



SCRUTINY BOARD (CHILDREN'S SERVICES)

Meeting to be held in Civic Hall, Leeds on
Thursday, 13th September, 2007 at 10.00 am.

(A pre-meeting will take place for ALL members of the Board at 9.30 a.m.)

MEMBERSHIP

Councillors

C Campbell	-	Otley and Yeadon
J Chapman	-	Weetwood
J Elliott	-	Morley South
R D Feldman	-	Alwoodley
S Hamilton	-	Chapel Allerton
R Harington	-	Gipton and Harehills
W Hyde (Chair)	-	Temple Newsam
A Lamb	-	Wetherby
B Lancaster	-	Moortown
J Langdale	-	Temple Newsam
T Murray	-	Garforth and Swillington
K Renshaw	-	Ardsley and Robin Hood

Co-opted Members (Voting)

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

Co-opted Members (Non-Voting)

Mr T Hales	-	Teacher Representative
Ms C Foote	-	Teacher Representative
Mrs S Hutchinson	-	Early Years Development and Childcare Partnership
Ms J Morris-Boam	-	Leeds VOICE Children and Young People Services Forum Representative
Ms T Kayani	-	Leeds Youth Work Partnership Representative

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A G E N D A

Item No	Ward/Equal Opportunities	Item Not Open		Page No
1			<p>APPEALS AGAINST REFUSAL OF INSPECTION OF DOCUMENTS</p> <p>To consider any appeals in accordance with Procedure Rule 25 of the Access to Information Rules (in the event of an Appeal the press and public will be excluded)</p>	
2			<p>EXCLUSION OF THE PUBLIC</p> <p>To identify items where resolutions may be moved to exclude the public</p>	
3			<p>LATE ITEMS</p> <p>To identify items which have been admitted to the agenda by the Chair for consideration.</p> <p>(The special circumstance shall be specified in the minutes)</p>	
4			<p>DECLARATION OF INTERESTS</p> <p>To declare any personal/prejudicial interests for the purpose of Section 81(3) of the Local Government Act 2000 and paragraphs 8 to 12 of the Members' Code of Conduct</p>	
5			<p>APOLOGIES FOR ABSENCE</p> <p>To receive any apologies for absence from the meeting</p>	
6			<p>MINUTES OF THE PREVIOUS MEETING</p> <p>To receive and approve the minutes of the previous meeting held on 5th July 2007</p>	1 - 10

Item No	Ward/Equal Opportunities	Item Not Open		Page No
7			<p>MINUTES OF THE OVERVIEW AND SCRUTINY COMMITTEE</p> <p>To note the minutes of the Overview and Scrutiny Committee meeting held on 4th June 2007</p>	11 - 14
8			<p>RECENT CHANGES TO THE CO-OPTED MEMBERSHIP OF THE SCRUTINY BOARD</p> <p>To receive a report from the Head of Scrutiny and Member Development which advises Members of the recent changes to the co-opted membership of the Scrutiny Board (Children's Services)</p>	15 - 16
9			<p>PERFORMANCE MANAGEMENT QUARTER 1</p> <p>To consider a report from the Head of Scrutiny and Member Development which invites Members to consider key performance issues relating to quarter 1 of 2007/2008 which are considered to be of corporate significance for the Scrutiny Board (Children's Services)</p>	17 - 24
10			<p>CHILDREN'S SERVICES AND THE CHILDREN AND YOUNG PEOPLE'S PLAN</p> <p>To receive a report from the Director of Children's Services which advises Members of the key work which has been undertaken throughout children's services in Leeds since April 2007, in addition to highlighting the priorities identified by Children's Services in the recently reviewed Children and Young People's Plan (CYPP)</p>	25 - 44
11			<p>YOUTH SERVICES INQUIRY - FORMAL RESPONSE TO RECOMMENDATIONS</p> <p>To consider a report from the Director of Children's Services which introduces the formal responses received in relation to the inquiry conducted by the Board into Youth Services in Leeds</p>	45 - 50

Item No	Ward/Equal Opportunities	Item Not Open		Page No
12			<p>RECOMMENDATION TRACKING</p> <p>To consider a quarterly report from the Head of Scrutiny and Member Development which allows Members to monitor the progress of recommendations previously made by the Board, in line with the new, more formal system of recommendation tracking which has been adopted</p>	51 - 70
13			<p>SERVICES FOR 8-13 YEAR OLDS - DRAFT TERMS OF REFERENCE</p> <p>To receive a report from the Head of Scrutiny and Member Development which sets out and invites the Board to approve draft terms of reference for the Scrutiny Board inquiry into services for 8-13 year olds</p>	71 - 76
14			<p>WORK PROGRAMME</p> <p>To consider a report from the Head of Scrutiny and Member Development which details the Scrutiny Board's work programme for the remainder of the current municipal year</p>	77 - 110
15		10.4(1, 2)	<p>UPDATE ON OFSTED INSPECTIONS AND SCHOOLS CAUSING CONCERN</p> <p>To receive a report from the Head of Scrutiny and Member Development which provides Members with two reports entitled, 'Termly Update on Ofsted Inspections and Schools Causing Concern (Primary)' and 'Termly Report on Standards in Leeds High Schools and Update on Ofsted Inspections and Schools Causing Concern' from the Chief Executive of Education Leeds which were submitted to Executive Board for consideration in August 2007</p>	111 - 270

Item No	Ward/Equal Opportunities	Item Not Open		Page No
16			<p>DATE AND TIME OF NEXT MEETING</p> <p>Thursday, 11th October 2007 at 10.00 a.m. in the Civic Hall, Leeds</p> <p>(Please note that a pre-meeting is scheduled for all members of the Board at 9.30 a.m.)</p>	

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Agenda Item 6

SCRUTINY BOARD (CHILDREN'S SERVICES)

THURSDAY, 5TH JULY, 2007

PRESENT: Councillor W Hyde in the Chair

Councillors J Chapman, J Elliott, R D Feldman,
R Harington, A Lamb, B Lancaster, J Langdale,
T Murray and K Renshaw

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

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

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

Mr T Hales	- Teacher Representative
Ms C Foote	- Teacher Representative
Mrs S Hutchinson	- Early Years Development and Childcare Partnership Representative
Mr P Gathercole	- Leeds VOICE Children and Young People Services Forum Representative

11 Chair's Opening Remarks

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

12 Declarations of Interest

Councillor Murray declared personal interests in relation to agenda items 11 and 13, due to being an LEA Governor of Garforth Community College, an LEA Governor of Thomas Danby College, a Director of igen and Chief Executive of Learning Partnerships (Minute Nos. 18 and 21 refer).

Mr P Gathercole declared a personal interest in relation to agenda item 10, due to being an employee of NCH, an organisation which acted as an adoption agency and provided services to looked after children (Minute No. 19 refers).

Mrs S Knights declared a personal interest in relation to agenda items 8 and 15, due to being Governor of the North West Specialist Inclusive Learning Centre (SILC) (Minute Nos. 16 and 23 refer).

Mr C Macpherson declared a personal interest in relation to agenda item 8, as his child attended the North West SILC (Minute No. 16 refers).

Further declarations of interest were made at later points in the meeting (Minute Nos. 16, 19 and 23 refer).

13 Apologies for Absence

Apologies for absence from the meeting were received on behalf of Councillors C Campbell, S Hamilton and Ms T Kayani.

14 Minutes of the Previous Meeting

RESOLVED – That the minutes of the previous Scrutiny Board (Children's Services) meeting held on 7th June 2007 be approved as a correct record.

15 Minutes of the Overview and Scrutiny Committee

RESOLVED – That the minutes of the Overview and Scrutiny Committee meeting held on 16th May 2007 be noted.

16 Development of the Specialist Inclusive Learning Centres (SILCs)

Further to Minute No. 114, 8th March 2007, the Board received an update on the progress which had been made by Education Leeds in relation to the recommendations of the Scrutiny Board (Children and Young People), following the Board's inquiry into SILCs which was conducted during 2005/06. The report also sought Members' involvement in the consultation process for the refreshed Inclusion Strategy.

Appended to the report for Members' information were two documents entitled, 'Parent Partnership Service Scrutiny Board – Action Plan Response, June 2007' and 'The Revised Inclusion Strategy in Leeds 2007-2010: Achieving Excellence by Inclusion'.

Carol Jordan, Strategic Manager, Behaviour and Attendance, Education Leeds, Rosemary Archer, Director of Children's Services and Adam Hewitt, Public and Political Executive Support Manager, Children's Services, were all in attendance to present the report and answer Members' questions.

Having received a brief summary of the key issues detailed within the report, a question and answer session ensued. The main areas of debate were as follows:-

Issues relating to accessibility to Special Educational Needs Provision in Leeds

- Members made enquiries about the ability for pupils to transfer between specialist and mainstream settings and vice versa. Members noted that through the **revised Inclusion Strategy**, the Authority aimed to deliver a consistently high standard of provision across the education spectrum, whilst also having sufficient capacity to accommodate parents' preferences;
- The extent to which there would be a **choice** of education provision available to those young people who had been through the statementing process, and whether a statement remained a prerequisite to attending a SILC;

- Members also learned that a forum had been established comprising of professionals from both the mainstream and specialist settings in order to consider such issues.

Issues relating to Communication

- The Board made enquiries into the actions which would be taken to improve the levels of **communication and interaction with parents**. In response, it was acknowledged that parents' confidence in the system was key, and that they needed to be **accurately and clearly signposted** to the most appropriate educational pathways for their child;
- Members discussed the extent to which the responses to the Board's recommendations had fully addressed the issue of **communicating with parents in a clear and co-ordinated manner**, covering all aspects of support, not just educational support.

General Observations

- Having discussed the **funding arrangements** for the provision of services for those with special educational needs, Members learned that such funding required a greater degree of flexibility, in order enable an individual to undertake the most **appropriate educational pathway**;
- The Board sought further information on the provision of **staff training and development**;
- Members raised concerns regarding the lack of detail in the '**Revised Inclusion Strategy in Leeds 2007-10**', and were assured that the version of the document provided for this meeting outlined the principles rather than full details;
- Members then discussed the **timescales** for the consultation with stakeholders on the refreshed Inclusion Strategy, including a further report to the Scrutiny Board.

RESOLVED –

- (a). That the report and information appended to the report be noted;
- (b). That an update report on the Inclusion Strategy be submitted to the October 2007 meeting of the Board for consideration.

(Councillor Lancaster declared a personal interest in relation to this item due to being an LEA Governor of the North West SILC)

17 Formal Responses to Scrutiny Board Recommendations

A report was submitted by the Head of Scrutiny and Member Development which advised the Board that formal responses had now been received in relation to the majority of inquiry reports and statements published by the Scrutiny Board during 2006/07.

Members noted that a new, more rigorous system of formally tracking progress with recommendations on a quarterly basis was being introduced this year by all Scrutiny Boards.

RESOLVED – That the contents of the report be noted.

18 **The Implications of Trust Schools for the Local Authority - Formal Response**

Further to Minute No. 141, 17th May 2007, the Head of Scrutiny and Member Development submitted a report detailing the formal response to the recommendations of the Scrutiny Board (Children's Services) which had been published during 2006/07 as part of the Board's inquiry into the implications of Trust Schools for the Local Authority.

Rosemary Archer, Director of Children's Services, Adam Hewitt, Public and Political Executive Support Manager, Children's Services, and Pat Toner, Strategic Manager, Human Resources, Education Leeds, were all in attendance to present the report and answer Members' questions.

Following a brief summary of the key issues detailed within the report, a discussion ensued. The main areas of debate were as follows:-

- Having discussed the **pilot scheme which was being undertaken in East Leeds** and the impact that this may have upon how Trust Schools developed in the city, Members learned of the actions being taken to ensure that the Local Authority had an opportunity to influence how Trust Schools were established in Leeds;
- With regard to recommendation 2 of the Board's report, Members enquired how the Local Authority intended to ensure that it had **representation on all the Trusts established**. In response, the Board was advised of the actions which would be taken by Education Leeds to address such issues, which included the intended circulation of explicit **guidance** to all schools;
- In relation to the pilot scheme in East Leeds, Members made enquiries into the potential impact which would be felt by those schools situated within the vicinity of a Trust School;
- The Board then made enquiries into the **level of interest** which had been experienced in relation to the adoption of Trust School status, and how the Local Authority would ensure that any relevant guidance was communicated to those schools expressing such an interest. In response, Members learned that although schools had already received some information on this issue, guidance from the Local Authority was expected to be issued in the autumn, and that there would be an opportunity to make appropriate representations to any school considering the adoption of Trust status during the statutory consultation period.

In conclusion, the Chair thanked the officers present for their attendance and indicated that the Board wished to be kept updated on any further proposals for Trust status.

RESOLVED –

- (a). That the report and information appended to the report be noted;
- (b). That the Board be kept informed of any further proposals for Trust status.

19 **Adoption in Leeds - Formal Response**

Further to Minute No. 116, 8th March 2007, a report was received from the Head of Scrutiny and Member Development detailing the formal response to

Draft minutes to be approved at the meeting
to be held on Thursday, 13th September, 2007

the recommendations of the Scrutiny Board (Children's Services) which had been published during 2006/07 as part of the Board's inquiry into adoption in Leeds.

Members were reminded that an additional response, particularly relating to recommendation 4 of the Board's report had been received and circulated on behalf of His Honour Judge Hunt, the Designated Family Judge for Leeds, and Mr. Martin J Lee, Legal Manager – Civil Teams, Leeds Magistrates' Court.

Rosemary Archer, Director of Children's Services, Adam Hewitt, Public and Political Executive Support Manager, Children's Services, and Val Hales, Fostering and Adoptions Team Manager, Social Services, were all in attendance to present the report and answer Members' questions.

Having received a brief summary of the key issues detailed within the report, a question and answer session ensued. The main areas of debate were as follows:-

- Members received an update on the establishment of the **third Adoption Panel**, and the current situation regarding Member representation on the Panel;
- Members considered the response received on behalf of His Honour Judge Hunt and Mr Martin J Lee, and proposed that the response was forwarded to the Ministry of Justice as suggested.

It was then formally moved by Councillor R D Feldman and seconded by Councillor Lancaster

That the formal response received on behalf of His Honour Judge Hunt, the Designated Family Judge for Leeds, and Mr Martin J Lee, Legal Manager - Civil Teams, Leeds Magistrates' Court, be submitted to the Ministry of Justice, along with a copy of the Scrutiny Board's inquiry report into adoption in Leeds.

Upon being put to the vote the motion was carried and it was

RESOLVED –

- (a). That the report and information appended to the report be noted;
- (b). That the formal response received on behalf of His Honour Judge Hunt, the Designated Family Judge for Leeds, and Mr Martin J Lee, Legal Manager - Civil Teams, Leeds Magistrates' Court, be submitted to the Ministry of Justice, along with a copy of the Scrutiny Board's inquiry report into adoption in Leeds.

(Councillor Lancaster declared a personal interest in relation to this item, due to being a member of the Elmete Adoption Panel)

20 Young People's Scrutiny Forum - 'Catching the Bus'

Further to Minute No. 130, 19th April 2007, the Board received a report from the Head of Scrutiny and Member Development which detailed the formal responses received in relation to the recommendations of the Young People's

Scrutiny Forum, which had been detailed within the Forum's report entitled, 'Catching the Bus'. In addition to considering the responses received, Members were invited to determine how best to progress the issues raised by the report of the Young People's Scrutiny Forum.

Adam Hewitt, Public and Political Executive Support Manager, Children's Services, was in attendance to answer Members' questions.

Members emphasised the need to support the work of the Young People's Scrutiny Forum, and proposed that a working group comprising of all relevant agencies could be established in order to monitor progress and help develop a response to the concerns detailed within the Forum's report.

RESOLVED –

- (a). That the report and information appended to the report be noted;
- (b). That a working group comprising of Councillors Lancaster, Renshaw, and Mr E A Britten, together with representatives of the Young People's Scrutiny Forum, the Director of Children's Services Unit and Metro be established, in order to monitor progress and help develop a response to the recommendations detailed within the Forum's report.

21 Officer Response to Scrutiny Board (Children's Services) Report on the 14-19 Review of Education and Training Provision in Leeds

Further to Minute No. 135, 19th April 2007, a report was submitted by the Chief Executive of Education Leeds which detailed the formal response received in relation to the recommendations of the Scrutiny Board (Children's Services) following the publication of a statement issued by the Board regarding the Review of 14-19 Education and Training Provision in Leeds.

Appended to the report for Members' information was a document entitled, 'Raising Expectations: Staying in education and training post-16 – Consultation Response Form', submitted by Education Leeds to the Department of Education and Skills.

Adam Hewitt, Public and Political Executive Support Manager, Children's Services, was in attendance to answer Members' questions.

Members were reminded that an additional meeting of the Board had been held during March 2007 to consider the Review of 14-19 Education and Training Provision in Leeds, and that a statement encompassing Members' comments had been published on this issue.

Following a brief overview of the key issues within the report, a discussion then ensued. The main areas of debate were:-

- The Board highlighted the extent of the recent changes in this area and emphasised the need for the Board to continue to monitor the issue as part of its work programme;
- Members raised several issues relating to the **effectiveness of the partnerships** which had been established, the ways in which **best value**

for service provision in this field could be ensured, and **the rate at which progress was being made in relation to the review**;

- The Board discussed the extent to which there was an alternative to residential provision for those with special educational needs;
- Members also highlighted the **potential impact** that any changes resulting from the review would have **upon schools**.

RESOLVED –

- (a). That the report and information appended to the report be noted;
- (b). That a further progress report on the Review of 14-19 Education and Training Provision in Leeds be submitted to a future meeting of the Scrutiny Board for consideration.

22 Departmental Communications - Formal Response

Further to Minute No. 134, 19th April 2007, the Board received a report from the Head of Scrutiny and Member Development which detailed the formal response received in relation to the recommendations of the Scrutiny Board (Children's Services) following the publication of a statement by the Board regarding Departmental Communications.

Adam Hewitt, Public and Political Executive Support Manager, Children's Services, was in attendance to answer Members' questions.

With regard to recommendation 3 of the Board's statement, the Public and Political Executive Support Manager sought clarification on what information the Board required. In response, Members proposed that costs for publications relating to Children's Services for 2007/08 could initially be sought from internal departments and submitted to the Board.

Regarding the information sought as part of recommendation 2, Members learned that preparations had been made to collate such information for 2007/08 and that it would be submitted to the Board in due course.

RESOLVED –

- (a). That the report and information appended to the report be noted;
- (b). That information detailing the costs for publications which related to Children's Services for 2007/08 be initially sought from internal departments and submitted to the Board in due course.

23 Work Programme

A report was received from the Head of Scrutiny and Member Development which invited Members to consider and approve the draft work programme for 2007/08.

Appended to the report for Members' consideration was the draft work programme for the current municipal year, an extract from the Forward Plan of Key Decisions for the period 1st July to 31st October 2007 which related to the Board's remit, together with the minutes from the Executive Board meeting held on 13th June 2007 and the minutes from the Leeds Admissions Forum meeting held on 19th April 2007.

Draft minutes to be approved at the meeting
to be held on Thursday, 13th September, 2007

Members learned that the Board's draft work programme had been compiled in line with the discussions which took place at the previous Board meeting, and also included several potential items for consideration which had been identified by the Board during 2006/07. Members then discussed several aspects of the draft work programme. The main areas of debate were as follows:-

Potential items for inclusion within the Work Programme which had been identified during 2006/07

- Members confirmed the arrangements which had been agreed earlier in the meeting with regard to the ways in which the Board could monitor the progress made in relation to the recommendations of the **Young People's Scrutiny Forum** and help develop a response to the concerns detailed within the Forum's report.

Potential items for inclusion within the Work Programme which had been identified at the June meeting of the Board

- The Board also considered the possibility of undertaking a scrutiny inquiry into the range of issues concerning **8-13 year olds**, and also conducting an inquiry into **Education Standards**. It was then proposed that working groups could be established in order to scope terms of reference for such inquiries;
- In response to Members' enquiries, the Board noted that the '**Draft Family Support and Parenting Strategy**' would be circulated to all Members, in order to give them the opportunity to comment as individuals on the draft document prior to the conclusion of the consultation period;
- The Board considered the issue of **governance arrangements** in relation to the multi-agency approach now being taken towards education provision, and the potential impact that the **David Young Academy** could have in respect of such provision in Leeds. In response it was proposed that further information could be sought on such issues and submitted to a future meeting of the Board, once discussions with relevant parties had taken place;
- Members noted that the issue of **immigration** had been referred to Overview and Scrutiny Committee for consideration, and agreed to refer issues concerning **the health of children and young people** to Scrutiny Board (Health and Adult Social Care) and **sustainability** to Scrutiny Board (City Development). Members were assured that the Board would be notified of any work undertaken in these areas by the relevant Scrutiny Boards;
- Members noted that it was proposed to schedule an additional meeting of the Board in the autumn to consider the **14-19 review proposals**, and that Members' availability for such a meeting would be sought in due course.

Further items for potential inclusion within the Work Programme

- The Board discussed a request for scrutiny to be undertaken in relation to **redundancies at Fountain Primary School**. Members were advised that although the Board was not permitted to look at individual cases, it could consider the background to the need for such redundancies and the roles

of various parties, including Education Leeds, in managing the budgetary and staffing situation since the formation of the school in September 2005. The Board agreed to accept the request and establish a working group to gather information.

Timing of Meetings

- The Board agreed to change the start time of future meetings to 10.00 a.m., with pre-meetings scheduled for 9.30 a.m.

RESOLVED –

- (a). That the report and information appended to the report be noted;
- (b). That the Scrutiny Board's draft work programme as appended to the report be approved, subject to the amendments made at today's meeting;
- (c). That a working group comprising of Councillor Chapman, Ms T Kayani, Mr E A Britten, Mr T Hales and Mr P Gathercole be established to scope an inquiry into services for 8-13 year olds;
- (d). That a working group comprising of Councillors Lamb, Murray, Lancaster, Mrs S Knights, Ms C Foote and Mr E A Britten be established to scope an inquiry into Education Standards;
- (e). That the issues of immigration, health of children and young people and sustainability be referred to the relevant Scrutiny Boards and that the Board be updated on any work undertaken in these areas;
- (f). That future meetings of the Scrutiny Board (Children's Services) be scheduled to begin at 10.00 a.m., with pre-meetings scheduled for 9.30 a.m.;
- (g). That a working group comprising of Councillors Hyde, Renshaw, Mrs S Hutchinson and Ms C Foote be established to gather information in response to the request for scrutiny regarding Fountain Primary School.

(Councillor Elliott declared a personal interest in relation to this item, due to being a Governor at Fountain Primary School)

24 Date and Time of Next Meeting

Thursday, 13th September 2007 at 10.00 a.m. in the Civic Hall, Leeds.
(Pre-meeting scheduled for 9.30 a.m.)

(The meeting concluded at 12.00 p.m.)

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OVERVIEW AND SCRUTINY COMMITTEE

MONDAY, 4TH JUNE, 2007

PRESENT: Councillor P Grahame in the Chair

Councillors S Bentley, T Hanley,
A Harrison, W Hyde and R Pryke

Apologies Councillors B Anderson, S Golton and
E Minkin

1 Chair's Opening Remarks

The Chair welcomed Members and officers to the first meeting of the Committee in the 2007/08 municipal year, and paid tribute to the hard work and contribution of the previous Chair, Councillor Driver, and other Members who were no longer on the Committee – Councillors Bale, Cleasby, Lancaster and Leadley.

2 Declarations of Interests

No declarations of interest were made.

3 Minutes - 16th May 2007

RESOLVED – That the minutes of the two meetings held on 16th May 2007 be confirmed as a correct record.

4 Minutes - Executive Board - 16th May 2007

RESOLVED – That the minutes of the Executive Board meeting held on 16th May 2007 be received and noted.

5 Matters Arising from the Minutes

(a) **Extension of ALMO Management Agreements (Minute No 246 refers)**

Further to Minute No 246 of the Executive Board meeting, 16th May 2007, at a Member's request, it was agreed that the decision to extend the management agreements with the housing Arms Length Management Organisations by a further five years, to 31st January 2013, should be referred to the Scrutiny Board (Environment and Neighbourhoods) with a view to that Board considering conducting a formal review of that decision.

(b) **Services based at Terry Yorath House (Minute No 240 refers)**

Further to OSC Minute No 109, 16th May 2007, and Minute No 240 of the Executive Board meeting, 16th May 2007, and in response to a Member's query, the Head of Scrutiny and Member Development

reported that the Director of Adult Services had now reconsidered her decision, taking into account the views of OSC expressed on 16th May, and had made another delegated decision to continue the contract with The Disabilities Trust for the provision of care services at Terry Yorath House for a further 12 months, with the option of two further 12 month extensions, and including a 4 month notice period in the contract. Following the previous Call-In, this latest decision could not be called-in.

It was agreed that the Scrutiny Board (Health and Adult Social Care) should be requested to monitor the ongoing consultation arrangements with residents and their carers which formed part of the wider review and consultation process relating to the provision of adult residential care services.

6 Minutes - Scrutiny Board (City Services) - 18th April 2007

RESOLVED –

- (a) That the minutes of the above meeting be received and noted.
- (b) That the Head of Scrutiny and Member Development be requested to obtain and circulate to OSC Members details of the outcome of the **Crown Cuisine Inquiry** referred to in Minute No 105(a).

7 Overview and Scrutiny Committee - Terms of Reference

The Head of Scrutiny and Member Development submitted a report setting out the formal terms of reference of the Committee.

In response to Members' queries, the Head of Scrutiny and Member Development undertook to ascertain and circulate to OSC Members further information about the present situation regarding **Corporate Priority Boards**. He also undertook to refer to the Scrutiny Board (Health and Adult Social Care), on a recommendation monitoring basis, the issue of progress on the previous Board's Inquiry into **hospital cleanliness, MRSA** etc.

RESOLVED – That the Committee's terms of reference be noted.

8 Annual Scrutiny Report to Council - Action Plan

The Committee considered a report submitted by the Head of Scrutiny and Member Development regarding the Action Plan associated with the 2006/07 Scrutiny Annual Report to Council, due to be considered by the Council on 20th June 2007.

The Head of Scrutiny and Member Development reported that further guidance from the Government was awaited on issues such as '**community calls for action**' and the extension of scrutiny arrangements to **external partner organisations**, and the Committee would receive update reports as appropriate.

RESOLVED – That the report be noted.

9 Performance Monitoring - Quarter Four 2006/07

The Head of Policy, Performance and Improvement submitted a summary report relating to key performance indicators for each area covered by an officer from Corporate Priority Board, and highlighting key areas of under - performance which OSC or the other Scrutiny Boards might wish to tackle in greater depth. The impact of under - performance in key areas on the Council's overall **Corporate Performance Assessment (CPA)** score was emphasised.

The key areas highlighted at the meeting were:-

- **Planning performance**, and whether or not this was improving – The Chair stated OSC would be receiving an update report at its September meeting, following its Inquiry in 2006/07;
- **VC11c** – Percentage of top 5% of earners that are disabled (excluding schools) and **BV16a** – The number of staff declaring that they meet the DDA disability definition as a percentage of the total workforce;
- **BV12** – The proportion of working days/shifts lost to sickness absence – and the variations between Departments;
- **BV126** – Domestic burglaries per 1,000 of the population – and **BV127b** – Robberies per year per 1,000 of the population – and the variations between different parts of the City;
- **BV203** – The percentage change in the average number of families placed in temporary accommodation;
- **BV201** – Direct payments per 100,000 of the population;
- **Children and Young People** – issues relating to weaknesses in management information and the allocation of resources across the City.
- **CP-AS50** – provision of out of hours services – Members requested details regarding the 55 services referred to in the report.

RESOLVED – That the report be noted, and Scrutiny Chairs, in consultation with the Scrutiny Support Unit and their Boards, decide which key areas of under - performance to investigate during 2007/08.

10 OSC Work Programme 2007/08 - Sources of Work and Establishing the Committee's Priorities

The Head of Scrutiny and Member Development submitted a report regarding establishing the Committee's work programme for 2007/08, together with a relevant extract of the Council's Forward Plan of Key Decisions for the period 1st June to 30th September 2007.

The Committee decided to add reviews of various previous issues to its work programme – **When Contracts Go Wrong, Direct Payments and Elections and Electoral Arrangements** – to refer a review of the previous **Waste**

Strategy Inquiry to the Scrutiny Board (Environment and Neighbourhoods) and also requested an update on the **Grass Cutting Service** contract.

11 **Scrutiny Training Dates**

The Head of Scrutiny and Member Development gave notice of two Scrutiny training sessions – one for **Scrutiny Chairs** on 3rd July, 9.30 am to 12.00 noon, and one for **Scrutiny Members** on 6th July, 9.30 am– 12.00 noon.

12 **Dates and Times of Future Meetings**

Monday 2nd July 2007
Monday 3rd September 2007
Monday 1st October 2007
Monday 5th November 2007
Monday 3rd December 2007
Monday 7th January 2008
Monday 4th February 2008
Monday 3rd March 2008
Monday 7th April 2008

All at 10.00 am (Pre-Meetings at 9.30 am).

At the request of a Member, the Head of Scrutiny and Member Development undertook to canvass OSC Members regarding OSC meetings always being on a Monday.



Originator: Kate Arscott

Tel: 247 4189

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 7th June 2007

Subject: Recent Changes to the Co-opted Membership of the Scrutiny Board

Electoral Wards Affected:

Ward Members consulted
(referred to in report)

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Purpose of the report

1.1 The purpose of this report is to provide Members with information on the recent changes to the co-opted membership of the Scrutiny Board (Children's Services).

2.0 Background

2.1 At the June 2007 meeting of the Board, and in accordance with Article 6 of the Council's Constitution, the Board re-appointed Mr E A Britten (Roman Catholic diocesan representative) and Professor P H J H Gosden (Church of England diocesan representative) as voting co-opted Members of the Board for the 2007/08 municipal year. Members also noted the continued appointment of Mr R Greaves (Parent Governor Representative – Secondary), Mr C Macpherson (Parent Governor Representative - Special) and Mrs S Knights (Parent Governor Representative – Primary) as voting co-opted Members of the Board.

2.2 Having noted at the June meeting that Article 6 of the Constitution allows each Scrutiny Board to also appoint up to five non-voting co-optees for the duration of the municipal year, ¹in addition to a further two non-voting co-opted Members to assist with a particular scrutiny Inquiry, the following non-voting co-opted Members were appointed to the Board for the remainder of the 2007/08 municipal year:

- Two teacher representatives –Ms C Foote and Mr T Hales

¹ Co-option would normally only be appropriate where the co-opted Member has some specialist skill or knowledge which would be of assistance to the Board.

- Early Years Development and Childcare Partnership Representative – Mrs S Hutchinson
- Leeds VOICE Children and Young People Services Forum Representative – Mr P Gathercole
- Leeds Youth Work Partnership Representative – Ms T Kayani

3.0 Main Issues

- 3.1 Since the July 2007 Scrutiny Board meeting, resignations have been received from Mr C Macpherson, a Parent Governor Representative (Special) who was a voting co-opted Member of the Board and Mr P Gathercole, a representative of Leeds VOICE Children and Young People Services Forum, who was a non-voting co-opted Member of the Board.
- 3.2 It has now been confirmed that Mr Ian Falkingham has been nominated as the new Parent Governor (Special) representative and that Ms Jeannette Morris-Boam has been nominated as the new Leeds VOICE Children and Young People Services Forum representative.
- 3.3 The Board is also reminded of the option to co-opt on to the Board a further two non-voting co-optees with specialist knowledge or skills for the duration of specific inquiries.

4.0 Recommendation

- 4.1 Members are asked to note the following:
- (a). The resignation from Scrutiny Board (Children's Services) of Parent Governor (Special) representative Mr C Macpherson, a voting co-opted Member of the Board who will be replaced by Mr I Falkingham;
 - (b). The resignation from Scrutiny Board (Children's Services) of Mr P Gathercole, a non-voting co-opted Member of the Board representing Leeds VOICE Children and Young People Services Forum, who will be replaced by Ms J Morris-Boam.



Report of the Head of Policy, Performance and Improvement

Meeting: Children's Services Scrutiny Committee

Date: 13th September 2007

Subject: Performance Report Quarter 1 2007/08

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1 Executive Summary

- 1.1 This report discusses the key performance issues considered to be of corporate significance identified for the Children's Services Scrutiny Board as at 30th June 2007. In addition, the report also includes a predicted CPA score for 2007/08 and a performance table detailing all PI's for this Board.

2 Purpose of the Report

- 2.1 The purpose of this report is to present the key areas of under performance at the end of Quarter 1 (1st April and 30th June 2007).

3 Background Information

- 3.1 This 'highlight report' has been prepared in readiness for the Accountability process, which includes the CMT meeting on 14th August, Leader Management Team on 23rd August and Overview and Scrutiny Committee on 11th September.
- 3.2 The issues discussed in this report have been identified because performance in these areas impacts upon one or more of the following; the delivery of effective services, the delivery of our corporate priorities; our CPA score; or our ability to deliver efficiency savings. This report is supported by detailed PI information.
- 3.3 Any improvement in assessment scores should potentially have a positive impact on the council's Direction of Travel assessment and overall CPA Star Rating.

4 CPA Performance issues

4.1 The table below summarises our predicted CPA scores for February 2008.

	Direction of Travel	Star Category	Corporate Assessment	Level 1 Services			Level 2 Services			
				Use of Resources	Children & Young People	Social Care (Adults)	Benefits	Culture Service Assessment	Environment Service Assessment	Housing Service Assessment
CPA 2006	Improving Adequately	3 star	3	3	3	3	3	2	3	3
CPA 2007 (provisional)		4 star	3	3	3	3	3	3	3	3

4.2 The CPA 2007 provisional score is mainly based on the category scores allocated in 2006. Where this applies the cells are highlighted in grey. This information will be updated as and when assessment scores are confirmed during 2007/08.

4.3 The provisional CPA 2007 Service Assessment scores for Culture, Environment and Housing are included in each Accountability report. These are mainly based on 2006/07 year-end returns, however there are a number of instances where other methods are used.

4.4 The Audit Commission have confirmed the PIs which are to be included in the 2007 CPA Service Assessments and the thresholds to be used to calculate the scores. The above scores have been updated to reflect this, however it must be noted that there are still several outstanding issues which could result in the Culture service assessment score becoming a 2.

The Housing score also takes into account service inspections undertaken between 1 January 2005 and 31 December 2007.

4.5 At this stage we are unable to make an informed judgement as to our predicted Direction of Travel score.

4.6 For a more detailed breakdown of the CPA service assessment scores please see Appendix 1.

5.4 Children and Young People

5.4.1 Data quality

The main issue raised by the Q1 performance report is the important task of improving the accuracy and reliability of some aspects of data relating to children and young people. The main concerns focus on youth service indicators.

These concerns are being addressed in two ways. Firstly the new Integrated Youth Service is now in the process of completing implementation of a new management information system that will enable better collection, collation and analysis of data. Secondly the Integrated Youth Service is working with the former Learning and Leisure Policy and Performance Team and the Corporate Performance Team on a range of projects to look in more detail at data quality and associated business processes.

5.4.2 Updating and improving performance measures

The second issue that the Q1 performance report highlights is the need to update the set of performance measures reported through this process. This is needed in response to ongoing changes in sets of performance measures - both locally through the review of the Children and Young People's Plan, and nationally through changes to inspection and central government. Children's Services, Learning and Leisure Policy and Performance Team and the Corporate Performance Team will be working together over the next month to produce an updated suite of indicators that provides better information, reflecting the priorities from

amongst the statutory indicators reported to the Audit Commission, measures that OfSTED use for inspection and those in the Leeds Children and Young People's Plan and Local Area Agreement (LAA).

It is the aim of the project to identify where these overlap to ensure the information being reported within different forums is accurate and consistent. The project will also help to strengthen the Accountability process by providing a suite of indicators that are of corporate importance and need to be monitored on a regular basis. The remaining indicators will be monitored throughout the year and reported via the Accountability process on an annual basis. Should performance start to decline a provision will be made for these indicators to be included on an exceptions basis.

The work on aligning the indicators will aim to be completed in time for the quarter two reporting deadlines.

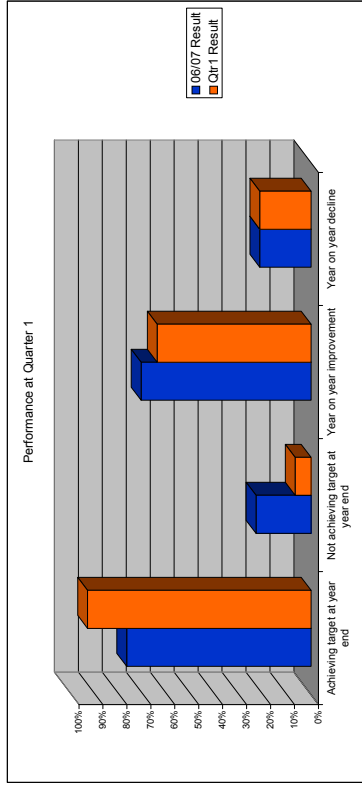
6.0 Recommendations

- 6.1 It is recommended that the Scrutiny Committee considers the Quarter 1 performance information and highlight any areas for further scrutiny.

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	07/08 Result to Date	2006/07 Result
Percentage of indicators achieving target at year end - based on Predicated Full Year Result	93%	77%
Percentage of indicators not achieving target at year end - based on Predicted Full Year Result* (This includes any amber traffic lights due to a tolerance level being set)	7%	23%
Percentage of indicators showing a year on year improvement based on Predicated Full Year Result*	64%	71%
Percentage of indicators showing a year on year decline based on Predicated Full Year Result*	21%	21%
Percentage of indicators in All England Top Quartile based on Predicated Full Year Result*	63%	38%
Percentage of indicators in All England Bottom Quartile based on Predicated Full Year Result*	0%	25%

Please note predicted performance can change each quarter*



1	2	3	4	5	6	7	8	9	10	11	11a	12	13	14	
Reference	Title	Service	Frequency & Measure	Good Performance	2006/07 Year End	2007/08 Target	Current Position as at 30 June 07	Predicted Full Year Result	Year on Year Improvement Trend	All England Top Quartile (Based on 2005/06 Year-End data)	All England Bottom Quartile (Based on 2005/06 Year-End data)	Core City Average (Based on 2005/06 Year-End data)	Core City position 1 = Top 8 = Bottom (Based on 2005/06 Year-End data)	Data Quality Issues	Tolerance Levels
BV-221a	Percentage of young people aged 13-19 gaining a recorded outcome compared to the percentage of young people who participate in youth work in the local authority area.	Early Years and Youth Service	Quarterly %	Rise	N.A.	54	See Comments	See Comments	↑	59	29	47	6	Significant concerns	N.A.
Comments	Performance has not been reported for quarter 1 as data quality issues relating to the year end 2006-07 actual are outstanding and currently being resolved. There is some debate about the definition of a recorded outcome. The Youth Service has developed a definition which is based on the guidance from the Audit Commission and from consultation with youth work colleagues, however, there is still some work to do to embed this definition across all the youth work providers for the Leeds area. Furthermore, the current MI system is unable to report on recorded outcomes, and therefore the service is reliant upon manual counts to calculate this PI, with a significant amount of duplication likely to have affected the result in 2006-07.														
BV-221b	Percentage of young people aged 13-19 gaining an accredited outcome compared to the percentage of young people aged 13-19 participating in youth work.	Early Years and Youth Service	Quarterly %	Rise	22	30	2	30	↑	25	10	16	1	Significant concerns	Green
Comments	The result for this indicator is calculated using information from the Youth Service Management Information System (MIS) and a manual count from the Youth Service Projects and Youth Work Partnership. The low result for quarter one may be due to a backlog of accreditations that have yet to be entered onto the system coupled with a seasonally low item of accreditation during the quarter one months. It is anticipated that quarter two will see an increase in accreditation for the summer months. The significant concerns regarding data quality are to be addressed in Quarter two with the introduction of a new MIS in quarter 3, which will help to review the validity of performance recorded to date and predicted annual result.														
GP-EY60a LK-EY3b	Number of families supported with childcare, including before and after school clubs where parents are in work	Early Years and Youth Service	Quarterly No.	Rise	1724	2,140	1,174	2,140	↑	N.A.	N.A.	N.A.	N.A.	Some concerns	Green
Comments	As agreed with the Performance Team, the reported figure represents two months returns for April and May. The increase in families accessing the centres across the city during 2007-08 is due to the successful self promotion and publicity of the centres themselves, as well as through extra capacity being made available with 8 new centres due to open before April 2008. A review of procedures will be completed to enable future reporting of 3 months data in line with performance deadlines.														

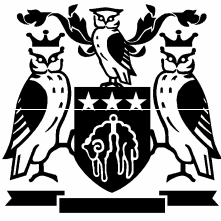
Children and Young People Quarter 1 Performance Report 2007/08

Reference	Title	Service	Frequency & Measure	Good Performance	2006/07 Year End	2007/08 Target	Current Position as at 30 June 07	Predicted Full Year Result	Year on Year Improvement Trend	All England Top Quartile (Based on 2005/06 Year-End data)	All England Bottom Quartile (Based on 2005/06 Year-End data)	Core City Average (Based on 2005/06 Year-End data)	Core City position 1 = Top 8 = Bottom (Based on 2005/06 Year-End data)	Data Quality Issues	Tolerance Levels
CP-EY50b LKI-EY3b	Number of families supported with childcare including before and after school clubs where parents are in work based learning, training or further education.	Early Years and Youth Service	Quarterly No.	Rise	470	553	321	583	↑	N.A.	N.A.	N.A.	N.A.	Some concerns	Green
Comments	As agreed with the Performance Team, the reported figure represents two months returns for April and May. The increase in families accessing the centres across the city during 2007-08 is due to the successful self promotion and publicity of the centres themselves, as well as through extra capacity being made available with 8 new centres due to open before April 2008. A review of procedures will be completed to enable future reporting of 3 months data in line with performance deadlines. This is also a time of year when parents are leaving education/training.														
CP-EY51a LKI-EY2a	Number of places in children's centres	Early Years and Youth Service	Quarterly No.	Rise	1796	2,231	1,796	2,231	↑	N.A.	N.A.	N.A.	N.A.	Some concerns	Green
Comments	At present there have been no changes to the number of children centre places since the end of 04 2006-07. Some concerns have been raised regarding the definition of the indicator, which informs the calculation of the quarterly result. Consequently, a data quality review will be carried out during Q2/Q3.														
CP-EY52 LKI-EY6	Percentage of schools offering FFP (Fully Flexible Integrated Provision)	Early Years and Youth Service	Quarterly %	Rise	N.A.	60	28	60		N.A.	N.A.	N.A.	N.A.	Some concerns	Red
Comments	This is a new indicator for 2007-08, and it links to a government statutory requirement for all school nurseries to offer a flexible service of 15 hours per week over a minimum of 3 days by 2010. To this end, it is expected that at least 70 out of the current 136 school nurseries will be operating this provision by April 2008. Following slow take up in quarter 1, performance in quarter 2 is expected to increase as a result of trends for greater take up in advance of the next academic year beginning in September, as well as work undertaken by the service such as visits and presentations to schools to encourage them to change their arrangements in line with the new statutory requirements. There is a commitment from certain schools to change their provision, which will be reflected in quarter 2 results. Data Quality has been set to some concerns due to the change in definition for this indicator. The Policy and Performance Unit are to undertake a data quality project looking into data transfer and validation points in gathering, recording and reporting data in order to reassure ourselves that the way information is now produced is appropriate.														
LKIYS1 CP-YS50	The level of reach into the resident 13-19 population (against a benchmark of 25%)	Early Years and Youth Service	Quarterly %	Rise	47.2	25	10	25	↓	N.A.	N.A.	N.A.	N.A.	Significant concerns	Green
Comments	The result for this indicator is calculated using information from the Youth Service Management Information System (MIS) and a manual count from the Youth Service Projects and Youth Work Partnership. It is anticipated that at quarter two we will see an increase in accreditations for the summer months. Significant concerns regarding Data quality are to be addressed in Quarter three with the introduction of a new MIS, which will help to review the validity of performance recorded to date and predicted annual result.														
BV-183b CPA-H15	The average length of stay in hostel accommodation of households which include dependant children or a pregnant woman who are unintentionally homeless and in priority need	Homeless and Advisory Service	Monthly Weeks	Fall	0.00	0.00	0.00	0.00	↔	0.00	17.00	8.00	1	No concerns	Dark Green
Comments	CPA - Upper threshold. No temporary accommodation provision in Leeds that meets the definition of hostel accommodation for families, therefore performance will remain the same.														
BV-170c	The number of pupils visiting museums and galleries in organised school groups	Museums and Galleries	Quarterly No.	Rise	26151	27,900	5,595	26,026	↓	8156	641	34,406	5	No concerns	Red
Comments	Q1 figure demonstrates the problems caused by the restructure which has been heavily delayed. This has resulted in vacancies not being replaced, with only one Education Officer now remaining which significantly reduces the service's capacity to engage school groups. The restructure has now commenced, however due to the length of time it may take to recruit into the vacant educational posts, the process is not likely to be complete until Spring 2008. As a result, and even taking into account of the recently re-opened Art Gallery, predicted annual performance falls below the target and lower tolerance. In relation to target setting, it should be noted that there is a maximum number of school groups that can be accommodated due to the number of school days available in the year and the number of spaces for learning that can be offered on each visit according to the capacity of each site.														
BV-43a CYPP-BEH17	Percentage of proposed statements of special educational need issued by the authority in a financial year and prepared within 16 weeks excluding exceptions under the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001	SEN and School Attendance	Monthly %	Rise	100	97	100	100	↔	100	96.7	90.2	5	No concerns	Not Applicable
Comments	Improvements to the statementing process including a strengthening of partner engagement are continuing to maintain performance at 100% and on target. Includes 33 statements for the year to date.														

Children and Young People Quarter 1 Performance Report 2007/08

Reference	Title	Service	Frequency & Measure	Good Performance	2006/07 Year End	2007/08 Target	Current Position as at 30 June 07	Predicted Full Year Result	Year on Year Improvement Trend	All England Top Quartile (Based on 2005/06 Year-End data)	All England Bottom Quartile (Based on 2005/06 Year-End data)	Core City Average (Based on 2005/06 Year-End data)	Core City position 1 = Top 8 = Bottom (Based on 2005/06 Year-End data)	Data Quality Issues	Tolerance Levels
BV-43b CYP-BEH18	Percentage of proposed statements of special educational need issued by the authority in a financial year and prepared within 18 weeks including 'exceptions' set out in the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001	SEN and School Attendance	Monthly %	Rise	88.4	83.9	93.8	93.6	↑	95.4	72.5	79.3	6	No concerns	Not Applicable
Comments	Ongoing improvements to the statementing process have resulted in quarter one performance being above target and above last years year end performance. Includes 49 statements for the year to date.														
CYP-EM16	The proportion of schools that were scored 2 or better by OISTED for overall effectiveness.	School Improvement	Quarterly %	Rise	59	63	54	64	↑	N.A.	N.A.	N.A.	N.A.	No concerns	Not Applicable
Comments	This performance is volatile being dependent on the cohort of schools inspected. The quarter one figure is based on only 13 inspection reports, over the course of a year the number of inspections will be around 100, current performance is therefore unlikely to be representative of the whole year with the potential for significant change as the no. of inspections increases. To emphasise this including the next five inspection reports published has improved performance to 61.%. This judgement is the overarching judgement on individual school performance. As such it reflects the collective contribution of all school improvement related activity and the wider contribution of all children's services activity. The school improvement policy sets the framework for working in partnership with schools according to their need and the Education Leads strategic plan outlines key improvement activities for the current year. Additionally, planned actions relating to Ofsted inspections include: termly seminars for schools likely to be inspected; additional adviser time to support schools during an inspection, based on the degree of risk, and the development of primary and secondary collaborative strategies to address the greatest challenges in relation to key Ofsted triggers of floor targets and underachieving groups.														
BV-161 CP-CF54 A4	The ratio of the percentage of those young people who were looked after on 1st April in their 17th year (age 16) who were engaged in education, training or employment at the age of 19 to the percentage of young people in the population who were engaged in	Social Services for Children & Families	Quarterly %	Rise	0.87	0.90	0.90	0.90	↑	0.91	0.65	0.69	4	No concerns	Dark Green
Comments	This continues at a high level of success, however, there are problems with offenders who get custodial sentences, and young people who were in care in their 17th year but were not referred on to Pathway Planning. This could be due to them not been in care for 13 weeks or more, so at the time, were not eligible for Pathway Planning. Problems also occur where contact is not maintained, as these young people can be difficult to trace.														
BV-162 CP-CF55 LAA CYP13 C20	The percentage of child protection cases which were reviewed regularly as a percentage of those cases that should have been reviewed during the year.	Social Services for Children & Families	Quarterly %	Rise	98	100	99	100	↑	100	100	98.2	3	No concerns	Dark Green
Comments	The Child Protection Team have put a number of new systems in place more than a year ago to ensure better compliance with this indicator e.g. ensuring Reviews are booked at 5 month rather than 6 month intervals, to allow leeway for rearrangements if there are problems on the day asking that core group members send deputies if unable to attend to ensure meetings are quorate and can proceed. These have been very largely successful, and any exceptions have been essentially attributable to human error or extremes of staff unavailability. At the end of the first quarter of this year failures were 4 children, which represented 2 meetings out of more than a thousand over the year (3 children are in one family). The delay of the reviews were by 10 working days.														
BV-163 CP-CF56 C23	The number of children who ceased to be looked after during the year as a result of the granting of an adoption or special guardianship order, as a percentage of the number of children looked after at 31st March (excluding unaccompanied asylum seekers) wh	Social Services for Children & Families	Quarterly %	Rise	7.9	8.0	6.8	8.0	↑	9.5	5.6	7.5	5	Some concerns	Dark Green
Comments	This is an ambitious target but if successful will help towards the Department's aspirational rating of 'good' next year. A projected achievement of around 90 adoptions and special g.o. in the year. After three months of this year 22 adoption and special guardianship orders have been made for this group of children thus projecting an annual number of 88. This number will achieve the target of 8% if the numbers of LAC remained at the 31st March 07 level. However increases in the numbers of LAC since this time will reduce the percentage which this indicator measures.														
CP-CSP52b	Increase the take up of cultural and sporting opportunities amongst 5-19 year olds - SMAR	Sport	Quarterly No.	Rise	1031050	1,000,000.00	276,597.00	1,000,000.00	↓	N.A.	N.A.	N.A.	N.A.	No concerns	Green
Comments	The result for Q1 06/07 was 257,298, this years result for Q1 was 7.5% higher. This is mainly attributable to consistent performance at the majority of sites and an extra 11,985 visits created by the new John Smeaton Leisure Centre. In terms of the end of year position current performance indicates that the target should be exceeded by around 30,000 (estimated) visits, taking into account seasonality.														

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Report of the Director of Children's Services

Scrutiny Board (Children's Services)

Date: 13 September 2007

Subject: Children's Services and the Children and Young People's Plan

Electoral Wards Affected: All

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Background

1.1 This report has two related purposes. Firstly, it provides members with an update on some of the key children's services work and developments since the last update report to the Scrutiny Board in April 2007. In doing this it pays particular attention to the ongoing development of our children's trust arrangements. Secondly, it draws attention to the priorities identified in our recently reviewed Children and Young People's Plan (CYPP). In doing so it focuses specifically on the work being done on two of these priorities:

- Improving the assessment and care of children in need
- Reducing the proportion of vulnerable groups not in education, employment or training.

These two areas have been chosen for particular attention now because (unlike many of the other priorities) they are not picked up in detail in the Scrutiny Board's 2007/08 work plan. However, over the year, through these update reports and the wider Scrutiny Board work plan, Members will get an overview of the work being done across the *full range* of priorities identified.

1.2 The report therefore aims to provide the following:

- Brief background on the different elements of our children's trust arrangements – recognising that several members of the scrutiny board have not been involved in children's services scrutiny before it provides a short summary of how our children's trust model fits together.

- Following from this, an update on some of the main work that the different aspects of the trust arrangements have been involved in since the last update to scrutiny in April 2007.
- A broader overview of some key progress and issues in children's services work is then provided. This is put into context by looking at some of the main national and regional developments that inform our work in Leeds.
- An update on some of the main progress made in relation to children and young people's participation, acknowledging the fundamental importance of this work as highlighted previously by the scrutiny board.
- An overview of the approach and priorities identified in our reviewed Children and Young People's Plan.
- Focus on work we are doing on two of these priorities specifically and some of the key challenges in these areas.

2.0 Our children's trust arrangements – a brief overview

2.1 Set out in the 2004 Children Act is the requirement for each local authority to develop its own children trust arrangements – appropriate means of bringing together key and wider partners whose work impacts on children and young people so that they share intelligence, experience, resources and focus to improve outcomes. Our children's trust arrangements in Leeds have six main elements:

- Children Leeds Partnership
- Integrated Strategic Commissioning Board
- Local Safeguarding Children Board
- Open Forums
- Director of Children's Services Unit
- Locality Arrangements

2.2 Each of these six elements plays a different role contributing to improving outcomes for children and young people in Leeds. The diagram at appendix A demonstrates this:

The Children Leeds Partnership

2.3 As well as being an element of the children's trust arrangements, the Children Leeds Partnership is also a subgroup of the Leeds Initiative and as such provides advocacy and challenge to secure improved outcomes across the whole city on children and young people issues. It does so by bringing a wide range of partners together either through the main partnership, or subgroups of this to consult and contribute on key issues, strategies and developments. The Partnership is to have subgroups that help particular partners to best focus on priorities drawn from the Children and Young People's Plan. The Partnership is Chaired by the Lead Executive Councillor for Children's Services, Councillor Richard Brett and also includes a councillor from the administrating alliance and from the main opposition party.

The Integrated Strategic Commissioning Board

2.4 The Integrated Strategic Commissioning Board oversees key commissioning and budget issues. It is chaired by the Director of Children's Services and comprises 'relevant partners', as laid down in the Children Act, as well as other key partners. Its role is to commission services to meet the needs of young people, setting standards

for service and monitoring performance. It will oversee and monitor the delivery of the Children and Young People's Plan through the Director of Children's Services Unit.

The Local Safeguarding Children Board

- 2.5 The Safeguarding Board is Chaired by an independent person (currently Judith Dodd), appointed by the Director of Children's Services. The day-to-day work of the Board is led by the Safeguarding Manager, Bryan Gocke. The Board's main roles are to set standards, identify best practice and investigate poor practice and complaints, for the purpose of safeguarding and promoting the welfare of children in Leeds.

Open Forums

- 2.6 Open Forums take the form of a series of events – either city-wide or local – open to those involved, or interested in the way that services are delivered for children and young people. They help ensure interaction with children, young people and their parents and carers is comprehensive and effective. They support communications, sharing best practice and learning across the city. Getting professionals working alongside each other can help to break down barriers and enable the 'wrap around the child' that is required to support local improvement. Previous events have taken the form of a 'marketplace' (see below), a conference and a session planned, organised and run by parents, carers and young people themselves.

The Director of Children's Services Unit

- 2.7 The Director of Children's Service Unit has been designed to be an integral part of the children's trust arrangements and not simply a section of the council. It takes a leading role providing and supporting effective forward planning, decision-making, risk analysis and performance management at strategic levels.

Locality Arrangements

- 2.8 Given the importance of making a difference at a local level and impacting on those services which affect outcomes for children and young people, the local aspects of the children's trust arrangements are crucial. The five Children Leeds Wedge Partnership Groups are developing and operating within the context of the broader Leeds Initiative District Partnerships, linking into the council's area committee structure so that there is good member engagement in children and young people's issues. A key area of development is to link the work of the wedge partnerships to more localised arrangements developing around clusters of schools and children's centres, which are key to improving outcomes and integrating services at the front line. The Locality Enablers within the Director of Children's Services Unit will play a key role in taking this work forward.

3.0 Our children's trust arrangements – recent progress

- 3.1 Each of the elements of the trust arrangements outlined above has made important progress over recent months, a summary of some of the key work conducted is below
- The **Local Safeguarding Children Board** has appointed its independent Chair, Judith Dodd and a Safeguarding Manager, Bryan Gocke. The Board is leading

on a range of work to raise the profile of safeguarding work and made positive progress across a number of areas. It has helped to develop and provide protocols and procedures to guide interagency safeguarding work. It has facilitated and delivered a comprehensive multi-agency training programme to promote and support safeguarding work. A wide range of partners have engaged in this programme, both as trainees and trainers. It has undertaken serious case reviews where required and identified areas for improvement in ways of working. By April 2008 the Board will also be responsible for reviewing all child deaths in Leeds. Although partner agencies cannot be directed by the Board to undertake particular actions, the Board can make recommendations to improve safeguarding. As such it is essential that partners are fully engaged in and signed up to the importance of safeguarding work

- The **Children Leeds Partnership** (CLP) continues to be well attended by partners and is providing a valuable forum for an open discussion of ideas and information sharing around key strategic and service developments, which can then inform wider partnership working. Its work has included focusing on CYPP priorities, JAR preparations, and looking in detail at a range of emerging key strategies for children and young people, including the Family Support and Parenting Strategy, the Youth Crime Prevention Strategy, the Workforce Reform Strategy and the Anti-Bullying Strategy. At its September meeting it will focus on the work being done to develop effective locality working and hear the health perspective from the Director of Planning and Commissioning for Children and Maternity Services.
- The **Integrated Strategic Commissioning Board** (ISCB) is establishing a clear structure within its meetings to ensure it balances performance management, information on key service areas and commissioning work. It has considered issues that include monitoring and performance management looking at the early Youth Crime Prevention Strategy and considering its commissioning implications. It has also looked at the development of the Workforce Strategy and agreed that all partners will provide a link officer to work toward developing the strategy. The Integrated Strategic Commissioning Board has recently established a 'joint preventative commissioning partnership' enabling partners to route between £30 and £50 million worth of expenditure through a single common system of commissioning against the delivery of a 0-19 universal offer for Leeds children and young people. Effectively, partners will channel funding that they may previously have spent on a series of separate commissioning activities to look at joint shared priorities (feeding down from the Children and Young People's Plan) and how they can be targeted more effectively.
- In June, the latest round of **Open Forum** events were held in each of the five wedges of the city (as well as an additional evening event in the city centre) for anyone to attend to learn more about services in their local area. Using a 'marketplace' format, services were invited to attend and set up stalls that promote and inform about the work they do. Attendees included a wide range of council services, colleagues from health, the police, education, the voluntary and community sector and business partners and also elected members and the public, including young people themselves. As well as being an excellent networking opportunity, these events helped to build knowledge within local

areas of what work is going on and how this links to wider strategic developments (several citywide services have had stalls at every event).

3.2 Our **locality arrangements** are increasingly helping us to be more responsive to specific local needs by supporting coordinated approaches amongst partners. Over recent months the progress we have seen includes:

- In East Leeds the Children Leeds East Partnership and Schools Area Management Board are addressing exclusion through improved partnership across schools and more coherent multi-agency support.
- In South Leeds they are putting a lot of emphasis on implementing the “core offer” of extended schools and children’s centre. They have also identified local priorities to improve support to parents and families and to develop play and leisure, which they are tackling through improved interagency co-operation.
- West Leeds have decided, amongst many other things, to look particularly at what leads to inappropriate referrals to social care. The aim is to ensure a swifter and more preventative response to better help families and as such all services are looking at gaps in their provision and the routes to referrals.
- The North East area is building its capacity to deliver changes. The new North East Children’s Partnership has worked with Education Leeds’ Organisation Challenge Team to challenge all local parties to improve how they work together so that objectives in the local Children’s and Young People’s Plan will be effectively delivered.
- North West is also building its capacity to deliver on the local plan by improving the working relationship between the interagency North West Children’s Partnership and the Schools Area Management Board. It has taken a particular interest in potential inequalities in accessing the core offer of extended services and has asked Nick Frost from Leeds Metropolitan University to lead some research into this area.

Self-review and learning

3.3 The work detailed above indicates the progress being made to make our trust arrangements effective in helping to improve outcomes for our children and young people. We recognise the importance of reviewing the effectiveness of these arrangements and as such, recent work has brought partners together to review what we are doing well and areas for improvement. We had a ‘Governance Seminar’ in July 2007, which brought together the members of the Children Leeds Partnership (CLP), Integrated Strategic Commissioning Board (ISCB) and Local Safeguarding Children Board (LSCB) to evaluate the progress of each group so far, the similarities and differences in their role and identify opportunities to improve their effectiveness. The event was organised in liaison with the Government Office for Yorkshire and the Humber and the Audit Commission. An Audit Commission representative presented at the event on ‘effective partnership’. There were a number of key messages from delegates at this event, including:

- Members of the different elements of the partnership have a good understanding of what their role is and how the body they sit on is distinctive from the other elements of the trust arrangements.
- More work needs to be done on areas where the different elements overlap to clarify the role each body plays, for example on performance monitoring.
- Partners can strengthen understanding of each others work through better communication, for example by spending more time in each others organisations.
- Partners can more widely share with colleagues messages that come out of trust arrangement meetings and how the trust arrangements input on important safeguarding work.
- Development is still needed around the style and nature of the various meetings that take place within the trust arrangements, particularly to achieve a balanced work programme across the elements.
- Crucially, the importance of using the trust arrangements to engage more effectively with children, young people and families was a recurring theme.

3.31 These outcomes are currently being considered by each of the three groups involved in the event and clear plans are being drawn up for how they will develop their work, particularly to engage with children and young people more effectively (especially in the case of the CLP). We are also considering how we continue this process of self- evaluation and learning with other similar events in the future.

4.0 Wider developments in children's services

4.1 The children's trust arrangements and the wider children's services approach are important not only for the way they support the specific priorities of the Children and Young People's Plan, but also crucially for the cultural change that they are underpinning. They both facilitate and encourage a coordinated approach across services, helping to meet the specific challenges Leeds faces and respond more effectively to the increasingly wide range of government initiatives related to children and young people. In particular, this approach is important because it enables the Director of Children's Services to influence across a broader range of services than a traditional model. Some noteworthy examples of this approach in practice are:

4.11 Supporting vulnerable children and young people: We have recently appointed a Programme Manager for Integrating Services for children with disabilities, jointly funded by partners in Children's Social Care, Health and Education Leeds. This role will help strengthen the existing good work around support to parents of disabled children by focusing on parent participation, improving information (such as a newsletter for parents of disabled children) providing early support and helping the affected young people and their families through key transition stages.

4.12 Initiatives within schools: Education Leeds was recently awarded £1.8m over 2 years by the Government Standards Fund Grant to provide pupils attending secondary schools, Pupil Referral Units (PRUs) and Specialist Inclusive Learning Centres (SILCs) with computers and internet connection. These computers are targeted at those young people in the most deprived areas of the city and include children in care aged between 10 and 16.

- 4.13 We have also appointed Alan Rees as the head teacher of our 'virtual school' for looked after children. This development draws on best practice used by some other Local Authorities ensuring a level of co-ordination, management and accountability for our looked after children, consistent with that operated by a Head Teacher and Governing Body of a school.
- 4.14 Developing the children's workforce: In response to the national 2006 Children's Workforce Strategy, which proposed reform of the early years and childcare workforce by instigating graduate qualified leadership within it, Leeds Early Years Service took an immediate proactive approach to instigating this reform in the local workforce by approaching a local higher education provider, the University of Leeds and proposing development of an innovative 2 year, part time degree programme for senior staff within the sector. Partnership working between the two organisations led to the development of a programme specifically tailored to support the needs of this workforce, many of whom had not studied at higher level before, or for some time. The programme was also tailored to particularly encourage participation of individuals from the private, voluntary and independent sectors, as well as Leeds City Council staff. This has fostered sharing of good practice and a positive attitude to integrated working practice generally across the sector. This year, 25 students from various sectors have passed the first year of the course, and over 40 have been recruited for next year. This partnership will continue to develop, indeed efforts are now underway to develop a Graduate Trainee Scheme to ensure recruitment and retention of graduates in the local workforce.
- 4.15 Improving Access to Information: The implementation of the 'Family Hub' website is a significant step towards the development of more integrated information, advice and guidance for children, young people and their families. It allows users to find a wide variety of services in their area and links to the young people's 'Breeze' website. It is an important step in work towards the requirements of the Youth Offer. The website can be found at www.thefamilyhubleeds.org.
- 4.16 Common Assessment Framework: The Common Assessment Framework (CAF), originally piloted in the west, is now being rolled out across the city. It is starting to provide a single approach to assessment and identify common thresholds (or triggers) for different levels of need amongst children and young people so that there is a shared understanding across services working with those growing up in Leeds around the appropriate level of intervention required. These thresholds (or triggers) have been drawn up through detailed consultation and will be shared with staff through a significant training programme.
- 4.17 Budget Holding Lead Professional: The Budget Holding Lead Professional initiative is based on delivering a seven day response to needs identified by parents and children or young people at risk of social exclusion and not reaching their full potential. The needs will be those communicated to family outreach workers, learning mentors, personal advisors or other universal service workers who are specifically trained to engage with children, young people and their families, and who have received CAF, lead professional and budget holding lead professional training. This locality based group of lead professionals will have access to a devolved budget of up to £1000 for each child, young person or family to:
- Ensure children and families access services when they need them, improving outcomes

- Improve multi-agency working
- Reduce the likelihood of overlaps and duplication of work among practitioners, reducing the cost of interventions
- Identify gaps in service provision to inform commissioning

This is being coordinated on a locality basis by the Head of Children's Centre Services based in the designated area hub children's centre supported by their Management Board and accountable body. This radical approach to ensuring that we identify and respond to need, with a proportionate and timely response is at the heart of how the service transformation will continue.

- 4.18 The examples above provide a snapshot of the type of work, much of it best practice, that is increasingly being developed and delivered to improve outcomes – looking to take opportunities to share knowledge, capacity and skills to target individual needs as well as those of different groups of children.

The Wider Context: National and Regional Developments:

- 4.2 The work and developments detailed above sit within the context of some significant developments around children's services. These include the following:
- 4.21 The new national government departmental arrangements: These see the Department for Education and Skills replaced by the Department for Children's, Schools and Families (DCSF) and separately the Department for Innovation, Universities and Skills. This change has positive implications for the development of a coordinated children's services agenda, reflecting the important link between education and wider social policy. One important feature of the new Department is the notion of 'Dual Key' policy development – i.e. that on key shared issues, such as childhood obesity and youth sport, policies and budgets will only be approved once all the Departments involved have signed up. This is similar to the development of cross-governmental Public Service Agreements and strategies that are emerging from the ongoing Comprehensive Spending Review. This approach nationally will help reinforce local efforts to ensure all services fully consider implications for children and young people right across their work.
- 4.22 Following on from the changes to the government departments is the recently announced proposed changes to the funding of post-16 education away from the Learning and Skills Council (LSC) and into more local authority delegation. Indications so far are that 2010/11 would be the estimated year of transition for these arrangements. It will be important to be proactive in considering the implication of these changes particular in coordinating our work around the 14-19 agenda.
- 4.23 The publication of the White Paper Care Matters: Time for Change, in June 2007. This paper addresses a number of key issues around the support of children in care not covered in detail by Every Child Matters. This renewed focus by central government and the calls the report makes for the greater involvement of business will strengthen the work already being done in Leeds and reinforce the high priority being given to supporting some of our most vulnerable young people. The process of taking the Care Matters White Paper through parliament will begin in the autumn of

2007, around which time consultation on the practical implementation of the developments it outlines will also take place.

- 4.24 The ten year youth strategy -"Aiming high for young people: a ten year strategy for positive activities": Published by the government in July, this builds on the previous Youth Matters initiative and on Clause 6 of the 2006 Education and Inspections Act. The strategy focuses on empowerment, access and quality and includes a strong leadership role for local authorities and the third sector. The stated intention of the Government is to underpin the youth strategy by announcing, in the next Comprehensive Spending Review later this year, extra funding for youth services for the period 2008-11.
- 4.25 Relating to the above, work is continuing towards the transfer of the Connexions Services from a regional base to individual local authorities, helping to create an integrated youth support service (IYSS) in Leeds. This work incorporates the development of the Youth Offer, which will be published in November. More details of IYSS and youth offer developments are contained in a report on this Scrutiny Board's agenda providing the responses of the Director of Children's Services to the recommendations of the recent Youth Services inquiry.

Children and Young People's Participation:

- 4.3 In line with previous comments made by the Scrutiny Board we recognise the importance of our trust arrangements and their impact being accountable to children and young people. Therefore, key to assessing how well the arrangements are working is our ability to meet the challenge of engaging more effectively with children and young people themselves to help us shape services to their needs. There is a great deal of work underway in Leeds that involves children and young people: school councils, the youth council, volunteering schemes, the Children's Fund projects, Breeze, ROAR (Reach Out And Reconnect), Investors in Pupils and much more. However, we want to move towards a more systematic approach that will ensure that children and young people are active partners in making decisions, checking out what is working and shaping things for the future. Recent developments towards this goal include:
- A Children and Young People's Involvement Advocate in each of the five wedges - this role has been taken on by officers in addition to their usual range of responsibilities and looks to work across agencies with the wedge partnership to advocate for and support children and young people's involvement and participation. Wedge partnerships are beginning to establish participation subgroups to ensure that their work is informed by the views of children and young people.
 - The Children Leeds Strategic Partnership Group - this is a multi-agency group, chaired by the Strategic Leader for Partnerships and Participation brought together to provide the direction for children and young people's participation across the partnership. The group is working on producing a Children and Young People's Participation Strategy for Leeds. This will include the Participation Evaluation Tool (PET) and charter that are already in place, as well as the national Hear by Right standards. Leeds has been chosen to form

part of the National Youth Agency's pilot programme to support and establish the standards within children's trust arrangements.

- The 'Talking Leeds' DVD - A DVD of young people talking about growing up in Leeds is produced each year as part of Breeze on Tour. Young people from ROAR are conducting the interviews. This year the major focus is on being safe, but it will also help us to think about what sense of place and identity exists in our city.
- The 5.2.13 Crew - to ensure that the younger age range's views are represented and that they can also get involved. Children aged 5 to 13 are recruited through Breeze on Tour to become part of the Crew. They receive the 5.2.13 magazine, which is written and designed by children, and get invited to join in a wide range of activities such as reviewing different leisure activities from a child's perspective.

4.31 The examples above demonstrate the ongoing effort and commitment of partners across our trust arrangements in recognising both the importance and challenge of engaging with young people more effectively.

5.0 The Children and Young People's Plan: Priorities and Progress

5.1 The information above addresses the first purpose of this report, to provides members with an update on some of the key children's services related work and developments since the last update report to the Scrutiny Board in April 2007. This section provides a reminder of the priorities detailed in the first review of our children of young people's plan and talks about the work being done around these. As discussed above it focuses on two priorities specifically in doing this:

- Improving the assessment and care of children in need
- Reducing the proportion of vulnerable groups not in education, employment or training.

Our Approach:

5.2 We want every child and young person in Leeds to be happy, healthy, safe and successful and free from the effects of poverty. In June 2007 we published a review of the Children and Young People's Plan that re-affirmed this ambition and how it would be achieved in terms of the approach to be taken and the priorities that would help guide children's services work. The approach is based on:

- *Personalisation* of services to each individual child and young persons needs.
- *Participation* of parents, carers and young people themselves in developing and supporting services.
- *Partnership* working across all those involved with children and young people so that we realise our aims together.
- *Prevention* of problems for children and young people at the earliest possible opportunity by building resilience, safeguarding and through effective early intervention and support.

5.21 The priorities of the Plan are set out in the table attached at appendix B. Under the arrangements to commission services to help achieve the priorities, members of the Children's Services Leadership Team are 'hosting' particular priorities with a view to taking a strategic lead and overview to ensure work on them is effectively co-ordinated, resourced and understood. Hosting is more than just leading on a piece of work, it is also about taking the work forward on behalf of partners working with children and young people and making sure that everything we do is done through a partnership approach. This provides a clear line of ownership that links senior management to the practical work being done to address these issues, but also ensures those at the front line get a clear leadership message encouraging them to work flexibly, imaginatively and in coordination with others.

Our Progress:

5.3 A wide variety of work is being carried out across the full range of Plan priorities, many of which will be picked up by the Scrutiny Board during the year as part of its workplan. The below draws attention to two of these areas particularly to demonstrate the progress and ongoing challenges in these areas.

Improving the assessment and care of children in need:

Background:

5.4 Between 2002 and 2004, Leeds reorganised all of its field social work teams into being either Assessment or Care Management teams. There were two main drivers for this change:

- Firstly: the implementation, in 2002, of the new National Assessment Framework, which had been published in 2000. For the first time, this set best practice standards for the content and method of conducting assessments, of which there would be two types:
 - Initial Assessment: These should be completed within seven working days of the receipt of a referral. The purpose of the assessment is to determine whether the subject is a "child in need" (of targeted services that ensure their proper care and development). That conclusion may be quickly reached in some cases, though the child must always be seen as part of the assessment.
 - Core Assessment: If the child goes on to have this more detailed analysis of their needs (and how to meet them) then it should be completed within a further 35 working days.
- Secondly: as it helped the Department to manage the varying (and potentially competing) demands of dealing with new work, while paying proper attention to those children who already have care plans, including looked after children. The quality of the work in the first few weeks of a new case can have a very long term effect on outcomes for children.

Performance

5.41 Meeting the requirements in respect of the timescales for assessments has always been challenging. In the past in Leeds there was a time when the success rate was

between 30% and 40%. However, over the last two years there have been steady improvements and performance now stands at 76% for initial assessments and 68% for core assessments (with the comparable figures for last year being 73% and 58%). This improvement is the result of commitment to clear action plans and has been achieved in the context of the challenge of meeting growing demands with stretched capacity.

- 5.42 However, as acknowledged by the CYP Plan priority, further increases in performance are needed. As such, this is the intention of plans that underpin the 14 priorities contained in the first (and recently published) Leeds Children and Young People's Social Care Service Improvement Plan.

Issues and Actions:

Meeting our challenges:

- 5.43 When the government introduced the Assessment Framework, it was supported by a suite of forms and paperwork to complement those already in place and known as the "looked after children materials". These were not mandatory and local authorities had the opportunity to use their own paperwork. Leeds chose to do this.
- 5.44 The government then recently introduced the Integrated Children's System (ICS), a framework for assessment, care and record keeping around children in need and their families. This system provides the criteria against which our own system, the Leeds Electronic Social Care Record (ESCR) can be measured. As such, an external review of the ESCR system has been conducted in which it met the vast majority of the criteria and was judged as one of the better in-house systems in the country. The review identified the need to develop work to produce a number of reports deriving from the 'looked after children materials' described above and as such we moved to adopt the paperwork that relates to this. Staff have been actively engaged in working to implement these changes and recognise this will support better quality assessments and planning for children, especially those who are "looked after".
- 5.46 There are 27 forms (often known as "exemplars") and a timetable is being drawn up to introduce the majority of them by April 2008. This will form part of the continued development of ESCR into a tool that will genuinely support social workers.

Dealing with incoming work:

- 5.47 In the past year there were 9076 calls about children's social care cases to the contact centre, which were referred on to the social work service. Of those, 4669 (51%) went on to have an initial assessment and, of those, 1148 (25%) a core assessment. The proportion going on to assessment in Leeds is comparable with other Authorities, indicating that referrals are generally appropriate. However, this process is the subject of attention in various ways:
- Reflecting our desire to work with partners to identify opportunities for improvement, a significant piece of research is being conducted by Leeds Metropolitan University, intended to track the process, with particular reference to those cases that do not go on to the next stage.

- The work with the university will help to inform a project already well under way between the social care service and the contact centre. Although the relationship between the two is already very effective, it may still be possible to institute changes (possibly including basing some social workers in the contact centre) to further improve it. This work closely overlaps with changes being planned for the Emergency Duty Team, which could include extended “opening hours”.

- 5.48 There continue to be a large number of children and young people within the social care system and as such a range of work across children’s services partners is being done to address this issue collectively. To support this, a multi-agency group has recently been established to investigate how the partner agencies of the Social Care service may contribute differently to work with children who may be described as “on the edge of care”. This in turn complements other work being done to produce criteria to help determine whether, when and how cases may require the involvement of more specialist services. There is strong commitment from those working in this area and more details of the outcomes of this work are expected shortly.
- 5.49 In the meantime, area teams in the West of the city have recently begun using Multi Agency Planning (MAP) meetings as a way of responding to some new referrals. These have proved particularly useful in cases of teenagers seen by their parents as “beyond control”. These are cases where admission to care tends to be less effective and also where return home is not easily achieved. However, much better outcomes are being realised by bringing together officers from a variety of agencies to discuss the needs of the family. This produces quick, planned and coordinated input from different professionals. Not only is this keeping families together but also addressing the issues that gave rise to the referral in the first place.
- 5.50 Similar approaches are being used in other parts of the city. In the East, for example, they are aligned with work on cases of anti-social behaviour. These various methods are soon to be audited and evaluated, so that we can determine what best practice we should seek to establish consistently across the city. This work may be informed by the outcomes of a bid we have made to pilot intensive intervention in certain types of case under the heading of MST, Multi-Systemic Therapy.
- 5.51 In addition, the work relating to the Budget Holding Lead Professionals for Looked After Children (see above) will enable social workers to quickly and innovatively mobilise resources, either to ensure better outcomes for looked after children, or to prevent them becoming looked after at all.
- 5.52 Thus, whilst the issue of improving the assessment and care of children in need has been identified as a priority because of the particular issues and challenges around it, there is a thorough understanding of what the main factors that can support improvement are and a range of actions underway to ensure that this takes place.

Reducing the proportion of vulnerable groups not in education, employment or training (NEET):

Background

- 5.6 Over the last fifteen years the numbers of young people who were Not in Education, Employment or Training (NEET) nationally has remain around 10% of all young

people. In November 2006 in Leeds, the percentage of young people, aged 16-18, was 9.0% and is falling year on year. In addition there were around 7.7% of young people for whom we had no known destination (Not Known) some of these may be NEET. The local PSA target for Leeds, for 2010, is to reduce the proportion of 16-18 year olds who are NEET to 6.8%. This will be a challenging task for Leeds partners.

- 5.61 Connexions nationally, identified target groups of young people who are more likely to become NEET. These identified groups are: Teenage Mothers; Young Offenders; young people Leaving Care and young people with Learning Difficulties and/or Disabilities (LDD). These four target groups have been prioritised for interventions to reduce NEET over the last 3 years by our Partnership. The case studies below provide some examples of the work that happens with these groups to reduce the proportion who are NEET.

Issues and Actions

- 5.62 Leeds has had a NEET strategy since 2002. In April 2007 a NEET Coordination Officer was appointed, situated in the Education Leeds 14-19 team. The NEET Strategy and Action Plan is currently under annual review, before a final version is agreed by the 14-19 Strategy Group and Connexions Local Management Committee Operations Group in October.
- 5.63 Further analysis will be carried out of the NEET cohort to identify other groups that are over-represented. Investigation is to take place over the next 8 months of the following groups: young people from the Gypsy, Roma and Traveller communities; young carers; refugees and asylum seekers and young people who are homeless.
- 5.64 The transition to an Integrated Youth Support Service (IYSS) in Leeds means that providers of services to young people will go through a period of change in contracting and management arrangements. This process requires careful leadership to ensure that it does not negatively impact on delivery of services to young people, and therefore the number of young people who are NEET. If Leeds is to further reduce the number of young people who are NEET a wider ownership of the target is needed, in particular by schools. There exists a strong partnership but this needs extending and consolidating.

Addressing young people's issues: Case Studies

- 5.65 Amanda became a young mother whilst at school. She was referred to a Learning Mentor from the Education Leeds Health Initiatives Team. During Year 11, Amanda said that she was thinking about going to College. Her Learning Mentor then made a referral to one of the Connexions Personal Advisers (PAs) working with Teenage Parents in College. The PA was able to meet Amanda, her Mum and her Learning Mentor. The Connexions PA helped Amanda to look at the options available to her and the financial support her and her Mum could receive. With the support of the PA and her Learning Mentor Amanda applied to College. Amanda received help to look at different childcare options for her son, and for Amanda and her Mum to apply for the right financial support. As a result of this coordinated support from the Connexions PA and the Learning Mentor Amanda was able to enrol on a Level 1 Hairdressing course at College. Amanda has received ongoing support from her Connexions PA to address financial and childcare issues so she can remain in College.

- 5.66 Ben was in Care in Leeds and had recently turned 16. He was contacted by the Connexions PA working with the Pathway Planning Team whilst he was awaiting allocation to a Pathway Planning PA. Ben was living with foster carers. He had not attended the Alternative provision arranged for year 11 with any consistency. The Connexions PA offered Ben advice and guidance about all the options available to him. He decided he would like to attend the e2e programme and his Connexions PA took him to meet the staff at e2e. With the support of foster carers Ben started to attend e2e. After a few weeks Ben's attendance started to wane. The staff at e2e alerted the Connexions PA and Ben's foster carers and they were able to find out that Ben was struggling with literacy, this had led to a crisis of confidence. By assuring him that this could be addressed on the programme his Connexions PA and foster carers were able to get Ben to meet with the programme manager and adjust the work he will be doing. Ben now knows he can raise issues with the programme manager at any time. He has started to attend again.
- 5.67 Dan was referred to the Connexions PA based at the YOS by his YOS worker. Dan was on bail whilst he waited for his hearing. During this time the PA worked with Dan and he started to take part in an e2e programme, where he was undertook an Arts Award. When his case was heard Dan received a custodial sentence and was sent to Wetherby YOI. During his time at the YOI Dan worked with a Connexions PA based there. The PA at Wetherby YOI and the PA at the YOS kept in regular contact with each other and undertook joint meetings with Dan as he neared the end of his sentence. They were able to arrange for Dan to return to e2e when he was released from custody. The Arts Award programme Dan had been taking part in had ended but his PA and support worker at e2e were able to find a way for him to complete the Arts qualification he had started as well as improving his basic skills. Dan is still taking part in an e2e programme and hopes to move in to employment. He receives ongoing support from his YOS worker and Connexions PA.
- 5.68 Chris went to a special school for Moderate Learning Difficulties (MLD) and Emotional and Behavioural Difficulties (EBD), his Connexions PA first met him in April 2004 whilst in year 10 in school. Initially he wanted to do a course in bricklaying. During year 11 he applied to college but due to a chaotic home-life and homelessness he was unable to attend College. His PA took him to the housing office and eventually he secured a supported council tenancy. Once he was settled he accessed the e2v programme followed by e2e. Chris wanted to start College so his Connexions PA suggested the idea of Preparation for Progression, to improve his confidence as well as his literacy and numeracy. Chris agreed to this and he applied to College with support from his PA. He started in September 2006 and said it transformed his life. Chris is to continue in to the second year of the course in September 2007.
- 5.69 Being NEET is not something that sits in isolation for young people. It is the result of a number of different factors, the factors involved will differ between individuals. A significant reduction in the number of young people who are NEET in Leeds will not be achieved solely through specific, targeted work but through the interventions of a large number of services to reduce social exclusion. The right balance must be found for the allocation of resources between preventative work with young people, to reduce the number who become NEET, and remedial work with 16-19 year olds who are NEET. As a priority in our Children and Young people's Plan, it is clear that the

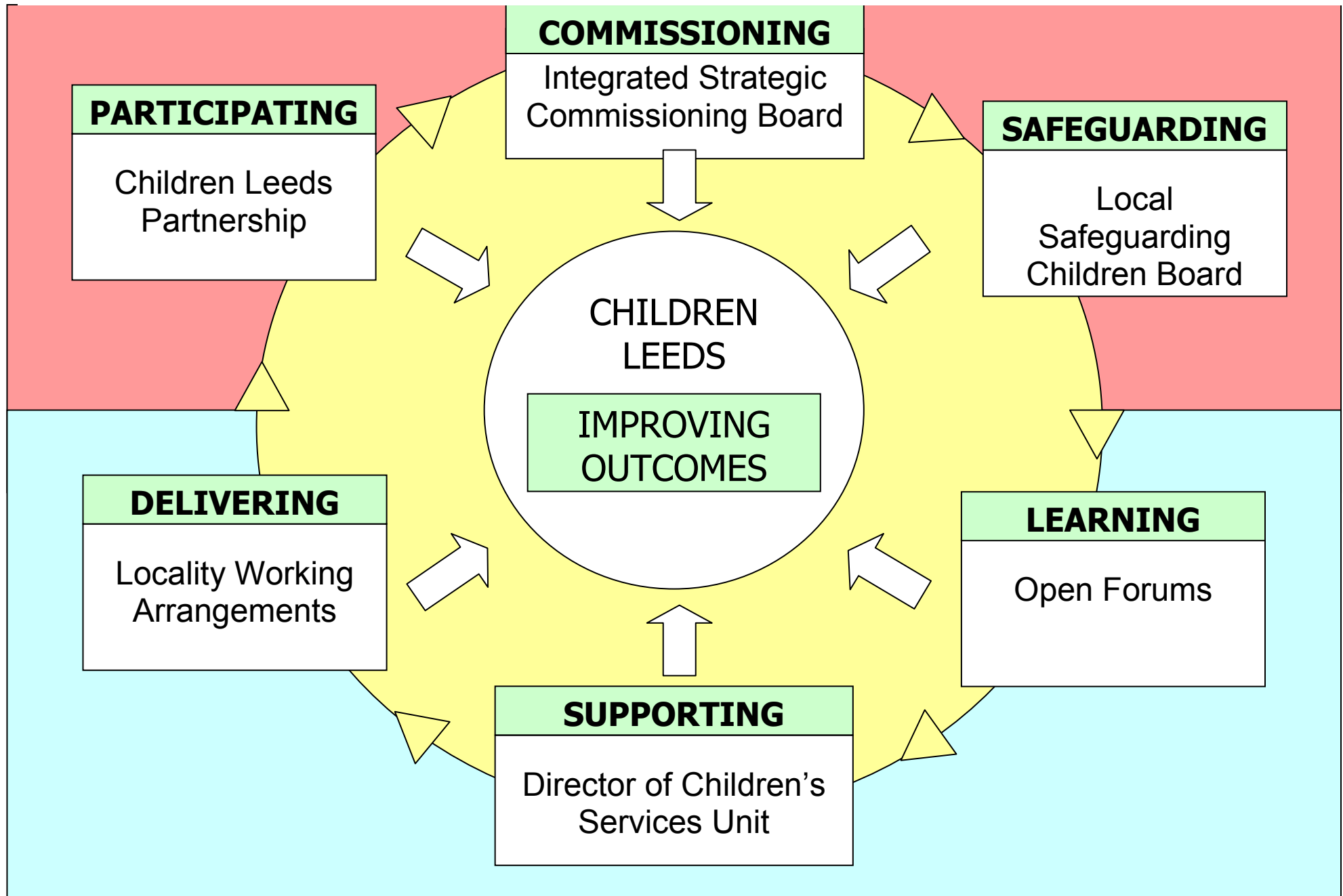
will, recognition and opportunities are in place to achieve the type of coordinated approach required.

6.0 Recommendations

6.1 It is recommended that Members:

- Note and comment on the ongoing progress of children's services work in Leeds particularly the development of the children's trust arrangements.
- Note and comment on the work taking place in relation to the two highlighted priorities from the reviewed Children and Young People's Plan.

LEEDS CHILDREN TRUST ARRANGEMENTS



LEEDS CYP PLAN PRIORITIES

Our review has highlighted the need to be clearer about priorities to ensure there is better collective understanding, ownership and action on the issues that count. The revised list of priorities refreshes and clarifies that set out in the full Children & Young People’s Plan last year and is intended to form a relatively stable set of priorities. It describes a number of longer term very broad priorities and feeding into each of these a more targeted shorter term priority. It also specifically addresses the cross-cutting ‘narrowing the gap’ theme. This long term/short term approach is important because it shows how we can have an immediate impact on outcomes and at the same time invest in developments for the longer term.

The list is set out below, grouped into two sections: the first for improving outcomes and the second for improving services.

Every Child Matters Outcome	Priority	Long term priority	Short term priority
Stay safe	Safeguarding	Embedding a safeguarding culture	Improving the assessment and care of children in need
	Safe communities	Strengthening community safety and cohesion	Reducing bullying
Be healthy	Emotional wellbeing	Promoting emotional wellbeing for all	Improving services for children, young people and families with additional mental health needs
	Activity and obesity	Reducing obesity	Raising activity
	Sexual health	Improving sexual health for all	Reducing teenage conception
Enjoy and achieve	Secondary progress	Improving educational outcomes for 11-16 year olds	Targeting underachievement
	Early learning	Improving readiness to learn	Enabling the engagement of parents and young learners in early years and primary schools
Make a positive contribution	Positive opportunities	Enhancing positive opportunities in and out of school	Reducing antisocial behaviour and offending
Achieve economic wellbeing	Qualifications and skills at 19	Raising qualifications and skills levels for 19 year olds	Reducing the proportion of vulnerable groups not in education, training or employment
ALL	Narrowing the gap in outcomes for the most vulnerable children and young people		

Priorities for Improving Services

Every Child Matters Outcome	Long term priority	Short term priority
Service management	Extended services for every neighbourhood	Roll out of extended services in schools and children's centres
Service management	Parenting support for all	Proactive, tailored support for families facing the most severe challenges
Service management	Personalised, joined up support for all	Moving towards integration through the roll out of the Common Assessment Framework, Budget Holding Lead Professional and Individual learning plans



Originator: John Paxton

Tel: 24 77592

Report of the Director of Children's Services

Scrutiny Board (Children's Services)

Date: 13th September 2007

Subject: Response to Youth Services Inquiry recommendations

Electoral Wards Affected:

Ward Members consulted
(referred to in report)

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

- 1.1 The Board conducted an inquiry in 2006 into youth services in Leeds.
- 1.2 The purpose of the inquiry was to make an assessment of, and where appropriate make recommendations on, the following areas:
 - What should Leeds City Council include in the youth offer that it will have to publish next year?
 - What can be learnt from the existing patterns of provision across the city?
 - What do young people want and expect from youth services in Leeds?
- 1.3 The resultant Scrutiny Board report contained eight recommendations. The Director of Children's Services has prepared a document which provides a response to each of the recommendations.

2.0 Additional Information

- 2.1 Following extensive consultation with young people and with agencies which work with young people, it is intended to publish the first Leeds Youth Offer in November 2007.
- 2.2 Responsibility for coordinating and further developing the youth offer will rest long term with the Leeds Integrated Youth Support Service. The establishment date for IYSS remains April 2008.
- 2.3 The Government issued its "Ten Year Youth Strategy" at the end of July 2007. This is a hugely significant development and will have positive and far reaching implications for youth services in the future.

3.0 Recommendation

- 3.1 The Board is asked to receive the responses of the Director of Children's Services to the recommendations resulting from the Youth Services inquiry.

Scrutiny Board (Children’s Services)

Youth Services Inquiry – responses to recommendations

<u>Recommendation</u>	<u>Response</u>
<p>1 The youth offer for Leeds needs to address the following key findings:</p> <p>1 (a) The need for a more equal distribution of universal youth services on offer across the city.</p> <p>1 (b) That the youth offer in Leeds should extend beyond the statutory 13-19 age group, at least to cover 11 and 12 year olds, but preferably to cover the 8-12 age group.</p>	<p>1 (a) The youth offer is an integral element of the universal offer to all children, young people and families in the city. The youth offer’s entitlement statements cover a very wide range of service provision and are designed to ensure universal access to opportunities and support.</p> <p>1 (b) The statutory requirements need to govern what is published as a youth offer. Funding streams associated with the Integrated Youth Support Service also prescribe a 13-19 beneficiary age group. In practice, Leeds can choose to continue making services available to a younger age range provided all 13-19 targets and required outcomes are met. The best example is that the Youth Service can continue to deploy approximately 20% of its resources on work with 11 and 12 year olds. The fundamental concerns about resources and services for the 8-13 age group remain on the table both locally and nationally. In Leeds some robust arrangements for commissioning services across the 0-19 age range are being formulated and will be helpful. A new Scrutiny Board inquiry is about to explore in greater depth this particular issue.</p>

<u>Recommendation</u>	<u>Response</u>
<p>1 (c) The need to include advice and signposting within universal provision.</p> <p>1 (d) The need to recognise that some groups of young people (for example carers, looked after children and young people with disabilities) may need a different approach or extra assistance to access the types of opportunities included in the universal youth offer.</p> <p>1 (e) The need to recognise young people's expressed desires for venues and spaces to undertake their own (unstructured) activity.</p> <p>1 (f) The important role of inter-generational and all age activities as well as specific young people's activities.</p>	<p>1 (c) This recommendation is being taken on board fully as part of establishing an Integrated Youth Support Service which aligns Connexions and Youth Service as from April 2008. The youth offer will reinforce universal access to information, advice and guidance services and will seek to ensure entitlement to a Connexions Personal Adviser.</p> <p>1 (d) Subsequent to the Scrutiny Board inquiry, the Department of Children, Schools and Families has published a "Targeted Youth Support Strategy". Leeds is embracing this strategy and has swiftly brought together appropriate agency representatives to decide ways forward. The aim is very much to pursue this recommendation in the coming months and years.</p> <p>1 (e) The Youth Opportunity and Youth Capital Funds have been used to channel funds into venues and spaces identified by groups of young people. This has provided a good starting point for implementing this recommendation over and above many previous examples which were already taking place. The Government's Ten Year Youth Strategy sets some interesting and challenging targets for the percentage of provision which should be run directly by young people so further development work will be taking place in Leeds.</p> <p>1 (f) There are plenty of examples of this type of work but it has not previously been collated into a summary document. This could be done as a one-off exercise for Scrutiny Board if required.</p>

<u>Recommendation</u>	<u>Response</u>
2 The Executive Board reviews the allocation of Youth Service funding to Area Committees.	2 Considerable work has been carried out to address the fundamental concern that some wards are believed to have a level of allocation insufficient to deliver the necessary level of provision. A wide range of options has been explored. The outcome is that a new minimum ward allocation is being introduced as from 1/10/07.
3 The Director of Children's Services ensures that arrangements for funding and commissioning youth services through the voluntary, community and faith sector includes provision for the strategic capacity of the sector to be an effective partner in service delivery and development.	3 A number of arrangements have been made to commission organisations to provide this type of support to the voluntary, community and faith sector:- <ul style="list-style-type: none"> - Archway supporting organisations regarding Connexions - West Yorkshire Youth Association supporting Leeds Youth Work Partnership organisations - Learning Partnerships supporting Engage funded organisations It is intended to continue these types of arrangements as part of the Integrated Youth Support Service from April 2008 onwards.
4 The Director of Children's Services promotes the development of local networks to help smaller organisations to play an effective part in the youth offer and to qualify for funding.	4 Leeds Youth Work Partnership has recently established wedge based networks which are including a wider range of organisations at local level. This development is in addition to the operation of local networks run in conjunction with Area Management.
5 The Director of Children's Services prioritises resources to support the work of the Youth Inclusion Projects (YIPs) and Junior YIPs.	5 Youth Service resources are now being used in all five wedges of the city to address this recommendation.

<u>Recommendation</u>	<u>Response</u>
6 The Director of Children's Services finds ways of promoting positive relationships between the police and youth services more widely, building on the good examples that exist in some parts of the city.	6 The position remains that there are good local examples but no strategic discussions have as yet taken place. This would be a useful starting point and will be followed up.
7 The Director of Children's Services ensures that, in addition to existing consultation with service users, specific efforts are made to consult with non service users about their views on the Youth Service.	7 The Youth Service will be conducting its second annual user survey in October 2007. This is specifically designed to assess customer feedback and satisfaction ratings. Extensive public consultation with young people about the youth offer has been taking place during the summer as part of Breeze on Tour.
8 The Director of Children's Services considers how the examples of young people's involvement in the management and governance of services can be more widely applied across children's services.	8 West Yorkshire Youth Association has operated the "Parti-cip 8" initiative on behalf of Children's Services. It has delivered 42 programmes of work and worked with 30 agencies. 96% of schools had an active school council as at December 2006. A Participation Evaluation Toolkit (PET) has been piloted with youth agencies and is now being rolled out across Children Leeds Partnership. Work is under way to adopt and implement the "Hear By Right" national standards across all Children's Services. Both PET and Hear By Right are key elements of a participation strategy which is due out this autumn and which is involving children and young people in its development.



Originator: Kate Arscott

Tel: 247 4189

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 13 September 2007

Subject: Recommendation tracking

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

- 1.1 Last year Overview and Scrutiny Committee agreed to adopt a new, more formal system of recommendation tracking, to ensure that scrutiny recommendations were more rigorously followed through.
- 1.2 As a result, each board will receive a quarterly report, coinciding with the quarterly presentation of performance information. This will allow the board to monitor progress and identify completed recommendations; those progressing to plan; and those where there is either an obstacle or progress is not adequate. The board will then be able to take further action as appropriate.
- 1.3 A standard set of criteria has been produced, to enable the Board to assess progress. These are presented in the form of a flow chart at Appendix 1. The questions should help to decide whether a recommendation has been completed, and if not whether further action is required.
- 1.4 To assist Members with this task, the Principal Scrutiny Adviser has given a draft status for each recommendation. The Board is asked to confirm whether these assessments are appropriate, and to change them where they are not.
- 1.4 In deciding whether to undertake any further work, members will need to consider the balance of the board's work programme.

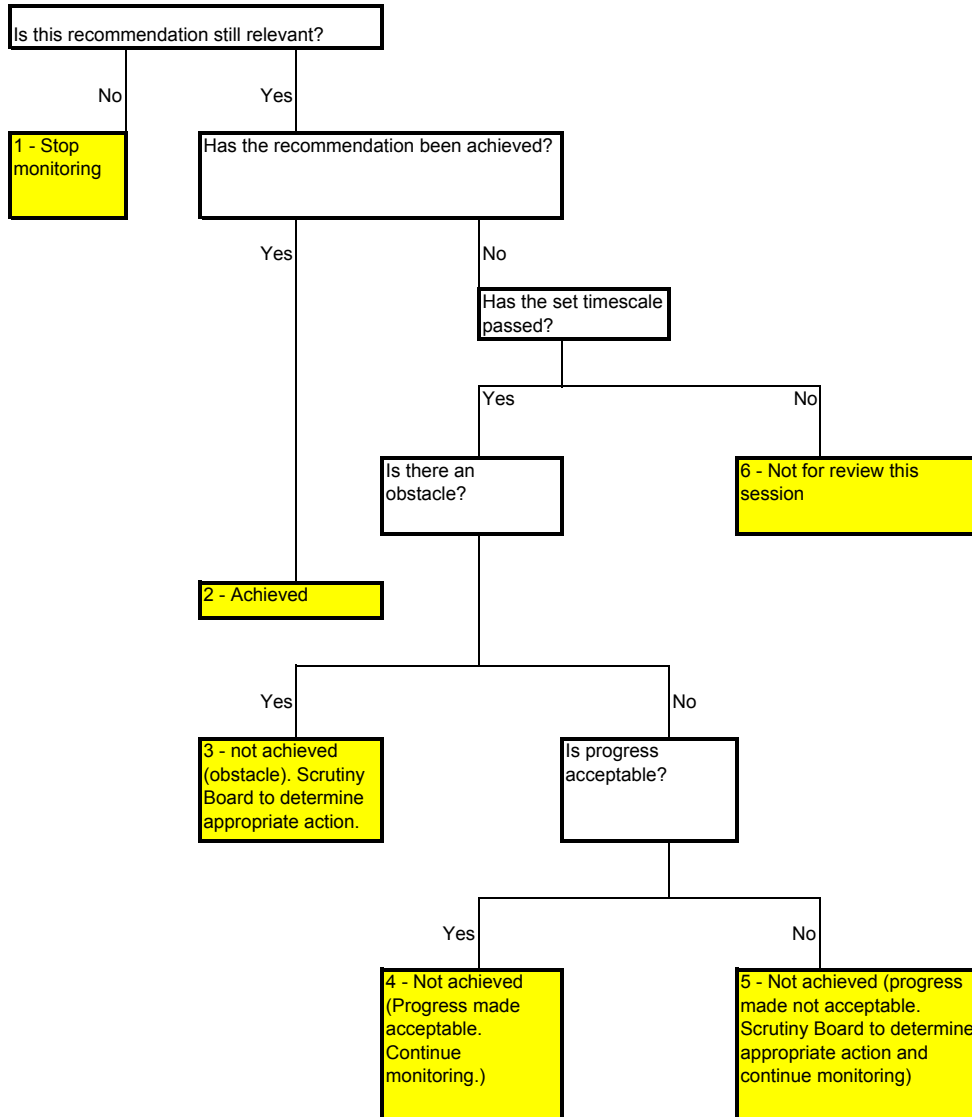
2.0 Next Steps

- 2.1 In October the Overview and Scrutiny Committee will receive a composite report which draws together any issues raised by each of the Scrutiny Boards during the recommendation tracking process, and decide any appropriate action.
- 2.2 The next cycle of quarterly recommendation tracking reports will be presented to Scrutiny Boards in November, enabling the Board to judge progress against outstanding recommendations.

3.0 Recommendation

- 3.1 Members are asked to:
 - Agree those recommendations which no longer require monitoring;
 - Identify any recommendations where progress is unsatisfactory and determine the action the Board wishes to take as a result

Recommendation tracking flowchart and classifications:
Questions to be Considered by Scrutiny Boards



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	Recommendation	Where we are up to	Stage	Complete
1	We recommend that the Director of Social Services informs us of the timetable and action plan for the third Adoption Panel to become fully operational, so that we can monitor progress	The third Panel is operational. The first meeting was held in May 2007.	2	✓
2	We recommend that the Director of Social Services reports back to us within three months on action that will be taken to reduce administrative delays in the adoption process	Recommendations for administrative support to the Fostering & Adoption Service will arise out of the full review of the service Timescale: October 2007	6	
3	We recommend that the Director of Social Services considers whether a similar organisational approach to that taken in Liverpool would benefit adoption in Leeds, and reports back to us with a view within three months	This proposal will be considered as part of the full review of the service as it represents a significant change to current practice and has budgetary implications Timescale: October 2007	6	
4	We recommend that the courts service advise us how a higher priority or additional resources can be allocated to redress the balance with private cases and improve performance against the targets for dealing with care orders. The Scrutiny Board will raise this issue at a national level with the Local Government Association	The courts service has provided information on national, regional and local action that has been or is being taken to address delays. The Scrutiny Board has written to the LGA and the Ministry of Justice about the need for more resources for the courts.	2	✓
5	We recommend that the Director of Children's Services explores, with the inter-agency group, the case for change in adoption processes to make more effective use of combined resources, whilst protecting the integrity of decision-making in the child's best interests. We request a report back within three months	This proposal will be taken to the next Family Justice Council to begin discussion on how the court process might be streamlined.	4	

	Recommendation	Where we are up to	Stage	Complete
6	<p>We recommend that the Director of Social Services reports back to us within three months on the potential for the regional consortium to develop a more strategic role to complement its successful 'marketplace' function</p>	<p>The Adoption Consortium has invited the Coordinator of Adoption 22 to come to one of their meetings to discuss the suitability of a more strategic approach by the local Consortium.</p>	4	
7	<p>We recommend that the Director of Social Services develops arrangements for keeping prospective adopters engaged and informed whilst they await matching, and reports back to us within three months</p>	<p>New arrangements have been introduced.</p>	2	✓
8 80 51 56	<p>We recommend that the Chief Officer – Human Resources reports back to us within three months on the potential for addressing the barriers to recruitment where staff face losing accrued employment benefits</p>	<p>4 areas were identified:</p> <ul style="list-style-type: none"> • Adding bodies to the statutory requirement to recognise previous service. Unlikely to be approved by government and therefore not recommended • Financial incentives where appropriate • Promoting the benefits of working for the Council • Recruitment campaigns 	2	✓
9	<p>We recommend that the Director of Social Services commissions appropriate activity to raise general awareness of the range of people who can adopt children and reports back to us on initiatives proposed within three months</p>	<p>Consideration will be given to increasing the recruitment budget. The current budget has not been increased for several years and is probably insufficient. The service review will report on this and make recommendations. Timescale: April 2008</p> <p>Continue current involvement with the Adoption Consortium on raising awareness about adoption at a regional level particularly about BME children needing adoption</p>	6	

	Recommendation	Where we are up to	Stage	Complete
10	We recommend that the Director of Social Services reports back to us regularly on the progress of the adoption recruitment strategy and the number of black and minority ethnic prospective adopters recruited	The Local Authority is required by Adoption Regulations to provide a 6 monthly report on Adoption Agency activity. This will provide the Scrutiny Board with a regular update on progress on all these matters.	6	
11	We recommend that the Director of Social Services reviews the upper age limit policy and reports back to us on the outcome of that review within three months	The current policy requires at least one of the adopters to be 60 or younger when the adopted child reaches 18. Consider increasing this age limit to 65. This age limit can be disregarded in special circumstances. Remove bar on adopting a child of 2 or younger if adopters already have children. Remove bar on adopted children needing to be younger than existing children in the family but maintain 2 year age difference. Timescale: September 2007	4	
12	We recommend that the Director of Children's Services considers the appointment of an independent reviewing officer for adoption, and reports back to us with a view within three months	The manager of the Independent Reviewing Officers will consider this proposal and make recommendations. Timescale: July 2007	4	
13	We recommend that the Director of Social Services and the Chief Executive of Education Leeds produce an action plan within three months for improving the education support to adopted children, in order to ensure a more consistent quality of experience for adoptive families. This should cover awareness raising for schools; social services staff awareness of education resources; and parental awareness of education support particularly for special educational needs	There is a piece of work currently being undertaken to develop practice in respect of the education of looked after children. The proposals regarding the education of adopted children will be similarly considered and added to the current piece of work. Timescale: April 2008	6	

	Recommendation	Where we are up to	Stage	Complete
1	That the Scrutiny Board's concerns must be raised by Education Leeds when responding to the green paper 'Raising Expectations'.	The response submitted by Education Leeds incorporated issues raised by the Board	2	✓
2	That Education Leeds, and in particular the LSC, ensure that young people are adequately consulted on the proposals for change before any final decisions are made.	Commitment to consultation given.	6	
3	That Education Leeds report back to us on how the Scrutiny Board's many concerns about the 14-19 review are being addressed.	Initial response to concerns provided. Check against final proposals.	6	

	Recommendation	Where we are up to	Stage	Complete
1	That First Bus review its fare structure so that the fare paid better matches the distance travelled. That First Bus review its fare structure in the light of the forum's findings on the barrier cost represents to young people. And, that First Bus report its conclusions/intentions to Scrutiny Board (Children's Services) in July 2007.	First has agreed to re-examine this issue when fares are next reviewed, although the scope for change may be limited.	6*	
2	That Metro should investigate the possibility of developing a concessionary scheme whereby young people pay for the first few journeys in the usual way and then get one/two free (buy four, get one free for example but avoiding the need to pay up front) and report their findings/actions to Scrutiny Board (Children's Services) in July 2007.	Metro has agreed to consider this approach.	6*	
3	That Metro and the bus companies should co-operate to develop a day pass which can be used on all buses and that Metro report progress to Scrutiny Board (Children's Services) in July 2007.	Practical issues may present obstacles to progress.	6*	
4	That Metro reviews the effectiveness of its marketing strategies with regard to young people's concessionary schemes and report its progress to Scrutiny Board (Children's Services) in July 2007.	Metro has offered to work with the Director of Children's Services on this issue.	6*	

* The Scrutiny Board agreed in July 2007 to set up a working group of Scrutiny Board members, young people and relevant officers to progress the recommendations from this inquiry.

	Recommendation	Where we are up to	Stage	Complete
5	That Metro develop a text messaging comments and complaints system, promote this amongst young people and report progress to Scrutiny Board (Children's Services) in July 2007.	Metro will consider this further following the launch of their young people's website	6*	
6	That Metro and First Bus investigate the possibility of developing CCTV systems on buses to record sound as well as pictures and report their findings to Scrutiny Board (Children's Services) in July 2007.	Metro and First are willing to consider this further, but warn that cost is an issue here.	6*	
7	That the Director of Children's Services ensures that the barriers young people face with regard to transport are taken into account by ALL decision makers and that they are a key part of the Child Impact Statement process. We ask that she report back to Scrutiny Board (Children's Services) in July 2007.	The Director of Children's Services has given a commitment to this recommendation. The scrutiny working group is one way of promoting progress.	6*	
8	That the Director of Children's Services investigates adding travel concessions to the other benefits of the Breeze card and reports back to Scrutiny Board (Children's Services) in July 2007.	There are some technical issues that need to be addressed. Metro and Leeds City Council have agreed to closer joint working on publicity, events and discounts.	6*	

* The Scrutiny Board agreed in July 2007 to set up a working group of Scrutiny Board members, young people and relevant officers to progress the recommendations from this inquiry.

	Recommendation	Where we are up to	Stage	Complete
9	That the Director of Children's Services orders a review of how school transport monies are being spent in Leeds to see if there is a better way in which it could be spent and reports back to Scrutiny Board (Children's Services) in July 2007.	A review is taking place. Metro is developing a pathfinder bid for November 2007.	6*	
10	That the Youth Council and ROAR lead a campaign with one aim - to achieve free bus travel for all young people - and that everyone who works with and for young people joins with and supports them in achieving it.	The Youth Council and ROAR are carrying out a campaign.	6*	

* The Scrutiny Board agreed in July 2007 to set up a working group of Scrutiny Board members, young people and relevant officers to progress the recommendations from this inquiry.

	Recommendation	Where we are up to	Stage	Complete
1	<p>That the Chief Executive of Education Leeds and the Director of Children’s Services take a proactive strategic approach to maximise the potential that Trust Schools might have for improving outcomes for children in deprived communities in Leeds by</p> <ul style="list-style-type: none"> • exploring potential trust models for clusters of schools in deprived areas with a view to instigating trusts • issuing advice to strategic partners about how to target their partnership support to schools and areas most in need • informing our proactive approach to wider planning issues (BSF, 14-19 review, etc). 	<p>Proposals for the development of a Central Leeds Learning Trust were agreed by Executive Board in June 2007. This is to be a formal partnership as opposed to ‘Trust Schools’ as defined in the Act.</p>	4	
2	<p>The Chief Executive of Education Leeds and the Director of Children’s Services consider the resource and other practical implications of a policy requiring the Authority to request membership of every trust that is established in Leeds.</p>	<p>Implications considered. Agreed to request membership of every trust.</p>	2	✓

	Recommendation	Where we are up to	Stage	Complete
3	<p>That the Director of Children’s Services has regard to this report when responding to any school consulting on becoming a Trust School.</p> <p>In particular the points raised in this report regarding</p> <ul style="list-style-type: none"> • proposed partner organisations sharing the same vision for the school • any proposed changes to the school’s admissions policy • potential for the proposals to help or hinder “narrowing the gap” • balance of trust appointed governors on the governing body <p>and to consider how the individual proposals will contribute to community cohesion and delivering the Every Child Matters agenda.</p>	<p>Commitment given</p> <p>No further formal proposals received to date</p>	6	

	Recommendation	Where we are up to	Stage	Complete
1	<p>That a Children's Services communications project be set up, including all the relevant partners, to enable the new Directorate to</p> <ul style="list-style-type: none"> • take a lead on communications • assess current practice • draw the partners together • assist the Communications Manager, Children's Services in his role to influence and share best practice • draft a communications strategy 	<p>Network established</p>	2	✓
2	<p>That costs for departmental publications 2006/2007 be supplied to a future meeting of Scrutiny Board (Children's Services), to establish a baseline figure for departmental publications produced by Education Leads for comparison with future years.</p>	<p>Comprehensive costs for 2006/07 not available Costs for 2007/08 being monitored Scrutiny Board agreed to this as an alternative. Review at end of 2007/08 financial year</p>	6	
3	<p>That the Director of Children's Services obtain costs for publications relating to Children's Services 2006/2007 from Council Departments and external partners, where available, to supply to a future meeting of Scrutiny Board (Children's Services).</p>	<p>Response indicated amount of work required to achieve recommendation. Board agreed that information would be sought from council departments only in the first place, for 2007/08 Review at end of 2007/08 financial year</p>	6	
4	<p>That information on any monitoring process(es) used to evaluate the effectiveness of the corporate communications published by Education Leads and Children Leads be supplied to a future meeting of Scrutiny Board (Children's Services).</p>	<p>Information provided</p>	2	✓

Specialist Inclusive Learning Centres (SILCs)

Last update received July 2007

	Recommendation	Where we are up to	Stage	Complete
1	That Education Leeds reviews the funding model for the SILCs, to reflect changing patterns of service delivery and the levels of funding required to support them.	A fundamental review of funding to SILCs, partnership schools and resourced provision is due to report in October 2007. Any recommendations for change will be taken through Schools Forum.	6	
2	That Education Leeds carries out further analysis of the projected future numbers of pupils and their distribution between partnership and SILC sites, in order to inform further work on funding, accommodation and partnership development.	Education Leeds are recruiting an officer to analyse patterns and predict future need, linking into the review of funding above.	4	
3	That Education Leeds considers the place of partnership models such as Holly Bush, where specialised SILC units are sited on mainstream school campuses, within the overall accommodation strategy for the SILCs.	Accurate pupil level data is now available and will be used to demonstrate where pupils are making the best progress.	4	
4	That the Director of Children's Services and Education Leeds produce clear, co-ordinated and updated information, in a readily accessible manner, to guide parents and professionals through the maze of services for children with special educational needs.	The Children and Families directory has been updated. A local information section has been drafted for the Early Support Programme. There is a proposal to develop a parent partnership website. The parenting strategy is out for consultation. Documentation for parents will be updated following the finalisation of the refreshed Inclusion Strategy.	4	
5	That the Director of Children's Services and Education Leeds devise a programme of training/visits to enable professionals to gain first-hand experience of current inclusion practice.	A comprehensive training programme is being developed in partnership with the SILCs, Leeds University and the National College of School Leadership, as well as social services and health.	4	
6	That Education Leeds leads in developing a communications strategy for the SILCs strategy, to ensure that parents are engaged in the ongoing development of the SILCs and also kept informed of progress and choices in relation to their own child's educational provision.	Individual SILCs have developed newsletters, and SILC Principals are working with the Communications Team to develop this model. A review has taken place of systems and procedures for placements of pupils with SEN. The Choice Adviser and Parent Support Advisers are in place.	4	

	Recommendation	Where we are up to	Stage	Complete
7	That Education Leeds considers how the outreach role of the SILCs can be further supported and developed.	A number of Service Level Agreements are in place, for example Hospital and Home Teaching Service, and physical needs. New arrangements are being developed covering further service areas.	4	
8	That Education Leeds facilitates a strategic review of the partnership provision associated with the SILCs and in particular the number of partnerships operated by the NW SILC, informed by future funding, accommodation plans and pupil number projections.	An initial review took place in 2006, focusing on the NW SILC. Further work was scheduled over the summer term 2007, linked to the fundamental review of funding and accommodation.	4	
9	That Education Leeds ensures that appropriate and robust professional support and expertise in relation to change management is available to all schools subject to reorganisation, in the best interests of the pupils whose educational experience will be affected by the changes taking place. Also, that Education Leeds ensures that the resources for this support are explicitly identified when proposals for reorganisation are put forward.	All the SILCs have continued to be supported by the Organisational Change team.	2	✓
10	That Education Leeds continues to provide the support and resources that are required for the leadership and management of the NW SILC in order to continue to build the trust and confidence of all in the future provision of excellent education and care for its pupils.	A task group was established for the NW SILC in September 2005. The SILC has subsequently received a very positive Ofsted inspection.	2	✓

	Recommendation	Where we are up to	Stage	Complete
11	That the Director of Children's Services and Education Leads work with partners to ensure that the following issues which emerged during our inquiry are given further attention, and that they report back to us on the action being taken on each issue:			
(1)	Clear transition plans for pupils at all transfer stages, developed in conjunction with parents	The annual review process and monitoring of individual progress are to be strengthened as part of a fundamental review of monitoring and assessment processes.	4	
(2)	The inclusion of information about the SILCs in admissions information and on the admissions preference form	This will be part of the review of admissions arrangements for September 2008.	4	
(3)	Ensuring that parents are kept informed from time to time of changes in policy or legislation which may affect the choices open to them for their children's education	The Parent Partnership Service has put a range of measures in place to ensure this is done in a more systematic and effective manner, including using the parents' forums at SILCs.	2	✓
(4)	Ensuring that information on services available to parents incorporates non-statutory services	An Information Officer has been appointed to the Parent Partnership Service, and her role includes the provision of information on voluntary services. Close links have been established with the Children's Information Service, with a view to producing a multi-agency community newsletter.	4	
(5)	Development of the parent partnership service's profile with SILC parents	The Service has been realigned to have a designated officer in each area.	2	✓
(6)	The possibility of the direct payments scheme being applied to children's care needs in education	<i>Last reported March 2007</i> No progress to report - timescale for proposals was July 2007	4	

Specialist Inclusive Learning Centres (SILCs)

Last update received July 2007

	Recommendation	Where we are up to	Stage	Complete
11	That the Director of Children's Services and Education Leads work with partners to ensure that the following issues which emerged during our inquiry are given further attention, and that they report back to us on the action being taken on each issue:			
(7)	Reviewing funding to the Portage service	Last reported March 2007 Vacant post filled, however case load remains high. Further work required.	4	
(8)	Exploring opportunities for the SILCs and their pupils and parents to benefit from the extended schools agenda	Last reported March 2007 Action Plan due to be produced following planning day in March 2007.	4	
(9)	Tackling contractual barriers to the SILCs working with existing PFI schools	No barriers have been identified.	2	✓
(10)	Clarifying the meaning of "1:1" support to avoid misunderstanding of entitlements	1:1 support is no longer written into statements	2	✓
(11)	Providing opportunities for staff development in both mainstream and SILC settings in relation to inclusion and appropriate curriculum delivery, particularly at secondary level	A comprehensive staff development programme has been developed in partnership with the National Strategies team, available to all SILCs and mainstream colleagues.	2	✓
(12)	Developing an outreach role for staff in experienced partnership schools	Further development of the role of partnership schools is a key element within the revised Inclusion strategy.	4	
(13)	Partnership school representation on the SILC Board	A multi-disciplinary SILC Forum is now well established.	2	✓

Specialist Inclusive Learning Centres (SILCs)

Last update received July 2007

	Recommendation	Where we are up to	Stage	Complete
11	<p>That the Director of Children’s Services and Education Leeds work with partners to ensure that the following issues which emerged during our inquiry are given further attention, and that they report back to us on the action being taken on each issue:</p>			
(14)	<p>Further development of health support to enable the most effective use of specialist resources</p>	<p>A Health Inclusion Group is well established, chaired by a health service manager. The group are working with key partners to review the most effective way of using resources.</p>	2	✓
(15)	<p>The need for future consultation to inform realistic and challenging discussion of proposals</p>	<p><i>Last reported March 2007</i> Revised Inclusion Strategy to be the subject of consultation during summer and autumn 2007</p>	4	
P a g e 66	<p>Consider appropriate governance structures to reflect the partnership nature of the SILCs</p>	<p><i>Last reported March 2007</i> Governance arrangements for SILC partnerships are now part of a larger project developing new governance arrangements for the growing number of collaborative arrangements between schools. Some of these are currently being piloted and if they prove successful should be transferable to SILC settings by September 2007.</p>	4	

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Originator: Kate Arscott
Tel: 247 4189

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children’s Services)

Date: 13 September 2007

Subject: Services for 8-13 year olds - Draft Terms of Reference

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

- 1.1 At the board’s first meeting in June, members agreed to carry out an inquiry into services for 8-13 year olds in Leeds as one of their major pieces of work this year.
- 1.2 The board appointed a small working group to draft terms of reference for the inquiry. The working group met with the Chief Officer for Early Years and Youth Service on 31st July to discuss the potential scope for the inquiry.
- 1.3 The draft of the terms of reference have been attached for members’ consideration.

2.0 Views of the director and executive member

- 2.1 The Scrutiny Board Procedure Rules Guidance Notes also require that, before embarking on an inquiry, the board seeks and considers the views of the relevant director and executive member. These views will need to be taken into account in finalising the terms of reference.
- 2.2 The following comments have been received:
“Thank you for deciding to look into this issue for your review. We look forward to working with Members and supporting this work. The terms of reference provide a helpful starting point. May I suggest that to strengthen the impact the review can make you might like to include in the scope of the inquiry a specific reference to looking at what opportunities are available for young people aged 8-13 to participate in decision-making and influencing issues that affect them. Increasing young people’s participation is a key aspect of how we want to develop children’s services and an area where, whilst there is a range of existing good practice that members can look at, we also know that we can do more. Members’ ideas around opportunities to do this would be helpful.”

3.0 Recommendation

- 3.1 The board is requested to agree the terms of reference for the inquiry.

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Scrutiny Board (Children's Services)

Inquiry into services for 8-13 year olds in Leeds

Draft terms of reference

1.0 Introduction

- 1.1 The Leeds Children and Young People's Plan sets out local priorities and actions to deliver universal and targeted services to all children and young people aged 0-19, and older for those with special needs.
- 1.2 Within this framework, the Scrutiny Board has identified the 8-13 age group as a key target group. Early years and youth services are well established services with recognised target age ranges at either end of the 0-19 age spectrum. There is now a need to extend this approach to join up in the middle in a more formalised manner.
- 1.3 During the Board's early work programming discussions with executive members and the Director of Children's Services, the need to develop universal provision for this age group emerged as a key theme. The Scrutiny Board was also aware that the Children's Fund would be integrated into the mainstream children's trust arrangements from April 2008.
- 1.4 This complements the strong conclusion of the Board's inquiry on youth services, carried out last year, which was that there needed to be more investment in universal and targeted services for the 8-13 age group, and that seeking to re-engage young people and their families in structured provision and support at 13-plus was often very difficult.
- 1.5 This is not to suggest that there is no provision for the 8-13 age group currently, but to identify that there is a need for a more formalised approach to ensuring that the full range of services is extended across the whole 0-19 age range, by enhancing current levels of provision for the 8-13 age group. Much of this delivery will be channelled through extended schools.
- 1.6 In order to decide on an appropriate and manageable focus for the inquiry, the board commissioned a small working group from amongst its membership to scope the inquiry. The working group met with the council's Acting Chief Officer for Early Years and Youth Service on 31st July.
- 1.7 The working group discussed the strategy for achieving a more joined up service framework so that there is a smooth transition and continuity of opportunities, involvement and support for young people and their families from 0-19.

- 1.8 Members also learned about the statutory impetus provided by the new requirement within the Childcare Act to provide information for children and families covering the 0-19 age group, combined with the new duty to provide a sufficiency of childcare up to the age of 14 to support working families.
- 1.9 In addition, Members touched on the Leeds Play Strategy which was agreed in March 2007.
- 1.10 The working group were concerned to identify areas where the Scrutiny Board's input could add value to the development of services for 8-13 year olds in Leeds, having regard to the proposed timescale for the inquiry.
- 1.11 The group identified a number of aspects of the 'infrastructure' necessary to successful delivery of universal and targeted services for 8-13 year olds, and suggested that the Scrutiny Board's inquiry could focus on these areas, which are set out in section 2.1 below. Many of these themes (such as the provision of quality, accessible information) have formed key strands of inquiries by the Board on a range of topics in the past.

2.0 Scope of the inquiry

2.1 The purpose of the Inquiry is to make an assessment of and, where appropriate, make recommendations on the provision required to deliver a comprehensive range of universal and targeted services for 8-13 year olds and their families in Leeds. The inquiry will focus on the following areas:

- Meeting the requirement to provide information for children, young people and families
- The use of assets, particularly schools but also other buildings, to deliver services
- Governance models in relation to extended schools
- The role of councillors in supporting and promoting local delivery of services for 8-13 year olds
- The infrastructure required to deliver the play strategy

3.0 Comments of the relevant director and executive member

3.1 To be sought from Cllr Brett, Cllr Harker and Rosemary Archer

4.0 Timetable for the inquiry

4.1 The inquiry will take place between October and December 2007, with a view to issuing a final report in spring 2008.

- 4.2 It is envisaged that the inquiry will take place over four sessions. The inquiry will conclude with the publication of a formal report setting out the board's conclusions and recommendations.
- 4.3 It is planned that the inquiry will include a range of visits to service providers to complement the evidence gathered in formal sessions.

5.0 Submission of evidence

5.1 The following evidence will be considered by the Board

5.2 Session One – 11th October 2007

To consider background information on the development of services for 8-13 year olds as context for the inquiry

To consider information on the development of extended schools/extended services across Leeds

To receive information on the provision delivered by extended schools during the school summer holidays

To consider the governance issues associated with the development of extended schools/extended services

5.3 Session Two – 11th October 2007

To consider the requirement to provide information for children, young people and their families, and how that requirement is best fulfilled.

5.4 Visits

Exact locations to be confirmed. Will probably include one or more extended schools clusters. May also include parenting support provision. Possible 'information' search focused on half-term activities.

5.5 Session Three – 6th December 2007

To consider the perspective of other agencies involved in delivering services for 8-13 year olds, for example

- Voluntary, community and faith sector providers
- Youth Offending Service/'All Relatives'

To consider the infrastructure required to deliver the Play Strategy for Leeds

5.6 **Session Four – 6th December 2007**

To discuss the role of councillors in supporting and promoting local delivery of services for 8-13 year olds

To consider any issues arising from sessions one and two

To consider members' findings from the visits and to discuss issues arising from the visits with officers

To consider the board's emerging conclusions and recommendations to inform the production of the final inquiry report

6.0 **Witnesses**

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

- Director of Children's Service Unit staff
- Early Years and Youth Services staff
- Children's Information Service staff
- Education Leeds staff
- Development Department (in relation to the play strategy)
- Voluntary, community and faith sector organisations involved in provision for 8-13 year olds (to be coordinated through the Leeds Voice Forum)
- Leeds Play Network
- School/governing body representatives
- Leeds Youth Offending Service
- Young people and families (through visits)

7.0 **Monitoring Arrangements**

7.1 Following the completion of the scrutiny inquiry and the publication of the final inquiry report and recommendations, the implementation of the agreed recommendations will be monitored.

7.2 The final inquiry report will include information on the detailed arrangements for monitoring the implementation of recommendations.

8.0 **Measures of success**

8.1 It is important to consider how the Board will deem whether its inquiry has been successful in making a difference to local people. Some measures of success may be obvious at the initial stages of an inquiry and can be included in these terms of reference. Other measures of success may become apparent as the inquiry progresses and discussions take place.

8.2 The Board will look to publish practical recommendations.

Originator: Kate Arscott

Tel: 247 4189

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 13 September 2007

Subject: Work Programme

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

- 1.1 A copy of the board's draft work programme is attached for members' consideration (appendix 1).
- 1.2 The attached chart reflects the discussions at the board's July meeting.

2.0 Work programming

- 2.1 Also attached to this report are the current Forward Plan of Key Decisions (appendix 2) and the minutes of the council's Executive Board meetings held on 4th July and 22nd August (appendix 3), which will give members an overview of current activity within the board's portfolio area.

3.0 Recommendation

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

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Scrutiny Board (Children's Services)
 Work Programme 2007/08
 Last updated 5 July 2007

Item	Description	Notes	Type of item
Meeting date – September/October 2007 (date to be confirmed)			
14-19 Review	To consider the emerging proposals for restructuring of education and training provision		DP
Behaviour Support	To consider a report on support for behaviour management in education	Issues raised included: <ul style="list-style-type: none"> • The activities of AMBs and the support to schools • The future of the PRUs • BESD SILC Ofsted • Wider issues around behaviour in education 	RP
Meeting date – 11th October 2007			
8-13 year olds	To consider evidence as the first session of the board's inquiry		DP
Inclusion Strategy	To consider the revised inclusion strategy	Further report requested by the Board in July 2007	DP

Scrutiny Board (Children's Services)
Work Programme 2007/08
Last updated 5 July 2007

Item	Description	Notes	Type of item
Meeting date – 8th November 2007			
Performance Management and Recommendation Tracking	Quarter 2 information for 2007/08 (July-Sept)	All Scrutiny Boards receive performance information on a quarterly basis This item will also include tracking progress with previous Scrutiny recommendations	PM/MSR
Children and Young People's Plan	The revised Plan was agreed in June 2007. Members flagged the importance of agreeing an approach to monitoring delivery of the Plan		PM
Children's Services Overview	To maintain an overview across the Board's portfolio, and to monitor the development of the Children's Services arrangements in Leeds.		PM
Governance Issues	To receive a briefing on governance in a multi-agency model of provision		B
Academy	To receive a briefing on how the Academy fits into the provision of children's services in Leeds		B
Education Standards	To agree terms of reference for the Board's Inquiry		RP/DP
Meeting date – 6th December 2007			
8-13 year olds	To consider evidence as the second session of the board's inquiry		DP
Parenting support	To consider what support is available to parents, and how joined up it is		RP
Scrutiny by Children and Young People	To consider proposals for children and young people to carry out scrutiny activity	Following Youth Council elections in October, the new Youth Council will be invited to select a topic for scrutiny	DP/RP

**Scrutiny Board (Children's Services)
Work Programme 2007/08
Last updated 5 July 2007**

Item	Description	Notes	Type of item
Meeting date – 17th January 2008			
Education Standards	To consider evidence as the first session of the board's inquiry		RP/DP
Scrutiny by Children and Young People	To approve terms of reference for the chosen inquiry by children and young people		DP/RP
Meeting date – 14th February 2008			
Performance Management and Recommendation Tracking	Quarter 3 information for 2007/08 (Oct-Dec)	All Scrutiny Boards receive performance information on a quarterly basis This item will also include tracking progress with previous Scrutiny recommendations	PM/MSR
School performance and Ofsted Inspections	Annual report on school performance and biannual update on Ofsted Inspections and schools causing concern	The Scrutiny Board agreed in 2006/07 to consider these reports to Executive Board	PM
Children and Young People's Plan	The revised Plan was agreed in June 2007. Members flagged the importance of agreeing an approach to monitoring delivery of the Plan		PM
Children's Services Overview	To maintain an overview across the Board's portfolio, and to monitor the development of the Children's Services arrangements in Leeds.		PM
8-13 year olds	To agree the final report arising from the board's inquiry		DP

Scrutiny Board (Children's Services)
Work Programme 2007/08
Last updated 5 July 2007

Item	Description	Notes	Type of item
Meeting date – 13th March 2008			
Education Standards	To consider evidence as the second session of the board's inquiry		RP/DP
Meeting date – 10th April 2008			
Annual Report	To agree the Board's contribution to the annual scrutiny report		
Education Standards	To agree the final report arising from the board's inquiry		RP/DP

Key:
RFS – Request for scrutiny
RP – Review of existing policy
DP – Development of new policy
MSR – Monitoring scrutiny recommendations
PM – Performance management
B – Briefings (including potential areas for scrutiny)

Scrutiny Board (Children's Services)
 Work Programme 2007/08
 Last updated 5 July 2007

Working Groups			
Working group	Membership	Progress update	Dates of meetings
Inquiry terms of reference 8-13 year olds	Councillor Chapman Tony Britten Paul Gathercole Tim Hales Taira Kayani	Terms of reference drafted and presented to Board for approval in September	31 July
Inquiry terms of reference Education Standards	Councillor Lamb Councillor Lancaster Councillor Murray Tony Britten Celia Foote Sue Knights		19 September
'Catching the Bus' Monitoring progress	Councillor Lancaster Councillor Renshaw Tony Britten	It is suggested that this working group meets after the Youth Council elections in October	
Fountain Primary School	Councillor Hyde Councillor Renshaw Celia Foote Sandra Hutchinson		14 September

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LEEDS CITY COUNCIL

FORWARD PLAN OF KEY DECISIONS

EXTRACT RELATING TO SCRUTINY BOARD (CHILDREN'S SERVICES)

For the period 1 September 2007 to 31 December 2007

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made)
<p>Primary Review-Proposals for Swarcliffe Primary Planning Area</p> <p>To consider statutory representations received, and if necessary, make a determination on the closure of St Gregory's Catholic Primary School with effect from 31 August 2008.</p>	<p>Executive Board (Portfolio: Children's Services)</p>	<p>11/9/07</p>	<p>Six weeks public consultation took place as a consequence of the published Statutory Notice on the proposal. This started on 15 June and ended on 27 July 2007.</p>	<p>The report to be issued to the decision maker with the agenda for the meeting</p>	<p>Chief Executive of Education Leeds</p>

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made)
<p>Primary Review-Proposals for Harehills/Gipton Primary Planning Area Permission to issue a Statutory Notice following formal consultation to permanently increase the Admission Number at Harehills Primary school from 2FE to 3FE.</p>	<p>Executive Board (Portfolio: Children's Services)</p>	<p>11/9/07</p>	<p>Formal consultation took place with the staff, parents and governors of Harehills Primary School, neighbouring schools, elected members for the area, representatives of the Community and the general public. The 6 week formal consultation took place between 1 May – 11 June 2007.</p>	<p>The report to be issued to the decision maker with the agenda for the meeting</p>	<p>Chief Executive of Education Leeds</p>
<p>Phase Two Children's Centres in Gipton Obtain authority to incur expenditure</p>	<p>Executive Board (Portfolio : Children's Services)</p>	<p>17/10/07</p>	<p>Full local consultation has been going on for 2 years</p>	<p>The report to be issued to the decision maker with the agenda for the meeting</p>	<p>Director of Children's Services</p>

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made)
<p>Formation of the Garforth Schools Trust To note the formation of the Garforth Schools Trust and approve the transfer of land and premises assets from Council to Trust ownership.</p>	<p>Executive Board (Portfolio: Children's Services)</p>	<p>14/11/07</p>	<p>These proposals have been developed and pursued by the schools concerned, led by Garforth Community College. As part of the statutory process required for the change of school status and formation of the Trust, a detailed programme of consultation has been undertaken with (amongst others) local schools/educational establishments, the local authority, Diocesan representatives, staff, unions, LCC Scrutiny Board, Local Councillors and Members of Parliament. Responses were fed back to governing bodies and were overwhelmingly positive. Further details on the consultation process can be made available upon request. Proposals for asset transfer will be discussed by Education Leeds Capital Projects Board and LCC Asset Management Group prior to Executive Board discussion. The Councils Property and Finance Legal team and Asset Management team have been involved in the process throughout.</p>	<p>The report to be issued to the decision maker with the agenda for the meeting</p>	<p>Chief Executive of Education Leeds</p>

NOTES

Key decisions are those executive decisions:

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

<u>Executive Board Portfolios</u>	<u>Executive Member</u>
Central and Corporate	Councillor Mark Harris
Development and Regeneration	Councillor Andrew Carter
Environmental Services	Councillor Steve Smith
Neighbourhoods and Housing	Councillor John Leslie Carter
Leisure	Councillor John Procter
Children's Services	Councillor Richard Brett
Learning	Councillor Richard Harker
Adult Health and Social Care	Councillor Peter Harrand
Leader of the Labour Group	Councillor Keith Wakefield
Leader of the Morley Borough Independent Group	Councillor Robert Finnigan
Advisory Member	Councillor Judith Blake

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

EXECUTIVE BOARD

WEDNESDAY, 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.

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 13th 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 18th 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 15th and 25th 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 13th 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 14th 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 5th 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: 6TH JULY 2007
LAST DATE FOR CALL IN: 13TH JULY 2007

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

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EXECUTIVE BOARD

WEDNESDAY, 22ND AUGUST, 2007

PRESENT: Councillor M Harris in the Chair

Councillors A Carter, R Brett, J L Carter,
R Finnigan, R Harker, J Procter,
K Wakefield and J Blake

Councillor Blake – Non-voting advisory member

37 Late Items

38 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 proceedings, that if members of the public were present there would be a disclosure to them of exempt information so designated as follows:

- a.) The appendix to the report referred to in minute 42 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 information contained within the appendix was obtained through inviting of best and final offers for the property and therefore to disclose this information at this point in time could lead to random competing bids which would undermine this method of inviting bids and affect the integrity of disposing of land / property by means of this process in the future. 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 would be publicly available from the Land Registry following completion of this transaction and consequently the public interest in maintaining the exemption outweighed the public interest in disclosing the information at this point in time.
- b.) The appendix to the report referred to in minute 43 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 of the valuation of the site may be prejudicial to the commercial interests of the Council

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as it may prejudice the return that the Council may realise on a future sale of the site.

- c.) The appendix to the report referred to in minute 50 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 prejudice the Council's commercial interests as both the appendix and the outline business case include matters where negotiations of a confidential nature will ensue with the Local Education Partnership and Environments for Learning.
- d.) The appendix to the report referred to in minute 51 under the terms of Access to Information Procedure Rule 10.4 (1 and 2) and on the grounds that the public interest in maintaining the exemption outweighs the public interest in disclosing the information as Education Leeds has a duty to secure improvement and increased confidence in the schools concerned and this would be adversely affected by disclosure of the information.
- e.) The appendix to the report referred to in minute 52 under the terms of Access to Information Procedure Rule 10.4 (1 and 2) and on the grounds that the public interest in maintaining the exemption outweighs the public interest in disclosing the information as as Education Leeds has a duty to secure improvement and increased confidence in the schools concerned and this would be adversely affected by disclosure of the information.
- f.) The appendix to the report referred to in minute 54 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 prejudice the Council's commercial interests as the appendix details matters where negotiations of a confidential nature will ensue. In these circumstances it is considered that the public interest in not disclosing this commercial information outweighs the public interest in disclosure.
- g.) The appendix to the report referred to in minute 57 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 prejudice the Council's commercial interests as both the appendix and the outline business case include matters where negotiations of a confidential nature will ensue with the Local Education Partnership and Environments for Learning.

39 Declaration of Interests

Councillor J Procter declared a personal interest in the item relating to Leeds Grand Theatre as a Director of the theatre's Board and Councillor Blake as a Director of the theatre's and Opera North Boards.

Councillors Brett and Harker declared personal interests in the items relating to Children's Services PFI and reprovision of Holmfield Children's Home as Chair and as a member, respectively, of the Children Leeds Partnership.

40 Minutes

RESOLVED – That the minutes of the meeting held on 4th July 2007 be approved as a correct record.

DEVELOPMENT AND REGENERATION

41 Draft Leeds Girls High School Planning and Development Brief

The Director of City Development submitted a report on the outcome of the recent public consultation on the Leeds Girls High School Planning and Development Brief. The report also responded to the deputation made to Council in July 2007 on the same subject.

The report outlined a number of options for the site which were recommended for consideration:

1. For the brief to remain essentially the same, with a number of amendments as outlined at paragraph 9.3 of the report. These would include changes to affordable housing provision and the height and density of proposed buildings on the South West corner of the site;
2. To change the brief more radically to meet the wishes of the local community and Elected Members. This would include protecting the playing fields from development;
3. Recognition that the Council's efforts to meet a broad agreement with the school, local community and Elected Members had been unsuccessful and to withdraw the brief.

Documentation and correspondence from G Mulholland MP, Friends of Woodhouse Moor, Councillor Illingworth and a petition were circulated to members of the Board.

RESOLVED – That the planning brief be withdrawn and the future of the school site be determined through the planning process. Outside of the planning process the Council would facilitate further discussions on the future of the site should relevant parties request.

NEIGHBOURHOODS AND HOUSING

42 The former Royal Park Primary School

The Director of City Development and the Director of Environment and Neighbourhoods submitted a joint report on the disposal of the former Royal Park Primary School site. The report recommended the disposal, through the grant of a long leasehold interest, 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.

Further to a marketing exercise to identify proposals for the site, Members were informed that two such proposals were considered to be viable options for consideration. These were as follows:

1. That all of the school building, other than that given over to the Council's uses, be converted to residential use with around forty apartments and twenty seven car parking spaces, with a complete separation between the residential element and the Council's uses.
2. That more recent extensions to the school building be demolished and replaced with more sympathetic new-build elements. The main use of the building would then be given over to eighty age-related assisted living units with an on-site warden to be managed privately.

Documentation and correspondence from Councillors Hussain, Morton and Rhodes-Clayton, the Leeds Muslim Council, and Royal Park Community Consortium were circulated to members of the Board.

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

RESOLVED –

- a.) That a preferred developer be selected on the basis of the schemes described at section 3 of the report as recommended in the exempt appendix;
- b.) That the proposal 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 the report be approved;
- c.) That 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 exempt appendix, subject to a requirement that the Council be granted a sub-leasehold interest at a peppercorn rent, be approved;
- d.) That the decision on any 'less than best' reduction in this disposal value which may arise as a result of the detailed negotiations be delegated to the Director of City Development in consultation with the Executive Member for Development and Regeneration;
- e.) That the consultation process described at 4.5 of the report to determine the precise nature and use of the community space be approved and that a report be brought back to the Board in this respect;
- f.) That 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 and Neighbourhoods and City Development being satisfied that these costs represent value for money, be approved.

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

CHILDREN'S SERVICES

43 Deputation to Council - Lingfields and Fir Trees Residents Group re: Fir Tree Primary School Site

The Director of Environment and Neighbourhoods submitted a report 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 be undertaken to identify the most appropriate way to meet community needs.

It was reported that Education Leeds had need of the school site until 2010 however, so no new community facilities would be able to be developed before this time, giving an opportunity for a more in-depth analysis of the need for community facilities in the area.

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

RESOLVED –

- a.) That the North East Area Management Team work with partner agencies, through the Moor Allerton Partnership, (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;
- b.) That the Area Management Team and MAP also work together to facilitate the continuation of community activities and provision currently being accommodated at Fir Tree School.

LEISURE

44 Wharfemeadows Park Fencing Proposals - Recommendation of the Scrutiny Board (Culture and Leisure)

The Head of Scrutiny and Member Development submitted a report 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. In conjunction with this the Assistant Chief Executive (Corporate Governance) submitted a report commenting upon the request.

RESOLVED – That the request of the Scrutiny Board be not acceded to and that the decision of 13th June 2007 (minute 9) be implemented.

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

DEVELOPMENT AND REGENERATION

45 Deputation to Council - Representatives of the Leeds Licensed Taxi Trade Regarding Concerns Over Insufficient Taxi Ranks in Leeds

The Director of City Development submitted a report responding to concerns raised by a deputation to Council in July 2007 made by the Leeds Licensed Taxi Trade regarding the number of taxi ranks in Leeds. The deputation had raised concerns regarding the time taken to carry out a review of taxi rank provision in the city centre.

The report gave an update as to the status of the review. It was outlined that a draft Traffic Regulation Order was in the process of being drafted which would allow the Council to enforce the ranks and take action against those illegally parked within them. Progress was also being made towards the creation of additional 24-hour ranks.

RESOLVED – That the contents of the report in response to the deputation be noted.

46 Street Trading Act of Parliament

The Director of City Development submitted a report on the current arrangements for street trading in Leeds city centre and the district as a whole and proposing that approval be given to the promotion of a local Act of Parliament to deal with pedlars and street trading. As a core city with an attractive retail centre, Leeds would find itself increasingly at risk from unregulated street sellers unless a suitable solution was adopted.

RESOLVED –

- a.) That the possible benefits to the city of a local act and the estimated costs be noted;
- b.) That Council be recommended to authorise the promotion of a local Act of Parliament to deal with pedlars and street trading and to authorise the Assistant Chief Executive (Corporate Governance) to agree minor amendments to the Bill at any stage during its promotion.

47 Major Transport Schemes - Local Government Act Section 31 Grant Claim

The Director of City Development submitted a report on the terms and conditions of the Section 31 Grant Determination for major schemes in 2007/08 and requested that delegated authority be granted to the Director of Resources to accept and submit all future claims.

The report outlined that as part of the offer of a Section 31 Grant the Department for Transport apply a number of legally binding and financially significant terms and conditions which need to be agreed by Authorities. It was reported that none of the conditions were considered unacceptable or likely to cause the Council any difficulties.

RESOLVED –

- a.) That the acceptance of the Section 31 Grant offer to Leeds City Council for 2007/08 under the terms and conditions offered be approved;
- b.) That the Director of Resources be confirmed as having the delegated authority for the acceptance and submission of all future grant offers under the terms and conditions offered.

NEIGHBOURHOODS AND HOUSING

48 Design and Cost Report - Disabled Facilities Grants

The Director of Environment and Neighbourhoods submitted a report requesting an additional injection of £2m into the Capital Programme and seeking authority to spend an additional £4.5m on Disabled Facilities Grants for 2007/08. Such investment would represent significant additional investment for the purpose of altering dwellings in order to give increased independence for disabled residents.

RESOLVED –

- a.) That the injection into the capital programme of £2m be noted;
- b.) That scheme expenditure of up to £4.5m be authorised;
- c.) That officers be instructed to bring a report back in the future on the progress of the scheme.

CHILDREN'S SERVICES

49 Deputation to Council - Parents of Fountain Primary School regarding the loss of teachers at the school

The Chief Executive of Education Leeds submitted a report in response to the deputation to Council in June 2007 by the parents of Fountain Primary School regarding resources and staffing issues at the school following the opening of the school in September 2005 as the result of a merger.

RESOLVED –

- a.) That the concerns expressed by the deputation be noted;
- b.) That the establishment of a Scrutiny Board working group to undertake an independent inquiry into the matter be noted;
- c.) That Education Leeds' assurance that the comments received as part of the deputation be placed as part of the evidence for the inquiry be noted.

50 Leeds Building Schools for the Future Phases 2 and 3 - Submission of the Outline Business Case

The Director of Children's Services and the Chief Executive of Education Leeds submitted a joint report on the outline business case for phases 2 and 3 of the Council's wave one Building Schools for the Future programme, for the re-building and refurbishing of fourteen secondary schools in Leeds over three phases.

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

RESOLVED –

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- a.) That the outline business case for phases 2 and 3 of the Council's Wave 1 Building Schools for the Future Programme be approved and that its submission to the Department for Children, Schools and Families and to the Partnerships for Schools be authorised;
- b.) That the capital expenditure and funding as set out in table 2 of the exempt appendix to the report be agreed;
- c.) That the affordability implications over the life of the proposed PFI contract for the new West Leeds High School, as summarised in the exempt appendix, be agreed;
- d.) That the comments in paragraph 2 of the exempt appendix, that the proposed West Leeds High School PFI will provide good value for money to the City Council and the public sector, be noted;
- e.) That the recommendations contained in the exempt appendix be approved and officers be authorised to issue the Council's affordability thresholds relating to both the PFI element and the design and build element to the LEP and Environments for Learning.

51 Termly Report on Standards in Leeds Primary Schools and Update on OfSTED Inspections and Schools Causing Concern

The Chief Executive of Education Leeds submitted a report on the outcome of recent OfSTED inspections in Leeds Primary Schools and an update on schools causing concern.

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

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

52 Termly Report on Standards in Leeds High Schools and Update on OfSTED Inspections and Schools Causing Concern

The Chief Executive of Education Leeds submitted a report on the outcome of recent OfSTED inspections in Leeds High Schools and an update on schools causing concern.

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

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

53 Allerton C of E Primary School - Additional Classroom Accommodation

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The Chief Executive of Education Leeds submitted a report which sought authority to proceed with a proposed scheme to provide additional classroom accommodation at Allerton C of E Primary School. The report outlined that the school would open in September 2007 as a result of the merger of Archbishop Cranmer C of E Primary and Fir Tree Primary Schools.

The works were necessary as the new school had been identified as the location of a new Children's Centre facility, however the present building was not capable of housing the required number of children and therefore additional building work would need to take place.

RESOLVED –

- a.) That the design proposals in respect of the scheme to provide additional classroom accommodation at Allerton C of E Primary School be approved;
- b.) That expenditure of £1,220,000 from capital scheme 13767/EXT/000 be authorised;
- c.) That the reimbursement of the incurred expenditure against the scheme from the realisation of a future capital receipt be approved, to be injected into the Education capital receipt for reinvestment into the Education estate.

54 Children's Services Private Finance Initiative (PFI) Project

The Director of Children's Services submitted a report on the proposed Children's Services PFI project with the recommendation that it be included within the scope of the Independent Living PFI procurement. The report outlined a proposal to utilise PFI credits to build and equip a residential unit to offer short breaks for young people with learning disabilities and behavioural problems. This was part of the wider modernisation programme for Independent Living, which currently sought to improve housing, care and services for learning disabled adults in the city.

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

RESOLVED –

- a.) That the extension of the scope of the Independent Living Project to include the procurement of the Children's Services PFI Project be approved;
- b.) That the Children's Services PFI projects as outlined in the report be approved;
- c.) That the financial issues covered within appendix 1 of the report be noted;
- d.) That the affordability threshold for the first full year of the Unitary Charge 2010/11 as set out in appendix 1 be agreed;
- e.) That the agreed affordability threshold as set out in appendix 1 be issued to bidders.

55 Design and Cost Report - Improvement Works to Various Establishments to Reprovide for the Loss of Holmfield Children's Home

The Chief Officer, Children and Young People's Social Care submitted a report on the decanting requirements after the closure of Holmfield Children's Home which also sought permission to release part of the future capital receipt to the value of £226,210. The report outlined a summary of proposed works to be undertaken to minimise the impact of the placement move for those children affected by the closure of Holmfield.

RESOLVED –

- a.) That £226,210 of the capital receipt from the sale of Holmfield be used to fund the relocation costs as outlined in the report;
- b.) That the injection of the scheme into the capital programme be approved and authority given to incur expenditure of £226,210.

LEISURE

56 Leeds Grand Theatre Refurbishment, Phase 2 Works

The Director of City Development submitted a report on the final cost of phase one works for the refurbishment of the Grand Theatre and on proposals for phase two of the works to continue the refurbishment of the theatre and renovate the adjacent Assembly Room.

The Director of City Development reported that the estimated construction and total project costs for the phase 2 works were within the total budget provision.

In presenting the report the Executive Member (Leisure) reported because of timing arrangements in relation to the contract there could be significant cost implications if this decision was to be subject to Call In.

RESOLVED –

- a.) That the revised estimated final cost of the phase 1 works at £22,365,000 be noted;
- b.) That 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 Grand Theatre be authorised;
- c.) That the current position regarding the proposed phase 2 works to refurbish Leeds Grand Theatre and adjacent Assembly Room be noted;
- d.) That the Council be authorised to conclude a grant agreement with the Arts Council England for a grant of £2,200,000 towards the cost of refurbishing the Leeds Grand Theatre and adjacent Assembly Room;
- e.) That 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;
- f.) That, subject to concluding grant funding agreements with Arts Council England and the Heritage Lottery Fund, authorisation be given to entering into a building works contract with the preferred participating contractor and to authorise total expenditure of £10,459,000 from existing capital scheme no. 03611/PH2/000 on the proposed refurbishment of Leeds Grand Theatre and Assembly Room;

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g.) That it be noted that the 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 £10,664,000.

h.) That this decision be exempt from the provisions of Call In.

57 Leeds New Leaf Leisure Centres - Affordability Position

The Director of City Development submitted a report seeking agreement on the estimated affordability implications over the life of the proposed PFI contract for the new leisure centres in Armley and Morley. The report also requested permission to issue an outline proposal to the Department for Culture, Media and Sport (DCMS) regarding the potential to replace the existing leisure centre at Holt Park.

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

RESOLVED –

a.) That the following recommendations from the exempt appendix be agreed:

- i.) The funding of the annual revenue deficits set out in detail in the annexe to the exempt appendix and at paragraph 2.6 of the appendix;
- ii.) The funding of the annual client contract management costs following the successful signing of the contract;
- iii.) That the approvals in (i) and (ii) above be subject to a.) the subsequent successful conclusion of negotiations through the Leeds LEP Ltd; and b.) further reports being submitted to the Board at appropriate times during the procurement, culminating in the approval of the submission of the Final Business Case and appropriate authorities to enter into the Contract at Final Close.

b.) That the following recommendations from the open report be agreed:

- i.) That the recommendations to the confidential appendix to the report be agreed and officers be authorised to issue the City Council's affordability thresholds relating to the PFI project to the LEP and to Environments for Learning;
- ii.) That an outline proposal be issued to the 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 be agreed.

ADULT HEALTH AND SOCIAL CARE

58 Reprovision of Windlesford Green Hostel for adults with learning disabilities and site disposal at less than best consideration

The Director of Adult Health and Social Care submitted a report on plans to reprovide the Supported Living Service for twenty seven people with a learning disability at Windlesford Green and to dispose of the Windlesford

Green site at less than best consideration to enable the construction of suitable accommodation that meets the needs of service users and care standards requirements.

Three options were identified in the report for Members' consideration, as outlined below:

1. Continue providing services in the current building. This would lead to the loss of Supporting People income and refurbishment capital costs, and would also result in the loss of benefit income for residents.
2. Provide the service in a dispersed model. This would increase service operating costs to an unaffordable £250,000 per annum.
3. Single site development. Whilst this involves some loss of gross income through housing benefit, this is significantly less than losses experienced under option 1. The sale of the site would also release a capital receipt. This option was identified as most favourable as it met the strategic need to provide services within individuals homes and carried the lowest level of capital risk and revenue liability for the Authority.

RESOLVED –

- a.) That option 3 (single site development) be approved for the reprovision of Windlesford Green;
- b.) That proposals for the disposal of the site at less than best consideration to a value forgone of £455,000 or less dependent on the success of the bid for a Housing Corporation Grant be approved.

CENTRAL AND CORPORATE

59 Capital Programme Monitoring Update 2007/08

The Director of Resources submitted a report 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. The report outlined capital programme pressures and recommended injections into the programme to address these.

RESOLVED –

- a.) That the contents of the report be noted;
- b.) That the Capital Programme injections detailed in paragraphs 3.1.3 to 3.1.10 of the report and appendix A be approved;
- c.) That the Director of Resources be given delegated authority to release funds from a capital contingency scheme of £200,000 for expenditure towards the World Corporate Games;
- d.) That the key principles for managing and controlling the Capital Programme as detailed in paragraph 3.1.11 of the report be approved;
- e.) That the amendment to the capital strategy as outlined in paragraph 3.4 of the report and Appendix B be approved;
- f.) That the measures being taken by the Director of Resources, in liaison with other directors, to ensure the affordability and sustainability of the Capital Programme be endorsed.

60 Financial Health Monitoring 2007/2008 - Quarter 1 Report

Draft minutes to be approved at the meeting to be held on Tuesday, 11th September, 2007

The Director of Resources submitted a report 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.

RESOLVED –

- a.) That the projected financial position of the authority after three months of the financial year be noted;
- b.) That the treatment of LABGI and capital finance savings be approved;
- c.) That the use of up to £195,000 to fund new year pressures being £150,000 for flood alleviation, £24,000 for the part year costs of increasing Youth Service budgets delegated to Area Committees, and £45,000 for the co-location of business and enterprise with the Chamber of Commerce.

61 Treasury Management Annual Report

The Director of Resources submitted a report on the Treasury Management Strategy and operations for 2006/07 as required under the Prudential Code introduced in April 2004. This lifted the restriction on local authority borrowing and created a mechanism to stimulate capital investment, encouraging authorities to borrow whilst interest rates were at a low.

The report outlined that due to long term low interest rates and the restructuring of market loans throughout the year, the Council had made £22.2m in revenue savings.

RESOLVED – That the Treasury Management outturn position for 2006/07 be noted.

DATE OF PUBLICATION: 24TH AUGUST 2007
LAST DATE FOR CALL IN: 5TH SEPTEMBER 2007

(Scrutiny Support will notify Directors of any items called in by 12:00 noon on Thursday 6th September 2007.)

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Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 13 September 2007

Subject: Update on Ofsted inspections and schools causing concern

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Background

- 1.1 At the board's October 2006 meeting, members requested that the regular reports from Education Leeds to Executive Board which detail any recent Ofsted inspection results be submitted to this board for information.
- 1.2 In August Executive Board considered the attached reports which are now submitted for this board's consideration:
- Termly Update on Ofsted inspections and schools causing concern (Primary)
 - Annex 1: Ofsted summaries – Leeds primary schools
 - Annex 2: Primary schools in extended partnerships

 - Termly Report on Standards in Leeds High Schools and Update on Ofsted inspections and schools causing concern
 - Annex 1: Ofsted summaries – Leeds high schools and SILCs
 - Annex 2: Secondary schools in extended partnerships
- 1.3 Annex 2 of both reports is confidential under Access to Information Procedure Rules 10.4 (1,2) as set out in the attached reports.
- 1.4 An officer from Education Leeds will be present at the meeting to respond to members' questions and comments.

2.0 Recommendation

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

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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)

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 knowledge 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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REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 22nd August 2007

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

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.

Agenda Item:

Originator: Brian Tuffin

Telephone: 2144068

REPORT TO THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 22nd 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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