trust Schools | To agree the board's final inquiry report | |
| Annual Report | To agree the board's contribution to the annual scrutiny report | |
| Children Act | To receive an update on the implementation of the Children Act 2004 in Leeds | This is a regular update. To include budgetary information |
| Young People's Scrutiny Forum | To receive the forum's final inquiry report | The Young People's Scrutiny Forum is carrying out an inquiry on bus use by young people in Leeds |
| Working Group | | |
| Communications | To review communications from Education Leeds and Children's Services | The Working Group was set up in December 2006, following a referral from the Overview and Scrutiny Committee |

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

For the period 1 February 2007 to 31 May 2007

| Key Decisions | Decision Maker | Expected Date of Decision | Proposed Consultation | Documents to be Considered by Decision Maker | Lead Officer (To whom representations should be made) |
|--|--|----------------------------------|--|---|---|
| General Surestart Grant - Extended Schools Capital 06/08 Authority to spend | Executive Board (Portfolio: Children's Services) | 9/2/07 | Full consultation – locality based schools and Childcare Forum, Elected Members | The report to be issued to the decision maker with the agenda for the meeting | Director of Children's Services |
| General Surestart Grant - Sustainability Capital 06/08 Authority to spend | Executive Board (Portfolio: Children's Services) | 9/2/07 | Full consultation – locality based schools and Childcare Forum, Elected Members | The report to be issued to the decision maker with the agenda for the meeting | Director of Children's Services |

| Key Decisions | Decision Maker | Expected Date of Decision | Proposed Consultation | Documents to be Considered by Decision Maker | Lead Officer (To whom representations should be made) |
|---|---|----------------------------------|------------------------------|---|---|
| Schools Capital Investment Partnership 2007/2008 Approval to carry out works and incur expenditure in respect of the 2007/2008 Schools Capital Investment Partnership Programme | Executive Board (Portfolio: Children's Services) | 9/2/07 | | 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 Alwoodley Primary Planning Area To consider statutory representations received and, if necessary, to refer tot SOC for a determination on the closure of Fir Tree and Archbishop Cranmer Primary School in August 2007 and the establishment of a new school on the Archbishop Cranmer site in September 2007 | Executive Board (Portfolio: Children's Services) | 14/3/07 | | The report to be considered with the agenda for the meeting | Chief Executive of Education Leeds |

| Key Decisions | Decision Maker | Expected Date of Decision | Proposed Consultation | Documents to be Considered by Decision Maker | Lead Officer (To whom representations should be made) |
|--|---|----------------------------------|--|---|---|
| Primary Review:Proposals for Harehills/Gipton Primary Planning Area To consult on a proposal to permanently expand Harehills Primary School from 2FE to 3FE | Executive Board (Portfolio: Children's Services) | 14/3/07 | | The report to be considered with the agenda for the meeting | Chief Executive of Education Leeds |
| Castleton Children's Centre To authorise expenditure | Executive Board (Portfolio: Children's Services) | 14/3/07 | Full consultation – locality based school and childcare forum since September 2005 and Elected Members | The report to be considered with the agenda for the meeting | Director of Learning and Leisure |
| Yeadon Queensway Children's Centre To authorise expenditure | Executive Board (Portfolio: Children's Services) | 14/3/07 | Full consultation – locality based school and childcare forum since September 2005 and Elected Members | The report to be considered with the agenda for the meeting | Director of Learning and Leisure |
| Harehills Primary School Approval to incur capital expenditure in respect of the scheme to provide additional accommodation over a two year period at Harehills Primary School. | Executive Board (Portfolio: Children's Services) | 14/3/07 | | The report to be issued to the decision maker with the agenda for the meeting | Chief Executive of Education Leeds |

| Key Decisions | Decision Maker | Expected Date of Decision | Proposed Consultation | Documents to be Considered by Decision Maker | Lead Officer (To whom representations should be made) |
|---|---|----------------------------------|---------------------------------------|--|---|
| <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 (Portfolio: Children's Services)</p> | <p>14/3/07</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> |

NOTES

Key decisions are those executive decisions:

- which result in the authority incurring expenditure or making savings over £500,000 per annum, or
- are likely to have a significant effect on communities living or working in an area comprising two or more wards

Executive Board Portfolios

Executive Member

Central and Corporate

Councillor Mark Harris

Development

Councillor Andrew Carter

City Services

Councillor Steve Smith

Neighbourhoods and Housing

Councillor John Leslie Carter

Leisure

Councillor John Procter

Children's Services (Lead)

Councillor Richard Brett

Children's Services (Support)

Councillor Richard Harker

Adult Health and Social Care

Councillor Peter Harrand

Customer Services

Councillor David Blackburn

Leader of the Labour Group

Councillor Keith Wakefield

Advisory Member

Councillor Judith Blake

In cases where Key Decisions to be taken by the Executive Board are not included in the Plan, 5 days notice of the intention to take such decisions will be given by way of the agenda for the Executive Board meeting.

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EXECUTIVE BOARD

WEDNESDAY, 24TH JANUARY, 2007

PRESENT: Councillor A Carter in the Chair

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

Councillor Blake – Non-voting Advisory Member

143 Exclusion of Public

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

- (a) Appendix 2 to both of the reports referred to in minutes 147 and 148 under the terms of Access to Information Procedure Rule 10.4(1) and (2) and on the grounds that the public interest in maintaining the exemption outweighs the public interest in disclosing the information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned and this would be adversely affected by disclosure of the information.
- (b) Appendix 1 to the report referred to in minute 153 under the terms of Access to Information Procedure Rule 10.4(3) on the grounds that the public interest in maintaining the exemption outweighs the public interest in disclosing the information because publication could prejudice the Council's commercial interests, as, both the appendix and the Final Business Case include matters where final negotiations in the contract are not yet complete, these negotiations being confidential between the Council and the Preferred Bidder and contain sensitive commercial information supplied to the Council by the preferred bidder.
- (c) The appendix to the report referred to in minute 160 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that this information is not publicly available from the statutory registers of information kept in respect of certain companies and charities. It is considered that since this information was obtained through one to one negotiations for the disposal of the property/land then it is not in the public interest to disclose this information at this point in time as this could lead to random competing bids which would undermine this method of negotiation and affect the integrity of disposing of property/land by this process. Also it is considered that the release of

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such information would or would be likely to prejudice the Council's commercial interests in relation to other similar transactions in that prospective purchasers of other similar properties could access information about the nature and level of consideration which may prove acceptable to the Council. It is considered that whilst there may be a public interest in disclosure, much of this information will be publicly available from the Land Registry following completion of this transaction and consequently the public interest in maintaining the exemption outweighs the public interest in disclosing this information at this point in time.

- (d) Appendices 1, 2 and 4 to the report referred to in minute 166 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 disclosure of appendices 1 and 2 could potentially prejudice the success of the scheme by speculative investors acquiring properties in advance of the Council's action and that appendix 4 contains costs attributed to the purchase of private properties which are estimates at this stage and disclosure could prejudice the Council's ability to reach agreement on the purchase price with owners.
- (e) Appendix 1 to the report referred to in minute 168 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 because it contains costs and details about the relationships between the parties where disclosure could prejudice the Council's position in dealing with potential claims and future negotiations.

144 Declaration of Interests

Councillor Wakefield declared personal interests in the items relating to the Annual Reports on standards in schools (minutes 147 and 148) as a schools' governor and in the item relating to Review of 14 to 19 Provision in Leeds (minute 151) as a member of the Learning and Skills Council.

Councillor Brett declared a personal interest in the item relating to Deputation to Council – Animal Welfare Charities (minute 162) as a member of Leeds South East Homes.

Councillor Blackburn indicated his intention to leave the room during the discussion on the item relating to Land at Portland Gate, Leeds 1 (minute 160) in order to avoid any perception of predetermination at such time as the matter may be considered by the Plans Panel (City Centre) of which he was a member.

Further declarations of interest made during the meeting are referred to in minute 152 (Councillor A Carter) and minute 165 (Councillors J L Carter and Smith).

145 Minutes

RESOLVED – That the minutes of the meeting held on 13th December 2006 be approved.

CHILDREN'S SERVICES

146 Performance Targets for Education Leeds: 2006

The Director of Children's Services submitted a report on the final performance assessment of Education Leeds under the 2001-2006 contract arrangements when measured against the Strategic Incentive Performance Targets for 2006 set under the contract.

The report circulated with the agenda had indicated that national comparator data which might alter the incentive points score was awaited and the Support Executive Member (Children's Services) reported that this data had subsequently been received and did not affect the result.

RESOLVED –

- (a) That the very good performance of Education Leeds against the 2006 targets contained in the original contract be noted.
- (b) That an incentive payment of £322,000 be authorised.
- (c) That the staff of Education Leeds be thanked for their contribution to the raising of educational standards in the city during the term of the contract.

147 Annual Report on Standards in Leeds Primary Schools

The Chief Executive of Education Leeds submitted a report on the performance of primary schools during 2005-06 and the action taken by Education Leeds to fulfil its responsibilities.

Following consideration of Appendix 2 to the report designated as exempt under Access to Information Procedure Rule 10.4(1) and (2), which was considered in private at the conclusion of the meeting, it was

RESOLVED –

- (a) That the report be noted together with the strategies for improvement that have been developed to support further increases in achievement for all pupils, groups and schools.
- (b) That the Chief Executive of Education Leeds be requested to arrange for work to be undertaken to further analyse trends in achievement in the primary sector.

148 Annual Report on Standards in Leeds High Schools

The Chief Executive of Education Leeds submitted a report on achievement in high schools over the last five years and on the strategies for improvement which have been employed.

Following consideration of Appendix 2 to the report designated as exempt under Access to Information Procedure 10.4(1) and (2), which was considered in private at the conclusion of the meeting, it was

RESOLVED – That the report be noted together with the strategies for improvement that have been developed to support further increases in achievement for all pupils groups and schools.

149 Great Preston Primary School

The Chief Executive of Education Leeds submitted a report on the proposed scheme to provide Phase 2 of works at Great Preston Primary School to amalgamate the school onto one site.

RESOLVED –

- (a) That the design proposals in respect of Phase 2 of works to amalgamate Great Preston C of E Primary School onto one site be approved.
- (b) That authority be given to incur expenditure of £900,000 in respect of the above scheme from capital scheme number 13053/000/000.

150 The Education and Inspections Act 2006

The Chief Executive of Education Leeds submitted a report outlining the main provisions of the Education and Inspections Act 2006 which was passed in November 2006.

RESOLVED – That the report be noted and that a more detailed report be brought to the March 2007 meeting of this Board outlining Education Leeds' current and planned responses to the Act.

151 Review of 14-19 Provision in Leeds

The Chief Executive of Education Leeds submitted a report on the findings of the review of 14-19 provision in Leeds undertaken by Cambridge Education on behalf of the Learning and Skills Council and on the proposed next stage of development. In presenting the report the Chief Executive of Education Leeds indicated that the primary purpose of the report was to consider the findings and proposals in the light of the new duty of the authority to take the strategic leadership role for this initiative.

RESOLVED –

- (a) That further work on the development of an options paper to be presented to this Board in May 2007 be approved.
- (b) That the Leeds 14-19 Review produced by Cambridge Education be endorsed.

152 Vacation and Occupation of the Chair

Councillor A Carter declared a personal and prejudicial interest in the following minute as a director of a company which may tender for works under the scheme, vacated the chair and left the room.

Councillor Harris assumed the chair.

153 Leeds Building Schools for the Future - Submission of Final Business Case

The Deputy Chief Executive submitted a report on progress of the Building Schools for the Future project.

Following consideration of Appendix 1 to the report designated as exempt under Access to Information Procedure Rule 10.4(3), which was considered in private at the conclusion of the meeting, it was

RESOLVED –

- (a) To note the information in the report and its appendices providing details of the process and negotiations undertaken and work carried out to date in relation to the Leeds BSF Project ("Project") and to

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support and confirm the decision of the PPP/PFI Coordination Board, under section 3.1 of the powers delegated to it by Executive Board on 13 October 2005 to submit the Final Business Case for the Project in advance of this meeting of this Executive Board.

- (b) To note the powers of the Council as referred to in paragraph 5.3 of the report to enter into the Project Documents and that confirmation of the Council's powers will be contained in the report from the Council's legal advisers referred to in paragraph 5.4 of the report.
- (c) That approval be given to the financial implications for the Council of entering into the Project Documents as detailed in Appendix 1, and to the maximum affordability threshold for the City Council in relation to the Phase 1 PFI contract of £12.952m, as set out in Appendix 1.
- (d) To note the comments set out in Appendix 1, that the PFI element of Phase 1 remains good value for money for the Public Sector.
- (e) To note that based on the information provided in Appendix 1, the Project is affordable by the Council, and to agree a further injection into the Capital Programme for the two Design and Build Schools, as recommended in Appendix 1.
- (f) To note that work is currently underway and is expected to lead to the provisional assessment of the Director of Corporate Services that, on the information and advice provided, and in accordance with proper practices, no liabilities will arise which will result in the City Council being required to recognise a fixed asset in any balance sheet required to be prepared by the City Council in accordance with such proper practices, for the financial year in which the agreement will be entered, for the purposes of Regulation 3 of the Local Authorities (Capital Financing and Accounting) (England) Regulations 2003.
- (g) To note that the Transfer of Undertakings (Protection of Employment) Regulations (TUPE) will apply to transfer staff currently employed by the City Council and Education Leeds from the respective service commencement dates for each PFI school and that ongoing communication and consultation is taking place on this.
- (h) To note that an admission agreement will be entered into in connection with this project to enable those transferring employees of PFI schools who are currently members of the West Yorkshire Pension Fund to retain active membership of that scheme and to permit new employees to have similar benefits.
- (i) That approval be given to the award of contracts for the implementation of the Project to the Environments for Learning consortium (E4L) to include (but not by way of limitation) the award/entry into of the following contracts:

- in relation to the Phase 1 PFI schools of a PFI Project Agreement to a special purpose company to be established by E4L as a subsidiary of the Local Education Partnership (LEP);
- subject to approval by Executive Board Members to investment in and governance arrangements relating to the LEP (the subject of the separate report to this Board), the award of a Strategic Partnering Agreement to the LEP to be established by E4L (including exclusivity in relation to Major Capital Projects as detailed in the separate report);

and

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

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

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

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

subject to

- (A) DFES approval of the Final Business Case

- (B) the Deputy Chief Executive (or in his absence the Director of Corporate Services) being satisfied that the Project remains within the affordability constraints set out in Appendix 1
 - (C) Receipt of a report satisfactory to the Deputy Chief Executive (or in his absence the Director of Corporate Services) from the Council's external legal advisers, as described in Appendix 2 of this report and
 - (D) The Director of Corporate Services (or in his absence the Chief Officer – Financial Management) assessment on the balance sheet treatment in relation to the PFI contract as set out in paragraph 4 of Appendix 2 of this report.
- (j) That the Director of Corporate Services, as the statutory officer under section 151 of the Local Government Act 1972, or in his absence the Chief Officer - Financial Management, be authorised to sign any necessary certificates under the Local Government (Contracts) Act 1997 in relation to the Project.
 - (k) Approve that, in respect of certification under 7.10, and subject to the advice of the Director of Legal and Democratic Services, a contractual indemnity be provided to the Director of Corporate Services in respect of any personal liabilities arising from the certification.
 - (l) That approval be given to the execution of the Project Documents, by affixing the Council's common seal and/or signature (in accordance with Articles 14.4 and 14.5 of Part 2 of the City Council's Constitution) and to approve that the Director of Legal and Democratic Services (or any other officer of the Council authorised by her) take any necessary further action to complete the Project including any final amendments to the Project Documents and give effect to members' resolutions and delegated decisions referred to in these recommendations.
 - (m) That the Director of Children's Services be authorised to implement any post completion arrangements necessary to monitor and administer the contract documentation (subject to the approval of the PPP/PFI Co-ordination Board under the Council's Governance arrangements for PPP/PFI contracts.
 - (n) That approval be given to the submission of this report, the minutes of this meeting of the Executive Board, and such other information, and including any necessary amendments as the Deputy Chief Executive may approve to the Final Business Case, to the Department for Education and Skills and Partnerships for Schools.
 - (o) That delegated powers be granted to the chair of the Education PFI/BSF Project Board (in consultation with the Director of Corporate Services and the Director of Legal and Democratic Services) to:

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- (i) authorise preparation, mobilisation, and enabling works to be carried out in advance of 1 March on appropriate terms;
 - (ii) subject to being satisfied that the risks of such an approach are appropriate, authorise terms to enable early works on site to be commenced in advance of financial close if such close is anticipated to be delayed beyond 28 February.
- (p) That the intention to offer briefings to political groups, and to arrange a seminar for members, on this decision and the one referred to in minute 155 be noted.

(This decision was exempt from Call In by reason of urgency as detailed in paragraphs 2.8 and 2.9 of the report).

154 Re-occupation of the Chair

Councillor A Carter re-entered the meeting and resumed the Chair.

155 Building Schools for the Future - Leeds Local Education Partnership

The Deputy Chief Executive submitted a report on proposed governance arrangements for a proposed Leeds Local Education Partnership and on the extent of the proposed financial investment by the Council.

RESOLVED –

- (a) That the arrangements for the establishment of and Council participation in the Leeds LEP as proposed by the report be approved;
- (b) That the arrangements for the discharge of the Council's functions in relation to the Leeds Local Education Partnership as set out in the report and the delegations in Annex 1 to the report be approved;
- (c) The Council participate as a shareholder in the Leeds LEP, and invest:
 - (i) 10% of the pure equity in the LEP, which at the date of this Board meeting is anticipated to be £528;
 - (ii) 10% of the proposed shareholder loans to the LEP in order to fund the LEP's working capital, amounting to £26,000 on the basis of the E4L model;
 - (iii) If additional shareholder loans are required by the LEP in order to fund the working capital of the LEP, 10% of such loans,

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subject to the entire Council investment by way of equity and shareholder loans not exceeding £50,000.

- (d) That the Deputy Chief Executive (or in his absence the Director of Corporate Services) may authorise any further action necessary to implement the arrangements set out in the report, including any amendments to the proposals in the report which do not affect the substance of those proposals.

(This decision was exempt from Call In by reason of urgency as detailed in paragraphs 1.2 and 1.3 of the report).

ADULT HEALTH AND SOCIAL CARE

- 156 Commissioning Plan for Day Services for Disabled People Update**
Further to Minute 89 of the meeting held on 18th October 2006 the Director of Adult Social Services submitted a report on consultations undertaken with service users at the Clifford Brooke Resource Centre on alternative provision for the service users and plans for the Resource Centre to vacate the Roundhay Road site by the end of March 2007.

RESOLVED – That the outcome of the consultation with service users and the plan for Clifford Brooke Resource Centre to vacate the Roundhay Road site by the end of March 2007 be noted.

CENTRAL AND CORPORATE

- 157 Narrowing the Gap - Engaging the Private Sector**
The Chief Officer (Executive Support) submitted a report on a proposed project to generate additional private sector resources to support the 'narrowing the gap' corporate priority.
- (a) That the proposal be funded to the sum of £100,000, with an initial £25,000 in 2006/07 and the remainder to be drawn from the 2007/08 budget;
- (b) That the Chief Officer (Executive Support) be authorised to enter into a contract with Leeds Ahead and Leeds Community Foundation to deliver this service.

158 Leeds City Region Leaders' Board Agreement

The Chief Executive submitted a report on a proposed agreement to establish a joint committee to be known as the Leeds City Region Leaders' Board.

RESOLVED – That the terms of the Agreement be approved and that the Director of Legal and Democratic Services be authorised to seal the Agreement document on behalf of the Council.

DEVELOPMENT

159 Inspector's report on the Statement of Community Involvement for Leeds

The Director of Development submitted a report on the recommendations of the Inspector in relation to the Statement of Community Involvement and proposing that the Statement be amended in accordance with the recommendations.

RESOLVED –

- (a) That the Inspector's recommendations and reasons contained in his binding report on the Council's statement of Community Involvement be noted and agreed.
- (b) That Council be recommended to adopt the SCI as amended in accordance with the Inspector's Report pursuant to Section 23 of the Planning and Compulsory Purchase Act 2004.

160 Land at Portland Gate, Leeds 1

The Director of Development submitted a report on the proposed disposal of C Car Park and the former Civic Hall Annex site to Leeds Metropolitan University following detailed negotiations between the university and the Development Department on a one to one basis. The report presented the options of retaining the site in its existing use for car parking purposes, of disposing of the site on the open market and of the disposal to Leeds Metropolitan University. Following consideration of the appendix to the report designated as exempt under Access to Information Procedure Rule 10.4(3) which was circulated at the meeting and considered in private at the conclusion of the meeting it was

RESOLVED – That approval be given to the disposal of C Car Park and the former Civic Hall Annex site to Leeds Metropolitan University on the main terms and conditions outlined within the Confidential Appendix to the report and any other appropriate terms which may arise in the future, to be approved by the Director of Development.

161 Otley Civic Centre

The Director of Development submitted a report on the alternative courses of action available with regard to the future of Otley Civic Centre.

RESOLVED – That consideration of this matter be deferred pending further discussions with Otley Town Council.

NEIGHBOURHOODS AND HOUSING

162 Deputation to Council - Animal Welfare Charities

The Director of Neighbourhoods and Housing submitted a report in response to the deputation to the Council meeting on 1st November 2006 with regarding to animal welfare problems, particularly in Council homes.

RESOLVED – That approval be given to the actions as identified in paragraphs 3.5 and 3.6 of the report.

163 Chapeltown Community Services Review

The Director of Neighbourhoods and Housing submitted a report on the findings of a community facilities review in the Chapeltown area following the attendance of a deputation on behalf of the Chapeltown Community Centre Action Group at the Council meeting on 28th February 2006.

RESOLVED – That this Board supports the recommendations of the North East Inner Area Committee as follows:

- (a) That the facilities review demonstrates there is no case for the Council to consider the release of land as requested by CCCAG for the purposes of a new build community centre. This does not preclude CCCAG pursuing options for a new development site in the area at market value.
- (b) That the way forward, as outlined in paragraphs 25 – 31 of the report is supported.

164 Respect Areas and the Implications for Leeds City Council

The Director of Neighbourhoods and Housing submitted a report on this major government initiative to broaden the drive to address anti-social behaviour, on the implications of the City Council becoming a Respect Area and on activity planned and underway in Leeds that will contribute to this agenda.

RESOLVED –

- (a) That the commitment to the Council becoming a Respect Action Area be endorsed, that the activities developed and being developed in response to that commitment be supported and that approval be given to the establishment of the Family Intervention project.
- (b) That the offer of alternative tenancies under the Family Intervention Project be subject to Ward Member consultations.
- (c) That a report on progress of the initiative be brought to this Board after six months of operation.

165 Neighbourhood Renewal Fund

The Director of Neighbourhoods and Housing submitted a report on the Neighbourhood Renewal Fund grant allocation for Leeds, the process undertaken with partners to develop a forward programme and the recommended programme for 2007/08.

RESOLVED –

- (a) That the allocations to projects be approved subject to the submission of a satisfactory Delivery Plan.
- (b) That the Director of Neighbourhoods and Housing be authorised to approve commissioned activity against the specification and funding criteria.

Councillor J L Carter declared a personal interest in this matter as the Chair of Archway.

Councillor Smith declared a personal and prejudicial interest having clients who have applied for NRF funding and he left the room during consideration of the matter.

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

166 Regeneration of Beeston Hill and Holbeck

The Director of Neighbourhoods and Housing submitted a report on the proposed acquisition and clearance of 16 properties within Holbeck and on proposals for Beeston Group repair Phase 3 – an external enveloping Scheme to extend the life of approximately 50 properties by 30 years both to be funded from Regional Housing Board capital grant.

Following consideration of Appendices 1, 2 and 4 to the report designated as exempt under Access to Information procedure Rule 10.4(3), which was considered in private at the conclusion of the meeting, it was

RESOLVED –

- (a) That the injection into the Capital Programme of £1.37m of Regional Housing Board money (Acquisition and demolition – the Regeneration of Holbeck) be approved.
- (b) That Scheme Expenditure to the amount of £1.37m (the Regeneration of Holbeck) be authorised.
- (c) That the Director of Neighbourhoods and Housing be authorised to commence acquisition of the 16 properties in Holbeck detailed at Appendix 2 to the report by voluntary agreement with the owners and in the event that agreement cannot be reached with the owner of any property within the target area, the Director of Neighbourhoods and Housing seek authority to make and promote any necessary Compulsory Purchase Orders.
- (d) That the injection into the Capital Programme of £1.8m of Regional Housing Board money and £203k from owner occupiers (Beeston Group Repair, phase 3) be approved.
- (e) That Scheme Expenditure to the amount of £2.003m (Beeston Group Repair, phase 3) be authorised.
- (f) That in cases where reports are relevant to a particular, or limited number of electoral wards then Ward Members should be consulted and reference to such consultations be included in the report and that the Director of Legal and Democratic Services be requested to amend the report writing guidance and templates to reflect this decision.

167 Sale of Land at Argie Avenue/Eden Mount, Kirkstall

The Director of Neighbourhoods and Housing submitted a report on a proposed disposal of land at Argie Avenue/Eden Mount, Kirkstall to the Home Housing Association at less than best consideration to facilitate the building of 17 affordable family houses for shared ownership.

The Chief Executive reported that he had received a message from Councillor Illingworth objecting to the proposed disposal and requesting that consideration of the matter be deferred.

RESOLVED –

- (a) That approval be given to the disposal of land at Argie Avenue/Eden Mount as highlighted on the submitted plans at 'less than best consideration' to Home Housing Association on terms to be approved by the Director of Development for the purpose of developing 17 family houses for shared ownership.

- (b) That it be noted that the approval is subject to the provision that a mechanism is put in place to distribute any surpluses generated on the scheme as a result of staircasing and that 75% of any such surpluses will be paid to Leeds City Council and 25% retained by Home Housing Association.
- (c) That it be noted that further discussions will be held to achieve lowest possible building costs and the most favourable percentages of ownership for purchasers.

LEISURE

170 City Museum

The Director of Learning and Leisure submitted a report on the current and anticipated budget shortfall for the City Museum scheme and on proposals to meet the shortfall.

Following consideration of Appendix 1 to the report designated as exempt under Access to Information Procedure Rule 10.4(3) in private at the conclusion of the meeting it was

RESOLVED – That the funding to meet the anticipated budget shortfall on the City Museum project, as detailed in appendix 1 to the report, be approved.

DATE OF PUBLICATION: 26th January 2007
LAST DATE FOR CALL IN: 2nd February 2007 (5.00 pm)

(Scrutiny Support will notify relevant Directors of any items Call In by 12.00 noon on 5th February 2007).

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LEEDS ADMISSION FORUM

23RD NOVEMBER 2006

PRESENT:- Councillor Gruen in the Chair
Councillors Coulson

Mrs. P Hill – Community Health Representative
Mr R Finnigan - RC Diocese
Mr. B. Stott - High School Representative
Mr J Shipley – Community School Representative
Mrs D Wood – Controlled School Representative
Mr P Forbes – David Young Community Academy
Mr T Griffin – Social Services Representative

IN ATTENDANCE Mr K Burton – Chief Learning Officer (Commissioning)
Mrs R Vahey – Deputy Chief Executive (Education Leeds)
Mr G Turnbull – Education Leeds
Mrs. A Jahdi – Education Leeds
Mrs. V. Buckland – Education Leeds
Mrs. D. Leonard – Legal Services
Mr J Grieve – Governance Services Unit

25 Chair's Opening Remarks

The Chair welcomed Deborah Wood, Headteacher of Middleton St Mary's C of E Primary School to her first meeting of the Leeds Admissions Forum. Mrs Wood represents the Controlled Schools category.

The Chair also welcomed representatives from Harehills and Bankside Primary who were in attendance to participate in the debate concerning the potential increase in the admission numbers for their schools

26 Apologies for Absence

Apologies for absence were received from Councillor Harker
Mrs Beevers, Mrs Knights, Mrs West and Mr Woods

27 Appointment to the Forum

RESOLVED – To note the appointment onto the Forum, under the officer delegation scheme, of Mrs Deborah Wood, Head teacher at Middleton St Mary's C of E Primary School representing the Controlled Schools

28 Minutes of the Previous Meetings

RESOLVED – That the minutes of the previous meeting held on 5th October 2006 were approved as a true and correct record.

29 Matters Arising

There were no issues raised under this item

30 Potential Increase in Primary Provision at Harehills and Bankside Schools

With reference to Minute No 18 of the previous meeting when Members requested a further report be presented to Members explaining how the current position had been reached, exploring the alternatives including the use of neighbouring schools and addressing the short/long term solutions.

The Chief Executive Education Leeds submitted a report offering justification to the increase in provision in the area and the need to increase the size of the two schools. The report explained that an increase in the admission limit at both schools would be a temporary measure until there was a greater degree of certainty about the plans to provide additional permanent accommodation on the two sites.

Officers reported that due to the longer term uncertainty in the area, the situation was continually being monitored and the data used for projection purposes was updated on a regular basis. Admissions into Reception over the next four years were projected to be at the level of, or higher than current admission limits. Therefore to avoid increased problems in the future, additional accommodation in the area was needed.

This is a unique set of circumstances said Mr Turnbull and should not be seen as setting a precedent. There are surplus places in other areas of the City, this is a demographic problem in Harehills and the proposed increased admission limit reflects the change to meet demand

At this point the Chair invited representation from the Harehills/ Bankside delegation.

Points were raised regarding the existing operational size of the school (3 form entry), the small sized site, the poor design of the existing building and the extent of temporary accommodation on the site. In terms of academic achievement there were no concerns, the standards were very good.

It was the opinion of the delegation that a new school was required.

The difficulty that local parent had in getting their children into their local school was also stressed.

In providing a response Mr Turnbull said that there were no suitable sites within the area where another school could be built.

In passing comment the Chair said he sympathised with the parents and the Head teachers but recognised that the only place where additional accommodation could be located was on the existing site. Assuming approval was given to increase the size of the two schools, said the Chair, how long it would be before demand for places again exceeded supply .

In response Mr Turnbull said the proposals address the current situation but it was difficult to predict birth rate and inward migration.

In offering comment the Chief Learning Officer said that Education Leeds, on behalf of the admissions authority tries to match supply and demand, recent OfSTED reports indicate Education Leeds do this well.

The provision of a new school requires a statutory proposal through the School Organisation Committee, said the Chair, but the issue of demographics is one which could be considered at the next meeting of the SOC

RESOLVED –

- (i) To note the report and the temporary increase in the admission numbers for September 2007 and 2008 from 60 to 90 at Harehills Primary School
- (ii) To note the report and the temporary increase in the admission numbers for September 2007 and 2008 from 70 to 90 at Bankside Primary School.
- (iii) That the issue of demographics be raised at the next meeting of the Schools Organisation Committee

31 Nursery Admissions At Harehills and Bankside Primary Schools

With reference to Minute No 23 of the previous meeting when Members requested information on the Nursery Admissions at Harehills and Bankside Primary Schools. The Chief Learning Officer (Commissioning) submitted a report providing information on the up take of places at Harehills and Bankside Primary Schools

RESOLVED – That the contents of the report be noted

32 Attendance and Exclusions Annual Report 2005/2006

The Chief Executive Education Leeds submitted a report providing information on attendance and exclusions intended to supply a summary of authorised absences, permanent and fixed term exclusions

Addressing the report Carol Jordan said that permanent exclusions had continued to fall by a further 29% bringing the total reduction over the last two years to 49% a total of 81 pupils. The measures to avoid permanent exclusion were explained and the work of the Pupil Planning Team

In offering comment Bob Stott reported that the North East and the North area wedge Head teachers do meet on a monthly basis which has proved very useful in getting children back into schools

Mr Griffin, making reference to page 61 of the report said it was important that officers from various departments/ agencies act together to get the best solution for the child

In providing a response Carol Jordan said that further work on Corporate Parenting was required and officers were currently in the process of drawing up an action plan

(A number of Members indicated that they had found it difficult to read some of the pages of the report because they had not been reproduced satisfactorily – The Chair asked if the report could be re-circulated electronically)

RESOLVED –

- (i) That the contents of the report be noted and welcomed
- (ii) That the report be re-circulated to Members via the email system

33 Briefing Paper on Children in Transfer Taking Longer Than Four Weeks

The Chief Executive Education Leeds submitted a report providing an explanation as to why children in transfer (out of education provision) are taking longer than the recommended 20 day period.

Carol Jordan said that any one time approximately 70 to 80 children are in the transfer process. Difficulties arise when children seek to transfers from other local authorities and no paperwork is provided, a multi agency steering group does help in keeping a track on the children.

Mr Forbes asked if funding through Connexions had been sought

In responding Carol Jordan said Connexions funding had been provided but Connexions had provided assistance through personnel

RESOLVED – That the contents of the report be noted

34 Summary of Information Presented At Scrutiny Board (Children's Services) 12th October 2006

The Chief Executive Education Leeds submitted a report providing a summary of the information presented at Scrutiny Board (Children's Services) on 12th October 2006 which highlighted the recent work undertaken by the Leeds Admission Forum

RESOLVED – That the contents of the report be noted

35 New Draft Code of Practice on Schools Admissions

The Chief Executive Education Leeds submitted a report offering comment on the New Draft Code of Practice on School Admissions currently out for Consultation

Speaking on the report the Chief Learning Officer (Commissioning) offered the following observations:

1. Clearer wording and clarifications which would make the work of the Admissions Forum easier in judging fairness, equity and choice of admissions policies.

In the following areas:-

Completion of application forms
Photographs with forms

The term "must not be required" is used. It would be more straightforward if this was changed to "must not be requested".

With regard to the use of **supplementary forms** instead of listing information that cannot be sought on a supplementary form it would be more straight forward simply to prohibit the use of supplementary forms and to have a section in the common application form for use in the case of expressing an expression of preference for a faith school (which makes clear this section should only be completed in those circumstances).

2. Improving equity

Banding: It's likely that in the future schools will more and more work in collaboration. Banding is a valuable means of achieving a balanced intake across a group of schools to which families have ready access.

To be fully effective however, the arrangements need to be consistent across all those schools. It would be preferable if the code made clear that where banding is proposed it should be in the context of a secure local agreement with the power to refer the matter to the adjudicator where this is not successful.

Hard to place children

The requirement on all admission authorities, Governing Bodies and Admission Forums to agree protocols for and participate in arrangements for the admission of children who are hard to place should be welcomed. The inclusion of a sentence "this includes admitting children to schools that are already full" as is the case with looked after children would be useful.

- 3 Areas requiring strengthening and further guidance

Power of Admission Forums - annual report - A strengthening of the guidance so that there is a duty on Admissions Forums to produce an annual report and a duty for Local Authorities to consider that report and for it to be sent to governing bodies is supported. In this way this Admission Forum could be certain that each year the key aspects on which it has chosen to make observations or comments are brought to the attention of all Admission Authorities.

Sibling criteria - this is used widely but we are wary of a challenge that using a sibling priority clashes with the wider requirement of the code that all Admission policies "are procedurally fair and are also equitable for all groups of children". What

is the position if an only child claims that a sibling policy discriminates against those without siblings.

Attendance at nursery or co-located Children's Centres - the code would be stronger if, instead of referring to attendance at a nursery or co- located Children's Centre not guaranteeing a place at the associated primary school it read "attendance at the nursery of co-located children's centre does not confer any priority for admission to the associated primary school".

4. Membership – Within the Code all schools become school members, which is a new category of membership. However, there appears to be no guidance on voting rights.

The draft Code states that local authorities must invite a representative from the services to join the Forum. This is a mandatory requirement but as Leeds and many areas of the country do not have any services bases in their area the Forum would query why this is a mandatory requirement

In the discussion that followed Members were supportive of the observations made by the Chief Learning Officer (Commissioning)

RESOLVED –

- (i) That the observations made by Chief Learning Officer (Commissioning) be accepted as the Forum's formal response to the consultation exercise and the DfES be informed accordingly
- (ii) That further clarification on the use of banding is required and that a report be brought back to the Forum in due course

36 Any Other Business

- (i) Colton Primary School PTA – The Chair reported the receipt of a letter from Colton Primary School PTA (copy circulated to Members) requesting that the Leeds Admissions Forum carry's out an investigation into the difficulties that occur annually when children from Colton Primary School apply for places at Garforth Community College and Temple Moor High Schools.

RESOLVED - That officers from Education Leeds be instructed to investigate the PTA's concerns and prepare a report for submission to the next meeting of the Forum

- (ii) Challenging and Vulnerable Children's Sub Committee – The Minutes of the Challenging and Vulnerable Children's Sub Committee held on 14th November 2006 were circulated for Member consideration

RESOLVED – That the minutes be received and noted

37 Date and Time of Next Two Meetings

RESOLVED – That future meetings of the Leeds Admissions Forum be scheduled as follows:

Tuesday 6th February 2007 at 4.00pm

Thursday 19th April 2007 at 4.00pm

All meetings to be held in the Civic Hall, Leeds

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