



## EXECUTIVE BOARD

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Meeting to be held in Civic Hall, Leeds on  
Wednesday, 22nd August, 2007 at 1.00 pm

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### Councillors

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

### MEMBERSHIP

K Wakefield  
J Blake\*

R Finnigan

\*non voting advisory member

## **CONFIDENTIAL AND EXEMPT ITEMS**

The reason for confidentiality or exemption is stated on the agenda and on each of the reports in terms of Access to Information Procedure Rules 9.2 or 10.4(1) to (7). The number or numbers stated in the agenda and reports correspond to the reasons for exemption / confidentiality below:

### **9.0 Confidential information – requirement to exclude public access**

9.1 The public must be excluded from meetings whenever it is likely in view of the nature of the business to be transacted or the nature of the proceedings that confidential information would be disclosed. Likewise, public access to reports, background papers, and minutes will also be excluded.

### **9.2 Confidential information means**

- (a) information given to the Council by a Government Department on terms which forbid its public disclosure or
- (b) information the disclosure of which to the public is prohibited by or under another Act or by Court Order. Generally personal information which identifies an individual, must not be disclosed under the data protection and human rights rules.

### **10.0 Exempt information – discretion to exclude public access**

10.1 The public may be excluded from meetings whenever it is likely in view of the nature of the business to be transacted or the nature of the proceedings that exempt information would be disclosed provided:

- (a) the meeting resolves so to exclude the public, and that resolution identifies the proceedings or part of the proceedings to which it applies, and
- (b) that resolution states by reference to the descriptions in Schedule 12A to the Local Government Act 1972 (paragraph 10.4 below) the description of the exempt information giving rise to the exclusion of the public.
- (c) that resolution states, by reference to reasons given in a relevant report or otherwise, in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information.

10.2 In these circumstances, public access to reports, background papers and minutes will also be excluded.

10.3 Where the meeting will determine any person's civil rights or obligations, or adversely affect their possessions, Article 6 of the Human Rights Act 1998 establishes a presumption that the meeting will be held in public unless a private hearing is necessary for one of the reasons specified in Article 6.

10.4 Exempt information means information falling within the following categories (subject to any condition):

- 1 Information relating to any individual
- 2 Information which is likely to reveal the identity of an individual.
- 3 Information relating to the financial or business affairs of any particular person (including the authority holding that information).
- 4 Information relating to any consultations or negotiations, or contemplated consultations or negotiations, in connection with any labour relations matter arising between the authority or a Minister of the Crown and employees of, or officer-holders under the authority.
- 5 Information in respect of which a claim to legal professional privilege could be maintained in legal proceedings.
- 6 Information which reveals that the authority proposes –
  - (a) to give under any enactment a notice under or by virtue of which requirements are imposed on a person; or
  - (b) to make an order or direction under any enactment
- 7 Information relating to any action taken or to be taken in connection with the prevention, investigation or prosecution of crime

# A G E N D A

Item No K=Key Decision	Ward	Item Not Open		Page No
1			<p><b>APPEALS AGAINST REFUSAL OF INSPECTION OF DOCUMENTS</b></p> <p>To consider any appeals in accordance with Procedure Rule 25 of the Access to Information Procedure Rules (in the event of an Appeal the press and public will be excluded)</p>	
2			<p><b>LATE ITEMS</b></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>	
3			<p><b>EXCLUSION OF PUBLIC</b></p> <p>To identify items where resolutions may be moved to exclude the public</p>	
4			<p><b>DECLARATION OF INTERESTS</b></p> <p>To declare any personal/prejudicial interests for the purpose of Section 81(3) of the Local Government Act 2000 and paragraphs 8 to 13 of the Members Code of Conduct</p>	
5			<p><b>MINUTES</b></p> <p>To confirm as a correct record the minutes of the meeting held on 4<sup>th</sup> July 2007.</p> <p><b><u>DEVELOPMENT AND REGENERATION</u></b></p>	1 - 8

Item No K=Key Decision	Ward	Item Not Open		Page No
6	Headingley; Hyde Park and Woodhouse;		<p><b>DRAFT LEEDS GIRLS HIGH SCHOOL PLANNING AND DEVELOPMENT BRIEF</b></p> <p>To consider the report of the Director of City Development on the outcome of the recent public consultation on the Leeds Girls High School Planning and Development Brief and in response to a deputation to Council on the same subject.</p>	9 - 22
7	City and Hunslet		<p><b>DEPUTATION TO COUNCIL - REPRESENTATIVES OF THE LEEDS LICENSED TAXI TRADE REGARDING CONCERNS OVER INSUFFICIENT TAXI RANKS IN LEEDS</b></p> <p>To consider the report of the Director of City Services in response the above deputation to Council on 18<sup>th</sup> July 2007.</p>	23 - 32
8 K			<p><b>STREET TRADING ACT OF PARLIAMENT</b></p> <p>To consider the report of the Director of City Development on the current arrangements for street trading in Leeds city centre and the district as a whole and to recommend approval of the promotion of a local Act of Parliament to deal with pedlars and street trading.</p>	33 - 40
9			<p><b>MAJOR TRANSPORT SCHEMES - LOCAL GOVERNMENT ACT SECTION 31 GRANT CLAIM</b></p> <p>To consider the report of the Director of City Development on the terms and conditions of the Section 31 Grant Determination for Major schemes in 2007/08 and to give delegated authority for the Director of Resources to accept and submit all future claims.</p> <p><b><u>NEIGHBOURHOODS AND HOUSING</u></b></p>	41 - 44

Item No K=Key Decision	Ward	Item Not Open		Page No
10 K	Hyde Park and Woodhouse	10.4(3)	<p><b>THE FORMER ROYAL PARK PRIMARY SCHOOL</b></p> <p>To consider the joint report of the Director of City Development and the Director of Environment and Neighbourhoods on the recommendation to dispose of the former Royal Park Primary School site at less than best consideration to allow for a development comprising 66 assisted living units, with ancillary warden accommodation, some small-scale local retail space and the required library and community space.</p> <p>(The appendix to this report is designated exempt under Access to Information Procedure Rule 10.4(3)).</p>	45 - 62
11 K			<p><b>DESIGN AND COST REPORT - DISABLED FACILITIES GRANTS</b></p> <p>To consider the report of the Director of Environment and Neighbourhoods requesting an additional injection of £2m into the Capital Programme and seeking authority to spend an additional £4.5m on Disabled Facilities Grants for 2007 / 2008.</p> <p><b><u>CHILDREN'S SERVICES</u></b></p>	63 - 68
12	Alwoodley	10.4(3)	<p><b>DEPUTATION TO COUNCIL - LINGFIELDS AND FIR TREES RESIDENTS GROUP RE: FIR TREE PRIMARY SCHOOL SITE</b></p> <p>To consider the report of the Director of Environment and Neighbourhoods on the deputation made by Lingfield and Fir Trees Residents Group to Council in June 2007 following the decision to close Fir Tree Primary School and to recommend that further work is undertaken to identify the most appropriate way to meet community needs.</p> <p>(The appendix to this report is designated exempt under Access to Information Procedure Rule 10.4(3)).</p>	69 - 76

Item No K=Key Decision	Ward	Item Not Open		Page No
13	Morley South		<p><b>DEPUTATION TO COUNCIL - PARENTS OF FOUNTAIN PRIMARY SCHOOL REGARDING THE LOSS OF TEACHERS AT THE SCHOOL</b></p> <p>To consider the report of the Chief Executive of Education Leeds in response to the above deputation to Council on 20<sup>th</sup> June 2007.</p>	77 - 80
14 K		10.4(3)	<p><b>LEEDS BUILDING SCHOOLS FOR THE FUTURE PHASES 2 AND 3 - SUBMISSION OF THE OUTLINE BUSINESS CASE</b></p> <p>To consider the joint report of the Director of Children's Services and the Chief Executive of Education Leeds on the outline business case for Phases 2 and 3 of the Council's wave 1 Building Schools for the Future Programme.</p> <p>(The appendix to this report is designated exempt under Access to Information Procedure Rule 10.4 (3)).</p>	81 - 98
15		10.4(1, 2)	<p><b>TERMLY REPORT ON STANDARDS IN LEEDS PRIMARY SCHOOLS AND UPDATE ON OFSTED INSPECTIONS AND SCHOOLS CAUSING CONCERN</b></p> <p>To consider the report of the Chief Executive of Education Leeds on the outcome of recent OfSTED inspections in Leeds Primary Schools and an update on schools causing concern.</p> <p>(Appendix 2 to this report is designated exempt under Access to Information Procedure Rule 10.4(1) and (2)).</p>	99 - 190

Item No K=Key Decision	Ward	Item Not Open		Page No
16		10.4(1, 2)	<p><b>TERMLY REPORT ON STANDARDS IN LEEDS HIGH SCHOOLS AND UPDATE ON OFSTED INSPECTIONS AND SCHOOLS CAUSING CONCERN</b></p> <p>To consider the report of the Chief Executive of Education Leeds on the outcome of recent OfSTED inspections in Leeds High Schools and an update on schools causing concern.</p> <p>(Appendix 2 to this report, and the addendum thereto, is designated exempt under Access to Information Procedure Rule 10.4(1) and (2)).</p>	191 - 256
17 K	Alwoodley		<p><b>ALLERTON C OF E PRIMARY SCHOOL - ADDITIONAL CLASSROOM ACCOMMODATION</b></p> <p>To consider the report of the Chief Executive of Education Leeds on a proposed scheme to provide additional classroom accommodation at Allerton C of E Primary School.</p>	257 - 262
18 K		10.4(3)	<p><b>CHILDREN'S SERVICES PRIVATE FINANCE INITIATIVE (PFI) PROJECT</b></p> <p>To consider the report of the Director of Children's Services on the proposed Children's Services PFI project with the recommendation that it be included within the scope of the Independent Living PFI Procurement.</p> <p>(The appendix to this report is designated exempt under Access to Information Procedure Rule 10.4(3))</p>	263 - 276

Item No K=Key Decision	Ward	Item Not Open		Page No
19	Alwoodley; Headingley; Middleton Park; Weetwood;		<p><b>DESIGN AND COST REPORT - IMPROVEMENT WORKS TO VARIOUS ESTABLISHMENTS TO REPROVIDE FOR THE LOSS OF HOLMFIELD CHILDREN'S HOME</b></p> <p>To consider the report of the Chief Officer, Children and Young People's Social Care on the decanting requirements after the closure of Holmfield Children's Home and to obtain authority to release part of the future capital receipt to the value of £226,210.00.</p> <p><b><u>LEISURE</u></b></p>	277 - 282
20	Otley and Yeadon		<p><b>WHARFEMEADOWS PARK FENCING PROPOSALS - RECOMMENDATION OF THE SCRUTINY BOARD (CULTURE AND LEISURE)</b></p> <p>To consider a)the report of the Head of Scrutiny and Member Development on the decision of the Scrutiny Board (Culture and Leisure) to request that work to erect a fence at Wharfemeadows Park be suspended whilst a scrutiny enquiry into the issue is undertaken and b) the joint report of the Assistant Chief Executive (Corporate Governance) and Director of City Development commenting upon the request.</p>	283 - 290
21 K	City and Hunslet		<p><b>LEEDS GRAND THEATRE REFURBISHMENT, PHASE 2 WORKS</b></p> <p>To consider the report of the Director of City Development on the final cost of phase 1 works for the refurbishment of the Grand Theatre and on proposals for phase 2 of the works.</p>	291 - 302



Item No K=Key Decision	Ward	Item Not Open		Page No
22 K	Adel and Wharfedale; Armley; Morley North; Morley South;	10.4(3)	<p><b>LEEDS NEW LEAF LEISURE CENTRES - AFFORDABILITY POSITION</b></p> <p>To consider the report of the Director of City Development on the estimated affordability implications over the life of the proposed PFI Contract for the new Morley and Armley Leisure Centres.</p> <p>(The appendix to this report is designated exempt under Access to Information Procedure Rule 10.4 (3)).</p> <p><b><u>ADULT HEALTH AND SOCIAL CARE</u></b></p>	303 - 316
23 K	Rothwell		<p><b>REPROVISION OF WINDLESFORD GREEN HOSTEL FOR ADULTS WITH LEARNING DISABILITIES AND SITE DISPOSAL AT LESS THAN BEST CONSIDERATION</b></p> <p>To consider the report of the Director of Adult Social Services on plans to re-provide the Supported Living Service for 27 people with a learning disability at Windlesford Green and to dispose of the Windlesford Green site at less than best consideration.</p> <p><b><u>CENTRAL AND CORPORATE</u></b></p>	317 - 322
24 K			<p><b>CAPITAL PROGRAMME MONITORING UPDATE 2007/08</b></p> <p>To consider the report of the Director of Resources giving an update on the resources and estimated spend on the capital programme between 2006 and 2009 and highlighting the success of the scheme in delivering investment across the city.</p>	323 - 334

Item No K=Key Decision	Ward	Item Not Open		Page No
25			<p><b>FINANCIAL HEALTH MONITORING 2007/2008 - QUARTER 1 REPORT</b></p> <p>To consider the report of the Director of Resources on the financial health of the Authority following the first three months of the new financial year, in respect of the revenue budget for general fund services and the housing revenue account.</p>	335 - 340
26			<p><b>TREASURY MANAGEMENT ANNUAL REPORT</b></p> <p>To consider the report of the Director of Resources on the Treasury Management Strategy and operations in for 2006/07.</p>	341 - 352

# Agenda Item 5

## EXECUTIVE BOARD

WEDNESDAY, 4TH JULY, 2007

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

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

Councillor J Blake – Non-voting advisory member

### 20 Late Items

The Chair admitted the following late items to the agenda:

Minute 25- A report on the impact of recent flooding in the City prepared following the events and after the despatch of the agenda.

Minute 33- A report on the proposed introduction of the Local Development Scheme prepared following a response from the Secretary of State and admitted to the agenda to allow approval to a variation to the date of implementation at the earliest opportunity.

### 21 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 the view of the nature of the business to be transacted or the nature of the proceedings, that if members of the public were present there would be disclosure to them of the exempt information so designated as follows:

- a.) The appendix to the report referred to in minute 31 under the terms of Access to Information Procedure Rule 10.4 (3) and on the grounds that the public interest in maintaining the exemption outweighs the public interest in disclosing the information as disclosure would, or would be likely to, prejudice the commercial interests of the Council, by virtue of the fact that the appendix contains the Council's estimate of the fee that the proposed legal advisors would seek for providing the legal advice required by the Authority and, if this were disclosed, would prejudice the Council's position during the competitive procurement process for such legal advisors. By maintaining the exemption, it increases the Council's chance of securing a competitive and value for money tender for the commission.

### 22 Declaration of Interests

Councillor Brett declared a personal interest in the item relating to provision of a new children's centre at Allerton C of E Primary School (Minute 26) as Chair, and Councillor Harker as a member, of the Children Leeds Partnership.

Draft minutes to be approved at the meeting  
to be held on Wednesday, 22nd August, 2007

A further declaration made during the meeting is referred to in minute 30 (Councillor Blake)

**23 Minutes**

**RESOLVED** – That the minutes of the meeting held on 13<sup>th</sup> June 2007 be approved as a correct record.

**ADULT HEALTH AND SOCIAL CARE**

**24 Response to Deputation from Parents and Carers Action Group for Terry Yorath House**

The Director of Adult Social Services submitted a report responding to issues raised by the deputation to Council on 18<sup>th</sup> April 2007 regarding the future provision of service at Terry Yorath House. The report concluded that whilst consultations were still at an early stage, the Parents and Carers Action Group would be treated as a key stakeholder throughout the process.

**RESOLVED** – That the response of the Director to the deputation be noted and that a further report be submitted to the Board in November 2007 on the outcomes of the consultation and making appropriate recommendations.

**CITY DEVELOPMENT**

**25 Impact of Flooding Events in June on the Leeds District**

The Directors of City Development and Resources submitted a report on the impact of a number of significant flooding incidents between 15<sup>th</sup> and 25<sup>th</sup> June 2007 which affected areas across the whole of the Leeds district. The report highlighted the nature of the flooding, the initial understanding of its causes and made some preliminary suggestions as to how the Council and its partners might seek to respond to the events.

**RESOLVED** – That the report be noted and endorsement given to the proposed preliminary actions.

**CHILDREN'S SERVICES**

**26 Design and Cost Report - Allerton C of E Primary School - Provision of a new Children's Centre**

The Chief Executive of Education Leeds submitted a report on proposals to incur expenditure of £650,000 in respect of a scheme to provide a Children's Centre at Allerton C of E Primary School. The report explained that the new Allerton C of E Primary School was to open in September 2007 following the amalgamation of Archbishop Cranmer C of E Primary School and Fir Tree Primary School. As a result, the site of the new school had been identified as a location for a Children's Centre.

**RESOLVED** –

- (a) That the design proposals in respect of the scheme to provide a Children's Centre at Allerton C of E Primary School be approved;
- (b) That expenditure of £650,000 from capital scheme 13767/CEN/000 be authorised.

## **LEISURE**

### **27 Design and Cost Report - Improvements to Golf Courses**

The Chief Recreation Officer submitted a report requesting authority to spend £589,400 on improvement works at Temple Newsam, Roundhay Park, Middleton Park and Gotts Park golf courses arising from the Capital Receipt from the long-lease of Oulton Park golf course to De Vere's Hotels, the funds from which were injected into the 2006/07 Capital Programme.

**RESOLVED** – That approval be given to incur expenditure of £589,400 on golf course improvement works.

## **ADULT HEALTH AND SOCIAL CARE**

### **28 Capital Spending Plan - Improvements to Care Homes**

The Director of Adult Social Services submitted a report on a proposal to inject £1,645,000 into the capital spending plan and to spend up to that amount on improvements to care homes. The report outlined that the injection would be made up of a £1,040,000 grant from the Department of Health alongside the £650,000 capital receipt from the sale of the Breece holiday home in Scarborough, designated for improvements to Local Authority care homes.

Both Local Authority and independent care homes had been asked to submit bids for funding for improvements, following which it had been agreed that £700,000 would be allocated to fifty six independent homes, with £327,000 to be spent within sixteen Local Authority facilities.

#### **RESOLVED –**

- (a) That approval be given for the remaining £650,000 of the capital receipt from the sale of the Breece be used to fund the capital scheme for improvements to care homes;
- (b) That approval be given for the injection of the scheme into the capital programme alongside authority to incur expenditure of £1,645,000;
- (c) That it be noted that the Director of Adult Social Services has delegated powers to vary individual awards and promote schemes from the reserve list.

## **CENTRAL AND CORPORATE**

### **29 Revised Corporate Planning Framework**

The Chief Officer (Executive Support) submitted a report on changes to the corporate planning framework for the city. The report identified a number of key changes including proposals to strengthen Elected Member involvement

in corporate planning and Local Area Agreement processes by means of a Member Reference Group.

It was proposed to merge the new Local Area Agreement and the Council's Corporate Plan into one single document entitled the Leeds Strategic Plan, which would sit alongside the Community Strategy, the Council Business Plan and the Annual Performance Plan. These documents were to be added to the Council's Budget and Policy Framework to reflect their status as part of the corporate planning framework for the city.

**RESOLVED –**

- (a) That the new corporate planning framework be adopted;
- (b) That the proposal to amend the Constitution to include additions to the Council's Budget and Policy Framework be referred to the Corporate Governance and Audit Committee for consideration;
- (c) That the Chief Executive be requested to develop a plan setting out the timetable for implementation of the new framework;
- (d) That the proposal to establish a Member Reference Group to oversee developments in relation to the implementation of the new framework be noted.

**30 Progress Report on the PPP / PFI Programme in Leeds**

The Deputy Chief Executive submitted a report providing a six-monthly update on the governance and management framework for the Authority's PPP and PFI projects. Appended to the report was a breakdown of the status of current Council projects.

**RESOLVED –** That the current status of the Authority's PPP and PFI projects and programmes be noted.

(During the discussion on this item Councillor Blake declared a personal interest as a governor of Otley Prince Henry's Grammar School).

**DEVELOPMENT AND REGENERATION**

**31 Design and Cost Report - Proposed Arena Development**

Further to minute 137 of the meeting held on 13<sup>th</sup> December 2006, the Director of City Development submitted a report on progress made in the operator procurement process for the proposed arena development.

Following consideration of the appendix to the report designated exempt under Access to Information Procedure Rule 10.4 (3), in respect of which members had no questions or comments, it was;

**RESOLVED –**

- (a) That the progress made to date in the operator procurement process be noted;
- (b) That the Director of City Development be requested to approve both the long list and shortlist of potential operators and developers during the Competitive Dialogue procurement process;

- (c) That the tender evaluation criteria to be used in the procurement process for the appointment of the preferred developer for the proposed arena be noted;
- (d) That an injection of funds (as detailed in the exempt appendix to the report) into Capital Scheme No. 12589/ARE/000 for the incurred expenditure of the appointment of consultants to provide specialist legal advice to the Council on the operator and development procurement processes through to contract award / financial close be authorised.

**32 Design and Cost Report - Neville Street Environmental Improvements**

The Director of City Development submitted a report on progress made on environmental improvements to the Neville Street area and a proposal to incur expenditure of £5,091,400, on the scheme of which £3,091,400 would be funded from third party sources. The report explained that the scheme had altered significantly since its inception in 2004 and no longer included Dark Neville Street. As such it was proposed to rescind all previous approvals relating to the original project.

**RESOLVED –**

- (a) That the scheme design proposals and brief as presented be approved;
- (b) That authority be given to rescind all previous approvals (scheme no. 01195;)
- (c) To approve the funding plan as presented and authorise an injection of £4,604,400 into Capital Scheme No. 13951 and scheme expenditure of that amount.

**33 Leeds Local Development Framework - Local Development Scheme**

Referring to minute 212 of the meeting held on 14<sup>th</sup> March 2007 the Director of City Development submitted a report indicating that the response of the Secretary of State had been received after the proposed date of introduction identified in that minute.

**RESOLVED –** That the Local Development Scheme be formally brought into effect from 5<sup>th</sup> July 2007.

**NEIGHBOURHOODS AND HOUSING**

**34 Supporting People Programme - Audit Commission Inspection**

The Director of Environment and Neighbourhoods and the Director of Adult Social Services submitted a report on the key findings and recommendations arising from the recent Audit Commission inspection of the Supporting People Programme. The report explained that the Council currently administered the programme which comprised the Local Authority, Health and Probation Services. As such, the inspection examined the overall capacity of the Council to administer the programme, for which it received a 'fair' one star rating, with 'promising prospects' for improvement.

**RESOLVED** – That the Board note the contents of the report and support the actions being undertaken to implement the Audit Commission’s recommendations.

**35 Lease at Less Than Best Consideration - Agreement to Lease 12 Miscellaneous Properties to LATCH on a 25 Year Lease Agreement**

The Director of Environment and Neighbourhoods submitted a report on a proposal to grant a long lease at less than best consideration for 12 Leeds City Council owned miscellaneous properties to Leeds Action To Create Homes Ltd (LATCH.) The report detailed how the proposals would ensure capital investment in the properties to bring them up to decency standard and contribute to the regeneration of the area.

Upon completion the flats would be let as affordable housing to tenants in line with the Council’s Housing Strategy, with LATCH assuming responsibility for the full maintenance and repair of the properties over the terms of the lease.

**RESOLVED** – That approval be given to the principle of a 25 year lease to LATCH at less than best consideration, subject to approval by the Director of City Development of the terms of the lease and a reasonable rental level to be payable during the term of the lease, having regard to the level of social rents receivable and costs of refurbishment, subsequent maintenance, management and other outgoings.

**36 Disposal at Less Than Best Consideration - Waterloo Estate, Pudsey - For the provision of affordable housing**

The Director of Environment and Neighbourhoods submitted a report on the proposed disposal of two areas of land on the Waterloo Estate at less than best consideration to the Yorkshire Housing Association, for the purpose of developing 30 new build affordable homes through the Housing Corporation’s Approved Development Programme.

The report outlined a number of options for the site which had been considered:

- 1 Disposal of sites A and C, as identified on the plan attached to the report, at less than best consideration to Yorkshire Housing for 30 affordable housing units;
- 2 Retention of land for two bungalows for supported housing under the city wide Independent Living Project;
- 3 Marketing of the remainder of the land within the pilot exercise for low cost home ownership, with the potential for a land swap to provide bungalows on the former Waterloo School site.

It was indicated during presentation of the report that 34 and not 30 units as stated in the report would be delivered, two being for social rent and two for shared ownership.



**RESOLVED** – That approval be given to the principle of disposal of the two subject sites on the Waterloo Estate to Yorkshire Housing Association at £5,000 per plot (less than best consideration) subject to approval by the Director of City Development, in order to deliver 34 new affordable homes, through the Housing Corporation Grant.

DATE OF PUBLICATION: 6<sup>TH</sup> JULY 2007  
LAST DATE FOR CALL IN: 13<sup>TH</sup> JULY 2007

(Scrutiny Support will notify Directors of any items called in by 12:00 noon on Monday 16<sup>th</sup> July 2007.)

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Originator: Paul Gough

Tel: 24 78071

**Report of the Director of City Development**

**Executive Board**

**Date: 22<sup>nd</sup> August 2007**

**Subject: Draft Leeds Girls High School Planning & Development Brief**

**Electoral wards affected:**

**Headingley  
Hyde Park & Woodhouse**

Ward Members consulted  
(referred to in report)

**Specific implications for:**

Equality and Diversity

Community Cohesion

Narrowing the gap

Eligible for call In

Not eligible for call in

(details contained in the report)

**Executive Summary**

This report considers the outcome of the consultation of the draft Planning Brief for Leeds Girl's High School, including the deputation to Council on 18 July 2007, and advises on the way forward.

Public consultation on the planning brief raised a large number of concerns and objections, which are summarised in the report. Given the nature of these objections the report sets out 3 options for Executive Board to consider in deciding how the brief can be progressed or whether, given the fundamental objections which have been raised to some aspects of the brief, it should be withdrawn and development proposals be dealt with through the planning application process.

The paper summarises the key principles of the Planning Brief which has been prepared to guide the future redevelopment of site following closure of the school's Headingley campus in July 2008.

The Brief seeks to provide an appropriate balance between facilitating a viable re-use of some school buildings, together with an appropriate level of new development, whilst also securing significant community benefits.

**1.0 PURPOSE OF THE REPORT**

1.1 The purpose of this report is to advise Executive Board of the outcome of the recent public consultation on the Leeds Girls High School Planning and Development Brief, and in the light of this to seek the Board's views on the way forward.

## **2.0 BACKGROUND**

- 2.1 In January 2004, the Governors of Leeds Girls High School (LGHS) and Leeds Grammar School (LGS) announced that the two schools were to merge to form 'The Grammar School at Leeds' (GSAL). The merger will result in the relocation of all pupils 7 years and above and staff at LGHS to the current LGS site at Alwoodley Gates, Leeds.
- 2.2 In August 2006, the City Council resolved to grant full planning permission for alterations and extensions to the existing school buildings (30/618/05/FU) and associated highway works (06/00720/FU) in Alwoodley to enable this merger to take place.
- 2.3 As a consequence of the expansion of the Alwoodley Gates site, the current LGHS sites located on Victoria Road/Headingley Lane will become surplus to requirements. The school will vacate the sites in July 2008, thereafter the land will be unoccupied, with the exception of Ford House which is being retained to provide accommodation for the Pre School for children under 7 years of age.
- 2.4 The school occupies four sites, comprising the main school site bordered by Headingley Lane and Victoria Road; Ford House and its garden/sports pitch on the north side of Victoria Road; the swimming pool and gym and hockey pitch on the south side of Victoria Road; and the Elinor Lupton on Headingley Lane/Richmond Road. With the exception of the Victoria Road site, all lie within the Headingley Conservation Area. The Main School site includes a Grade II listed building (Rose Court) and three of the sites (excluding the Elinor Lupton Centre) have protected playing pitches.
- 2.5 A draft Planning & Development Brief has been prepared by GVA Grimley on behalf of the school (the Morley House Trust) in consultation with LCC. The aim of the brief is to help bring about a comprehensive approach to the re-use and redevelopment of the Main School site, Ford House Garden and Victoria Road site, as the basis for considering future planning applications. The Elinor Lupton Centre (Grade II listed building) is subject to separate negotiations, given the specific requirements for providing an alternative occupier for this building.
- 2.6 A key objective of this process has been to ensure that any future re-use and redevelopment of the site delivers a high quality scheme which respects its landscape setting and Conservation Area context and delivers lasting benefits to the local community. The brief is intended to prevent the individual parts of the campus from being considered in isolation of each other and to balance potential community benefits with development options across the whole school site.

## **3.0 KEY FEATURES OF THE DRAFT BRIEF**

- 3.1 The key community benefits proposed in the Brief, and accepted by the school, are:
- Ford House Garden: to be given to the city council, with a capital sum to improve its quality and to maintain it thereafter, in order to create a new community park.
  - The retention of the school swimming pool and sports hall, to be owned and managed by a third party, but with a 'community access agreement' to ensure that there is affordable access to the facilities for local people.

- 3.2 Officers have pressed for the retention of this in the belief that it offers a unique opportunity to provide a facility of this kind in this area. The alternative was to allow the school or a future developer to demolish this building and to develop on its footprint. Given that the school would have had to sell this building at 'less than best' in order to secure its retention, officers accepted the principle of developing on the playing field at the rear of this building (a protected playing pitch on the Leeds UDP).
- 3.3 The possible development of this pitch and the tennis courts on the main school site, which are also classed as a protected playing field in the UDP, is however contingent upon the school being able to demonstrate compliance with the guidance contained in Planning Policy Guidance Note 17 (PPG17) and satisfying Sport England that, in the round, they are providing replacement sports facilities of equal value. This assessment would include the additional facilities the school are providing at the Alwoodley site, together with the retained and improved (in terms of public access) greenspace and sports facilities in Headingley.
- 3.4 The current school campus is landscape dominated and the majority of it falls within the Headingley Conservation Area. The site not only contains a listed building but there are also several other listed buildings in close proximity which are relevant considerations in bringing forward a development scheme. Therefore, other key aims in the brief are to:
- Retain listed buildings and protect their setting
  - Retain other key buildings which have a positive effect on the character of the Conservation Area e.g. the main school building built in 1905.
  - Protect trees and maximise the amount of open greenspace on the main school site
  - Minimise vehicular access to/from Headingley Lane
  - Create new north-south pedestrian routes through the site
- 3.5 A further pre-requisite in developing the brief was to develop the site in a manner that was geared to family occupation in order to create a better housing mix and population balance in Headingley. The brief sought to avoid it being attractive to developers of student housing.

#### **4.0 CONSULTATION**

- 4.1 Given the importance of this site to the Headingley and Hyde Park/Woodhouse communities there has been a prolonged period of public consultation which has lasted over 18 months and has entailed:-
- Tours of the site and buildings (including pool/gym) for ward members and community groups
  - Public meetings
  - Briefings to Plans Panel West and the Inner North West Committee
  - Briefings for a group of community representatives
  - Drop-in sessions/exhibitions at the school
- 4.2 Following this extensive informal consultation, the draft brief was published for comments on 24<sup>th</sup> May 2007 for a period of 5 weeks. However, in practice officers have accepted representations beyond this up to the deadline for this report (around 12 weeks in total).
- 4.3 The consultation was advertised by a variety of means, including site notices at all of

the school entrances, posters in buildings in the Hyde Park & Headingley area, a leaflet drop of approximately 10,000 homes and businesses in the locality of the school, press release and direct mail to local community groups and individuals. The brief was also made available for inspection in Headingley library, the Development Enquiry Centre in Leeds and at the school; the brief was also posted on the LCC and GSAL websites. Two drop-in sessions were also held at the school on Friday 8<sup>th</sup> June (4-8pm) and Saturday 9<sup>th</sup> June (10am-2pm).

## **5.0 SUMMARY OF REPRESENTATIONS**

5.1 A total of 165 representations have been received. These were received from individuals, local community groups e.g. Friends of Woodhouse Moor, Leeds Girls High Action Group, and several organisations, e.g. Sport England, The Victorian Society and ASDA. In the main the representations focussed solely on the outstanding concerns of these groups, with little reference made to any content of the brief, which was supported. This is not unusual and mirrors the outcome of other consultation exercises. A summary of comments submitted (Appendix 1) is available for inspection upon request from the clerk named on the front sheet of this agenda.

The representations fit into the following broad categories:

### ***A. Brownfield Land***

5.2 The question of whether land could be classified as 'Brownfield Land' was raised by several respondents. It was felt that to classify parts of the school site, particularly the playing pitches, as previously developed land would be contrary to national planning advice.

### ***B. Conservation Area/Listed Buildings***

5.3 Concerns were raised by the majority of respondents over the appropriateness of any development on this site within the context of the Headingley conservation area. Little reference was made to the listed buildings on site although several respondents felt that there was a need to protect these as assets contributing to the character of the area.

### ***C. Design***

5.4 Objections were raised to the design parameters stated in the brief. In particular respondents were generally unhappy with the proposal to erect a 4-6 storey apartment block in the south-west corner of the Main school site. This was felt to be too high within the context of other buildings in the locality.

### ***D. Sustainable design & construction***

5.5 An issue raised by a small number of respondents was a desire to provide housing on-site which was sustainable in its design and construction. The development of these sites is felt by some people to be an opportunity to develop an eco-friendly, flagship development on a key site in Headingley/Hyde Park.

### ***E. Greenspace/playing pitches***

5.6 Greenspaces and playing pitches was a topic that consistently came up in representations. The general sentiment was that the area was felt to be deficient in greenspaces, both in terms of its proximity to N3 allocation (a defined area on the

Unitary Development Plan which depicts areas of greenspace shortage) and local perception of greenspace provision. Most respondents were in favour of promoting maximum retention of greenspace on the three sites and welcomed the idea of bringing forward Ford House Gardens as a community park.

- 5.7 It was felt however that building on any of the areas identified as N6 protected playing pitches would be unacceptable and cited a lack of pitches in this area, particularly for local schools i.e. Brudenell Primary School. Other reasons given were the negative impact on the health of the local population through loss of facilities, visual amenity of greenspaces, and that these proposals contravene both local and national planning guidance and the views of Sport England.

### ***F. Housing***

- 5.8 The density of the development proposed in the brief was in general felt to be too high. This was felt to be a problem in that higher density development was not felt to be conducive to the provision of family housing, the tenure which was supported by the majority of respondents. References were drawn to the imbalance of population within the Headingley/Hyde Park area in terms of a heavily weighted student population. According to respondents the brief did not go far enough to promote family housing and did not refer to the UDP's 'Area of housing mix' (policy H15) which attempts to redress the balance of housing types in this area. A fairly large proportion of respondents would not want to see student housing developed on these sites.

- 5.9 In terms of Affordable Housing the general consensus was that the brief should state the minimum 15% affordable housing required in this area be adhered to. Again, the majority of respondents felt that references to a reduction in this requirement should not be mentioned or encouraged in the brief.

### ***G. Landscape & Ecology***

- 5.10 The presence of a large number of mature trees was felt by the majority of respondents to represent an asset to the school campus and as such should be protected. They were also felt to form part of the character of the area. In terms of ecology several respondents raised concerns over the need to protect natural habitats on the three sites.

### ***H. Public consultation period***

- 5.11 The majority of respondents felt that the 5 week consultation period allotted was not sufficient for this type of document. Several respondents referenced the *Compact for Leeds* document which suggests an 8-12 week consultation period is appropriate for a council document.

- 5.12 Several respondents also felt that at this stage the brief should not bear the council's logo as it suggested endorsing a document which had not been ratified.

- 5.13 The effectiveness of targeting hard to reach groups was also questioned.

### ***I. Sports Hall/ swimming pool***

- 5.14 Overwhelming support was given for the retention of these facilities although concern was raised over the level and cost of community access and questioned the mechanism by which this would be ensured.

## ***J. Transport***

- 5.15 Transport was raised as an issue for the majority of respondents. Most felt that the local transport network was already under pressure and raised concerns over the impact a residential development will have on local roads. The general tone of comments was that not enough reference was made to the likely traffic impacts in the draft brief. This included concerns over car parking both on and off the sites.

## **K. Miscellaneous**

- 5.16 Several respondents were unhappy with the format the document was produced in and argue that parts of the document were illegible or printed in such a way so as to confuse or mislead the public.
- 5.17 Several comments were made regarding the Elinor Lupton Centre – a property owned by the school but excluded from the brief. It was felt that this building should have been included in the development brief.

## **L. Sport England**

- 5.18 As a statutory consultee on any planning application involving playing fields the views of Sport England were sought on the draft development brief. The main issues raised are discussed below:

- The need for a full PPG17 – greenspace – audit was raised and suggestions were made as to the strengthening of references to this in the development brief. The position of Sport England is that any loss of playing pitches would need to be justified through a PPG17 audit of existing facilities in Headingley and the needs of the existing and potential future users of the site.
- Re-provision of facilities at Alwoodley may be a consideration in justifying development of the playing pitches at the Headingley site although not outweighed by more pressing local requirements for sports facilities/greenspaces in Headingley.
- The classification of playing fields as brownfield land must not be included as this is contrary to national planning guidance.
- The issue over private/publicly accessible playing fields or sports facilities should not enter into an argument for redevelopment.
- The need to find a suitable operator for the sports hall/swimming pool should not be subject to a limited timescale as set out in the draft brief. Retention of the sports hall/swimming pool should be accompanied by a community access plan.

- 5.19 The **members for the Headingley & Hyde Park wards** have provided a collective response:-

- Building on the Victoria Road pitch would be contrary to policy and the playing pitch should not be built on;
- The proposed heights of buildings, particularly those proposed near to the Ford House greenspace at 6 storeys is too high;
- Affordable housing provision should be provided at the maximum levels dictated by policy;



- The brief makes no reference to the UDP policy context on student accommodation and should be included/referred to i.e. the Area of Housing Mix which replaced the Area of Student Housing Restraint (ASHORE);

The collective view of the members is that unless all four of these issues can be dealt with and the brief amended, the brief should not be pursued.

## 5.20 **Briefing to Plans Panel on 14<sup>th</sup> June 2007**

The following comments were made by Members:-

- 6 storey buildings to the Headingley Lane site would be too high and be unacceptable
- Nothing less than the standard affordable housing provision would be accepted
- Several Members expressed a preference for the Victoria Road and Ford House greenspace proposals to be reversed
- Concern at complying with greenspace/Greenfield policy – loss of playing fields
- Some concern at the Elinor Lupton building being left out of the brief

## 5.21 **Briefing to North West Inner Area Committee on 28<sup>th</sup> June 2007**

The following comments were made:-

- Concern regarding the lack of play space, both formal and informal in inner Leeds and the lack of safe places for children to play
- Buildings on the protected playing pitches is unacceptable
- Concern over heights of buildings

## 6.0 **RESPONSE TO DEPUTATION TO FULL COUNCIL & OTHER ISSUES RAISED BY REPRESENTATIONS**

6.1 A deputation was made to Full Council on 18<sup>th</sup> July on behalf of the Leeds Girls High Action Group in response to the draft brief. A response to the three key points made in this deputation is set out below, together with a general response to the main issues raised by all other representations during the consultation process.

### 6.2 **Need to balance the local population**

6.3 Concern has been raised at the effect of the student population on the long-term residents of Headingley and Hyde Park. The deputation argued that high quality, mixed, family housing would improve the area and encourage a wider range of local shops and amenities.

6.4 Officers agree with this general aim. However, planning policy does not enable the City Council to prevent all new student accommodation. The Area of Student Housing Restraint (ASHORE) policy previously proposed in the draft UDP Review restricted all new student accommodation within a defined boundary which included Headingley and Hyde Park. This policy was rejected by the UDP Review Inspector who recommended that it was replaced by Policy H15 (Area of Housing Mix), the objective of which is to ensure a balance of housing types in the defined area. The policy states that planning permission will be granted for housing intended for occupation by students, subject to the housing stock available for family occupation would not be unacceptably reduced in quantity and quality, together with other

requirements related to neighbours' living conditions, design and parking considerations and the stock of student housing.

6.5 The need for increased provision of family housing in this part of Leeds is recognised and the planning brief does state that the redevelopment of the school provides the opportunity to help re-establish a mixed and balanced local community through the development of a range and choice of non-student housing types and sizes. As such, careful consideration will be given to the need to provide family accommodation in light of all other planning considerations.

#### 6.6 **Need to retain and increase greenspace**

6.7 The need to retain all greenspaces was another key point in the deputation and in many other representations. The school's agents will be required to provide a full assessment of playing pitch provision (PPG17) as part of the planning application submission. Development of any of the playing pitch land will be contingent upon Sport England (statutory consultee) being satisfied with the approach adopted.

6.8 Whilst it is recognised that a significant part of the developable area is allocated as protected playing pitches, this should be balanced with the package of benefits which have been achieved. The Ford House garden is currently in private use, but subject to the provisions in this brief being adopted, this site will become a publicly accessible area of greenspace provided at no cost to the Council together with funding for the laying out and future maintenance of the land. The existing swimming pool and gym will be retained and a community access agreement will be secured. This is considered to be a significant element of the wider package of community benefits consistent with the scale/nature of the development proposed.

6.9 Many representations argued that the Victoria Road pitch should be retained and managed as a sports pitch. However, if it was to be retained, it would clearly need an organisation to operate and manage the facility. With this in mind, officers have approached LMU, University of Leeds, Park Lane College and the Parks & Countryside service and all confirmed that they would not be interested in taking on responsibility for a single pitch in this location. It is poorly drained and if future use and maintenance is not secured it is likely to become a derelict site potentially subject to anti-social behaviour. The existing tennis courts on the main school site are also protected playing pitches, however as with the Victoria Road site, none of the agencies contacted are interested in taking on responsibility for them. As part of the redevelopment of the main school site, a significant area of informal on-site greenspace will be required to be provided within the design of the scheme.

#### 6.10 **Traffic congestion on the A660**

6.11 Traffic is a key concern for the community. Whilst the removal of most of the school traffic (drop off & pick-up) is a benefit, people are clearly keen to see the development of the site as an opportunity to improve the overall situation. Officers recognise this and have stressed the point from the earliest discussions on the proposed amalgamation. A full transportation assessment will be required to be submitted as part of the planning application. This will include an assessment of the traffic generated from the redevelopment proposal and set out public transport provisions. The requirements of the new draft Supplementary Planning Documents on developer contributions to public transport and travel plans will be applied and Metro will be a consultee when the package of public transport measures are being drawn up.

## 6.12 **Density/Building heights**

6.13 Many representations, including the deputation to full Council, considered the proposed 4 to 6 storey development in the sw corner of the main school site to be excessive. This is a view shared by officers, see recommended changes in para. 9.3

## 6.14 **Affordable Housing**

6.15 The deputation and other representations argued that the affordable housing policy where by 15% provision is required will be applied. This view is also shared by officers; see recommended changes in section 9.3.

## 6.16 **Consultation Period**

6.17 A number of respondents argued that the consultation period was rushed. Officers do not accept this. Discussion with ward members and community representatives has been ongoing for a period of 18 months and officers have continued to accept representations well beyond the formal 5 week deposit period. Notwithstanding this, the advertised 5 week consultation period is in line with the Council's adopted Statement of Community Involvement (SCI) which was considered by an independently appointed government inspector and which is also consistent with the Town & Country Planning (Local Development)(England) Regulations 2004.

## 6.18 **Use of the Council's logo on the brief**

6.19 A number of people questioned whether the Council's logo should have appeared on the brief, given that it was prepared by consultants working on behalf of the school, a private landowner. The Council's logo is included on the cover of the brief to reflect the partnership approach that was adopted between the city council and the school in order to bring forward an acceptable development solution for this important site and to facilitate public consultation, prior to detailed development proposals being drawn up. The intention from the outset was to secure Council approval of the brief.

## 6.20 **The other issues raised during the consultation:-**

6.21 The comments about the school sites not being wholly brownfield land are noted and should the brief be adopted, the text in the brief will be revised to reflect this. With regard to the appropriateness of additional development in the context of the site's Conservation Area status, the designation of a Conservation Area should not stifle new development. However the brief does point out that care needs to be taken over the siting, scale and design of new buildings to ensure it is sensitive to the character of the area. The brief also emphasises the requirement to protect Rose Court (a listed building) and its setting. The existing trees on the sites are also protected by the Conservation Area designation and the proposed loss of some trees would have to be agreed with the Council. With regard to requests for any development to be sustainable and eco-friendly, the brief already promotes sustainable construction methods.

## 7.0 **RESOURCE IMPLICATIONS**

7.1 Significant officer time has been invested in bringing forward the planning and development brief, both in terms of discussions with the school and their agent and the consultation with Ward Members and the local community. This process will continue with the preparation and submission of planning applications for the

redevelopment of the school sites.

## 8.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE

8.1 The development of the site of Leeds Girl's High School will need to be carried out in full consultation with the local community and ward members. The redevelopment and re-use of the school site in Headingley links to a number of the Council's strategic outcomes, including:

- All communities are thriving and harmonious places where people are happy to live
- All neighbourhoods are safe, clean, green and well maintained.

A total of 165 representations were submitted in response to the draft brief and a summary of the comments made (Appendix 1) is available for inspection from the clerk named on the front sheet of this agenda.

## 9.0 CONCLUSIONS

9.1 The draft planning & development brief has been prepared to enable a comprehensive approach to the future redevelopment of the school sites, which makes best use of the existing buildings by sympathetic conversion works together with an appropriate amount of new building. The Council's intention was to develop a meaningful agreement with the school on the overall redevelopment and re-use of the site in the context of the area's character, site constraints and planning policy. An overarching objective of this has been to ensure a development scheme which is sympathetic to the listed buildings, conservation area and valuable trees and landscape features. In addition, the brief has sought to deliver significant community benefits, as summarised in paras. 3.1 to 3.5 above.

9.2 It is recognised that the public consultation exercise has raised a considerable degree of interest and concern among residents and members. It is considered that many of these could be addressed by the proposed changes to the brief as set out below. However, there remain some fundamental tensions between the aspirations of the school and the expectations of the local community and elected members.

### Proposed changes to the brief

9.3 Following consideration of the representations submitted it is considered that a number of changes should be made to the brief, as set out below. The paragraph numbers in italics refer to those in the brief:

- *Para 4.4* – This should be revised to distinguish between the area of existing buildings which should be classed as 'brownfield' and the other open area of greenspace or playing fields which are 'greenfield.'
- *Para 4.5* – It should be made clear that playing fields cannot be classified as previously developed land, in line with the guidance in PPG17, and that any proposed development would need to be justified by the guidance in PPG17.
- *Para 4.7* – This paragraph should refer to UDP Policy H15 and describe the policy objectives in the wider Area of housing Mix. Within this, there should be a stronger reference to the clear intention to design and market the school site for family housing in order to contribute towards a better housing mix and population balance in the area.
- *Para 4.8* – Need to emphasise that the overall design and layout of the development would be determined by its Conservation Area status and the need to protect existing trees.
- *Para 4.22* – Explain here what is meant by a PPG17 Assessment and that

any development on playing fields (e.g. Victoria Road pitch and the tennis courts on the main site) is contingent upon Sport England being satisfied with the replacement facilities being created.

- *Para 4.23* – Explain what a Transport Assessment is (referring to para 2.3 of PPG13) and refer to the emerging SPD's on Travel Plans and Public Transport Contributions. Also make it clear that Metro will be a statutory consultee on any future planning applications.
- *Para 4.42* - delete reference to any possible reduction in the affordable housing contribution. The requirement will be 15%.
- *Page 41- The parameters plan* – revise reference to the block adjacent to the Headingley Business Park from 4 – 6 storey to 3 – 4 storey

- 9.4 The school and their agents were consulted on these proposed changes and have stated (email dated 6 Aug. 2007) that they do not accept any reduction in density in the sw corner of the main site (4-6 storeys to 3-4 storeys) and the proposed change to para 4.42 relating to affordable housing. They wish to reserve their position on these matters until the submission of a planning application. The email also states that if the Council do not agree with this, the school would wish to disassociate itself from the brief, including the removal of its logo. Clearly, such a position would have other ramifications, including the potential loss of community benefits negotiated with the school.
- 9.5 Officers believe that the provisions in the brief offer an acceptable balance between facilitating a viable re-use of school buildings, together with an appropriate level of new development, and securing significant and long lasting benefits for the local community. If the changes to the brief set out in para 9.3 above are accepted, the only main area of contention left, as far as the local community is concerned, is about the future of the pitch at the rear of the sports hall on Victoria Road. Although the views expressed during the consultation about this site are understood, officers remain convinced that, in the context of the community benefits which have been negotiated and which are described in this report, the principle of allowing some residential development on this site is acceptable. This of course is also subject to Sport England being satisfied with the measures taken to compensate for this loss of a pitch. Clearly any housing scheme on this site would need to be designed carefully and incorporate an appropriate amount of greenspace in line with UDP Policy.
- 9.6 Accepting the above position (Option 1), i.e. keeping the brief essentially as it is, with the changes recommended in para. 9.3, would therefore still fall short of meeting the community's aspirations to protect all playing fields. Equally, as noted in para. 9.4, the High School would strongly oppose two key changes in the brief which are now recommended, relating to affordable housing and the height and density of development on the sw corner of the main school site.
- 9.7 Option 2 would be to change the brief more radically to meet the community's and elected member's wishes by protecting the playing fields from development (this would apply to the pitch behind the sports hall on Victoria Road and the tennis courts on the main school site). However, such an option would drive a deeper wedge between the school and the city council in relation to this site, to the extent that the school would withdraw from the brief. Clearly, there would be a high risk of the school also withdrawing the community benefits which they had provisionally agreed to in the emerging planning brief. It is the opinion of officers that it is not realistic to demand this and expect the same level of community benefits to be gained.
- 9.8 A third option would be to recognise that the Council's efforts to reach a broad agreement with the school, the local community and ward members on the

parameters for the redevelopment and re-use of the school has failed and that the brief should now be withdrawn. This would lead to the future of the school site being determined through the planning application process.

9.9 In short, it has not proved possible to satisfy all parties, which was the underlying ambition for the exercise in the first place.

9.10 Option 3 is therefore perhaps the logical outcome given present circumstances but clearly has drawbacks and Members should be mindful of the implications of the brief not being approved. Planning applications will inevitably be submitted, for either the whole campus or separate planning applications for each of the three school sites, rather than a package of proposals. This could lead to protracted negotiations and possible appeal in the event that the applications are refused. In such an event, a government Inspector's recommendations may not be in accord with the views of Members and the local community, particularly given that no agency has identified a need to take on the Victoria Road playing pitch. Without the benefit of a planning brief to guide development, it is likely that the application and appeal process would be prolonged with the associated uncertainty about the future use of the site. The school will become vacant after July 2008 and would be unoccupied with associated security concerns arising.

9.11 Also, in the absence of an approved brief, the community benefits described in this report, may not be realised. For example, the future use and maintenance of the Ford House garden would be uncertain, with potentially renewed pressure placed on the Council to accept some development on the site, a scenario which officers have firmly resisted to date. The gym and pool will become vacant after July 2008 and the school will not be in a position to reach a possible agreement for its sale and the associated arrangements for community access until the overall scope for development has been agreed. However, maintaining the building and internal plant following the school's closure in July 2008 may seriously jeopardise the possibility of it being retained as a community based facility. The gym and pool building could potentially be demolished in order to secure development value by providing new housing on this site. Under the current arrangements the School would accept "less than best" value for its disposal. However without the brief the school may seek to secure the site's full market value by redevelopment.

## **10.0 RECOMMENDATIONS**

In the light of these conclusions, Members are invited to consider the options set out in Section 9 of this report.

## **SPEECH TO COUNCIL – LEEDS GIRLS' HIGH ACTION GROUP**

Lord Mayor, Councillors, I am grateful for the opportunity to speak to you today about the proposals for the development of the Leeds Girls' High School site in Headingley. My name is Martin Staniforth and I speak on behalf of the Leeds Girls' High Action Group, which brings together residents and community associations in the Hyde Park and Headingley area. My colleagues are Annie Faulder, Rachel Harkess, Richard Hughes and Isobel Sidebottom.

Lord Mayor, the High School site is the jewel in the crown of our area, a site which, if developed sensitively, has the potential to transform the area for local people now and in the future. At a public meeting in the spring over 100 local residents were clear about what they wanted to see there. They wanted low-density family housing. They wanted to keep the green spaces and trees and to preserve the heritage buildings and boundary walls. They wanted an eco-friendly development with minimal impact on traffic congestion. And they wanted the existing swimming pool and sports hall off Chestnut Avenue to become a community facility.

These views reflected three main concerns. First is the need to rebalance the local population. Headingley and Hyde Park have become a mecca for students, and their sheer concentration has brought problems of refuse, noise and crime. High quality, mixed, family housing on the High School site would help to improve matters by attracting long-term residents into the area and encouraging a wider range of local shops and amenities.

Second is the need to retain and increase green space. The playing fields and open spaces on the school site offer a rare opportunity to do this in an area where more green space is a priority, and to improve the health of the local population, and particularly local children, through increased exercise.

Third is concern about traffic congestion on the A660 which has worsened markedly in recent years. The move of the school, which will reduce traffic at peak times, could help to tackle this problem through a development which would make maximum use of public transport links to the City centre rather than encouraging car use.

Sadly the draft planning and development brief for the site rides roughshod over the community's wishes. The plans, which have been described as "a developer's charter", propose building on much of the current green space including protected playing pitches. They propose 4-6 storey apartment blocks on the Victoria Road side of the site. They show no commitment to adequate provision of affordable housing. They make no mention of the need to comply with Council policy to restrict developments for student housing in the area. And they make no real assessment of the impact of the development on local traffic.

The plans as they stand will do nothing to improve conditions for residents and reverse the decline in their quality of life. They will not attract significant numbers of families into the area, which is what the local community badly needs. They will reduce, rather than increase, the amount of green space. They will impair the visual attraction of the site. And if, as we fear, the proposed apartment blocks become student accommodation, they will worsen not improve the population mix in the area.

A well-attended public meeting held last month unanimously rejected the current proposals. As well as objecting to the plans, residents were particularly unhappy that they came with the Council's logo on them, implying that the Council endorsed what was being proposed, and with the unseemly haste with which they were being rushed through. They were also concerned that there was no attempt to look at the cumulative impact of individual planning proposals on the community – to look at the bigger picture. They expect Councillors to stand up on behalf of the local community and to ensure that any development on this site is sensitive to the needs of local people and is fully considered and scrutinised.

To sum up, we fundamentally object to what is currently proposed for the site which would be detrimental to the local community. We believe there is a once in a lifetime opportunity to create an exemplary sustainable development on the site and we would be willing to work in partnership with the Council and the School to achieve this. But this can only happen if the Executive Board rejects the current plans when it considers them next month.

Thank you.





Originator: Keith Darch

Tel: ex 75295

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## Report of the Director of City Services

### Executive Board

Date:

**Subject: DEPUTATION TO COUNCIL – REPRESENTATIVES OF THE LEEDS LICENSED TAXI TRADE REGARDING CONCERNS OVER INSUFFICIENT TAXI RANKS IN LEEDS**

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#### Electoral Wards Affected:

City and Hunslet

Ward Members consulted  
(referred to in report)

#### Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call In

Not Eligible for Call In

(Details contained in the report)

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## EXECUTIVE SUMMARY

1. A deputation from the Leeds Licensed Taxi Trade was made to the Council Meeting held on the 18<sup>th</sup> July 2007. The deputation outlined the Trade's disappointment at the lack of progress of the City Centre Taxi Rank Review Project.
2. This report provides the background and current position of the taxi rank review project.
3. A draft traffic regulation Order is being advertised at the present time which will allow the Council's Parking Services Attendants to enforce the ranks and take action against those drivers who park illegally within them.
4. The report also outlines the other actions being pursued and explains the reason for the project being undertaken in stages.

## **1.0 Purpose Of This Report**

- 1.1 To consider the points raised by representatives of the Leeds Licensed Taxi Trade at the Council Meeting held on the 18<sup>th</sup> July 2007 where they expressed their concerns and disappointment over the time taken to carry out a review of the taxi rank provision within the City Centre.

## **2.0 Background Information**

- 2.1 Following a number of representations from various parties it was agreed to carry out a review of the taxi rank provision and to amend the legal documentation appertaining to each rank to enable the Council's Parking Services staff to carry out enforcement action in line with their other decriminalized enforcement powers.
- 2.2 Discussions were held with representatives of the Licensed Taxi Trade in March 2005 when agreement was reached on where new ranks were required and which could be removed. However, it was also agreed that no ranks would be removed until all new locations were on site and operational. The agreement, whilst not meeting all of the Trade's requests, resulted in a number of new night time locations, some conversions from night time only to 24 hour facilities, plus the possibility of a new large 24 hour rank on Greek Street. These proposals except for the Greek Street one are shown on plan No TF34/54/10j which will be made available at the meeting.
- 2.3 The Trade accepted that because of competing demands for kerb side uses (eg bus stops, parking provision for retail and business customers) not all of their initial requests could be accommodated.

## **3.0 Main Issues**

### Action to address enforcement of taxi ranks

- 3.1 Following the March 2005 meeting the proposals were drafted and formal consultations were carried out in September 2005. This led to a report being considered and agreed by the Director of City Services on the 31<sup>st</sup> July 2006 for the making of a parking places Order to cover all the existing taxi ranks which will enable enforcement to be carried out by the Council rather than the Police.
- 3.2 Some detailed legal considerations were required to get to this stage. It was first thought that converting all taxi ranks to be enforceable by the Council was best achieved by introducing specific parking place Orders. However following similar work by others elsewhere in the country it came to light that some fairly recent Government amendments to current legislation meant this was no longer the correct way to proceed. Further legal advice was obtained as to how best to proceed whilst still achieving the same objectives. If the Traffic Regulation Orders do not refer to all the correct legislation / clauses then the loopholes will be exploited by those seeking to avoid enforcement action for parking at a taxi rank.
- 3.3 The legal matters have now been resolved and an Order is currently being advertised with the closing date for comments being the 3<sup>rd</sup> August 2007. Shortly following that date if no objections are received then the Order will be made and sealed allowing appropriate enforcement action to be carried out. The attached plan No TF34/54/10k indicates the proposals currently being advertised. All the signs and markings associated with the taxi ranks are being reviewed and any anomalies will be rectified as soon as possible in order not to jeopardize enforcement actions.

- 3.4 The advertised Order covers all of the existing 24 hour and part time ranks in the City Centre as well as introducing two new night time ranks as requested by the taxi Trade.

#### Additional 24 hour ranks

- 3.5 The conversion of part time ranks to 24 hour ones plus the new large 24 hour rank proposal still have to be progressed. These have been separated from the others because it is more likely that objections will be received, which would hold up the other changes. The promotion of the new 24 hour ranks has been delayed, but is work has now started on preparing the draft orders.

#### Use of bus stops as additional night time ranks

- 3.6 As part of the discussions with the taxi trade representatives and other parties such as the Police it is also intended to add to the night time rank provision by utilising some bus stops as taxi ranks after the bus services have finished. Again the stops in question are those identified by the trade and the Police. The objective here is to help disperse city centre revelers out of the City Centre as quickly as possible.
- 3.7 Whilst agreement has been reached with all parties including Metro, we have been informed by Government Office officials that this is not permitted under the current Traffic Signs Regulations and General Directions, as the prescribed signs and markings contained within that document are not authorized for such uses. Consideration is being given as to how this can be overcome and it is likely that the Council will have to apply for special authorization before this form of measure can be pursued further. The consequence of not obtaining special authorization is that the new ranks could not be enforced and in fact such action would also negate the legality of the current bus stops.

#### Overview of the number of existing and proposed ranks

- 3.8 The general aim of the review work is to rationalise the locations and size of the ranks with the general objective of providing larger ranks where other kerb side demands permit.
- 3.9 The existing situation currently provides 116 spaces in a total of 23 ranks available twenty four hours throughout the City Centre, together with an additional 98 spaces within 24 other ranks available during the evenings and/or night time.
- 3.10 The draft traffic regulation Order currently being advertised includes the spaces identified in 3.9 plus providing an additional 9 part time spaces at 2 new locations.
- 3.11 The proposals as agreed with the taxi trade in March 2005 will ultimately provide a total of 125 spaces in 23 ranks twenty four hours a day, together with a total of 143 part time spaces in 23 other ranks, providing a total of 268 spaces at 46 locations throughout the City Centre. Whilst there is no nationally recognised ratio of taxi rank spaces to issued licenses, when compared to the 537 licensed taxis within the Leeds District these figures give a 23% provision during the day and 50% provision during the evening/night time.
- 3.12 In addition to the City Centre rank spaces there are also 49 twenty four hour spaces in 14 ranks and 12 spaces in 2 part time ranks throughout the rest of the district.
- 3.13 It is recognised that many City Centre ranks are currently smaller than the taxi trade would prefer and because of other kerb side demands may not be exactly where

they would prefer them to be. However, the number of locations spread around the City Centre does offer the opportunity to find a taxi rank without having to walk too far.

#### Other issues raised in the deputation

- 3.14 The Deputation highlights the important role of the Trade in helping to disperse people from the city centre, thus controlling public order problems. Provision of taxi ranks is just one part of the action to address this issue. A twelve month survey is due to start imminently assessing the number of people in the district who are waiting for a taxi (unmet demand survey) and will help inform the position on ranks and licenses. This is due to be completed in Autumn 2007 and the results will be reported back to Members.
- 3.15 Comment in the deputation that the public want taxi ranks at locations that are well lit, covered by CCTV, undercover and close to hot spots are acknowledged. The City Centre is already reasonably well lit and the current programme of upgrading of all lighting across the City as part of the Street Lighting PFI project will lead to further improvement. The City Centre also already has a well developed CCTV system which is updated and expanded when the need is identified. One of the taxi ranks on Woodhouse Lane has a shelter in place which was provided by the Taxi and Private Hire Licensing Section.
- 3.16 The proposed bus stop/ranks are at locations identified by the Police as current hot spots for late night revelers and once introduced will be expanded if the need is identified. The locations also accords with the locations requested by the taxi trade.
- 3.17 Regrettably the implementation of the taxi rank review has taken longer than anyone anticipated. Notwithstanding the considerable effort in reaching the current position, progress would have been quicker had resources allowed. Unfortunately there is a major national shortage of experienced traffic engineers. Despite repeated recruitment exercises the service remains under resourced and is forced to prioritise work. Projects with a fixed end date (eg traffic orders required to facilitate events such as road races on the highway) or with major road safety implications have competed for priority and contributed to the delays.
- 3.18 In expressing their concerns, the Trade have also claimed that highways officers have failed to turn up at meetings to provide progress reports. Whilst on some occasions a highways officer was not available to attend a Licensing Panel Meeting because of other commitments, written progress reports have either been provided, or verbal feed back passed through other officers. However, it is accepted that because of the delay in some cases the updates were just repeats of previous reports. Any other meetings where highways officers have been invited have been attended whenever possible, the last one being in May this year when a meeting was called to discuss the taxi situation on New Station Street and Boar Lane.

#### **4.0 Implications For Council Policy And Governance**

- 4.1 The implementation of the City Centre Taxi Rank Review Project supports council Local Transport Plan, parking enforcement and licensing policies. The taxi rank proposals are consistent with the recommendations of Scrutiny in it's reports on the policy of restricting the number of Hackney Carriage licences (2004) and avoiding alcohol misuse (2005).

#### **5.0 Legal And Resource Implications**

- 5.1 It is essential that the changes to the legal framework covering the taxi ranks is correct and in accordance with current guidance. Should this not be the case then any loopholes will allow offenders to avoid penalty for parking illegally.
- 5.2 A budget has been allocated for the project and funds are in place.
- 5.3 The design work is being undertaken within current staff resources.

## **6.0 Conclusions**

- 6.1 The Council fully appreciate the role the taxi trade plays in the movement of people around the City, especially in assisting to disperse late night revelers from the City Centre.
- 6.2 Whilst appreciating the Taxi Trade's frustration at the length of time this project has taken, subject to the resolution of any objections to the advertised order, we are now reaching a position where it will be possible to introduce the new enforcement regime by the end of August. This will provide the protection the trade has identified as a particular concern.
- 6.3 The remaining work to increase the number and size of ranks is ongoing and draft orders should be ready by the end of October 2007. The additional 24 hour ranks will then be advertised for a 28 day period, any objections will be considered and a decision on implementation will be made. However the draft orders for the bus stop ranks will need to go to Government Office for approval and therefore the timetable for progressing these is out side of the council's control.

## **7.0 Recommendations**

- 7.1 Members are asked to note the contents of this report.

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Deputation to the Council Meeting  
18<sup>th</sup> of July 2007

My Lord Mayor, Councilors

The deputation present are

Brian Heptinstall NTA

Ken Gill LTO

Ilyas Zaman LAPTPA **AL ASGAIH**

~~Zulfiqar Din LITDA~~

~~Qadir Hussain LITDA~~

In total we represent 100% of the Leeds Taxi Trade

I will have shortly completed 45 years as a Taxi Driver in Leeds, and for most of those years I have represented the Leeds Taxi trade both locally and nationally.

In all those years I can remember only one occasion in the early 70s that we have had to resort to this level of protest.

Many of our members thought that we should go to the Ombudsman, another section feel that a demonstration in the City Centre that would cause traffic disruption, would be the only thing that would catch your attention.

I am glad to say that the moderates won the day this time.

The reasons for these extremely strong feelings are as follows.

2001 Halcrow Fox report to Council on City Centre Access study

2003 QA consultants report on Evening and Night Time economy to the Council

2003 Development Department final report on the Evening and Night time economy

2004 Licensing Panel report to Scrutiny Board

2004 Licensing Panel working Group

2005 Corporate Scrutiny Board report on taxis

2006 City Services Rank proposals report

**All of these reports had one common thread. It was the need for urgent assessment of the city centre ranks. To take into account the growing numbers of the public who require transport out of the City Centre.**

**The need to create ranks that would help in the dispersal of large numbers, exiting places of entertainment and causing serious public order problems. They would also cut down serious illegal plying for hire of private hire drivers who park up throughout the City Centre**

**Every report made recommendations on ranks**

**All attempts to progress these recommendations both by elected Members of the Licensing Panel and Licensing section officers has failed.**

**Officers who should attend meetings and explain the lack of progress on ranks just fail to turn up. Consultation with Highways has almost disappeared and it would seem only to give lip service to the taxi rank problem**

The Highways/City Services departments have failed to carry the work forward, a list of proposals were made in June 2005. They failed to respond to the recommendations; they failed to respond to you the elected members and more importantly they failed to respond to the requirements of the Public

A report to the Director of City services in July 2006 said

There is a need to assess both the 24 hour ranks and the night time ranks.

And it was proposed that 14 new ranks be created which can be inspected on drawing TF34/54/10j

It proposed to convert all existing ranks from their current 76 Misc Prov sec 63 control to designated on street parking places which would give the Councils parking enforcement team the necessary power to enforce when they took over parking enforcement

The reports Recommendations were

The Director to approve the proposals as indicated on drawing TF34/54/10j

To Request the Director of Legal Services to advertise the draft parking places, to provide the new night time ranks and convert the existing ranks to Parking Places

**Since the Council took over the parking enforcement role, 80 Taxi rank spaces have become free parking places for members of the public. The ranks have become unworkable**

**Not one ticket has been issued, Due to the failure to create the Parking Places Orders prior to the start of the regime.**

It is important to recognize that the public want ranks at places that are well lit, covered specifically by CCTV and under cover and importantly that are close to hot spot.

The shorter the distance to a rank the less time to cause a disturbance.

The private hire trade that ply for hire illegally park up outside the very places that we should have ranks. It has become so bad that the Licensing Panel have had to draw up new conditions to combat the practice. In last night press there was another prime example of illegal private hire in the City Centre; we now have bogus illegal private hire.

There are 80 rank spaces 24 hours a day

There are a further 36 in the Station that the taxi trade pay for on an annual basis

A total of 116 spaces

There are a 106 night time only spaces

There are 262 saloons and 275 Wheelchair Accessible taxis

Total 537 Leeds Taxis



# HACKNEY CARRIAGE STANDS

NOTE:- HACKNEY CARRIAGE STANDS OTHERWISE KNOWN AS TAXI RANKS



## 24 HOUR TAXI RANKS

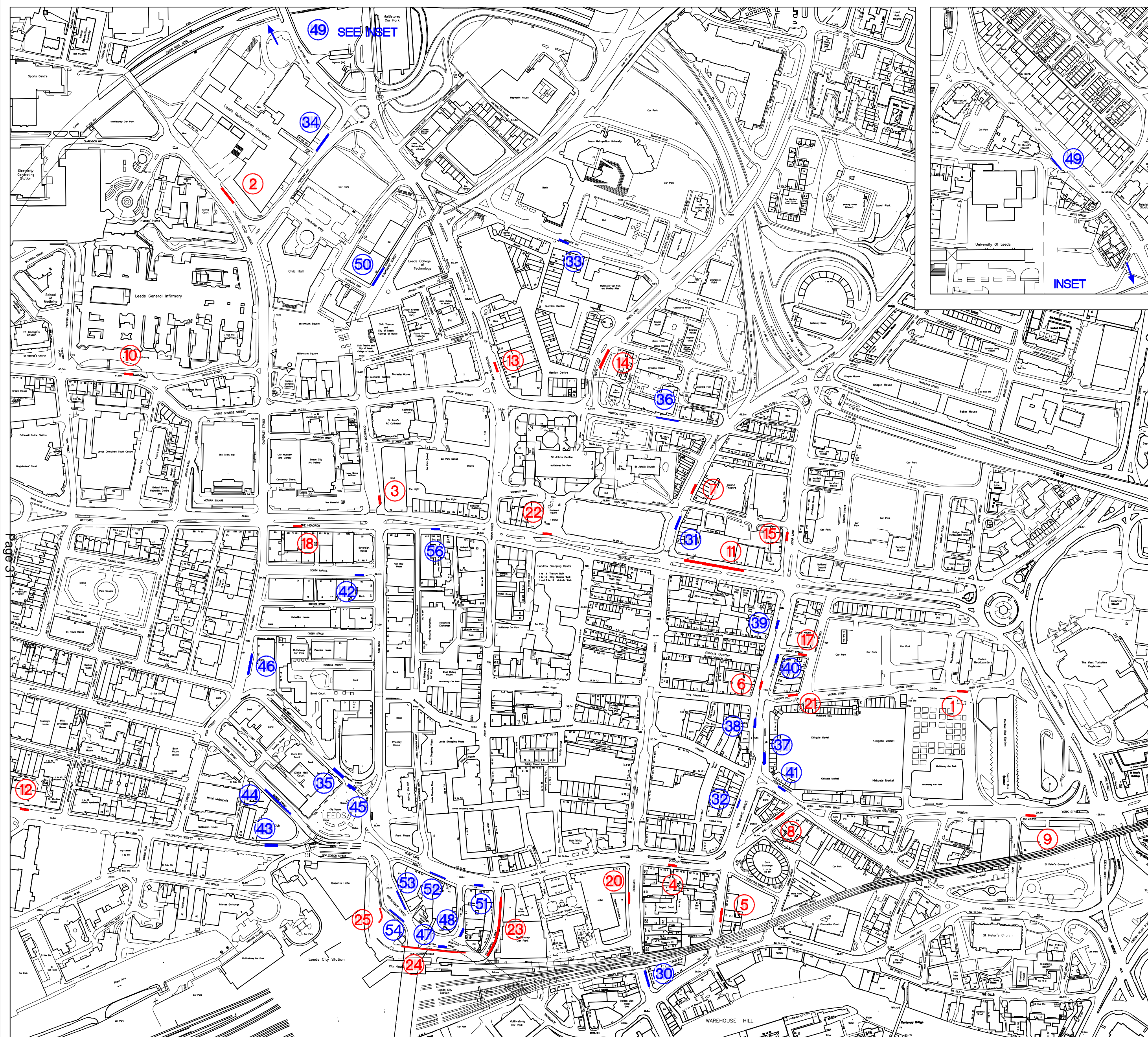
REF. No.	LOCATION	No OF TAXIS ON RANK
1	DYER STREET	4
2	CALVERLEY STREET	6
3	COOKRIDGE STREET	2
4	DUNCAN STREET	3
5	CALL LANE	6
6	VICAR LANE	2
7	NEW BRIGGATE	3
8	CALL LANE	3
9	YORK STREET	3
10	GREAT GEORGE STREET	2
11	THE HEADROW	16
12	WELLINGTON STREET	2
13	WOODHOUSE LANE	4
14	WADE LANE	8
15	VICAR LANE	2
17	SYDNEY STREET	3
18	THE HEADROW	2
20	LOWER BRIGGATE	4
21	LUDGATE HILL	3
22	THE HEADROW (Dortmund Sq)	2
23	NEW STATION STREET	13
24	NEW STATION STREET	18
25	NEW STATION STREET	5
TOTAL		116

## NIGHT TIME ONLY TAXI RANKS

REF. No.	LOCATION	No OF TAXIS ON RANK	TIMES OF OPERATION
30	BRIGGATE (LOWER)	2+2p *	10pm to 3am
31	NEW BRIGGATE	4	10pm to 3am
32	NEW MARKET STREET	2	7pm to 7am on loading bay
33	MERRION WAY	3	10pm to 3am
34	PORTLAND WAY	5	7pm to 7am
35	INFIRMARY STREET	4	11pm to 4am
36	MERRION STREET	6	7pm to 7am
37	VICAR LANE	2	7pm to 7am on loading bay
38	VICAR LANE	2	7pm to 7am on loading bay
39	VICAR LANE	3	7pm to 7am
40	VICAR LANE	2	7pm to 7am
41	KIRKGATE	4	7pm to 7am
42	SOUTH PARADE	2	10pm to 3am
43	WELLINGTON STREET	5	7pm to 7am
44	QUEBEC STREET	10	7pm to 7am
45	INFIRMARY STREET	2	7pm to 7am
46	EAST PARADE	6	7pm to 7am
47	BISHOPGATE STREET	4	7pm to 7am
48	MILL HILL	5	7pm to 7am
49 **	WOODHOUSE LANE (HALO CLUB)	5	7pm to 7am
50	COOKRIDGE STREET	7	6pm to 8am
51	BOAR LANE	2	7pm to 7am
52	BOAR LANE	4	7pm to 7am
53	BISHOPGATE STREET	6	7pm to 7am
54	BISHOPGATE STREET	4	7pm to 7am
56 **	THE HEADROW	4	7pm to 7am
TOTAL		107	

NOTE p\* Night time rank on existing 'pay & display' parking bays  
 \*\* New rank

THE LEEDS CITY COUNCIL (TRAFFIC REGULATION) (WAITING RESTRICTION (No W26) ORDER 2007



D.S. SHEET REF: VARIOUS  
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## LEEDS CENTRAL AREA HACKNEY CARRIAGE STANDS

DRAWN BY		SCALE	
INITIALS	DATE	1:2500	
KD	04/07		
AutoCAD BY			
INITIALS	DATE		
CHo	04/07		
CHECKED BY		ORIGINAL SHEET SIZE	
INITIALS	DATE	A1	
KD	04/07		

DRAWING NUMBER:
TF34/54/10k
DATE: April 2007

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Originator: Chris P Sanderson  
Tel: 214 5169

## Report of the DIRECTOR OF CITY DEVELOPMENT

### Executive Board

Date: 22 AUGUST 2007

Subject: Street Trading – Leeds Local Act of Parliament

<p><b>Electoral Wards Affected:</b></p> <p><input type="checkbox"/> ... Ward Members consulted (referred to in report)</p>	<p><b>Specific Implications For:</b></p> <p>Equality and Diversity <input type="checkbox"/></p> <p>Community Cohesion <input type="checkbox"/></p> <p>Narrowing the Gap <input type="checkbox"/></p>
<p>Eligible for Call In <input checked="" type="checkbox"/></p>	<p>Not Eligible for Call In (Details contained in the report) <input type="checkbox"/></p>

## EXECUTIVE SUMMARY

- 1.1 This report describes how current arrangements for Street trading in Leeds city and the district as a whole operate and goes on to explain:
- how inefficient and ineffective control is;
  - that safeguarding the consumer is currently unachievable;
  - how the city street scene is blighted by unauthorised traders;
- 1.2 The report proposes a solution to the current position which involves the adoption of a local Act of Parliament which will be of significant benefit to all visitors and users of the city and district streets. The report also describes how if Leeds does not adopt a local Act - as a core and attractive city – it could become increasingly ‘at risk’ from unregulated street sellers as an increasing number of high profile or core cities adopt similar solutions.
- 1.3 The recommendations request Executive Board to:
- Note the contents of this report, the possible benefits to the city and metropolitan district of a local Act and the estimated costs and;
  - Recommend to full Council that they should approve the promotion of a local Act of Parliament to deal with pedlars and street trading and delegate to the Assistant Chief Executive (Corporate Governance) the authority to agree minor amendments to the Bill at any stage during it's promotion.

## 2.0 Purpose Of This Report

- 2.1 To inform the Executive Board how the current arrangements for Street trading in Leeds city and the district as a whole operate and explain:
- how inefficient and ineffective control is;
  - that safeguarding the consumer is impossible;
  - how the city street scene is blighted by unauthorised traders;
- 2.2 Propose a solution to the current position to the benefit of all visitors to the city and district.

## 3.0 Background Information

- 3.1 Street trading in the city centre and surrounds of Elland Road football club is managed by way of a limited number of - *consents to trade*- issued by the Council's Market Service under the authority of the Local Government (Miscellaneous Provisions) Act 1982.
- 3.2 Potential traders are required to apply for a consent site by way of an open tender process and successful applicants are issue with a consent for a maximum of 12 months at which time the process is repeated.
- 3.3 Within the city centre, sites are identified jointly by City Centre management and the Markets Service. Strict parameters for both the commodity offered and the style of the unit from which trade is to take place are evaluated with the objectives of enhancing the street scene and protecting consumers.
- 3.4 Elsewhere within the Leeds District, trading from the Highway is managed within Environment and Neighbourhoods. Currently, measures are being introduced to regularise these arrangements so that traders operate by way of similar consents to trade as those in the city centre and at Elland Road.
- 3.5 Unfortunately and particularly in the city centre, unauthorised traders operate to the detriment of the visual amenity whilst often exploiting consumers, especially the vulnerable, by offering goods of dubious quality and origin and with no recognised after sales service.
- 3.6 There are two 'types' of unapproved street trading in the city and whilst always present, numbers of these unapproved traders increases dramatically at seasonal times:
- illegal street traders – trading without consent or pedlar's licence – that is they just turn up and trade when and where they like - and ;
  - pedlars - trading by a *certificate* issued by the police and costing less than £20 per year – and these are almost always abused
- 3.7 Pedlar's certificates are issued by the police under an 1871 Act of Parliament. Any person can apply for the certificate and, as long as the issuing police officer believes the applicant to be of good character, the certificate is issued valid for a year in any location within England.

- 3.7.1 The original rationale of the pedlar's certificate was to allow a person to trade informally whilst moving from street to street, village to village or town to town. Historically such traders might return to a district once or twice a year offering their wares. For example, knife sharpeners or pot sellers would walk or ride (horse & cart) along shouting their presence and customers would approach the traveling salesperson to conduct business.
- 3.7.2 It is this 'trading on the move' which is the cause of contemporary abuse because today's pedlars simply set up a stall in the busiest thoroughfares and then remain in place throughout the day simply showing their certificate to enforcing officers and maybe moving a few feet up and then down the street to satisfy the 'on the move' aspect of the 19<sup>th</sup> century Act.
- 3.8 Current remedies to stop abuse of a pedlar's certificate or illegal street trading are ineffective and resource hungry and involve action in the Magistrates court.
- 3.8.1 Enforcing officers cannot seize goods under current legislation and therefore need to gather significant evidence to establish the offence against those in possession of a pedlar's certificate. This can often take many days of observation, taking statements and obtaining CCTV evidence before progressing to Magistrates court 4 to 6 months later and where proven a first time offender may be fined £50.
- 3.8.2 The fines and time taken to present the case do not deter those traders who are generating significant turnover – particularly at seasonal times.
- 3.8.3 Similarly, although those trading without a pedlar's certificate do not 'enjoy' its protection the first time sanction imposed by Magistrates is often around £50 and again not related to sales turnover. In the case of illegal traders, they are usually people selling on behalf of a third party who simply replaces the salesperson once they have been to court. This means that subsequent legal action is against a first time offender with low penalties.
- 3.9 For some considerable time Market Authorities and others have lobbied parliament to repeal the 1871 Pedlar's Act but to date there is no momentum to do so.
- 3.10 In 2000 Newcastle upon Tyne City Council sought and obtained an Act of Parliament which covered issues including Street Trading, second-hand goods dealers and distribution of free literature. However, the total cost was high at c£250,000.
- 3.11 Since that time the process of obtaining a local act has become understood and costs have reduced significantly and to such an extent that other Authorities have taken or are taking steps to obtain their own local legislation to eradicate the problems associated with non-regulated street traders – the current cost of the process is considered to be no more than £60,000.
- 3.11.1 Those Local Authorities who have taken action already are: Westminster, London Borough Councils, Medway, Maidstone, Leicester, Liverpool. In addition Birmingham and Manchester (both core cities) have already submitted their applications for this year and Nottingham is in the process of doing so.
- 3.11.2 Therefore an increasing number of core cities have or are about to seek their own local Act to curtail unlawful and damaging street trading.

3.12 A key benefit of the local Act is the ability for enforcement officers to seize items for sale and the equipment used by unapproved traders. Such action immediately removes the commercial advantage of a trader operating without consent. This facility is, perhaps, the single most deterrent and the evidence from Newcastle confirms the effectiveness of the Act in removing unauthorised traders from the streets.

## 4.0 Main Issues and timing

### Main Issues

4.1 The key objectives of successful street trading can be summarised as:

- Protection of the unwary or vulnerable consumer from poor quality, illegal or counterfeit goods;
- Ensuring – through regulation – that street traders comply with environmental and other legislative requirements;
- Improving the visual appearance of streets both in the centre of Leeds and elsewhere in the district by developing the trading ‘platform/kiosk’ with applicants seeking consent to trade;
- Providing consistent and fair conditions for bona fide traders to access opportunity to trade and operate safely and with regard to all other retailers and consumers;

4.1.1 These objectives are supported by Leeds City Centre management who strive to improve the street scene within the centre – for example, following the £4.5m Briggate refurbishment it has been disappointing that so many illegal or unauthorised street traders have operated from these prestigious surroundings.

4.1.2 The Markets Service work closely with West Yorkshire Trading Standards (WYTS) and in discussions with WYTS managers they are fully supportive of the initiative to remove unregulated traders from the streets. Their main concern being the plentiful supply of poor quality, often dangerous products which are traded from the streets. This is particularly the case around Christmas or other seasonal times when potentially hazardous children’s toys and other goods are sold.

4.1.3 In addition there is some evidence that some unapproved street traders offer illegal products which, either directly or indirectly, support more organised crime.

4.2 As described in paragraph 3.11.1 a number of high profile cities already have the protection of the local Act and a further two core cities (Birmingham and Manchester) are seeking the facility this year. It is inevitable that as the larger cities become inaccessible to unauthorised traders these will seek alternative sites. As a result, larger cities without the protection of the local Act are likely to be the first target destination of traders displaced from those cities that do.

4.2.1 As an attractive core city in the top flight of retailing destinations Leeds would be particularly vulnerable from displaced traders if the protection of the local Act was not available.

## Timing

- 4.3 A Bill for the Leeds local Act must be deposited before 27 November 2007 to enable enactment by July 2008.
- 4.4 Section 239 of the Local Government Act 1972 requires two resolutions to be passed by full council both of which need to be supported by more than fifty percent of Council Members:
- First resolution before deposit – i.e. prior to 27 November 2007;
  - Second resolution as soon as may be after the expiry of 14 days after deposit.

## **5.0 Risk Analysis**

- 5.1 There are a number of issues to consider:
- 5.1.1 Maintaining the status quo and not taking action to obtain the protection of the local Act will leave Leeds Metropolitan District and the city centre in particular extremely vulnerable to unauthorised traders displaced from an increasing number of Local Authorities who have secured their own local Act.
- 5.1.2 The existing unauthorised traders and those displaced from elsewhere will continue to increase the burden on resources used in the inefficient and ineffective enforcement arrangements currently available and discussed earlier in this report.
- 5.2 The Parliamentary process does allow for a challenge to the request for a local Act for Leeds (as elsewhere) and if a challenge was upheld the action seeking the local Act would fail. However the appropriate legal advice will continue to be utilised throughout the process.
- 5.2.1 Current legal advice - based on evidence from earlier local Acts - is indicative that even in the event, a challenge it is unlikely to be successful.
- 5.3 The cost of the process is thought to be in the region of £60,000 although this is spread over the two financial years 2007/8 and 2008/9. Costs throughout the process will be monitored with any additional costs funded from the Markets revenue budgets.
- 5.3.1 Apart from the regulatory benefit in obtaining the local Act it is anticipated that those trading sites identified as consents by the Council will have an enhanced value with the costs of this action recovered over time.

## **6.0 Implications For Council Policy And Governance**

- 6.1 Promoting this local Act of Parliament will contribute to achieving the objectives set out in the Council Plan in making Leeds a safer place to live and visit.
- 6.2 Promotion of a local Act is a function reserved to full Council and not the Executive therefore this report is only for Executive Board to note and, if appropriate, for

Members to recommend to full Council that the local Act be promoted given the benefits to the city as set out in this report.

## **7.0 Legal And Resource Implications**

- 7.1 The promotion of a local Act of Parliament is a complex process but in brief, a petition must be presented to Parliament before 27 November 2007 and the Bill must then be widely advertised so that those affected may petition Parliament in relation to the Bill.
- 7.2 It is essential for this work to be carried out by a parliamentary agent and it will be necessary to procure the services of such an agent and possibly Counsel - from an approved list of Parliamentary agents.
- 7.3 The agents will negotiate with any potential objectors but ultimately it may be necessary to instruct Counsel to represent the Council - as promoter of the Bill - to appear before a Parliamentary Committee.
- 7.4 The Council's Legal and Democratic Service officers will be involved in the detailed legal work required to facilitate the Bill through its local and parliamentary stages.
- 7.5 The process is estimated to cost in the region of £60,000 and it is anticipated that this cost can be funded from within Asset Management budgets.
- 7.6 It is considered that as a consequence of obtaining the local Act existing and approved street trading consents will have an increased value. Therefore additional income will:
- offset the front-end costs associated with obtaining the Act and;
  - provide sufficient revenue to ensure fair and consistent enforcement of the provisions within the Act.

## **8.0 Conclusions**

- 8.1 Acquisition of the protection afforded by the Bill and discussed in this paper has been desirable for a considerable time. With the increasing number of cities already in possession or in the process of gaining that protection it is now considered essential for Leeds to seek this facility without delay - for both the city centre and wider metropolitan district.
- 8.1.1 The protection afforded by the local Act should provide an efficient and effective means for Leeds City Council to manage street trading throughout the district and at all times of the day and night throughout the year.
- 8.2 It is further considered essential, in contributing to Leeds as an excellent retail centre and core city, to remove the potential dangers associated with illegal and unregulated street trading.

## **9.0 Recommendation**



9.1 Executive Board are requested to:

- Note the contents of this report, the possible benefits to the city and metropolitan district of a local Act and the estimated costs and;
- Recommend to full Council that they should approve the promotion of a local Act of Parliament to deal with pedlars and street trading and delegate to the Assistant Chief Executive (Corporate Governance) the authority to agree minor amendments to the Bill at any stage during it's promotion.

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**Report of Director of City Development**

To Executive Board

Date: 22<sup>nd</sup> August 2007

**Subject: Major Transport Schemes – Local Government Act Section 31 Grant Claim**

**Electoral Wards Affected:**

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call In

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

**Executive Summary**

From 1<sup>st</sup> April 2007 The Department for Transport (DfT) has changed the way Major Road schemes are funded. All future grants will be awarded under Section 31 of the Local Government Act 2003 (s31). This report seeks authority to accept the terms and conditions of the grant and give delegated authority for the Director of Resources to accept and submit all future claims. S 31 Grant is currently being paid on Leeds Inner Ring Road Stage 7 and East Leeds Link Road.

**1.0 Purpose of this Report**

This report seeks authority for Executive Board to accept the terms and conditions of the Section 31 Grant Determination for Major schemes in 2007/08 and give delegated authority for the Director of Resources to accept and submit all future claims.

**2.0 Background Information**

Prior to 2007/08, once a Major scheme was fully approved, the Central Government funding provision usually comprised a split between borrowing approvals and grant. Grants were provided by way of Transport Supplementary Grant (TSG), borrowing by way of Supported Capital Expenditure (Revenue), SCE(R).

The aim was to achieve roughly a 50% grant and 50% borrowing approval balanced over the life of the scheme. Transport Supplementary Grant is issued under Section 87 of the Local Government Finance Act 1988. To date it has been allocated in four quarterly payments in May, August November and February. Levels of TSG awarded are dictated by the LTP Capital Settlement allocations in the previous December, and the grant paid out partly in advance and partly in arrears.

From 1<sup>st</sup> April 2007 The Department for Transport (DfT) has changed the way Major schemes are now funded. All future grants will be awarded Under Section 31 of the Local Government Act 2003 (s31). This award will now be 100% Section 31 grant, paid in arrears and claimed quarterly after the expenditure has been incurred.

As part of the DfT's Section 31 Grant Determination for Major schemes in 2007/08, the DfT has asked authorities to confirm that they accept the terms and conditions of grant and provide documentary evidence to this effect. Section 31 Grant will be paid in 2007/08 on Leeds Inner Ring Road Stage 7 to a value of approx £13m and East Leeds Link Road of £4.169m.

The first Grant claim is now to be submitted, but prior to this, evidence of the acceptance of the terms and conditions must be provided.

### **3.0 Main Issues**

The offer of Section 31 Grant carries with it certain terms and conditions which the authority has to accept before any grant will be paid.

Some of these conditions carry a potentially significant financial impact upon the authority, particularly 20 to 24 which commit the authority to repay the grant if the grant conditions are not met. These include, for example, the condition that the scheme must operate for a period of 10 years. A copy of the conditions is attached at Appendix 1.

However rare it may be to invoke these conditions, the Department for Transport are bound, as a matter of due diligence, to seek assurance that they have been accepted by the Authority in a way which would be legally binding and no grant will be payable until the council has accepted all the terms and conditions. None of the conditions are considered to be unacceptable or likely to cause the council any difficulties.

The DfT have determined that under current council delegations the Director of Resources and Section 151 Officer does not have the delegated authority to agree to the grant terms and conditions.

Executive Board is therefore required to accept the grant terms and conditions in this instance and to give the Director of Resources delegated authority to accept and submit future Section 31 grant claims.

Members should note that this is purely procedural and that all Major schemes are subject to prior approval by the Executive Board.

### **4.0 Implications for Council Policy and Governance**

The Assistant Chief Executive (Corporate Governance) considers that the Director of Resources existing delegated authority regarding making arrangements for the proper administration of the authority's financial affairs covers the acceptance of the grant terms and conditions and allows him to accept and submit s31 grant claims. However to assist the DfT in their due diligence process and for the avoidance of

doubt, it is suggested that Executive Board confirm this position for this and future grant claims.

This report is considered not to be eligible for call in due to the short timescales that have been given by the DfT for the Council to provide evidence that the Council has accepted the terms and conditions of the Section 31 Grant offer. The original deadline for submission of the signed form accepting the grant terms and conditions was the 27<sup>th</sup> July 2007. As the original form submitted by the Council was not accepted by the DfT the Council has been given an extension to the 29<sup>th</sup> August 2007 to resubmit the form. If this deadline is not achieved then there is a significant risk that the Council would not receive the first quarter grant payment due in September and payment would not be received until the next quarter's payment date on the 7<sup>th</sup> December 2007.

## **5.0 Legal and Resource Implications**

### **Capital Funding and Cash Flow**

The payment of the Section 31 Grant will be used towards the funding of Leeds Inner Ring Road Stage 7 and East Leeds Link Road, both included in the approved capital programme. Future major road schemes which will fall within this grant claim include the A65 Quality Bus scheme.

### **Revenue Effects**

There are no revenue effects to this report.

### **Risk Assessments**

The DfT will not make any grant payments until the grant terms and conditions have been accepted by the Council under what it considers to be appropriate powers. If the DfT deadline for submitting the form accepting the terms and conditions of the Section 31 Grant is not met or if the Council does not accept the terms and conditions then there is a significant risk that the Council will not receive grant payment or payment will be delayed. This could have a major impact on the Council's cash flow position and on the funding of the Leeds Inner Ring Road Stage 7 and East Leeds Link Road, approximately £17m in 2007/08.

## **6.0 Conclusions**

In order to comply with the requirements of The DfT, Leeds City Council are required to provide evidence of acceptance of the terms and conditions of the Section 31 grant. Approval of the grant and the terms and conditions by Executive Board will provide the necessary evidence and will enable the Council to draw down the approved funding for the Inner Ring Road Stage 7 and East Leeds Link Road.

## **7.0 Recommendations**

Executive Board is requested to:

(i) Approve the acceptance of the Section 31 Grant offer to Leeds City Council for 2007/08 under the terms and conditions offered, as set out in Appendix 1 to this report.

(ii) Confirm that the Director of Resources delegated authority includes the acceptance and submission of all future such grant offers under the terms and conditions offered.

## **Supporting Documentation**

(i) Local Authority LTP Major Project Grant Determination 2007/08 Annex B – Grant Conditions



Originator: Brian Lawless

Tel:24 74686

**Joint Report of the Director of City Development and the Director of Environment & Neighbourhoods.**

**Executive Board**

**Date: 22 August 2007**

**Subject: The former Royal Park Primary School**

**Electoral Wards Affected:**  
Hyde Park & Woodhouse

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call In

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

**EXECUTIVE SUMMARY**

1. The report seeks a decision from Executive Board regarding the disposal of this property for refurbishment.
2. This follows the receipt of proposals submitted in response to a programme of marketing approved by Executive Board on 16 August 2006 which included the requirement for any development to retain the main school building and to provide for the inclusion of a new public library and community space.
3. In line with the decision made at that meeting, this report recommends the disposal, through the grant of a long leasehold interest at a premium quantified in the accompanying confidential report, to the preferred developer with the required library and community space being the subject of a long sub-lease back to the Council, at a peppercorn rent.
4. Members of the Executive Board on 16 August 2006 noted that the pursuance of any proposal under its decision would require the Council to use its powers under the 2003 General Consent to dispose of the property at less than best consideration.
5. The recommendations are made in the context of the high cost of implementing the original aspirations for the retention and refurbishment of the building for Council purposes where the total funding gap exceeds £1,250,000.

## **1.0 Purpose of this report**

- 1.1 This report seeks the approval of the Executive Board to the disposal of the Royal Park property, by way of the grant of a long leasehold interest and at a premium quantified in the accompanying confidential report, for refurbishment by a private sector developer with the scheme including a library and community space for Council occupation.
- 1.2 It also seeks approval to the use of the Council's powers under the 2003 General Consent to dispose of the property at less than best consideration.
- 1.3 It seeks approval to the Council taking a long sub-leasehold interest, at a peppercorn rent and including break clauses at appropriate times, in those areas of the building to be occupied as library and community space.
- 1.4 Further, the report seeks approval to a proposal that the fit-out of the library and the community space should be undertaken by the recommended developer but at the Council's expense.

## **2.0 Background Information**

- 2.1 Executive Board, in November 2003, approved in principle the retention of the Royal Park building for Council purposes with some space for community use following the closure of the school in September 2004.
- 2.2 The Executive Board report gave the refurbishment estimate at £1.701m, whilst potential contributions to the scheme amounted to £1.350m. The shortfall, of £351,000, was to be funded from mainline Capital Programme resources.
- 2.3 Since that time, with the exception of the potential to move Burley Library and some youth office staff from Headingley Community Centre Annexe into the proposed development, other possible users (and therefore funders) have withdrawn, reducing capital contributions by £270,000 to £1.08m.
- 2.4 A number of other possibilities have been looked at. These include:-
  - i. the potential use by community organisations, however, officers have been unable to identify any funding to facilitate this option;
  - ii. the potential conversion of the first floor for residential retaining the ground floor for community space including a library. This option was tested by a housing association and based on their appraisal, not considered viable;
  - iii. use as Independent Living accommodation for Council purposes, however, the premises were not considered suitable;
  - iv. the relocation of the Teaching and Learning Service, which again, following consideration, was not considered suitable;
  - v. private sector residential conversion retaining the current building: tested with a developer - not considered viable at that time, but a mixed use scheme incorporating and potentially enhancing the Council's community requirements with a new building and parking on the site considered viable.



- 2.5 Costs have been updated and, in August 2006, were estimated at £2.335m, including the capital contribution of £250,000 required to fund the Education Leeds capital programme: an increase of £634,000. This left a total funding gap of £1,255m.
- 2.6 In all of these circumstances, a solution had not been found that could result in the retention of the building by the Council at a cost which officers felt would represent value for money and could be recommended to Executive Board as a viable and sustainable proposition.
- 2.7 Accordingly, in August 2006, Executive Board approved proposals for the marketing of the property with a requirement that the main school building should be retained and that the refurbishment should include a library and community space.
- 2.8 This report explains the response that has been received to that marketing, with the commercially sensitive details contained in the accompanying confidential report.
- 2.9 The information contained in the Appendix attached to this report relates to the financial or business affairs of a particular person, and of the Council. This information is not publicly available from the statutory registers of information kept in respect of certain companies and charities. It is considered that since this information was obtained through inviting of best and final offers for 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 inviting bids and affect the integrity of disposing of property/land by this process. Also it is considered that the release of such information would or would be likely to prejudice the Council's commercial interests in relation to other similar transactions in that prospective purchasers of other similar properties about the nature and level of offers which may prove acceptable to the Council. It is considered that whilst there may be a public interest in disclosure, much of this information will be publicly available from the Land Registry following completion of this transaction and consequently the public interest in maintaining the exemption outweighs the public interest in disclosing this information at this point in time. It is therefore considered that this element of the report should be treated as exempt under Rule 10.4.3 of the Access to Information Procedure Rules.
- 2.10 A total of seven proposals were received in response to the marketing but from only six developers.
- 2.11 One of the proposals did not comply with the requirement that the building should be retained; proposing as it did that the whole site should be redeveloped. This proposal was, accordingly, excluded from any further consideration.
- 2.12 An assessment of the six remaining schemes was undertaken for their appropriateness against the marketing brief.
- 2.13 Only four of the proposals were considered worthy of further detailed investigation, and the developers proposing these schemes were invited to submit additional details. The justification for excluding the other two schemes is given at paragraph 1.4 in the accompanying confidential report.
- 2.14 Of these four developers, one withdrew immediately and a second failed to submit the additional details requested.
- 2.15 It should be noted that a late offer for the building has been received very recently from the Royal Park Community Consortium. The financial implications for the Council

of this offer are discussed more fully in the accompanying confidential report. The offer was received some six months after the closing date of the marketing period. It has not been possible for officers, in the time available, to evaluate fully the consequences for the Council if this offer were to be considered but a verbal report could be made at Executive Board if Members so wish.

### **3.0 Main Issues**

- 3.1 The two remaining developers did submit the additional information requested to allow their schemes to be appraised more fully.
- 3.2 Both intending developers can bring experienced teams, the necessary financial resources and the appropriate experience in dealing with the conversion of similar buildings to their proposals.
- 3.3 Each developer can demonstrate a good track record in addressing the consultation process that would be required and has given a commitment to undertaking more than would be required simply by the planning process.
- 3.4 Whilst there are some similarities between the two proposals, in that the main use of the former school building is intended to be for residential purposes, that each scheme proposes the demolition of the former superintendent's house and that each scheme does meet the requirement of providing space for a library and community use, there are also quite significant differences between them.
- 3.5 These differences do make it easier to assess how close is the fit of the proposals to the Council's, and the community's, aspirations for the contribution that the former school building will make to the local area.
- 3.6 The first scheme proposes that all of the school building, other than the area given over to the Council's uses, should be converted to residential use with around 40 apartments. These would be a mix of 1, 2 and 3-bedroomed apartments for sale on the open market. The proposed scheme would include parking for 27 vehicles. A management company would be responsible for the common parts of the residential development and there would be a complete separation between the residential parts and the Council's uses.
- 3.7 The library and community spaces are given rather larger floor areas than was required by the marketing brief and are distributed across three floors.
- 3.8 The intending developer would be required to reach an agreement with the Council as to the fit-out of the Council's areas so the whole of the completed development could open on the same day. This agreement would need to demonstrate how the Council could be sure that it was receiving value for money with these works and that they were properly supervised during the refurbishment.
- 3.9 The developer would, of course, have to comply with the Local Planning Authority's planning policies and, in particular, address the issues of affordable housing.
- 3.10 The second scheme proposes that the more recent extensions to the school building should be demolished and replaced with some more appropriate and sympathetic new-build elements. The main use of the resulting mix of refurbished and new-build space would be for around 80 age-related assisted-living units, with on-site warden accommodation, to be sold to and managed by a specialist private sector company. There would be communal facilities such as a lounge and it is also proposed that the

development would offer “drop-in” facilities to provide access for members of the local community. These facilities would also be operated by the same specialist company.

- 3.11 As it is expected that only very limited parking demand would be created by the age-care use, only 7 parking spaces are proposed for the whole development.
- 3.12 Additionally, the intending developer proposes the creation within the building of a small retail (or similar use) unit. This would be to meet local demand only and, given its small scale, it could not serve a larger area of the city.
- 3.13 The library and community spaces are just a little larger than required by the marketing brief and are distributed across two floors of the building.
- 3.14 Here again the developer would be required to undertake the fit-out works for the Council’s space and comply with the requirements of the Local Planning Authority.
- 3.15 There is a difference between the values of the financial offers that have been made with the first scheme offering a somewhat larger receipt to the Council as detailed at paragraph 1.1 of the accompanying confidential report.
- 3.16 It should be noted that each of the schemes proposes the demolition of the former caretaker’s house. This is required to provide sufficient servicing access and parking for the refurbished school building. This demolition is not regarded as particularly significant nor breaching the spirit of the Council’s requirement to retain the main school building.
- 3.17 This has, therefore, not been a significant element in the appraisal of the schemes given the aspirations of the Council and the community and the various restraints that have, intentionally, been placed on the form of development. It is these aspirations and restraints that lead to the advice that the Council should, in these circumstances, consider a disposal at less than best consideration (and this point is addressed more fully in Section 7 of this report).
- 3.18 It should be noted that the closure of the current Burley library in Cardigan Road (which is in a poor state of repair) is implicit in the recommendations. This proposed closure has been a feature of the proposals for the refurbishment of the former Royal Park School from the outset. The Library Service has confirmed that the new facility at Royal Park will enable it to deliver a better service overall.

#### **4.0 Ward Member Consultation**

- 4.1 The property is in the Hyde Park & Woodhouse ward but, at the time of the original Executive Board report, was in the Headingley ward. Accordingly, Members for both Hyde Park & Woodhouse and Headingley wards have been consulted. They were advised of the changing circumstances and, at the time of the August 2006 report accepted that it was not feasible to deliver the original aspirations and were supportive of marketing the property for refurbishment to include a library and some community space. They felt there is no lack of convenience shopping in the area and that this should be excluded from the marketing brief as should student housing.
- 4.2 Ward Members were not supportive of any options which would involve the demolition of the property even if such a disposal required the provision of a library and some community space.

- 4.3 Ward Members were advised of the proposals that were received in response to the marketing and were supportive of the approach taken by officers to invite additional information from four developers.
- 4.4 All of the Ward Members for Hyde Park & Woodhouse and Headingley did receive a presentation from the two developers on the final shortlist that provided that additional information.
- 4.5 With one exception, all of the Members felt that it would be appropriate to support the recommendation made by officers that one of the schemes should be selected as the preferred option. These Members also supported the suggestion made by officers that the exact nature of the use of the community space should be informed through detailed consultation with them and the local community subsequent to the Executive Board decision as to which of the two remaining proposals, if either, should be selected.
- 4.6 The remaining Member, from the Hyde Park & Woodhouse ward, has indicated that he does not support the recommendation made by officers to select a preferred developer unless a binding commitment is made at the time of the Executive Board meeting to include a gymnasium or indoor games facility in the community space.

## **5.0 Implications For Council Policy And Governance**

- 5.1 The option to dispose of the property at Royal Park to a private sector development which includes an element of Council and community use will still comply with the Corporate Plan for 2005-08.
- 5.2 The relevant theme is that all communities are thriving and harmonious places where people are happy to live. This will be achieved through the provision of a modern library, other community facilities, and good quality residential or retail development.

## **6.0 Legal and Resource Implications**

- 6.1 The originally envisaged scheme, costing some £1,701,000, would have made a significant call, £351,000 upon the Council's flexible capital resources. The latest estimate for a similar scheme to that originally proposed implies that the call upon these resources would increase by a further £904,000 to a total of £1,255,000.
- 6.2 The disposal of the property for a commercially funded refurbishment or redevelopment would limit the cost to the Council to that related solely to the provision of a library and any other community space specified. In addition, the capital that could be raised through the disposal of the property and of other surplus assets already identified will enable the new scheme to be cost positive to the Council.
- 6.3 It is proposed that the fitting out cost for the library and the community space should be met from the capital receipt but no detailed estimate of the likely cost of this can be given until a scheme and developer have been selected because of the different spaces that are proposed for these uses and because of the consultation process that is suggested to determine the nature and content of the community space.
- 6.4 Members should note that it is proposed that the developer selected will be required to fit out the library and community space to a specification to be agreed by the Directors of City Development and of Environment & Neighbourhoods and that the Director of City Development will be responsible for ensuring that the cost of these works represents value for money. This requirement arises because of the risks that would arise from having two sets of contractors on the site at the same time and the

need to ensure that the whole of the refurbished building can be opened simultaneously. The Council does have a Framework Contract for the fit-out of libraries and it will be necessary to waive Contract Procedure Rule 8 to allow the selected developer to undertake these works. Similarly, it will be necessary to waive Contract Procedure Rule 11 or 12 (dependent upon the cost of the works) in respect of Intermediate or High Value Procurement.

6.5 It should be noted that a general consent has been given under Schedule 35A of the Education Act 1996 for the disposal of land used by community or county schools at any time within 8 years preceding the date of disposal where the area of land is less than 8,000m<sup>2</sup>, as is the case here, subject to certain provisions which are not applicable at Royal Park.

6.6 Similarly, a general consent has been given under Section 77 of the School Standards and Framework Act 1998 to the disposal or change of use of hard play areas, social areas and other ancillary social and recreation or habitat areas that surround the buildings at closed or closing schools where no other schools share or border the site.

## **7.0 Best Consideration**

7.1 The Director of City Development advises that disposal on the open market with no requirement to retain the former school building or restriction over future use is the method most likely to result in the Council achieving the best consideration that can reasonably be obtained under section 123 of the Local Government Act 1972 (or under the Housing Act 1985).

7.2 The Council does have powers, where land is not held for housing accommodation purposes (as in this instance), to dispose of land and buildings at less than best under the 2003 General Consent.

7.3 There are strict limitations on the application of this General Consent. In particular, the purpose for which the property is being sold must be likely to contribute to the achievement/promotion of the economic, social or environmental well-being of the area or people living or working there, subject to not allowing a "discount" of more than £2m. The unrestricted value of the site, based upon the value achieved by the Council in the disposal of a similar site in the vicinity, is significantly less than that figure.

7.4 If Members are minded to support the retention and refurbishment (by the private sector for sheltered living accommodation) of most of the existing buildings on site, then this would constitute a less than best disposal and Members would need to be satisfied that the disposal would be likely to contribute to the achievement/protection of the economic, social and environmental wellbeing of the area or of people living or working there.

7.5 It is believed that disposing of the property in accordance with the recommendations of the report is likely to contribute to the economic and social well-being of the area in the following ways:

i. Notwithstanding the fact that the buildings are not listed or in a conservation area, Members may be of the view that the architecture of the property is worthy of retention and complements the street scene.

ii. Members may consider that the current building provides more of a focus and landmark for the community, giving a greater sense of community than would a

new build alternative even if that new building alternative included space for Council and community use.

- iii. The provision of a new library within the building.
- iv. The provision of space within the building for community use.
- v. Through not increasing the stock of housing for sale in the area or the likely resultant increased demand for parking which cannot be satisfactorily accommodated within the site boundary.

7.6 Members are advised that the recommended disposal does not breach the European Commission's rules on State aid. The Council has undertaken a competitive process with more than one prospective buyer and was seeking to impose special obligations on all prospective buyers who would have to be able to meet those obligations.

7.7 Although the proposed disposal would be at less than best consideration, it has to be borne in mind that the Council will be provided, at no direct cost, with building space sufficient for the provision of a new library and for community use. It is difficult to put a precise value upon this space but, if a separate building were to be constructed for these purposes, the cost would be in the order of £680,000. Refurbished space will be of a rather lower value but, in any event, the value achieved would go towards reducing the impact of the disposal at less than best consideration.

## **8.0 Risks**

8.1 It has taken much time and effort, on all sides, to reach a point where a recommendation can be made to Executive Board as to the selection of a particular developer with a particular scheme which is thought to be both acceptable, in terms of the community benefits that it brings, and deliverable within a reasonable period.

8.2 During that time, the building has been at risk and there have been a number of instances of vandalism and theft despite the security measures that have been taken. It is advised that the continuing risks, should a developer not be appointed at this time, are quite considerable, with the loss of the building itself being a possibility. Early agreement to a development proposal with the hand-over to a developer and the delivery of the scheme itself in the shortest possible time would limit those risks.

8.3 At the moment, there is a broad measure of agreement, with the exception of one Member from Hyde Park & Woodhouse who has specific aspirations for the use of the community space that he wishes to see resolved in advance of the decision by Executive Board, that the recommended approach does meet the aspirations of the Ward Members and, to a large extent, of the community. Any delay, with the uncertainty that this would bring, risks losing that consensus.

## **9.0 Conclusions**

9.1 It has to be recognised that, whichever of the two schemes is selected, considerable additional work will be required to bring it to a satisfactory completion and that the consultation process itself is likely to result in a number of variations.

9.2 Both City Development and Environment & Neighbourhoods will have a continuing role in this work, over and above that required by the planning process, and will work with the developer to ensure that the consultation is thorough and meaningful.

- 9.3 The precise nature of the use of the community space can be determined during the consultation period to ensure that it meets the needs and aspirations of the community and the service requirements of Environment & Neighbourhoods.
- 9.4 So far as the specific aspirations of one of the Hyde Park & Woodhouse Members is concerned, it is difficult to envisage how an activity such as indoor football could be incorporated without creating too great a disturbance to other building users even if a way could be found to allocate sufficient floor space. This reservation does not apply to the suggestion of a gymnasium use. However, this use would also be quite space consuming when all the ancillary needs such as changing rooms and showers are allowed for. Providing space for either indoor football or a gymnasium would limit the space that could be provided for other community purposes. It is suggested that all of the possible community uses can be explored fully during the consultation period.

## **10.0 Recommendations**

- 10.1 Members of Executive Board are asked to note the conclusions of the report and:
- i. approve the recommendation made in the confidential report above that a preferred developer should be selected on the basis of the schemes described at section 3 above
  - ii. approve the proposal made at 3.21 above that the disposal should be on the basis of less than best consideration exercising the Council's powers under the General Consent 2003 as set out in 7.1 to 7.4 above
  - iii. approve the disposal of a long leasehold interest in the property to the selected developer at the value set out in paragraphs 3.3 and 3.8 of the confidential report subject to a requirement that the Council be granted a sub-leasehold interest, at a
  - iv. approve that the decision on any "less than best" reduction in this disposal value which may arise as a result of the detailed negotiations should be delegated to the Director of City Development in consultation with the Executive Member for Development and Regeneration
  - v. approve the consultation process described at 4.5 above to determine the precise nature and use of the community space
  - vi. approve the commencement of negotiations with the preferred developer for the undertaking of the fit-out of the library and community space as part of the main contract for the refurbishment with the costs of these works to be deducted from the capital receipt, subject to the Directors of Environment & Neighbourhoods and City Development being satisfied that these costs represent value for money

Background information:

Executive Board report: Primary School Review (Hyde Park area) July 2003

Executive Board report: Royal Park Primary School Site 12 November 2003

Executive Board report: The Former Royal Park Primary School 4 August 2006

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Originator: A Beattie

Tel: 24 76249

## Report of Director of Environment and Neighbourhoods

To Executive Board

Date: 22<sup>nd</sup> August 2007

**Subject:** Disabled Facilities Grants  
**Capital Scheme Number** 98040/000/000

<p><b>Electoral Wards Affected:</b></p> <p>ALL</p>	<p><b>Specific Implications For:</b></p> <p>Equality and Diversity <input checked="" type="checkbox"/></p> <p>Community Cohesion <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 (Details contained in the report) <input type="checkbox"/></p>

## Executive Summary

Executive board are requested to note the injection of £2m per Director of Resources capital monitoring update paper to this Board. Executive Board are also requested to authorize scheme expenditure of £4.5m as outlined within this report, to meet the demand for mandatory Disabled Facilities Grants for private sector disabled residents in Leeds during 2007/8.

### 1.0 Purpose of this Report

1.1 The capital programme approved £2.5m expenditure on DFGs in February 2007. The purpose of this report is to approve an additional injection of £2m into the programme and request authority to spend £4.5m on Disabled Facilities Grants for 2007/08. This increase represents significant additional investment to adapt homes in the private sector, leading to increased independence for disabled residents.

### 2.0 Background Information

2.1 The Council administers Disabled Facilities Grants (DFGs) which were introduced in 1990. Subject to a means test, there is a mandatory right to any disabled person for grant support to a current limit of £25,000 for the purpose of altering their dwelling so that they are able to gain access to and use all normal facilities of home, and care for others where this is relevant.

2.2 In recent years there has been considerable interest in reviewing and seeking ways to improve procedures. The Government published research in November 2004 ( ODPM Good Practice Guide), supported research by Bristol University which published proposals for an overhaul of the programme in a 2005 report , published a further Government report in October 2005 (ODPM-Reviewing the DFG Programme), and has more recently issued a

consultation paper in January 2007 setting out the Government's proposals to improve programme delivery and includes increased entitlement in some cases.

**2.3** The key point in this consultation document is that the Government is determined to modernise and simplify the DFG system so that it meets a number of key strategic objectives :

- i ) Disabled people to be at the heart of the service.
- ii ) Grant is able to provide financial support to satisfy increasing need.
- iii) The system should be affordable, equitable and flexible to meet diverse needs.
- iv) The service should be integrated with other elements of social care.
- v ) The system should be properly and strategically planned to increase accessibility to housing stock.
- vii) The help available should be widely publicised and easily accessible.

**2.4** In Leeds, DFG activity has been the subject of Scrutiny reports over the last 5 years which have embraced these principles, with a particular focus on improving delivery time measured against Government performance targets. Process improvements and new organisational arrangements have been introduced both within Environment and Neighbourhoods and Social Services which have improved efficiency and effectiveness and further improvements continue to be made. As a result, a significantly higher number of homes are adapted annually and this trend is set to continue in to future years. It has been emphasised throughout this time and acknowledged by Government that a particular consequence of such improved efficiency and throughput would be an increased financial pressure on capital expenditure.

### **3.0 Main Issues**

**3.1** The demand for mandatory financial assistance towards the cost of adaptations to the homes of disabled residents has seen significant growth in recent years. Furthermore, improvements in service delivery and process improvements to meet Government targets for delivery have also seen a significant improvement, such that the throughput of schemes and related expenditure have risen dramatically. As recently as 2004/5, the programme was £2.13m, increasing to £3.67m in the last financial year and a programme of £4.5m is required for 2007/08.

**3.2** New enquiries for DFGs have exceeded 300 per quarter. The average weekly value of new grant approvals has increased significantly such that the current value is £118k per week with the estimated year end position predicted to show a commitment of £3m of approved schemes not yet paid to be taken into the new financial year before any new approvals have been issued.

**3.3** Over recent years the value of carry over commitments has been reasonably stable, but a significant increase noted in 2006/07 and 2007/08 is likely to be repeated in 2008/09. The reasons for this being :-

- Improved efficiency and delivery time per scheme.
- Improved/Increased fast tracking of referrals which has cleared some backlog.
- Increase in RSL tenants applications compared with landlord applications which has increased the level of such grant payments.
- Increased average unit cost of schemes and grant payments due in part to contractor charges plus revised means test arrangements.
- Increasing awareness of the availability of DFG assistance such that there is no indication of a slowing down of referrals.

**3.4** Government subsidy to support DFG programmes comes to the local authority as a specified capital grant which may be claimed to cover 60% of expenditure subject to a maximum limit. By letter dated 19<sup>th</sup> Jan 2007 Leeds has received confirmation that the subsidy limit for 2007/08 will be £1.569m, which equates to 60% of a programme of £2.62m.

## **4.0 Consultations**

**4.1** In discussions with the Director of Resources prior to the commencement of the current financial year, it was agreed to increase the programme from previous years to approximately £4.5m in 07/08 and onwards. This represents a doubling of the investment in this area of work from levels just two years ago. Expenditure will be managed within this revised figure, whilst minimizing the impact on contractors, clients and the Council in terms of performance targets on service delivery.

## **5.0 Community Safety**

The proposals in this report do not have implications under Section 17 of the Crime and Disorder Act 1998.

## **6.0 Programme**

The programme of works are carried out over the year and these works are prioritized into 3 categories :-

**High (76 working days delivery time)** - The environmental barriers present a critical risk to the disabled person's independence and/or to the carer's safety, **and** cannot be reduced to an acceptable level by short term solutions.

**Medium (129 working days delivery time)** - The environmental barriers present a critical or substantial risk to the disabled person's independence and /or the carer's safety but can be reduced to an acceptable level by the use of short term solutions.

**Low ( 212 working days delivery time)**- The environmental barriers present a moderate or low risk to the disabled person's independence and/or the carer's safety and where appropriate, short term solutions have been implemented.

**Short Term Solutions** include :-

The use of minor adaptations or equipment

Temporary adjustments in the delivery of personal care support

Use of facilities away from the users own home (eg day centre)

## **7.0 Capital Funding and Cash Flow**

Authority to Spend required for this Approval	TOTAL £000's	TO MARCH 2007 £000's	FORECAST			
			2007/08	2008/09	2009/10	2010 on
			£000's	£000's	£000's	£000's
LAND (1)	0.0					
CONSTRUCTION (3)	0.0					
FURN & EQPT (5)	0.0					
DESIGN FEES (6)	0.0					
OTHER COSTS (7)	4500.0		4500.0			
<b>TOTALS</b>	<b>4500.0</b>	<b>0.0</b>	<b>4500.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Total overall Funding (As per latest Capital Programme)	TOTAL £000's	TO MARCH 2007 £000's	FORECAST			
			2007/08	2008/09	2009/10	2010 on
			£000's	£000's	£000's	£000's
LCC Funding	2931.0		2931.0			
Government Grant	1569.0		1569.0			
<b>Total Funding</b>	<b>4500.0</b>	<b>0.0</b>	<b>4500.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>Balance / Shortfall =</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

## 8.0 REVENUE EFFECTS

There are no revenue effects on this scheme.

## 9.0 RISK ASSESSMENTS

- 9.1** The following initiatives have been implemented in an effort to deliver adaptations for the elderly and disabled in a more cost effective and efficient manner. Most of these initiatives also assist in the overall budgetary control and the general administration of contractors through the Agency's delivery of adaptations.
- 9.2 Framework Contractors** – In March 2007, the Agency appointed five contractors to deliver the agency service. Following a lengthy procurement process carried out by the corporate procurement unit, the five were selected from 15 contractors who had expressed an interest in delivering adaptations for the elderly and disabled for a 3 year term. The contractors were in part selected on their experience, efficiencies and approach to this specialist area of work.
- 9.3 Standard Specification and Costs** – Approximately 70% of the Agency's throughput of work is shower installations. In light of this, a fixed price was developed to assist in the administration of the Agency's day to day service, their budgetary projections and estimations and to assist in improving the efficiency of the contractors final accounting process.
- 9.4 Social Services Prioritisation** – Following discussions with Social Services, the priority allocation of DFG applications has been reviewed. In doing so, a larger percentage of referrals will appropriately be allocated to the 'Low' priority band. This will in turn ease pressure on the budget spend and allow a longer time frame for the completion of the adaptation, whilst still meeting Government targets for meeting peoples' needs.
- 9.5 Phased Release of Referrals** – In an effort to control the volume of units of work issued and related costs, the Agency has implemented the phased release of work to contractors. Once an application has progressed through the initial means test, survey and financial authorization, they are then "queued up" within their designated target delivery time, prior to being released to a contractor. The completed referrals are sorted periodically based on their completion date. This approach results in the careful management of cases, with delivery at or very close to the target date set by Government.
- 9.6** The overall result of the changes described above is that the Council can control the rate of expenditure, whilst minimizing any negative impact for customers.

## **10 CONCLUSION**

- 10.1** The obligations to provide DFGs is primary, absolute and remains irrespective of budget pressures. Failure to meet obligations would lead to judgements of maladministration against the Council.
- 10.2** The anticipated spend in the current year shows the significant additional investment being made in this area of work. Officers are confident that expenditure can be kept to the £4.5m estimate for 2006/07 although there will be some inevitable implications for service delivery, which are being closely managed.
- 10.3** In preparing for 2008/09, DCLG has been advised in our submission for subsidy support that the likely programme could be £6m, requiring a subsidy of £3.6m and a local contribution from LCC of £2.4m. The outcome of the bid will be known possibly in Dec 2007, at which time a further review of commitments and expenditure will have to be undertaken.
- 10.4** The arrangements introduced to slow down performance whilst demand remains high have an inevitable long term implication for future budgets and this has been clearly stated in formal representations to the Government in recent consultation exercises.

## **11.0 RECOMMENDATIONS**

The Executive Board is requested to :

1. Note the injection into the Capital Programme of £2m of Leeds City Council resource as stated within the update report from Director of Resources to this board.
2. Authorise Scheme Expenditure to the amount of £4.5m
3. Instruct officers to report back in future on the progress of the scheme

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Originator: Alison Pickering  
Helen Steele

Tel: 2145867

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One appendices is included in this report which is not for publication under the Council's Access to Information Procedure Rules 10.4 (3)

## Report of the Directors of Environment and Neighbourhoods and Children's Services

### Executive Board

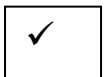
**Date: 22 August 2007**

**Subject: Proposals for the Fir Tree Primary School Site**

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#### Electoral Wards Affected:

Alwoodley



Ward Members consulted  
(referred to in report)

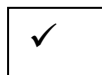
#### Specific Implications For:

Equality and Diversity

Community Cohesion

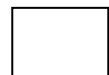
Narrowing the Gap

Eligible for Call In



Not Eligible for Call In

(Details contained in the report)



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## EXECUTIVE SUMMARY

The report provides an initial response to the deputation made by Lingfield and Fir Trees Residents Group to retain the premises for community purposes following the decision to close Fir Tree Primary School. The report highlights that the site is to be retained by Education Leeds until summer 2010 for other educational uses. It is therefore recommended that officers, through the Moor Allerton Partnership, lead a programme of public consultation on the future needs of the area for community facilities and support the continuation of those community activities currently being delivered at Fir Tree Primary School.

## **1.0 Purpose of this Report**

- 1.1 To provide an initial response to the deputation made by Lingfield and Fir Trees Residents Group to full Council in June 2007 following the decision to close Fir Tree Primary School and to recommend that further work is done to identify the most appropriate way to meet community needs.

## **2.0 Background Information**

- 2.1 Fir Tree Primary School and Archbishop Cranmer C of E Primary School will close in August 2007 as a result of the review of pupil provision in the Alwoodley Planning Area and will be replaced by a new school called Allerton Church of England Primary School on the present Archbishop Cranmer site.
- 2.2 Public consultation was undertaken by Education Leeds as part of the review of pupil provision in the Alwoodley Planning Area on their proposal to close Fir Tree and Archbishop Cranmer CE (VA) primary schools in August 2007 and establish a 1.5 FE school on the Archbishop Cranmer site in September 2007.
- 2.3 In response to this, the North East Outer Area Committee supported the views of the Alwoodley Members that, if Fir Tree Primary School is closed, the premises should be retained for community use. The Moor Allerton Partnership expressed their support for the need to maintain existing community service provision and activities, including sports facilities, at Fir Tree Primary School.
- 2.4 The full Council meeting held on 20<sup>th</sup> June 2007, received a deputation from the Lingfields and Fir Trees Residents Group. The deputation to council was signed by over 680 residents and calls for a Sure Start centre, a youth centre with outdoor space for recreational activities, a One Stop centre and a community centre. The deputation stressed that it was vital for the whole community that the Fir Tree Primary School building and its playing field are retained for community use.
- 2.5 Although the Fir Tree Primary School will close in August 2007 and Allerton C of E Primary School will open in September, Education Leeds still have need for use of the school until summer 2010.
- 2.6 The Moor Allerton area was identified by the North East District Partnership as a priority neighbourhood in order to 'narrow the gap'. In response to this the Moor Allerton Partnership (MAP) was established in May 2006, with the support of the North East Outer Area Committee. The Partnership is made up of local service providers together with the voluntary and community sector. The MAP partnership has already done much work with local residents to establish the regeneration priorities for the area and to identify the extent of existing community provision.

## **3.0 Main Points**

- 3.1 Subsequent to the deputation to Council it has now become clear that Education Leeds need to retain the Fir Tree site until summer 2010, therefore enabling a programme of public consultation and partner agency work to be undertaken to consider the future use of this site. In the immediate short term the North East

Area Management Team, through MAP, will seek to ensure there is continuation of the community activities and provision currently being accommodated at Fir Tree School.

#### **4.0 Implications for Council Policy and Governance**

4.1 There are no implications at this stage, as a consequence of this report.

#### **5.0 Legal and Resource Implications**

5.1 Fir Tree Primary School has been injected into the Capital Receipts Programme at a value detailed in the confidential Appendix 1. Confidentiality is maintained as, under the Council's Access to Information Procedures Rules, disclosure of the valuation may be prejudicial to the return that the Council might realise on a future sale of the site. However, following the requirement for ongoing educational use of the site, any sale could not take place before summer 2010 and capital receipt projections will need to be adjusted to reflect this change. Should the Council determine that it wishes to retain all or part of the facility for community use, this will have an impact on the available capital receipt. Subject to the outcome of any detailed proposals, funding may have to be identified for any works required to remodel the school building so that it is suitable for community use.

#### **6.0 The Way Forward**

6.1 The closure of the Fir Tree Primary School raises questions about the potential loss of community facilities, and the ability of remaining facilities to address community needs, on the Fir Tree and Lingfield estates. Consequently, it is proposed that Area Management Team officers work with partner agencies through MAP to lead on the following:

- a programme of public consultation and partner agency work to consider the future needs of the area for community activities, provision and facilities; and
- work to facilitate the continuation of the community activities and provision currently being accommodated at Fir Tree School.

#### **7.0 Conclusions**

7.1 Based on the deputation to full Council and in light of ward Member views, it is apparent that there is a body of opinion that some or all of Fir Tree Primary School should be retained for community use. However, in light of Education Leeds ongoing requirements for the building, there can be no new community facilities developed on the site before 2010. It is therefore proposed that the Council uses this time to consider in greater detail the future need for community activities, provision and facilities in this area.

#### **8.0 Recommendations**

8.1 Executive Board is asked to approve the following recommendations:

8.2 That the North East Area Management Team work with partner agencies, through MAP, to lead on:

- a programme of public consultation and partner agency work to consider the future needs of the area for community activities, provision and facilities; and

- work to facilitate the continuation of the community activities and provision currently being accommodated at Fir Tree School.

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Speech re: Fir Tree School Building and Playing Field

*The Canon*  
My Lord Mayor, my name is Reverend/Charles Dobbie and with me  
*Chair Pastoral Parish Council St Paul's RC Church*  
are Chris Feetenby/ Sheila Collins, Dani Fox-Collins and Mr Ian  
*Team Rector Moor Allerton*  
*C/E Team Ministry; Chair*  
*Moor Allerton Community*  
*Association*  
Greenberg, Chairman of the Lingfields and Fir Tree Residents Group.

The Leeds 17 area is invariably regarded as one of the most affluent leafy suburbs in Leeds. However, the Moor Allerton Estate suffers badly from what we call "the curse of the LS17 postcode" as most people outside it have no clear perception of the real social and physical deprivation suffered by more than 5000 residents of Moor Allerton Estate with one of the highest percentages of elderly folk in Leeds.

*all backed up in the Profile of Moor Allerton*  
Examples of the deprivation/are a lack of good houses and pleasant environment, minimal income, inadequate employment and poor health overall. There is an absence of a location where Council Officers would be near to their tenants to offer them support and advice. Moreover, we suffer too much crime and ~~not only are we~~ <sup>are</sup> in the bottom 10% of the Council's Deprivation Index, note, not in Leeds, not in Yorkshire, but also that of the whole country. We must bear in mind the long term needs of this deprived sector of our city.

Life would be much better if we had what other areas have. A Sure Start Centre – a Youth Centre with outdoor space for recreational activities – a One Stop Centre – and a Community Centre to serve all ages, and particularly elderly and disabled people. *We need more than* Not the limited one room *in the house* community centre we currently have. *~ have fought so hard to get* We desperately need these facilities for the benefit of the whole Estate. *It is not reasonable to expect social behaviour in an area and deprive it of the space for recreation and community facilities*

The sad closure of Fir Tree School, provided it is retained for the community and not sold for housing, is the answer to the prayers of all of us. This petition, which I have here, is signed by over 680 local residents and proves that in THIS locality we do not need even more housing – it is neither necessary nor desirable.

We cannot stress too strongly how vital it is for the whole Moor Allerton community that Fir Tree School building and its Playing Fields are retained for the community. This community has been deprived of resources for so many years. This is literally our “last chance saloon” because we have no other building or piece of land in the vicinity that can fulfil the urgent needs of our community. We hope our plea will not fall on deaf ears and that you will retain the site for the community of Moor Allerton.

Thank you Lord Mayor and Councillors.





Originator: Pat Toner

Tel: 0113 2475584

## Report of the Chief Executive of Education Leeds

### Report to Executive Board

Date: 22<sup>nd</sup> August 2007

Subject: Deputation to Council 20<sup>th</sup> June 2007 – Fountain Primary School

#### Electoral Wards Affected:

Morley South

Ward Members consulted  
(referred to in report)

#### Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call In

Not Eligible for Call In

(Details contained in the report)

## EXECUTIVE SUMMARY

### 1 Purpose of the report

- 1.1 Representatives from Fountain Primary School were granted a deputation to the Council on 20<sup>th</sup> June 2007. The deputation was in relation to the resourcing and staffing issues regarding Fountain Primary school.

### 2. Recommendations

Executive Board is asked to note:

- 2.1 The concerns expressed in the deputation.
- 2.2 That Scrutiny Board has agreed to establish a working group to undertake an independent inquiry. The Scrutiny Board anticipates reporting on this by November 2007.
- 2.3 Education Leeds will ensure that the comments received on this petition are placed as part of the evidence for the scrutiny inquiry.

# Education Leeds



## **1 Purpose of the report**

- 1.1 Representatives from Fountain Primary School were granted a deputation to the Council on 20<sup>th</sup> June 2007. The deputation was in relation to the resourcing and staffing issues regarding Fountain Primary school.

## **2 Background**

- 2.1 Fountain Primary was opened in September 2005 as a new school formed by the merger of former Cross Hall Junior School, Cross Hall Infant School and Elmfield Infant School.
- 2.2 During the Autumn term of the school's second year all staff were informed that due to falling roles, which determine funding, and a massive overspend, staffing reductions were necessary.
- 2.3 The City Council has acknowledged that it would be helpful to set up an independent inquiry to examine the circumstances around the resourcing issues regarding Fountain Primary School.

## **3 Recommendations**

Executive Board is asked to note:

- 3.1 The concerns expressed in the deputation.
- 3.2 That Scrutiny Board has agreed to establish a working group to undertake an independent inquiry. The Scrutiny Board anticipates reporting on this by November 2007.
- 3.3 Education Leeds will ensure that the comments received on this petition are placed as part of the evidence for the scrutiny inquiry.

## Representation To Leeds City Council Concerning Fountain Primary School

We are concerned about the future provision of education at Fountain Primary School in Morley. Fountain Primary was opened in September 2005 as a new school formed by the merger of former Cross Hall Junior School, Cross Hall Infant School and Elmfield Infant School. At this time all staff were served with redundancy notices and informed that they would be required to submit to a selection process for jobs in the new school. This experience was traumatic and we fully expected redundancies to be made. It was acknowledged at the time by Education Leeds Officials and at a recent meeting between staff and Chris Edwards that the amalgamation of three schools was unprecedented and occurred with unprecedented haste. Staff concerns that insufficient time and consideration had been given to the merger were brushed aside. Notwithstanding their doubts, the staff all worked very hard from day one to make the new school a success and morale was high.

Fountain Primary School was opened on two sites and therefore has the financial burden of running two separate buildings. Despite this we have been told we do not fulfil the criteria for split site funding. The new school was also formed with a very expensive senior staffing structure, which was approved by Education Leeds. Everyone hoped and believed that Fountain Primary School would have an exciting and successful future. All staff at the new school, from cleaning staff to Headteacher, worked hard to build a successful school and the signs were that Fountain Primary School was indeed flourishing.

During the Autumn term of the school's second year all staff were informed that due to falling roles, which determine funding, and a massive overspend, staffing reductions were necessary. The staffing losses would work out at about 20% of all staff and would include two full time support staff, two nursery nurses, two lunchtime supervisors, one member of the kitchen staff and five teachers. Staff morale has been in steady decline since then and this must have an effect on future progress and the children's education. The school had already found that three assistant heads could not be afforded and one post was lost at the end of the first year.

Staff at the school voted unanimously for industrial action and one days strike has already taken place with 100% support. Further action, including strikes, is planned. We submit the following for your consideration:

1. All our concerns can almost be summed up with two related questions, 'How has this disastrous financial situation developed so quickly in a new school and what effect will it have on the education of the pupils?'
2. We demand a full explanation for this situation and we feel that an independent enquiry into the setting up of Fountain Primary School is necessary. It has recently been acknowledged by Chris Edwards that errors were made in predicting pupil numbers. Another local school, Newlands Primary, was recently allowed to increase its pupil numbers to two- form entry and a brand new school, Asquith Primary, was built under PFI and remains unfilled. Staff and pupils at Fountain Primary School are both being badly affected as a result of these events.
3. We feel that a public apology to parents, pupils and staff at the school from those responsible for the situation is long overdue.

This is a very difficult time for all involved with Fountain Primary School and we appreciate the opportunity to bring these concerns to your attention. In the interests of more than 400 Morley children and their families we request that this situation be investigated thoroughly and resolved. We urge you not to let down the community that is Fountain Primary School.



Originator: David Outram

Tel: 143939

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

**Report of the Director of Children's Services and the Chief Executive of Education  
Leeds**

**Executive Board**

**Date: 22<sup>nd</sup> August 2007**

**Subject: Leeds Building Schools for the Future – Submission of the Outline Business  
Case for Phases 2 and 3**

**Electoral Wards Affected:**

All

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call In

Not Eligible for Call In

**EXECUTIVE SUMMARY**

- 1 Members of Executive Board will recall from reports considered by them on 24<sup>th</sup> January and 16<sup>th</sup> November 2005, that Leeds had been selected as a Wave 1 Authority under the Government's Building Schools for the Future (BSF) Programme. The aim Wave 1 of the BSF Programme in Leeds is to rebuild or substantially refurbishing, over three phases, 14 secondary schools in Leeds. Members also gave their approval to the establishment of a Local Education Partnership (LEP) and to the final scoping and financial implications of Phase 1 of the City Council's BSF Programme.
- 2 Members of Executive Board at their meeting on 24<sup>th</sup> January 2007 authorised the submission of the Final Business Case for Phase 1 of the Project. At that meeting of Executive Board, Members also agreed the arrangements for the establishment and Council participation in the Leeds Local Education Partnership (LEP).
- 3 Members of Executive Board, are requested to approve the Outline Business Case for Phases 2 and 3 of the Council's Wave 1 Building Schools for the Future Programme

and authorise submission to the Department for Children, Schools and Families and to Partnerships for Schools;

- 4 The three phases of this Programme comprise the rebuild or refurbish through PFI and conventional Design and Build, of 14 Secondary Schools in the City, with the schools to become operational between August 2008 and December 2010. The total investment over all three phases, including investment in ICT, is £275m. The BSF Programme continues the significant investment in Leeds Schools through the Government's PFI and BSF initiatives between 2000 and 2010, comprising a total of 10 Primary and 28 Secondary Schools (approximately half of the secondary school estate in Leeds), with capital investment in these schools exceeding £450m.
5. Members of Executive Board are recommended to:
  - a) Note the contents of this report;
  - b) To approve the Outline Business Case for Phases 2 and 3 of the Council's Wave 1 Building Schools for the Future Programme and authorise submission to the Department for Children, Schools and Families and to Partnerships for Schools;
  - c) To agree to the capital expenditure and funding set out in table 2 of the confidential appendix to this report ;
  - d) To note and agree the affordability implications over the life of the proposed PFI Contract for the New West Leeds High School, summarised in table 1 of the confidential appendix to this report;
  - e) To note the comments in paragraph 2 of the confidential appendix that the proposed West Leeds High School PFI will provide good value for money to the City Council and to the Public Sector;
  - f) To agree to the recommendations to the confidential appendix to this report and authorise officers to issue the City Council's affordability thresholds relating to both the PFI element and the Design and Build element to the LEP and to Environments for Learning.

## **1.0 Purpose Of This Report**

### **1.1 The purpose of this report:**

- a. To approve the Outline Business Case for Phases 2 and 3 of the Council's Wave 1 Building Schools for the Future Programme and authorise submission to the Department for Children, Schools and Families and to Partnerships for Schools;
- b. To note and agree the scope of Phases 2 and 3 of the Council's BSF Programme;
- c. To note and approve the financial and affordability implications to the Council of Phases 2 and 3 of the Programme.

## **2.0 Confidentiality**

2.1 The Appendix to this report, and the Outline Business Case, are confidential under Access to Information Rule 10.4.3 because publication could prejudice the City Council's commercial interests as, both this Appendix and the Outline Business Case include matters where commercial negotiations will be required of a confidential nature will ensue with the LEP and Environments for Learning Consortium. In these circumstances it is considered that the public interest in not disclosing this commercial information outweighs the interests of disclosure.

## **3.0 Background Information on the BSF Programme**

3.1 On 9<sup>th</sup> March 2005, Members of Executive Board approved the submission of the Strategic Business Case (SBC) to the Department for Education and Skills (now the Department for Children, Schools and Families) for the Council's Wave 1 BSF Programme. The SBC acts as the overriding plan for the delivery of the Building Schools for the Future Programme in Leeds. It sets out the vision for Education in Leeds and acts as the tool to promote and inform the Local Education Partnership. It is intended to reflect changing and developing national and local Education priorities.

3.2 The aims, objectives and anticipated outcomes of the BSF Programme, set out in the SBC are:

### **Aims**

- To provide a framework for the transformation of teaching and learning.
- To contribute to the realisation of the Vision for Leeds 2004 – 2020.
- To improve learning and achievement in schools.
- To build upon the developments already undertaken through the Secondary and Post 16 Review.
- To ensure that the balance between the supply of and demand for places is appropriate within the demographic profile of the City.
- To facilitate and develop the 14 – 19 Strategy.
- To provide up to date and modern facilities for a 21<sup>st</sup> century curriculum.
- To facilitate the development of Extended Schools.
- To develop ICT as a fundamental tool for achieving a step change in teaching and learning.
- To support Education Leeds Inclusion Strategy through the development of Partnership Bases.

## Objectives

- To ensure that the buildings support 21<sup>st</sup> century expectations in styles of teaching and learning, technological developments with flexibility and adaptability to enable future changes as the Education landscape evolves.
- To provide E-confident schools which will promote enhanced thinking, collaborative working and community cohesion.
- To provide flexible and adaptable accommodation to enable schools to develop extended schools practice.
- To develop partnerships between mainstream provision and the Specialist Inclusive Learning Centres by providing High Care and Generic Partnership Bases.
- To rationalise existing provision through the amalgamation of two schools in West Leeds and adjustments to the capacity of other schools within the Programme.

## Outcomes

- All Leeds BSF schools will be high achieving schools providing a curriculum which will help young people to feel more powerful and optimistic about their future, allowing all young people to follow their individual learning pathways and thereby gaining high self esteem through achieving success.
- All BSF schools will be fully inclusive ensuring all children and young people achieve success and have access to the highest quality education.
- All BSF schools will be E-confident schools with ICT embedded in all teaching and learning.
- All BSF schools will focus on developing community links which will support the extended schools agenda.

3.3 The Wave 1 Programme includes 15 existing schools and the Programme is being delivered in three phases. The prioritisation of the secondary school estate for BSF was undertaken against the Secondary and Post 16 Review to improve performance and condition of schools within the Inner City.

The key drivers in selecting the schools within the Programme were the level of deprivation, as indicated as the take up of free school meals; performance, as the percentage of pupils attaining 5\* A-C and the relative successes of the schools and the condition of the existing school environment.

Within Wave 1, the decision on the phasing of the 15 existing schools to be reprovided as 14 new and refurbished schools was based upon issues addressing the schools' capacity and readiness to deliver and was approved by Executive Board in July 2004.

## 4. Progress to Date



- 4.1 Executive Board received a report in October 2004, updating Members on the progress with the Council's Wave 1 BSF Programme. On 9<sup>th</sup> March 2005, Members agreed to the submission of both the Strategic Business Case and the Outline Business Case for Phase 1 of the Programme and to the principle of establishing a Local Education Partnership (LEP). Formal approval of these Business Cases was received from the then named Department for Education and Skills on 26<sup>th</sup> May 2005.
- 4.2 The formal procurement of the LEP partner and Phase 1 of the Programme commenced in August 2005, with the Preferred Bidder, the Environments for Learning Consortium, being selected in November 2006.
- 4.3 On 24<sup>th</sup> January 2007, Members of Executive Board supported and confirmed the decision of the PPP/PFI Coordination Board to submit the Final Business Case for Phase 1 of the Council's BSF Programme to the DfES and PfS. Their approval of the Final Business Case and the issue of the Promissory Note empowering the Council to enter into the Contract with the Preferred Bidder, Environments for Learning and Financial Close for this Phase of the Programme, was achieved on 3<sup>rd</sup> April 2007 and reported to Members of Executive Board on 16<sup>th</sup> May 2007.

**5. Scope of Phases 2 and 3 of the BSF Programme**

- 5.1 Phases 2 and 3 of the Council's BSF Programme comprise the significant refurbishment of seven schools in Leeds and the amalgamation of the existing West Leeds and Wortley High Schools and replacing these two schools with a new secondary school in West Leeds. The total estimated capital investment value of these two phases amounts to £131.5m, and when taken together with Phase 1, the City Council's Wave 1 BSF Programme represents the largest procurement undertaken in the history of the City Council.
- 5.2 The Scope of Phases 2 and 3 of the Programme has not changed significantly since the report to Members on 9<sup>th</sup> March 2005. The tables below summarises the scope of the eight schools included within Phases 2 and 3.

<b>Phase 2 School</b>	<b>Summary of Proposed Project Scope</b>
Crawshaw High School	Current School capacity – 1,173
Design and Build	Proposed School capacity 1,145 comprising: 975 pupils aged 11 to 16 170 pupils aged 16 to 18
Service commencement December 2009	The proposed scope of work will comprise of 2% new build and 39% of major refurbishment. The remaining 59% will be unaffected as this was recently rebuilt due to fire damage.  The school will have a reduced capacity to reflect the demographic profile of the local area.

<p>Farnley Park High School</p> <p>Design and Build</p> <p>Service commencement December 2009</p>	<p>Current School capacity 789</p> <p>Proposed School capacity comprising: 1,050 pupils aged 11 to 16; 150 pupils aged 16 to 18 30 High Care Partnership pupils</p> <p>The proposed scope of the work comprises 70% of new build with the remaining 30% subject to minor alterations.</p> <p>The school will increase in size from its present capacity to ensure that there is sufficient capacity in the local area as a result of the amalgamation of West Leeds and Wortley High Schools. A high care partnership base will be provided.</p>
<p>Priesthorpe High School</p> <p>Design and Build</p> <p>Service commencement December 2009</p>	<p>Current School capacity – 1,193</p> <p>Proposed School capacity 1,205 comprising: 975 pupils aged 11 to 16; 200 pupils aged 16 to 18; 30 Generic Special Needs pupils</p> <p>Proposed scope of the work comprises approximately 1% new build; 68% refurbishment and remodeling and the remaining 31% subject to minor alterations.</p>
<p>West Leeds and Wortley High Schools to amalgamate as a new West Leeds High School</p> <p>Procured through PFI</p> <p>Service commencement August 2009</p>	<p>Combined current school capacities of existing West Leeds and Wortley – 1,966</p> <p>Proposed new School capacity 1,380 comprising: 1,200 pupils aged 11 to 16; 150 pupils aged 16 to 18; 30 Generic Special Needs pupils</p> <p>Proposed 100% new build</p>

<p><b>Phase 3 School</b></p>	<p><b>Summary of Proposed Project Scope</b></p>
<p>Corpus Christi RC High School</p> <p>Design and Build</p> <p>Service commencement December 2010</p>	<p>Current School capacity - 930</p> <p>Proposed School capacity 930 comprising: 900 pupils aged 11 to 16 No sixth form unit 30 Generic Special Needs pupils</p> <p>The scope of the work is approximately 10% new build and the remaining 90% refurbishment.</p>

Intake High Arts School	Current School capacity 1,231
Design and Build	Proposed School capacity 1,350 comprising: 1,200 pupils aged 11 to 16; 150 pupils aged 16 to 18
Service commencement December 2010	The proposed scope of the work comprises 46% of new build with the remaining 54% subject to minor alterations.
Mount St Mary's RC High	Current School capacity – 1,234
Design and Build	Proposed School capacity – 900 comprising: 900 pupils aged 11 to 16; No sixth form unit
Service commencement December 2010	Proposed scope of the work comprises 6% new build and 84% refurbishment and remodeling with the remaining 10% unaffected.
Parklands High School	Current School capacity – 821
Design and Build	Proposed School capacity 880 comprising: 750 pupils aged 11 to 16; 130 pupils aged 16 to 18;
Service commencement December 2010	Scope of the work comprises 17% new build; 37% refurbishment and remodeling; 24% subject to minor alterations and the remaining 22% unaffected.

- 5.3 **The Works Period**, the construction period for Phase 2 will run from contract signature, programmed for 28<sup>th</sup> February 2008 through to August 2009 for the New West Leeds High School and December 2009 for Farnley Park, Priesthorpe and Crawshaw High Schools for the schools in Phase 2 and programmed from February 2009, through to December 2010 for the schools in Phase 3.
- 5.4 **The Service Period** for the new West Leeds High School, procured through PFI is programmed to commence on 1<sup>st</sup> August 2009, and service completion on 31<sup>st</sup> July 2034.
- 5.5 **The Services** included within the PFI contract are:

- Facilities Management
- Asset Management Planning
- Buildings maintenance
- Installations maintenance (e.g. cabling, alarms, ICT infrastructure)
- Utilities and Environmental Conditions
- Lifecycle Maintenance
- Reinstatement and Change
- Catering
- Cleaning and Waste
- Furniture
- Grounds maintenance
- Health and Safety and Security

Porterage  
Reactive On-Site Services  
Help Desk and Administration  
Continuous Improvement

- 5.6 **Employment and TUPE** – The PFI Contract will involve the transfer of caretaking, cleaning and catering staff under TUPE from the City Council to Interserve Project Services Limited, the hard and soft facilities management sub contractor to the PFI Special Purpose Vehicle (SPV). Drafting within the Contract will include requirements for the Service Providers to comply with the Code of Practice on Workforce Matters set out in the ODPM Circular 03/2003, which is aimed at avoiding a two tier workforce.
- 5.7 **Pensions:** The PFI Contract will provide for protection of pensions provision through an admission agreement to the West Yorkshire Pension Fund (WYPF). It is proposed that transferring employees and new employees of the facilities management Service Provider will have continued membership of, or access to the WYPF. If for any reason the employer cannot achieve or retain Admitted Body status for this purpose, then broadly comparable arrangements would have to be provided.
- 5.8 **Communication and Consultation Strategy** works through established protocols within Education Leeds and the City Council to ensure all stakeholders are not only kept informed but, when appropriate, are engaged in the procurement and construction stages of the process. This strategy was developed from experience acquired on earlier Schools PFI projects and Phase 1 of the Council's BSF Programme and seeks to continue the protocols with stakeholders undertaken during the procurement processes of Phases 2 and 3 of the Programme.
- 5.9 **Stakeholders** in this project are identified as:
- The schools, their head teachers, governors, staff, parents, pupils and their communities
  - Education Leeds
  - The City Council's Executive Board Members
  - The Education PFI / BSF Project Board
  - The BSF Project Team
  - Ward members (where schools located)
  - Department for Children, Schools and Families (DCSF)
  - Partnerships for Schools (Pfs)
  - Other agencies and specialist bodies, including Sport England, English Heritage, Commission for Architecture and the Built Environment (CABE) etc.
  - Employee representatives
  - Media
- 5.10 Communication and consultation throughout the project to date has included:
- Regular newsletters to schools to adapt for their wider community. Newsletters are made available to Ward Members, MP's, and to Trade Unions
  - Members briefings
  - Governor and staff meetings at each school
  - Regular update meetings with Headteachers and their Chairs of Governors
  - Regular reports to the Education PFI / BSF Project Board,

- Regular meetings with Partnerships for Schools
- Regular meetings with Development Department on planning, highways and site issues
- Discussions with Sport England, English Heritage, CABE etc.

5.11 As the process moves from procurement and contract close towards service commencement the Council will undertake consultations with all affected staff, with input from E4L as appropriate. The trade unions will be included throughout this process.

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

5.13 Subject to the approval of the Reserved Matters Planning applications, it can be confirmed that none of the construction work necessary to create the new school accommodation, or temporary facilities to support the phasing of works on site, will have any adverse impact on the existing sports pitches.

5.14 There will be some impact on existing indoor sports facilities, as sports halls and gymnasias are replaced, or refurbished. However, each school will seek to address this within existing budget provisions.

5.15 With regard to the playing fields and facilities at the New West Leeds High School, these will be managed and operated by the PFI Contractor. The terms of this Contract will be consistent with the terms of the PFI Contract for Phase 1 where during school hours and specified periods outside of normal school hours, the cost of access for Community Use is included within the Unitary Charge.

## **6.0 Implications For Council Policy And Governance**

6.1 At their meetings on 9<sup>th</sup> March and 13<sup>th</sup> October 2005 and 24<sup>th</sup> January 2007, Members of Executive Board agreed the Corporate Governance arrangements for the procurement of PPP / PFI projects, giving appropriate delegations to the PPP / PFI Co-ordination Board; to specific PFI Project Boards and to officers in connection with BSF and the LEP. The procurement of Phases 2 and 3 of the BSF Programme will be undertaken in compliance with these arrangements. The authority and powers to enter into a contract with the LEP the schools in Phases 2 and 3 are reserved to Members of Executive Board.

6.2 The City Council has entered into a contract with the Local Education Partnership (the LEP) through a Strategic Partnership Agreement which, subject to conditions set out in the Agreement grants the LEP exclusive rights in relation to projects with a capital value of £100,000 or more in the Secondary School estate, including Phases 2 and 3 of the Council's BSF Wave 1 Programme. These rights are subject to compliance with procedures set out in the Agreement and providing that the bid submissions provide value for money to the Public Sector. Financial Close for Phase 2 of the Council's BSF Programme is programmed for 28<sup>th</sup> February 2008, and for Phase 3 one year later.

## **7.0 Project Timetable**

7.1 The Project Timetable is based upon one of the schools within Phase 2 being completed in August 2009 and three in December 2009, and the completion of schools in Phase 3 by December 2010. Two of the phase 2 schools Crawshaw and Farnley Park will reach financial close on a later date but the opening dates of the three Design & Build schools will remain consistent.

Financial Close of Phase 1 and procurement of Local Education Partner	3 <sup>rd</sup> April 2007
Submission of Outline Business Case for Phases 2 and 3	29 <sup>th</sup> June 2007
Approval of the Outline Business Case	September 2007
Financial Close for Phase 2 PFI School West Leeds & Priesthorpe	28 <sup>th</sup> March 2008
Financial Close for Phase 2 Crawshaw	June 2008
Financial Close for Phase 2 Farnley Park	July 2008
Construction of Phase 2 schools	March 2008 to August 2009 for West Leeds and to December 2009 for Farnley Park and Priesthorpe and Crawshaw
Handover of Phase 2 Schools	August and December 2009
Financial Close for Phase 3	28 <sup>th</sup> February 2009
Construction of Phase 3 schools	March 2009 to December 2010
Handover of Phase 3 Schools	December 2010
Contract completion of PFI Schools	31 <sup>st</sup> July 2034

## 8.0 Resources to Deliver Phases 2 and 3

8.1 The table below illustrates the budgeted cost in 2007/08 for the procurement of Phases 2 and 3 of Wave 1 of the Council's BSF Programme. It is likely that there will be an impact on the Council's Revenue Budget beyond 2007/08 through to 2010/11 when the works on the schools are scheduled to be completed. There are also likely to be financial implications beyond 2010/2011 to ensure that effective Contract Management is in place when the West Leeds PFI School becomes operational.

	<b>Budget for 2007/08</b> £000
Public Private Partnership Unit charges (includes strategic and project management, legal, financial, technical, governance, programming and performance support)	595
External adviser fees (legal, financial, technical, pension, insurance etc.)	444
Education Leeds Costs (BSF direction/strategy/client input into design, services and operation/stakeholder coordination)	420
<b>Total</b>	<b>1.459</b>

8.2 These cost projections reflect the City Council's experience of delivering Phase 1 of the Programme and previous PFI projects, and takes into account the complexities inherent in BSF. However, due to procurement through the LEP, the anticipated procurement timescale is quicker than conventional procurement and consequently less costly route to Financial Close.

## **9.0 Project Risks**

9.1 A Risk Management Plan and a comprehensive Project Risk Register have been developed for Phases 2 and 3 to enable the continual, effective monitoring of the risks to success of the Project. A summary of the key risks is reported to each meeting of the Education PFI/BSF Project Board.

## **10.0 Financial Issues**

10.1 Attached is a detailed report covering the financial issues relating to the Phases 2 and 3 of the BSF Programme. In summary the main issues covered in the report are:

- Value for Money.
- Affordability.
- Balance Sheet Treatment.

Members are requested to note that the recommended PFI Unitary Charge Affordability threshold set out in the attached confidential appendix takes account of the Continuous Improvement savings set out in Schedule 15 of the Strategic Partnering Agreement which was also signed by the City Council and Leeds LEP Limited on 3<sup>rd</sup> April 2007.

## **11.0 Recommendations**

11.1 Members of Executive Board are recommended to:

- a) Note the contents of this report;
- b) Approve the Outline Business Case for Phases 2 and 3 of the Council's Wave 1 Building Schools for the Future Programme and authorise submission to the Department for Children, Schools and Families and to Partnerships for Schools;
- c) To agree to the capital expenditure and funding set out in table 2 of the confidential appendix to this report ;
- d) To note and agree the affordability implications over the life of the proposed PFI Contract for the New West Leeds High School, summarised in the annexe to the confidential appendix to this report;
- e) To note the comments in paragraph 2 of the confidential appendix that the proposed West Leeds High School PFI will provide good value for money to the City Council and to the Public Sector;
- f) To agree to the recommendations to the confidential appendix to this report and authorise officers to issue the City Council's affordability thresholds

relating to both the PFI element and the Design and Build element to the LEP and to Environments for Learning.



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**Agenda Item:**

**Originator:** Christine Halsall

**Telephone:** 2144068

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### REPORT TO THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD: 22 AUGUST 2007**

**SUBJECT: Termly Update on Ofsted Inspections and Schools Causing Concern (Primary)**

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#### EXECUTIVE SUMMARY

##### 1.0 PURPOSE OF THE REPORT

- 1.1 The report outlines the performance of primary schools from January to June 2007 and the action taken by Education Leeds to fulfil its responsibilities to the Executive 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 January 2007.
- 1.2 The public interest in maintaining the exemption of Appendix 2 on this subject outweighs the public interest in disclosing the information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned. This would be adversely affected by disclosure of the information

##### 2.0 BACKGROUND INFORMATION

- 2.1 The terminology 'schools causing concern' refers to those schools that have been identified by Ofsted as being subject to special measures or as requiring significant improvement and given a notice to improve. In addition, schools are also identified by Education Leeds (School Improvement Policy 2006) as needing immediate intervention and support due to them being a cause for concern which if not addressed would result in them being placed in an Ofsted category. Schools may also be a cause for concern due to temporary or short term circumstances that leave them vulnerable.
- 2.2 The new framework for the inspection of schools was introduced in September 2005 by Ofsted. Schools are now inspected every three years at very short notice. This tests 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 current 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 Schools Causing Concern**

3.1.1 There are currently four primary schools in an Ofsted category, three of which are subject to special measures (Grimes Dyke, Austhorpe, Miles Hill) and one which has received a Notice to Improve (Bracken Edge). Miles Hill closed in July 2007. An additional seven schools are considered to be causing concern according to the criteria in the Education Leeds School Improvement Policy (2006) (Brodetsky, Chapel Allerton, Fountain, Hugh Gaitskell, Quarry Mount, Micklefield and Woodlands). Little London and Seacroft Grange have recently been removed from this category following a review visit by school improvement advisers.

### **3.2 School Inspections**

3.2.1 Since January 2007, 51 primary schools have been inspected. This includes HMI monitoring visits to schools in Special Measures or with a Notice To Improve. Of these 51 schools, six were judged to be outstanding, 23 good, 20 satisfactory and only two were found to be inadequate.

3.2.2 Education Leeds has five schools deemed by the DfES as being 'Hard to Shift', i.e. performing consistently below the floor target of 65% for three years in English and mathematics. Three of these schools have been inspected this academic year and have been judged satisfactory (Parklands, Woodlands, and Wykebeck). One (Harehills) is awaiting inspection imminently.

3.2.3 The schools in Ofsted categories are regularly monitored by HMI. The three schools in Special Measures (Austhorpe, Grimes Dyke and Miles Hill) have recently received satisfactory progress reports. Two schools with a notice to improve were inspected and judged to be satisfactory (Bramham and Hollybush). Manston St James, which was in a serious weaknesses category under the previous Ofsted inspection framework, was inspected and judged to be good.

3.2.4 There are no national comparability figures available at this time of year.

### **3.3 School Categories**

3.3.1 The Education Leeds School Improvement Policy has been rewritten 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.

3.3.2 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). Some schools have had their partnership status reviewed since June 2006 following Ofsted inspection or Education Leeds review. All schools will be reviewed with their school improvement partner during the summer of 2008. The current picture reveals 10% of schools (22) in category 1 – a leading partnership; 51.5% of schools (116) in category 2 – a learning partnership; 34% of schools (76) in category 3 – a focused partnership and 4.5% of schools (10) in category 4 – an extended partnership. This picture remains largely unchanged since the last report. (10% of schools in category 1, 50% in category 2, 35% in category 3 and 5% in category 4.)

3.3.3 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.

#### 3.4 **The School Improvement Strategy**

3.4.1 Schools identified as category 4 and some in category 3, i.e. taking part in a focused or extended partnership, are provided with a personalised support package. All schools in category 4 are further supported by a task group, a joint review group and an evaluation officer. The evaluation officer role is to evaluate the impact of the improvement strategies against the key issues. This role is undertaken by the school improvement partner.

3.4.2 The task group is chaired by the school improvement adviser who coordinates and monitors progress against actions in the school action plan. The joint review group consists of representatives from the governing body, the school leadership team, the school improvement adviser and the school improvement partner. The joint review group evaluates the impact of strategies used and calls the school to account for its progress.

3.4.3 The support package offered to the schools is usually based around the Intensifying Support Programme (ISP) which is a National Strategies initiative to drive whole school improvement. This may be enhanced by consultant support for mathematics, literacy, ICT, and assessment. Further needs may be identified resulting in the school entering a partnership with another school to access good practice. Many schools are further supported by an advanced skills teacher (AST) or an advisory teacher from the Early Years Service.

#### 4.0 **Recommendations**

The Executive Board is asked to consider the main findings in the report, the successes in our primary schools, and to note the strategies for improvement that have been developed to support future increases in achievement for all pupils, groups and schools.

**Agenda Item:**

**Originator:** Christine Halsall

**Telephone:** 2144068

## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD:** 22 August 2007

**SUBJECT:** Biannual Update on Ofsted Inspections and Schools Causing Concern (Primary)

**Electoral Wards Affected:**  
ALL

Ward Members consulted (referred to in report)

**Specific Implications For:**

Equality & Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call-in

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

### 1.0 PURPOSE OF THIS REPORT

1.1 The report outlines the performance of primary schools from January to June 2007 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 January 2007.

### 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 tests 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 current 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 Schools Causing Concern**

- 3.1.1 There are currently four primary schools in an Ofsted category, three of which are subject to special measures (Austhorpe, Grimes Dyke and Miles Hill) and one which has received a Notice to Improve (Bracken Edge). Miles Hill will close in July 2007. An additional seven schools are considered to be causing concern according to the criteria in the Education Leeds School Improvement Policy (2006). (Brodetsky, Chapel Allerton, Fountain, Hugh Gaitskell, Micklefield, Quarry Mount and Woodlands). Little London and Seacroft Grange have recently been removed from this category following a review visit by school improvement advisers.

#### **3.2 School Inspections**

- 3.2.1 Since January 2007, 51 primary schools have been inspected. This includes HMI monitoring visits to schools in Special Measures or with a Notice To Improve. Of these 51 schools, six were judged to be outstanding, 23 good, 20 satisfactory and two inadequate.
- 3.2.2 Education Leeds has five schools deemed by the DfES as being 'Hard to Shift', i.e. performing consistently below the floor target of 65% for three years in English and mathematics. Three of these schools have been inspected this academic year and have been judged satisfactory (Parklands, Woodlands, and Wykebeck). One (Harehills) is awaiting inspection imminently.
- 3.2.3 The schools in Ofsted categories are regularly monitored by HMI. The three schools in Special Measures (Austhorpe, Miles Hill and Grimes Dyke) have recently received satisfactory progress reports. Two schools with a notice to improve were inspected and judged to be satisfactory (Bramham and Hollybush). Manston St James, which was in a serious weaknesses category under the previous Ofsted inspection framework, was inspected and judged to be good.

#### **3.3 School Categories**

- 3.3.1 The Education Leeds School Improvement Policy has been rewritten 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.
- 3.3.2 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). Some schools have had their

partnership status reviewed since June 2006 following Ofsted inspections or Education Leeds review. All schools will be reviewed with their school improvement partner during the summer of 2008. The current picture reveals 10% of schools (22) in category 1 – a leading partnership; 51.5% of schools (116) in category 2 – a learning partnership; 34% of schools (76) in category 3 – a focused partnership and 4.5% of schools (10) in category 4 – an extended partnership. This picture remains largely unchanged since the last report (10% of schools in category 1, 50% in category 2, 35% in category 3 and 5% in category 4).

- 3.3.3 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.

### **3.4 School Improvement Strategy**

- 3.4.1 Schools identified as category 4 and some in category 3, i.e. taking part in a focused or extended partnership, are provided with a personalised support package (see below). All schools in category 4 are further supported by a task group, a joint review group and an evaluation officer. The evaluation officer role is to evaluate the impact of the improvement strategies against the key issues. This role is undertaken by the school improvement partner.

- 3.4.2 The task group is chaired by the school improvement adviser who coordinates and monitors progress against actions in the school action plan. The joint review group consists of representatives from the governing body, the school leadership team, the school improvement adviser and the school improvement partner. The joint review group evaluates the impact of strategies used and calls the school to account for its progress.

- 3.4.3 The targeted support package offered to the schools is usually based around the Intensifying Support Programme (ISP) which is a National Strategies initiative to drive whole school improvement. This may be enhanced by consultant support for mathematics, literacy, ICT, and assessment. Further needs may be identified resulting in the school entering a partnership with another school to access good practice. Many schools are further supported by an advanced skills teacher (AST) or an advisory teacher from the Early Years Service.

### **3.5 The Leeds Challenge**

- 3.5.1 The Leeds Challenge is an initiative designed to bring coherence and cohesion to targeted support for schools. Many schools who find themselves in difficulties suffer from 'initiative overload'. The Leeds Challenge attempts to bring coherence to the school with the concept of 'the team around the school'. The school improvement adviser assigned to a school works with the leadership team to identify the barriers to progress and considers the most appropriate additional support. In addition to ISP and associated school improvement programmes, the school may be offered complementary support from other services from within Education Leeds and Leeds City Council. This will initially include the Early Years Service but will eventually involve a multi agency approach. Services within Education Leeds include school improvement advisers, Healthy Schools, Learning Communities, ArtForms, Inclusion, Extended Services, Ethnic Minority Support, etc. Schools will be supported in making connections between different support packages impacting on outcomes for pupils.



3.5.2 All schools in The Leeds Challenge are currently in the Intensifying Support Programme. Schools in The Leeds Challenge include the five schools designated as 'Hard to Shift'.

### **3.6 Intensifying Support Programme (ISP)**

3.6.1 The vast majority of schools have been identified for ISP because of results at the end of Key Stage 2 which are below the national floor targets of 65% at Level 4 in English and/or mathematics. In addition we have identified a small number of 'stuck' schools where overall attainment is above floor targets but does not represent adequate progress for children and where 'intensive' support is required. Leeds receives funding for 20 schools each year but last year elected to fund 29 schools. Each school receives £2500 per year and substantial support from an ISP consultant, literacy, mathematics, Assessment for Learning and ICT. In order to monitor progress effectively and ensure rigour and pace, each school on ISP has been allocated a school improvement adviser as well as a school improvement partner. The aims of the programme are to accelerate progress, improve teaching and learning and establish key school improvement systems. Results at the end of Key Stage 2 showed strong improvement at the end of the first year but mixed results at the end of the second. Where the challenges facing a school are very complex and include high mobility, the benefits are not always seen in raw Key Stage 2 results. However this year (2007) schools in ISP made 7% improvement in English and 6% in mathematics compared to 1.4% overall improvement in all schools in English and 1.3% overall in mathematics.

3.6.2 Some of the main benefits of ISP have included:

- Vastly improved assessment, tracking and Assessment for Learning.
- Evidence of accelerated progress in all year groups.
- Improved subject leadership.
- Improved systems for monitoring and evaluation.
- An increased capacity to respond positively to change (including national agenda).
- Positive Ofsted inspection outcomes even when attainment and achievement is low.

### **3.7 Every Child a Reader Programme (ECaR)**

3.7.1 Every Child A Reader provides literacy interventions of different degrees of intensity to six and seven year old children who require them, with the aim of ensuring that every child achieves age related expectations at the end of Key Stage 1 – other than a tiny minority who have a pervasive developmental disorder that was evident before they started school, or are very new to English at the time of their end of Key Stage 1 assessment. These interventions are provided in addition to day to day high quality literacy teaching designed to include all children and to promote achievement and progress for all. For some children, those with the most severe difficulties, intervention within Every Child A Reader will involve daily one-to-one Reading Recovery teaching as 'Wave 3' provision.

3.7.2 This programme began in Leeds 2006 with nine schools. Schools were selected from their Key Stage 1 performance data in reading and asked to submit a bid for funding towards employing a Reading Recovery teacher for 0.6 of a full time post. These schools received £15510 in 2006-7 and a further £13500 for 2007-8. The

Reading Recovery teachers were trained by a Reading Recovery teacher leader in Bradford over a period of 20 sessions throughout the year and have also had their work closely monitored and evaluated.

3.7.3 The programme has been extended to include a further seven schools in 2007-8 and we have appointed our own Reading Recovery teacher leader to begin training at the Institute of Education, London in September 2007.

3.7.4 This work is still in the early stages but impact is already being seen in individual children's reading levels.

### **3.8 Intervention Managers Programme**

3.8.1 This programme was developed in Leeds using the national materials – 'Leading on Intervention' The aim of the programme is to develop the leadership and management of interventions in literacy and mathematics in primary schools through:

- Raising awareness of the personalised learning agenda.
- Using data to identify children at risk of falling behind age related expectation.
- Mapping provision across school against identified needs.
- Access to training for teachers and teaching assistants delivering intervention.
- Guidance on monitoring and evaluating the impact of intervention.

3.8.2 The programme was offered to all primary schools and has involved 137 schools this year. It has provided schools with the opportunity to develop the role of the intervention manager, access training in wave 2 and 3 provision and funding of £1500.

3.8.3 Some of the benefits of this programme have been:

- Strategic manager in place in each school with the overview of provision at waves 1,2 and 3.
- Improved use of data to identify children for intervention and provision mapping to organise interventions across school.
- Improved systems for monitoring and evaluating the impact of interventions.

3.8.4 In 2007-8 the programme will be offered to 50 new schools and the 2006-7 schools will continue to network through the leading intervention managers.

### **3.9 Literacy and Mathematics**

3.9.1 All primary schools and SILCs have received funding of at least £1600 for developing the Renewed Primary Framework. Around 190 schools accessed training (3+2 day course) for their subject leaders in literacy and mathematics and they have plans in place to implement the new frameworks over 2007-8. Around 150 schools received additional funding and training in CLLD to support them with the implementation of the recommendations from The Rose Report about phonics. Plans for next year include further training for subject leaders, focused support for Year 3 and Year 5 teachers in targeted schools.

### **3.10 ICT**

3.10.1 Over the last year the focus of ICT support at primary level has been on the

following priorities:

- Embedding the use of ICT across the curriculum to support effective teaching and learning.
- Supporting schools where ICT has been identified by Ofsted as an area for development.
- Supporting schools in developing self evaluation of their use of ICT.

3.10.2 The work of the primary ICT team in supporting schools to embed the use of ICT across the curriculum has focused on the group of around 90 schools engaged in the Primary Distributed Leadership for Learning Programme (DLLP). Each of these schools has had access to training and support for subject leaders focusing on the use of ICT across the range of foundation subjects. This training has been followed up with each school having up to six days bespoke, in class consultant support, focused on developing learning and teaching with and through ICT. This work is now coming to an end and a final evaluation will follow as part of the overall evaluation of DLLP.

3.10.3 Training on the use of electronic whiteboards has continued across the year as demand for this is still high. The ICT team has offered beginners, intermediate and advanced user training to teachers. Support for non teaching staff in ICT has also been offered to schools this year with around 20 schools accessing free, bespoke in school training.

3.10.4 Support for schools where ICT has been identified by Ofsted as an area for development is ongoing. These schools are offered strategic support from the ICT adviser and consultant support to work in class with staff on agreed actions to secure the improvement that is required.

3.10.5 Using BECTA's new Self Review Framework for ICT is a key way in which schools can take control of their development of effective use of ICT across the whole school. Since December 2006 the ICT team has been involved in engaging schools in beginning this process. At present just under a quarter of primary schools have begun this process and those schools not yet registered will be offered support next year.

### **3.11 Sustaining Success Programme**

3.11.1 This programme has involved six high-achieving schools over the past 18 months. They receive £1000 per year to support them in working together to share expertise, pilot innovative ways of working and develop materials which can be shared with other schools. They are currently working with QCA on piloting new National Curriculum materials as well as exploring effective Early Years practice, the development of middle leaders and links with the business sector.

3.11.2 While much of this work is still at relatively early stages of development, some benefits include:

- Effective sharing of information at head teacher seminars.
- Use of these schools as Lead partners in the School Improvement Policy.
- The development of models of successful networking.

### **3.12 Primary Leadership Programme (PLP) 2003-2007**

3.12.1 This national programme has run for the past four years. Around 150 schools have taken part. Schools have been identified in various ways. Data and information have been used to identify schools with low contextual value added, a new or inexperienced leadership team or complex school improvement issues. In addition, schools have been able to nominate themselves where developing a more distributed style of leadership is a priority. The aims of the programme have been to strengthen distributed leadership and contribute to raising standards at end of Key Stage 2 in English and mathematics. Each school has been allocated a primary strategy consultant leader (PSCL) who is an experienced Leeds headteacher as well as support from literacy or mathematics consultants. They have received up to £2000 each year for two years and have attended centrally-based training each term. Outcomes at Key Stage 2 have been mixed. Where there has been a good spread of schools involved, Key Stage 2 results have risen more sharply than those for all schools. Where the majority of the schools have been targeted because of low achievement, there has been less impact at Key Stage 2 although strong evidence of better progress further down school as most systems take time to show impact.

3.12.2 Some of the main benefits of PLP have included:

- Improved assessment and tracking (often using lessons learned from ISP).
- Partnerships between the PSCLs' schools and schools on the programme.
- Ongoing advice and support for new headteachers and vulnerable schools.
- An effective professional relationship between PLP schools and Education Leeds.
- Evidence that standards will continue to rise over the next few years.

### **3.13 Distributed Leadership for Learning**

3.13.1 This programme was devised using funding from the National Strategy to provide bespoke support to Leeds schools. It was particularly aimed at schools not receiving support through ISP or PLP. The project ran for two years and came to an end this summer. The project had four strands: to develop the leadership skills of the deputy headteacher coordinating the work in school; to use the project as a vehicle for establishing distributed leadership; to establish ICT across the curriculum enhancing learning in all subject areas; to design a curriculum to meet the needs of the children. Schools were asked to ensure that the deputy headteacher was given full responsibility for the development and impact of the project. This ensured that deputy headteachers were given suitable strategic responsibility in preparation for headship. Leaders of literacy, mathematics, ICT and assessment as well as leaders of foundation subjects, were encouraged to develop the use of ICT to enhance learning within and between subjects. Excellence and Enjoyment provided the opportunity to take a fresh look at the curriculum and to design provision and learning experiences appropriate to the needs of the children and the community.

3.13.2 The main benefits have included:

- Improved curriculum provision which is innovative and exciting.
- Evidence of better use of ICT for learning and for management.
- Improved leadership skills of deputy headteachers and other leaders in school.
- Heightened awareness and growing confidence in schools to make the curriculum more accessible to their pupils.
- Increased networking between schools.

### **3.14 School Improvement Partners and School Improvement Advisers**

- 3.14.1 Leeds has introduced school improvement partners (SIPs) to all primary schools during the summer term 2007. Each school will receive five days of interaction with a SIP including a termly visit with the leadership team, and an annual written report to governors. The SIP will also take on the role of performance management adviser to the governing body. SIPs have been appointed from within Education Leeds (all primary advisers have become accredited SIPs), and from serving headteachers both within Leeds and from other local authorities. Several SIPs are retired headteachers or education consultants.
- 3.14.2 Schools requiring targeted support will also be allocated the support of a school improvement adviser who will coordinate and monitor the support package for the school.

### **3.15 School Partnerships**

- 3.15.1 As outlined in the Education Leeds School Improvement Policy, schools are increasingly working together in partnership to support their development. This partnership begins at headteacher level and extends to include support at all levels throughout the school including governors. The main benefits of this strategy are:
- Improved networking between schools in a range of ways, led by Education Leeds or initiated between schools independently.
  - Improved sharing of resources including staff.
  - Increased opportunities for learning from best practice.

## **4.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE**

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**

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, implemented in the summer term 2007, will add to the capacity to support school leadership.

## **6.0 CONCLUSIONS**

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**

The Executive Board is asked to consider the main findings for the report and note the strategies for improvement that have been developed to support future increases in achievement for all pupils, groups and schools.



## REPORT TO THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD: 22 AUGUST 2007**

**SUBJECT: Annex 1: Ofsted Summaries**

### SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

- 1 All Saints Richmond Hill Church of England Primary School (May 2007)**
  - 1.1 Grade: 2  
The headteacher's outstanding drive for improvement for All Saints and its pupils is a striking feature of this good school, which provides good value for money. The very secure atmosphere that exists in school provides an 'oasis' of calm and positive relationships in an area where daily life can be challenging. Pupils clearly enjoy attending this happy school.
  - 1.2 The dedication and commitment of all staff has a major impact on all pupils' personal development and well-being, which is good. Pupils' friendliness and willingness to share their achievements are a pleasure to experience. The quality of care, support and guidance is outstanding. Very caring relationships exist between teachers and their pupils and pupils' positive attitude towards their learning adds much to their good progress, often from a low starting point. The school promotes pupils' knowledge and understanding of different cultures and world religions well. As a result, all are very tolerant and respectful of others within school. Pupils are clear that a significant number of children behave a great deal better in school than they do outside. Links with the local church and other schools are strong and are helping to broaden pupils' understanding of their responsibilities within communities. Attendance is in line with that for most schools. Effective action has been taken to reduce unauthorised absence substantially over recent years.
  - 1.3 Pupils' achievement is good. Most children enter the Nursery with skills lower than those expected of children of their age and, for some, much lower. The satisfactory arrangements in the Foundation Stage ensure that all children have a steady start to their learning. Pupils achieve well overall so that, by Year 6, standards are broadly average. Pupils with learning difficulties and/or disabilities and those learning English as an additional language make good progress. This is because they are provided with challenging work and the additional support they need from well-trained special needs assistants.
  - 1.4 The quality of teaching and learning is good and there is some outstanding practice which is largely responsible for helping pupils of all abilities to make outstanding progress in the later years. In the Foundation Stage and Key Stage 1 there is more satisfactory teaching, enabling children to make steady progress. Here the level of

challenge is less consistent, especially for the higher attaining pupils. The curriculum is good and planning is thorough. It is tailored carefully to meet the individual needs of children living in this area. It is enhanced by a wide range of activities which many pupils enjoy outside normal school hours.

1.5 Arrangements for assessment provide detailed information on the standards being achieved and this enables pupils' progress to be tracked carefully term by term. Parents and children know what targets have been set and these are closely monitored and evaluated by pupils and their teachers.

1.6 Leadership and management are very effective. Staff work well together to tackle identified priorities for improvement. Senior leaders regularly monitor the quality of teaching and learning and other aspects of school life very thoroughly. Governors are regularly involved in school activities and are committed to helping the school to monitor its effectiveness. The school has been too modest in some of its evaluation, judging the quality of care to be good rather than outstanding. This is because it sets itself very high standards. Overall, the school has a good capacity to improve further.

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

- Improve the consistency of teaching across all years so that younger pupils are as fully challenged as those in Key Stage 2 and can make the same rapid progress.

## **2 Armley Primary School (December 2006)**

2.1 Grade: 2

Armley Primary School provides a good standard of education for its pupils and some aspects of its provision are outstanding. It offers good value for money. The school is exceptionally calm and the pupils' behaviour is exemplary. As a result, pupils feel safe and secure and are able to concentrate well on their work. The care, guidance and support of pupils are outstanding and parents are particularly pleased with the way their children are learning to think for themselves and make sensible decisions. Pupils say they know they must work hard in order to do well in the future.

2.2 Most children start in the Nursery with levels of attainment that are very low. The overall provision in the Foundation Stage is good. However, whilst staff are currently developing a structured assessment system, the data is incomplete. Consequently, the school does not have a clear enough view of children's attainment and progress in Nursery and Reception. Individual records suggest that children make good progress but attainment is still well below average when they begin Year 1. Standards are below average by the end of Year 2 and are broadly average and improving by the end of Year 6. Overall, achievement is good. In Years 1 to 6, the school's good systems for analysing pupils' progress have identified that some more able learners could progress more quickly and that the standards in writing across the school should be higher; inspection judgements agree with this analysis. Pupils with learning difficulties and/or disabilities make good progress and those at an early stage of learning English achieve well.

2.3 The quality of teaching and learning is good. Teachers expect pupils to work hard and think carefully about their tasks. Across the school, staff provide positive support whenever a pupil falters or becomes anxious. 'I don't mind waiting', one teacher said to a pupil, 'so long as what you're doing is good'. Such helpful



interventions avoid difficult confrontations and ensure pupils benefit from their learning. Teachers say they feel accountable for their pupils' good progress and use the assessment tracking systems to ensure they stay on target. However, as yet, too few of the more able pupils have sufficiently challenging targets and this slows their progress.

2.4 The curriculum is good. Weaknesses identified by the last inspection have been remedied and the school provides a good range of interesting and well planned opportunities for pupils to learn outside the school day. Visits to places of interest and visitors who, for example, perform live music, extend the curriculum well. As a result, pupils enjoy lessons and these wider opportunities, and this contributes to their improving standards. A good focus on raising standards in writing by extending pupils' range of ideas through talk and developing it through other subjects is still in the early stages. Consequently, its full impact on standards and achievement is not yet evident.

2.5 The pupils' personal development is good with some outstanding features. Many older pupils keenly take responsibility, for example, as monitors, playground pals or members of the school council. Whilst a number of pupils need regular guidance from staff, they are learning to monitor their own behaviour and manage their work effectively. Younger pupils talk eagerly about the different countries pupils have come from and confidently point out their own homeland on a world map. Their ready acceptance of different cultures enables them to understand different points of view and ensures they value each other. The pupils' understanding of healthy lifestyles is extremely good and they talk confidently about healthy eating and the need for regular exercise.

2.6 The headteacher and senior staff provide good leadership and management. Evaluation of the work of the school is generally accurate, although anticipating the outcomes of future work led to some over-estimation of success so far. There are clear and appropriate plans for school improvement, which identify the means for raising standards further. The effective influence of the headteacher and senior staff is evident in the way all staff take responsibility for speeding pupils' progress. Their strong influence is seen in the way disaffected pupils grow to enjoy and value learning through the outstanding support and guidance they receive. Strong teamwork is a significant factor in the school's good capacity for further improvement.

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

- Raise standards in writing so that more pupils reach the higher levels.
- Raise the standards and achievement of more pupils by setting them targets that are more challenging and matching work more precisely to their needs.
- Record and track the progress of children in the Foundation Stage so the school has a more accurate view of how well they are doing.

**3 Ashfield Primary School (March 2007)**

3.1 Grade: 3

This is a satisfactory and improving school. Pupils' personal development and the care, guidance and support provided for them are good, with some aspects of care being outstanding for pupils with learning difficulties and/or disabilities. Parents appreciate the good quality of care and support given to their children. They praise action taken by staff to keep pupils busy in their learning and to prepare them for successful transfer to secondary school. As one remarked, 'I cannot thank the

school enough for the fantastic base [my son] has been given for the long road ahead.' Together, staff work very hard to ensure that pupils feel safe and secure, enjoy their learning, adopt healthy and safe routines and arrive to their classrooms ready to learn.

- 3.2 Children enter the Nursery with below average standards and make very good progress as a result of well-focused, imaginative tasks in lessons. A significant number of more able children leave the school to join Reception classes in other schools but children who remain continue to make very good progress. By the time they enter Year 1 many reach the standards expected nationally for children their age, with standards in shape, space and measurement being a strength. Effective new strategies for teaching reading are leading to improved skill in linking sounds and letters. National test data for 2006 revealed significant underachievement in Year 6 but school data shows improved standards for the current Year 6 cohort. Standards are now close to average overall, with much improvement in English, and an increased proportion of more able pupils expected to achieve higher levels. These improvements are the result of more robust assessment and tracking coupled with good teaching and clear, structured guidance for improvement. Pupils' achievement is satisfactory overall.
- 3.3 Teaching and learning are good. Marking is thorough, supportive and sets specific learning targets, for example on how to improve spelling and extend vocabulary. Teaching areas are well organised with increasing use made of 'learning walls' to stimulate and reinforce learning targets. The learning mentor and teaching support staff are well deployed and, in their active support of learning, contributing effectively in the successful push to raise achievement. However, not all lesson planning has a sharp enough focus on how pupils' learning can be 'stretched'. The school's good quality curriculum makes a significant contribution to the development of pupils through personal, social, health and care programmes. This includes planned events for pupils to learn about safety. The 'Excellence and Enjoyment' initiative is being used successfully to enrich first hand learning experiences, for example using theatre groups to help cover curriculum topics.
- 3.4 Leadership and management are good. After a very unsettled and difficult period following reorganisation the school has regained the confidence of the community. Improvements in achievement reflect the resolve of the headteacher added to the drive and determination of senior staff to increase the pace of school improvement. Effective local authority monitoring and support is adding to this drive. However, evaluation of initiatives to secure improvement is not yet well enough embedded to allow these to have maximum impact on raising standards. After a period of slow progress addressing issues for improvement, the school is now successfully focussed on tackling weakness. The recently appointed chair of governors is keeping a watchful eye on the school and governors have strengthened their commitment at this critical time. As a consequence of this and in the light of recent good improvement, the school has good capacity to improve further.
- 3.5 ***What the school should do to improve further***
- Ensure that all lesson planning stretches pupils to do as well as they can. Rigorously evaluate the impact of initiatives to secure improvements so that they have the maximum impact on raising achievement and standards.

## **4 Austhorpe Primary School (December 2006)**

### **4.1 Grade: 4**

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 necessary improvement in the school.

4.2 The school views its overall effectiveness as satisfactory; inspectors disagree. Many groups of pupils do not achieve as well as they should given their above average attainment on entry to the school. In 2005, standards declined significantly from the high levels found at the last inspection to broadly average at Key Stage 2. Pupils did not make the progress of which they were capable. The decline went unchecked in 2006, at Key Stage 1, to a four-year low. In 2006, at Key Stage 2, standards rose to a level significantly above average: this is attributed to good and sometimes outstanding teaching at Year 6 which quickly increased pupils' attainment. Standards in Years 1 to 5 are average.

4.3 Pupils attend well and enjoy school. They are well prepared for their future in terms of understanding how to have a healthy and safe lifestyle. The Healthy Schools Award reflects this. Older pupils have responsibilities around school and are diligent in carrying them out. Pupils' progress in basic skills is too slow, however.

4.4 In the Foundation Stage, the quality of the teaching, learning and curriculum is inadequate because children have insufficient opportunities to develop their independence and interests. Few challenges are presented to them because expectations of what they can do are low. Assessment of the pupils' progress is insecure and not used to set challenging tasks. Furthermore, children have too little opportunity to take their learning outside to enjoy the fresh air and explore the outdoors.

4.5 The quality of teaching is inadequate over time and does not provide pupils with a wide enough range of learning opportunities. Pupils' learning is very variable, depending on which class they are in. The curriculum is also unsatisfactory because it is not well enough planned to cater for the needs of all groups of pupils

4.6 The quality of leadership and management at all levels is inadequate. It is undermined by poor professional relationships which adversely affect the rate of improvement. As a result, standards have declined in the classes from Reception to Year 5, and the school has been slow to begin to rectify matters

4.7 Changes in leadership and leadership styles have not been sufficiently embraced by staff or governors and some parents have raised concerns over the ill effect of this on their children's education. The local authority is providing support to the school, but many basic systems are new and so their impact has yet to be seen. Arrangements to assess pupils' attainment, the tracking of their progress and the monitoring of the school's work have yet to be used regularly to improve the quality of teaching and pupils' learning. Improvement since the last inspection is inadequate; standards have declined overall and the school lacks a clear way forward. It also lacks a sharp analytical edge, is over-reliant on external support and is insufficiently self-sustaining. It provides unsatisfactory value for money.

#### 4.8 ***What the school should do to improve further***

- Improve the leadership and management of the school to ensure that timely action is taken to secure improvements in the school's work and standards.
- Establish a shared approach to monitoring the work of the school.
- Improve standards and pupils' achievement from the Foundation Stage to Year 5.
- Increase the quantity of good teaching.
- Develop consistent approaches to curricular planning and tracking pupils' progress so that provision meets the needs of all groups of pupils.

### **5 Barwick in Elmet Primary School (December 2006)**

#### 5.1 Grade: 2

The school's evaluation that it is a good school is accurate. Most parents and carers making their views known during the inspection agree with this: they welcome the good achievement pupils make and the effective care, guidance and support which enhances their children's well-being. The school places itself successfully in the heart of the community. It has strong links with the Parish of All Saints, provides out of school accommodation for children's uniform organisations which pupils attend and runs effective before and after school clubs and a funded nursery. The school views the extended provision understandably as part of its foundation for success in its Reception class and throughout the school. Parents play an important part in the life of the school via strong representation on the governing body, planned opportunities to meet staff about the children's progress and support in classrooms and after school clubs. Despite this, questionnaires completed by parents and carers in the last two years show a minority disagreeing with the view that the school seeks their views and takes account of their suggestions or concerns. This view has yet to be researched fully by the school.

5.2 Children start in the Reception class with attainment that is broadly average. Caring and knowledgeable support from staff ensure that at this young age, children enjoy school, make friends and begin to understand the routines and clear expectations for learning that build throughout the school. They begin to make choices and their confidence grows well. By Year 6, because of good teaching throughout the school, pupils' progress well overall year on year and as a result, reach above average standards. This is because teachers have good subject knowledgeable and generally plan work well for pupils of all ages and ability. In a particularly capable Year 6 group in 2006 all pupils attained the expected levels in mathematics and science with nearly three-quarters attaining higher. Standards in English were very nearly as high, although higher attaining pupils did not do as well in writing where only a quarter attained beyond expectations for their age. Generally the trend over time in writing has been lower than in other areas of English, mathematics or science and has led the school to introduce a new approach. Pupils and teachers are now clearer about exactly what should be done for each pupil to improve and strategies are in place to check on this. This is an example of how good leadership and management in the school analyses how well it is doing and takes steps to improve. School self-evaluation is effective.

5.3 The good curriculum with excellent extra curricular activities helps the school to place great emphasis on educating 'the all round child'. This emphasis on personal development and supporting pupils' skills as young citizens is effective. They are extremely clear what is needed to keep fit and healthy, are successful overall in looking after each other, raise money for those less well off and perform confidently in concerts for parents and the general public. Good skills for their age in literacy,

numeracy, information and communication technology (ICT) and business enterprise prepare them exceptionally well for the future. The school has moved on well since the last inspection, particularly in its ICT provision and effectiveness in planning for the future.

5.4 With the current strengths in teaching and leadership and management, the school is well set to develop further.

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

- Improve higher attaining pupils' achievement in writing skills by ensuring full effectiveness of the recently introduced approach of the setting of targets, sharper marking by teachers and pupils' involvement in better evaluation of their own work.
- Ensure the views of all parents are fully researched and considered when planning for the future.

**6 Beechwood Primary School (January 2007)**

6.1 Grade: 2

Beechwood Primary School provides a good standard of education because of the outstanding direction by the headteacher and deputy headteacher. They have led a programme of steady improvement, founded on rigorous self-evaluation. They started by reducing challenging behaviour. They then established a stable teaching team in order to maintain an improving trend of achievement. Provision and standards in the Foundation Stage are good and the school gives good value for money.

6.2 Children arrive at the school with attainment well below expectations for their age. The good teaching in the Foundation Stage provides a secure basis for future learning. Achievement and personal development are good for all pupils, including those who face barriers to learning. They progress well to gain broadly average levels by the end of Year 6. Attitudes to learning are good because adults manage behaviour sensitively and boundaries are clear. Consequently, the school has created a climate where pupils are safe and feel secure. Parental support for learning is not well developed and attendance is still poor in the Foundation Stage.

6.3 Pupils enjoy their time in school and their spiritual, moral, social and cultural development is good. This shows not only in their good behaviour but also in their support for each other and for others who are less fortunate. They are well aware of what they need to do to stay healthy and they readily participate in day-to-day play and extra-curricular sports. They have good opportunities to begin to prepare for economic prosperity. There is a strong emphasis on basic skills, collaboration and independence. Pupils use information and communication technology adequately as a learning tool.

6.4 Middle managers and governors provide effective support for the headteacher and demonstrate good capacity for further improvement. They make very good use of outdated buildings. Their collaborative approach to planning has created a curriculum which engages pupils' interests well and issues from the previous inspection have been dealt with effectively. Pastoral care and support for pupils with learning difficulties and/or disabilities are outstanding. Teaching is good. The best teaching responds well to the different learning needs of individual pupils, but this is not yet consistent and the more able pupils need more challenge. Teachers assess pupils' work carefully and give them clear feedback about how well they

have done. However, pupils do not have enough opportunities to judge the quality of their own work or that of other pupils.

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

- Improve the consistency of teaching by ensuring that all teachers match the very best practice, particularly by enabling pupils to evaluate their own work.
- Adapt the range of activities in lessons to match individual pupils' most effective learning styles, particularly for the more able pupils.
- Develop the partnership with parents to support pupils' attendance and learning more effectively.

7 **Beecroft Primary School (January 2007)**

7.1 Grade: 1

Beecroft Primary fully meets its aims for 'all pupils to achieve high standards of work, behaviour and attitudes to others'. It gives pupils an outstanding education at the end of which they leave as confident, well-rounded individuals with a strong sense of their rights and responsibilities. It is a happy, purposeful school and pupils, parents, staff and governors are immensely proud of it. High academic standards have been sustained over many years because all pupils make outstanding progress during their time at Beecroft. Excellent teaching and exceptional leadership by the headteacher and management team ensure that pupils acquire the self-discipline to get to school on time and give of their best. Pupils point out that, 'Children respect teachers and teachers respect us.'

7.2 The school has an accurate view of its achievements and knows exactly which steps to take next to maintain its high standards. Over the past 10 years under the present headteacher it has demonstrated its outstanding capacity to improve. Management systems are simple and highly effective. Parents think the world of the school. Almost all returned the questionnaires to express their views, saying 'they focus on learning not just teaching' and commenting that 'children are passionate about being at school'. Governors give outstanding support and advice as a friendly but critical group with the interests of the school at heart. The school provides outstanding value for money.

7.3 Standards continue to go up because of outstanding teaching and an extremely good curriculum which gives a very good balance between learning new skills and applying them in interesting, worthwhile and practical contexts. A large proportion of pupils, typically two-thirds, exceed the level expected at the end of Year 6 in English, mathematics and science and virtually all reach expected standards. Reading and writing are equally strong. Pupils use mathematical skills every day in different subjects and, in science, pupils say they 'learn through seeing and doing because teachers make it as practical as they can'. Teachers' insistence on high standards of presentation is a major contributory factor to pupils' outstanding achievement, for it promotes methodical working methods as well as teaching pupils to take pride in their work.

7.4 Provision in the Foundation Stage is outstanding. Children become confident learners as exciting and thought-provoking activities help develop their communication and language skills so they gain an understanding of the world around them. The systems to support pupils' personal development and to guide them academically are outstanding and secure excellent progress for all pupils at each stage of their education. A key factor is the extent to which pupils are involved in assessing their own learning so they have a very clear understanding of what

they need to do to improve their work. As a result all learners, regardless of ability, gender or ethnicity, learn to be reflective and self-aware. Pupils greatly enjoy school as shown by their exceptionally good attendance and the fact that almost all attend after school clubs. Their outstanding personal development and exemplary behaviour are products of the great commitment that each staff member shows to them as individuals. There are no school rules because each child is taught from an early age to be self-disciplined. Pupils' mature self-reliance and respect for others mean that they act safely and appreciate different views and cultures. Pupils' vigorous interest in sport and their knowledge that 'eating a healthy diet helps you look and feel well' ensure that they live healthy lives.

7.5 The school thrives on teamwork, demonstrated by staff and embraced by pupils who have a real say in what goes on at school. Important responsibilities within school, high academic standards and an understanding of their rights as individuals, mean pupils are extremely well prepared for their future lives.

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

The school's thorough improvement plan covers all potential areas for improvement required to maintain its status as a 'leading school' of excellence: there are no further ones to add.

**8 Bracken Edge Primary School (February 2007)**

8.1 Grade: 4

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 reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to achievement and standards throughout the school and provision in the Foundation Stage.

8.2 Standards by the end of Years 2 and 6 are well below average and pupils make inadequate progress. This has been the picture for several years. The school's evaluation of its performance recognises that standards and achievement are not good enough. The recently appointed headteacher has put in place suitable action plans to improve things, but although they are beginning to bear fruit they are at too early a stage of development to have had a significant impact. Nevertheless, satisfactory leadership at all levels, combined with appropriate recent initiatives, show that there is the capacity to move the school forward. Staff and governors are united behind the new headteacher and demonstrate a determination to remedy issues of declining standards and achievement. However, some leaders and managers are still developing the necessary skills to rigorously monitor and evaluate the school's performance.

8.3 When children start in the Nursery class, their skills are well below those expected for their age. Many have significant delay in speech and language development. Progress through the Foundation Stage is inadequate because the curriculum for these children is not planned or taught well enough to allow them to develop basic skills. Consequently, many start Year 1 unable to make the necessary progress.

8.4 The quality of teaching and learning is satisfactory but inconsistent, ranging from good to inadequate. Inconsistencies in teachers' expectations and use of assessment slow pupils' progress. The curriculum is satisfactory overall in meeting the needs of pupils. There is strong emphasis on developing pupils' understanding

of healthy eating and the importance of exercise. 'Space 2', the extended school provision, adds a further creative dimension to the curriculum. The colourful, welcoming entrance to the school is a witness to the importance placed on encouraging an appreciation of the arts.

8.5 The care, guidance and support of pupils and their personal development are satisfactory. Pastoral care is particularly strong and is seen from the moment children come into Nursery. There are inconsistencies, however, in the amount of academic guidance and support provided to pupils. Consequently, too many are unclear about how they might improve their work and this limits their progress. Pupils behave well and attendance is improving. Pupils say they enjoy school and find it a safe and welcoming place. Parents and carers overwhelmingly support the school and praise the care and commitment of staff. They say 'there is a real buzz about the school' and appreciate being able to make their views and ideas known through their parent council. Racial harmony is a strong feature of this multicultural school where pupils are encouraged to think through their actions and words and consider how they affect others.

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

- Increase the rate of progress and raise standards and achievement throughout the school
- Improve the quality of provision in the Foundation Stage
- Achieve greater consistency in the quality of teaching and ensure that inadequate teaching is eliminated
- Ensure that all leaders and managers are equipped with the skills needed to rigorously monitor and evaluate the school's work.

**9 Bramham Primary School (March 2007)**

9.1 Grade: 3

In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

9.2 Bramham is a satisfactory school with some good features. Methods used, since November 2005, to eliminate significant weaknesses have been successful. As a result the school now provides satisfactory value for money. Parents are in no doubt that the school has been transformed since its last inspection. They use words like, 'astounding', 'phenomenal' and 'tremendous' to express their delight at the changes. Most acknowledge that the school lost its footing locally, but that now it is back at 'the heart of the community'. Children agree that 'learning was boring', but now 'lessons are interesting and fun'. Inspection findings confirm the school's recovery, but reveal that it is too soon to see the full effect from all the measures taken. This is mainly because staffing has only been stable since January 2007. Nevertheless, there is a good capacity for continued improvement, based on the positive progress to date.

9.3 The advances since 2005 are all interconnected. Children's behaviour has improved dramatically because lessons are enjoyable and challenging. Better teaching results from a satisfactory curriculum and the improved assessment of children's work. This, in turn, grows from good leadership and management, which is skilful at evaluation and responsible for the good care, support and guidance that exist.

9.4 The areas for development are now matters of consolidation and enrichment rather



than related to major limitations, as they were two years ago. For example, improvements in children's writing are not fully consistent, between classes, in sentence construction and the use of vocabulary. Scientific knowledge is acquired at a good pace, but more quickly than skills of investigation. Furthermore, improvements in the curriculum have influenced English and mathematics more than other subjects. This is because pupils are not given sufficient opportunity to practise the key skills of English, mathematics and information and communication technology (ICT) in other subjects.

- 9.5 Standards are currently above average by the end of Year 6. This represents satisfactory achievement after a period when higher attainers were underperforming. Moreover, provision for children with learning difficulties and/or disabilities has improved favourably. They are now achieving as well as other children.
- 9.6 The school's revival is the consequence of various innovations. The quality of teaching has improved because lessons have been monitored closely and shortcomings have been pursued scrupulously. Provision for children in Reception has been upgraded appreciably. Furthermore, relationships with parents are now the best they have been for a long time.
- 9.7 Basic improvements in the assessment of children's learning have been of prime importance. Since September 2006, the school has gained a precise knowledge of where children are up to in English and mathematics and what they need to do next. The speed at which children are catching up in their learning and how this represents satisfactory achievement can now be verified successfully by the school. The school's own self-evaluation is currently accurate in virtually every respect. It is only in the area of academic guidance that the school is a little cautious, believing this to be satisfactory when it is good.
- 9.8 Personal development is good. Children are positive and thoughtful in their behaviour and attitudes. They all appreciate the good care and support that they receive and love the weekly celebration assembly in which their efforts are acknowledged. Children remember their academic and personal targets accurately and are committed to reaching them.
- 9.9 The help from local authority consultants has been invaluable in putting the school back on the right track. Acting as headteachers and advisers, they have brought stability and laid the foundations for further improvement. Subject leaders on the staff have absorbed the model demonstrated by local authority colleagues well enough to succeed on their own. The first-rate attributes of the current headteacher, and continuing good governance, have had a profound effect on relationships, creating a climate for change in which everyone feels valued and wants to succeed.
- 9.10 ***What the school should do to improve further***
- Improve the consistency of children's writing across the school, so that it is all at least good.
  - Raise standards in scientific investigation.
  - Develop the curriculum to capitalise on links between all subjects and to ensure that key skills are practised.

## 10 **Bramley St Peter's Church of England Voluntary Controlled Primary School (January 2007)**

### 10.1 Grade: 3

Bramley St Peter's is a satisfactory school with some good elements. The school is aware of its relative strengths and areas for improvement. Its overall effectiveness is not quite as good as the school judges itself because improvements over the last two years are not yet being implemented consistently. They are not having enough impact on pupils' standards and achievement which, whilst satisfactory overall, are uneven between particular groups and over time. A small but significant number of more able pupils and boys, particularly in writing, do not always achieve as well as expected. This is because the quality of teaching, whilst satisfactory, is inconsistent in meeting the needs of all pupils.

10.2 Overall, staff care for, guide and support the pupils well. Good relationships are nurtured by adults who take their lead from the headteacher: they know pupils well and this helps them to settle quickly into the 'school family'. The school meets the needs of the most vulnerable pupils, who are supported by skilful teaching assistants who ensure pupils with learning difficulties and/or disabilities make at least satisfactory progress towards their targets.

10.3 The satisfactory curriculum understandably has basic skills at its centre. Recent developments are linking subjects to make them more interesting and relevant. An example of this was the work undertaken during technology week, which pupils told us they enjoyed. The satisfactory Foundation Stage curriculum is based on practical activities and a secure understanding of how young children learn. Strong partnerships with other schools enhance provision in sport and the creative arts. Music is a particular strength of the school, with inventive and creative teaching enthusing pupils to achieve well. Pupils are justly proud of their artistic achievements. The school enriches the curriculum through educational visits, by inviting visitors into the school and with after-school activities. This results in children enjoying and valuing their work.

10.4 Leadership and management are satisfactory. Improvement since the last inspection has been satisfactory and includes better support for developing pupils' skills in information, communication and technology (ICT). A positive ethos results in the children's predominantly good behaviour and good personal development and well-being. As one child declared, 'We are all happy here' and this is reflected in the way that pupils play and cooperate to create a harmonious school community. Pupils' progress is tracked and teaching is evaluated soundly overall. A great deal of information is gathered and analysed but this is not always made available to the governing body so that they can effectively challenge the school to improve. Overall, the school provides satisfactory value for money.

### 10.5 **What the school should do to improve further**

- Improve standards and consistency of progress in writing across the school, particularly for boys.
- Improve the quality of teaching and learning to ensure that more of it is consistently good or better.
- Improve the match of work in lessons to ensure it provides challenge for more able pupils.
- Increase the involvement of the governing body in the analysis of the school's performance so that it can challenge the school more effectively to improve outcomes for pupils.

## **11 Broomfield Specialist Inclusive Learning Centre (January 2007)**

- 11.1 Grade: 2  
Good teaching, a good curriculum and good care, support and guidance are the key factors that make this a good school. Achievement is good. Pupils of all capabilities in Years 1 to 11 make good progress during their time in the SILC. Learning and achievement are good at the Broomfield site for pupils in these years. Though in small steps, they make good advancement, particularly towards the targets in their individual education plans (IEPs). Pupils are known well and the school has a clear picture of the annual progress individuals make. The meticulous recording found of the day-to-day knowledge and skills pupils are acquiring needs to be made consistent across the school.
- 11.2 The sixth form is satisfactory. Students in this age group make good gains in their personal development and, of the eight leavers in 2006, five chose to leave early taking the big step of successfully embarking on vocational college courses. But students' academic progress is uneven because the quality of teaching is too variable. Nevertheless, the SILC as a whole provides good value for money, especially in the progress made by pupils based in partner schools, for pupils with autism and through the support given to mainstream schools to help those with autism stay in their neighbourhood school.
- 11.3 The SILC is extremely successful in meeting its aim to maximise opportunities for pupils to work in mainstream schools. Outstanding links with partner schools have resulted in outstanding provision for young children in the Foundation Stage in a number of early years centres. Similarly, a considerable number of primary age pupils make very good gains in their personal development and learning because of the very effective links with local primary schools. Through an excellent link with a local high school, pupils in Years 10 to 11 make tremendous progress and gain a wide range of nationally recognised awards. In addition, they grow in confidence, self-belief and maturity.
- 11.4 Daily routines and good provision for pupils' spiritual, moral, social and cultural development lead to good progress in pupils' personal development. Attendance is good. Pupils enjoy their lessons, are usually well behaved and are tolerant of the differences in others. Through work towards the Healthy Schools standard and through relationships education, they have an understanding of how to keep safe and healthy. Parents, pupils and other professionals are full of praise for the SILC. Parents appreciate workshops on topics such as managing behaviour, communication and play, which help them contribute to their children's learning. They are overwhelming in their support for the links with mainstream schools, giving comments such as 'I was preparing to spend the rest of my life looking after my child. I can now envisage him leaving school, getting a job and living as any other person would.' Links with health professionals, particularly effective speech and language therapists, make a considerable contribution to pupils' achievement and well-being.
- 11.5 Leadership and management are good. The newly appointed headteacher is already having a positive impact. She has quickly gained the respect of staff and has provided support and continuity for the initiatives already in place. Staff are inspired by her vision and commitment. Very good support by a hard-working, able deputy headteacher ensures smooth day-to-day running while the principal is working in partner schools. Highly skilled senior teachers fulfil their roles as

syndicate heads conscientiously and contribute greatly to the smooth running of the school. Leaders are generally accurate in their view of the SILC. They know what they do well and what needs improvement, though they were generous in their assessment of the effectiveness of the sixth form. Staff and governors are excited by the developments of the past two years and all have the capacity and enthusiasm to ensure that the provision continues to improve at a good rate.

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

Provision in the sixth form is, overall, satisfactory. However, there is considerable difference in the quality of teaching and learning in each class. Where teaching is good, students of all capabilities are catered for and helped to progress. High expectations enable students to, for example, set their own challenging targets. Where teaching is less effective, planning is basic and tasks are not as well matched to students' capabilities. This means some with profound needs are confused, while inappropriate activities mean that some higher-attaining students are not stretched.

11.7 The curriculum is satisfactory. A good focus on numeracy and literacy gives students valuable skills. Despite having to use a church hall because the school has no food technology room, students have a good grasp of basic cookery, producing nutritious meals. Higher-attaining students work towards nationally recognised awards, but these are not available to all students. The focus on enabling students to travel independently using public transport, the programme for work-related learning and college courses all prepare students well for life after school.

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

- Ensure that the provision in the sixth form enables students of all capabilities to make good progress and achieve nationally recognised awards.
- Ensure that information about the day-to-day knowledge and skills pupils acquire is kept consistently to help meet the needs of all pupils.

12 **Calverley Church of England Voluntary Controlled Primary School  
(November 2006)**

12.1 Grade: 3

Calverley is a satisfactory school with a strong caring ethos that successfully promotes pupils' personal development. It is a school that is undergoing changes that are transforming its culture, and enabling pupils, parents and staff to be increasingly involved in shaping its future. This is reflected in the work of the school council, parent forums and the increased responsibility that teachers have for developing the areas they lead. Pupils' personal development is good because of the well developed programmes that successfully encourage very good behaviour, caring relationships, a sense of community and good understanding of healthy living.

12.2 Children enter the Reception class with attainment that varies each year between the expected level and above. They make good progress as a result of the skilful support and the well planned programmes that have been introduced over the last two years. By the end of Key Stage 1, standards are in line with national averages and pupils' achievement is satisfactory overall. Lower-attaining and average-attaining pupils make good progress but higher-attaining pupils are insufficiently challenged to achieve as well as they could. At Key Stage 2, standards are above average and pupils' achievement is satisfactory. Too often the more able pupils,

particularly girls, do not reach the higher levels in mathematics and science. The main reason why higher-attaining pupils do not make as much progress as they should is because teachers regularly fail to provide work that challenges them. There is also a lack of consistency in making clear to pupils what they need to do to make their work better and to take the next step in their learning.

12.3 Learning is made relevant and interesting by the effective links between subjects and the wide range of exciting visits and interesting visitors to school. Very good provision is made for music. As a result, standards in singing and the playing of instruments are often high and parents and members of the community enjoy the pupils' performances.

12.4 The headteacher has successfully widened participation of staff in leadership and management and increased pupils' and parents' involvement in the life of the school. Appropriate systems have been put in place for finding out how well the school is performing and for keeping an eye on the progress pupils are making. Many of these developments have happened over the last two years. The school's self-evaluation is too generous because some changes are not yet embedded or as effective as they could be and not enough has been done to make sure there is consistency across the school. Progress since the last inspection, although satisfactory, has been patchy. The shared vision of governors, headteacher and staff means there is strong desire to succeed. Their assessment systems show that the excellent improvement in English is spreading to mathematics and science, confirming their good capacity to sustain improvement. Value for money is satisfactory.

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

- Raise standards in mathematics and science to an above average level.
- Ensure that higher-attaining pupils, and girls in particular, achieve high levels.
- Improve teaching to ensure that lessons consistently meet the needs of different groups.

**13 Castleton Primary School (March 2007)**

13.1 Grade: 2

Castleton Primary is a good school with some outstanding features. It has a secure awareness of its main strengths and weaknesses, but overestimates its effectiveness in some areas. A very positive ethos results in the pupils' excellent behaviour and outstanding personal development and well-being.

13.2 The school effectively lives up to its motto of 'unlocking potential' through high quality support for vulnerable pupils and those with learning difficulties and/or disabilities. This is because the school has been particularly successful in creating a culture where all pupils are valued and are treated as individuals. Parents are extremely appreciative of the school, highlighting the 'family feel'. This is because good relationships are fostered by adults, who take their lead from the headteacher; they know pupils well, and this helps pupils to thoroughly enjoy their time at Castleton.

13.3 Pupils enter school with standards well below those typically expected for their age. They get off to a good start in the Foundation Stage because teaching and learning is of good quality, and the lively and practical curriculum focuses on developing pupils' skills in speaking and listening. This results in good progress through the Foundation Stage. Although pupils in Years 1 and 2 make satisfactory progress, a

significant number who are capable of it do not reach nationally expected standards by the end of Year 2. Progress is good in Years 3 to 6 due to good teaching, and standards are average. Pupils make the best progress in mathematics and science. Pupils' achievement is good overall.

13.4 The outstanding curriculum has basic skills at its centre. Strong partnerships with other schools enhance provision, particularly in sport. The school enriches the curriculum through a very impressive range of educational visits and by inviting visitors into the school. This is enhanced by a wide range of interesting after-school activities and results in pupils enjoying and valuing their work.

13.5 Leadership and management are good and the school has made good progress since the last inspection. Levels of attendance have improved significantly and there have been positive developments in the quality of physical education and information and communication technology (ICT). The direction and energy of the headteacher and her leadership team have led to some valuable improvements over the last year in the development of pupils' speaking and listening. Recent improvements in the use of assessment and in setting targets are now in place and beginning to improve progress. However, inconsistencies in the use of targets and feedback do not always ensure that pupils know what to do to improve their work. Overall, the school provides good value for money.

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

- Ensure that more pupils securely reach the expected standards in reading, writing and mathematics by age seven.
- Improve the consistency of feedback to pupils and the use of targets so that all know exactly what they need to do to improve their work.

**14 Cookridge Holy Trinity Church of England Primary School (February 2007)**

14.1 Grade: 3

This is a satisfactory school with some good and outstanding features. All people associated with the school value its faith ethos highly. This positive ethos underpins the school's work as a community in which all adults and pupils care for each other. It is equally valued by the families of the non-Christian pupils and their presence contributes strongly to pupils' cultural development. Pupils feel very secure and happy and their personal development and well-being are good. The strong links with the parish church provide regular opportunities for pupils to be involved in local events and celebrations and they respond enthusiastically to these. The great majority of pupils behave well. They say emphatically that they enjoy school very much. They show this by their excellent attendance and their outstanding contribution to the school community. Parents agree and say that their children are happy here and make progress. As some of them put it, 'We appreciate the efforts of the headteacher in establishing a school ethos which is nurturing, caring and friendly.'

14.2 Children enter the Foundation Stage with standards which are above expectations for their age. The quality of and standards in the Foundation Stage are good, because the staff help children to develop good attitudes and make good progress in all areas of their learning, and particularly in their personal, social and emotional development. Pupils enter Year 1 with standards which are above average. They make satisfactory if uneven progress through the remainder of their time at school and at the end of Year 6 their attainment is above average.

- 14.3 A number of factors contribute to pupils' progress. The curriculum is good overall, although the use of literacy, numeracy and information and communication technology (ICT) skills across all subjects is limited. Teaching is satisfactory overall. Where teaching is most effective, pupils are encouraged to pay particular attention to their targets and levels. However, assessment and other information for tracking pupils' progress is not yet used sufficiently to inform or challenge pupils to meet their targets. Similarly, marking to inform pupils clearly of what they need to do to improve their work is not fully embedded across the whole school.
- 14.4 Leadership and management are satisfactory. The headteacher has built a strong and reflective senior management team which has already accomplished much in creating an ethos of care and commitment in the school. The school has satisfactory capacity for further improvement. It provides satisfactory value for money.
- 14.5 ***What the school should do to improve further***
- Improve the use of assessment and tracking information so that pupils' learning targets are challenging.
  - Improve the quality of marking so that pupils know and understand what they have to do to improve.
  - Increase the provision for and use of literacy, numeracy and ICT skills across all areas of the curriculum.

## **15 Drighlington Primary School (December 2006)**

- 15.1 Grade: 3  
Drighlington Primary School is a satisfactory school with some good features. It has overcome the significant difficulties it faced around the extended time of its reorganisation and its rebuilding. As one Year 6 pupil said, 'After the building it was all a bit of a mix up, then it became organised and a lot better.' It is now well placed to move forward. It gives satisfactory value for money.
- 15.2 Standards and progress in the Foundation Stage are satisfactory but provision is weakened by the lack of a suitable outdoor play area. Children enter the Nursery with skills normally expected for their age and they reach average standards by the end of the Reception year, though their general literacy skills are below average.
- 15.3 At the end of Year 6 in 2005, pupils left the school with broadly average standards in the national tests, having made satisfactory progress in their time in school. In 2006, pupils reached higher standards in the tests but their progress was also satisfactory, because this group of pupils started from a higher point after Key Stage 1 assessments. All pupils, including those with learning difficulties and/or disabilities, make satisfactory progress overall. The quality of pupils' writing remains a continuing issue through the school, where few pupils, particularly boys, reach the higher levels.
- 15.4 Pupils' personal development is good because the school takes good care of them, taking its responsibility for their safeguarding role very seriously. Pupils enjoy being at school and they behave well. Relationships between teachers and pupils are good. Pupils have positive attitudes to learning and say that they feel safe and valued as individuals.
- 15.5 Teaching and learning are satisfactory. Teachers seek to make lessons interesting to but too many lessons do not challenge pupils enough for them to make

sufficiently rapid progress. Assessment procedures gather reliable information on the progress pupils are making and this information is now being used to good effect in some lessons, particularly in Year 6.

- 15.6 The curriculum is satisfactory. The school is modifying the curriculum to ensure that it meets the individual needs of all pupils better and helps them to make faster progress.
- 15.7 Leadership and management are satisfactory overall. The headteacher has taken strong action to bring about changes and improvements. She has built a good leadership team. Well founded and recently implemented initiatives to raise achievement show clear promise, but have not yet shown a measurable impact on standards. The headteacher receives good support from the knowledgeable and clear sighted governing body.
- 15.8 The large majority of parents hold the school in high regard and are happy with what it offers. The decisive leadership of the headteacher, the growing teamwork and good morale of the teaching staff, combined with the continuing challenge and support offered by governors, indicate that the school has good capacity to improve.
- 15.9 **What the school should do to improve further**
- Improve the quality and consistency of teaching so that learning becomes challenging for all pupils.
  - Raise standards of writing throughout the school.

## **16 East Garforth Primary School (April 2007)**

- 16.1 Grade: 1
- This school gives pupils an outstanding education. By the time they leave, pupils have developed into well-rounded individuals with a strong appreciation of the creative arts and the written word. East Garforth Primary fully meets its aim 'to be a caring school where we expect to be challenged to do our best at all times'. Everyone seems to really enjoy working at this happy, friendly school. The level of challenge is high for both staff and pupils, leading to outstanding leadership and management at all levels and pupils' outstanding academic and personal achievement. Attendance is above average and many pupils stay after school to go to the many different clubs run by the teachers. The school's self-evaluation correctly identifies its strengths, but concludes that it is good overall because, 'there is always more to do and we are striving for perfection'. The school has gone from strength to strength since the last inspection. It gives outstanding value for money and has excellent capacity to improve further.
- 16.2 Standards are well above average, especially in English where many teachers show a real flair for awakening pupils' interest in the richness and power of language. Many pupils say that writing stories and art are their favourite subjects because often the two are taught together. As a result, pupils use visual stimuli to help them articulate their thoughts and enliven their vocabulary. Standards in mathematics, while good, are not quite as strong and the school is currently implementing successful measures to raise standards to equal those in English. The outstanding quality of teaching is characterised by a thoughtful, creative approach that brings learning alive while not neglecting the basic skills. Pupils' perception is that 'learning is fun' and so behaviour and attitudes to learning are exemplary. They are highly attentive in lessons, unafraid to ask for help when they



need it.

- 16.3 Pupils' outstanding personal development is a product of friendly and open relationships with all staff and outstanding assessment systems which quickly identify any areas that pupils struggle with. Pupils are given extra help when they need it and encouraged to check their own progress and so they learn with confidence. An outstanding curriculum caters fully for their different interests and needs, offering a wide range of cultural and multi-cultural experiences as well as ample additional music and sporting opportunities. The recently formed Foundation Stage Unit gives good provision with outstanding features in the teaching of early reading skills and constructive outdoor play. Parents are warmly appreciative of the school and the outstanding care, support and guidance it gives to their children.
- 16.4 Because of the stimulating environment in which they work and play, pupils take a lively interest in their school and are proud of their achievements. Their mature independence and awareness of others mean that they act safely and show respect for the world around them. Their enthusiasm for sport and knowledge of how food affects their bodies, help them to live healthily. Teamwork is prized and from seeing adults planning and teaching lessons together, pupils develop a real sense of the value and pleasure to be gained from contributing to a community. Outstanding collaborative skills, well above average literacy, numeracy, and information and communication technology (ICT) skills and an understanding that work can be enjoyable, prepare them extremely well for their future lives.
- 16.5 Outstanding leadership and management by the headteacher and key staff have ensured continuous improvement since the last inspection. Governance is good. The school evaluates itself well, but the plans for development that it produces are too full of detail. They lack a sense of priority to allow swifter action and a clear enough idea of the intended outcomes. The school is now in a position to simplify this so immediate priorities are clear. The school plays a leading role in the local community, including working with other schools which further enriches the broad educational experience offered to pupils.
- 16.6 ***What the school should do to improve further***
- Simplify the school improvement plan to give a clear outline of immediate priorities and the actions needed to secure success.

## **17 Farsley Springbank Junior School (February 2007)**

- 17.1 Grade: 2  
This is a good school where pupils very much enjoy learning and achieve well. Standards at the end of Year 6 are above the national average overall and better than might be expected, given pupils' test results when they enter the school. Standards in mathematics and science are above average and standards in English are average. Pupils make excellent progress in science as a result of particularly careful planning for the subject. Within English, pupils make good progress in reading but their progress in writing is satisfactory. The school has introduced several sensible strategies to encourage pupils' writing and standards are improving.
- 17.2 Pupils' personal development is outstanding. They are happy to come to school and this is reflected in very good attendance. Their behaviour is excellent both in lessons and around the school. Pupils are polite to visitors and kind and friendly to each other. They are keen to lead a healthy lifestyle; many of them are involved,

for example, in athletics and dance and preparing healthy meals in the 'Kids' Kitchen'. Pupils feel safe in school and are well informed about how to keep safe outside school. There are good opportunities for pupils to take responsibility, notably as monitors in Year 6. Pupils are beginning to take part in business enterprise initiatives, helping to prepare them for the world of work.

- 17.3 The school provides good care, guidance and support for all pupils, including those who are vulnerable. A 'buddy' system, together with a lunchtime club, ensures that anyone who is feeling insecure has someone to talk to or somewhere to go. The school now has more pupils with learning difficulties and/or disabilities than in the past and more of those pupils need high levels of support. Agencies that work extremely effectively with the school, speak highly of the school's work in enabling these pupils to make good progress and take a full part in the life of the school.
- 17.4 The leadership and management of the school are good overall and the excellent leadership of the headteacher is an important strength. As one parent, reflecting the views of many, said: 'The headteacher has wonderful enthusiasm that rubs off on staff and pupils alike.' She has brought the school from a situation of 'serious weaknesses' eight years ago to its present, securely good, position. She has formed strong partnerships with other schools in the area but relinquished her lead roles in these partnerships when recent major changes in staffing meant that she wanted to concentrate on coaching and supporting new teachers during their early days in school. The result is that the good quality of teaching and learning has been maintained through the changes.
- 17.5 Teachers prepare their lessons carefully and create a calm and happy working atmosphere. They make particularly good use of the interactive whiteboards to provide clear instructions so that pupils know exactly what they have to do. Teaching assistants work most effectively to support pupils with learning difficulties and/or disabilities, notably in reinforcing the teacher's questioning so that pupils are fully involved.
- 17.6 The school's curriculum is good; it is carefully planned with suitable emphasis on developing basic skills in literacy, numeracy and information and communication technology (ICT). The school has recently improved its ICT resources and is aware of the need to make more use of ICT across all subjects to add extra variety to the ways in which pupils learn. Pupils speak very appreciatively of the good range of extra-curricular activities. In particular, the Springbank TV project is providing valuable opportunities, especially, but not exclusively, for pupils who are gifted and talented.
- 17.7 ***What the school should do to improve further***
- Raise standards and achievement in writing across the school.
  - Make more use of ICT in subjects across the curriculum to increase the variety of learning activities.

## **18 Fieldhead Carr Primary School (January 2007)**

- 18.1 Grade: 3
- This school provides a satisfactory education with several good and exemplary features. This judgement is lower than that made by the school. It provides satisfactory value for money. Pupils' academic achievement is satisfactory. However, their personal development is good. Pupils develop into confident young citizens who work and play together well. This is because of the high level of

support and personal guidance they receive from a caring staff team. Children make a flying start in the Nursery because of the outstanding provision they receive.

- 18.2 Children enter school with mainly average skills but a large proportion has abilities below this level. Provision in the Foundation Stage is good overall. Children make rapid progress in the Nursery and good progress in Reception. By the time they enter Year 1, almost all reach the standards expected for their age. In contrast, the rate of progress is satisfactory across Years 1 to 6. Achievement is not better than this because the pace and level of expectation of lessons is uneven. Consequently, standards are average at the end of Year 2 and Year 6, although they are beginning to rise. There is further room for improvement in English, as standards in writing are considerably lower than in reading. Few pupils attain above average standards in national tests, because more able pupils are not consistently set tasks that meet their needs.
- 18.3 Pupils enjoy school as shown by their involvement in lessons and readiness to join in with all that the school offers. They attend school regularly and their punctuality is good, and a popular breakfast club helps to support this. Pupils' spiritual, moral, social and cultural development is good. They clearly understand how to lead a healthy lifestyle and the importance of regular exercise. They play energetically and safely and follow school rules well. Parents are pleased with the recent improvement in behaviour and have confidence in the school.
- 18.4 Although the quality of teaching and learning is satisfactory overall in Years 1 to 6 and improving, there are some relative weaknesses which restrict pupils' progress. This results, for example, in pupils not getting consistent advice on how to improve their work. Whilst the curriculum successfully promotes pupils' personal development and offers good enrichment, there are some weaknesses which hold back learning. In particular, there are insufficient opportunities for pupils to practise their literacy and numeracy skills in subjects other than English and mathematics.
- 18.5 Leadership and management are satisfactory. The headteacher has steered the school securely since the last inspection and improvement has been satisfactory, with several good aspects. For example, pupils' cultural development is considerably better. The governing body is experienced. Its effectiveness is satisfactory and improving. Despite regular checks on the quality of the school's work, it has too positive a view of some aspects of its provision. During the last year, school staff, with the support of the governing body, has acted to improve standards in English and mathematics. The impact of these measures is now beginning to be seen in pupils' current work, although there is still more to do. Nonetheless, the good leadership of these initiatives by senior staff, and the positive response of teachers, shows the school has a good capacity to further improve.
- 18.6 ***What the school should do to improve further***
- Raise attainment in all areas of writing.
  - Improve the quality of teaching in Key Stages 1 and 2, providing all pupils with consistently challenging work so that they achieve well.
  - Ensure that pupils clearly understand how well they are doing in their work and what to do next to improve.

## 19 Five Lanes Primary School (May 2007)

- 19.1 Grade: 3  
Five Lanes is a satisfactory school that has improved remarkably quickly since September 2006. This inspection finding is echoed by parents and children. They believe correctly that the school was on a downward slope in terms of results and progress, but now it has made a strong recovery. Children were underachieving by the end of Year 6 for three years, up until 2006, and attainment in Year 2 had been falling since 2002. As a result of first-rate leadership by the headteacher, attainment in Year 2 is average and children are achieving satisfactorily by the end of Year 6. The standards of the oldest children are still below average, but closer to national expectations than they were.
- 19.2 Typical of parents' views is that, 'The school is improving fast. It has made huge improvements in children's reading and lately their confidence has grown and grown.' This is because the school, as a matter of priority, has tackled poor behaviour and low self-esteem and refined the teaching of reading to great effect. The school has an accurate view of itself. So powerful is its passion to see standards rise further by the end of Year 6 that it underplays what has been achieved so far.
- 19.3 Children enjoy school immensely and are very quick to say how much it has improved in the last year. They talk warmly about: learning to keep healthy and fit; the central part that music plays in school life; and how well the school supports them if they find it hard to learn and behave well. The various groups, such as the Nurture Group, designed to boost children's confidence and help them get the best from lessons are most effective. Moreover, the school has overhauled its methods of teaching children with learning difficulties and/or disabilities, so they are able to achieve as well as other children. The curriculum is satisfactory in its influence on children's academic progress, but it has been charged with energy for children's personal development. In consequence, the delight that children possess when helping others around the school is almost tangible. The system of peer mediators was described by children as, 'Great. to help others does not put all the pressure on teachers.'
- 19.4 The deputy headteacher has been highly influential in devising a system to keep a very close eye on children's progress in English and mathematics. This has enabled the headteacher to lead staff and governors equipped with valuable knowledge. Learning has improved well this year because teachers are now crystal clear about what needs to be done to raise standards. So much so that some children have achieved two years worth of progress in one year.
- 19.5 Teaching is satisfactory overall, despite some strengths, found mainly in Years 2 and 6, which cause the rapid progress. Unsatisfactory teaching has been eliminated, but it is not yet all at least good because groups of children, such as boys and higher attainers do not find learning challenging enough in some lessons. This mixture of satisfactory, good and very occasional outstanding teaching begins in the Foundation Stage and continues throughout school to some degree.
- 19.6 The headteacher has built a climate in which everyone feels able to play their part. Governors, for example, are beginning to be closely involved in the quest to improve standards. Children are also made to feel part of the process of improvement. They have been shown how to improve their work and reach higher levels. This initiative is working better in some classes than others. Children's work

is not marked with helpful advice in all cases and although many know their targets they have not discussed them enough to be fully clear about what to do with them.

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

- A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Raise standards in English, mathematics and science by the end of Year 6 to at least the national average.
- Improve the teaching to make sure that all children, particularly boys and higher attainers, are making consistently good progress.
- Make sure that all children benefit from marking which provides praise and advice and are fully involved in discussing their progress in relation to academic targets.

**20 Hawksworth Church of England Primary School (March 2007)**

20.1 Grade: 2

Hawksworth is a good school with several outstanding elements to its work. It is improving rapidly from a successful foundation because the new headteacher provides excellent direction. She set accurate priorities soon after her arrival in April 2006. Rising standards and improving achievement by pupils result from the strong expectations the headteacher has of teachers. Inspection findings agree with much of the school's written evaluation of its performance, although its grades for pupils' personal development and for the curriculum were too modest. This is because the headteacher has a self-critical approach whereby improvements can always be made to current practice. Pupils, parents and the local community hold the school in the highest regard. Pupils say, 'We have to work hard but it's fun. Everyone's moving up fast.' The school has improved well since its last inspection and demonstrates good capacity to improve further. It provides good value for money.

20.2 The quality and standards of the Foundation Stage are good. When children enter the Foundation Stage they are already confident and capable learners. Standards are consistently high by Year 6 in English, mathematics and science, particularly in 2006. Pupils achieve well as they move through the school because of good quality teaching and learning for all pupils. Even so, there is a need for more consistent challenge from teachers in every lesson to ensure that the quality of teaching and learning is always good or better. Pupils' outstanding personal development supports exemplary behaviour and a mature approach to learning in all classes. Older pupils' sensitive understanding of what helps younger children to feel at ease in school enables the whole school community to live as one cohesive 'family'. This is a feature much appreciated by parents, who comment about their 'peace of mind' when their children are at school. Pupils anticipate each school day with relish, reflected in their high levels of attendance.

20.3 The rich curriculum provides challenging and varied experiences that help pupils develop a keen love of learning. The school makes excellent use of specialist coaching expertise in local schools and colleges to promote a high profile for sports activities. First class pastoral care ensures that pupils feel safe and well cared for. Support for pupils with learning difficulties and/or disabilities is individually tailored to ensure that the school meets the needs of each pupil. This approach is at the heart of the school's work and, as a result, links with outside support agencies are first class. Simplified assessment and tracking systems enable staff to evaluate

accurately the progress pupils make and to intervene where necessary. Teachers have made a good start in providing guidance on how pupils should improve their work. Nevertheless, more comments need to be recorded in pupils' books so they know exactly what to do to improve each piece of work.

#### 20.4 **What the school should do to improve further**

- Ensure that teachers set consistently challenging activities in all lessons in order to raise the proportion of good and better teaching.
- Ensure that teachers' marking always provides pupils with clear next steps in their learning so they know how to improve their work.

### 21 **Highfield Primary School (January 2007)**

#### 21.1 Grade: 2

Highfield is a good school and gives good value for money. It is a happy, orderly and safe place whose greatest strength lies in the inclusive manner in which it helps its young people to grow as individuals. Pupils' all-round personal development is excellent because of the meticulous care and attention given to meeting the personal needs of each individual. Pupils enjoy coming to school, as shown through their consistently very good attendance. Parents are very happy with the support given to their children and the written comment, 'A strength of the school is that (my daughter's) personal, social and emotional development is valued as much as her educational attainment' is typical of many.

21.2 Standards at the end of Key Stage 2 are above average and pupils' achievement is good overall. Pupils start school with the standards broadly expected for their age and they leave with standards which are normally above average. This indicates good progress. In 2006, standards in English at the end of Key Stage 2 fell significantly because of complex issues concerning the organisation of teaching in that subject. This affected the overall progress made by pupils. The school has now successfully addressed these issues. Detailed and reliable measuring and recording shows that pupils are on track to achieve as well in English this year as they do in mathematics, although pupils' standards of writing are still not as high they could be and their work shows a lack of confidence.

21.3 Teaching and learning are good throughout the school and are based firmly on the excellent relationships between teachers and pupils. Other adults give excellent support for all children who experience difficulties in learning. However, although lessons often have outstanding features, teachers do not always challenge pupils enough to make the best possible progress.

21.4 The curriculum is good and exceeds statutory requirements. Many pupils study French and all classes from Reception to Year 6 explore ideas through drama. A wide range of practical activities takes work beyond the classroom and 'makes learning real,' as one pupil put it. Many other enrichment activities such as trips, residential and other visits encourage pupils to take on responsibility. This contributes significantly to their personal development.

21.5 Leadership and management are good. The headteacher has developed a school which 'lays the foundations for life by offering a rich, enjoyable and fulfilling experience for all its pupils'. The leadership team knows its school well and provides clear direction to move the school forward. Staff are united behind senior leaders, and governors and parents support them. There is still work to do in ensuring that the school makes best possible use of all available data to set pupils

appropriately challenging targets for improvement but it is well placed for further development.

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

- Ensure that all pupils make good progress in writing.
- Ensure that all lessons challenge pupils to make the best academic progress they can.
- Make better use of information about pupils' performance to set more challenging individual and group targets for improvement.

**22 Hillcrest Primary School (January 2007)**

22.1 Grade: 2

This is a good and improving school. School governors and senior managers share a determination to offer quality learning opportunities for pupils in order to drive up achievement and standards. The school provides welcoming, warm, and calm learning and social environments. Parents greatly appreciate the open access which enables them to support and study with their children. An accomplished team of staff make sure that pupils are happy, enjoy learning, do as well as they can, feel safe, keep healthy and play an active part in the life of the school.

22.2 Most children enter Nursery without any English language and a third have no mother tongue reading and writing skills. Standards are well below average overall and in communication, language and literacy they are very low. Children make good progress in the Foundation Stage and in Years 1 and 2 although standards are still below average by the end of Year 2. The results of recent national tests at the end of Year 6 show that standards are improving in English and mathematics but still remain below average. However, standards in science are broadly average. Overall, this represents good achievement for most pupils. Strategies to improve pupils' listening, speaking and writing skills are proving successful, particularly in Years 5 and 6.

22.3 Pupils' personal development is outstanding. Underpinning their excellent spiritual, moral, social and cultural development is a resolve to celebrate cultural diversity. Pupils enjoy their work, get pleasure from their learning and display a desire to learn. They behave very well and are helpful and considerate. Attendance and punctuality are satisfactory and improving. The attendance of pupils who do not take extended holidays is good. The value of good attendance is well promoted to discourage families from taking extended holidays.

22.4 The quality of teaching is good. There is some outstanding teaching in the Foundation Stage and in Years 5 and 6. This excellent level of expertise has yet to be shared throughout the school to help all provide a learning environment which will excite and inspire. Lessons are well planned and usually well matched to pupils' abilities. Teachers explain well what the pupils are to learn and check that they have understood. Every opportunity is taken to promote speaking skills. The use of 'talking partners' is particularly successful. Crucial improvement to pupils' speaking and writing skills underpins the rising standards in English. However, improvement in pupils' reading skills is proving to be more difficult, despite resourceful approaches to teaching and pupils' appetite for learning.

22.5 The curriculum is good. It meets requirements, promotes good achievement and makes an excellent contribution to pupils' personal development. An extensive range of extra classes and activities, including residential experiences, widens

pupils' horizons beyond the local community.

- 22.6 Parents are quick to recognise and praise the high quality of care and support provided for pupils and families. All staff work extremely hard to overcome whatever barriers pupils and families may encounter. Extensive work is undertaken with outside agencies to provide effective support. As one recently arrived parent observed: 'the school works as one hand'.
- 22.7 Leadership and management are good. The recently appointed headteacher has very quickly reinforced the strong team ethic. Governors play a very active and full part in school. This has enabled the school to accelerate the improvements in achievement and standards in the last year. Accurate self-evaluation is strengthened by effective collaboration with the local authority. Increasingly, the analysis of data is being skilfully used by middle managers to evaluate all aspects of performance, however, there is more to do to share best practice. The school has a strong capacity to continue the trend of improvement and it gives good value for money.
- 22.8 ***What the school should do to improve further***
- Ensure that the outstanding teaching strategies are used in all classes to excite, inspire and motivate all pupils to achieve their best.
  - Increase the impact made by middle managers on school improvement by sharing the best practice in checking, analysing and tracking pupils' performance.

## **23 Hollybush Primary School (April 2007)**

- 23.1 Grade: 3
- The school is correct to evaluate its effectiveness as satisfactory. It has faced, and continues to face, challenging circumstances, but it has clearly improved in the areas identified at the last inspection in January 2006. This demonstrates that it has satisfactory capacity for further improvement. The school gives satisfactory value for money. Therefore, in accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- 23.2 Pupils' personal development is good. They are well cared for, and are happy in school as a result. There is a very positive atmosphere in the school built upon tolerance and respect for others. Pupils and adults get on well together, and this helps pupils to learn more rapidly. Pupils are given lots of encouragement to be good citizens, and this reflects the very inclusive ethos that the school sustains within its local and wider communities.
- 23.3 Children enter the Foundation Stage with exceptionally low standards, especially in language and social skills. Because of the good teaching they receive in the Nursery and Reception classes they make good progress, especially in their personal, social and emotional development. In spite of this good progress, by the time they enter Year 1 standards are still well below those expected. In the school's results in the national tests for Year 2 and Year 6 in 2006, standards were exceptionally low, and achievement was therefore inadequate. Swift improvement since that point is clear but there is still further to go to enable pupils to overcome the legacy of low achievement. The school's tracking system is used carefully to



ensure that all pupils make at least satisfactory progress: the content and amount of recorded work in pupils' books is improving. However, standards in English, mathematics and science are low, because older pupils have a great deal of ground to catch up. Importantly, learning of good quality is taking place so that achievement for all groups of pupils throughout the school is improving rapidly.

23.4 The quality of education has improved: teaching and learning are of good quality and better than the school judges - the leaders are too cautious in some of their evaluations. Lessons give pupils many opportunities to learn independently. Pupils behave well, listen carefully, and respond well to questions which make them think for themselves. Information about what pupils know and can do is mostly used effectively to make sure that work set matches their needs and helps them to improve. Nonetheless, some of the tasks for the more able pupils are at times too easy. The curriculum has been reorganised recently and is beginning to provide interesting topics which fire pupils' imagination. The full benefits of this have yet to be seen. Though pupils look after their books well, the low quality and inconsistency of pupils' handwriting does not permit them to express their ideas with fluency and self-confidence.

23.5 Leadership and management are satisfactory. The senior leadership of the school and the governing body are effective, although there was some delay before necessary changes were initiated. Senior leaders monitor the work going on in classrooms regularly and robustly, to ensure that pupils' learning is accelerated. Staff and pupils have the confidence to strive to achieve higher performance, because they are convinced that change and innovation are improving the school. Several well founded strategies for improvement have begun, for example, extending problem-solving work in science, and 'Wake and Shake' - a programme of physical development to enliven the start of the day. Although these are beginning to have a positive impact on learning, they are very new, and will take some time to show their full effect. Links with other education partners, including the integral specialist inclusive learning centre and the local authority, are strong. As a result of these constructive moves, parents have an increasingly positive perception of the school.

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

- Raise standards in English, mathematics and science throughout the school.
- Set challenging work in lessons to make sure that higher-attaining pupils are consistently challenged.
- Improve the content and presentation of pupils' written work.

**24 Holy Family Catholic Primary School(January 2007)**

24.1 Grade: 2

Holy Family Catholic Primary School is a good school with some outstanding features. Central to this is the sense of teamwork and high expectations which the headteacher has instilled in her extended management team and staff, and their commitment to raising standards. An excellent tracking system is in place, which the school is using effectively to measure the progress of pupils, and to set challenging targets for their future academic work. It has not yet had sufficient time to impact fully on standards. The governing body supports the school well in its drive to raise standards.

24.2 Most children begin school with skills well below those expected in many areas of development but particularly in spoken English and social and emotional skills.

They make good progress in the Nursery and Reception classes due to a well planned and well delivered early years curriculum. Despite this progress, children's low starting point means that their attainment is still below average when they enter Year 1, because their literacy skills remain weak. By the end of Year 2, most pupils achieve national standards in reading and mathematics, though standards in mathematics dipped for the first time in 2006. Pupils' writing, though improving, is still a key area for development. Not all pupils have a wide enough range of language to draw on.

- 24.3 The good, purposeful and challenging provision which the pupils receive in the Foundation Stage, and in Years 1 and 2, forms a strong basis from which pupils make good progress as they move through the upper part of the school. By the end of Year 6, pupils attain standards which are higher than average and they leave school with skills and knowledge which prepare them well for the next stage of their education. Pupils' good progress and achievement is underpinned by the consistently good teaching throughout the school. Teachers put pupils' independent learning at the heart of activities, and they ensure that these activities excite and stimulate the pupils. Pupils mostly know what they need to do in order to improve, but marking is not consistently helpful.
- 24.4 The personal development and well-being of pupils is good. Pupils behave well and clearly enjoy their lessons. Pupils receive good quality care from dedicated and competent staff in a safe, inclusive and supportive environment. The overwhelming majority of parents have confidence in the school. As one parent put it, 'I could not wish for a better school. My children are totally happy.'
- 24.5 The school has tackled the issues from the last inspection effectively and provides good value for money. Its positive record of improvement shows that it has good capacity for further improvement.
- 24.6 ***What the school should do to improve further***
- Raise the standards of writing throughout the school, and extend pupils' vocabulary.
  - Ensure that pupils' work is marked consistently well.

## **25 Hovingham Primary School (April 2007)**

- 25.1 Grade: 3  
This is a satisfactory school with significant strengths. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- 25.2 Pupils are provided with high levels of care and their personal development and well-being are good. They get on well with one another and are self-confident and eager to learn. They value the good relationships they have with their teachers and show great respect for adults in the school. They also respect and value an attractive environment that encourages learning.
- 25.3 Achievement is satisfactory. Children enter the school with low levels of attainment, particularly in communication, language and literacy skills, both in English and their native language. They make satisfactory progress during the Foundation Stage and maintain that rate of progress through Key Stages 1 and 2. Test results show that standards at the end of Year 6 are well below average. The school leadership,

with effective support from the local authority, introduced strategies to bring about improvement. As a result of these initiatives, pupils in the current Year 6 are on course to reach the targets set internally by the school.

25.4 The pupils' achievement reflects the satisfactory quality of teaching and learning. There are examples of good practice, but these are not consistent enough across the school. Expectations of what pupils can do are not always high enough. Teachers do not always use assessment information effectively and consistently to plan lessons that are well matched to the needs of their pupils. As a result, pupils' progress sometimes slows.

25.5 Care, guidance and support are good. All safety procedures are in place. The school works effectively with outside agencies to remove barriers to learning for all of its pupils and to ensure children are safe. Similarly the school's work with individuals to raise self-esteem and overcome obstacles to their learning is having a positive impact upon their achievement and upon their attitudes towards learning. Good support for pupils with learning difficulties and/or disabilities, both in the classroom and in smaller groups, enables them to make the same satisfactory progress as their peers. Successful steps have been taken to involve parents more in the life of the school and to listen to their views. The school's provision for family learning is becoming increasingly successful in encouraging more parents to feel comfortable about visiting the school and helping their children to learn.

25.6 The school provides its pupils with a satisfactory curriculum that is enhanced by a good range of additional activities such as visits, interesting visitors and popular lunchtime and after-school clubs.

25.7 Leadership and management are satisfactory. Determined leadership lends a clear vision for the future of the school and the headteacher has her sights fixed firmly on raising standards. The headteacher and her deputy have a secure understanding of the school's strengths and weaknesses. Accurate evaluation of the school's performance led to a focus on writing skills and, as a result, improvements are now being seen, but the school acknowledges that the pace of change has not been fast enough to effect rapid enough improvement in pupils' achievement. The current improvements in standards, the increased role being played by a team of committed middle managers in monitoring school performance, the increased involvement of parents and the improved systems for tracking pupils' progress show that the school has a satisfactory capacity for further improvement.

25.8 Parents place a high value on the work of the school. An active governing body supports and challenges the headteacher and helps the school to provide satisfactory value for money.

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

- Improve achievement in English, mathematics and science.
- Improve the quality of teaching so that all of it is good or better in all areas of the school.
- Ensure that assessment information is used effectively and consistently to help accelerate pupils' progress.

**26 Ireland Wood Primary School (March 2007)**

26.1 Grade: 1

This is an outstanding school. It shows exceptional commitment to helping all its

pupils, including those with complex physical and medical needs, to benefit from their education and take part as fully as possible in school life. The headteacher provides excellent leadership. He has been extremely effective in building on the previous strengths of the school and developing a very caring environment where all pupils thrive and thoroughly enjoy school. He is very ably supported by the senior team and all other leaders. The effect of their leadership is that all pupils and staff feel equally valued. Parents, including those who have children with highly complex physical and medical needs, have every confidence in all who work at the school. Their views are typified by the comment: Hooray for Ireland Wood – I would recommend it to everyone with school age children. Children start school with skills and knowledge that are below expectations for their age. The very safe, caring environment in Reception enables them to settle quickly into school routines, flourish and achieve well. Children are well prepared for the main school. Here they continue to achieve well and by the end of Year 6 they reach standards that are above average. Pupils with learning difficulties and/or disabilities make good progress. The good achievement of pupils is rooted in the good, sometimes outstanding, quality of teaching they receive as well as the very rich and varied curriculum which interests and motivates them. Teachers mostly enthuse pupils and make them want to succeed, but occasionally the pace of lessons slackens, with insufficient time allowed for pupils to work independently, and this slows learning.

- 26.2 The care, guidance and support provided for pupils are outstanding and, as a result, their personal development and well-being are outstanding also. Pupils behave exceptionally well. They all get on very well with one another, regardless of race or disability, which promotes positive attitudes to all. In this respect, they are a credit to themselves and to the school. Their social skills are excellent and they are confident and articulate when talking to adults. They willingly respond to opportunities to take on responsibilities to help others. They have an excellent understanding of how to lead safe and healthy lives. Newcomers to the school are made welcome by all and quickly settle. Those pupils with wide-ranging physical and learning needs are extremely well integrated into school life because of the very effective support they receive from adults and classmates alike.
- 26.3 Leaders have an extremely accurate picture of the school's strengths and areas for improvement. They are quick to act decisively, as they did to bring about improvement after the pupils' level of performance fell in the 2005 national tests. Careful consideration is given to all action taken and the needs of the pupils are always paramount. Effective use of a wide range of external professional support contributes valuably to pupils' personal development and achievement. The resource for pupils with complex physical and medical needs has grown since the very successfully integrated into the mainstream school. A major increase in the extended services on the premises has also helped to create a school that is prospering and meeting the needs of the community. Effective self-evaluation, action and developments all indicate an excellent capacity in the management team to take the school even further forward.
- 26.4 ***What the school should do to improve further***
- Ensure that all lessons have sufficient pace and challenge to meet the learning needs of all pupils

## 27 Little London Community Primary School and Nursery (May 2007)

### 27.1 Grade: 3

Little London is a satisfactory and improving school. It is a school that, in the last two years, has turned some weaknesses into strengths. These are seen in pupils' good standards of personal development and in the good quality of care, guidance and support provided for them. Pupils see themselves as 'Little London learners' who come to school, as they say, to 'train their brains'. Attendance has risen over the past two years and is now above the national average. Behaviour is consistently good. Pupils enjoy school and try hard to succeed. They feel safe in school, and valued as individuals because they know they will be given the help they need. They understand the benefits of a healthy lifestyle; for example, the school council has arranged for the opening of a healthy tuck shop that they will run themselves. Pupils who learn English as an additional language are particularly well supported. Their needs are assessed and their progress carefully planned and monitored so that they are quickly able to learn alongside others. They are fully included in every aspect of school life that is reflected in the harmony of friendships seen throughout the school. The school has the overwhelming support of parents and is a thriving centre for learning within the community.

### 27.2

Although standards of attainment are improving they are still well below the national average. Most pupils generally make steady progress and achieve satisfactorily but progress is inconsistent and some pupils do not achieve as well as they could. Children in the Foundation Stage get off to a good start because teaching has improved and is now good. They progress well from their below average starting points. This is beginning to have a good impact on standards and achievement in Years 1 and 2. Throughout the school, pupils who have learning difficulties and/or disabilities and those who learn English as an additional language make satisfactory and at times good progress because they receive additional support. However, a minority of pupils with average and above average skills do not make as much progress as they could. This is partly due to a legacy of unsettled times in the school but is also consistent with the current teaching picture which is variable, though at least satisfactory. A strength of the satisfactory curriculum is the range and quality of activities to enrich learning by providing first-hand experiences. The main focus of the curriculum has been to establish a sound basis for improved standards in literacy, numeracy and science. This has narrowed pupils' opportunities to develop their basic skills, especially in writing, across all areas of the curriculum. The school recognises that a more creative approach to planning would benefit pupils' learning and enable teachers to capitalise on pupils' good attitudes and enthusiasm, which have been so successfully nurtured.

### 27.3

Leadership and management of the school are satisfactory. The headteacher has had an immense impact. She has restored staff morale, raised pupils' and parents' aspirations and rekindled everyone's eagerness to succeed in a well ordered, fully supportive environment. In partnership with the local authority and through her own persistent determination the headteacher has overcome significant barriers to learning, including a large financial deficit, and ensured that the school provides satisfactory value for money. The senior leadership team has been strengthened. It carries out its clearly defined roles effectively so can claim a shared responsibility for the accurate evaluation of the school's performance. Curriculum coordinators' roles are developing but these leaders are not yet sufficiently engaged in monitoring progress and developments in their subjects. Governors know the school's strengths and where it needs to improve; they provide appropriate challenge and support. The school has already proven its capacity to improve

attendance, pupils' attitudes and behaviour, teaching and links with parents and the wider community. Given what has been achieved in such a relatively short time there is good capacity leadership to improve further.

27.4

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

- A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Raise standards and improve progress in English and mathematics
- Improve the quality of teaching so that it is consistently good
- Provide opportunities for pupils to practise and develop skills across the whole range of the curriculum.

28

**Lowtown Primary School (February 2007)**

28.1

Grade: 2

This is a good school, which provides good value for money. Strong leadership and management have established clear direction for improvement, as a result of careful and accurate evaluation of provision. Supported by the effective governing body, the school has a good capacity to improve further. The measures taken have ensured that pupils achieve well and show good levels of personal development. All pupils, including those with learning difficulties and/or disabilities, make good progress. As a result, standards in Year 6 are above average. Provision in the Foundation Stage is outstanding, with a rich curriculum and strong teaching, which encourages pupils to work more independently. Pupils make very good progress through Reception.

28.2

The school has an informed school improvement plan and strategies in place to improve standards further. 'Power Writing' is an approach being used to raise standards in writing. This system uses imaginative methods to stimulate pupils' writing skills. Assessments of pupils' work, together with observations in the school, have shown this approach is having a good impact on standards.

28.3

Secure measures have also been put in place to improve standards in mathematics, particularly at Key Stage 1, although it is too early to judge the impact of this initiative.

28.4

After significant staffing changes in recent years, the school is now very close to having an established team of teachers in place. The quality of teaching and learning is good and this is the major reason why pupils are achieving well. However, assessment information is not consistently used to match work to pupils' needs and increase their pace of learning. Pupils are well behaved, keen to learn and enjoy being at school. Attendance is above average. There is a strong and effective emphasis in the curriculum on promoting pupils' awareness of other cultures, and issues of race equality and human rights through the 'Global Dimensions' initiative. This has also strengthened the cultural aspect of pupils' personal development, which is now good. Very good links with other schools enrich the curriculum in sporting activities, foreign language teaching and mathematics for higher attainers in Year 6. The rich curriculum engages pupils' interest and promotes good achievement. There is good provision for developing skills in literacy, numeracy and information and communication technology (ICT).

28.5

Pupils are well cared for and feel safe. There are improved and effective systems to monitor pupils' progress and provide support if pupils are not making the

expected gains. The pupils develop well as individuals and have good opportunities to take on responsibility in the school: organising a Fair Trade fair, and in the school council, for example. Pupils have a good appreciation of a healthy lifestyle. They are well prepared for life after school.

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

- Improve standards in mathematics, with particular attention to Key Stage 1.
- Ensure the quality of teaching and learning is consistently good in relation to use of assessment to help pupils learn and matching work to pupils' needs.

29 **Middleton St Mary's Church of England Voluntary Primary School (March 2007)**

29.1 Grade: 2

Middleton St Mary's is a good school. Pupils are well cared for and have good attitudes to learning. They are proud of their school and help to make it a happy and safe place. Behaviour in lessons and around the school is good. Pupils are polite and cheerful. Pupils are confident learners who work enthusiastically in lessons and are eager to share their learning. The school is organised in 'families': classes from different key stages which work side by side in different areas of the school. These 'families' eat and play together very harmoniously. This innovative approach has improved behaviour and created a strong sense of community. There is a calm and purposeful atmosphere, which is evident from the moment you walk through the door. Parents support the school and praise the 'vision' of the headteacher. They value the changes that have been made although a small number of parents feel that they would like more opportunities to express their views. The determination, drive and innovative strategic thinking of the headteacher and the leadership team have driven forward rapid school improvement. Children start school with skills that are very low in comparison with age related expectations. Nursery and Reception classes provide seamless opportunities for children to learn through play, as a result they make good progress from low starting points. By Key Stage 1 standards are low, although progress is stronger than in the recent past and is now good. Although standards in English, mathematics and science remain below average at Key Stage 2, achievement is good, as a result of careful monitoring, rigorous assessment systems, improvements in the curriculum and improved teaching and learning. Raising standards and achievement is the highest priority for the school. Teaching and learning is good overall, although some lessons have lower expectations, less challenge and too few opportunities for independent learning. The curriculum is of good quality. The school has adopted a system of planning which effectively links subjects together. This has brought a freshness to teachers' planning and pupils' learning. Pupils say their lessons are, 'exciting and interesting'. Spiritual, moral, social and cultural education is good and the development of spiritual awareness particularly strong as seen in the calm, reverent way pupils gather for assemblies in family groups and join in the joyful singing and prayers.

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

- Raise standards in English, mathematics and science throughout the school.
- Ensure that teaching and learning are consistently good throughout the school.

30 **Moortown Primary School (April 2007)**

30.1 Grade: 2

'My child really enjoys school' is a regular response from parents. They speak of 'a

safe, caring environment' in this good and improving school. Pupils are happy because of the good care, support, and often imaginative, lively teaching they receive. This adds to their feeling of being safe and secure. Pupils are caring and considerate and respond well to responsibility as a matter of routine. Pupils have a very good range of opportunities to contribute to school life which allows them to grow in confidence and maturity. Their behaviour is good overall.

30.2 Pupils enter Reception with skills and experience below average for their age. Overall their achievement is good. By the end of Year 2 standards are broadly average and by the end of Year 6 they are above average. In English standards are now well above average. Yet, while the majority of pupils with learning difficulties and/or disabilities and those with English as an additional language make the same good progress as others, a small minority of pupils with learning difficulties and/or disabilities do not. Management of their needs does not ensure that their achievement matches that of other pupils. Teaching is good and has some outstanding features that motivate pupils to learn. However, in the Foundation Stage the teaching of basic learning habits and writing skills is not challenging enough and hinders the rate of progress in both Reception and Year 1.

30.3 Overall, achievement is improving. This is due to effective strategies to improve writing and changes to the curriculum which provide thought-provoking approaches which capture pupils' interest extremely well. Classroom and corridor walls are 'alive' with high quality displays of pupils' work and stimulating learning resources related to current topics. This also provides a strong basis for pupils' good personal development by promoting the value of healthy lifestyles. Pupils have a very good understanding of other cultures and what it means to live in a multicultural society. For this reason new arrivals from abroad settle incredibly quickly. One pupil summed up this positive aspect by saying 'We are not racist here!'. Pupils are keen to learn and this is seen in all their work, especially the good quality of presentation in books and the pride they take in their work. Pupils feel that staff take good care of them and add that their views are listened to and taken seriously.

30.4 Leadership and management are good. The headteacher and deputy headteacher, effectively supported by the local authority, have maintained a sharp focus on raising achievement and standards. They have established an atmosphere where all staff are involved in contributing to the school's continual improvement. Governors are committed to school improvement and bring much expertise to ensure that the school continues to move forward. Since the headteacher's appointment three years ago, staff, governors, the local authority and outside agencies have worked together extremely well to develop a good capacity for improvement and ensure that all aspects of provision and achievement improve. Through its careful monitoring the school has recognised the need to improve the management of special needs provision and is taking appropriate action. Self-evaluation, although cautious in judging achievement, standards and teaching and learning, is accurate and reliable and as a consequence the school offers good value for money.

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

- Improve the management of provision for pupils with learning difficulties and/or disabilities to ensure that all these pupils' needs are fully met.
- Improve the teaching of basic skills of learning and writing in the Foundation Stage in order to speed up progress in Reception and Year 1.



## **31 Morley Newlands Primary School (February 2007)**

- 31.1 Grade: 3  
Morley Newlands is a rapidly improving school that provides a satisfactory education for its pupils. This matches the school's own judgement.
- 31.2 The headteacher has identified the essential priorities to raise achievement. With the valuable support of a leadership team that is seriously reduced in number by long-term illnesses, he has in a short time set the school firmly on course for good improvement. Taking clear direction from the headteacher's vision, the team has high expectations and a commitment to make Morley Newlands the best school possible.
- 31.3 Throughout the school, including the Foundation Stage, rigorous assessment, good use of data, target-setting and improvements in the quality of teaching are having a beneficial impact. Although there has not been time to measure a sustained effect of these changes, achievement and progress are now satisfactory and improving. Challenging targets set by the school are helping to drive up standards and Year 6 results in national tests are broadly average.
- 31.4 The quality of teaching and learning is satisfactory overall. There are many strengths in teachers' classroom practice that are leading to better achievement, but there are still inconsistencies, especially with regard to matching activities to the needs of all pupils. The school has wisely invested in practical resources, new reading materials, and information and communication technology (ICT). This improved provision is contributing to a wider variety of teaching strategies and to the success of the guided reading programme for all pupils
- 31.5 Pupils are well cared for and consequently, their personal development and well-being are good. Here, the school's self-evaluation is modest. From entering the Nursery and continuing through the school, children develop good relationships with those around them. They are well mannered and show respect to visitors. They are proud of their school and its reputation as being inclusive. Pupils eagerly participate in local community events such as singing at the inauguration of the mayor. They appreciate all that the school provides and know their views are listened to. They know how to stay fit and healthy and enjoy the wide range of after school activities. They feel safe and trust the adults they deal with. Effective support is provided for pupils to understand their own feelings and make good choices.
- 31.6 Despite the accommodation's shortcomings, the school is a clean, healthy and attractive environment and this helps to promote good attitudes to learning. Governors know the school well, and because they are well informed they provide a strong level of support and challenge. Decisive action has been taken to tackle a budget deficit. Across the school a common sense of purpose is emerging amongst staff. There is a shared acceptance and understanding of what needs to be done to improve school performance. Thus, there is sound capacity for improvement. Over the last fifteen months, a small management team has been in place and as a result not all aspects of the school's performance have been monitored as closely as they should have been. Nonetheless, this team has been responsible for introducing significant improvements in the provision offered to pupils. A larger, restructured management team is now established. As parents say, 'it's all coming together now'.

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

- Improve the match of activities to pupils' learning needs in order to raise standards and achievement.
- Ensure that the monitoring and evaluation of the school's performance are distributed across all levels of management so that thorough evaluation leads to improved standards.

**32 Ninelands Primary School (March 2007)**

32.1 Grade: 1

Ninelands Primary School provides an outstanding education, which parents and pupils value highly. It has developed an extensive range of partnerships with other schools and organisations. These have enabled it to maintain a rich and varied curriculum that captures pupils' interest and enjoyment. At the same time it has sustained good achievement and above average standards. Standards in English have been stronger than in mathematics, where results in national tests have declined a little over recent years.

32.2 Pupils have average skills when they join Nursery. The outstanding quality and standards in the Foundation Stage set the pattern for all the subsequent years. Here, children learn to work independently so that adults can give support where it is most needed. This results in good teaching and learning where pupils get excellent guidance on how to improve their work. The school is highly inclusive and pupils who face any barriers to learning are supported very effectively to make good progress. Vulnerable pupils are particularly well cared for.

32.3 Pupils' spiritual, moral, social and cultural development is outstanding. This shows in their mature behaviour, and the imaginative way that they embrace community and charity projects. The school council is well established and respected, giving pupils a say in running their school. Councillors take their role seriously and have influenced several changes recently. Pupils' enjoyment of school shows in above average attendance and enthusiasm in lessons. Initiatives to ensure pupils' safety, such as the all-encompassing anti-bullying campaign, have had a deep impact on their behaviour. The range of physical activity and the school's management of catering promote a secure understanding of healthy lifestyles. Pupils are well prepared for their future economic well-being.

32.4 The headteacher is well supported by the deputy headteacher and middle managers to encourage the good academic and personal development of the pupils. A predominantly new governing body is adapting to its role very quickly. The school has a very clear understanding of how well it is doing and how it needs to develop, and gives outstanding value for money. Excellent financial management has enabled substantial recent improvements. Information and communication technology (ICT) was an area for improvement in the last inspection report. It is now a major strength. Play facilities have been upgraded, and new interactive whiteboards have enlivened teaching. These improvements and the recruitment of very effective new staff demonstrate the superb capacity for further improvement.

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

- Improve pupils' mathematical skills to bring them into line with other subjects.

**33 Park Spring Primary School (March 2007)**

33.1 Grade: 2

The overall effectiveness of the school is good. Good teaching and children's own keenness to succeed mean that children reach just above average standards by Year 6 and achieve well in relation to their starting points. By the end of Year 6 children read and write competently, have a good grasp of basic numeracy and can use computers with confidence. Parents are happy with the progress their children are making and support them by, for example, helping with reading homework. Links with parents of children with learning difficulties and/or disabilities are good, and there is sufficient contact with all parents through written information, including a fortnightly menu of school dinners. The school follows the required curriculum satisfactorily but there is scope for enriching children's experience further by linking subjects and covering the same theme from different points of view. Children behave well because teachers have high expectations and themselves set a good example. Teachers speak politely to children, clearly explain what is wanted, and praise and compliment children when they behave well. Care, support and guidance for all children are good. Great care is given to considering the needs of individuals, so that procedures for making sure all children are given equal chances to succeed are outstanding. Children understand the need to take exercise and eat healthily. They enjoy active playtimes on the extensive school field and make healthy choices at lunchtime.

33.2 Teachers know their subjects well and have high expectations. Lessons are well planned but children do not use information and communication technology (ICT) enough in lessons. Teaching assistants support teachers well when required but their time is not always used efficiently. The school is well led. Recent instability has been managed well and the school's evaluation of its strengths and weaknesses is accurate. Monitoring has so far been limited to too few senior staff and there is a need to spread this more widely. Although there is a minor area of inefficiency in the underuse of support staff, effective financial planning and the children's good achievement means the school gives good value for money.

33.3 The Foundation Stage prepares children well for formal learning in a way that builds confidence and is enjoyable. Children are encouraged to express themselves clearly and develop knowledge of the world around them through well structured play, both indoors and outdoors in a safe and caring environment.

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

- Increase the range and rigour of monitoring in order to spread good practice in teaching and make better use of teaching assistants and ICT.
- Increase the flexibility of the curriculum, so that subjects and topics can be linked to make learning in one subject enrich learning in another.

**34 Parklands Primary School (February 2007)**

34.1 Grade: 3

Although the school judges overall effectiveness to be good, inspectors find that this is a satisfactory school with some good features. Where the school's judgements differ from those of inspectors, it is because the school focuses too much on its provision, rather than the outcomes for pupils. In the challenging circumstances in which the school is set, the leadership team is most successful in the establishment of a strong commitment among the staff, a caring and inclusive ethos and good personal development of pupils. Pupils enjoy school and are courteous and friendly towards one another. Relationships in school between staff and pupils are good and consequently pupils behave well. The school provides opportunities for pupils to exercise responsibility by undertaking many jobs around

school and they respond positively to this, as well as playing a full part in the school council.

34.2 On entry to Reception, children's attainment is well below that expected nationally; their skills in language, communication and calculating are particularly weak. In addition, many pupils throughout school experience challenging personal circumstances, which impact adversely on their readiness to learn. Improvements to the teaching of English are contributing to rising standards and progress in that subject. However, standards attained by pupils at the end of Year 6 in English, mathematics and science remain exceptionally low. Given their low starting points and the above average numbers of pupils who enter and leave school during the academic year this represents satisfactory progress and achievement.

34.3 The quality of teaching and the curriculum is satisfactory. Teachers and other staff work well together, classrooms are well organised and display is used effectively to promote learning. Teachers do not always use effective strategies to involve pupils actively in their own learning, nor do lessons consistently proceed with enough pace to ensure that sufficient work is covered and that all pupils, particularly the more able, are appropriately challenged. The curriculum is satisfactory and offers a good range of interesting enrichment activities. Good use is made of specialist teaching to raise standards in art and music. While a strong focus on letter sounds is having a positive impact on achievement in English, there is insufficient teaching of the key skills of English and mathematics across all subjects, and this restricts pupils' progress. This is a very caring school which has a calm and welcoming ethos that provides a haven for pupils to develop socially and grow in confidence and self-esteem.

34.4 The leadership of the school works well together and has created strong teamwork within the staff and good partnerships with the wider community. However, systems for checking on the quality of teaching and learning are not sufficiently rigorous. The issues raised in the last inspection have been dealt with satisfactorily. The success of recent improvements to teaching and the curriculum and the emerging strengths of leadership throughout the school indicate that the school's capacity to improve further is satisfactory.

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

- Improve the consistency of teaching to ensure that pupils make good progress in all lessons, particularly the more able pupils.
- Extend the learning of key skills in English and mathematics across the wider curriculum.
- Improve arrangements for monitoring teaching and learning.

**35 Pool-in-Wharfedale Voluntary Controlled Church of England Primary School (November 2006)**

35.1 Grade: 2

This is a good school where pupils feel safe and happy. Both they and their parents value the quality of education and care that the school provides. As one parent says, reflecting the overwhelmingly positive responses to the parents' questionnaire, 'We are very pleased with all aspects of our daughter's education.'

35.2 Children arrive in Reception with standards that are broadly average. The Reception class provides good opportunities for them to develop and achieve, so that by the time they are in Year 1, they have gained ground and standards are

starting to rise above those expected nationally. Throughout the school, teaching and learning are good, enabling pupils to build continuously on their progress in earlier years. Hence, by the end of Year 6, standards are above average, pupils' achievement is good and pupils are well prepared for the next stage of education and beyond. Higher-attaining pupils are provided with challenging tasks and many gain the higher Level 5 in tests. Nevertheless, the school is aware that pupils do not make as much progress in writing as they do in other aspects of their work. Pupils with learning difficulties and/or disabilities are generally well supported and enabled to make good progress alongside others in their class.

35.3 The very good relationships between teachers and pupils underpin the good teaching that pupils experience. In particular, teachers are cheerful and encouraging so that pupils enjoy lessons and develop positive attitudes to learning. Teachers are particularly skilful in questioning to ensure that all pupils thoroughly understand the topic. The good curriculum includes all the required subjects, with suitable emphasis on literacy and numeracy, and teachers plan carefully to ensure that subjects are linked in order to get the most learning from them. Pupils in Years 3 to 6 learn Spanish and parents whose first languages are French and German run after-school clubs to introduce pupils to those languages as well as extending their understanding of European culture. Extra-curricular opportunities, including visits, music and drama activities and clubs, are a strength of the school. As a pupil says, 'There's tons of stuff to do.' Pupils are extremely well informed about the need for a healthy lifestyle and eat clementines and carrots enthusiastically at break. School lunches are both appetising and nutritious and receive widespread approval from pupils. The wide range of sports available to all pupils is a real bonus in encouraging regular exercise.

35.4 Pupils' personal development is good. Pupils say how much they enjoy school, their attendance is good and many arrive enthusiastically to take part in activities from eight o'clock. Behaviour in class is good and pupils are polite and cooperative. However, behaviour in the playground is less impressive and there are a few incidents where pupils do not show enough regard for the needs and feelings of others. The school provides very good care for all pupils, including those who are vulnerable. The tracking of pupils' academic progress is satisfactory.

35.5 Leadership and management are good. The new headteacher is very experienced and already knows the strengths and weaknesses of the school and what is needed to make it even better. The school has made good progress since the previous inspection: pupils' standards in mathematics have improved, along with the facilities for outdoor learning and play. Parents confirm the views of pupils that the school is moving forward quickly. Pupils speak of improved behaviour in lessons and a wider range of opportunities, including more residential experiences. The governing body provides good support and valuable expertise. The school is now well placed to make further improvement.

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

- Build on and extend the current efforts to improve writing throughout the school.
- Ensure that all pupils treat each other with sufficient care and respect during break and lunchtime.

**36 Pudsey Primrose Hill Primary School (December 2006)**

36.1 Grade: 2

This is a good school which is improving so that that some aspects of its work are

now outstanding. The headteacher and other managers have made progress in some key areas, but because they are very self-aware, self-critical, and ambitious for the school they have underestimated their rate of progress. In others areas, such as the quality of teaching in lessons and the standards pupils are reaching, improvements already made will take more time to have their full impact. The school has fully addressed issues from the last inspection and demonstrates a good capacity for further improvement.

- 36.2 Leadership and management are good. The headteacher has been very successful in creating a climate where staff and pupils expect that much can be achieved by effort and cooperation. Central to this has been extensive analysis of results and data, allied to a comprehensive system that allows the progress of individual pupils as well as groups to be checked and tracked. This means that teachers know pupils' strengths and weaknesses and can see whether they are achieving well enough. Regular marking of work is used to tell pupils how well they are doing, and to set precise targets for improvement. Pupils are expected to know and refer to these as they work. This helps them to feel really well informed about their work. Pupils agreed with a comment by one pupil that 'Teachers always encourage you so that you're not afraid to try, even if you get something wrong.' Consequently they are motivated to work hard because they can see the standards they are capable of and get excellent advice about how to reach them.
- 36.3 A strength of the school is the frequent monitoring of many aspects of its work by analysis, observation, and seeking teacher, pupil and parent views. The information is then very effectively used to make changes and plan improvements. These vary from changing school menus and making fruit and water more readily available during the day, to working out where pupil progress could be better. Training for staff and the school improvement plan rightly rely heavily on such information. Strategies to tackle issues are clear, practical and fully understood by all involved.
- 36.4 All groups of pupils achieve well. From standards which are just below expectation on entry to the school, pupils consistently reach above average standards in national tests by the end of Year 6. Standards seen in lessons confirm that pupils are making good progress throughout the school. The welcoming yet purposeful atmosphere in the Foundation Stage gives pupils a very secure and happy start to their time at school, so that they too achieve well. The mixing of age groups according to ability in some years and setting for some subjects in others helps teachers to pinpoint pupils' needs and plan accordingly and is helping to raise standards. The school is aware that progress in mathematics in the early years of Key Stage 2 could be quicker, and that there is some inconsistency in how pupils develop their writing skills throughout Key Stage 2.
- 36.5 Pupils very much enjoy their work in school. They mature quickly and accept rules and routines because these are clearly explained and make sense to them. Older pupils thrive on the responsibilities they have for helping teachers or assisting in supervising activities with younger pupils. They are confident in expressing their views, knowing that they will be listened to. This leads to an effective school council. Pupils appreciate the wider range of opportunities in what they are taught. While a stress on the important basic skills remains, much work has been done to make the curriculum more interesting, relevant and creative. A strong team of middle managers has had considerable impact in this and other areas of school life.

36.6 Pupils learn in a bright, spacious, attractive, welcoming environment thanks to extensive refurbishment of the old building, and new build which blends in well. Initiatives like the parents' workshop for Reception pupils, the Before School Club and the Family Learning computer club all help to put the school motto - 'Together we can make a difference' - into practice. As a result parents have a high degree of confidence in the school. A minor parental concern about bullying is not borne out by pupils who say that they are happy to report any that happens, knowing it will be quickly nipped in the bud.

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

- Help pupils make more consistent progress in writing during Years 3 to 6.
- Increase the pace at which pupils in Years 3 and 4 learn how to apply their skills in mathematics.

**37 Pudsey Tyersal Primary School (February 2007)**

37.1 Grade: 3

This is a satisfactory and improving school that provides a warm, welcoming and inclusive environment for all pupils. It works well with local authority services and other partners to provide a wide range of activities which effectively ensure that the vast majority of pupils are well behaved, confident and courteous young people who make an important contribution to their school and the wider community. Relationships between members of the school community are good. Pupils feel cared for and secure. They know about the importance of keeping safe and their understanding of what is required to live a healthy life is well developed. Pupils have a very clear sense of care, support and respect for others. They demonstrate their enjoyment of school through their attentiveness in lessons and their generally positive attitudes to learning. The school manages the small number of pupils with emotional and behavioural difficulties effectively so that there is minimum disruption to the learning of others. Children are safeguarded well. Pupils' personal development is satisfactory, although attendance rates remain slightly below the national average. The school monitors this carefully and has a learning mentor who is working well across the school and with a range of support services to address this.

37.2 The Foundation Stage gives a good start across all areas of learning and children make good progress from lower than expected starting points. Pupils continue to make good progress throughout Key Stage 1. In Key Stage 2, standards in 2006 were well below average overall, particularly in mathematics. Current attainment in Key Stage 2 shows that pupils have made satisfactory progress. Pupils of all abilities and from different ethnic groups are now on track to meet their expected targets. The quality of teaching and learning is satisfactory overall, with some examples of good practice in all key stages. However, in Key Stage 2, teachers do not always make enough use of assessment information to establish individual targets to match the level of work to the pupils' abilities. Marking is regular and supportive, but does not always tell pupils what to do in order to improve their work. The curriculum is broad and balanced.

37.3 Leadership and management are satisfactory. The headteacher knows his school well and has established a clear direction for the school. Recent staff changes and the restructuring of responsibilities mean that the wider leadership team is relatively new. This extended leadership team is beginning to have a positive impact on the quality of provision by monitoring school performance effectively. The school acknowledges that the assessment of pupils' performance needs to be more

rigorous and consistent but staff are addressing this issue.

37.4 A small number of parents expressed their concern about the effects of some staff absences on the progress of their children. The school is aware of their concerns and has taken appropriate measures to ensure greater continuity of teaching and learning.

37.5 The school has satisfactorily addressed the areas for improvement which were made at the last inspection. The school's recent record of improvement shows that its capacity to improve further is satisfactory.

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

- Raise achievement and standards in Key Stage 2, particularly in mathematics.
- Ensure that all teachers use assessment information effectively to plan work that challenges all groups of pupils in all subjects.
- Provide pupils with better guidance on how they might improve their work through more effective marking.

**38 Rawdon Littlemoor Primary School (March 2007)**

38.1 Grade: 3

This is a satisfactory and improving school which provides satisfactory value for money. Pupils' personal development is outstanding and the major strength of the school. Many parents express their appreciation of this aspect of the school's work. They mention, for example, the development of important social skills and the broadening of pupils' horizons. As one parent writes: 'my child loves going to school and has come on in leaps and bounds'. However, pupils' academic progress is satisfactory.

38.2 Pupils very much enjoy school and attendance is above the national average. Most pupils' behaviour is excellent, both in lessons and around the school. Pupils have an impressive understanding of the importance of keeping safe and the principles of a healthy lifestyle. The advanced Healthy Schools and Active Mark Gold awards indicate the school's success in encouraging pupils to eat healthily and take exercise. Pupils value the school council both as an opportunity to discuss issues and for the changes it has brought about. They work hard for a range of charities. Pupils are particularly aware of environmental issues, partly as a result of the work for Eco Schools Green Flag award. Pupils are well prepared for the next stage of education through the school's strong links with local secondary schools.

38.3 Pupils arrive in Reception with standards that are slightly below average for their age. Recent improvements in teaching and assessment, together with much better facilities in the new building, mean that progress in Reception is now good. Pupils then make satisfactory progress in Years 1 to 6, so that by the end of Year 6, standards are average and pupils' achievement is satisfactory overall. However, there is some variation between subjects: achievement is good in English, satisfactory in mathematics and not as good as it should be in science.

38.4 The quality of teaching and learning is satisfactory. Teaching is good in Reception, but more variable in Years 1 to 6. Some factors are consistent across different classes. For example, relationships between teachers and pupils are always friendly and respectful so that classrooms are calm and orderly. However, there is considerable variation in how successfully pupils learn. In the occasional outstanding lesson, there is a very quick pace and pupils are excited by the



challenge that is presented. By contrast, in satisfactory lessons, although pupils are occupied with relevant activities, they are not always learning as well as they might, either because they are doing something rather undemanding or because they are not quite clear what is expected of them.

38.5 The curriculum is good and meets pupils' needs well. French is taught all through the school, providing a valuable extra experience. Pupils and their parents appreciate the very wide range of extra-curricular activities that make such a strong contribution to personal development.

38.6 Care, support and guidance are good overall. The school cares very well for all pupils, including those who are vulnerable. Pupils say that there is always someone to turn to if they have a problem, and they are confident that any isolated incidents of bullying are dealt with effectively by the school. The tracking of, and support for, pupils' academic progress is good in English but less effective in mathematics and science.

38.7 Leadership and management are satisfactory. The headteacher and her team are clearly determined to provide a high quality of education for pupils. The headteacher has led the school successfully through a demanding period of planning for, and moving into, a new building, together with a significant increase in the number of pupils on roll, with many coming into school during Key Stage 2. There have also been changes in staffing, with some staff illness and several inexperienced teachers joining the staff. Throughout this time, the leadership team has been successful in maintaining generally satisfactory achievement by pupils and in keeping up the strong emphasis on personal development. The headteacher has also identified weaknesses in Reception and Years 1 and 2, and taken successful action to overcome them. Hence, standards are now rising in Years 1 and 2. Monitoring and evaluation has not yet had a similar impact in Years 3 to 6 and achievement at this stage, although still satisfactory, has fallen for two years in succession. The school knows what needs to be done to correct this and has demonstrated, with the younger pupils in school, the ability to take effective action. Hence, it is well placed for further improvement.

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

- Raise standards in science and mathematics in Years 3 to 6.
- Improve teaching to make sure that pupils make the best possible progress, by ensuring that tasks provide the right degree of challenge for all and that pupils are clear about what is expected of them.
- Improve leadership and management by increasing the effectiveness of monitoring and evaluation of the work of the school.

**39 Rawdon St Peter's Voluntary Controlled Church of England Primary School (February 2007)**

39.1 Grade: 2  
Rawdon St Peter's C of E Primary School provides a good standard of education. Parents particularly value the secure, enjoyable environment it provides for their children.

39.2 Although achievement in the recent past was satisfactory, it is now stronger. Pupils achieve well. They get a good start and make good progress because of the good quality teaching and provision in the Foundation Stage. The majority of pupils come to the school with above average standards. Until recently they sustained but did

not improve on these so that by the end of Year 6, standards remained above average. However, pupils are working hard now and standards and achievement are stronger. Teaching is of good quality overall, although in some classes there is more to be done to raise pupils' achievement further as some of the most able pupils could do better.

- 39.3 Pupils' personal development is outstanding. They show an outstanding awareness of how to be healthy. Their enjoyment of school is very obvious and this is strongly helped by the school's support for their emotional well-being. Pupils say they feel very safe in school. Class and school councils give them a genuine voice in school affairs. Buddies and play leaders give real support to other pupils. This is because they are very appreciative of other people's needs and values, including those, which are different from their own. They are clearly aware that they are being well prepared for secondary school and for their economic well-being as adults.
- 39.4 The school cares for its pupils extremely well. The teachers and support staff have established excellent relationships with pupils and have very clear expectations of them. As a result, pupils feel very secure and are very appreciative of the time and effort that adults put into caring for them. Good quality support and guidance is provided for most pupils to ensure they meet their targets and know how to improve. However, not all pupils know how to improve their work.
- 39.5 The curriculum is good, with strong support for a healthy approach to life, and for broader personal development. The wide range of extra-curricular activities is very well supported.
- 39.6 Leadership and management are good. Governors know and support the school well. Senior managers have a very clear picture of how well each pupil is doing. This is updated regularly and it shows that pupils in all years, including those with learning difficulties and/or disabilities, are making good progress. The headteacher has a clear grasp of its strengths and weaknesses. Together, the senior and middle managers are working hard on the right priorities for improvement. Good improvement has been sustained since the previous inspection, and the school provides good value for money. All of the staff are strongly committed now to challenging pupils to do their best. The school has good capacity to keep on improving.
- 39.7 ***What the school should do to improve further***
- Ensure that the most able are challenged effectively to achieve well and that pupils know how to improve their work.

#### **40 Rothwell Haigh Road Infant School (April 2007)**

- 40.1 Grade: 3  
This is a satisfactory school, which takes good care of its pupils and encourages their good personal development. Parents are overwhelmingly positive about what the school provides: 'The school is like a great big happy family' summarises the views of many. Pupils and parents commend the headteacher's drive and enthusiasm and hold her in high regard.
- 40.2 The school's care for pupils and its encouragement of the pupils' personal development are major strengths. Parents find that staff are very approachable and helpful when difficulties or concerns arise. Pupils' good attitudes to work and good behaviour make major contributions to the pleasant atmosphere that prevails

throughout the school. Pupils enjoy both their lessons and playing happily with their friends. Pupils' spiritual, moral, social and cultural development is good, with moral and social development being particularly strong features. Relationships within the school are very good and as a result the pupils feel secure. Most pupils are polite, caring and confident by the time they leave school at the end of Year 2, increasingly well informed about healthy and safe lifestyles.

- 40.3 Overall, pupils' achievement is satisfactory. Children enter the Nursery with skills that are below those expected of children of their age. They make satisfactory progress overall, and reach standards that are broadly average by the end of Year 2. Children make good progress in the Foundation Stage where they get off to a good start in their learning and receive a good grounding in their basic skills. This is because tracking of their achievements, teaching and learning are well linked and consequently well matched to the needs of all the children. These young children enjoy stimulating lessons packed full of adventure, challenge and investigation.
- 40.4 In Years 1 and 2, pupils' achievement is satisfactory. This is because teaching is variable across these year groups. It is satisfactory overall and does not always ensure pupils learn at a consistently good pace. Teachers do not always make best possible use of assessment information to make sure there is an accurate match to the pupils' needs in lessons. Where lessons offer greater interest and challenge, pupils are well motivated, enjoy their learning and consequently progress at a faster rate and achieve more. The satisfactory curriculum makes a good contribution to pupils' personal development and skills in information and communication technology (ICT). Pupils are excited by frequent opportunities in lessons to use the computers to help, encourage and guide their learning.
- 40.5 Leadership, management and governance are satisfactory overall. The senior leadership team is now providing a clear sense of direction and this is having a positive impact on the pupils' progress. For example, good leadership in the Foundation Stage has targeted specific areas of learning for extra support and this has resulted in the children making good progress. Settled leadership in English has also had a positive impact on progress in writing and reading. Staffing is also becoming more settled and subject leadership is improving. The quality of the school's self-evaluation is broadly accurate and satisfactory. The school is at present trying to do too much in too many areas. This has potentially reduced the impact of planned improvements including raising achievement and as yet pupils in Key Stage 1 do not make consistently good progress. Improvement since the previous inspection, whilst satisfactory overall, has accelerated recently as staffing has become more stable. The leadership's good capacity to improve further is reflected in the way it is now beginning to refine its plans to address the areas where leadership is less successful.
- 40.6 A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- 40.7 ***What the school should do to improve further***
- Improve the quality and consistency of teaching and learning in Years 1 and 2 to improve pupils' progress.
  - Simplify the school development plan so that it focuses sharply on the priorities aimed at raising achievement.

## 41 Rothwell St Mary's RC Primary School (February 2007)

### 41.1 Grade: 2

This is a good school with a number of outstanding strengths. Both pupils' personal development and the care and support provided for them are excellent. The school makes certain that all pupils enjoy learning, do as well as they can, feel safe and secure and adopt healthy and safe lifestyles. As a result, their attendance is well above average and they consistently achieve well. Pupils value the opportunities they are given to contribute to school improvement and, as a consequence, are growing in confidence and maturity.

41.2 Pupils' achievement is good. In the Foundation Stage and in mathematics across the school it is outstanding because of a relentless focus on achievement in lessons. The standards achieved by pupils in Years 2 and 6 are high. In all classes from Year 2 to year 6 the proportion of pupils who reach higher levels in English, science and mathematics exceeds national average.

41.3 Personal development is outstanding, including all aspects of spiritual, moral, social and cultural development. Pupils clearly like coming to school every day and are proud of their good achievement. Few pupils miss school for holidays and many make huge efforts to attend even when they are 'off colour'. In assemblies, pupils enjoy the messages conveyed through the 'Statements to live by' which are rooted in the Christian faith and have a firm spiritual focus. Pupils respond well to opportunities to take responsibility and show a genuine concern for others, particularly younger pupils.

41.4 Teaching is good with some outstanding lessons seen. In the very best lessons for example, teachers use role-play well to encourage pupils to show initiative when applying learning to new situations. Teachers pay good attention to meeting the learning needs of individuals when preparing activities. However, not all teachers use strategies in lessons which challenge and excite pupils to learn as well as they should. The successful development of pupils' writing skills throughout the school makes a significant contribution to driving up achievement. Marking is systematically completed in lessons and generally considered guidance for improvement is given. The good curriculum successfully meets the needs and engages the interests of all pupils.

41.5 Parents are quick to recognise the very high quality of pupil care and support. When asked, parents are full of praise for the way in which staff look after their children, for example, they really value the care taken in Reception to ensure children settle quickly.

41.6 Leadership and management are good. The shared understanding of the headteacher and deputy headteacher has rapidly established a culture of high expectations in all school life. This is exemplified in their exceptional vision for care, concern and learning for all pupils. Effective monitoring makes certain that they know their school extremely well. It is further strengthened by valuable collaborative work undertaken with the local authority. The governors work very closely with staff to help the school move forward. Since the last inspection, the school has made excellent progress. As a consequence, it has a very good capacity to improve further.

### 41.7 ***What the school should do to improve further***

- Ensure that all teachers plan lessons which consistently challenge and motivate

children to achieve well.

## **42 Springbank Primary School (March 2007)**

### **42.1 Grade: 3**

This is a satisfactory school with good provision for pupils' care and personal development. The efficient use of assessments and the skilful way in which learning is planned for children in the Reception class means they have a good start to their education. In its self-evaluation, however, the school has been over-generous, overestimating achievement and judging the overall quality of teaching and learning throughout the school to be better than it is. Although there is some good teaching, the quality of teaching and learning is satisfactory overall enabling pupils to make satisfactory progress. By the time they leave Year 6 they attain standards which are broadly in line with the national average. The school's provision for pupils with learning difficulties and/or disabilities and those with English as an additional language also enables them to achieve expected progress.

**42.2** The school's positive ethos and effective provision for personal and social education ensure that pupils relate very well to each other and generally feel safe and secure. Personal development is good and pupils value opportunities to learn how to keep themselves safe and healthy through regular exercise, a balanced diet and avoiding harmful substances and potentially dangerous situations. They are confident in their approach to adults in the school and know that their concerns will be taken seriously and effective action taken where appropriate. They especially value the learning mentor who 'is always there when we need her.' They have a good understanding of right and wrong. Behaviour around the school buildings and in the playground areas is generally good. Pupils are well able to voice their opinions and have the opportunity to be heard through the school council.

**42.3** Pupils mostly enjoy learning because the good curriculum meets their needs and offers them many enriching experiences. They respond enthusiastically to a wide range of after-school clubs, visitors and visits which help them to develop effective personal and social skills. Parents contribute well in supporting their children's learning and homework. Links with pre-schools and secondary schools ensure smooth transfers and enhance the curriculum.

**42.4** Parents are very supportive of the school and appreciate the fact that the headteacher is always outside at the beginning and end of the school day to talk with them and actively encourages open communication. The headteacher is building a committed leadership team that knows where the school needs to go. The team has established systems to track pupils' progress in Key Stages 1 and 2 and these are firmly in place. The governors ensure good financial management of the school's resources, and this shows good improvement since the last inspection. School leaders know that standards reached in English, mathematics and science by the end of Key Stage 2 need to improve. However, they have been insufficiently focused on raising the quality of teaching and learning, and the resulting impact on standards has not been rigorously monitored. The school gives satisfactory value for money and demonstrates a satisfactory capacity to improve further.

### **42.5 *What the school should do to improve further***

- Ensure that leaders focus their plans on improving the consistency and quality of teaching and learning across Key Stages 1 and 2.
- Ensure that pupils make better progress and attain higher standards in English,

**43 St Anthony's Catholic Primary School, Beeston (March 2007)**

43.1 Grade: 2

This is a good school in which pupils make good progress both academically and socially. Children in Reception make good progress from their below average starting points. The high emphasis given to developing effective learning habits through independent and teacher-led activities results in most children reaching the standards expected by the time they start Year 1. Throughout Years 1 to 6, good teaching continues. However, the outstanding features seen in some lessons, particularly the use of assessment to aid pupils' learning, are not fully replicated across the school. Nevertheless, overall good teaching and a stimulating curriculum excite pupils, who consequently work hard. They generally take care to present their work well, although their writing is not as well developed as it could be. By the end of Year 6, standards are in line with national averages although standards in English, and particularly in writing, are not as high as those in mathematics. Standards in science are above average. Overall, pupils make good progress as they go through school. This is due to several interdependent factors. For example, all people associated with the school value highly its faith aspirations. These underpin its quality as a community in which all adults and pupils care for each other, so that pupils feel very secure and happy, and are eager to come to school. Pupils enjoy good relationships with the staff and say they like their teachers and the way they help them to learn. Pupils consequently have positive attitudes to learning and their attendance is above average. Pupils' personal development, including their spiritual, moral, social and cultural development, is good and is another key factor in their good academic and social achievement. This is because it leads to their good behaviour and increasing maturity as they go through the school. Pupils work together well in pairs and teams and develop good social skills, enthusiastically carrying out a range of responsibilities well. Their collections for a range of charities reflect their care and concern for others. Pupils have a good understanding of the need to eat healthily and take frequent exercise. The careful attention given to providing pupils with the basic skills of literacy and numeracy, while developing their personal attributes, prepares them well for the next stage in their education. Leadership and management are good. The headteacher is a good role model and has successfully created a very effective team approach within the staff. They share a strong commitment to raising standards by providing pupils with a rich diet of experiences to ensure that they enjoy learning. Monitoring and evaluation procedures are thorough and well organised, and consequently the school has an accurate view of areas needing development. Very good links with other partners, agencies and schools greatly enhance the learning opportunities for pupils. Governors are involved and provide good support and challenge. Finances are well managed and the school provides good value for money. This, along with the effective steps taken to promote improvement since the previous inspection, demonstrates that it has a good capacity to improve in the future.

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

- Raise the standards of writing throughout the school.
- Ensure that assessment is used consistently well to inform planning for teaching and learning.
- Replicate the best features of outstanding teaching throughout the school.

#### **44 St Francis Catholic Primary School, Morley (December 2006)**

##### 44.1 Grade: 3

Inspection findings agree with the school's own judgement that this is a satisfactory and improving school with the capacity to develop further. It has experienced a sustained period of disruption to staffing, which has only recently come to an end. This disruption has had a negative impact on several aspects of school life, including achievement and standards. The headteacher has coped well with these difficulties and is developing the strengths of an increasingly settled staff team, which in turn is improving provision. This improvement is beginning to have a positive impact on pupils' achievement and personal development. For example, in 2006, following improvements in assessment and teaching, standards in national tests at the end of Year 6 in English and mathematics rose and were above average. Standards in science were average. Pupils' achievement overall is satisfactory.

44.2 Pupils' spiritual, moral and social development is good. They have positive attitudes to school, their behaviour is good and they feel increasingly safe in school. Pupils value the emerging opportunities provided by the new school council to have a voice in school life. However, many initiatives are in their infancy and have not yet impacted on pupils' personal development and well-being which is satisfactory. This is a caring school where staff work hard to look after and support pupils. Improved systems for checking on pupils' progress are in place, but they are not yet used sufficiently well to provide effective guidance so that pupils know how to improve their work.

44.3 The school is beginning to check teaching and learning, but not yet with sufficient rigour to improve them significantly from their current level. The quality of teaching and learning is satisfactory overall, with a growing proportion of good teaching. However, pupils are not given sufficient opportunities to participate fully in all lessons and engage in activities that encourage their independence as learners. Improvements to the curriculum in the Foundation Stage and in English and mathematics have had a positive impact on pupils' standards. Although the curriculum is satisfactory overall, the broader curriculum in Key Stages 1 and 2 is not sufficiently lively to consistently engage pupils' interest.

##### 44.4 ***What the school should do to improve further***

- Improve children's achievement in English and mathematics by using the information from assessments more effectively in teaching.
- Improve checks on teaching and learning to further raise their quality.
- Ensure the curriculum in Key Stages 1 and 2 is more interesting and motivating to learners.
- Ensure that pupils play a more active part in lessons and become more independent in their learning.

#### **45 St Margaret's Church of England Voluntary Controlled Primary School (January 2007)**

##### 45.1 Grade: 2

This is a good school, which provides good value for money. Pupils' achieve well from their entry into Reception until the time they leave Year 6. Their personal development is outstanding because of the excellent care, guidance and support they receive. It is a popular school in which parents have great confidence and typically say, 'We are very pleased with the school and glad our children are part of

it.'

- 45.2 Children make good progress in Reception. Lively teaching in spacious surroundings, and very good outdoor play facilities, contribute to the good provision in the Reception class. The attainment on entry of the children is broadly average although literacy and numeracy skills are relatively weak. Children make good gains so that almost all children reach the standards expected for their age by the end of Reception. This good rate of progress is sustained across Key Stages 1 and 2 by all groups of pupils, including those with learning difficulties and/or disabilities. This is due to good teaching and also to pupils' excellent attitudes to work. Consequently, standards are above average by the end of Year 2 and Year 6.
- 45.3 Pupils thoroughly enjoy school, and this is reflected in their well above average attendance. They say, 'school is cool', and they really look forward to going to school each day because the teaching is interesting and they enjoy being with their friends in a very happy atmosphere. This is evident by their very good levels of interest and concentration in lessons. They work very well together and try their best to complete work. They make an excellent contribution to the school community as shown by their pride in gaining several important quality awards. Pupils' behaviour is excellent. They show a high degree of self-discipline around the school and when playing energetically and safely in the yard. They have an excellent grasp of how to lead a healthy lifestyle and how to keep fit. These qualities are promoted effectively through a good, rich curriculum.
- 45.4 Pupils' learning and achievement are good because the quality of teaching is good across the school. It is underpinned by excellent relationships and effective planning, which takes account of pupils' needs. Teachers use a wide range of strategies, including the effective use of large, interactive computer screens, to engage and sustain pupils' interest. However, teachers do not consistently use marking and feedback in lessons well enough to enable pupils to understand how they might improve their work. Consequently, pupils do not always have a good enough grasp of the targets they are aiming for and how to reach them.
- 45.5 There has been good improvement since the last inspection, despite the difficulties created by working in temporary accommodation and the demands of managing a major re-building programme. This is because leadership and management are good. The headteacher strongly directs improvements with a clear vision and is ably supported by other senior leaders. The school knows itself well, as it frequently checks its provision. However, it has slightly cautious views about pupils' personal development and the quality of care, guidance and support, which have been judged more highly by this inspection. Governors are experienced and effective. They have made a significant contribution to shaping the strategic direction of the school and financial management. Now that the whole school is together, in the new building the impact of effective teamwork can be seen in the rise in standards in Key Stage 1 and emerging strengths in curriculum planning. These factors show that the capacity to further improve is good.
- 45.6 ***What the school should do to improve further***
- Ensure that all pupils have a good understanding of their targets and clearly know what they need to do to improve their work.

## **46 St Patrick Catholic Primary School (May 2007)**

46.1 Grade: 2



St Patrick's is a good school. Its pupils are confident, curious and caring young people with a zest for learning. Their personal development and well-being is outstanding. They have an excellent knowledge and understanding of how to stay fit and healthy, helped by their involvement in a wide range of physical activities in school. As older pupils said, 'We have targets for skipping.' Older pupils take on extra responsibilities very willingly and all children show great respect for each other in class and in the playground. The school is a harmonious community and pupils' behaviour is outstanding. Pupils enjoy school very much and this is confirmed by parents who overwhelmingly agree that their children are happy and achieve well.

- 46.2 Teaching and learning are of good quality. Throughout the school, pupils have excellent relationships with their teachers. Pupils have confidence in them because they say they are kind and help them to understand new things. Pupils get lots of extra help when they need it. Pupils' achievement is good overall. Children's attainment on entry into school varies from year to year. Currently it is average. In the Foundation Stage children achieve well particularly in developing their social and speaking skills. At Key Stage 1 pupils' achievement is satisfactory rather than good in reading, writing and mathematics because the work they are given is sometimes too easy for the most capable pupils. This is because some teachers expect the higher attainers to do the same work as other groups before they move on to work that is sufficiently challenging for them. In Key Stage 1 teachers are over reliant on worksheets and a published scheme of work for mathematics. This is limiting pupils' skills in conducting investigations. In Key Stage 2 the rate of pupils' learning quickly gathers pace and, by Year 6, pupils have made significant leaps in their learning. The same pattern of achievement exists for pupils with learning difficulties and/or disabilities. By Year 6 standards are well above average in science and above average in English and mathematics.
- 46.3 Pupils' care, guidance and support are good. The way the school cares for its pupils and supports them through any difficulties they may have is outstanding. Pupils' academic guidance on how they can improve further is inconsistent. Some teachers' marking is extremely helpful. It celebrates what pupils have achieved and tells them how to improve further, setting them new targets to attain. Where this style of marking is used pupils' progress accelerates rapidly. In other classes teachers' marking is congratulatory and does not inform pupils on how their work could be better. In these classes progress slips to satisfactory. For this reason pupils' care, guidance and support is good rather than outstanding as the school suggests. The school's evaluation of all other aspects of its performance is accurate.
- 46.4 Pupils' good achievement is enhanced by a very effective curriculum, which has a strong focus on teaching pupils how to stay fit and healthy. The visits and visitors pupils experience provide them with valuable first hand learning experiences. The school works in a very good partnership with the Church, parish and other external agencies and pupils are proud of their support for local and international charities.
- 46.5 Leadership and management are good. The new headteacher, in partnership with the staff and governors, shares a clear vision to improve standards further. She involves senior staff in thoroughly monitoring the work of the school and quickly identified the school's strengths and where improvement was required. New procedures for teachers to discuss their assessments of pupils' progress and a new tracking system are important steps forward. As a result teachers' assessments are more accurate and targets are challenging. Staff and parents appreciate the

headteacher's style of management and staff work collaboratively as a team, providing a good example to pupils. The school has made good progress since the last inspection and is well placed to improve further. It provides good value for money.

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

- At Key Stage 1 increase pupils' achievement, including that of pupils who are capable of attaining high standards.
- Develop a whole school planning format which clearly shows what each group of pupils is to learn.
- Implement a consistent policy for marking pupils' work.

**47 St Paul's Catholic Primary School (December 2006)**

47.1 Grade: 1

St Paul's Catholic Primary School is an outstanding school in which pupils achieve exceptionally well. The recently appointed headteacher and deputy headteacher along with very committed staff are providing their pupils with an excellent quality of education. Parents are unstinting in their praise of the headteacher's impact on the school. Ensuring every child matters is fully realised in the provision for everyone. High standards have been sustained over several years. The results of the 2006 national tests in Key Stage 2 were exceptionally high and the best the school has ever achieved in English, mathematics and science. The outstanding results are the outcome of the consistently outstanding teaching for pupils in Year 1 to 6. More able pupils and those with learning difficulties achieve really well. Pupils new to learning English make rapid progress, due to the support provided by their classmates as well as well planned individual support.

47.2 The personal development and well-being of all pupils are outstanding. This is well captured in the comment by Year 6 pupils who said, 'We support each other, there are no gangs, because in a Catholic school, God is with everybody,' and, 'We always put the care of others before ourselves', sums up the values developed in all the pupils. The above average attendance reflects the pupils' enjoyment and excellent attitudes to learning. Behaviour is exemplary in lessons and around school. Alongside 'wake up, shake up', exercises for all pupils in the playground, there is a wide range of sporting clubs and events to keep pupils fit.

47.3 Teaching is outstanding. Teachers have excellent subject knowledge, explain what pupils have to learn and make exceptionally good use of interactive whiteboards to enrich learning and increase interest and motivation. Support staff provide invaluable support that is exceptionally well reflected in the outstanding progress made by pupils with additional needs. Teachers are very hardworking. They are not complacent and regularly seek ways to improve their skills through a wide ranging programme of training.

47.4 Provision and standards in the Foundation Stage are good. The schools Building Development Plan is set to address the limitations to the accommodation for the youngest children in the school. They do not have a dedicated outdoor play area and some of the resources they have are worn and do not stimulate learning well enough. This limits progress, somewhat.

47.5 The curriculum is brilliantly enhanced by exciting residential visits. Year 6 pupils enjoy the challenge of the outdoor environment in many ways, through growing and tending flowers and vegetables, to more adventurous activities such as caving.

Pupils are cared for with excellent levels of sensitivity. Those with learning difficulties and/or disabilities are always included in lessons and make excellent progress as a result. Support staff are very ably supported and trained very well by the special educational needs leader.

47.6 Leadership and management are outstanding and very tightly focused on ensuring the pupils are well cared for, enjoy school and make as much progress as they are capable of. The drive and vision of the headteacher is well complemented by the rigorous analysis of achievement and excellent teaching of the deputy headteacher. They have created an excellent team of staff who share their goals and aspirations totally. Governance is outstanding. Governors carry out their responsibilities very effectively and are extremely supportive. Recent staffing cuts have been exceptionally smoothly managed. The school provides outstanding value for money and has made exceptional improvement since the last inspection. It has an excellent capacity to improve.

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

- Improve outdoor provision and resources for children in the Foundation Stage to enhance progress.

**48 West End Primary School (May 2007)**

48.1 Grade: 2

West End Primary School is a good school, with several outstanding aspects, particularly the high quality care, guidance and support the children receive and the excellent provision made for their personal development. Parents recognise this; questionnaire responses were overwhelmingly positive and comments were often glowing. One bears quoting at length because it sums up the views of many so aptly: 'West End School provides a structured and nurturing environment where all children feel that they belong. This provides a safe place for them to explore their strengths and develop their skills whilst developing a confidence in their social skills that is essential for their future well-being.' The children are keen, lively and attentive learners and their behaviour is excellent. This is because their lessons are good; the teachers and the assistants take great care to ensure that lessons are stimulating and that they meet the needs of the children well. The curriculum is good, with lots to do and a very good range of extra-curricular activities. Subjects are linked together well to make sense to the children and to reinforce the core subjects such as literacy so, for example, little children commented to the inspectors that literacy and writing were some of their favourite subjects! This is in addition to the enthusiastic comments made by many of the children across the age range about the ease of making friends, feeling safe and cared for and having fun in lessons.

48.2 The curriculum promotes the personal development of the children exceptionally well. There are lots of opportunities for children to follow interests, to take part in activities and to perform, even from a very early age. This helps them to develop their confidence rapidly and it fosters their great enjoyment of school. The recently introduced daily 'wake up and shake up' for the children (and for the staff!) is a good example of how the school is innovative, looking at ways to promote the children's health and well-being as much as their academic progress. The Foundation Stage is good, ensuring a good beginning to the acquisition of basic skills and promoting social skills very well, right from the outset.

48.3 The school has correctly assessed its own strengths and areas for development

and has acted successfully to secure continued improvement. The focus on literacy is one such example, where writing has been given priority across the school. Reading has now been brought to the fore, beginning with the younger children, with a view to extending this focus across the whole school. Achievement is good and these actions are intended to improve this even further. Standards are usually above average, though there was a slight dip in 2005 in how the children fared in the English test at the end of Year 6. This was unexpected and did not accurately reflect their abilities. The school recognises that it is desirable to ensure consistency over time in achievement, particularly in reading at Key Stage 1 and in English and science at Key Stage 2.

- 48.4 There are robust and thorough systems for checking pupils' progress. These enable the school to intervene to support individuals who may be in danger of falling behind. The school does particularly well at supporting those children who may have personal difficulties in their lives, because the teachers know each child so well.
- 48.5 The quality of the school's work is recognised through several awards, yet the school does not stand still; it is working now towards the Inclusion award and the Basic Skills Mark. Inspectors were impressed with the cohesive and able leadership team at the school and the way in which all the staff get involved in the school's planning and priorities. The school is well led and has demonstrated its excellent capacity to improve still further.
- 48.6 ***What the school should do to improve further***
- Further develop the current strategies for improvement in order to promote greater consistency of achievement in core subjects over time.

#### **49 Westbrook Lane Primary School (January 2007)**

- 49.1 Grade: 1
- This is an outstanding school, which provides excellent value for money. Standards are high by the end of Year 6 in English, mathematics and science and pupils make excellent progress. Pupils with learning difficulties and/or disabilities make similar gains in their learning as their classmates. This is because of detailed planning and high quality support they receive to meet their targets. The quality and standards in the Foundation Stage are outstanding. Children settle in well to school life. They are very well taught and make excellent progress. The school is aware of the need to develop the transition between Reception and Year 1 to support some children in accessing the Year 1 curriculum more effectively. The school plans to extend the areas of provision from Foundation Stage into Year 1 to be more creative and in line with the Foundation Stage curriculum. The pupils are welcoming and caring. The inclusive character of the school helps to create a happy, moral and social environment. Pupils are given individual awards when they have achieved exceptionally well. All pupils are made to feel and even sing about how special they are.
- 49.2 The school is exceptionally well led and managed by an inspirational headteacher. The pupils are very well known to the staff and they thrive on the attention paid to them. Teaching and learning are outstanding and pupils look forward to enjoying their lessons. Teachers understand their individual needs and plan challenging lessons accordingly. Pupils know how well they are doing in their work and share the process of setting targets with their teachers. Personal development is exceptional. By the time they leave, pupils are responsible and self-reliant. Their

behaviour is excellent and they are enthusiastic learners. Very high attendance reflects pupils' enjoyment of school. The curriculum is outstanding and is enriched by out of school events. Residential visits to 'Robinwood', an outdoor activity centre, for example, are enjoyed immensely and contribute to pupils' confidence and awareness of the world.

49.3 Leadership and management are excellent and staff at all levels share responsibility for the care and nurture of the pupils. Very effective partnerships with the pupils' parents and outside agencies contribute to the excellent care and support that the pupils receive. Parents support and value the school highly. First-rate systems have been built up through careful evaluation of what works best for the pupils. Self-evaluation is accurate. The school is very much aware of its strengths and knows exactly what it wants to do to keep improving. Governance is very successful in holding the school to account and in providing substantial support. There has been excellent improvement since the previous inspection and there is exceptional capacity to develop even further.

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

- Improve transition from the Reception to Year 1.

## **50 Woodlands Primary School (February 2007)**

50.1 Grade: 3

This is a satisfactory school with some good features. It provides good quality pastoral care and support for pupils, which effectively underpins their personal development and well-being. The school's senior leadership is a key strength. Leaders have brought about stability after a prolonged period of turbulence in both leadership and staffing that has resulted in inadequate improvement since the previous inspection. The school has an accurate view of itself, based on rigorous self-evaluation and monitoring. Parents have very positive views about what the school provides, with a number praising the support for themselves as well as for their children.

50.2 The school's care for pupils is a strength. Parents find that staff are very approachable and helpful when difficulties or concerns arise. Pupils who join the school at other than the usual time settle well, because they are made welcome by staff and pupils. Pupils feel safe and very well cared for. Aspects of pupils' personal development are also good. They understand, for example, about the importance of healthy eating and exercise. Effective support from staff and external agencies and an increased emphasis on promoting positive behaviour have led to pupils now making an important contribution to the happy atmosphere within the school. Behaviour is good both inside and outside of lessons and pupils show good levels of respect and tolerance for each other. They enjoy taking on responsibilities, such as serving on the school council.

50.3 Pupils' achievement is satisfactory. This is because both teaching and pupils' attitudes to learning are satisfactory. Standards are well below average on entry to the Nursery and at the end of each key stage. The progress made by pupils is starting to improve, but there is still a significant number of pupils who could do better. The quality of provision in the Foundation Stage is satisfactory and enables pupils to make appropriate progress, overall. Throughout the school, there are some strengths in teaching, but it is not yet of consistently good quality to engage all pupils fully and enable them to make good progress. The curriculum is also satisfactory. It is designed to give the highest priority to improving pupils' basic

skills. There is appropriate enrichment through out-of-school clubs and a range of visits, visitors and community events. However, there are not enough resources or opportunities for pupils to use information and communications technology (ICT) to support the development of effective skills in this area.

50.4 Leadership and management, including governance, are satisfactory overall. However, the leadership provided by senior staff is good. The headteacher has quickly established a clear sense of direction, whilst effectively encouraging and challenging everybody to become part of a shared enterprise. He is ably assisted by his deputy headteacher, whose grasp of pupil performance data and its implications is pivotal in the rigorous monitoring of progress that is now firmly established. Clear plans are in place to develop the skills of middle leaders but this work is at an early stage. Governors are supportive of the school and are positive about the acceleration in the pace of improvement taking place. These factors indicate that the school has satisfactory capacity to improve further. It provides satisfactory value for money.

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

- Raise standards in English, mathematics, science and ICT.
- Improve the consistency and quality of teaching and learning in order to improve pupils' progress.
- Provide pupils with more opportunities to use ICT to extend their learning.

**51 Wykebeck Primary School (January 2007)**

51.1 Grade: 3

The school provides a satisfactory standard of education. Its strengths are in the way it cares for pupils and helps them to cope with the difficult circumstances in their lives. This enables them to grow in self-confidence and develop a positive attitude towards learning. As a result, pupils make good gains in the development of their personal and social skills. Parents are overwhelmingly supportive of the school and see it as a caring place where staff are very approachable and receptive to their children's needs. The comment warmly about the headteacher and staff and the improved atmosphere in school. Indeed, the inclusive, caring ethos is central to pupils' good personal development and well-being. Pupils enjoy learning and take a keen interest in all the school offers them. They have a high level of trust in staff and say that problems are sorted quickly if they arise.

51.2 In the Foundation Stage, children get off to a good start in their personal and social development. In all other areas of learning they achieve satisfactorily, but all the same, standards remain low when they finish Reception; they are held back in some respects by the significant weaknesses in their speech and language development when they start Nursery. Although standards remain significantly below average in English, mathematics and science by the end of Year 6, overall pupils make satisfactory progress throughout school. The school has a good amount of information to monitor and track pupils' progress but it is not used well enough to set challenging targets or to give a boost to pupils' learning in lessons in order to raise standards and achievement. As a result, teaching, learning and pupils' achievement are satisfactory and no better. The school has taken good action to improve the curriculum; it provides a good range of enrichment activities to support pupils' personal development and makes good links between the learning in different subjects. However, despite these strengths it is satisfactory overall, because pupils make only satisfactory progress in developing their basic literacy and numeracy skills.

- 51.3 Some good aspects of leadership have created a positive learning environment. The school values its pupils greatly and helps them adopt healthy lifestyles. Pupils take good advantage of all the school offers and eagerly take part in the good range of enrichment activities and opportunities for exercise. They develop an understanding of how to stay safe and avoid dangers they may face in the wider world. However, the weaknesses in the monitoring and assessment systems mean that overall leadership and management are satisfactory. The monitoring of teaching is regular and detailed but does not focus enough on the progress pupils make. Although areas for development are identified, these are not always helpful in increasing the pace of learning and raising achievement. The school has developed some good partnerships to support pupils' well-being and learning. For example, a good number of volunteers make a regular commitment to help pupils make progress in developing their reading skills. The success of their involvement is reflected in the Queen's Award for Volunteers.
- 51.4 Improvement since the last inspection is satisfactory. Action to improve pupils' attendance and behaviour and the school's links with parents has been successful but standards have not risen fast enough. The school acknowledges that standards and achievement need to be improved and is working closely with the local authority to provide a more focused approach to raising achievement. The action taken so far indicates that the school has a satisfactory capacity to improve and currently provides satisfactory value for money.
- 51.5 ***What the school should do to improve further***
- Ensure that the monitoring of teaching focuses closely on pupils' progress in lessons and is fully effective in improving the pace of learning so pupils do as well as they can.
  - Make better use of assessment information to set challenging targets and also when planning lessons in order to raise standards and achievement throughout the school.

## **52 Yeadon Westfield Junior School (February 2007)**

- 52.1 Grade: 2  
Yeadon Westfield Junior School is a good school, with some outstanding features. It is highly regarded by parents. Pupils thrive on the experiences which the school provides for them. As a result they make good progress in their learning and their personal development is outstanding. By the time they leave the school they have reached standards in the national tests which are higher than the national averages. This represents good achievement considering their starting points. The standards in English and mathematics reached by the more able children have risen significantly. This is because teachers are more aware of their needs and have better resources. Children with learning difficulties and/or disabilities achieve as well as other children as a result of the high quality, well informed support they receive.
- 52.2 All children achieve well because they are well taught and eager to learn, and because the school provides outstanding care, support and guidance. This builds their confidence and helps them to succeed. Children's excellent behaviour and very good attendance also contribute to their success. They are increasingly self-confident, feel safe and have a good understanding of what they have to do to be healthy. The skills and qualities children develop, including their ability to work with and show courtesy to others, equip them well for their future. The quality of

children's personal development reflects the school's commitment to ensuring that every child matters.

52.3 Teachers plan interesting lessons which are well-matched to children's abilities and interests. Children brim with enthusiasm when describing the lessons, clubs and the special events which they enjoy. The curriculum is well-planned to meet children's needs and the exciting special events promote their achievement in a range of subjects. Children know they have targets for improvement. However, some opportunities to help them to understand their achievements by, for example, involving them in assessing how well they have met their targets, are missed. Children's progress is monitored well by individual teachers, but the school does not yet have a robust system by which it can use data to track their progress.

52.4 The recent changes in the school's leadership, and in the responsibilities of other staff, have been well managed. As a result the school retains a clear focus on continued improvement as new leaders establish their priorities. Because the new leadership team is made up from long-serving members of staff, it has a good understanding of how well the school is doing, as the self-evaluation produced for this inspection demonstrated. Members of the leadership team, notably the headteacher, have played a significant part in the improvements the school has made since the previous inspection. Given this, the school has good capacity for further improvement. It provides good value for money.

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

- Build more opportunities to involve children in assessing how well they are doing.
- Extend the scope and use of the new system to track children's progress.



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Agenda Item:

Originator: Brian Tuffin

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## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 22<sup>nd</sup> August 2007

**SUBJECT: Termly Report on Standards in Leeds High Schools and Update on Ofsted Inspections and Schools Causing Concern**

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### EXECUTIVE SUMMARY

#### 1.0 PURPOSE OF THE REPORT

- 1.1 This report summarises the outcomes of Ofsted inspections of secondary schools in Leeds in 2007, and since the introduction of the new inspection framework in September 2005. The report also evaluates the progress of schools which are working in an extended or focused partnership with Education Leeds. These schools are either in an Ofsted category, or recognised as facing particular challenges for improvement.
- 1.2 The public interest in maintaining the exemption of Appendix 2, including the Addendum, on this subject outweighs the public interest in disclosing the information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned. The Addendum provides an update on the Statement of Action for South Leeds High School. This would be adversely affected by disclosure of the information

#### 2.0 BACKGROUND INFORMATION

- 2.1 In September 2006 only one secondary school in Leeds was causing concern and placed in an Ofsted category. Since then a number of schools with weak standards and progress, and therefore vulnerable to an adverse inspection judgement, have been inspected.

#### 3.0 MAIN FINDINGS

##### 3.1 OVERVIEW OF OFSTED INSPECTIONS OF LEEDS HIGH SCHOOLS

- 3.2 Since the last report to Executive Board, ten more schools have been inspected, seven secondary schools and three SILCs. One high school and one of the SILCs were judged to be outstanding. A further SILC was judged to be good. Three high schools were judged to be satisfactory, despite low contextual value added scores. They were able to demonstrate signs of improvement and the capacity to improve further. Only two schools were given a notice to improve. One of these schools already had a notice to improve and

was, unusually, given a second as the progress it is making is too good for a special measures category. Low exam results from the previous year prevented a satisfactory judgement. The second school has seen strong improvement over the last two years and the notice to improve is an achievement for the school; a step on the way to further progress. One SILC and one mainstream high school have been placed in special measures. The likelihood of this was mentioned in the previous report to the Board in November 2006.

- 3.3 Overall, since the introduction of the new framework in September 2005, there have been 37 inspections of high schools, PRUs and SILCs in Leeds. 86% have been judged as satisfactory or better. Two schools are outstanding, fourteen have been judged as good, 16 as satisfactory. Three schools have been given a notice to improve, and furthermore all three are improving well. One SILC and one mainstream school have been placed in special measures.
- 3.4 The new School Improvement Policy allocates schools to four types of partnership. Including the SILCs and the PRUs there are two schools (4%) who are leading partners, 16 who are 'learning partners' (33%), 22 in a 'focused partnership' (46%) and eight in an 'extended partnership' (17%). Over half of those in a 'focused partnership' have performance indicators (usually related to a history of low value added scores) that make them vulnerable to an Ofsted inspection. There are seven schools expecting an inspection next year who are in the lowest quartile of contextual value added. They will need to demonstrate signs of improvement in this year's results and a capacity for further improvement, if they are to achieve a satisfactory result. Work with these schools is having some success. A number of these schools who have already been inspected were able to demonstrate sufficient capacity to improve to be judged as satisfactory.

#### **4.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE**

- 4.1 Whilst the cost of supporting vulnerable schools is high, the cost of supporting schools placed in an Ofsted category is much higher. Support is allocated according to risk and need, but cannot be increased without withdrawing support from existing programmes. The number of schools placed into an Ofsted category are clearly monitored and are managed effectively.

#### **5.0 CONCLUSION**

- 5.1 Taken overall this has been a further successful period with Ofsted judgements reaffirming the positive progress made by schools in raising standards. External evaluation from HMI, and from regional national strategy coordinators and independent consultants comments favourably on the effectiveness of school support. However, over the next year more schools will be inspected with low critical indicators.

#### **6.0 RECOMMENDATIONS**

- 6.1 The Executive Board is asked to consider the main findings for the report and note the strategies for improvement that have been developed to support future increases in achievement for all pupils, groups and schools.

**REPORT TO THE CHIEF EXECUTIVE OF EDUCATION LEEDS**

**EXECUTIVE BOARD: 22<sup>nd</sup> August 2007**

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

**Electoral Wards Affected:**

**All**

Ward Members consulted (referred to in report)

**Specific Implications For:**

Equality & Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call-in

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

**1.0 PURPOSE OF THE REPORT**

- 1.1 The purpose of this report is to make Board Members aware of the actions being followed to ensure that the schools causing the most serious concerns are being monitored, supported and challenged through planned interventions.
- 1.2 This report summarises the outcomes of Ofsted inspections of secondary schools in Leeds in 2007, and since the introduction of the new inspection framework in September 2005. The report also evaluates the progress of schools which are working in an extended partnership with Education Leeds. These schools are either in an Ofsted category, or recognised as facing particular challenges for improvement.

**2.0 BACKGROUND INFORMATION**

- 2.1 In September 2006 only one secondary school in Leeds was in an Ofsted category but since then a number of schools with weak standards and progress, and therefore vulnerable to an adverse inspection judgement, have been inspected. While most have been judged satisfactory or better, two

further schools have been given a notice to improve and two schools placed into special measures.

### **3.0 MAIN ISSUES**

#### **3.1 OVERVIEW OF OFSTED INSPECTIONS OF LEEDS HIGH SCHOOLS**

3.2 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 self evaluation.

3.3 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.

3.4 Since the last report to the Executive Board, seven secondary schools and three SILCs have been inspected. One high school, Garforth Community College, and one of the SILCs, the North East SILC, were found to be outstanding. Three high schools were judged to be satisfactory, despite low contextual value added scores. They were able to demonstrate signs of improvement and the capacity to improve further. Two schools were given a notice to improve. One of the schools already had a notice to improve and was, unusually, given a second as the progress it was making was too good for a special measures category. Low exam results from the previous year prevented a satisfactory judgement. The second school has seen strong improvement over the last two years and the notice to improve is an achievement for the school, a step on the way to further progress. One SILC and one mainstream high school have been placed in special measures. The likelihood of this was mentioned in the previous report to the Executive Board in January 2007. The other SILC was judged to be good.

3.5 Overall, since the introduction of the new framework in September 2005, there have been 37 inspections of high schools, PRUs and SILCs in Leeds. Two have been classed as outstanding, fourteen have been judged as good, sixteen as satisfactory. Three schools have been given a notice to improve, although all three are improving well. One SILC and one mainstream school have been placed in special measures. The SILC is now in a strong partnership and has had a successful monitoring visit from HMI which recognised progress being made. Education Leeds is negotiating a partnership for the mainstream school to address the weaknesses described in the report.

3.6 Nationally it is reported that one in eight schools are unsatisfactory, and in Leeds currently this figure is similar with five schools placed in a category out of 37 inspected schools. Education Leeds has identified a number of schools which are waiting for an inspection and are at risk of being placed in an Ofsted category primarily because of a history of low achievement. These schools are

a priority for work with Education Leeds consultants and advisers. Evaluation shows that similar support in the past has helped a number of schools to achieve a satisfactory judgement.

- 3.7 Summary reports on schools inspected since the previous report in January 2007 are provided in Annex 1.

#### **4 OVERVIEW OF SCHOOLS CAUSING CONCERN: HIGH SCHOOLS**

- 4.1 The 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.

- 4.2 Including the SILCs and the PRUs there are two schools (4%) who are leading partners, 16 who are 'learning partners' (33%), 22 in a 'focused partnership' (46%) and eight in an 'extended partnership' (17%). 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.

- 4.3 In July 2007 there are two schools in special measures in Leeds. There are three high schools with a notice to improve.

- 4.4 In the next few months there will be inspections of up to 15 schools. Several of these are vulnerable because of low value added scores over the past three years. Ten schools have been identified within category 3 as a priority for support and have been allocated intensive support from the national strategies consultants and from school improvement advisers.

#### **5 Schools in an Extended Partnership : Category 4 Schools**

- 5.1 Schools in an extended partnership are those facing the severest challenges. Crawshaw school has a second notice to improve from Ofsted. A recent re-inspection noted the improvement that is being made and the good work of the executive headteacher recruited by Education Leeds that has brought the school onto a stable and improving footing. Even though the school could not be judged satisfactory because of the weak 2006 exam results, it was not placed in special measures as the guidelines suggest because of the good progress made this year. John Smeaton has also made good progress in the past two years. Standards have risen considerably in the last two years, particularly at Key Stage 4. The notice to improve is an indication of the further progress that inspectors expect to see in twelve months' time, and is an encouraging indicator of the school's improvement. The judgement of Education Leeds' own school improvement partners and advisers firmly indicates that the inspection that gave Cockburn a notice to improve was seriously flawed. The excellent HMI monitoring visit, which recognised more

clearly the achievements of the school, supports that view. The BESD SILC was placed in special measures early in 2007. Since then a consultant headteacher and an additional adviser have been engaged to support the senior leaders in the school and there are signs of improvement. A recent monitoring visit from HMI judged progress to be satisfactory. South Leeds High School was placed in special measures in June 2007 with key areas for improvement relating to learning, teaching, behaviour, and management at all levels. A statement of action is being drawn up by Education Leeds.

5.2 Intake was removed from special measures in 2006 and, in order to reflect the continuing collaboration between the school and Education Leeds, is in an extended partnership. Both schools in the Central Leeds Federation had satisfactory inspections in 2006 but the pace of improvement has been relatively slow. The schools have had to deal with a range of events in recent months from moving to a new building to admitting over 40 pupils in one term. They are a priority for support. Tinshill is a pupil referral unit (PRU) providing education for approximately 120 Key Stage 4 pupils. It was inspected by Ofsted in July 2005 when the overall provision and effectiveness was judged to be good. The longer term future of the PRU is currently subject to a city-wide review of support for behaviour and in the meantime, Tinshill PRU is classed as a focussed partnership school.

5.3 Evidence of the effective impact of support is seen in the reports of monitoring visits from HMI. For example, following the intervention by Education Leeds and the engagement of an Executive Headteacher at Crawshaw, leadership and management is no longer considered to be a key issue for improvement. Rigorous attention to school policies and practice led Ofsted to state that 'students' behaviour is now mostly good' and that 'the incidence of referrals and exclusions for misbehaviour has reduced dramatically'; this area is no longer considered to be a key issue for the school. Following a programme of work by the national strategy consultants and collaborative work between advisers and senior and middle leaders, the overall quality of teaching and learning was judged by Ofsted in their 2007 inspection to be 'satisfactory', compared to the 'inadequate' judgement in 2006. Similarly at John Smeaton, the focus on improved outcomes through Key Stage 3 and 4 projects involving advisers and consultants has led to an improvement in the quality of teaching and learning. Ofsted judged that the school has improved and has good capacity to improve further. They recognised that middle leaders are growing in confidence and the quality, and consistency of middle leadership is improving with support from the Local Authority.

5.4 A confidential, not for publication, report on all schools in an extended partnership is provided in Annex 2.

## **6 Schools in a Focused Partnership : Category 3 Schools**

6.1 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. 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. There are seven schools expecting an inspection next year who are in the lowest quartile of contextual value added. They will need to demonstrate signs of improvement in this year's results and a capacity for



further improvement, if they are to achieve a satisfactory result.

- 6.2 Headteachers, including all of those from this group of schools, have met to discuss strategies for improving contextual value added, and are taking steps to raise the indicator through a variety of measures. Some impact will be evident this year through more rigorous management, but more substantial gains will come from restructuring the curriculum and meeting the different needs of pupils who currently are not achieving the equivalent of eight GCSEs. A school improvement adviser is supporting two headteachers in leading development work on the curriculum and will present to the headteachers' conference in July. The 14-19 team continue to improve the quality and consistency of external providers and ensure that courses are accredited and suitable for students.
- 6.3 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. They have designed a differentiated offer to schools that prioritises those in extended and focused partnerships. Support will target improvement from level 6 to level 7 and higher for selected schools. Other projects will offer a concentration on consistent themes across a school with leadership from the senior team during a period of residency when a number of consultants will work in the school together for a period of time. School improvement partners or advisers have joined lead consultants to negotiate programmes of support for 2007-8 with schools that match the school's priorities.
- 6.4 School improvement partners have this term concentrated on school's provision for lower attaining groups of pupils, and in particular, the care and guidance given by schools to assist pupils in their choice of courses and their progress. School improvement partners will take their reports to governors and aim to improve their understanding of the issues, school evaluation and improvement.
- 6.5 School improvement advisers have given intensive support to schools facing an inspection. Longer term preparation with senior and middle leaders, building on the school improvement partner's work on self evaluation, and developing systems for monitoring and tracking student progress and targeted support. Advisers have also given intensive support ahead of the inspection to ensure that schools present their work in a consistent and positive manner. This strategy has contributed to a successful outcome for a number of schools.
- 6.6 Although the School Intervention Strategy project (SISP) has not been extended by the central national strategies network, it is strong and expanding in Leeds. Schools are realising that it is a powerful and different way of engaging staff in school improvement and utilising the creativity and problem-solving skills of a wider group of people. Three additional schools have asked for and received training this term.
- 6.7 While there is evidence of progress across the majority of schools in focused partnerships, advisers who support schools in challenging circumstances understand that the package of support for the school, including for attendance and extended curriculum opportunities, has to result in higher achievement,

particularly for identified groups of pupils and lower attainers. Improvement to contextual value added and to core skills of literacy and numeracy are essential if schools are to face inspections with more confidence.

## **7 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE**

7.1 The new inspection framework places additional pressure on schools and particularly on school leaders, who receive support from Education Leeds. Low contextual value added places schools at risk of being placed into an Ofsted category. The continued low performance of many minority and vulnerable groups means that tackling inequalities remains a very high priority for Education Leeds.

## **8 LEGAL AND RESOURCE IMPLICATIONS**

8.1 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.

8.2 The cost of supporting vulnerable schools is high; the cost of supporting schools placed in an Ofsted category is much higher. Secondary support is allocated according to risk and need.

## **9 CONCLUSIONS**

9.1 Although external evaluation about the effectiveness of school support has been good, over the next twelve months, a number of schools will be entering an inspection with low critical indicators.

## **10 RECOMMENDATIONS**

10.1 The Executive Board is asked to consider the main findings for the report and note the strategies for improvement that have been developed to support future increases in achievement for all pupils, groups and schools.

## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD: 22 August 2007**

**SUBJECT: Annex 1: Ofsted Summaries**

### SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

#### **1 Cardinal Heenan Catholic High School (February 2007)**

1.1 Cardinal Heenan Catholic School provides its pupils with a satisfactory quality of education and provides satisfactory value for money. This judgment matches the school's own evaluation.

1.2 Pupils reach standards which are consistently above the national average. Given their starting points, the progress they make is satisfactory. Some pupils do not do as well as they should in Key Stage 3 mathematics and not enough pupils gain five or more A\* to G grades at GCSE. Teaching and learning are satisfactory overall. There are a number of strengths, but inconsistencies within and across subjects, including the use of assessment for learning, limit the impact of teaching on learning and achievement. The curriculum is increasingly well matched to pupils' needs and has changed in recent years to reflect better the changing needs and interests of learners at the school. The school successfully promotes a distinctive religious character and Christian ethos and pupils' spiritual, moral, social and cultural development is good, as is their wider personal development and well-being. Pupils receive satisfactory care, guidance and support. The quality of care and pastoral support is more developed than academic guidance. Leadership and management are satisfactory overall with some strengths in senior and middle leadership. The headteacher has been the catalyst for a number of important whole-school developments involving teaching and learning, the curriculum, assessment and the school's designation as a specialist language college. The headteacher and senior leaders are well aware of the challenges the school faces and have set about identifying the most important things the school needs to do to improve further. A number of issues highlighted in the last inspection report have been tackled successfully. However, the school's systems for monitoring and evaluating the quality of its provision lack sufficient rigour.

1.3 The specialist language college status has had a positive impact on several aspects of the school. Standards in modern foreign languages are above national averages, particularly at the highest levels and GCSE grades. Specialist funding was used to extend the availability of pupil access to information and communication technology (ICT). The installation across the school of interactive

whiteboards has facilitated a more 'hands on' approach to learning, to which many pupils at the school are responding positively. This has enhanced pupils' learning and contributed to the improved progress of boys, who now outperform girls in terms of the standards they attain at the end of Key Stage 4. In addition, pupils are confident in their oral work in languages because of the support this school provided for them in their primary schools.

Grade: 3

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

- Improve the achievement of pupils in mathematics at Key Stage 3, in particular that of lower ability pupils, and improve the percentage of pupils gaining five or more A\* to G grades at Key Stage 4.
- Tackle the inconsistencies that exist within and across subjects in terms of assessment for learning.
- Improve the monitoring of provision and the evaluation of its impact.

2 **Crawshaw School (March 07)**

2.1 In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could be reasonably expected to perform.

2.2 The school has worked hard to improve since its last inspection when it was given a Notice to Improve. At that time, achievement and standards, teaching and learning and leadership and management were all judged to be inadequate. This is no longer the case. Teaching is now satisfactory with more good teaching evident than previously. Senior leaders and middle managers have developed well and are effective in their leadership and management roles. Leadership and management are now satisfactory and self-evaluation reflects the school's better understanding of its work. As a result, the school's provision has improved and students' learning is better. However, the school's work has yet to make its full impact on students' achievement, which remains inadequate. As a result, the school is given a Notice to Improve.

2.3 A key factor in the school's recent success is the significant strength of leadership provided by the executive headteacher. In a short time he has enabled his senior leaders to develop effectively as a team. Together they have energised staff to secure improvement and this is now paying dividends. For example, the collection and analysis of data are much better and are used increasingly effectively to identify what intervention and support will best help students learning. Students' care, guidance and support are now good. New strategies to aid teaching are making a difference to its quality. No inadequate teaching was observed during the inspection and most students made satisfactory progress in lessons. Students with learning difficulties and/or disabilities receive effective support and make similar progress to that of other students in their group. Although this is an improvement, all students need to make consistently good progress through good teaching if their achievement is to accelerate at the pace required.

2.4 The legacy of weaknesses in teaching and learning in the past means that students have a lot of lost time and need to catch up. This has contributed significantly to students' underachievement in Key Stages 3 and 4. GCSE results in 2006 declined and achievement and standards in science were of particular concern. So too were

the results in the humanities subjects of history, geography and drama. The school has understandably focused on improving achievement in the core subjects of English, mathematics and science, and mathematics continues to be a subject where students do well. However, the impact of the specialist humanities status, in terms of its provision, results and influence across the school, is inadequate.

Grade: 4

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

The work of the sixth form is a credit to those across the consortium who lead and manage it: leadership and management here are good. The quality of provision in the sixth form is also good. Performance at A level improved significantly in 2006 and there is good evidence that this level of performance will be repeated in 2007. Students' good achievement reflects the quality of teaching observed. There are particular strengths, for example, in business education, where performance is outstanding.

Grade: 2

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

- Raise students' achievement and standards in Key Stage 3 and Key Stage 4, particularly in science.
- Improve the proportion of good and better teaching and learning in school.
- Improve the provision, the outcomes and influence of the specialist status in humanities across the school.

**3 BESD SILC (February 2007)**

3.1 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 a satisfactory 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.

3.2 When the SILC was set up, it admitted a large number of pupils with very severe behavioural difficulties. The main thrust of its work has been focused on behaviour and attendance. To this end the SILC has been judged to be successful in re-engaging pupils in education, helping them face their problems and turning around their behaviour. Care, support and guidance are satisfactory. Links with other agencies able to support the pupils are good. As a result of this extra support and the satisfactory provision for pupils' spiritual, moral, social and cultural development, pupils' attitude to school, their behaviour and attendance are satisfactory.

3.3 Initially the staff team lacked consistency. Staff who had been trained to teach pupils with MLD struggled to meet the academic and behavioural needs of the changing population. Some rose to the challenge and adapted well. Others found it difficult. The principal and governors made difficult decisions and, with the help of Education Leeds, followed procedures to improve the effectiveness of staff. Initiatives to improve the quality of teaching and learning are beginning to have an effect, but there is still a long way to go. While there are some strong teachers, too much teaching is still inadequate. The overall inadequate teaching is reflected in inadequate learning and underachievement. This means the school is failing to provide a satisfactory standard of education and offers unsatisfactory value for

money.

- 3.4 Links with the high schools are variable. Nevertheless, the SILC is beginning to fulfil its role to include pupils in mainstream education. To date, 20 pupils have spent time in high schools but outreach support has yet to begin. Work has been done to improve the curriculum. The introduction of individual learning plans and off-site provision is especially effective, but there are weaknesses in many subjects including the important ones of personal, social, health and citizenship education (PSHCE) and English. This makes the curriculum inadequate
- 3.5 The leadership team has had to cope with much change. They continue to have to work on a split site, which causes considerable difficulties over administration and resources. The current team is large but its deployment lacks coherence. The workload is unevenly spread and members do not have a teaching commitment. This takes the expertise of seven key teachers away from the classrooms. Other than in teaching and learning, there is little monitoring and accountability. There are very few systems to check the effectiveness of the SILC and action planning is underdeveloped. Leaders are very honest in their evaluation of the SILC's effectiveness but have not fully taken account of the factors that have led to underachievement.
- 3.6 Even considering the changing demands, progress in the time the SILC has been open has been too slow. This makes leadership and management unsatisfactory. With the negative attitude of some staff, long-term absences and the need for continued support from Education Leeds, the capacity to improve is unsatisfactory.

Grade: 4

- 3.7 **What the school should do to improve further**
- Ensure pupils achieve well by improving the quality of teaching and the curriculum.
  - Establish robust systems to monitor the effectiveness of the SILC and its impact on learning and achievement.
  - Make the workload of the leadership team more equitable and effective.

#### **4 Garforth Community College (July 2007)**

- 4.1 Garforth Community College is a very vibrant and highly successful school led by an inspirational headteacher. The Every Child Matters agenda is at the heart of everything that the school does and the achievement of students at all levels of ability is very good; the standards attained in external examinations are very high.
- 4.2 Teaching is generally good with pockets of outstanding practice. Students enjoy their lessons, behave extremely well and make very good progress. In the best lessons, there is an excellent range of interesting activities and assessment is used well to support learning. In a small number of lessons, the work is repetitive and does not inspire the most able students. Nevertheless the students remain highly motivated and work very hard.
- 4.3 The quality of the care, guidance and support for students is outstanding and contributes to their success. The school is very inclusive and no student has been excluded this year; very effective specialist provision is available to meet the needs of those with the most challenging behaviour. Students are treated as individuals and every effort is made to ensure that they are on programmes of study that

match their needs and aspirations. Imaginative curriculum innovations at Key Stages 3 and 4 are increasing flexibility. A wide range of vocational courses is offered to provide an attractive alternative to the more traditional curriculum. There are clear progression routes through to Key Stage 5, encouraging students to stay on in the sixth form who would otherwise have left education.

4.4 There is an extremely wide range of extra-curricular activities and participation rates are very high. The specialist performing arts status has supported significant expansion in resources and activities that are shared very well with other schools and the local community. The two-week Garforth Arts Festival, run by the college, attracts world renowned performers to the area. The college offers a good range of courses for parents to interest them in education and to raise aspirations. The new School Partnership Trust is designed to support the expansion of the extended school provision and to enhance work that the college does with the local community and schools.

4.5 Leadership and management of the college are outstanding. The headteacher has a clear and imaginative vision for the college and he is supported well by a very able team of senior managers and a strong governing body. The college has improved rapidly over the last few years and staff have been supported extremely well throughout the changes. Financial management is very good; spending is prioritised well and the college provides excellent value for money. However, some accommodation is poor and the college does not have the necessary funding to improve it. Governors, leaders and managers know the college well and performance is under regular review. There is a very strong drive for improvement leaving no room for complacency. The capacity to improve is excellent.

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

Sixth form provision has improved considerably. Over the last few years, achievement has been satisfactory. Managers have analysed the reasons for this and have taken decisive and effective action. They have strengthened academic guidance and personal support and introduced a broader range of courses that meets students' needs more effectively. Students are making better progress this year and indications are that standards and achievement will improve in 2007.

Grade: 2

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

- Share best practice in teaching and learning.
- Introduce more challenging activities into lessons to inspire high attaining students.

5 **John Smeaton Community High School (December 2006)**

5.1 In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to achievement and standards and the quality of teaching and learning.

5.2 Standards attained by pupils at key stages 3 and 4 are exceptionally low and achievement is inadequate overall. Pupils entering the school in Year 7 lose

ground, and make poor progress by the end of Year 9. However, recent strategies, implemented to increase pupils' progress during Key Stage 4, raised the achievement of targeted Year 11 pupils in the 2006 examinations and a higher proportion met their targets. Although there are examples of good practice, the quality of teaching is unsatisfactory overall, because planned activities do not consistently engage or motivate pupils to learn. Furthermore, pupils do not all acquire the skills necessary to help them to take responsibility for their learning and make good enough progress.

5.3 The headteacher leads the school well, and provides clear direction for all staff. He has worked effectively with the deputy headteacher to manage a period of significant change and has built the capacity of leaders and managers at all levels to tackle low standards and achievement more effectively. Senior leaders know the school's strengths and weaknesses because of a self-evaluation process that is robust and central to school improvement. Governors monitor the work of the school and play an increasing role in holding it to account. However, although rigorous systems and structures have been implemented, they are not all fully established and so their impact on raising achievement and standards is uneven.

5.4 The school rightly takes pride in its inclusive ethos. The good care, guidance and support provided by a large team of staff ensures that pupils make satisfactory progress in their personal development and well being. Attendance remains low, but the school has worked tirelessly to ensure that targets are met. Partnerships with parents and other stakeholders have improved and pupils feel that their views are listened to more. The great majority feel safe in school and think that behaviour has improved so that their lessons are disrupted less. As a result of the consistent implementation of agreed procedures, the foundations for future improvement are secure; staff morale has improved and the school has good capacity to improve further.

Grade: 4

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

The overall effectiveness of the sixth form is satisfactory. Although standards at the end of Years 12 and 13 are below average, students make satisfactory progress considering their starting points on entry to the sixth form. Almost all students who start courses complete them. Leadership and management are satisfactory. Leaders track the progress of students carefully and priorities for future development are clearly mapped out. The curriculum is limited in range, but it offers a selection of academic and vocational courses that currently meets students' needs. The school recognises the need to further extend students' personal development by providing a wider range of enrichment activities. Students enjoy life in the sixth form and say that the teaching is usually interesting. However, their communication skills are not developed to the level expected. Good care, guidance and support enable students to make appropriate choices about their future, and the majority of them go on to further or higher education.

Grade: 3

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

- Raise pupils' attainment in all Key Stages, particularly in English, mathematics and science.
- Teach pupils the basic skills that enable them to be successful learners.
- Improve the quality of teaching by increasing the range of activities that



engage and motivate pupils to learn.

- Further improve attendance.

## **6 North East SILC (June 2007)**

- 6.1 Provision in the North East SILC is outstanding. Both West Oaks School and the Oakwood Lane Centre are extremely effective and continually strive to improve the provision for all the learners. Because of their learning difficulties, the standards reached by West Oaks pupils are exceptionally low but all pupils do well in their studies and make outstanding progress. Pupils at Oakwood Lane enter the centre with very low levels of attainment but many make excellent progress in catching up to nationally expected standards. Many pupils at the centre are therefore able to rejoin mainstream secondary schools. The pupils love coming to school and parents are generally very happy for their children to attend, knowing that they will be safe, that they enjoy their lessons and that the staff have high expectations of their progress. Typically, parents comment that their children love school and that, 'he can't wait to get there'.
- 6.2 The monitoring and tracking of the pupils' achievement is outstanding and plays a vital part in ensuring the pupils' excellent progress. All the pupils also make outstanding progress in their personal development. The quality of teaching is excellent, including for pupils with PMLD and those with autistic spectrum conditions. Teaching in the post 16 department is outstanding and most pupils achieve very well. The pupils enjoy their lessons and respond by trying their best. Lessons on both sites are well planned and the curriculum has a clear focus on meeting the needs of each pupil. It is enriched by the good use of off-site visits to extend the pupils' knowledge and understanding. The range of qualifications available to older pupils, however, is limited and pupils in Years 11 and in post 16 are restricted to the same form of accreditation. This does not allow pupils of all abilities to demonstrate their potential.
- 6.3 The pupils thrive within the supportive ethos. There is a strong emphasis on the pupils' personal, health, and social education (PHSE) on both sites. This promotes the pupils' emotional and behavioural development and they learn to stay healthy, to keep safe and to behave well. The pupils are involved wherever possible in decisions about their progress and well-being. Pupils in the post 16 department make excellent gains in their levels of maturity and self-confidence, helped by outstanding programmes of work related learning.
- 6.4 The SILC provides exemplary support to a wide range of other schools. Both West Oaks School and the Oakwood Centre are very active in supplying a range of their expertise, not least to support a number of inner-city primary schools.
- 6.5 All this is driven by outstanding leadership and management. The acting principal provides excellent overall leadership and he is extremely well supported by the senior staff on both sites. Their contribution is outstanding in ensuring the staff work as close knit teams and share the vision of maintaining high standards in all they do. The governing body is supportive and provides a good level of challenge to the senior staff. The SILC has had an excellent track record since the previous inspection, provides excellent value for money and has an outstanding capacity to improve further.

Grade: 1

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

Pupils make outstanding progress in their personal development because of excellent procedures to develop their experiences of adult life. The post 16 department has developed excellent work related activities to which the pupils respond enthusiastically. The staff promote mature behaviour and an adult ethos within which the pupils are encouraged to actively seek independence and make choices. Because of this and the excellent teaching, most pupils make outstanding progress. The range of qualifications on offer, however, is limited and some pupils are not rewarded with the most appropriate form of accreditation for their efforts. The department is well led and managed.

Grade: 1

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

- Broaden the range of accreditation in Year 11 and Year 14 to allow pupils of all abilities to fully demonstrate their achievements.

7 **Lawnswood School (January 2007)**

7.1 Lawnswood School provides a satisfactory education for its students. There has been an improving trend in results at Key Stage 3 and Key Stage 4 and students now make satisfactory progress, reaching standards at the end of each key stage that are broadly in line with national averages. However, the school is determined to improve further so that all students reach their full potential. Most students behave well, but a small minority have poor behaviour and this has a negative effect on progress. Students' personal development and well-being are satisfactory. Attendance is below average overall which also has a negative effect on the progress of some students. The school is aware of this and has detailed strategies in place, but they have not yet had a significant impact.

7.2 Teaching and learning are satisfactory and improving. Lessons are well planned with clear objectives so that students know what they are trying to achieve in a session. Effective assessment practices are supporting the improvements in achievement, although are not yet fully embedded in all areas. The curriculum is satisfactory with a wide range of options being developed. Care, guidance and support are satisfactory with some strong features in this aspect of its work.

7.3 The leadership and management of the school are satisfactory. There is a clear vision for the school and a strong focus on raising achievement. A number of initiatives have been introduced to support this and their impact can already be seen in the significant improvements at Key Stage 3 but in other areas it is less marked. For example, the use of data has been improved but is not yet consistently applied or improving achievement across all areas. The school has made satisfactory improvement since the last inspection. Accommodation, resources and information and communication technology (ICT) provision have improved greatly, but there is still some way to go with reducing absence and the level of fixed-term exclusion. The school has used the benefits of specialist status well, particularly in developing ICT provision and resources. The school has the capacity to continue to improve and provides satisfactory value for money.

Grade: 3

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

Students enjoy their time in the sixth form and value highly the support they get

from all of their tutors. Standards are satisfactory and overall students make satisfactory progress. In some subjects, including English literature and art and design, students generally do better than expected when compared with their earlier GCSE results.

- 7.5 Students' personal development and well-being are good. Many students are involved in extra-curricular activities, especially sport and charitable events. Attendance is satisfactory. Teaching and learning in the sixth form are good: teachers know their subjects well and set challenging targets for students. Students' progress is monitored carefully. A wide range of academic subjects is offered in the sixth form but the choice of vocational options at advanced level is limited. Sixth form students receive good guidance as they make choices about university or future employment. Leadership and management of the sixth form are satisfactory: some features of day-to-day management are good.

Grade: 3

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

- Raise achievement further.
- Improve attendance.
- Improve the standard of behaviour of a minority of students.
- Improve consistency in the way assessment is used to support the raising of standards.

**8 Royds Specialist Language College (January 2007)**

- 8.1 Royds School is an improving school with a clear emphasis on raising standards. There has been a legacy of underachievement which the school has been tackling. The progress which students now make is satisfactory overall and they reach broadly average standards in both their academic work and their personal development by the time they leave. There is still, however, some unevenness in the progress students make in different subjects. Standards, although rising, are not yet consistently high enough.
- 8.2 The most recent results for 2006 show the school has increased the proportion of students gaining five or more good GCSE passes including English and mathematics. These results are broadly in line with the national averages. There has also been an increase in the proportion gaining five or more passes at all grades, again bringing the school's results in line with national averages. Students with learning difficulties and/or disabilities make similar progress to their peers.
- 8.3 Standards are rising because the school has introduced a number of strategies to improve teaching and learning and because it has a good curriculum in place. It is also tracking students' progress more carefully. These strategies are beginning to make a difference. For example, students are increasingly aware of how well they are doing and what they need to do to improve. However, some of the developments are relatively recent and not yet implemented consistently to ensure good teaching and learning at all times. Most students enjoy lessons and, when opportunities are provided, they take responsibility and collaborate well. A small but significant proportion of learners are passive rather than enthusiastic and a small minority do not always behave well. The school's action to improve behaviour has resulted in fewer exclusions because students have clearer guidelines. Students' attendance has improved and is now broadly average.

8.4 Royds School has been a specialist language college since September 2003. It has made good progress in developing international aspects across the curriculum. International weeks, for example, are greatly appreciated by the students and the number of visits abroad has increased considerably. Such activities make an important contribution to students' cultural development and to preparing them for future employment. The range of languages on offer has grown and now includes Japanese and Mandarin Chinese. However, GCSE results in modern languages remain stubbornly below what they should be. The school is tackling this by improved monitoring of teaching and learning and the systematic sharing of good practice.

8.5 Monitoring teaching and learning, together with other aspects of the school's work has, rightly, been a key priority for the headteacher and the school's leadership team. At the same time the expertise of middle leaders has been developed and their responsibilities have been clarified. The monitoring systems which the school has developed are sound, but are not yet used with sufficient rigour. As a result, not all inconsistencies are picked up, nor is there a sufficiently sharp focus on students learning. Hence the school has an over optimistic view of its effectiveness. The majority of parents and carers who responded to the questionnaire are pleased with the school. However, there was a significant proportion who expressed dissatisfaction with a number of aspects of the school's work.

Grade: 3

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

Students make satisfactory progress compared with their starting points and capabilities. Although standards at A level fell to below average in 2006, they have improved markedly in recent years. Students receive good advice on entry to the sixth form and also when they are considering opportunities for employment and for further and higher education. This is appreciated by them and helps to ensure that the courses they take are well-matched to their abilities and interests. Students value the strong links with partner institutions which provide them with an increasingly wide range of academic and vocational courses at a variety of levels. They particularly enjoy the opportunities to follow extra courses provided through language college status. Teachers have a secure knowledge of their subjects and the quality of teaching and learning are satisfactory overall. A significant minority of students in Year 13 voluntarily follow a community service module and many of them spend time mentoring younger students in lessons. This contributes to the personal development of both mentors and those being mentored. Leadership and management are satisfactory. There is a clear focus on ensuring that the curriculum is developed continuously to meet the needs of their students more fully. Students are proud of the sixth form and there are increasing numbers applying to enter it each year.

Grade: 3

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

- Raise standards.
- Make teaching and learning consistently good or better.
- Ensure monitoring is more robust and produces accurate evaluations of the school's effectiveness.
- Develop effective procedures to consult with parents and carers and engage more widespread support.

## 9 South Leeds High School (June 2007)

- 9.1 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.
- 9.2 Standards are inadequate and pupils do not make the progress that they should. Inadequacies in teaching and learning and unsatisfactory behaviour counter efforts to raise standards significantly beyond the gains made in 2006. Of those parents who responded to the questionnaire, around half raised concerns about standards of behaviour.
- 9.3 Inconsistency is a feature of provision, arising from a failure to embed whole-school policies. Broadly the school knows where its weaknesses lie, but has not been successful in leading and managing strategies to secure an improvement of the magnitude or rapidity necessary to provide a satisfactory standard of education.
- 9.4 The headteacher has managed the prolonged transition to a single site and the inherent staffing difficulties well. His focus on building a cohesive school community has done much to defuse racial tensions that arose from the amalgamation of the populations of the two predecessor schools. The satisfactory curriculum has been broadened through courses, offered in partnership with other institutions, to better meet the needs of all pupils. Attendance rates have improved. The new school building provides a high standard of specialist accommodation and excellent resources for learning.
- 9.5 Although pockets of good practice exist, these are too few to raise the overall standard of education, including that in the sixth form, to an adequate level. A classroom culture of low expectation and indifferent attitudes to learning is all too frequent and is a significant barrier to raising standards further. Vocational courses for 14 to 18 year olds have led to successful outcomes for some pupils. A small amount of good, enthusiastic teaching engages learners and enables them to make good progress. The school could do more to share and spread this best practice.
- 9.6 Pupils' personal development is unsatisfactory because the poor behaviour of a significant minority and a widespread culture of indifference mean pupils do not always take the most from opportunities presented. The care and guidance pupils receive are satisfactory. Links with outside agencies contribute to the care of vulnerable pupils. The school recognises that learning support is inadequate. Plans to introduce a new approach, particularly in relation to pupils with English as an additional language and those with learning difficulties and/or disabilities, are at an advanced stage.
- 9.7 When viewed in the context of the inadequacies in provision and the financial deficit accrued, the school does not provide satisfactory value for money.

Grade: 4

- 9.8 ***Effectiveness and efficiency of the sixth form***  
Achievement and standards, especially on academic courses, are inadequate. This

is in part due to a mismatch of course requirements with the students' skills and abilities. Students enjoy greater success on work-related courses. Small numbers of pupils limit the breadth of the curriculum on offer. The school has worked to extend partnerships with other institutions to widen the range of vocational courses to be offered from September, although some plans have yet to be finalised at this late stage. Procedures for setting academic targets are not formalised. Systems to track students' progress lack rigour. It is not clear to middle leaders where the responsibility lies for addressing these shortcomings. Senior leaders have failed to identify and remedy this. Students report that they enjoy good relationships with teachers. They would value more opportunity to take responsibility and expressed some concerns about behaviour in the main school. No sixth form teaching was observed.

Grade: 4

9.9

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

- Improve teaching and learning, and in particular increase the proportion of lessons in which they are good or better, in order to raise standards.
- Raise expectations of what pupils are capable of achieving.
- Improve pupils' behaviour, their attitudes to learning and their attendance.
- Ensure leadership and management of sixth-form provision are effective in addressing inadequacies.
- Ensure that whole-school initiatives are implemented consistently and more rapidly and have a demonstrable impact on improving outcomes for pupils.

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**Report of:** The Chief Executive of Education Leeds

**To:** Executive Board

**Date:** 22 August 2007

**Subject:** Allerton C of E Primary School – additional classroom accommodation

## Executive Summary

### 1. Purpose

This report seeks approval to proceed with the proposed scheme to provide additional classroom accommodation at Allerton C of E Primary School.

### 2. Main Issues and Options

Allerton C of E Primary School will open in September 2007 on the former Archbishop Cranmer C of E Primary School site as a result of the Review of Primary School Provision in the Alwoodley Planning area. Archbishop Cranmer C of E Primary School and Fir Tree Primary School will cease to exist in August 2007. The new school has also been identified as the site of a full Children's Centre facility. However, the present building is not capable of housing the required number of children together with a children's centre. The school will therefore require to be supplemented by an area of new building.

It has been agreed that the best location for the Children's Centre is in the present building (Phase 1 works), which will subsequently result in the need to construct additional basic classroom accommodation to house the displaced school age pupils (Phase 2 works). Whilst these works proceed there is the need to house six classes of key stage 2 children in a block of temporary classrooms. These works will also necessitate some remodeling / construction works around the existing school entrance (Phase 3 works).

Approval to proceed with the temporary accommodation element of the overall scheme was made by the Director of Resources and Executive Board provided approval to proceed with Phase 1 of the programme at its meeting on 4 July 2007. Phase 2 is the subject of this report, whilst Phase 3 will be the subject of a future Design and Cost Report.

### 3. Recommendations

Members of the Executive Board are requested to:

- a) Approve the design proposals in respect of the scheme to provide additional classroom accommodation at Allerton C of E Primary School;
- b) Authorise expenditure of £1,220,000 from capital scheme 13767/EXT/000.
- c) Approve the reimbursement of the incurred expenditure against this scheme from the realisation of a future capital receipt, to be injected into the Education capital programme for reinvestment in the Education estate. This is in line with the existing capital receipts policy where first call on the future capital receipt will be the reimbursement of agreed costs incurred in re-providing new facilities.

**Report of:** The Chief Executive of Education Leeds

**To:** Executive Board

**Date:** 22 August 2007

<b>Subject:</b>	<b>Design &amp; Cost Report</b>
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**Scheme Title** ALLERTON C OF E PRIMARY SCHOOL – ADDITIONAL CLASSROOM ACCOMMODATION

**Capital Scheme Number** 13767/EXT/000

<p><b>Electoral Wards Affected:</b> Alwoodley</p>	<p><b>Specific Implications For:</b></p> <p>Ethnic minorities <input type="checkbox"/></p> <p>Women <input type="checkbox"/></p> <p>Disabled people <input type="checkbox"/></p>
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Eligible for Call In

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

**1.00 Purpose of this Report**

1.01 The purpose of this report is to:

- a) Seek approval to the design proposals in respect of the scheme to provide additional classroom accommodation at Allerton C of E Primary School;
- b) Seek authority to incur expenditure of £1,220,000 in respect of the above scheme from capital scheme number 13767/EXT/000; and
- c) Seek approval to the reimbursement of the incurred expenditure against this scheme from the realisation of a future capital receipt to be injected into the Education capital programme for reinvestment in the Education estate. This is in line with the existing capital receipts policy where first call on the future capital receipt will be the reimbursement of agreed costs incurred in re-providing new facilities.

**2.00 Background Information**

2.01 Allerton C of E Primary School will open in September 2007 on the former Archbishop Cranmer C of E Primary School site as a result of the Review of

Primary School Provision in the Alwoodley Planning area. Archbishop Crammer C of E Primary School and Fir Tree Primary School will cease to exist in August 2007.

- 2.02 The new school has also been identified by colleagues in Early Years as the site of a full Children's Centre facility. However, the present building is not capable of housing the required number of children together with a children's centre and will therefore required to be supplemented by an area of new building.
- 2.03 Following a number of meetings attended by representatives from Early Years, the school Head Teacher designate and members of the school Temporary Governing Body it was agreed that the best location for the Children's Centre is in the present building, adjacent to the school's existing Reception class area. As a consequence, this will result in the need to construct additional basic classroom accommodation to house the displaced school age pupils.
- 2.04 Whilst the Children's Centre is provided by remodeling of the present building (Phase 1), and prior to the newly constructed accommodation being completed (Phase 2), there is the need to house six classes of key stage 2 children in a block of temporary classrooms. These works will also necessitate some remodeling / construction works around the existing school entrance (Phase 3).
- 2.05 Approval to proceed with the temporary accommodation element of the overall scheme was made by the Director of Resources and Executive Board provided approval to proceed with Phase 1 of the programme at its meeting on 4 July 2007. This report seeks approval to proceed with Phase 2, to ensure that the additional classroom accommodation is completed for operational use by September 2008. The Phase 3 works will be the subject of a future Design and Cost Report.

### **3 Design Proposals / Scheme Description**

- 3.01 It is proposed that the new freestanding classroom block be built using traditional construction methods, i.e. steel framed with brick and blockwork walls under a pitched roof, have a floor area of approximately 554m<sup>2</sup> and be linked to the rear of the main building by a short covered way.
- 3.02 It will consist of:
- 6 key stage 2 classrooms each having its own storage area;
  - boys and girls toilets;
  - a small group room;
  - 3 cloakrooms; and
  - a large central shared general purpose area.
- 3.03 The City Council's Strategic Design Alliance has been appointed to carry out all pre and post tender design and supervision works and it is proposed to tender the scheme on a design and build basis.

### **4 Consultations**

- 4.01 This scheme has been the subject of consultations with Education Leeds and Early Years officers, the school and the governing body. The scheme proposals have been approved by the Education Leeds Capital Projects Board.

### **5 Programme**

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

Tenders out:	10 October 2007
Tenders in	21 November 2007
Start on Site	21 January 2008
Practical Completion	21 July 2008

## 6 Implications for Council Policy and Governance

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

### Cultural Life:

To enhance and increase cultural opportunities for everyone.

To develop talent.

### Enterprise and the Economy

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

### Environment City

Provide a better quality environment for our children.

### Harmonious Communities

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

### Health and Wellbeing

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

### Learning:

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

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

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

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

### Thriving Places

Actively involve the community.

Improve public services in all neighbourhoods

Regenerate and restore confidence in every part of the city.

## 7 Legal and Resource Implications

7.01 Estimated costs for this scheme have been determined by qualified quantity surveyors based on an approved costing system, using the fourth quarter of 2006 as the base date for the cost estimate

7.02 The estimated construction cost of the project is £1,060,000 which equates to approximately £1,910 per m<sup>2</sup>. Design fees and associated planning and building regulation costs are estimated at £160,000. This report seeks approval to expend these amounts.



## 8 Capital Funding and Cash Flow

8.01

Previous total Authority to Spend on this scheme	TOTAL £000's	TO MARCH 2007 £000's	FORECAST				
			2007/08 £000's	2008/09 £000's	2009/10 £000's	2010/11 £000's	2011 on £000's
LAND (1)	0.0						
CONSTRUCTION (3)	720.0		520.0	200.0			
FURN & EQPT (5)	0.0						
DESIGN FEES (6)	80.0		80.0				
OTHER COSTS (7)	0.0						
<b>TOTALS</b>	<b>800.0</b>	<b>0.0</b>	<b>600.0</b>	<b>200.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Authority to Spend required for this Approval	TOTAL £000's	TO MARCH 2007 £000's	FORECAST				
			2007/08 £000's	2008/09 £000's	2009/10 £000's	2010/11 £000's	2011 on £000's
LAND (1)	0.0						
CONSTRUCTION (3)	1060.0		400.0	660.0			
FURN & EQPT (5)	0.0						
DESIGN FEES (6)	160.0		160.0				
OTHER COSTS (7)	0.0						
<b>TOTALS</b>	<b>1220.0</b>	<b>0.0</b>	<b>560.0</b>	<b>660.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Total overall Funding (As per latest Capital Programme)	TOTAL £000's	TO MARCH 2007 £000's	FORECAST				
			2007/08 £000's	2008/09 £000's	2009/10 £000's	2010/11 £000's	2011 on £000's
Childrens Centre Capital Grant	-800.0		-600.0	-200.0			
Modernisation Advance SCE C	-1220.0		-560.0	-660.0			
Total Funding	-2020.0	0.0	-1160.0	-860.0	0.0	0.0	0.0
<b>Balance / Shortfall =</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

**Parent Scheme Number :** 13767/000/000

**Title :** Allerton C of E Primary School – Children’s Centre and School Extension

The scheme to provide additional classroom accommodation will be funded from capital scheme 14005 Modernisation Advancement of Capital 2007/08.

8.02 Executive Board, at its meeting on 14 March 2007, agreed that funding for these works could be forthcoming from the generation of a future capital receipt. Education Leeds Capital Projects Board has approved funding from Modernisation Advancement of Capital Grant in advance of the realisation of this capital receipt, at which point the value of these scheme works would be injected into the Education capital programme for reinvestment in the Education estate. This is in line with the existing capital receipts policy where first call on the future capital receipt will be the reimbursement of agreed costs incurred in re-providing new facilities.

8.03 Asset Management Group, at its meeting on 6 July 2007, agreed to the proposed retention of the Fir Tree Primary School site as a decant facility until Easter 2010 with the intention that it would then be declared surplus to educational requirements. It is anticipated that a capital receipt for this site could be realised during 2010/11.

### 8.04 Revenue Effects

Any additional revenue costs arising from the proposed scheme will be managed within the school budget share.

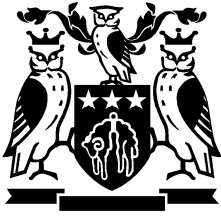
### 8.05 Risk Assessments

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

## 9 Recommendations

9.01 The Executive Board is requested to:

- a) Approve the design proposals in respect of the scheme to provide additional classroom accommodation at Allerton C of E Primary School;
- b) Authorise expenditure of £1,220,000 from capital scheme 13767/EXT/000.
- c) Approve the reimbursement of the incurred expenditure against this scheme from the realisation of a future capital receipt , to be injected into the Education capital programme for reinvestment in the Education estate. This is in line with the existing capital receipts policy where first call on the future capital receipt will be the reimbursement of agreed costs incurred in reproviding new facilities.



Originator: Mary Cousins  
Tel: 77069

**Report of the Director of Children’s Services to the Executive Board**

**Date: 22<sup>nd</sup> August 2007**

**Subject: Approval of the Children’s Services PFI Project and extending the Scope of the Independent Living PFI Project to include the procurement of the Children’s Services PFI Provision.**

**Electoral Wards Affected:**

All

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call In

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

**EXECUTIVE SUMMARY**

This report sets out the detail of the two projects contained within the proposed Children’s Services PFI Scheme with associated costs. The opportunity created by this scheme will both enhance the services provided to disabled children, young people and their families and potentially reduce some of the costs associated with responding to the very high care and support needs of a small number of children and young people. It is proposed to use PFI credits to build and equip a residential unit for learning disabled young people with very challenging behaviour and/or autistic spectrum disorder and to re-build and equip a residential unit providing short breaks for disabled children and young people. The report seeks approval for the proposed scope and affordability of the project, including the staffing revenue costs of the new service, and for the procurement route to be included within the PFI Independent Living Project.

## **1.0 Purpose Of This Report**

This report provides details of the proposed Children's Services PFI projects and seeks approval for them to be included within the scope of the Independent Living Project PFI Procurement. The revenue implications of the proposed Leeds based residential service for learning disabled young people with extremely challenging behaviours are identified for consideration. These projects will considerably enhance the quality of services provided to disabled children, young people and their families in Leeds and create potential savings by both reducing the need for purchasing out of authority placements and providing a service planned to meet the high care needs of a very small number of learning disabled young people who currently challenge our services both in terms of the high cost of individual care packages and the development of ad hoc arrangements to provide appropriate care.

## **2.0 Background Information**

2.1 The Independent Living Project (ILP) is a modernisation project launched by Leeds Social Services Department which aims to significantly improve housing, care and housing-related support services for adults with a learning disability and adults with mental health needs in Leeds.

Currently more than 340 people live in 13 hostels in the city. The ILP aims to remodel services to provide the maximum opportunity for people to live as independently as possible with increased choice and control over the way they live. In November 2005 Leeds City Council was successful in gaining approval of the Outline Business Case for the ILP. £60 million of PFI credits were made available to remodel these services to adults with learning disabilities and mental health needs in Leeds. To achieve significant improvements in people's housing, 73 new purpose-built properties will be commissioned. The properties will be built on 39 sites across the city enabling people to live in communities of their choice.

2.2 Subsequent to the formal approval of the ILP for adult service users additional PFI credits became available to support the Every Child Matters agenda (£60m nationally from 2005-08). The Director of Children's Services submitted a bid which met the criteria established for the PFI funding and the priorities of the Children and Young People's plan. The DfES confirmed in December 2006 that the Leeds children's bid had been successful and that £5m credits, which was the limit for any one Local Authority, had been awarded.

2.3 The Children's PFI scheme involves two separate projects. Project 1 with a working title of 'Transitions Unit' is to develop a new residential service for learning disabled young people with very challenging behaviour who are likely to be on the autistic spectrum. The need for this service in Leeds has been identified for some considerable time by agencies across all sectors working with children and young people in the city. There is a significant gap in our current services to meet the needs of this small group of learning disabled young people with extremely challenging behaviour.

Project 2 involves the re-provision of our short break residential unit for disabled children and young people currently provided at Broom Court.

### **3. Analysis of Need**

- 3.1 Children and Young People's Social Care Services are provided to a large number of children and young people who are in need because of a range of impairments and/or life limiting illness. The majority are supported in their own families.

For some disabled children and young people and their families, regular short breaks are provided by the service in order to increase their life opportunities and choices and to provide the families with some respite. These short breaks are provided either at one of our residential homes or through the Family Placement scheme and other shared care arrangements.

For a smaller number of children and young people who can no longer be cared for in their own families, the service provides residential and foster care placements, both within and outside the authority.

- 3.2 Nationally, there is evidence that there is a growing number of children and young people who have conditions on the autistic disorder spectrum. This has led to an explosion in demand on all children and young people's services to meet the needs of children with challenging behaviours. There is also national evidence that medical advances have enabled children with very severe impairment and conditions to survive into adulthood – again increasing the demand for services to support disabled children and young people and their families.
- 3.3 The Audit Commission Report 'Services for Disabled Children' (2003) identified that there is very limited choice available for disabled children and young people living away from home.
- 3.4 Investment in two new buildings that are specifically designed to offer disabled children and young people short breaks and a safe home for disabled young people with high care needs will enable Children's Services to provide a better service, close to home and enable more choice and better outcomes for this group of children and young people and their families.

### **4. Project 1 - Transitions Unit**

- 4.1 This project is to build and equip two 4 bed-roomed bungalows on the Ridgeside site at Cookridge. This will be a new service for the city and will involve a number of children and young people's services – including social care, connexions/youth service, CAMHS, education and other health services. The limited consultation that has taken place with key partners to date indicates that there is very good support for this project.
- 4.2 The target group for this provision is learning disabled 14-18 year olds with substantial impairment and very challenging behaviour. Currently these young people are looked after in local authority and out of authority placements – many of them experience multiple moves as they exhaust the capacity of their own families, family placement, shared care and other residential placements.

- 4.3 The bungalows will enable early planning to take place and provide this group of young people with a stable and secure place to live up to the age of 18 years. The Ridgeside site is also to be used by the Independent Living Project to build a number of units of supported accommodation for adult service users with challenging behaviours, and it will be possible for the young people to move into other accommodation on the same site if this meets their particular needs.
- 4.4 This is a new service for the city and funding will need to be identified for staffing costs in addition to the costs of building and equipping the two residential units.

## **5. Project 2 - Short Break Residential Unit**

- 5.1 PFI credits will be used to build a replacement for our current provision at Broom Court. This respite care home currently provides short breaks for up to 140 disabled children and young people every year. The majority of the users have learning difficulties and physical impairment, a growing number are on the autistic spectrum disorder continuum and exhibit challenging behaviour. Short breaks of 5-7 days are offered on a 6-8 week cycle, and all families are offered at least one break during the summer school holidays. The service is very highly valued by parents, children and young people and demand exceeds supply.
- 5.2 Broom Court provides accommodation on two floors. The top floor is a 3-bedroomed flat, used for older disabled young people who are learning daily living skills. 9 younger children are accommodated on the ground floor. The 'trainer' flat was commended by a recent CSCI inspection and resulted in the provision being awarded a grade 4.
- 5.3 The building is, however, not fit for purpose. The building has a number of small rooms and alcoves and places where the children can be out of the direct sight of staff members. The staff team is stretched beyond capacity in meeting the detailed care needs of the group of 9 children at the same time as working with the group of 3 on a different floor to support their developing independence skills. This has unfortunately led to situations where the children cannot be offered a range or choice of activities because the risk is assessed as being too high.
- 5.4 A building specifically designed for this group of children and young people will enable the staff group to offer more personalised and flexible care and activities for the children. The service would also like to be able to be more flexible about the length and frequency of the short breaks offered.
- 5.5 The PFI credits will enable the building and equipping of a new build for this service. Maintenance will be included in the PFI contract on the same basis as the overall ILP with the exception of increasing the frequency of re-decoration from 5 to 3 yearly intervals.

- 5.6 There are very clear requirements for the location of the new short break facility including proximity to local amenities, outside space, a local community sensitive to the needs of disabled children and young people and consideration of journey times to school. In order to avoid decanting or building work on the Broom Court site causing major disruption in the lives of these families, it is proposed to build the replacement residential unit on a new site on Victoria Park Avenue in Armley. This has been agreed by Corporate Asset Management Group. The ward members have been informed of this development and have indicated their support.

## **6.0 Main Issues**

- 6.1 A condition of the award of the additional PFI credits for Children's Services was that the procurement was to be part of a larger existing PFI project to minimise the procurement costs to the authority. The Independent Living Project for learning disabled adults and people with mental health problems involves developing and equipping buildings that are very similar to the Children's Services projects. There is also intended to be an overlap in the services provided so that young people living in the Transitions Unit will be able to move to buildings procured on the same site as part of the adult ILP project. It is therefore appropriate for these two projects to be incorporated into the Independent Living Project and benefit from the considerable ground work already undertaken by the ILP Project Team
- 6.2 The two projects to be funded under the PFI arrangements will provide greater flexibility and choice. The new build home for short breaks will be designed specifically to meet the needs of this group of children and young people, replacing a building which is no longer fit for purpose, and will enable more choice of activity and support the development of skills for independent living.
- 6.3 The 8 bed 'Transitions Unit' will provide a new service specifically designed for a very small group of young people with very high care and support needs because of their extremely challenging behaviour. Some of these young people are currently placed in out of authority placements. The new unit will enable them to remain in Leeds and retain their links to families and friends and to continue to access the schools and other services in their community. Others are looked after in our current residential services with ad hoc additional staffing and other arrangements put in place to meet their particular needs. As they grow older, some of these young people are likely to be able to move into bungalows on the same site reducing the need to contemplate further change – which is very hard to manage for people with autistic spectrum disorders.

## **7.0 Implications For Council Policy And Governance**

- 7.1 The Children's Services projects will help deliver the Council's policy commitments with regard to the provision of services to disabled children.
- 7.2 The two children's projects will be managed and supported by a Project Board with representation from the Children and Young People's Social Care Services, the Director of Children's Services Unit, Education Leeds and the Health Trusts. The Project Board will report through the Children and Young People's Social Care Commissioning Board to the Social Services Independent Living Project Board which has delegated authority to make decisions on procurement issues.
- 7.3 Arrangements are in place to report to the Integrated Strategic Commissioning Board which is part of the Children's Trust arrangements, to ensure that there is

commitment from all partners in Children's Services to the PFI projects and the services to be offered. The projects are sponsored by the Chief Officer Children and Young People's Social Care Services.

- 7.4 A Programme Manager has been appointed to work on the two projects. Immediate work will include a full stakeholder consultation, to include disabled children, young people and their families.
- 7.5 The Children's PFI projects were discussed at the Integrated Strategic Commissioning Board (ISCB) on 4<sup>th</sup> June 2007. The life time costs of the project, both the capital and revenue costs associated with the PFI and the staffing of the new services on the Ridgeside site, were discussed. The key partners fully supported the opportunity created by the PFI particularly because the new service at Ridgeside will meet a long established need in the city. The ISCB gave agreement in principle to the funding implications for Children's Services and requested a further detailed discussion about the full costs associated with the projects.
- 7.6 The Children's Services projects will be managed within the Governance Framework approved by the Executive Board for all PFI Projects. The Children's Services Project Sponsor will attend the meetings of the Independent Living Project Board.

## **8.0 Legal And Resource Implications**

- 8.1 In June Children and Young People's Social Care committed 0.5 Programme Manager time and a nominal amount of revenue to support the procurement of their element of this project. It has always been envisaged that the additional accommodation should be secured as part of the main contract, or subsequently through a Council Change Order after contract close.
- 8.2 It is in the Council's interests to ensure this additional accommodation is provided as part of the main project to ensure value for money and to minimise additional resource implications. An update to Executive Board on programme will be provided at the most appropriate opportunity by the Deputy Chief Executive in the six monthly update report and in the submission of the Final Business Case.

## **9.0 Financial Implications**

- 9.1 The Financial Implications of providing the accommodation through PFI are detailed in Appendix 1, which is Exempt/Confidential under Exemption 1 (Prejudice to Commercial Interest).
- 9.2 An indication of the possible costs of making the care provision is set out in paragraph 3 of Appendix 1. However it must be noted that at this stage it is difficult to assess the precise cost of future provision due to the increasing complexity of the needs of the young people who will need this accommodation in the future.

## **10.0 Procurement Implications**

- 10.1 The Independent Living Project is being procured under the negotiated procedure under EU rules. When the project was advertised in the Official Journal of the European Union (OJEU), specific mention was made of the intention to include the transitional accommodation within the procurement, subject to obtaining credits.



The new project can therefore proceed, subject to Executive Board approval, as part of the existing procurement.

## **11.0 Conclusions**

The report and appendix outline the details of the projects and the implications for both Children's Services and the Council. Children's Services have considered these implications and approved the projects and are seeking, through this report, approval to move forward with the delivery of these projects.

## **12.0 Recommendations**

Executive Board is requested to note the content of the report and:

- approve the extension of the scope of the Independent Living Project to include the procurement of the Children's Services PFI Project;
- approve the Children's Services PFI Projects as outlined in this report;.
- to note the financial issues covered within Appendix 1 to the report;
- to agree the affordability threshold for the first full year of the Unitary Charge 2010/11 as set out in Appendix 1;
- to agree to issue to Bidders the affordability threshold for 2010/11 as set out in Appendix 1.

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Originator: D.Graham

Tel:78756

## Report of the Chief Officer, Children and Young People's Social Care

To Executive Board

Date: 22<sup>nd</sup> August 2007

**Subject: Design & Cost Report  
Improvement Works to Various establishments to reprovide for the loss of Holmfield Children's Home.**

**Capital Scheme Number: 13455/000/000**

**Electoral Wards Affected:**

Headingley  
Middleton Park  
Weetwood  
Alwoodley

**Specific Implications For:**

Equality and Diversity   
Community Cohesion   
Narrowing the Gap

Eligible for Call In

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

**Executive Summary**

This report outlines Children's Services' proposals for providing residential care services for the children and young people who have moved from the former Holmfield Children's Home, following its closure. It seeks to obtain authority to release part of the capital receipt to the value of £226,210.00.

The proposed measures will improve quality of life and minimise the impact of the placement move for the children affected by the closure of the former Holmfield children's home, as well as those who will now need to share their home and establish new relationships with the newcomers. Whilst the main focus is on the development of facilities and accommodation, this report recognises the one-off costs of supporting transition for staff and children to a new environment. A summary of the proposed work is as follows:

- Converting existing garages at Bodmin Road Children's Home to a non-residential Independent Living facility where older children can prepare for leaving care.
- Refurbishment works to Bodmin Road, Iveson Approach and Squirrel Way which will improve the overall living environment for the children.
- IT Equipment and associated improvements to cables, network and server.
- Costs of relocating the young people involved, including furniture and possessions, and of changing their educational facilities/details.
- Outdoor physical activity / recreation facilities.
- A People Carrier to make sure there are continued arrangements for transport to activities (social, recreational, life skills and fitness).

## **1.0 Purpose of this Report**

- 1.1 To request approval to release part of the capital receipt from the sale of Holmfield Children's Home to improve quality of life and minimise the impact of the placement move for children affected by the closure of Holmfield. This includes those who have moved from Holmfield and other children who will now need to share their home and establish new relationships with newcomers.
- 1.2 These are one-off costs to support transition for staff and children to a new environment.
- 1.3 The proposals take account of the five *Every Child Matters* outcomes (be happy, be healthy, be safe, achieve full potential and be free from the effects of poverty), as well as performance requirements on stability of placement. The recommendations set out within this report are consistent with the Children and Young People's Strategic Plan and with the recommendations of the Review of Children's Residential Services, approved by Executive Board on 13<sup>th</sup> December 2006.

## **2.0 Background Information**

- 2.1 Holmfield was one of two homes in the city designated as therapeutic units catering for young people with complex needs, who often present severe challenges to staff in managing the young people's behaviour.
- 2.2 The review of Children's Residential Services identified Holmfield as a building that physically did not meet the needs of the children and young people living there and did not support ways of working with young people that were capable of resulting in sustainable, successful outcomes. The review recommended its closure and Holmfield was closed on 28<sup>th</sup> February 2007.
- 2.3 It was recognised that, following the closure of Holmfield, a number of facilities the home offered its young residents would have to be re-provided in the homes to which the Holmfield children were moved. These included:
- A separate kitchen area, which provided the opportunity for the young people to develop skills such as cooking, menu planning, budgeting etc. This was particularly useful for young people approaching the time for leaving care and beginning an independent life in the adult world.
  - Particular work centred on encouraging educational achievement and school attendance. Young people at Holmfield had access to computers to encourage them in their school work and project work. They also had access to staff experienced in supporting improved school attendance and access to innovative educational programmes, as well as providing skilled support to out of school learning activities.
  - Regular outdoor activities such as camping, cycling and orienteering as well as access to local outdoor recreation facilities that were beneficial both in terms of physical fitness and social interaction.

## **3 Main issues**

- 3.1 Eight young people moving from Holmfield have now been found new placements in the Council's existing residential accommodation.
- 3.2 As identified in the review of children's residential services, much work is required to further upgrade and improve many aspects of our children's residential accommodation. The plans described below are drawn from the findings of the residential review and a thorough analysis of one-off costs relating to the unique issues that have arisen in this unusual situation, where a number of children and young people from Holmfield have moved to new placements, and now need extra support get to know and live with unfamiliar young people and a range of new carers.



- 3.3 In developing the detail underpinning the proposals below, officers have been mindful of the need to provide transitional support at no lesser quality and with no lesser diligence or thought, than if the children were their own. Their corporate carer role and the responsibilities of the Council (which has the overarching Corporate Carer responsibility), has resulted in planning to:
- Create good quality living environments for the young people who have moved, making sure there is no deterioration in amenity (and providing improvements to living conditions, as most people moving house would expect).
  - Provide skilled and timely professional support the young people who have moved from Holmfield.
  - Provide skilled support to the children and young people already living in the homes to which Holmfield children have moved.
  - Create an enhanced programme of activities designed to promote a range of social and life skills using various approaches to ensure the move is completed successfully.
  - Ensure that any disruptions to other aspects of the young people's lives (recreational, sporting, social, educational and physical fitness) are minimised through a careful programme designed to ensure continuity and reduce the potential for distress and disengagement.
  - Ensure the continuity of co-ordinated transition programmes for children and young people.
  - Prepare and support staff who have been redeployed and who will be working with children of different ages and different needs.
  - Prepare and support staff who are receiving the young people to ensure they have supported time with them and opportunities to develop and enhance skills that they may not have needed before.

#### **4 Design Proposals / Scheme Description**

##### **4.1 The conversion of the garages at Bodmin Road**

The conversion of a large garage into an independence training suite at Bodmin Road will allow young people to learn how to manage the risks they will encounter in adult life. The facility will provide young people with the type of access to independent living practice (cooking, menu planning, budget management etc) that would be available if they lived at home with parents, or in a family environment. The facility will be planned in a way that will link with pathway planning and leaving care plans. The training suite will give the young people engaged in the programme confidence and build up their skill base whilst still being supported by the residential resource. One of the recommendations of the review of children's residential services referred explicitly to the need for this type of facility.

*Estimated cost: £70,000.*

##### **4.2 Refurbishment of existing homes**

All recommendations refer to homes to which Holmfield children have moved, or those to which other young people (who would have gone to Holmfield if it was there) will go. They bring accommodation up to a level of minimum standard, and relate directly to the Asset Management Condition Survey and in some cases, inspection findings from CSC1.

*Estimated cost: £35,000 (Bodmin Road); £26,401 (Iveson Approach); £25,000 (Squirrel Way).*

##### **4.3 ICT Equipment**

The majority of the young people who lived at Holmfield receive their education in alternative, non-school based programmes. All the young people have a difficult history at school for a wide range of reasons and benefit from the motivation that appropriate ICT equipment brings to learning and study. ICT equipment also helps to create easier access to explore post-16 educational possibilities, as well as

supported training schemes and employment opportunities. The provision of lap tops with compatible digital and educational software for the young people who have moved from Holmfield needs supporting with improved cabling to some homes.

Very recent advice from ICT specialists has explained the additional demands of increased use on the current cabling and networking and therefore extra capacity and upgrading is needed.

*Estimated cost: £24,000 (laptops); £10,000 (cabling).*

#### 4.4 Outdoor physical activity and facilities to support recreation and exercise

Whilst the equipment formerly attached to Holmfield will be used by another residential home, the dispersal of the young people across different homes, and the unrealistic potential for sharing (heavy demand during weekends and school holidays) means increased stocks of equipment are needed. Structured physical activity not only promotes healthy lifestyles, but through supported risk taking activity and the experience of new activities, increases self confidence and develops bonds across newly formed groups of young people with new carers.

*Estimated cost: £14,000*

#### 4.5 New furniture and possessions

Every child or young person's bedroom is an important place where personalities are developed as an individual puts his or her own 'stamp' on a private space. Inevitably on moving to a new home, there is some demand for new furniture and fittings.

*Estimated cost: £6,000.*

#### 4.6 A people carrier

The lack of appropriate and supervised transport to outdoor activities can be a barrier to achieving a healthy lifestyle. Ensuring productive activities at weekends, after school and in school holidays is what all parents will try to do for their children. There is a need to continue with a programme of activities for young people who lived at Holmfield, and their re-location to different homes means that there is a logistical need to increase transport capacity. Structured activities in non-school time also minimises the potential for criminal activity – a key aspect of the care programmes for the Holmfield children and young people.

*Estimated cost: £15,000.*

### **5 Consultations**

Consultations have taken place with the children and young people, staff, within Adult Management Group and in Departmental Management Team meetings.

### **6 Programme of work**

Tenders out – September 2007

Tenders in - October 2007

Start on site - January 2008

Completion - March 2008

### **7 Implications for Council Policy and Governance**

#### 7.1 Compliance with Council Policies

All building work will be completed either within the Multi-Trade Partnering Contract as agreed by Corporate Procurement Unit, which includes all Health & Safety policies and procedures or via the Council's Strategic Design Alliance (for the garage conversion at Bodmin Road).

## 8 Council Constitution

No implications.

## 9 Community Safety

The proposals contained in the report do not have any implications under Section 17 of the Crime and Disorder Act 1998.

## 10 Legal and Resource Implications

### 10.1 Scheme Design Estimate

The scheme will be prepared in-house by Social Care Services or via the Council's Strategic Design Alliance.

There will be no land acquisition but planning permission for the change of use of the garage and building regulation approval for the actual alterations will be required.

### 10.2 Capital Funding and Cash Flow

Previous total Authority to Spend on this scheme	TOTAL £000's	TO MARCH 2007 £000's	FORECAST					
			2007/08 £000's	2008/09 £000's	2009/10 £000's	2010/11 £000's	2011 on £000's	
LAND (1)	0.0							
CONSTRUCTION (3)	0.0							
FURN & EQPT (5)	0.0							
DESIGN FEES (6)	0.0							
OTHER COSTS (7)	0.0							
<b>TOTALS</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Authority to Spend required for this Approval	TOTAL £000's	TO MARCH 2007 £000's	FORECAST					
			2007/08 £000's	2008/09 £000's	2009/10 £000's	2010/11 £000's	2011 on £000's	
LAND (1)	0.0							
CONSTRUCTION (3)	146.4		146.4					
FURN & EQPT (5)	69.8		69.8					
DESIGN FEES (6)	10.0		10.0					
OTHER COSTS (7)	0.0							
<b>TOTALS</b>	<b>226.2</b>	<b>0.0</b>	<b>226.2</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Total overall Funding (As per latest Capital Programme)	TOTAL £000's	TO MARCH 2007 £000's	FORECAST					
			2007/08 £000's	2008/09 £000's	2009/10 £000's	2010/11 £000's	2011 on £000's	
Part Capital Receipt from the sale of Holmfield House	226.2		226.2					
Total Funding	226.2	0.0	226.2	0.0	0.0	0.0	0.0	0.0
<b>Balance / Shortfall =</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Parent Scheme Number : 13455/000/000

Title : Improvement Works from the sale of Holmfield Children's Home

## 11 Revenue Effects

11.1 There will be no additional costs to the Departmental revenue budget.

## 12 Risk Assessments

12.1 Design issues: all will be agreed with staff, children, contractor, structural engineer and Social Care Services management.

12.2 Cost issues: frequent monitoring to ensure project keeps within budget.

12.3 Service Delivery issues: all issues to be discussed and implemented by management and contractor to ensure continual safe delivery of services during all construction works.

12.4 Programme issues: fully monitored to ensure start and completion on time.

### **13 Conclusions**

The sum of £226,210 is requested to be released from the capital receipt from the sale of Holmfield Children's Home. The proposed improvements in facilities and asset provision will enhance our aim to improve the quality of service for our looked after children. It is strong evidence of the Council's commitment to the 'Every Child Matters Agenda' and to improve the life chances and minimise the impact of the placement move for the children affected by the closure of Holmfield.

### **14 Recommendations**

14.1 Executive Board is recommended to give approval to £226,210 of the capital receipt from the sale of Holmfield being used to fund the relocation costs as described in this report.

14.2 Executive Board is recommended to approve the injection of the scheme into the capital programme and provide authority to incur expenditure of £226,210.



Originator: Sharon Winfield

Tel: 2474707

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

**Executive Board**

**Date:**

**Subject: Wharfemeadows Park Fencing Proposals – Recommendation of Scrutiny Board (Culture and Leisure)**

**Electoral Wards Affected:**  
Otley and Yeadon

Ward Members consulted (referred to in report)

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call In

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

**EXECUTIVE SUMMARY**

- At its meeting on 16<sup>th</sup> July Members of Scrutiny Board (Culture and Leisure) agreed to make a recommendation to Executive Board that work to erect a fence at Wharfemeadows Park in Otley be suspended whilst an inquiry is undertaken by the Board. This follows a request for scrutiny from the Wharfemeadows Action Group.

## 1.0 Background Information

- 1.1 A request for scrutiny was submitted to the Scrutiny Board (Culture and Leisure) at its meeting on 16<sup>th</sup> July regarding the plans to erect a fence along a stretch of water in Wharfemeadows park in Otley. This request was submitted and presented by the Wharfemeadows Action Group. This group had previously raised this issue with the Area Committee.
- 1.2 This request for scrutiny was supported by Otley Town Council and by Greg Mulholland MP. The Executive Board Member with responsibility for Leisure attended the Scrutiny Board meeting, along with the Chief Recreation Officer. Following discussion, the Scrutiny Board agreed to undertake an inquiry into the Council's approach to water safety in general and agreed to specifically include a review of the decision relating to Wharfemeadows.
- 1.3 Members of the Board felt that whilst this inquiry was underway it would be prudent for the Executive Board to suspend work on the fencing at Wharfemeadows park. The Scrutiny Board will aim to complete the inquiry as soon as possible and work on this is already underway.

## 2.0 Main Issues

- 2.1 Below is the relevant extract from the draft minutes of the Scrutiny Board (Culture and Leisure) meeting of 16<sup>th</sup> July 2007, summarising the discussion and highlighting the recommendation to Executive Board that the that work on the fencing be suspended until the Board has reported its findings.

### Request for Scrutiny - Wharfemeadows Park Fence

The Head of Scrutiny and Member Development submitted a report regarding a request for scrutiny that had been received from the Wharfemeadows Action Group. The request had been made following **proposals for fencing arrangements within Wharfemeadows Park** and the implications city wide. The letter outlining the request for scrutiny was attached to the report.

Sylvia Reid, Linda Lukats and Tony Hartigan of the Wharfemeadows Action Group attended the meeting to present the request for scrutiny.

Sylvia Reid addressed the meeting and read a statement of the Group's request. Main issues highlighted included the following:-

- The reason for the request for scrutiny was that the decision to install fencing along the River Wharfe and the associated water safety strategy should be fully examined.
- Ward Members were not in favour of the original fencing plan, had lobbied Executive Members not to approve the scheme and had expected their Executive Members to vote against the proposals.
- Plans and studies had indicated a need for greater access to the river.
- That the fencing proposals were linked to the Coroner's report following the inquest into the tragic drownings at Roundhay Park.
- The Coroner's report had only recommended improved signage which would have probably cost in the region of a few thousand pounds instead of the £1.5 million pounds the fencing and water policy would cost Leeds
- Local people were informed that the Royal Society for Prevention of Accidents (RoSPA) had instructed the Council to fence off the river even though RoSPA is not a statutory body.
- Concern was expressed that the recommendations were based on an Appeal Court ruling that had been overturned in the House of Lords.

- Otley Town Council unanimously supported the Wharfemeadows Action Group

In support of her submissions, Sylvia Reid made reference to minutes of the meetings of the Executive Board meetings held on 9 February and 16 May, 2007, the verbatim minutes of Council held on 21 February 2007, the Wharfemeadows Action Group deputation to Council on 18 April 2007 and various press articles.

Members suggested that as this issue was such a complex matter that a Working Group could be established to scrutinise the issue in order to be able to report back to the full Scrutiny Board more quickly. It was also suggested that no work should be undertaken until the conclusion of any Inquiry and that the Board wished to recommend to the Executive Board that officers be instructed to suspend the erection of the fence until the Board published its recommendations.

The Chair made reference to a late submission that had been received from Greg Mulholland, MP for Leeds North West. It was reported that this would be considered as part of any Inquiry into this matter.

Councillor Proctor stated his support for the inquiry and made suggestions relating to potential witnesses. He also stated that the Executive Board was unanimous in voting in the favour of the original proposals.

Denise Preston, Chief Recreation Officer raised the following points in relation to issues discussed:

- RoSPA was commissioned to prepare a report on Water Health and Safety for the Council
- Legal advice and that of the Senior QC was fully considered at all stages of the development of the **policy on the Safety Management of Open Water**
- The 9<sup>th</sup> February Executive Board report clearly stated that the coroner had only asked the Council to examine signage at Roundhay.
- All of the points raised in the WAG letter attached to the Agenda papers had been fully considered and explained in the Executive Board reports on 16<sup>th</sup> May and 13<sup>th</sup> June 2007.
- The Executive Board decision was to proceed with the works and until that resolution was changed officers would continue with works.

## **RESOLVED –**

- (a) That a full Scrutiny Inquiry is carried out.
- (b) That a Working Group be established to undertake the Inquiry and report back to the Board.
- (c) That it be recommended to the Executive Board that work on the fencing be suspended until the Board has reported its findings.

## **3.0 Recommendations**

- 3.1 The Executive Board is requested to consider and respond to the following recommendation made by Scrutiny Board (Culture and Leisure);

*That it be recommended to the Executive Board that work on the fencing be suspended until the Board has reported its findings.*

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**Report of the Assistant Chief Executive (Corporate Governance)**

**Executive Board**

**Date: 22 August 2007**

**Subject: Wharfemeadows Park Fencing Proposals – Recommendation of Scrutiny Board (Culture and Leisure)**

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**Electoral Wards Affected:**

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

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**1.0 Executive Summary**

The report sets out the powers of a Scrutiny Board in relation to decisions of the Executive Board and also provides legal advice to the Board in relation to Scrutiny Board's request that work to erect fencing at Wharfemeadows Park in Otley be suspended while an enquiry is undertaken by the Board.

**2.0 Role of Scrutiny Board**

**2.1** Article 6.3 of the Council's Constitution states that:-

Within their terms of reference, all Scrutiny Boards will

- Review or scrutinize any function of the Council or Executive.
- Make reports or recommendations to the Council or Executive in connection with the exercise of any functions of the Council or the Executive and,
- Make reports or recommendations to the Council or Executive on any matter affecting the area or its inhabitants.

In addition to the above, the Overview and Scrutiny Committee has the right to call in decisions made but not yet implemented by the Executive, for reconsideration.

**2.2** Further, Article 6.4 states that

"All Scrutiny Boards may

- Review and scrutinize decisions made by and the performance of the Executive.....both in relation to individual decisions and over time”.

**2.3** Scrutiny Board (Culture and Leisure) has agreed to undertake an inquiry into the Council’s approach to water safety in general and agreed to specifically include a review of the decision relating to Wharfemeadows. As the Executive Board decision re fencing proposals has not yet been implemented on site, it is of course open to a Scrutiny Board to request that the Executive Board consider suspending implementation of its decision pending the outcome of a Board’s enquiry. It is entirely a matter for the Executive Board as to whether they would wish to accede to such a request from a Scrutiny Board and such a request would need to be considered in the circumstances of the particular decision made and all relevant factors.

### **3.0 Present Position**

**3.1** Following the Executive Board’s decision of 13 June 2007, officers are currently actioning the following recommended safety works:-

- The installation and maintenance of an ornamental bow top fence along the low top wall.
- The installation and maintenance of an ornamental bow top fence along the bank from the playground to the top of the access path.
- The installation and maintenance of an ornamental bow top fence at the base of the white bridge.
- The installation and maintenance of drop gates to prevent unauthorized access into “Holbeck”.
- The installation and maintenance of warning signs on the steps including highlighting the step edge and undertaking repairs to the steps.
- Along the remaining unprotected waters edge, creating a 2m strip of untrimmed vegetation to define river bank edge.
- The installation and maintenance of multi-safety and information signage at main park entrances and installation of nag signs at regular intervals.

**3.2** The current position is that the Council is receiving quotes for the supply and installation for the protective fencing and safety signage. Contractors are holding quotes for 30 days and any deferment is likely to involve an increase in costs.

A planning application for the siting of the main entrance safety signage has been submitted.

**3.3** Orders are being placed with contractors to undertake the essential repairs to the steps and the river bank wall near to the weir. This work has to be undertaken when river levels are low and the flow is at its weakest. A deferment at this stage is likely to mean that works will not be able to be undertaken until a similar period next year. This would therefore also delay the installation of the fence on top of the wall at the weir (one of the most high risk areas).

**3.4** There have been two reported accidents on the steps within the past three years.

#### **4.0 Legal implications of suspending work on the fencing**

The legal position was fully covered in both reports to the Executive Board on 9 February and 16 May 2007 and was based on the advice of leading Counsel. The basic legal position, is that the Council has a legal duty to ensure the safety of those who enter land for which it is responsible. In addressing that legal duty, it must carry out an appropriate risk assessment and act on that assessment. An appropriate risk assessment has been carried out in this case some months ago, and the fencing proposals arise from that assessment. At the date of its decision, the Executive Board was on notice of the need to address the assessed risk and the risk continues to exist until the fencing proposals are implemented. It follows that the decision of the Executive Board regarding the fencing should be implemented expeditiously, and any delay in implementation, could be argued to be the Council being in breach of its legal duty of care during that period of delay, if an incident occurred during that period. It should be noted that there has not been any material change in circumstances regarding the risk assessment since the date that the Executive Board took its decision

#### **5.0 Recommendations**

The Executive Board is asked to consider and respond to the recommendation made by Scrutiny Board (Culture and Leisure) that “it be recommended to the Executive Board that work on the fencing be suspended until the Board has reported its findings”.

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Agenda Item:

Originator: Chris Coulson

Tel: 74459

**REPORT OF: The Director of City Development**

**TO: Executive Board**

**DATE: 22 August 2007**

**SUBJECT: Design & Cost Report**

**Leeds Grand Theatre Refurbishment, Phase 2 Works 03611/PH2/000**

**ELECTORAL WARDS AFFECTED:**

**City & Hunslet**

**SPECIFIC IMPLICATIONS FOR:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

Executive Function

Eligible for Call In

**EXECUTIVE SUMMARY:**

The report informs Members of the estimated final cost of the phase 1 works to refurbish Leeds Grand Theatre and to develop new rehearsal rooms for use by Opera North and, provides confirmation that both Arts Council England (ACE) and the Heritage Lottery Fund (HLF) have confirmed grant support of £2.2m and £0.995m respectively towards the cost of the proposed phase 2 works to continue the refurbishment of the theatre and to renovate the adjacent Assembly Room.

The report seeks authority to spend £10.459m from existing Capital Scheme No. 03611/PH2/000, which if approved would allow a contract to be let to the preferred participating contractor to undertake the phase 2 refurbishment works, subject to concluding grant agreements with both ACE and the HLF. The Executive Board will receive an update at its meeting on the proposed contract sum for the phase 2 works, the details of which will be Exempt/Confidential Under Access to Information Procedure Rule 10.4(3), as the Council will still be in contract negotiations with the preferred participating contractor.

## **1.0 PURPOSE OF THIS REPORT**

1.1 The purpose of this report is to:-

- 1) Advise Executive Board of the revised estimated final cost of the phase 1 works at £22.365m.
- 2) Authorise a fully funded injection of £19,605 into existing Capital Scheme No. 0361/PH1/000 and the incurring of expenditure on the phase 1 works to refurbish the Leeds Grand Theatre.
- 3) Update Members as to the latest position in respect of the proposed phase 2 works to refurbish Leeds Grand Theatre and the adjacent Assembly Room.
- 4) Seek authority to enter a grant agreement with Arts Council England for a grant of £2.2m towards the cost of refurbishing the Leeds Grand Theatre and the adjacent Assembly Room.
- 5) Seek authority to enter a grant agreement with the Heritage Lottery Fund (HLF) for a grant of £995,000 towards the cost of refurbishing the Grand Theatre and Assembly Room.
- 6) Authorise an injection of £400,000 into existing Capital Scheme No. 03611/PH2/000 to be funded from increased funding support from the Leeds Grand Theatre and Opera House Ltd and the Opera North and Leeds Grand Theatre Development Trust.
- 7) Subject to concluding grant agreements with Arts Council England (ACE) and the HLF, to authorise entering into a building works contract with the preferred participating contractor and, to authorise total expenditure of £10.459m from existing Capital Scheme No 0361/PH2/000 on the proposed phase 2 refurbishment of Leeds Grand Theatre and adjacent Assembly Room.
- 8) Note that in letting the building works contract for the proposed refurbishment works at Leeds Grand Theatre and the Assembly Room, the City Council will be responsible for any cost over runs that may occur on the project that cannot be contained within the phase 2 project budget of £10.664m

## **2.0 BACKGROUND INFORMATION**

- 2.1 The City Council owns the Leeds Grand Theatre building and the adjacent Assembly Room. In March 2000 the City Council's Executive Board agreed to support the preparation and submission of a bid to Arts Council England (ACE) for grant aid for the proposed refurbishment of the Grand Theatre, adjacent Assembly Room and new build development to provide new headquarters and rehearsal space for use by Opera North.
- 2.2 In January 2005, Executive Board were advised that it was intended to undertake the proposed refurbishment and new build works in two phases, with the phase 1 works primarily addressing improvements in the auditorium and technical/operational improvements in the backstage areas. The works undertaken in phase 1 included;

- Work to make the theatre more accessible under the DDA requirements.
- Health and Safety works.
- New seating in the theatre stalls with improved sight lines and, refurbished seating elsewhere in the auditorium.
- A new pedestrian lift to take the audience to all floors of the theatre.
- Development of two new production rehearsal rooms, Scenery Bridge and get in lift
- Extended fly tower and provision of a new automated flying system.
- Reconfigured and enlarged orchestra pit
- Provision of air cooling and improved ventilation throughout the auditorium
- Shell works to provide new music coaching rooms.

2.3 Members were advised that whilst phase 1 works summarised in paragraph 2.2 above would conserve the theatre, making it fully accessible for the benefit of all and improve the operational efficiency of the building for the Grand Theatre Company, Opera North and other visiting companies, the works did not include for the full refurbishment of the theatre. Large areas of the theatre including front of house areas, decoration in the theatre auditorium, the building's services, the Assembly Room and backstage areas remained untouched by the phase 1 works. Executive Board was informed that the proposed phase 2 scope of works would seek to deliver the visible improvements to the building, particularly, in the public areas of the theatre, by renovating the Grand Hall and Assembly Room, undertaking repairs/restoration work to the exterior of the building and undertaking improvements to the backstage areas and dressing rooms.

2.4 Following confirmation that the City Council had secured a £13.5m grant from ACE towards the cost of the phase 1 works, the City Council's Executive Board at its meeting in June 2005, authorised that the refurbishment works contract could be let. Subsequently, in December 2005, Executive Board were advised of the need to undertake additional essential mechanical and electrical (M&E) works in the theatre and authorised further expenditure of £1.075m on additional M & E works which were incorporated into the phase 1 contract, giving a total phase 1 project budget of £21.703m for expenditure on construction costs, property transactions, closure costs and fees.

2.5 The phase 1 works started on site on 15 August 2005. In August 2006, the Executive Board received a report advising that with approximately two months of the phase 1 contract remaining the Council's retained design team were advising that the anticipated final cost of the phase 1 project was estimated at £23.491m which was £1.788m in excess of the phase 1 budget provision. Members were advised that the anticipated budget shortfall included provision for £717,000 of costs in terms of advanced warnings and unapproved estimates and, a client contingency of £72,000 to meet further unforeseen costs which may or may not ultimately be incurred by the project.

- 2.6 Executive Board supported a proposal to address the £1.788m anticipated budget shortfall which involved:-
- i) The Opera North and Leeds Grand Theatre Development Trust increasing its contribution to the project by £150,000 to £1.360m
  - ii) An increase in the Grand Theatre Company's contribution to the project by £44,000 to £444,000
  - iii) ACE being requested to provide a further £300,000 grant towards the phase 1 project costs. This supplementary grant was approved by ACE in September 2006, taking their total contribution to the phase 1 project to £13.8m.
  - iv) The City Council to bring forward £1.295m funding from its contribution to the phase 2 scheme to fund the balance of the anticipated budget shortfall, leaving a balance of £0.624m as the Council's available contribution to the phase 2 project costs. In agreeing to such a proposition, Members noted the proposal contained in the June 2005 report to Executive Board, which advised that any funds not required on phase 1 would be held for expenditure on the phase 2 works.

2.7 Subsequent to the report to Executive Board in August 2006 advising Members that the anticipated final cost of the phase 1 project was estimated at £23.491m, a further contribution of £19,605 was made to the project by the Opera North and Leeds Grand Theatre Development Trust to fund additional works in the new dye room. This gave a revised total budget for the phase 1 project of £23,510,605. Following a review of the financial position of the Leeds Grand Theatre Company at the end of 2006/07, and taking account of a number of unforeseen and on going budget pressures facing the Company, £250,000 of the Company's contribution to the project was substituted by an equivalent Capital contribution from the City Council in order to assist the company. This takes Council's overall contribution to the entire project to £3.750m exclusive of the value of the property transactions.

2.8 In considering the potential phase 2 scope of works, Executive Board were advised in August 2006 that a funding package totalling around £9.124m and comprising the following potential contributions could be achievable:

ACE	£2.200m
LCC	£0.624m (1)
ON/LGT Development Trust	£3.000m
Opera North	£0.500m (2)
Leeds Grand Theatre	£1.800m (3)
HLF	£1.000m
<b>Total</b>	<b>£9.124m</b>

#### Notes

- (1) The sum of £0.624m represented the balance of the City Council's contribution for phase 2 after its contribution had been made to address the anticipated budget shortfall on phase 1. The figure includes £550,000 authorised by Executive Board in June 2005 on fees incurred to develop the initial design proposals for phase 2.



- (2) Opera North has agreed to support the City Council in undertaking unsupported borrowing of £500,000 as a contribution to the phase 2 project costs. The costs associated with borrowing the £500,000 to be funded by reducing the Council's annual grant to Opera North for a period of 25 years.
- (3) The Grand Theatre Company's contribution of £1.8m comprises support to the City Council in undertaking unsupported borrowing of £1m, to be funded by reducing the Council's annual grant to the company for a period of 25 years and, the proceeds of the £1 ticket levy for a four (4) year period after the re-opening of the theatre.

2.9 In February 2007, Executive Board as part of the Capital Programme Review authorised an injection of £9.124m into the Capital Programme (Scheme No. 03611/PH2/000) for expenditure on the proposed phase 2 refurbishment works at the Grand Theatre.

2.10 In June 2007, the Director of Resources authorised expenditure of £150,000 from existing Capital Scheme No.03611/PH2/000 to allow an enabling package of works to be undertaken in the roof area of the Assembly Room prior to the start of the main contract works which, subject to Executive Board approval is currently proposed to start on site on 17 September 2007. In authorising such an enabling package of works, the Director of resources was informed that the preferred participating contractor for the phase 2 works had advised that if the works in the enabling package were carried out as part of the main contract works, then a period of at least 10 weeks would need to be added to the main contract programme, as the work in the roof area would have delayed start of the ceiling restoration works which are on the critical path of the project. Undertaking the required works as part of the main works contract would have cost an additional estimated £148,000, arising through an extension of the main contract period and additional consultant fees.

### **3.0 CURRENT POSITION**

#### **(1) Refurbishment works**

3.1 The phase 1 works were completed on 17 September 2006 (approximately 5 weeks later than originally programmed) and, the theatre reopened to the public in October 2006.

3.2 The final account has now been agreed with the contractor (including the additional M & E works), which in turn allows the total phase 1 project cost to be estimated. Taking into account construction costs, fees, closure costs and property transactions, the design team estimate the final phase 1 costs to be £22,365,502, some £1.145m (rounded) less than the anticipated final cost reported to Executive in August 2006 and for which budget provision of £23,510,605 had been agreed.

3.3 The retained design team advise that the reasons for the reduced final cost of the phase 1 works as previously reported to Executive Board is due to:

- i) The contractor over estimating the level and extent of making good works and weekend working required in the weeks immediately proceeding practical completion in September 2006, which ultimately could not be substantiated.

- ii) Claims items submitted by the contractor were agreed by the Council's retained design team as soon after such claims were submitted. Such an approach allowed costs to be agreed at a value for money level, rather than at the end of the contract when the extent of the Council's exposure to contractor claims may have been greater.
- iii) The diligence of the project quantity surveyor in justifying and substantiating information presented by the contractor.

3.4 Having regard to the proposal presented to Executive Board in June 2005, that any 'savings' that may arise on the phase 1 works will be held for expenditure on the phase 2 works, scheme proposals for phase 2 have been developed at a total estimated project cost of £10.664m. A breakdown of the revised assumed funding provision for the proposed phase 2 works may be summarised as follows:

ACE	£2.200m (1)
LCC	£0.624m (2)
ON/LGT Development Trust	£3.200m (3)
Opera North	£0.500m
Leeds Grand Theatre	£2.000m (4)
HLF	£0.995m (5)
Under spend phase 1 budget	£1.145m
<b>Total</b>	<b>£10.664m</b>

#### Notes

- (1) ACE have confirmed a grant of £2.2m towards the phase 2 project costs
- (2) Includes 'sunk' fees of £550,000 for design development work as agreed by Executive Board in June 2005.
- (3) In order to maximise both public benefit and works to the backstage areas, the Opera North and Leeds Grand Theatre Development Trust has increased its fundraising target for the phase 2 works by £200,000 from £3m to £3.2m. At the time of report preparation, the Development Trust advises that it has secured /received pledges of funding totalling slightly excess of £3m which can be made available for the phase 2 works. The Development Trust remains confident that it will achieve the balance of its fundraising target, however, as outlined in Section 8 below it is likely that not all of the pledges will have been received by the Trust by the completion of the phase 2 works, currently forecast to be September 2008.
- (4) In order to maximise public benefit, the Leeds Grand Theatre and Opera House Ltd has agreed to increase its funding contribution by £200,000 from £1.8m to £2m, through extending the period of the £1 ticket levy by one year from four to five years post reopening of the theatre in October 2006. This increases the Company's contribution through the ticket levy to £1m, but does mean that a significant element of the funding through this source will not be received until after the phase 2 works are completed. This is considered further in Section 8 below.

- (5) The HLF has confirmed a grant of £0.995m towards both the cost of the restoration of the Grand Theatre and the Assembly Room and for the development of an exciting learning programme based around the heritage, architecture and social history of the buildings.

3.5 Assuming the budget provision as detailed in paragraph 3.4 above, the proposed phase 2 scope of works comprises:

- Restoration of the Assembly Room as a rehearsal space for use by Opera North and as a performance and learning environment
- Restoration/repair to the façade of the Grand Theatre and Assembly Room
- Improvements/restoration to the theatre's front of house areas, revealing further tiled areas, renewing finishes, improving lighting and reinstating the original links between the Grand Hall and the Assembly Room.
- Refurbishment to the backstage/dressing room areas
- Fit out of the music coaching rooms.
- New pedestrian bridge over Harrison Street between the Assembly Room and Opera North's offices in Premier House
- Fit out works to the Assembly Room
- Provision of new stage door entrance to the Theatre and Assembly Room at the corner of Harrison Street and New Briggate

3.6 Members of the Executive Board should note that subject to the precise nature of the backstage works being determined, it is envisaged that the theatre will remain open throughout the duration of the phase 2 works. However, if the backstage works were to include the replacement of the theatre's safety curtain, then closure of the theatre for around five weeks would be required on health and safety grounds whilst such work was undertaken. The cost of any theatre closure period would have to be met from the budget allocated for the backstage works.

3.7 Whilst the proposed scope of works to be undertaken as detailed in paragraph 3.5 above will provide significant improvements in the public areas of the theatre and will bring the Assembly Room back into full public use, Members should note that the scope of works has been developed to match the budget considered to be available. Areas of the theatre and parts of the fabric of the Assembly Room ie the roof of the building will remain untouched by the proposed phase 2 works.

## **(2) Grant Agreements**

3.8 In confirming an award of £2.2m towards the phase 2 project costs, ACE have set out a number of conditions and key deliverables in a draft grant agreement that the City Council and its partners in the project must comply with in order to drawdown the grant award. Failure to achieve the relevant key deliverables would result in ACE being under no obligation to pay the grant to the City Council.

3.9 With regard to the HLF grant agreement, the HLF propose that both Opera North and the Leeds Grand Theatre Company are required to be signatories to the agreement and, to be bound by those terms and conditions relating to their occupancy of the Assembly Room and Theatre respectively, as if they had been original applicants jointly with the City Council. In addition, the Leeds Grand Theatre must at the same time as granting ACE a charge on its proposed leasehold interest in the theatre, grant the HLF an equal ranking charge over its lease of the property as security for any sums that may become due to HLF under terms of the grant agreement. Members should note that ACE and the HLF will need to conclude documentation regulating their priority of payment for their respective charges of the Grand Theatre's lease, in the event of the charges ever being enforced.

#### **4.0 CONSULTATIONS**

4.1 A wide range of consultation was undertaken in the preparation of the scheme design proposals for phase 2. The organisations consulted included the Theatres Trust, English Heritage, The Civic Trust, The Victorian Society, Fire Authority and Statutory undertakers.

4.2 The Leeds Grand Theatre and Opera House Ltd Board of Management have been consulted on proposed phase 2 scope of works for the project.

4.3 Opera North has been consulted and has indicated support for the proposed scope of works for phase 2 of the project.

#### **5.0 PROGRAMME**

5.1 As at the date of report preparation, the master programme for the phase 2 works envisages the following key milestone dates:

Contract sum finalised	15 August 2007
Contractor mobilisation	3 September 2007
Works start on site	17 September 2007
Practical Completion	29 September 2008

5.2 Members of Executive Board should note as detailed in Section 8 below, that the development programme does have cash flow implications for the Council, in that in all likelihood not all financial contributions will have been received from the Leeds Grand Theatre Company and the Development Trust when works are completed on site in September 2008.

#### **6.0 COMPLIANCE WITH COUNCIL POLICIES**

6.1 The Council's Corporate Plan identifies the need to maximise the potential facilities which improve the quality of life and which add to the attractiveness of the City and the region. Moreover, the Corporate Plan acknowledges the role of cultural attractions in promoting the economic prosperity and overall profile of the City.

## 7.0 LEGAL AND RESOURCE IMPLICATIONS

### (1) Funding Provision

- 7.1 A breakdown of the assumed funding provision of £10.664m for the proposed phase 2 works to refurbish the Grand Theatre and adjacent Assembly Room is summarised in paragraph 3.4 above.

### (2) Project Costs

- 7.2 At the time of report preparation over 92% of the proposed phase 2 scope of works has been tendered and evaluated. The remaining works package tenders representing around 8% of the anticipated contract sum and, comprising primarily the fit out works, secondary glazing and decorative works are due to be received shortly, sufficient for them to be evaluated by the Council's retained cost consultant and for the preferred participating contractor to then submit a tender to the Council by 15 August 2007. The design team advise that the anticipated tender sum for the phase 2 refurbishment works will be within the total budget provision, with a contingency of 10% of the anticipated contract sum available when works start on site. Members of the Executive Board will receive an updated report on the proposed construction cost and total project cost for the phase 2 works at the meeting, the content of which will be Exempt/Confidential Under Access to Information Procedure Rule 10.4 (3), as the Council will still be in contract negotiations with the preferred participating contractor.
- 7.3 Approvals for expenditure totalling £150,000 from Capital Scheme No. 03611/PH2/000 have been authorised to date for expenditure on the phase 2 works, along with earlier approval of £54,500 made under phase 1 which will now be carried forward and the costs incurred as part of the phase 2 works. This leaves a balance of £10.459m (rounded) to be authorised for expenditure on the project.

#### 03611/PH2 / 000 Grand Theatre Phase 2 - Spreadsheet for DCR

Previous total Authority to Spend on this scheme	TOTAL £000's	TO MARCH 2007 £000's	FORECAST				
			2007/08 £000's	2008/09 £000's	2009/10 £000's	2010/11 £000's	2011 on £000's
Phase 2 Enabling Works (03611/EN1/000)	0.0		150.0				
Phase 1 Works to be undertaken in Phase 2 – 03611/PH1	150.0	0.0		54.5			
	0.0						
	54.5						
	0.0						
<b>TOTALS</b>	<b>204.5</b>	<b>0.0</b>	<b>150.0</b>	<b>54.5</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Authority to Spend required for this Approval	TOTAL £000's	TO MARCH 2007 £000's	FORECAST				
			2007/08 £000's	2008/09 £000's	2009/10 £000's	2010/11 £000's	2011 on £000's
LAND (1)	0.0						
CONSTRUCTION (3)	8459.8		4000.0	4209.8	250.0		
FURN & EQPT (5)	0.0						
DESIGN FEES (6)	2000.0	996.1	590.0	400.0	13.9		
OTHER COSTS (7)	0.0						
<b>TOTALS</b>	<b>10459.8</b>	<b>996.1</b>	<b>4590.0</b>	<b>4609.8</b>	<b>263.9</b>	<b>0.0</b>	<b>0.0</b>

Total overall Funding (As per latest Capital Programme)	TOTAL £000's	TO MARCH 2007 £000's	FORECAST				
			2007/08 £000's	2008/09 £000's	2009/10 £000's	2010/11 £000's	2011 on £000's
LCC Funding	624.2	996.1	-371.9				
Arts Council Grant	2200.0		2200.0				
Grand Theatre USB	1000.0		1000.0				
Grand Theatre Ticket Levy	800.0		523.0	277.0			
Opera North Development Trust	3000.0		0.0	2922.5	77.5		
Opera North USB	500.0		500.0				
Heritage Lottery	1000.0		1000.0	0.0			
<b>Total Funding</b>	<b>9124.2</b>	<b>996.1</b>	<b>4851.1</b>	<b>3199.5</b>	<b>77.5</b>	<b>0.0</b>	<b>0.0</b>
<b>Shortfall =</b>	<b>-1485.6</b>	<b>0.0</b>	<b>111.1</b>	<b>-1410.3</b>	<b>-186.4</b>	<b>0.0</b>	<b>0.0</b>
This will be funded as follows:-	0.0						
Leeds City Council saving from Phase 1	1090.6		371.9	532.3	186.4		
Opera North Development Trust	200.0			200.0			
Grand Theatre Ticket Levy	200.0			200.0			
Reduced Heritage Lottery	-5.0			-5.0			
Arts Council Grant	0.0		-483.0	483.0			
<b>Balance =</b>	<b>0.0</b>		<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

## 8.0 RISK ASSESSMENT

8.1 By assuming the lead role in the project and acting as employer under the building works contract, the City Council would be regarded by third party funding bodies as funder of the first resort if cost overruns on the project were to occur that could not be contained within the project budget. Whilst this risk can not be completely mitigated, the Council has undertaken extensive pre-contract intrusive survey work (particularly in the Assembly Room), in order to establish both the condition of the building fabric and existing services/systems, in an effort to mitigate cost risks to the Council. In the event of such a situation arising, if after undertaking value management to reduce scheme costs that the project cannot be contained within budget, the Leeds Grand Theatre and Opera North Project Board established to control, manage and guide the project would need to review the proposed scope of works to bring the project in line with the budget available.

8.2 There remains a risk that the Opera North and the Leeds Grand Theatre Development Trust (the Trust) may not be able to contribute its full share (£3.2m) towards the cost of the phase 2 works. In order to minimise the risk to the Council, officers have examined the Development Trust's accounts and ongoing fundraising plans. As at the end of 2006/07, the Trust had raised income of £3.1m, which after expenses and the Trust's contribution to phase 1, left £876,000 available for phase 2. The Trust's plans for the period from 1 April 2007 show that they have identifiable pledges from a variety of sources which total around £2.4m, some of which will be required to meet the on-going fundraising expenses of the Trust. Members of Executive Board should note that whilst the Development Trust has pledges that make up a significant contribution to their £3.2m, there is ultimately no guarantee that the Trust will convert the pledges into cash commitments once the Council has let the building works contract. Of the outstanding pledges over 88% are from trusts and corporate bodies with the balance being from individuals. The Trust have confirmed that they are committed to raising sufficient funds to meet this identified

shortfall and, are confident of doing so and given the Trust's record to date, officers are confident (based on information made available and having regard to the fundraising strategy being pursued) that the Trust can meet its fundraising target of £3.2m. In a further effort to mitigate the risk to the Council, officers have been in discussion with representatives of the Trust and have secured the following commitment from the Chairman of the Development Trust....” The Trustees of the Opera North and Leeds Grand Theatre Development Trust are committed to supporting the continuing capital development project to refurbish the Leeds Grand Theatre and to restore the Assembly Room ....On behalf of the Trust, I am therefore able to confirm that the sum of £3,200,000 will be available and allocated specifically for phase 2 of the project and to be drawn down by the Council in accordance with the agreed arrangements....pending drawdown, these monies will not be used for any other purpose unless the project fails, in which case the unused funds may require refunding to benefactors... On the basis of the above, the Council may rely on the availability of Trust funding being in place to enable the Council to award the construction contract for the phase 2 works”.

- 8.3 Members of Executive Board will note that many of the pledges that the Trust have received make payments over a number of years and, it is forecast that even at completion of the phase 2 works at the end of September 2008, the Trust will still have outstanding receipts of around £0.756m. This consists of the currently identified shortfall and outstanding pledges as at that date. On current plans it is likely that the final pledges will not be received until 2010/11, albeit less than £30,000. The implication of this is that the Council will bear the cash flow cost of these outstanding pledges, but in recognition of this, the Trust has agreed to make an upfront contribution to the project of £1m at the scheme commencement, with further payments to follow reflecting costs incurred up to the cash resources available from the Trust.
- 8.4 There is also a risk that the Leeds Grand Theatre Board are not able to meet their contribution of £1m through the ticket levy, or that it takes longer than the 5 years currently forecast. The Company raised around £120,000 by way of the ticket levy in 2006/07 following the theatre's re-opening in September 2006. It is forecast that at the completion of the phase 2 works in September 2008, approximately £500,000 will be outstanding, with the final contribution not being received until mid 2011. The implication of this is that the Council will bear the cash flow cost of these outstanding sums.
- 8.5 In confirming their respective grant awards towards the phase 2 project costs, both ACE and the HLF have set out a number of conditions/key deliverables in draft grant funding agreements that the City Council and its partners (Opera North and Leeds Grand Theatre and Opera House Ltd) must comply with in order to secure the respective grant awards and, that failure to comply with the conditions of the grant agreements would result in both ACE and HLF being under no obligation to make grant payments to the City Council. The key issues relate to public benefit and public access, financial viability, partnership support, delivery of the learning programme, property charges in respect of Leeds Grand Theatre Company's lease of the theatre and design and construction issues. The City Council will, therefore, be dependant upon both Leeds Grand Theatre and Opera North to provide information to both funding bodies and, with respect to the HLF award to be signatories to the grant agreement. In order to mitigate the risk to the Council, it would be the intention to enter into a protocol with both companies whereby both organisations accept their responsibility to submit information in a timely and proper manner to both ACE and the HLF sufficient to satisfy the conditions of the respective funding agreements. Members of Executive Board should note that

concluding the respective grant agreements will be a complicated and potentially lengthy process, particularly, given the requirements of the HLF that both Opera North and the Leeds Grand Theatre Company are to be signatories to the agreement. It is essential that the grant agreements are concluded as soon as possible, as clearly officers could not recommend entering into a contract for the refurbishment works until both grant agreements are in form acceptable to the City Council, its partners, the HLF and ACE.

- 8.6 There is a risk that the Council and its preferred participating contractor may fail to secure all statutory consents (Temporary Road Closure Order) sufficient to allow works to start on site as programmed. This risk is being mitigated by the Council and the preferred contractor holding discussions with adjacent neighbours to the theatre and, preparing a method statement as to how servicing access arrangements will be maintained to these businesses during the construction period.

## **9.0 RECOMMENDATIONS**

9.1 Executive Board is requested to:

- (i) Note the revised estimated final cost of the phase 1 works at £22.365m
- (ii) Authorise a fully funded injection of £19,605 into existing capital Scheme No. 03611/PH1/000 and the incurring of expenditure on the phase 1 works to refurbish the Leeds Grand Theatre
- (iii) Note the current position regarding the proposed phase 2 works to refurbish Leeds Grand Theatre and the adjacent Assembly Room.
- (iv) Authorise the City Council to conclude a grant agreement with Arts Council England for a grant of £2.2m towards the cost of refurbishing the Leeds Grand Theatre and Assembly Room
- (v) Authorise the City council to conclude a grant agreement with the Heritage Lottery Fund for a grant of £995,000 towards the cost of refurbishing the Grand Theatre and Assembly Room.
- (vi) Authorise an injection of £400,000 into existing Capital Scheme No. 03611/PH2/000 to be funded from Leeds Grand Theatre and Opera House Ltd and the Opera North and Leeds Grand Theatre Development Trust.
- (vii) Subject to concluding grant funding agreements with Arts Council England and the Heritage Lottery Fund to authorise entering into a building works contract with the preferred participating contractor and, to authorise total expenditure of £10.459m from existing Capital Scheme No. 03611/PH2/000 on the proposed refurbishment of Leeds Grand Theatre and Assembly Room.
- (viii) Note the City Council will be responsible for any cost overruns that may occur on the project that cannot be contained within the phase 2 project budget of £10.664m.

## **SUPPORTING DOCUMENTATION**

1. Draft ACE grant agreement
2. Draft HLF grant agreement





Originator: Denise Preston and  
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Tel: 2477958

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

**Report of the Director of City Development**

**Executive Board**

**Date: 22<sup>nd</sup> August 2007**

**Subject: Leeds New Leaf Leisure Centres – Affordability Position**

**Electoral Wards Affected:**  
Armley,  
Morley South,  
Adel and Wharfedale

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call In

Not Eligible for Call In

**EXECUTIVE SUMMARY**

- 1 Members of Executive Board will recall from reports considered by them on 24<sup>th</sup> January and 16<sup>th</sup> November 2005 that Members gave their approval to the establishment of a Local Education Partnership (LEP) and to the inclusion of the development of New Leaf PFI Leisure Centres through the LEP. The OJEU notice for the Building Schools for the Future (BSF) programme, therefore, anticipated the delivery of New Leaf PFI leisure centres under the LEP.
- 2 Members of Executive Board at their meeting on 24<sup>th</sup> January 2007 supported and confirmed the decision of the PPP/PFI Coordination Board, under powers delegated to it, the arrangements for the establishment and Council participation in the Leeds Local Education Partnership (LEP).
- 3 Members of Executive Board on 9<sup>th</sup> February 2007 supported the submission of the Outline Business Case for the New Leaf Leisure Centres Project to DCMS for approval, that the project would be delivered under the LEP and to the affordability position set out in the confidential appendix to the report which envisaged the Council securing £30 million PFI Credits for the construction of two new leisure centres at

Armley and Morley. Executive Board also approved the progression of discussions with DCMS regarding the potential future availability of additional PFI Credits for the replacement of the Holt Park Leisure Centre.

- 4 Members of Executive Board on 16 May 2007 approved the affordability position for the New Leaf Leisure Centres project set out in the confidential appendix to that report which took into consideration the changes to the Revenue Support Grant due to a change in interest rates, and therefore, the change in the affordability gap for the project.
- 5 The OBC for the New Leaf Leisure Centres Project was approved by PRG on 19<sup>th</sup> June 2007 and the project has entered into the initial procurement stages with the LEP. The Council has issued the City Council Requirement's under the New Project Procedure (NPP1) to the LEP, with the LEP programmed to submit their proposals on 5<sup>th</sup> November 2007.
6. Members of Executive Board are recommended to:
  - a) Note the contents of this report;
  - b) To note and agree the estimated affordability implications over the life of the proposed PFI Contract for the New Morley and Armley Leisure Centres, summarised in table 1 of the confidential appendix to this report;
  - c) To agree to the recommendations to the confidential appendix to this report and authorise officers to issue the City Council's affordability thresholds relating to the PFI project to the LEP and to Environments for Learning.
  - d) To agree the issuing of an outline proposal to DCMS regarding the potential to replace the existing leisure centre at Holt Park and pump prime the regeneration of the Holt Park district centre creating links with the community theatre and library at Ralph Thoresby PFI School, should additional PFI Credits become available.

## 1.0 **PURPOSE OF THIS REPORT**

- 1.1 The purpose of this report:
  - (a) to report and seek agreement to the estimated affordability implications over the life of the proposed PFI Contract for the New Morley and Armley Leisure Centres, summarised in table 1 of the confidential appendix to this report;
  - (b) to seek agreement to the recommendations to the confidential appendix to this report and authorise officers to issue the City Council's affordability thresholds relating to the PFI project to the LEP and to Environments for Learning.
  - (c) To agree the issuing of an outline proposal to DCMS regarding the potential to replace the existing leisure centre at Holt Park to pump prime the regeneration of the district centre and create linkages with the new community theatre and library at Ralph Thoresby PFI School, should additional PFI Credits become available.

## **2.0 CONFIDENTIALITY**

- 2.1 The Appendix to this report is confidential under Access to Information Rule 10.4.3 because publication could prejudice the City Council's commercial interests as this Appendix includes matters where negotiations of a confidential nature will ensue with the LEP and Environments for Learning Consortium. In these circumstances it is considered that the public interest in not disclosing this commercial information outweighs the interests of disclosure.

## **3.0 BACKGROUND INFORMATION**

- 3.1 The Council's Executive Board gave approval to the submission of an Expression of Interest (EOI) for the New Leaf Leisure Centres Project (NLLC) to the Department for Culture, Media and Sport (DCMS) on 18<sup>th</sup> May 2005 for £62.1 million of PFI credits. The purpose of the bid was to re-provide facilities for sport and active recreation and to create linkages with health and education. The bid was given approval by the DCMS during August 2005; however the credits were reduced from £62.1 million to £30 million for the project and the scope was reduced from 6 centres to up to 3 new leisure centres, and subsequently reduced in consultation with DCMS to two centres at Morley and Armley.

## **4.0 SUMMARY OF THE NEW LEAF LEISURE CENTRES PROJECT (NLLC)**

- 4.1 The NLLC project aims to provide transformational leisure centres to replace existing deteriorating stock and to provide modern functional and flexible space for sport, recreation, community, health and extended learning activities across the city with the aim of increasing participation in active recreation, and providing accessible and affordable leisure centres for local communities.

## **5.0 PROGRESS TO DATE**

- 5.1 Members of Executive Board will recall from reports considered by them on 24<sup>th</sup> January and 16<sup>th</sup> November 2005 that Members gave their approval to the establishment of a Local Education Partnership (LEP) and to the inclusion of the development of New Leaf PFI Leisure Centres through the LEP. The OJEU notice anticipated the delivery of New Leaf PFI leisure centres under the LEP as well.
- 5.2 Members of Executive Board at their meeting on 24<sup>th</sup> January 2007 supported and confirmed the decision of the PPP/PFI Coordination Board, under powers delegated to it, the arrangements for the establishment and Council participation in the Leeds Local Education Partnership (LEP).
- 5.3 Members of Executive Board on 9<sup>th</sup> February 2007 supported the submission of the Outline Business Case for the New Leaf Leisure Centres Project to DCMS for approval, that the project would be delivered under the LEP and to the affordability position set out in the confidential appendix to the report which envisaged the Council securing £30 million PFI Credits for the construction of two new leisure centres at Armley and Morley. Executive Board also approved the progression of discussions with DCMS regarding the potential future availability of additional PFI Credits for the replacement of the Holt Park Leisure Centre.

- 5.4 Members of Executive Board on 16 May 2007 approved the affordability position for the New Leaf Leisure Centres project set out in the confidential appendix to that report which took into consideration the changes to the Revenue Support Grant due to a change in interest rates, and therefore, the change in the affordability gap for the project.
- 5.5 The OBC for the New Leaf Leisure Centres Project was approved by PRG on 19<sup>th</sup> June 2007 and the project has entered into the initial procurement stages with the LEP through issuing the City Council Requirement's under the New Project Procedure (NPP1) to the LEP.
- 5.6 A proposal has been developed for the replacement of Holt Park leisure centre to be submitted to DCMS for consideration should additional PFI Credits become available. PwC is currently calculating the financial model to determine the PFI Credit requirement for this leisure centre which will form part of the proposal to DCMS.

## **6.0 SCOPE OF THE PROJECT**

- 6.1 Executive Board on 9<sup>th</sup> February 2007 approved the submission of the Outline Business Case for the development of new leaf leisure centres at Morley and Armley. In consultation with key stakeholders the principal facilities within the new leisure centres have been identified as follows;

### Proposed Morley Leisure Centre Facility Mix

- 25m, 6 lane pool with small pool for teaching swimming with spectator seating
- 6 badminton court – sized sports hall for football, gymnastics, badminton, basketball, etc
- 4 badminton court sports hall
- 120 station Bodyline fitness centre
- Meeting / classroom for up to 20 people
- Large multi purpose room / activity hall which can split into 2 areas for aerobics / keep fit / meetings / crèche / classroom / parties / functions etc.
- Large entrance atrium for meeting / socialising / links to the park area / café / bar

### Proposed Armley Leisure Centre Facility Mix

- 25m, 5 lane pool
- Small pool for teaching swimming
- 4 badminton court – sized sports hall for football, gymnastics, badminton, basketball, etc
- 2 badminton court sports hall
- 100 station Bodyline fitness centre
- Large multi purpose room / activity hall, which can split into 2 areas for aerobics / keep fit / meetings / crèche / classroom / parties / functions etc.
- Large entrance atrium for meeting / socializing / café / bar
- Hydrotherapy Pool

- 6.2 The construction period for New Leaf will run from contract signature, programmed for August 2008 through to February 2010 for the Armley leisure centre and March 2010 for the Morley leisure centre.
- 6.3 The Service Period for the two leisure centres, procured through PFI is programmed to commence on February 2010 for Armley and March 2010 for Morley, and service completion February 2035.
- 6.4 The Services included within the PFI contract are:
- Facilities Management
  - Asset Management Planning
  - Buildings maintenance
  - Installations maintenance (e.g. cabling, alarms, ICT infrastructure)
  - Utilities and Environmental Conditions
  - Lifecycle Maintenance
  - Reinstatement and Change
  - Cleaning and Waste
  - Fixtures
  - Grounds maintenance
  - Health and Safety and Security
  - Porterage
  - Reactive On-Site Services
  - Help Desk and Administration
  - Continuous Improvement
- 6.5 The Communication and Consultation Strategy works through established protocols within the City Council to ensure all stakeholders are not only kept informed but, when appropriate, are engaged in the procurement and construction stages of the process.
- 6.6 Stakeholders in this project are identified as:
- The users of the leisure centres
  - The shadow Sport Trust - "LeedsActive"
  - The City Council's Executive Board Members
  - The Education PFI / BSF Project Board
  - The New Leaf Project Team
  - Ward members (where leisure centres located)
  - Department for Culture Media and Sport
  - Other agencies and specialist bodies, including Sport England, the Commission for Architecture and the Built Environment (CABE) etc.
  - Employee representatives
  - PCT/ Social Services/ Education Leeds – extended services
  - Media
- 6.7 Communication and consultation throughout the project to date has included:
- Regular newsletters to leisure centres and stakeholders. Newsletters are made available to Ward Members and MP's,
  - Website developed, with regular updates provided
  - Members briefings

- Regular staff, community, users and stakeholders meetings at each leisure centre
- Regular reports to the Education PFI / BSF Project Board,
- Regular meetings with Sport England
- Regular meetings with City Development Directorate on planning, highways and site issues.

## **7.0 PROPOSED SPORT TRUST, COUNCIL AND PFI CONTRACTOR INTERFACE ISSUES**

- 7.1 Executive Board approved the principle to transfer the Sport and Active Recreation Service for Leeds to an independent, charitable Trust on 16<sup>th</sup> October 2006.
- 7.2 The Sport Trust will operate all of the leisure centres in Leeds. At the New Leaf PFI leisure centres the Sport Trust will manage the sport, community and active recreation programmes within the leisure centres but the PFI Contractor will be responsible for the management of the building itself. The interface between the Council and the PFI Contractor will be established contractually through the Project Agreement whilst the interface between the Council and the Trust will be established through an agreement for lease. However there will be no contractual relationship between the PFI Contractor and the Sport Trust, although clearly there will be interface issues between the two.
- 7.3 The interface issues can be separated into operational day to day issues where the Council will be the arbiter in the event of a dispute between the Trust and the Contractor; and strategic / future planning interfaces for example planned maintenance, future events etc where both parties (i.e. the Trust and the PFI Contractor) need to agree in advance of their requirements a programme which will accommodate them.
- 7.4 As part of the NPP1 submission the Contractor is required to submit their proposals for managing the interface with the Trust, to the Council.
- 7.5 Key issues in terms of liability which will need to be resolved as part of the Council's negotiations with the Trust and the PFI Contractor will be responsibility for insurance, damage, health and safety. The Sport Trust will be responsible for monitoring the performance of the PFI contractor on a day to day basis on behalf of the Council.

## 8.0 PROJECT TIMETABLE

8.1 The Project Timetable is based upon Armley Leisure Centre being completed in February 2010 and Morley in March 2010.

Submission of Outline Business Case for New Leaf	28 <sup>th</sup> February 2007
Approval of the Outline Business Case	19 <sup>th</sup> June 2007
Completion of Stage 1 of the New Projects Procedure	5 <sup>th</sup> November 2007
Completion of Stage 2 of the New Projects Procedure	June 2008
Financial Close for New Leaf	August 2008
Construction of New Leaf Leisure Centres	August 2008 to March 2010
Handover of New Leaf Leisure Centres	March 2010
Contract completion of PFI Leisure Centres	February 2035

## 9.0 RESOURCES TO DELIVER NEW LEAF

9.1 The table below illustrates the budgeted cost in 2007/08 for the procurement of the New Leaf Leisure Centres project. In addition, City Development will also incur their own costs. It is likely that there will be an impact on the Council's Revenue Budget beyond 2007/08 through to 2010/11 when the works on the schools are scheduled to be completed. There are also likely to be financial implications beyond 2010/2011 to ensure that effective Contract Management is in place when the leisure centres become operational.

	<b>Budget for 2007/08 £000</b>
Public Private Partnership Unit charges (includes strategic and project management, legal, financial, technical, governance, programming and performance support)	396
External adviser fees (legal, financial, technical, pension, insurance etc.)	278
<b>Total</b>	<b>674</b>

8.2 These cost projections reflect the City Council's experience of delivering BSF Phase 1 and previous PFI projects, and takes into account the complexities inherent in PFI projects. However, due to procurement through the LEP, the anticipated procurement timescale is quicker than conventional procurement and consequently a less costly route to Financial Close.

## 9.0 Project Risks

9.1 A Risk Management Plan and a comprehensive Project Risk Register have been developed for the New Leaf Leisure Centres project to enable the continual, effective monitoring of the risks to success of the Project. A summary of the key risks is reported to each meeting of the Education PFI/BSF Project Board.

## **10.0 Financial Issues**

10.1 Attached is a detailed report covering the financial issues relating to the New Leaf Leisure Centre Project. In summary the main issue relates to the affordability of the project.

## **11.0 Recommendations**

11.1 Members of Executive Board are recommended to:

- a) Note the contents of this report;
- b) To note and agree the estimated affordability implications over the life of the proposed PFI Contract for the New Leaf Leisure Centres, summarised in the annexe to the confidential appendix to this report;
- c) To agree to the recommendations to the confidential appendix to this report and authorise officers to issue the City Council's affordability thresholds relating to the PFI project to the LEP and to Environments for Learning.
- d) To agree the issuing of an outline proposal to DCMS regarding the potential to replace the existing leisure centre at Holt Park and pump prime the regeneration of the district centre and linkages with the community theatre and library at Ralph Thoresby PFI School should additional PFI Credits become available.



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Originator: Mike  
Evans/Dave  
Rosser  
Tel: 2478702

## Report of the Director of Adult Social Services

### Executive Board

**Date:** 22 August 2007

**Subject:** Re-provision of Windlesford Green hostel for people with a learning disability and site disposal at less than best consideration.

**Electoral Wards Affected:**

Rothwell

yes    Ward Members consulted  
(referred to in report)

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call In

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

## EXECUTIVE SUMMARY

1. This report updates members on the plan to re-provide the Supported Living Service for 27 people with a learning disability at Windlesford Green. It proposes to dispose of the Windlesford Green site at less than best consideration to enable the construction of suitable accommodation that properly meets the service user needs, and care standards requirements.

### 1.0 Purpose Of This Report

- 1.1 To inform Executive Board of the detail of the plan to re-provide the service at Windlesford Green.
- 1.2 To explain the necessity for the re-provision to take place as the means of ensuring that residents' interests are fully protected and the potential difficulties for current residents should the current service be registered as a care home.
- 1.3 To outline some of the factors leading to the achievement a financially viable proposal.
- 1.4 To consider a proposal to dispose of the Windlesford Green site at less than best consideration.

## 2.0 Background Information

2.1 Windlesford Green is a 27 bed Adult Services hostel providing a supported housing service for people with learning disabilities in Rothwell. Where support services are delivered not in an individual's own home but in an "establishment" that service should be registered as a Care Home. The current building has been described as being similar to a Care Home by the Care Standards Commission who have confirmed their intention to register Windlesford Green unless it is remodelled. The key areas of concern CSCI had originally were:-

- The physical environment. Tenants do not have their own front doors and there are shared communal spaces. In other buildings providing the same services it has been possible to provide additional external doors and make minor adaptations internally to create independent flats. This has proved impractical at Windlesford Green due to building design. This remains their major concern.
- There was a staff team and staff office within peoples own home. This has been addressed by removing the office from Windlesford Green and placing it in the adjacent day centre.
- The level of dependency of some of the residents who require high levels of physical care. Individual support plans have been re-written to emphasise the staff's role providing support and guidance to individuals rather than the traditional emphasis on care needs.

2.2 Through consultation with the residents at Windlesford Green it is clear that the hostel is no longer physically fit for purpose and does not enable individuals to live sufficiently independently, albeit with the appropriate support.

2.3 Should Windlesford Green be registered as a care home, any prospect of supporting individuals in an environment that promotes independence would be further reduced. This action would result in the loss of benefit and disposable income for the residents from about £70 per week to £18 with the resultant loss of choice and independence. There would also be a loss of £700,000 per annum Supporting People revenue income for the Council. In addition, capital investment in the region of £1,500,000 would be required to refurbish the hostel to meet residential care standards.

2.4 A formal housing provider procurement process jointly managed by Neighbourhoods and Housing and Social Services in 2001 appointed Bradford and Northern Housing Association, who later changed their name to Accent North East. A supported housing model based on open market house purchase subsidised by land sale receipts was developed. Accent has extensive experience in this type of development and was chosen through an open procurement process. This supported housing model was approved by Executive Board on 17<sup>th</sup> May 2002. It reflected service users express preferences on who they wanted to live with and Accent began to look for properties to procure for adaptation and to identify sites for new build in the Rothwell area. This approach has proven unaffordable in revenue and capital risk terms for the following reasons:-

- The impact of Housing Corporation Rent Restructuring on the agreed financial model requiring renegotiation and a new financial model being developed.
- The loss of expected Supporting People pipeline funding to cover additional staffing costs of a dispersed service and subsequent delays in approval of this revenue short fall from the Learning Disability Pooled Budget.

- The impact of an inflated housing market and increasing building costs in Leeds resulting in further financial modelling and the identification of the need for additional capital.
- 2.5 Officers have continued to work with Accent as the approved housing partner for the project and Accent have now developed an alternative model based on a single site development. This achieves the principal objectives of choice and provides an affordable solution. The Procurement Unit have confirmed that the procurement rules do not apply, as the consideration under the contract is merely nomination rights. Therefore, it is a matter for the department to satisfy itself that the use of Accent *formerly* Bradford Northern Housing is still appropriate given the changes made to the scheme since the original advertising exercise. Relatives have been sent briefing notes and site maps and fuller discussions will take place if the proposal is approved by Executive Board.
- 2.6 Accent, the Architects West and Machell with the involvement of Adult Social Care and Environment and Neighbourhoods have been working on design and financial options for delivering the single site model. An affordable scheme can now be developed. There will be two 3-bed, three 4-bed and eleven 2-bed affordable rented flats (two of which will be wheelchair accessible). The development will also include twenty four 2 bed flats for sale. This provision will be sufficiently flexible to meet the assessed housing and support needs of all Windlesford Green residents. The Local Authority will have nomination rights on the affordable flats. These nominations can be for any service user group, through any City Council referral source, and carries no minimum commitment. Nominations not taken up by Leeds City Council will be let by Accent as general affordable housing. Planning Services have scrutinised the plans, and have indicated their support in principal subject to formal planning application. (see plan appended to this report)
- 2.7 The current tenants at Windlesford Green and their relatives have been consulted on the new proposals. Both tenants and their families are re-assured by the fact that the choice of 2, 3, 4 and adapted flats does accommodate their original plans for who they would like to live with. The tenants have been supported by Leeds Advocacy throughout the process who will maintain involvement through further consultations on design and management of the transition to new services. One tenant has indicated he still wants to move to Beeston to be close to his family and we would aim to accommodate this within the independent living project. One other tenant has indicated she would still prefer to be off site but in the Rothwell area.
- 2.8 Rothwell ward councillors have been closely involved in the project, briefed on the revised scheme and are supportive of this re-provision plan.
- 2.9 The proposal was considered by Asset Management Group on 8<sup>th</sup> June 2007. Asset Management Group agreed to support option 3 (see section 5.1) being progressed which would result in the disposal of council land for less than best consideration to a value of £445k (Depending on the outcome of a bid for housing corporation grant).

### **3.0 Main Issues**

- 3.1 The tenants at Windlesford Green have been waiting 6 years for the re-provision of their services. The delays due to the challenge of finding an affordable model have been the subject of ongoing communication. This has caused considerable frustration for the tenants, their families, and staff who are keen to proceed. The present plans provide the opportunity to do so.

- 3.2 The proposal involves many opportunities for service users to be involved in internal design specification. There are also opportunities for individuals to explore “right to buy” options, and shared ownership. This will be the first scheme that we have been able to offer these options.
- 3.3 The development will cover two sites, A and B as shown on attached plan. A is the affordable housing site and B the market housing site. Accent will purchase the land from the Local Authority on site B at market value, develop the site and sell the flats on the open market. All profits from this will be directed to the development of Site A to subsidise the development of affordable housing.
- 3.4 Application is being submitted for Housing Corporation Grant. To qualify for the grant the Housing Corporation has stated that affordable schemes will only be supported where land costs do not exceed £5,000 per dwelling, requiring Local Authority land to be disposed of at a “less than best consideration”. This requirement was highlighted in a report submitted to Asset Management Group on September 22<sup>nd</sup> 2006. In this case therefore Site A would need to be disposed at £80,000, which represents a subsidy of £290k. The Environment and Neighbourhoods Directorate have been kept informed of the scheme and are supportive of a Housing Corporation bid. Should the bid be unsuccessful the less than best subsidy required will be £455k. The market valuation of the site is £1.175m
- 3.5 The Assistant Chief Executive (Corporate Governance) has confirmed that the proposed disposal falls within the terms of The General Consent under Section 25 of the Local Government Act 1988 for Small Amounts of Assistance 2005. This consent allows the Council to provide financial assistance or gratuitous benefit (including the disposal of land) in connection with the provision of privately let housing accommodation, provided that the aggregate amount does not exceed a set limit (currently £2,158,800) in any financial year”.
- 3.6 Accent have agreed to develop the site in two phases, Site A will be developed first. This means there will be no requirement to decant Windlesford Green residents and they will be able to observe the construction of their new accommodation.
- 3.7 In order to provide sufficient detail for the Housing Corporation bid, the site disposal at less than best consideration has already been supported in principle by the Councils Asset Management Group, in readiness for submission of the bid for Housing Corporation Funding in September this year.

#### **4.0 Implications For Council Policy And Governance**

- 4.1 This proposal will lead to significant improvement in the quality of accommodation for a vulnerable group of people, increasing advice and control in their lives. It is consistent with the objectives to enable independence and wellbeing as outlined in the recent White Paper “Our health, our care, our say” and also supports the Equality and Narrowing the Gap agenda.

#### **5.0 Legal And Resource Implications**

- 5.1 Adult Services have a statutory duty to provide housing and support for the current residents of Windlesford Green. The financial implications of the 3 available options are:

Option one - Continue providing services in the current building



Should this happen the Care Standards Commission have informed us that they will register the accommodation. This will result in a loss of £700,000 Supporting People income for providing the support service and £1,500,000 refurbishment capital costs. It will also result in the loss of benefit income for the residents.

#### Option 2 - Provide the service in a dispersed model (previous proposal.)

This will increase the current service operating costs by an unaffordable £250,000 per annum. Due to a lack of affordable housing availability in the Social Housing sector, a significant number of properties will need to be purchased. In this instance there will be no site capital receipts as these will be needed to subsidise the purchase in order to keep rents within Housing Corporation and Housing Benefit limits. Rental liability for voids would rest with the Council.

#### Option 3 - Single Site Development

The authority will have a gross income loss of £100,000 from Housing Benefit. This should be compared to the revenue and capital liabilities described in option 1 of £700,000 revenue and £1,500,000 capital and this income loss will need to be incorporated into the 2008/09 budget. An independent valuation indicates that the sale of the Site to Accent will realise a capital receipt of £885,000 (or £720,000 if Housing Corporation bid is unsuccessful) against a total site value of £1,175,000 (£455,000 subsidy). The risk of realising market sales receipts of less than £150,000 lies with Accent. Receipts over £150,000 will be reinvested in appropriate affordable housing projects in Leeds as agreed between Accent and the Local Authority. There is no rental underwrite for voids by the Council

#### Option summary

Option 1 does not meet strategic aspirations for the way housing and support services should be provided. It also carries an unacceptable level of capital and revenue liability. Option 2 meets strategic need but carries an unacceptable level of revenue liability and capital risk. Option 3 meets the strategic need to provide services in peoples own homes and carries the lowest level of capital risk and revenue liability.

- 5.2 As the scheme offers greater independence to tenants enabling them to live in their own discrete accommodation there are some staffing implications. The new staffing structure will cost £100k more than the current structure. This will be incorporated into budgets for 2009/10.

### **6.0 Conclusions**

- 6.1 The tenants at Windlesford Green have been waiting six years for a viable plan to deliver suitable accommodation and support and this proposal offers that solution.
- 6.2 Doing nothing is not an option as the capital and revenue financial implications are too great, as are the potential financial implications for the residents. The proposals model can be delivered to service users by spring 2009.

### **7.0 Recommendations**

- 7.1 That Executive Board approve option 3 (see section 5.1) for the re-provision of Windlesford Green.

7.2 That Executive Board approve proposals for disposal of the Windlesford Green site at less than best consideration to a value foregone of £455k or less dependent on the success of the bid for Housing Corporation Grant.

### Appendix 1 – Windlesford Green Site Plan





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**Report of the Director of Resources**

**Executive Board**

**Date: 22nd August 2007**

**Subject: Capital Programme Monitoring - Update**

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**Electoral Wards Affected:**

All

**Specific Implications For:**

Ethnic minorities

Women

Disabled people

Narrowing the Gap

Eligible for Call In

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

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**EXECUTIVE SUMMARY**

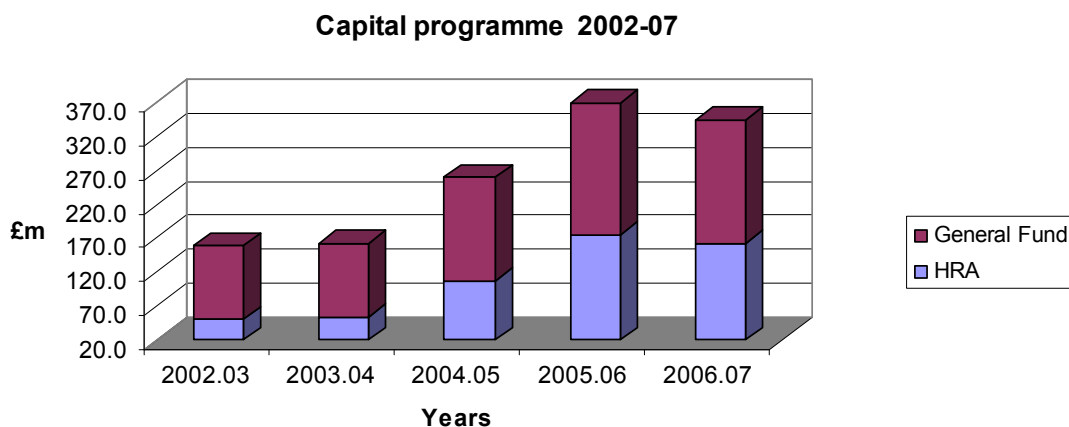
1. This report provides an update on the resources and estimated spend on the capital programme between 2007 and 2010. The report highlights the continued success in delivering investment across the city.
2. The report sets out some capital programme pressures and recommends some injections to the programme to address these. The report seeks Executive Board approval to some key principles for controlling the programme and highlights some control measures which the Director of Resources is taking to ensure the programme continues to be affordable and sustainable.

## 1 Purpose Of This Report

- 1.1 The capital programme was approved by Executive Board and Council in February 2007. This report sets out the latest capital programme position and seeks approval to include some new projects within the capital programme. The report also highlights the continuing investment made by the council in the city while explaining the pressures on future schemes and providing details on the latest resources and expenditure estimates for the capital programme.

## 2 Background Information

- 2.1 The capital programme sets out the investment the council makes on assets across the city of Leeds. The level of investment by the council has grown significantly in recent years and the following graph illustrates the increases.
- 2.2 Capital programme expenditure has increased from £158.2m in 2002/03 to £369.2m in 2005/06 and falling back slightly in 2006/07 to £344.1m.



- 2.3 In February 2007, the capital programme assumed total spend between 2006/07 and 2010/11 of £1.366bn, this included £804.2m general fund spend and £562m by the HRA. At that time funding for general fund projects amounted to £757.9m which assumed a reasonable level of overprogramming at £46.3m. As much of this overprogramming (£32.2m) was in the first two years of the programme, Executive Board asked the Director of Resources to monitor and control scheme progress and commitments to ensure the overall programme was affordable.
- 2.4 In the report to Executive Board in June 2007 on the outturn position for 2006/07, it was noted that the total general fund capital spend and resources were £183m including £2.1m for equal pay costs. Total spend on capital schemes was actually £181m which compared to the £207m considered by Executive Board in February 2006. This meant that £26m spend on schemes slipped to 2007/08 and beyond.

## 3 Main Issues

### 3.1 General Fund Programme

- 3.1.1 The latest estimate of general fund spend in 2007/08 is for £297m, but this assumes overprogramming of £32.7m. For the programme from 2007/08 to 2010/11 the total estimated spend is now £648.2m. The resources available to support this have increased due to additional sites being included in the capital receipts forecast and the capital receipt from the sale of Leeds Bradford Airport exceeding that previously assumed. Available resources over the period are now forecast at £618m reducing

the overprogramming up to 2010/11 to an estimated £19m, which is well within tolerances usually maintained.

- 3.1.2 Since the capital programme was agreed in February 2007, a number of capital pressures have emerged which require capital resources and these are outlined below.
- 3.1.3 **Disabled Facilities Grants** – demand for these mandatory grants has increased significantly over recent years. Funding is provided through Government grant (60%) and Leeds resources (40%) and total capital programme provision totalling £2.5m was included for 2006/07. Actual spend in 2006/07 was £3.7m. Provision in 2007/08 and future years stands at £2.5m and even though some measures have been put in place by the service to prioritise grant applications for future years, at the start of 2007/08 approved schemes already in the system totalled around £3m. On this basis it is anticipated that a budget of £4.5m will be needed in 2007/08 and as no further Government funding has been made available for 2007/08, this additional £2m will need to be found from Leeds resources. For 2008/09 this funding pressure will continue and whilst increased funding will be sought from Government, there will also be a requirement for additional Leeds resources.
- 3.1.4 **Water Safety in Parks** – Members will be aware that a ROSPA report has been received in relation to water safety in parks which makes recommendations for improvements. Some funds have already been made available to progress works at Roundhay and Wharfemeadows and recently works at four other sites have been agreed. Further detailed risk assessments need to be undertaken on the remaining parks but it is anticipated that works of around a further £1.3m will be required over the next 3 years.
- 3.1.5 **Garforth Cemetery** – Works of £207k are required to extend the existing cemetery to provide sufficient burial space until 2025. Currently it is forecast that the cemetery will reach capacity in 2008.
- 3.1.6 **World Corporate Games** – Members will be aware that Leeds has been successful in securing the World Corporate Games due to take place in 2008. Investment in some Council facilities will be required during the next 12 months, including resurfacing of the athletics track at the John Charles stadium (£94k). It is proposed that a further £200k is held within the capital contingency scheme to address other investment needs that are identified. It is proposed to delegate authority to release this sum to the Director of Resources following an assessment of the investment needs required.
- 3.1.7 **Traffic Management** – A number of pressures have emerged in relation to traffic management minor schemes. These are projects to reduce congestion, provide safer conditions for all road users, especially pedestrians, and to improve access for people and goods. This would be accomplished by various minor improvement works to increase the efficiency of the road network; providing additional crossing facilities; improvements to direction signing and minor road safety schemes. It is anticipated that these projects, in 2007/08, will total £700k and it is proposed to fund this by a £400k contribution from the main Highways Maintenance capital programme and an injection to the capital programme of £300k.
- 3.1.8 **Drainage Works** – Some priority drainage works across the city have been identified and prioritised to address those areas of greatest need, i.e. where properties are a risk of flooding or where there are serious road safety issues. It is anticipated that £320k will be required to address these issues and it is proposed to allocate this sum from the main Highways Maintenance capital programme.

- 3.1.9 **Town & District Regeneration Project** – The capital programme already includes resources for Town and District regeneration. There are a number of projects currently waiting consideration and it is therefore proposed to increase the resources available by £2m over the next two years. This will specifically include Otley Civic Centre.
- 3.1.10 **Leeds Arena** - Members will be aware that Executive Board have previously given a commitment to financial support towards the development of an Arena in Leeds. The current proposals are that an expectation of up to £20m of public funding will be required to support the project and it is proposed that provision of £10m is made in the capital programme towards this. Discussions are taking place with other public sector bodies to secure the remaining funds.
- 3.1.11 When all these projects are included, the overprogramming on the General Fund programme will increase to £43.6m, as shown in Appendix A. Whilst this is higher than in previous years it is felt that it can be managed provided that the following key principles are adhered to:
- no new injections to the capital programme will be made without identifying new resources or taking an existing scheme out
  - existing schemes will be managed within current budgets, making no further call on Leeds resources
  - capital receipts from sites on the existing disposal programme cannot be diverted to other projects and initiatives
  - the disposal programme is kept under review with a view to seeking to identify any additional disposal sites that can be included
- 3.1.12 In addition to these key principles, the Director of Resources will continue to liaise with directors to ensure that their estimates of expenditure on all schemes are realistic. He will also take steps to ensure that schemes relying on the council's controllable capital funding are only released or committed when there is reasonable certainty that sufficient funding is available.
- 3.1.13 As Appendix A shows, due to the forecast timing of payments, all the overprogramming falls within the first two years of the programme. To the extent that this cannot be smoothed through slippage, the Director of Resources will take out temporary borrowing to fund payments in the early years, repaying the borrowing when receipts are available in the later years. The cost of this to the revenue account will be incorporated within the capital financing costs and can be met through treasury management savings achieved to date.
- 3.2 Housing Revenue Account
- 3.2.1 The delivery of capital investment by the ALMOs and by the HRA strategic landlord in 2006/07 has illustrated that they have developed their capacity to deliver the significant challenges of the decency and other programmes in their portfolios.
- 3.2.2 In 2006/07 the HRA delivered £161.7m of investment which is slightly lower than 2006/07. The Director of Resources will continue to work with the ALMO chief officers to ensure that the most effective mix of resources are available to support their agreed programmes.
- 3.3 Capital Receipts
- 3.3.1 During 2007/08 the disposal of Leeds Bradford Airport was completed generating a capital receipt to date, for Leeds, of £51.15m. A proportion of this receipt was already included within capital resources plans and has enabled a wide range of projects to be included within the capital programme including; supporting the school rebuilding programme through the Building Schools for the Future

programme, major investment in the city's roads, regeneration of our town and district centres and parks, investment with our partners in the refurbishment of the Grand Theatre and the City Varieties, an investment in a city centre swimming facility and a substantial contribution towards securing an arena facility for the city.

- 3.3.2 One of the key challenges in managing the council's capital programme is the uncertainty on the timing and size of some of the funding sources the council uses. The biggest area of uncertainty is with capital receipts. Disposal of sites can be complex and take time to deliver. This is particularly so for the larger, high value sites. A risk based approach is adopted in valuing sites and estimating when a receipt will be realised and when it can be assumed to be available to fund the capital programme.
- 3.4 Capital Strategy
- 3.4.1 The capital strategy was approved by Executive Board in February 2007 (along with the asset management plan) and sets out the Council's approach to capital investment and in particular how the various sources of funding, available to fund capital expenditure, are utilised.
- 3.4.2 One source of funding that has not previously been included in the capital strategy is Section 106 contributions towards the provision of green space. These contributions occur as a result of the planning process and are made available to the Council to deliver green space priorities within specific areas of the city. However, in line with Government guidance on Planning Obligations (Circ. 05/2005), such investment in greenspace must be within reasonable proximity of the development which generated the funding. Greenspace priorities are set out in broad terms in the asset management plan and in detail in the three priority strategies developed within the Parks and Countryside service in relation to sports pitches, play areas and community parks. If timely progress is to be made in delivering on these priorities, it is important that when eligible contributions are received in a locality where such priority schemes exist, they are directed to these areas of expenditure. It is proposed therefore that the capital strategy includes a requirement that, subject to such developer contributions being available in a given area, the provision of greenspace will be directed to one of the three priority areas referred to above. The specific wording is included at Appendix B.
- 3.4.3 Elected Members are in a good position to highlight community needs and aspirations in this respect and therefore it is important that they contribute to the pre-determined priorities for their wards/communities. This will ensure that there continues to be an inclusive and consultative approach to investing s.106 contributions in green space priorities.

#### **4 Implications For Council Policy And Governance**

- 4.1 As resources are confirmed throughout the year, the Director of Resources will release uncommitted schemes and will assess and advise on the scope for and timing of future injections of schemes requiring the council's capital resources.
- 4.2 To assist in this process risk assessments are carried out both in relation to individual projects and in formulating the overall programme. The main risk in developing and managing the overall programme is that insufficient resources are available to fund the programme. A number of measures are in place to ensure that this risk can be managed effectively:
- monthly updates of capital receipt forecasts prepared by the Director of City Development;
  - the use of a risk based approach to forecasting of capital receipts;



- a target for additional capital receipts for 2009/10 and 2010/11 has been assumed, sites or other funding for which is still to be confirmed. Work will progress in the next two years to identify suitable disposals, however, should receipts not be forthcoming, schemes will not be able to progress as planned;
- monthly monitoring of overall capital expenditure and resources forecasts alongside actual contractual commitments;
- quarterly monitoring of the council's VAT partial exemption position to ensure that full eligibility to VAT reclaimed can be maintained;
- ensuring that written confirmation of external funding is received prior to contractual commitments being entered into;
- provision of a contingency within the capital programme to deal with unforeseen circumstances;
- promotion of best practice in capital planning and estimating to ensure that scheme estimates and programmes are realistic;
- compliance with both financial procedure rules and contract procedure rules to ensure that the Council's position is protected;
- consideration of additions to schemes or the introduction of new or reserved schemes into the capital programme will only be made in the context of available resources.

4.3 Further work on the governance of capital projects is being undertaken to provide greater assurance that the council's strategic outcomes and best value will be achieved.

## **5 Legal And Resource Implications**

5.1 If members are minded to approve the injections to the capital programme set out in section 3 and Appendix A, the overprogramming over the life of the programme stands at £43.6m. This can be managed through a combination of re-profiling spend on uncommitted schemes, adhering to the principles set out in paragraph 3.1.11 and introducing some additional borrowing as a temporary funding source to be repaid when capital receipts are realised in later years.

## **6 Conclusions**

6.1 The capital programme continues to be deliver significant benefits through long term investment across the city.

6.2 Effective monitoring and control of capital spending will continue to take place and where necessary, steps will be taken, with the cooperation of directors, to ensure the capital programme is correctly profiled and is delivering the council's priorities.

6.3 The principles outlined in 3.1.11 are key to ensuring that the overall programme remains affordable.

## **7 Recommendations**

The Executive Board are asked to:

- a) note the contents of this report;
- b) agree the capital programme injections detailed in 3.1.3 to 3.1.10 and Appendix A;
- c) agree the delegation to the Director of Resources outlined at 3.1.6;
- d) agree the key principles for managing and controlling the capital programme outlined in 3.1.11;



- e) agree the amendment to the capital strategy as outlined in 3.4 and Appendix B;
- f) endorse the measures being taken by the Director of Resources, in liaison with the other directors to ensure the affordability and sustainability of capital programme.

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CAPITAL PROGRAMME PLANNING Quarter 1 2007/08

	2006/07 £m	2007/08 £m	2008/09 £m	2009/10 £m	2010/11 £m	2011/12 £m	TOTAL £m
<b>MEMO: Capital Programme</b>	<b>-6.755</b>	<b>-25.486</b>	<b>17.208</b>	<b>-11.985</b>	<b>-19.278</b>	<b>0</b>	<b>-46.296</b>
month 3 surplus / shortfall (-)		-32.745	-26.558	18.632	-10.231		-50.902
Additional receipts		11.150				20.700	31.850
<b>Revised surplus / shortfall (-)</b>		<b>-21.595</b>	<b>-26.558</b>	<b>18.632</b>	<b>-10.231</b>	<b>20.700</b>	<b>-19.052</b>
<b>Capital programme injections</b>							
Disabled Facilities Grants		-2.000	-1.000				-4.000
Water Safety in Parks		-0.500	-0.800				-1.300
City Centre Swimming			-1.500				-1.500
Garforth Cemetery		-0.207					-0.207
World Corporate Games		-0.094	-0.200				-0.294
City Centre Upgrade Programme		-0.500	-1.250	-1.250	-2.000		-5.000
Traffic Engineering Minor Schemes		-0.300					-0.300
T & D Regen Prog		-0.500	-1.500	-10.000			-2.000
Arena							-10.000
<b>Revised surplus / shortfall (-)</b>		<b>-25.696</b>	<b>-32.808</b>	<b>6.382</b>	<b>-12.231</b>	<b>20.700</b>	<b>-43.653</b>

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**CAPITAL STRATEGY AMENDMENT  
SECTION 106 GREEN SPACE CONTRIBUTIONS**

As part of the planning process the Council receives contributions from developers towards the provision of green space within designated communities or areas.

In order to ensure that these contributions are directed towards priority works in the appropriate area of the city, s.106 contributions for the provision of green space will be used towards funding eligible, pre-determined priority works identified within the following strategies:

- Community parks
- Play areas
- Sports pitches

If there are no funding requirements within the eligible area consideration can be given to other spending priorities, following consultation with local communities, ward members and, where appropriate Parish Councils.

However, such a policy directive should not preclude the Council being able to fund small community based projects, nature conservation works for example, with ward member agreement. There are normally inexpensive projects which mostly consist of s.106 monies to fund the cost of materials to support volunteers.

Wherever possible s.106 contributions will be spent on the above priorities within the same ward from which the contribution was generated. On occasions, due to the use of community, rather than ward boundaries used within the planning agreements, the recommended priority use of the s.106 funds may be in an adjacent ward.

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Originator: D Meeson

Tel: 74250

**Report of the Director of Resources**

**Executive Board**

**Date: 22<sup>nd</sup> August 2007**

**Subject: Financial Health Monitoring 2007/08 – Quarter 1 Report**

**Electoral wards affected:**

**Specific implications for:**

Equality and Diversity

Community Cohesion

Narrowing the gap

Eligible for call In

Not eligible for call in  
(details contained in the report)

**Executive Summary**

1. The purpose of this report is to inform members of the financial health of the authority after three months of the new financial year in respect of the revenue budget for general fund services and the housing revenue account.
2. The report identifies that a number of council services are continuing to face financial pressures in 2007/08, often reflecting pressures which impacted on the Council's 2006/07 outturn.
3. The net projected shortfall is £6.0m at this early stage in the year and it is crucial that all budget pressures are addressed by directorates who are required to continue to develop and implement action plans to manage identified pressures within available resources.
4. There are projected savings of £4.2m in capital financing costs and additional LABGI income of £1.5m following a Judicial Review of the scheme. It is however recommended that the capital financing savings are transferred to the earmarked reserve set up at the end of 2006/07 to meet future potential pressures, and the additional LABGI income is transferred to contingency to deal with new in year pressures as they arise.
5. Members are asked to note the contents of this report.

## **1. PURPOSE OF REPORT**

- 1.1 This report sets out for the Board the Council's financial health position for 2007/08 after three months of the financial year. The report covers revenue expenditure and income to date compared to the approved budget, the projected year end position and proposed actions to ensure a balanced budget by the year end. The report also highlights the position regarding other key financial indicators, including Council Tax collection and the payment of creditors. A separate report on the Capital Programme is elsewhere on this agenda.

## **2. BACKGROUND INFORMATION**

- 2.1 Members will recall that the net budget for the general fund was set at £505.2m, which provided for a contribution of £4.3m from reserves. As a result, the level of general fund reserves at 31<sup>st</sup> March 2008 were estimated to be £13.0m.
- 2.2. As reported in the 2006/07 outturn report to Board in June 2007, the net contribution to General Fund reserves was £6.3m in excess of the budget giving a balance carried forward of £23.6m. Taking account of the budgeted usage of reserves of £4.3m, the £0.67m approved by the Board at their meeting on the 4<sup>th</sup> April 2007 to support a number of one off initiatives, together with other potential liabilities, it is considered that this is a prudent level to ensure that reserves at 31<sup>st</sup> March 2008 will be capable of covering the estimated financial risk of the authority as assessed using the risk based reserves strategy.
- 2.3 Budget Monitoring is a continuous process throughout the year, and this report reviews the position of the budget after three months and comments on the key issues impacting on the overall achievement of the budget for the current year. However, it should be recognised that the forecasts are based on the position at a relatively early stage of the financial year.

## **3. MAIN ISSUES – General fund Services**

- 3.1 Within Adult Social Services there is a projected overspend of £2.4m, which mainly reflects slippage in delivering some of the budgeted savings as well as some ongoing demographic pressures. The 2007/08 budget assumed savings would be made through transferring some home care provision from the directly provided service to the independent sector. The planned savings will not now be fully achieved, partly due to stability and capacity issues within the independent sector. The learning disability service is experiencing continued demographic pressures in line with national trends. This is impacting on the pooled budget in particular and budgeted efficiencies in the provision of transport are not now projected to be achieved in full. The growth in direct payments, a key performance target, is also presenting some financial pressures.
- 3.2 Within Children's Services a £1m pressure in respect of additional social care fieldwork staff has been met through a detailed review of other budget heads and a proposed £0.5m contribution from a higher than anticipated operating surplus identified by Education Leeds. After providing for this additional demand, Children's Services are currently projecting a net overspend of £1.7m. Key contributory factors include continuing pressures elsewhere within the social care staffing budget as well as a projected overspend on fees to carers and outside placements. The projected overspend mainly reflects increased numbers of children and individually agreed fees.



However these budgets are traditionally volatile and can vary significantly within the year. A further overspend is projected for the Director of Children's Services Unit unless further savings can be achieved in the current financial year through realignment of services across Children's Services. Work is continuing to identify any such possible realignment through more effective and coherent use of resources.

- 3.3 The budget pressures experienced in 2006/07 within the Parks and Countryside service of City Development are projected to continue in 2007/08. These amount to £650k and primarily relate to staffing, materials and transport. In addition a pressure of £400k is projected in respect of PFI and sport trust development costs within the Sport and Active Recreation service. Due to the recent flooding revenue costs of £188k for reactive and repair costs have been identified in respect of highways maintenance. The flooding also caused some damage to highway structures, two libraries, Thwaite Mills and Armley Mills and to various footpaths and the gorge at Roundhay Park. Additional capital spend is likely to be required in respect of this damage. These pressures have been partly offset by £300k following the invocation of penalty clauses in the Street Lighting contract due to the failure to achieve the column implementation programme to the agreed timescales.
- 3.4 At this early stage of the year staffing costs within Environment and Neighbourhoods are projected to overspend by £0.7m reflecting delays in the implementation of budgeted staffing restructures and a variation of £0.3m within Roseville Enterprises which reflects lower than anticipated turnover based on the trading position after three months.
- 3.5 Within former City Services the main areas of concern of £0.4m relate to Streetscene services where the projected outturn position reflects additional expenditure to be incurred on vehicles and waste disposal combined with a projected reduction in the amount of electricity to be generated from the closed landfill site at Gamblethorpe.
- 3.6 The Resources Directorate is projecting an underspend of £0.4m mainly due to additional grant funding from the DWP in respect of local housing allowances. Within Chief Executives additional income from local land charges is projected at £0.3m.
- 3.7 Savings in capital financing costs are projected at £4.2m and following the outcome of a Judicial Review of the LABGI scheme, the government will be making additional payments to eligible authorities for years one and two which will reflect increases in rateable value attributable to business expansion. It is estimated that this will result in £1.5m additional income to the Council. It is proposed that the capital financing savings are transferred to the equal pay reserve and the additional LABGI income is used to bolster the contingency fund. It is proposed that this additional provision within the contingency is used to meet some immediate pressures which will leave some balance to meet any further spending pressures which arise during the year. The immediate pressures are:-
- Provision of £150k for Flood Alleviation. This has been enhanced by £100k by contributions from DEFRA and the Flood Defence Committee.
  - An additional £24k in respect of Youth Service budgets delegated to Area Committees. This will fund the part year costs of providing a minimum allocation of £70k per ward.
  - Additional costs of co – locating business and enterprise with the Chamber of Commerce £45k.

## **4 SCHOOLS**

- 4.1 School reserves stood at £6.1m as at 31<sup>st</sup> March 2007. This comprised surpluses in primary and special schools and a deficit of £1.6m in the secondary school sector.
- 4.2 Schools which had deficits at the close of 2006/07 and were planning to set a deficit budget for 2007/08 are required to submit an action plan detailing how they intend to achieve a balanced position within three years. These have now been submitted to Education Leeds are currently being evaluated for their viability and will require approval of the Director of Resources in accordance with the agreed arrangements.

## **5 REVENUE BUDGET MONITORING POSITION - HOUSING REVENUE ACCOUNT (HRA)**

- 5.1 After three months of the new financial year, income is projected to exceed the budget by £1.2m, reflecting additional property services income and a significantly improved voids position. This is partly offset by increased staffing costs, negative subsidy and additional management fees payable to the ALMOS by way of incentive payments, especially in relation to voids. An in year surplus of £0.2m is currently forecast which will be added to reserves.
- 5.2 Bad debts and disrepair claim costs continue their downward trend, and savings of £0.3m for the year are projected. This will be reviewed and updated on a quarterly basis.
- 5.3 The projection reflects the re-distribution to the ALMOs of savings generated through a reduction in disrepair claims and bad debt costs in 2006/07, for which a specific provision of £1.0m was made at outturn, as reported to Members in the 2006/07 outturn report.
- 5.4 The working balance brought forward from 2006/07 was £3.7m. It is anticipated that the working balances carried forward into 2007/08 will be £3.7m and that the projected surplus will be used to maintain the working balance and reserves as required.

## **6 COLLECTION OF LOCAL TAXATION**

- 6.1 The level of Council Tax collected at the end of June 2007 is 28.4% of the debit for the year of £226m. This is slightly behind the same period last year and the performance target for the year of 96.5% is being closely monitored.
- 6.2 The collection of non-domestic rates for the first three months is 33.5% of the current net debit of £288.5m, which is 0.6% below the same period last year. Again, the performance target of 98.6% is being closely monitored.

## **7 PROMPT PAYMENT OF INVOICES**

- 7.1 A local target of 92% for paying all undisputed invoices within 30 days of receipt of agreed terms was set for the year. For the period 1<sup>st</sup> April to 30<sup>th</sup> June the actual performance was 91.4%, the same as at the end of the first quarter of 2006/07.
- 7.2 The creditor payments function has now been centralised in the Business Support centre based in Belgrave House and it is anticipated that along with the continued development of electronic ordering and invoicing of goods, and expanding the use of purchasing cards, performance will improve.

## **8 RECOMMENDATION**

- 8.1 Members of the Executive Board are asked to
- Note the projected financial position of the authority after three months of the new financial year
  - Agree the treatment of LABGI and capital financing savings and
  - Agree the use of up to £195k to fund new in year pressures being £150k for flood alleviation, £24k for the part year costs of increasing Youth Service budgets delegated to Area Committees, and £45k for the co-location of business and enterprise with the Chamber of Commerce.

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Originator: M Taylor

Tel: x74234

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### Report of the DIRECTOR OF RESOURCES

#### Executive Board

Date: 22<sup>nd</sup> August 2007

Subject: TREASURY MANAGEMENT ANNUAL REPORT 2006/07

---

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call In

yes

Not Eligible for Call In

(Details contained in the report)

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### EXECUTIVE SUMMARY

1. This is the Treasury Management annual report for 2006/07, as required under the Prudential Code which was introduced in April 2004. Prior to this, local authority borrowing was restricted by Government legislation, these restrictions were lifted by the introduction of the Prudential Code together with the requirement to make revenue provision for debt repayment in the Housing Revenue Account. This created a mechanism to stimulate capital investment, encouraging local authorities to borrow whilst interest rates were at all time lows.
2. The Council's level of external debt varies daily depending on cash flow and the level of creditors and debtors. This report shows that net external debt at 31<sup>st</sup> March 2006 was £1,195m, lower than originally anticipated at the start of the year due to variations in capital programme and levels of revenue balances. To put this into context the Council's assets were valued at £3.7bn as at 31<sup>st</sup> March 2006.
3. The level of debt has remained within the Authorised limit for external debt set by the Council in February 2006 and revised in November 2006.
4. Due to low long term interest rates, loans have been secured at lower rates than anticipated during the year. This, together with some restructuring of market loans has enabled revenue savings of £22.2m to be made.
5. The average rate of interest paid on the Council's external debt for 2006/07 has fallen to 4.78% compared to 5.35% for 2005/06.

## 1 Purpose of This Report

- 1.1 This report provides members with a review of Treasury Management Strategy and operations in for 2006/07.

## 2 Background Information

- 2.1 The operation of the Treasury Management function is governed by provisions set out under part 1 of the Local Government Act 2003 whereby the Council is required to have regard to the Chartered Institute of Public Finance and Accountancy (CIPFA) Prudential Code for Capital Finance in Local Authorities.
- 2.2 In accordance with the prudential code, the Council has also formally adopted the CIPFA Code of Practice on Treasury Management which requires that policy statements are prepared for approval by the Council at least twice a year. The Policy and Strategy statement for 2006/07 was approved by the Executive Board on 17<sup>th</sup> February 2006 and by full Council on 21<sup>st</sup> February 2006 and a 6 monthly update on progress was considered by the Executive Board on 15<sup>th</sup> November 2006. 2006/07 progress was again noted as part of the Treasury Management Strategy Report 2007/08 at the Executive Board meeting on the 9<sup>th</sup> February 2007.

## 3 Main Issues

### 3.1 Review of Strategy 2006/07

- 3.1.1 Table 1 below, shows that net borrowing in 2006/07 was £1,195m by the end of 2006/07, below expectations in February 2007. This lower requirement was due to slippage on the capital programme and early receipt of capital receipts.

**Table 1**

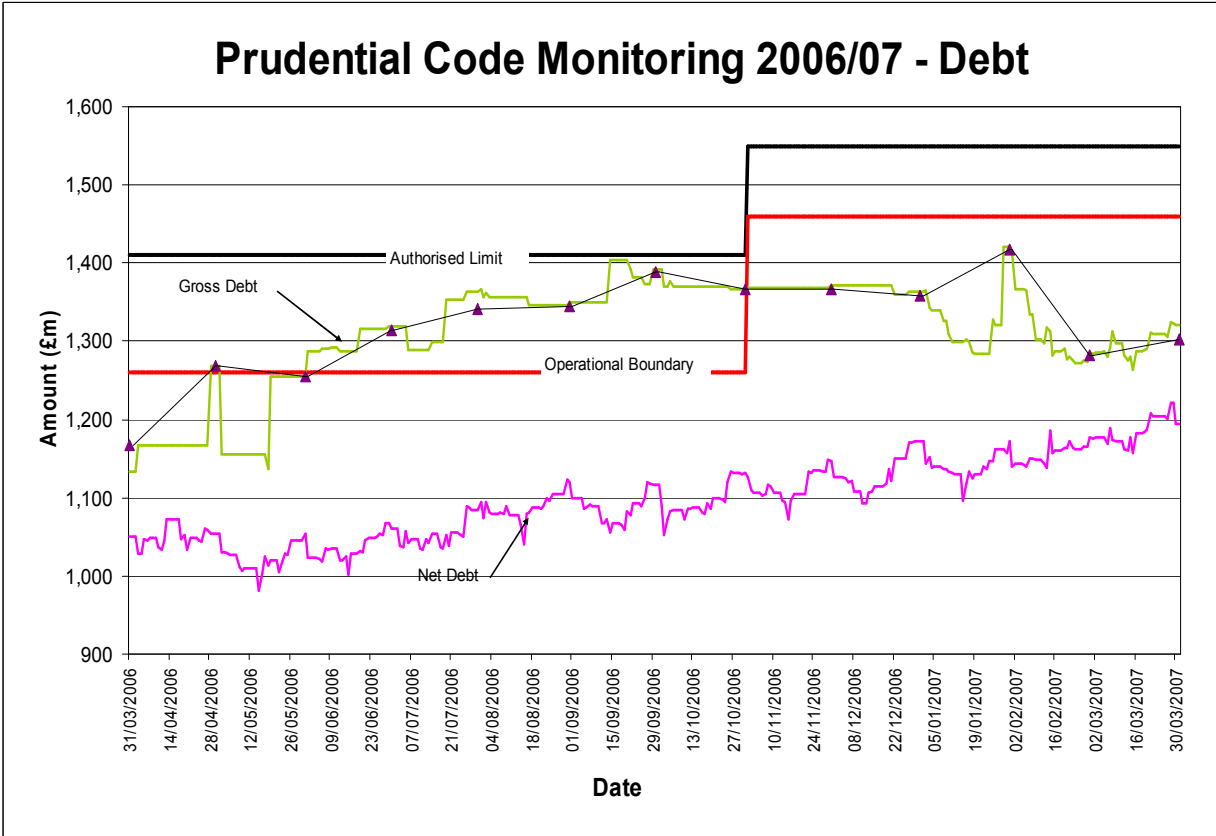
<b>ANALYSIS OF BORROWING 2006/07</b>	<b>2006/07 Feb 07 £m</b>	<b>2006/07 This Report £m</b>
<b>Net Borrowing at 1 April</b>	1,054	<b>1,054</b>
New Borrowing for the Capital Programme – Non HRA	113	<b>87</b>
New Borrowing for the Capital Programme – HRA	118	<b>111</b>
Debt redemption costs charged to Revenue (Incl HRA)	(21)	<b>(25)</b>
Reduced/(Increased) level of Revenue Balances	(3)	<b>(32)</b>
<b>Net Borrowing at 31 March</b>	1,261	<b>1,195</b>
<b>Capital Financing Requirement (Maximum Net Debt)</b>	1,347	<b>1,310</b>
* Comprised as follows		
Long term borrowing		
Fixed	1302	<b>1,259</b>
Variable	40	<b>40</b>
Short term Borrowing	19	<b>22</b>
Total External Borrowing	1,361	<b>1,321</b>
Less Investments	(100)	<b>(126)</b>
Net External Borrowing	1,261	<b>1,195</b>
% borrowing funded by short term and variable rate loans	5%	<b>5%</b>

Note: The Capital Financing Requirement (CFR) is the maximum level of debt (i.e. borrowing and finance leasing) that the Council can hold for its current year capital purposes. The Council is also allowed to borrow in advance for up to two future years capital programmes.

3.1.2 Appendix A shows the prudential limits set by the Council in February 2006 together with revisions reflected in the February 2007 report and the outturn for 2006/07.

3.1.3 Graph 1, below shows the level of debt during 2006/07 and its comparison with the prudential limits on debt set by the Council in February 2006 and revised by the Council in November 2006. The authorised limit is the maximum permitted amount of borrowing the Council can have outstanding at any given time and has not been breached during 2006/07. The operational boundary is a key management tool and can be breached temporarily depending on cash flow. This limit acts as a warning mechanism to prevent the authorised limit from being breached. As capital programme, capital financing requirement and cash flow estimates were revised during 2006/07, both the operational boundary and authorised limits were increased in November 2006.

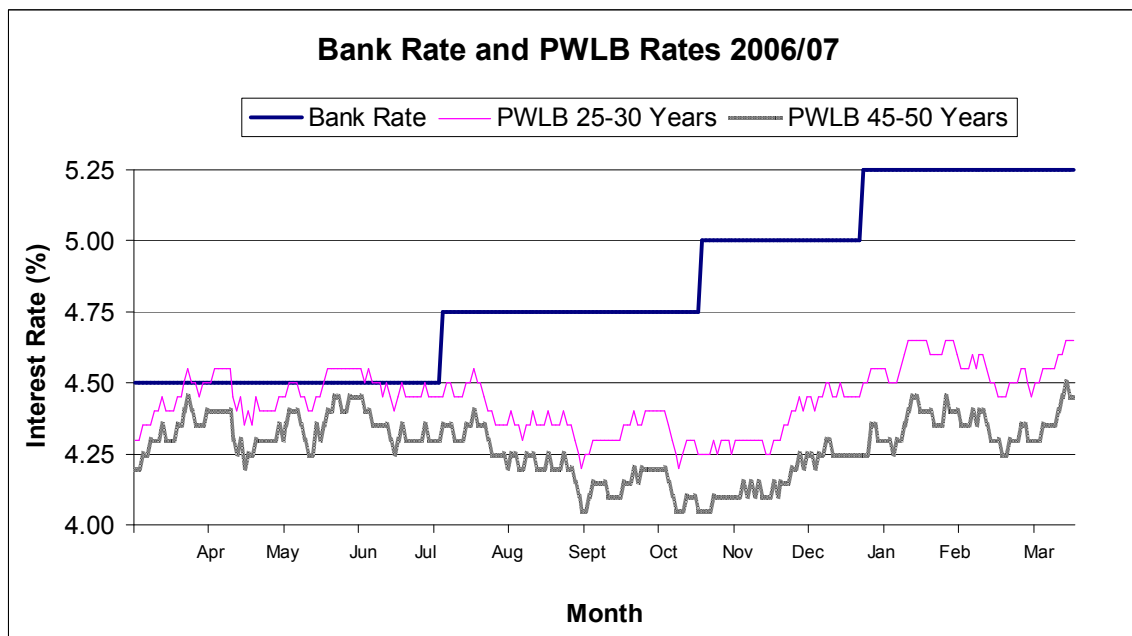
Graph 1



3.1.4 As reported in the Treasury Management Strategy 2007/08 on 9<sup>th</sup> February 2007, The Bank of England raised the bank rate (formerly known as the base rate) upwards by 0.25% in August 2006, November 2006 and February 2007. In April 2006 the 45-50 year PWLB loan rate stood at 4.20%, fell to 4.05% in late September and again touched this level in early November. Since then the rate has tracked upwards to close the year at 4.45%. This trend was against that experienced in late 2005/early 2006, when gilts hit all time lows, even though demand for gilts was strong. Levels did not drop in response to increasing fears over the path of inflation. Graph 2, below illustrates these movements. In March the Consumer Prices Index of inflation hit 3.1% forcing the Governor of the Bank

of England to write an open letter of explanation to the Chancellor of the Exchequer as to why the inflation target of 2.0% had been breached by more than 1%.

**Graph 2**



- 3.1.5 Monitoring of the long term interest rates has presented opportunities to restructure £646.3m of loans as shown in Table 2 to generate current and future year revenue savings. This included £551.3m of PWLB loans and a further £95m of market loans. The restructuring of market loans also had the objective of removing the number of opportunities for the lender to vary the interest rate on the loans and thereby reduce volatility.
- 3.1.6 New replacement borrowing totaled £592m, which was £54.3m less than repaid. This was due to a combination of capital programme slippage, capital receipts being realised in 2006/07 rather than 2007/08 and an advantageous cash flow position at the year end.
- 3.1.7 Market conditions have enabled restructuring of long term debt to generate savings totaling £22.2m, of which £18.968m related to discounts achieved on the premature repayment of loans. These savings are reported in accordance with current and proposed interpretation of accounting changes governing premiums and discounts on the rescheduling of loans.
- 3.1.8 To meet the borrowing requirement for the 2006/07, new loans of £165m were taken, £130m from PWLB and £35m in market loans, which were arranged before 01/04/06. These market loans are termed Lenders Option Borrowers Option (LOBO) and contain clauses which allow the lender, at pre-determined dates, to vary the interest rate on the loan. If one of these options is exercised and the new rate is not accepted, the borrower then has the option to repay the loan. Details of new borrowing for 2006/07 undertaken during the year are set out in Table 3.



**Table 2**

Rescheduling 2006/07								
Premature Repayments					New Replacement Borrowing			
Date	Amount (£m)	Original Rate	Discount Rate	Discount (£m)	Date	Amount (£m)	Term (Years)	Interest Rate (%)
PWLB					PWLB			
02/05/06	14	4.625	4.80	0.257	28/04/06	22	44.5	4.4
02/05/06	23	4.5	4.65	0.448	28/04/06	22	46	4.4
02/05/06	12	4.5	4.65	0.245	28/04/06	26	47	4.4
02/05/06	5	4.55	4.65	0.072	28/04/06	22	48	4.4
02/05/06	30	4.5	4.65	0.655	28/04/06	22	50	4.4
02/05/06	30	4.5	4.65	0.660	19/05/06	20	35.5	4.3
18/05/06	20	4.6	4.75	0.378	19/07/06	30	47	4.25
06/07/06	30	4.35	4.55	0.960	25/01/07	27	45	4.25
21/09/06	30	4.35	4.9	0.899	25/01/07	18	46	4.25
22/12/06	12.3	4.15	4.35	0.464	29/01/07	54	45	4.3
03/01/07	25	4.25	4.5	0.948	29/01/07	46	45	4.3
08/01/07	20	4.625	4.65	0.066	13/02/07	27	46	4.35
08/01/07	25	4.55	4.65	0.354	08/03/07	56	47.5	4.25
08/01/07	30	4.45	4.5	0.239				
18/01/07	20	4.55	4.55	0				
18/01/07	20	4.5	4.55	0.157				
02/02/07	20	4.75	4.8	0.134				
02/02/07	10	4.8	4.8	0				
02/02/07	30	4.75	4.8	0.208				
02/02/07	30	4.75	4.8	0.210				
02/02/07	20	4.6	4.65	0.155				
07/02/07	10	3.7	4.45	1.414				
07/02/07	14	3.7	4.45	2.018				
07/02/07	10	3.7	4.4	1.375				
07/02/07	11	3.7	4.45	1.555				
07/02/07	15	3.85	4.45	1.685				
19/02/07	15	3.85	4.4	1.640				
23/02/07	20	3.95	4.4	1.769				
<b>Sub Total</b>	<b>551.3</b>			<b>18.968</b>		<b>392</b>		
LOBOs					LOBOs			
24/04/06	5	4.25			24/04/06	5	60	4.15
24/04/06	10	4.81			24/04/06	10	60	4.81
28/04/06	5	3.995			24/04/06	5	60	3.995
02/05/06	20	3.98			02/05/06	10	60	3.96
08/05/06	5	4.75			02/05/06	10	60	3.96
19/09/06	15	4.4			08/05/06	5	60	4.33
21/09/06	20	4.5			01/06/06	10	60	3.68
21/09/06	15	4.34			01/06/06	10	60	3.78
					01/06/06	10	60	3.83
					19/09/06	15	70	4.25
					21/09/06	20	70	4.45
					21/09/06	15	70	4.24
					29/03/07	25	70	3.65
					29/03/07	15	70	3.695
					28/03/07	20	70	3.98
					28/03/07	15	70	3.95
<b>Sub Total</b>	<b>95</b>					<b>200</b>		
<b>Total</b>	<b>646.3</b>			<b>18.968</b>		<b>592</b>		

3.1.9 As reported in November 2006 and February 2007, historically low PWLB interest rates in the 45-50 year band presented the opportunity to borrow in advance a substantial part of the 2007/08 borrowing requirement, investing the amounts until they are required. Details are shown in Table 3.

**Table 3**

<b>New Borrowing for 2006/07 Requirement</b>				
Date	Source	Amount (£m)	Term (Years)	Interest Rate (%)
03/04/06	Market Loan	10	60	3.52
03/04/06	Market Loan	10	60	3.58
03/04/06	Market Loan	5	60	3.40
03/04/06	Market Loan	10	60	3.38
16/06/06	PWLB	30	50	4.25
19/07/06	PWLB	25	46	4.25
14/09/06	PWLB	30	49	4.20
14/09/06	PWLB	25	48	4.20
29/09/06	PWLB	20	48	4.05
		<b>165</b>		
<b>Pre Funding for 2007/08 Requirement</b>				
Date	Source	Amount (£m)	Term (Years)	Interest Rate (%)
19/05/06	PWLB	20	43	4.25
19/05/06	PWLB	20	44	4.25
19/05/06	PWLB	30	50	4.25
19/05/06	PWLB	30	42	4.25
		<b>100</b>		

3.1.10 Total borrowings undertaken in 2006/07 amounted to £857m which is a substantial increase on new borrowings of £275m undertaken in 2005/06. Combined with total repayments of £646.3m total turnover of long-term borrowing amounted to £1,503m in 2006/07.

### **3.2 Interest Rate Performance**

3.2.1 The average rate of interest paid on the Council's external debt for 2006/07 was 4.78% compared with 5.35% in 2005/06 and 5.67% in 2004/05. This is below the average for metropolitan districts for 2005/06 as shown in Appendix B. Appendix C analyses debt as at 31<sup>st</sup> March 2007 by interest rate bands and the year of maturity or first option date for LOBO loans. The final maturity of LOBO loans is shown as a memo item in the table at the bottom of Appendix C.

## **4 Implications For Council Policy And Governance**

- 4.1 The operation of the Treasury Management function is governed by provisions set out under part 1 of the Local Government Act 2003 whereby the Council is required to have regard to the Chartered Institute of Public Finance and Accountancy (CIPFA) Prudential Code for Capital Finance in Local Authorities.
- 4.2 The Code of Practice requires that policy statements are prepared for approval by the Council at least twice a year. This treasury management report for 2006/07 seeks approval in accordance with the code.

## **5 Legal And Resource Implications**

- 5.1 The treasury management annual report for 2006/07 recognises the final borrowing undertaken to fund the capital programme of both General Fund and HRA. The revenue costs of this borrowing have been met within the revenue account and were reported in the revenue outturn report presented to Executive Board on 13<sup>th</sup> June 2007.

## **6 Conclusions**

- 6.1 The treasury management annual report 2006/07 details the transactions undertaken in 2006/07 to fund the capital programme requirements for both General Fund and HRA. Treasury activity during the year was conducted within the approved borrowing limits for the year and resulted in significant savings to the revenue budget.

## **7 Recommendations**

That the Executive Board :

- 7.1 Note the treasury management outturn position for 2006/07.

### Associated documents:

- a) Treasury Management Policy and Strategy Statements 2006/07 - Executive Board 17<sup>th</sup> February 2006.
- b) Treasury Management Borrowing Limits – Executive Board 18<sup>th</sup> October 2006.
- c) Treasury management Update 2006/07 – Executive Board 15<sup>th</sup> November 2006.
- d) Treasury Management Strategy 2007/08 – Executive Board 9<sup>th</sup> February 2007.

## Leeds City Council - Prudential Indicators 2006/07

No.	PRUDENTIAL INDICATOR	Feb 06 Report	Feb 07 Report	Outturn (This Report)
<b>(1). EXTRACT FROM BUDGET AND RENT SETTING REPORTS</b>				
1	<b>Ratio of Financing Costs to Net Revenue Stream</b> General Fund - Excluding DSG (Note1)	10.19%	8.01%	5.31%
2	HRA	14.21%	14.94%	14.77%
3	<b>Impact of Unsupported Borrowing on Council Tax &amp; Housing Rents</b> increase in council tax B7(band D, per annum) (Note 2)	£ . P 34.34	£ . P 37.24	£ . P 35.43
4	increase in housing rent per week	0.00	0.00	0.00
5	<b>Net Borrowing and the capital financing requirement (Note 3)</b>	OK	OK	OK
<b>Estimate of total capital expenditure</b>				
6	Non HRA	206,077	198,108	182,416
7	HRA	139,322	170,227	161,696
	<b>TOTAL</b>	<b>345,399</b>	<b>368,335</b>	<b>344,112</b>
<b>Capital Financing Requirement (as at 31 March)</b>				
8	Non HRA	£'000 655,266	£'000 694,580	£'000 667,891
9	HRA	619,920	652,373	642,095
	<b>TOTAL</b>	<b>1,275,186</b>	<b>1,346,953</b>	<b>1,309,986</b>

No.	PRUDENTIAL INDICATOR	£'000	£'000	£'000
<b>(2). TREASURY MANAGEMENT PRUDENTIAL INDICATORS</b>				
10	<b>Authorised limit for external debt - (Note 4)</b> borrowing other long term liabilities TOTAL	1,410,000 40,000 1,450,000	1,550,000 40,000 1,590,000	1,550,000 40,000 1,590,000
11	<b>Operational boundary - (Note 4)</b> borrowing other long term liabilities TOTAL	1,260,000 30,000 1,290,000	1,460,000 30,000 1,490,000	1,460,000 30,000 1,490,000
14	<b>Upper limit for fixed interest rate exposure</b> Net principal re fixed rate borrowing / investments OR:-	115%	115%	115%
15	<b>Upper limit for variable rate exposure</b> Net principal re variable rate borrowing / investments OR:-	40%	40%	40%
17	<b>Upper limit for total principal sums invested for over 364 days (Note 5)</b> (per maturity date)	100,000	150,000	150,000

16	Maturity structure of fixed rate borrowind during 2006/07	Lower Limit	Cumulative Upper Limit	Actual 31/03/2006
	under 12 months	0%	30%	0%
	12 months and within 24 months	0%	30%	7%
	24 months and within 5 years	0%	40%	15%
	5 years and within 10 years	0%	50%	4%
	10 years and above	25%	90%	74%

## Notes.

- The indicator for the ratio of financing costs to net revenue stream for General Fund is now calculated based on the Net Revenue Charge less the Dedicated Schools Grant (DSG). The Government changed the funding of education to DSG from 2006/07.
- The code requires that the Council identifies the capital financing costs arising from unsupported borrowing expressed as the amount per band D property.
- In order to ensure that over the medium term net borrowing will only be for a capital purpose, the Council should ensure that net external borrowing does not exceed the total capital financing requirement in the preceding year plus estimates of any additional capital financing requirement for the current and next two financial years. This is a key indicator of prudence.
- Limits are the same as the Feb 07 report which reflected the review in the Treasury Borrowing Limits Report in Oct 06
- Prudential indicator 12 relates to actual external debt at 31st March, which is reported in the main body of this report.
- Prudential indicator 13 relates to the adoption of the CIPFA Code of Practice on Treasury Management. The Council formally adopted this Code of Practice in March 2003.

<b>Average Rate of External Debt 2005/06</b>			
<b>Authority Name</b>	<b>Rank</b>	<b>Total Debt at 31.3.06 £m</b>	<b>Gross Average Rate of Interest on Total Debt 2005/06 %</b>
Walsall	1	197	4.15
Sunderland	2	175	4.27
Knowsley	3	115	4.83
Sefton	4	199	5.15
Stockport	5	226	5.19
<b>Leeds</b>	<b>6</b>	<b>1,054</b>	<b>5.35</b>
Solihull	7	170	5.41
Bolton	8	332	5.51
Tameside	9	177	5.64
Trafford	10	93	5.84
Liverpool	11	864	5.91
Calderdale	12	90	5.99
Salford	13	507	6.03
St Helens	14	132	6.07
<b>Weighted Average Metropolitan</b>			<b>6.13</b>
Wakefield	15	220	6.48
Manchester	16	1,208	6.49
Dudley	17	426	6.51
Kirklees	18	430	6.71
Newcastle upon Tyne	19	610	6.80
Rotherham	20	306	7.09
Sheffield	21	789	7.27
Wigan	22	368	7.49
Birmingham	23	1,384	7.60
Gateshead	24	288	8.05
South Tyneside	no return		
Bury	no return		
Bradford	no return		
Barnsley	no return		
Coventry	no return		
Doncaster	no return		
North Tyneside	no return		
Oldham	no return		
Rochdale	no return		
Sandwell	no return		
Wirral	no return		
Wolverhampton	no return		

**Debt as at 31st March 2007**

**Appendix C**

Table below shows a breakdown of the maturity structure of the authority giving totals within interest bands

Year Ending 31st March	to 4%	4% to 4.99%	5% to 5.99%	6% to 6.99%	7% to 7.99%	Greater Than 8%	Principal
<b>Long Term Loans including PWLB and LOBOs to the first option date</b>							
2008	60,003	40,000	20	-	-	9	100,032
2009	45,000	35,000	-	-	-	-	80,000
2010	45,000	35,000	-	-	-	-	80,000
2011	30,000	20,000	-	-	-	-	50,000
2012	15,000	20,000	-	-	-	-	35,000
2013	20,000	-	-	-	-	-	20,000
2014	-	-	-	-	-	395	395
2015	-	15,000	-	-	-	1,575	16,575
2016	-	15,000	-	-	-	-	15,000
2017	-	-	-	-	-	19,400	19,400
2018	-	-	-	-	30,000	-	30,000
2020	-	-	-	-	-	1,280	1,280
2022	-	-	20,000	-	81	202	20,283
2024	-	-	-	3,355	-	-	3,355
2025	-	-	25,000	-	-	-	25,000
2026	-	-	25,000	-	-	-	25,000
2027	-	-	20,000	-	-	-	20,000
2028	-	-	38,500	-	-	-	38,500
2034	-	49,000	-	-	-	-	49,000
2035	-	20,000	-	-	-	-	20,000
2043	-	20,000	-	-	-	-	20,000
2049	-	30,000	-	-	-	-	30,000
2050	-	20,000	-	-	-	-	20,000
2051	-	20,000	-	-	-	-	20,000
2052	-	122,000	-	-	-	-	122,000
2053	-	79,000	-	-	-	-	79,000
2054	-	96,000	-	-	-	-	96,000
2055	-	98,000	-	-	-	-	98,000
2056	-	55,000	-	-	-	-	55,000
2057	-	82,000	-	-	12,750	-	94,750
2058	-	-	-	-	20,000	-	20,000
<b>Sub Total</b>	<b>215,003</b>	<b>871,000</b>	<b>128,520</b>	<b>3,355</b>	<b>62,831</b>	<b>22,861</b>	<b>1,303,570</b>
<b>Temporary Short Term Loans</b>							
2007	17,406	-	-	-	-	-	17,406
<b>Sub Total</b>	<b>17,406</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>17,406</b>
<b>CABP</b>	<b>232,409</b>	<b>871,000</b>	<b>128,520</b>	<b>3,355</b>	<b>62,831</b>	<b>22,861</b>	<b>1,320,976</b>
<b>Memo : LOBO Variable Rate Loans Maturity</b>							
2044	-	5,000	-	-	-	-	5,000
2054	-	20,000	-	-	-	-	20,000
2055	-	35,000	-	-	-	-	35,000
2056	20,000	50,000	-	-	-	-	70,000
2066	30,000	40,000	-	-	-	-	70,000
2067	90,000	15,000	-	-	-	-	105,000
2077	75,000	15,000	-	-	-	-	90,000
<b>Sub Total</b>	<b>215,000</b>	<b>180,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>395,000</b>

LOBO's Shown at Maturity in Bottom Memo Section.

LOBO's included in main section at next option date. (Highlighted)



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