



SCRUTINY BOARD (CHILDREN'S SERVICES)

Meeting to be held in Civic Hall, Leeds on
Thursday, 11th October, 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 13th September 2007</p>	1 - 10

Item No	Ward/Equal Opportunities	Item Not Open		Page No
7			<p>MINUTES OF OVERVIEW AND SCRUTINY COMMITTEE</p> <p>To note the minutes of the Overview and Scrutiny Committee meeting held on 2nd July 2007</p>	11 - 14
8			<p>CONSULTATION ON STRATEGIC OUTCOMES AND IMPROVEMENT PRIORITIES FOR THE LEEDS STRATEGIC PLAN</p> <p>To receive a report from the Assistant Chief Executive (Planning, Policy and Improvement) which provides Members with background to the Leeds Strategic Plan and the planned consultation process. The report also invites the Board to consider and comment upon the draft strategic outcomes and improvement priorities to be included in the Leeds Strategic Plan 2008-11</p>	15 - 22
9			<p>DEVELOPMENTS OF THE SPECIALIST INCLUSIVE LEARNING CENTRES (SILCS)</p> <p>To consider a report from the Chief Executive of Education Leeds which updates the Board on the progress made in relation to developing the Inclusive Learning Strategy, with particular reference being made to progress on the second strategic objective; 'the further development of specialist provision, including the role of the SILCs'</p>	23 - 58
10			<p>SERVICES FOR 8-13 YEAR OLDS</p> <p>To consider a report from the Head of Scrutiny and Member Development which details the evidence to be considered as part of the first and second formal sessions of the Scrutiny Board's inquiry into services for 8-13 year olds</p>	59 - 170

Item No	Ward/Equal Opportunities	Item Not Open		Page No
11			<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>	171 - 188
12			<p>DATE AND TIME OF NEXT MEETING</p> <p>Thursday, 25th 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>	

Agenda Item 6

SCRUTINY BOARD (CHILDREN'S SERVICES)

THURSDAY, 13TH SEPTEMBER, 2007

PRESENT: Councillor W Hyde in the Chair

Councillors C Campbell, J Elliott, A Lamb,
B Lancaster, J Langdale, T Murray and K Renshaw

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

Mr E A Britten	- Church Representative (Catholic)
Mr I Falkingham	- Parent Governor Representative (Special)
Mr R Greaves	- Parent Governor Representative (Secondary)
Mrs S Knights	- Parent Governor Representative (Primary)

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

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

25 Chair's Opening Remarks

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

26 Exclusion of the Public

RESOLVED – That the public be excluded from the meeting during the consideration of Annex 2 and related addenda to both the reports referred to in Minute No. 35. These documents are designated as exempt on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the public are present there would be disclosure to them of the exempt information so designated under the terms of Access to Information Procedure Rule 10.4(1) and 10.4(2), and on the grounds that the public interest in maintaining the exemption outweighs the public interest in disclosing the information, because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned, and this would be adversely affected by the disclosure of the information.

27 Declaration of Interests

Councillors Lamb, Murray and Renshaw all declared personal interests in relation to agenda item 15 entitled, 'Update on Ofsted Inspections and Schools Causing Concern', due to being governors of schools which featured within the report (Minute No. 35 refers).

Mr T Hales declared a personal interest in relation to agenda item 15 entitled, 'Update on Ofsted Inspections and Schools Causing Concern', due to being a member of a Trade Union involved in negotiations concerning Fountain Primary School (Minute No. 35 refers).

Councillor Murray declared a personal interest in relation to agenda item 11 entitled, 'Youth Services Inquiry - Formal Response to Recommendations', due to being an LEA Governor of Thomas Danby College, a Director of igen and Chief Executive of Learning Partnerships (Minute No. 34 refers).

Further declarations of interest were made at later points in the meeting (Minute Nos. 32 and 33 refer).

28 Apologies for Absence

Apologies for absence from the meeting were received on behalf of Councillors J Chapman, R D Feldman, S Hamilton, R Harington, and Professor P H J H Gosden.

29 Minutes of the Previous Meeting

RESOLVED – That the minutes of the previous Scrutiny Board (Children's Services) meeting held on 5th July 2007 be approved as a correct record.

30 Minutes of the Overview and Scrutiny Committee

RESOLVED – That the minutes of the Overview and Scrutiny Committee meeting held on 4th June 2007 be noted.

31 Recent Changes to the Co-opted Membership of the Scrutiny Board

A report was submitted by the Head of Scrutiny and Member Development which advised Members of recent changes to the Board's co-opted membership.

The Board was advised that since the last meeting, resignations had been received from voting co-optee, Mr C Macpherson, a Parent Governor representative for special educational needs provision, and non-voting co-optee, Mr P Gathercole, a representative of Leeds VOICE Children and Young People Services Forum. The Board learned that both Mr C Macpherson and Mr P Gathercole had since been replaced by Mr I Falkingham and Ms J Morris-Boam respectively.

The Chair welcomed Mr I Falkingham and Ms J Morris-Boam to their first meeting of the Board, and thanked Mr C Macpherson and Mr P Gathercole for the work they had undertaken in their respective positions as co-opted members of the Board.

RESOLVED – That the contents of the report be noted.

32 Performance Management Quarter 1

The Head of Policy, Performance and Improvement submitted a report which invited the Board to consider key performance issues from quarter one of 2007/2008, which were considered to be of corporate significance for the Scrutiny Board (Children's Services). The report also advised Members of a predicted **Corporate Performance Assessment** (CPA) score for 2007/08.

Appended to the report was a table detailing all relevant Performance Indicators for the Board.

Councillor Richard Harker, Executive Member with responsibility for Learning, and Keith Burton, Deputy Director of Children's Services (Commissioning and Partnerships), were 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:-

Fully Flexible Integrated Provision

- The Board discussed the percentage of schools in Leeds which offered **Fully Flexible Integrated Provision** (FFIP), and the challenges which existed for the Local Authority as it attempted to improve delivery in this area. Members were advised that quarter one statistics for this indicator were rarely positive, as the beginning of the academic year was usually the main date for starting any new provision;
- The Board noted that Leeds was one of sixteen Local Authorities currently participating in a pilot scheme, and was therefore a Pathfinder in this field;
- Members also enquired why there was no acknowledgement within the performance indicators to the contribution being made by **private sector providers** in Leeds. In response, officers concurred with Members' comments and acknowledged the vital contribution made by private sector providers, but emphasised that the performance indicators within the report were set nationally and therefore did not reflect the mixed economy of provision which currently existed.

Statements of Special Educational Need

- Members sought clarification on the data relating to the **preparation of statements of special educational need**, and enquired why Leeds did not perform as well as other core cities in this area. In response, the Board was advised that whereas some statements only required the input of the Local Authority, others depended upon contributions from external agencies, such as local health authorities, and therefore the time taken to prepare statements of special educational need often relied upon the relevant agencies prioritising such work;
- Members requested further information on the performance levels relating to those statements which required an input from external agencies;
- Members raised concerns about the extent to which service provision was signposted to parents. In response, Members learned of the procedures in

place for issuing statements, and the appeal mechanisms open to parents whose children had not been issued with statements.

General Observations

- Following Members' enquiries, the Board received an explanation of the relationship between the proportion of performance indicators achieving target at year end and those showing year on year improvement;
- Members made enquiries into the number of **teenage pregnancies** in Leeds;
- Members highlighted the importance of maintaining performance levels concerning the number of pupils **visiting museums and galleries**. In response, the Board learned that the data presented only reflected visits to Council run facilities;
- In response to Members' enquiries, the Board learned of the services provided in Leeds for **homeless families**;
- Further information was sought on the number of **looked after children** who had left school in the previous year, and what had happened to them.

RESOLVED –

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

(Mrs S Hutchinson declared a personal interest in relation to this item, due to being a provider of private childcare)

33 Children's Services and the Children and Young People's Plan

The Board received a report from the Director of Children's Services which updated Members on the key children's services work which had been undertaken since the last update report was submitted to the Board in April 2007.

The report also advised Members of the priorities identified in the recently reviewed **Children and Young People's Plan (CYPP)**. In order to assist the Board in monitoring progress in delivering the priorities within the Plan, the report focused on two specific priorities: improving the **assessment and care of children in need**; and reducing the proportion of vulnerable groups **not in education, employment or training (NEET)**.

Appended to the report was a chart illustrating Leeds' Children Trust arrangements, in addition to Leeds' CYPP priorities.

Keith Burton, Deputy Director of Children's Services (Commissioning and Partnerships), Tony Griffin, Head of Service Transformation (Children), Social Care, Mary Brittle, NEET Co-ordinator, Education Leeds, and Pat Heron, Connexions West Yorkshire, were all in attendance to answer Members' questions.

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

- Members highlighted the vital work undertaken by **foster carers** in Leeds and the positive outcomes which were being achieved by the Foster Carers' Liaison Group;
- Following Members' enquiries, the Board learned of the support available to adolescents whose home life had broken down, and who wished to remain in education or training, in addition to the provision of support available to those **looked after children** who suffered from mental health problems;
- The Board made reference to the percentage of young people in Leeds who currently fell into the **NEET** category, how this figure had remained constant over the past ten years, and emphasised the need to urgently address the scale of academic underachievement by young people in Leeds today.

At the conclusion of the discussion, the Board was introduced to Alan Rees, who had been appointed as head teacher of the '**virtual**' school for **looked after children**.

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

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

34 Youth Services Inquiry - Formal Response to Recommendations

A report was submitted by the Director of Children's Services detailing the formal response to the recommendations of the Scrutiny Board (Children's Services) which had been published during the 2006/07 municipal year, as part of the Board's inquiry into Youth Services.

John Paxton, Head of the Youth Service, was in attendance to present the report and answer Members' questions.

Following a brief summary of the responses to the Board's recommendations, a discussion then ensued. The main areas of debate were as follows:-

Issues Relating to Service Provision

- Members sought clarification on the impact of proposals to localise selected services for young people as part of the development of the **Integrated Youth Support Service**. In response, the Board learned that the provision of services, such as health education, were to be driven forward at a local level, and that such changes to service delivery would not be accompanied by any reduction in resources. Members also noted that despite the move towards area based provision, there would still be a facility for centralised discussion between the five different wedges in order to promote sharing of best practice;
- Regarding the levels of service provided for young people in each Ward, Members noted that a **minimum allocation for each Ward** was to be

introduced, which had led to an increase in service provision within five Wards;

- Members enquired about the ways in which young people were consulted on the youth work undertaken in their area and on the buildings used to deliver such provision. In response, the Board was advised of the mechanisms which had been established to **consult with young people** on such issues, and that a strategy was in place to introduce larger, well equipped '**hubs**' for young people in each wedge, which would be in addition to the provision delivered at smaller, more localised centres.

General Observations

- In response to Members' enquiries which related to the **venues and spaces in the city centre for young people** to undertake their own activities, the Board learned that meetings on this issue were ongoing and that young people were actively working with the Youth Service on identifying alternative spaces and venues;
- Members learned of the actions being taken to ensure that there was increased levels of continuity between the junior and senior **Youth Inclusion Programmes** (YIPs) in Leeds;
- Members learned of the progress being made in relation to the number of qualified youth workers in Leeds;
- The Board sought further information on the actions being taken to ensure the promotion of inter-generational and all age activities in Leeds;
- Following Members' enquiries, the Board received clarification on the Youth Service's reach and recorded outcomes statistics.

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

35 Update on Ofsted Inspections and Schools Causing Concern

A report was submitted by the Head of Scrutiny and Member Development which introduced two reports from Education Leeds 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', both of which had recently been submitted to Executive Board for consideration.

Dirk Gilleard, Deputy Chief Executive, and Dorothy Smith, Strategic Manager, School Improvement Team, both of Education Leeds, were in attendance to answer Members' questions.

Having received a brief overview of the key issues detailed within both reports, a discussion then ensued. The main areas of debate were as follows:-

Staffing Matters

- Members were reminded that a working group was considering the current situation in relation to **Fountain Primary School** and would be reporting back to the full Board shortly;
- In response to the Board's enquiries which related to staff who were not qualified teachers, Members were advised of the actions taken to ensure

that the work undertaken by such staff met all relevant standards, and that often a Teaching Assistant qualification was used as a stepping stone towards a teaching qualification;

- The Board discussed the level and focus of the support being offered by Education Leeds to **South Leeds High School**;
- Members discussed the actions being taken to ensure that the level of qualified and experienced staff in such challenging environments as the Behaviour, Emotional and Social Difficulties Specialist Inclusive Learning Centre (**BESD SILC**) was being maintained. They enquired about the role and number of Higher Level Teaching Assistants (HLTAs) at the BESD SILC. The Strategic Manager, School Improvement Team, undertook to check the balance of teaching staff within the SILC and report this information back to Board Members.

General Observations

- The Board discussed the grades achieved by those schools which had been recently inspected, and sought further information on the financial **cost of supporting vulnerable schools** in Leeds. In response, the Deputy Chief Executive of Education Leeds indicated that the cost would be the base budget of the School Improvement Service and undertook to provide Members with specific details;
- In response to Members' enquiries relating to the **partnerships** which existed between schools in Leeds, the Board noted the number of partnerships which were currently in operation at both Primary and Secondary level, the average duration of such partnerships and how the performance of those schools involved in such partnerships was monitored;
- Members emphasised the need for continued monitoring of **Ofsted's inspection procedure**.

Following consideration of Annex 2 and related addenda to both reports, designated as exempt under Access to Information Procedure Rule 10.4(1) and 10.4(2), which were considered in private, it was

RESOLVED –

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

(Councillor Renshaw left the meeting at 12.06 p.m. during the consideration of this item, Councillors Lamb and Lancaster both left the meeting at 12.28 p.m., also during the consideration of this item, and Ms C Foote left the meeting at 12.30 p.m., at the conclusion of this item)

36 Recommendation Tracking

The Board considered a report from the Head of Scrutiny and Member Development which provided Members with the opportunity to monitor the progress of recommendations which had been previously made by the Board, in line with the new, more formal system of recommendation tracking which had been adopted by Overview and Scrutiny Committee.

Draft minutes to be approved at the meeting
to be held on Thursday, 11th October, 2007

Appended to the report was a flow chart which helped Members classify and consider the progress of its recommendations, in addition to a table summarising the current position of all relevant recommendations.

Members were advised that the next cycle of quarterly recommendation tracking reports would be received in November. The Board was then invited to comment upon the draft document which summarised the progress of each of the Board's recommendations.

Members agreed the status of each recommendation and confirmed those recommendations which could now be signed off as complete.

RESOLVED –

- (a). That the report and information appended to the report be noted;
- (b). That the status of each recommendation be agreed as set out in the report.

37 Services for 8-13 Year Olds - Draft Terms of Reference

A report was submitted by the Head of Scrutiny and Member Development which sought the Board's approval of draft terms of reference for the inquiry into services for 8-13 year olds. A copy of the draft terms of reference had been appended to the report for consideration.

In accordance with Scrutiny Board Procedure Rules, the views of the relevant Director and Executive Member had been sought, and Members agreed to incorporate the comments received into the terms of reference.

RESOLVED –

- (a). That the report and information appended to the report be noted;
- (b). That subject to the above comments, the terms of reference be approved.

38 Work Programme

A report was submitted by the Head of Scrutiny and Member Development which detailed the Scrutiny Board's work programme for the remainder of the current municipal year.

Appended to the report for Members' information was the current version of the Board's work programme, an extract from the Forward Plan of Key Decisions for the period 1st September 2007 to 31st December 2007 which related to the Board's remit, together with the minutes from the Executive Board meetings held on 4th July 2007 and 22nd August 2007.

Members were advised that at a recent meeting of Overview and Scrutiny Committee, it had been agreed that the **draft Leeds Strategic Plan** was to be considered by all Boards, and that it was proposed for this Scrutiny Board to consider the draft document at its October meeting.

Members noted that an additional meeting of the Board was required to consider the **14-19 Review**. It was then proposed that the additional meeting of the Board was scheduled for Thursday, 25th October, 2007.

RESOLVED –

(a). That subject to the above comments, the Board's Work Programme, as appended to the report be approved;

(b). That an additional meeting of the Board be scheduled for 10.00 a.m. on Thursday, 25th October 2007 (with a pre-meeting scheduled for 9.30 a.m.), in order to consider the 14-19 Review.

39 Date and Time of Next Meeting

Thursday, 11th October 2007 at 10.00 a.m. in the Civic Hall, Leeds.
(Pre-meeting scheduled for 9.30 a.m.)

(The meeting concluded at 12.38 p.m.)

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OVERVIEW AND SCRUTINY COMMITTEE

MONDAY, 2ND JULY, 2007

PRESENT: Councillor P Grahame in the Chair

Councillors B Anderson, B Gettings,
S Golton, T Hanley, W Hyde and R Pryke

Apologies Councillors S Bentley, A Harrison and E Minkin

13 Chair's Opening Remarks

The Chair welcomed Members and Officers to the meeting, and in particular Councillor Gettings, who was attending his first OSC meeting.

14 Declaration of Interests

No declarations of interest were made.

15 Minutes - 4th June 2007

A Member queried Minute No 5(a), which had referred to the Scrutiny Board (Environment and Neighbourhoods) the decision of the Executive Board taken on 16th May 2007 to extend the **management agreements with the ALMOs** for a further five years, to 31st January 2013, with a view to that Board considering whether to formally review that decision.

Following a further discussion, it was –

RESOLVED –

- (a) That the minutes of the meeting held on 4th June 2007 be confirmed as a correct record;
- (b) That the decision recorded under Minute No 5(a) be rescinded, and a review of the relevant Executive Board decision be added to the OSC work programme.

(NB Councillor Golton joined the meeting at 10.09 am during the consideration of this item).

16 Minutes - Executive Board - 13th June 2007

Councillor Hanley made reference to Minute No 8, **Proposed Development of a Dance Headquarters on Quarry Hill for the Northern Ballet Theatre Company and Phoenix Dance Company**, and indicated that he would be seeking clarification regarding the exact extent of the Council's proposed

financial commitment to this scheme, in his capacity as Chair of the Scrutiny Board (Culture and Leisure).

RESOLVED – That the minutes of the Executive Board meeting held on 13th June 2007 be received and noted.

17 Monitoring of the Personnel Panel - January to December 2006

Further to Minute No 139, 3rd April 2006, the Committee received a report from the Chief Officer (HR) regarding the operation of the Personnel Appeal Panel arrangements during 2006, the first full year of operation of the revised arrangements, which no longer involved Elected Members in the process.

RESOLVED –

- (a) That the report be noted;
- (b) That in view of the continuing involvement of the Corporate Governance and Audit Committee, this issue be removed from the OSC work programme.

18 OSC Work Programme

Further to Minute No 10, 4th June 2007, the Head of Scrutiny and Member Development submitted a report regarding the Committee's work programme, updated to reflect decisions taken at the last meeting.

The following additional items were identified for inclusion in the work programme:-

- **Immigration**, and the effect on Council and partner services;
- **ALMOs** – Review of the Executive Board decision, 16th May 2007, to extend the management agreements with the ALMOs for a further five years, to 31st January 2013 (see earlier Minute No 15);
- **Group Office support to Members**
- OSC's current role in the **budget setting and monitoring** process.

RESOLVED –

- (a) That the report be noted;
- (b) That a Working Group be established comprising the Chair and Councillors Hanley, W Hyde and Pryke to scope the proposed Terms of Reference of the above proposed Inquiries.

19 Scrutiny of the Budget - Performance Outturn 2006/07

Further to Minute No 46, 6th November 2006, the Committee received and considered the Performance Outturn Report 2006/07 of the Director of Resources submitted to the Executive Board at its meeting on 13th June 2007.

Doug Meeson and Helen Mylan, Resources Department, attended the meeting and responded to Members' queries and comments. In brief summary, the main issues raised were:-

- The **Sport and Active Recreation Service** overspend of £400,000 (Paragraph 3.4.2 of report refers) and a breakdown of how much of this figure related to the re-opening of the South Leeds Sports Centre;
- The reasons behind the £100,000 deficit in budgeted income in respect of the **Cemeteries and Crematoria Services** (Paragraph 3.4.4 refers);
- Re-assurances regarding the ring fencing of the **Swarcliffe PFI funding** (Paragraph 7.7 refers);
- **Debt re-scheduling** (Paragraph 3.9.6 refers) – Members requested full details of the original loan arrangements and the revised arrangements which had enabled savings of £21.8 m;
- **ALMO finances and Right To Buy monies** (Paragraph 7.8 refers) – Members requested a breakdown of the 'Right to Buy' receipts and details of what the money had been used for.

RESOLVED –

- (a) That the report be noted;
- (b) That Members be supplied with the requested further details.

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Report of the Assistant Chief Executive (Planning, Policy and Improvement)

Scrutiny Board (Children's Services)

Date: 11 October 2007

Subject: Consultation on Strategic Outcomes and Improvement Priorities for the Leeds Strategic Plan

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

Executive Summary

At its meeting on 11 September 2007 Overview and Scrutiny Committee agreed that relevant Scrutiny Committees should be invited to provide feedback on the draft strategic outcomes and improvement priorities proposed for the Leeds Strategic Plan 2008 -11 with particular reference to their portfolio area. These views will then be considered collectively by Overview and Scrutiny Committee and a detailed response agreed at its 6 November meeting.

This report provides the background to the development of the Leeds Strategic Plan and the planned consultation process. The accompanying presentation at the Scrutiny Board (Children's Services) and the appendix to the report outline the draft strategic outcomes and improvement priorities proposed for the Leeds Strategic Plan. It is recommended that the Board considers and comments on the draft improvement priorities from the perspective of fulfilling the city's ambitions in terms of meeting the needs of children and young people.

1.0 Purpose Of This Report

- 1.1 This report provides Scrutiny Board (Children's Services) with background to the Leeds Strategic Plan and the planned consultation process. It invites the Board to consider and comment on the draft strategic outcomes and improvement priorities to be included in the Leeds Strategic Plan 2008-11. It will be accompanied by a short presentation.

2.0 Background Information

- 2.1. On July 4th 2007, the Executive Board agreed to adopt a new corporate planning framework for the Council. At the heart of the new planning framework will be a Leeds Strategic Plan which will set out the strategic outcomes and improvement priorities for Leeds for the next three years with regard to what the Council will deliver by itself or in partnership with others.
- 2.2. The Leeds Strategic Plan is based on the themes established in the existing Vision for Leeds. It streamlines the Council's Corporate Plan, the Local Area Agreement and the Leeds Regeneration Plan into one plan. This will provide an integrated framework geared to tackling neighbourhood needs and priorities, one of the recommendations of the Council's Scrutiny Inquiry into Narrowing the Gap.
- 2.3 The Leeds Strategic Plan 2008 – 11 will incorporate the requirements of the Council's duty to consult with named partners to draw up improvement priorities for the Local Area Agreement as outlined in the Local Government and Public Involvement in Health Bill due to gain Royal Assent in autumn 2007.
- 2.4. The development of the Leeds Strategic Plan builds on the extensive consultation undertaken to develop the eight themes of the Vision for Leeds and also incorporates more recent evidence to help the Council determine its improvement priorities to achieve the Council's Mission 'to bring the benefits of a prosperous, vibrant, and attractive city to all the people of Leeds'. Generally, these have included:
- Performance reported from existing city-wide plans including the Leeds Regeneration Plan, the Council's Corporate Plan and the Local Area Agreement
 - Citizens views from the Annual Survey and surveys carried out in particular areas of the city or on particular services
 - Demographic and economic trends in the city
 - Service knowledge and experience
 - Area knowledge and experience

The outcomes from the recent Annual Review of the Children and Young People's Plan (CYPP) have been fed into the process of developing the strategic plan for the city. Scrutiny Board received reports as this review was being undertaken in December 2006 and April 2007. In particular, the proposed improvement priorities for the Strategic Plan flow from the priorities in the CYPP Review, because there was a reasonably extensive consultation process for the Review.

3.0. Main Issues

- 3.1. The Leeds Strategic Plan will shape the Council's priorities for the city. With their local knowledge and experience Members will have a key role in deciding the contents of the Leeds Strategic Plan thereby speaking up for their communities and shaping the future of the city as a whole.
- 3.2. The consultation process will provide the opportunity to 'check' with key partners and stakeholders whether the right improvement priorities are covered, identify any gaps and explore views on how delivery can best be achieved over the next three years.
- 3.3. Other stakeholders to be engaged in the consultation are:
- Elected Members
 - Leeds Strategic Plan Member Reference Group
 - Scrutiny Committees
 - Area Committees
 - Statutory Partners (designated by the Local Government and Public Involvement in Health Act)
 - Leeds Initiative
 - Going Up a League and Narrowing the Gap Executives
 - All Strategy and Development GroupsDistrict Partnerships
 - Voluntary, Community and Faith Sector
 - Strategy Group
 - Theme Forums
 - Representatives of the business community
 - Representatives of Trade Unions
 - Council Staff
 - Chief Officers
 - Employee Focus Groups
 - Team Talk
 - Equality strands
 - Citizen Focus Groups (as appropriate)
- 3.4. Consultation on the draft improvement priorities is taking place between September and November 2007. From November 2007 the Council and its partners will negotiate with Government Office the improvement priorities to be included in the Local Area Agreement which will form part of the Leeds Strategic Plan. The final version of the Leeds Strategic Plan is due to be presented to the Executive Board of the Council and to the Leeds Initiative at their February meetings and to the full Council meeting in April 2008.

4.0. Consideration by Scrutiny Board (Children's Services)

- 4.1. The draft strategic outcomes and improvement priorities are contained in Appendix 1 of this report and will be presented to the Board at this meeting. There will be opportunity to comment on these at the meeting in relation to fulfilling the city's ambitions in meeting the needs of children and young people.

- 4.2. The views of Scrutiny Board (Children's Services) will be reported to the Overview and Scrutiny Committee who will draw up a detailed response to the proposed strategic outcomes and improvement priorities to be included in the Leeds Strategic Plan based on the considerations of all scrutiny boards.
- 4.3. The Scrutiny Board (Children's Services) will have a further opportunity to comment on the indicators and targets to support the improvement priorities to be included in the Leeds Strategic Plan at its meeting in the January cycle.

5.0. Implications For Council Policy And Governance

- 5.1. The Budget and Policy Framework forms Article 4 of the Constitution which is a key part of Leeds City Council's governance arrangements. Leeds Strategic Plan must be formulated and approved in accordance with the Budget and Policy Framework Procedure Rules that require consultation, prior to consideration by Members of the Executive Board and final approval by Members of full Council.

6.0. Legal and Resource Implications

- 6.1. The Leeds Strategic Plan will contain the Council's strategic outcomes and improvement priorities for Leeds for the next three years. This will set the policy framework for setting the Council's budget in future years.

7.0. Recommendations

- 7.1. The Scrutiny Board (Children's Services) is requested to:
 - i) consider and comment on the proposed strategic outcomes and improvement priorities to be included in the Leeds Strategic Plan from the perspective of meeting the needs of children and young people in the city.

**Leeds Strategic Plan 2008-11:
Developing Strategic Outcomes and Improvement Priorities**

Vision Themes	Draft Strategic Outcomes - what we want to see by 2011	Draft Improvement Priorities - our focus during 2008-11
<p>Cultural Life: A city with a vibrant and distinct cultural life Leeds will be a city with a vibrant and distinctive cultural life – a welcoming city which is internationally recognised as a centre of cultural excellence and provides cultural opportunities for everyone</p>	<p>Enhanced cultural opportunities through encouraging investment and development of high quality facilities of national and international standing.</p> <p>Increased participation in cultural opportunities through engaging with all our communities.</p>	<p>Deliver three major cultural schemes of regional and international significance.</p> <p>Increase the number of facilities receiving accreditation for quality of service.</p> <p>Increase participation in culture by providing a range of activities which can be used by all our communities and visitors.</p>
<p>Enterprise and the Economy: Promoting Leeds as the regional capital Leeds will be a competitive international city. It will contribute to the national economy and will support and be supported by an increasingly competitive region</p>	<p>Increased international competitiveness through marketing and investment in high quality infrastructure and physical assets, particularly in the city centre.</p> <p>Increased entrepreneurship and innovation through effective support to achieve the full potential of people, business and the economy.</p>	<p>Increase international communications, marketing and support activities to promote the city and attract investment.</p> <p>Deliver three major projects to improve the city centre.</p> <p>Increase entrepreneurial activity in deprived areas.</p> <p>Enhance the skills of the current workforce.</p> <p>Increase our reputation as a centre for knowledge and innovation.</p>
<p>Learning: A leading centre of learning, knowledge and research Leeds will become a learning city. Businesses and individuals will benefit from accessible world class learning, creating a wealthier city and personal and social satisfaction. We will inspire young people to see learning as their route to success</p>	<p>Enhance skills of the current and future workforce through fulfilling individual and economic potential and investing in learning facilities.</p>	<p>Improve learning outcomes for 16 year olds.</p> <p>Narrow the gap in learning outcomes for 16 year olds.</p> <p>Improve learning outcomes and skill levels for 19 year olds.</p> <p>Reduce the proportion of vulnerable groups not in education, training or employment.</p> <p>Improve participation and early learning outcomes for children from the most deprived areas.</p> <p>Develop extended services, using learning sites across the city, to improve support to children, families and communities.</p>
<p>A Modern Transport System Safe, sustainable and effective transport – meeting people's need to get about while affecting the</p>	<p>Increased accessibility and connectivity through investment in high quality, integrated transport influencing others and changing behaviours.</p>	<p>Develop proposals for an enhanced transport system aimed at securing funds for delivery.</p> <p>Improve the condition of the streets and transport infrastructure by carrying out a major programme of</p>

**Leeds Strategic Plan 2008-11:
Developing Strategic Outcomes and Improvement Priorities**

<p>environment as little as possible</p>		<p>maintenance and improvements.</p> <p>Improve road safety for all our users, especially motor cyclists and pedal cyclists.</p> <p>Improve the quality, use and accessibility of public transport services in Leeds.</p>
<p>Environment City : A reputation for environmental excellence Leeds will have a reputation for environmental excellence through the quality of our built environment, the use of our green space, the effective use of natural resources, clean air quality and waste management. It will be a place that joins economic, social and environmental objectives so that the action we take today does not limit the choices of future generations or others elsewhere in the world</p>	<p>Reduced ecological footprint through leading the response, influencing, mitigating and adapting to environmental and climate change.</p> <p>Cleaner, greener city and more attractive city through effective environmental management and changed behaviours.</p>	<p>Increase recycling rates and reduce the amount of waste going to landfill.</p> <p>Reduce emissions from public sector buildings, operations and service delivery.</p> <p>Undertake actions to improve our resilience to current and future climate change.</p> <p>Address neighbourhood problem sites and improve cleanliness of publicly owned land.</p>
<p>Health and Wellbeing: Creating a healthy city Leeds will be a healthy city for everyone who lives, visits or works here, promoting fulfilling and productive lives for all. We will reduce inequalities in health between different parts of the city between different groups of people and between Leeds and the rest of the country</p>	<p>Reduced health inequalities through the promotion of healthy life choices and improved access to services.</p> <p>Improved quality of life through maximizing the potential of vulnerable people by promoting independence, dignity and respect.</p> <p>Enhanced safety and support for vulnerable people through preventative and protective action to minimize risks and maximize wellbeing.</p>	<p>Reduce coronary heart disease.</p> <p>Reduce the number of people who smoke.</p> <p>Embed a safeguarding culture for all.</p> <p>Reduce bullying and harassment.</p> <p>Reduce obesity and raise physical activity for all.</p> <p>Reduce teenage conception and improve sexual health for all.</p> <p>Promote emotional well-being for all.</p> <p>Improve the assessment and care management of children, families and vulnerable adults.</p> <p>Improve psychological and mental health services for children, young people and families.</p> <p>Increase the proportion of vulnerable adults helped to live at home.</p> <p>Increase the proportion of people in receipt of community services</p>

**Leeds Strategic Plan 2008-11:
Developing Strategic Outcomes and Improvement Priorities**

		enjoying choice and control over their daily lives.
<p>Thriving Places: A place of many parts Leeds will be a unique city with a strong identity and varied, stable neighbourhoods where people live out of choice not necessity, enjoying the high quality of life and range of opportunities that Leeds can offer</p>	<p>Reduced crime and fear of crime through prevention, detection, offender management and changing behaviours.</p> <p>Improved quality of life through mixed neighbourhoods offering good housing options and better access to services and activities.</p> <p>Increased economic activity through targeted support to reduce worklessness and poverty.</p>	<p>Increase the supply of homes meeting the decency standard.</p> <p>Increase the number of affordable homes.</p> <p>Reduce the number of homeless people.</p> <p>Reduce the number of people who are not able to adequately heat their homes.</p> <p>Reduce crime and fear of crime.</p> <p>Reduce offending.</p> <p>Reduce the harm from drugs and alcohol.</p> <p>Increase positive opportunities for children and young people.</p> <p>Reduce anti-social behaviour.</p> <p>Reduce worklessness in deprived areas.</p> <p>Reduce financial exclusion in deprived areas.</p>
<p>Harmonious Communities: A rich mix of cultures and communities Leeds will be a city of equal opportunity where everyone has a fair chance and people from all backgrounds take part in community life creating a society that is varied, vibrant and proud</p>	<p>Improved community cohesion and respect through meaningful involvement and promoting equality and diversity.</p> <p>More inclusive, varied and vibrant neighbourhoods through empowering people to contribute to decision making and delivering local services.</p>	<p>Support local people to become active members of their local communities to meet local needs.</p> <p>Strengthen the role of elected members as community champions.</p> <p>Support a robust and vibrant voluntary, community and faith sector.</p> <p>Promote community pride, integration and a sense of belonging.</p>

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Originator:
 Carol Jordan and
 Andrew Hobbs
Telephone: 24 75641

**REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS
 REPORT TO SCRUTINY BOARD
 DATE: 21 September 2007**

SUBJECT: Developments of the Specialist Inclusive Learning Centres (SILCs)

Electoral Wards Affected:

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

Specific Implications For:

Ethnic Minorities
 Women
 Disabled People

Resource Implications:

Finance
 Personnel
 Accommodation/Buildings

Policy Implications:

Executive Board
 Decision

Eligible for Call-in

Not Eligible for Call-in

1. PURPOSE

- 1.1 To update members of the Scrutiny Board upon the progress made in relation to developing the Inclusive Learning Strategy with particular reference to progress on the second strategic objective; 'the further development of specialist provision, including the role of the SILCs.
- 1.2 The action plan for this objective takes account of the recommendations made by Members of the Scrutiny Board (Children and young People) and the action plan submitted in July 2006 and the subsequent review in March 2007. It outlines key strategic activities that will be undertaken to ensure that the role of the SILCs is clarified and strengthened and that all recommendations made by Members of Scrutiny are met.

2. BACKGROUND

- 2.1 Following Members enquiry into the SILCs, Members of the Scrutiny Board (Children and Young People) agreed their final report and made a number of recommendations for action.
- 2.2 Education Leeds responded to the recommendations of that inquiry with an action plan. The plan was approved by Scrutiny Board members on the 13th. July 2006 and subsequently reviewed for progress against the action plan on 8th March

2007.

- 2.3** Scrutiny Board members agreed that they would request the re-constituted board to continue to monitor progress and review further information on developments since March 2007.
- 2.4** An interim report was presented on progress against the agreed actions and the emerging refreshed inclusion strategy. As a result it was agreed that officers would bring back a revised paper on the Inclusive Learning Strategy and timeline for implementation. The refreshed strategy, including a timeframe for delivery, is available in Document A.
- 2.5** A more detailed action plan for Strategic Objective 2, 'the further development of specialist provision, including the role of the SILCs will be circulated prior to the meeting.

3. THE REPORT

- 3.1** The report highlights key points about our refreshed approach and highlights key activities that will be undertaken to accelerate progress over the next twelve months.
- 3.2** One of the main purposes of refreshing our Inclusive Learning Strategy was to bring greater synergy across all our plans that support inclusive practice including the SILC Strategy; No Child Left Behind' and our vulnerable children's Strategy.
- 3.3** Four inter-related Strategic Objectives have been identified for our refreshed strategy. They are:
 - a. The promotion and further development of inclusive practice and inclusive schools;
 - b. The further development of specialist provision, including the role of the SILCs;
 - c. The further development of the behaviour continuum and provision, including the role of the pupil referral units;
 - d. The further development of integrated locality working by central services and teams.
- 3.4** A project management approach has been adopted to ensure that we deliver on our refreshed strategy in agreed timeframes. Each project strand has a project brief that provides;
 - A programme of activity for each objective
 - Roles and responsibilities for managing the implementation, monitoring and review;
 - Targets and success criteria
 - Clarity on resource implications
- 3.5** The project brief for the further development of specialist provision, including the role of the SILCs is attached in Document B.
- 3.6** Clear lines of accountability have been agreed so as to ensure we deliver our refreshed strategy in the agreed timeframe. Details of this can be found in appendix 4.

- 3.7** Ensuring that all partners are signed up to the next stages of development is crucial to the future success of the strategy. To achieve this number of focussed discussion groups are planned for the Autumn term with a focus on the week of October 29th. 2007. Details of these events can be found in Document C.
- 3.8** A key development that needs to be agreed is future governance and service delivery models. Whilst we have secure models emerging through the SILC Strategy; 'No Child Left Behind' and the extended schools agenda it is crucial that as we move into the next stages of implementation we have full sign up to the future preferred models. A discussion paper is attached in appendix 5. that will be used as part of the discussion phase to gain full agreement on the preferred models.
- 3.9** Communication is one of the key components to ensure all future developments are open, transparent and accessible. To achieve this we have established an Inclusive Learning Strategy web-site that will be regularly up-dated.

4. Summary and Conclusion

- 4.1** Significant progress has been made over the last few months through the key strategic groups resulting in the development of our refreshed strategy. We are confident that all partners are signed up to working with us to achieve our agreed objectives.
- 4.2** The SILC Strategy Group and SILC Forum are key groups through which we will develop objective 2; 'the further development of specialist provision, including the role of the SILCs. Headteachers, Governors and key partners from children's social care; health and CAMHs are all represented on this Forum. The governing bodies of all SILCs and mainstream schools with specialist provision will also be contacted and consulted individually.

5. Recommendations

- 5.1** Members of Scrutiny Board (Children and Young People) are asked to endorse the proposed actions and indicate the most appropriate ways they can be further engaged in future discussions.

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Every Child Matters

Leeds Inclusive Learning Strategy

2007-2010

Children, schools and families at the heart of our learning communities

FINAL DRAFT

Inclusive Learning Strategy 2007-10

Education Leeds Vision

We want all children and young people to enjoy *brilliant learning* that gives them the confidence, knowledge, understanding and skills to thrive and achieve their potential.

We want all Leeds schools to be *brilliant learning places* – to be good local community schools, improving schools and inclusive schools; places where every child and every young person can be happy, healthy, safe and successful and where no child is left behind.

Foreword

Leeds is a successful, dynamic, multi-cultural city and deserves a world class, inclusive education system. Education Leeds will continue to be the champion for learning for all across an inclusive system that puts children and families at its very heart.

We have achieved so much over the last six years and seen considerable achievements in relation to improved outcomes for all children.

Significant improvements have been made in relation to attendance, behaviour, admissions, special educational needs and equalities. Special schools across the City have transformed into Specialist Inclusive Learning Centres (SILCs). The 'No Child Left Behind' project is starting to embed and make a real difference for those children and young people most at risk of achieving low outcomes. Slowly we are narrowing the gap. Yet we know we still have much more to do.

Leeds is an inclusive authority and so much is evident from the passion and commitment that we demonstrate together with our key stakeholders. We have made sustained investment in support of inclusion and to increase the range of innovative practice. We are also increasing the opportunities for children and young people with severe and complex special educational needs (SEN) to attend their local mainstream school. We could not achieve this without the shared commitment of headteachers who take great pride in the inclusivity of their schools.

Whilst significant improvements have been secured over the last six years that have seen an increase in inclusive opportunities and increasingly effective strategies, too many of our most vulnerable children and young people still fail to reach their full potential at school. Our challenge now is to ensure we work in partnership with all our colleagues with a focus on improved levels of attainment for all children.

We know that it is only through increasingly effective partnership work and strong collaborative models that we will make a real difference for all children, young people and families across Leeds. Our strategy builds upon all work to date, promoting existing good

practice established through the SILC Strategy; No Child Left Behind and our vulnerable children strategy. It brings together, and builds upon, the principles previously agreed.

Through the single, refreshed strategy for *Inclusive Learning* we will continue to achieve our aim for all children in Leeds to enjoy a world class inclusive education system that focuses on brilliant learning in brilliant learning places. By providing a personalised approach to learning, all children will have increased opportunities to achieve.

Chris Edwards

Introduction

Education Leeds worked with key partners to review the Inclusion Policy in 2004 and the Behaviour and SILC Strategies in 2005. Since this time annual up-dates have ensured the strategies have moved forward rapidly but often in diverse, separate ways. The main purpose of this refresh of our approach is to address these issues and ensure we have one cohesive strategy for all our children at risk of poor outcomes. We also want to prioritise where we need to make faster improvement.

The focus of *Every Child Matters* is on improved outcomes for all our children and young people whilst ensuring that they are happy, healthy, safe and successful and free from the effects of poverty. The next stage of our planned journey is to engage all our partners to work together to provide comprehensively for all within this overarching aim.

We will achieve our refreshed strategy for Inclusive Learning and deliver the five outcomes of *Every Child Matters* by:

1. Ensuring that all our educational provision in schools and education support services is inclusive, providing a wide range of personalised pathways to meet the needs of all children and young people.
2. Building partnerships to meet the wider needs of children and young people with other agencies and services with Children Leeds.

This document focuses on how the strategy will be developed by:

- outlining the Inclusive Learning Policy and Strategy
- explaining how the strategy is to be developed and implemented within the specified timeframes
- providing an outline of the main issues to be considered in the formulation of more detailed proposals.

Central to these developments is the concept of partnership. We will engage all stakeholders in a range of discussions, to develop shared understanding and ownership and a sustainable commitment to transforming outcomes for all children and young people.

The Context

A recent review of the Inclusion Strategy commended a passionate commitment to inclusion characterised by sustained investment, innovative practice and greater opportunity for children and young people to attend their local mainstream school. It highlighted the successes to date in creating a positive climate for inclusion by:

- Delegating more resources than most authorities to enhance schools' capacity to meet a wide range of need
- Reducing dependency on statements of Special Educational Needs (SEN)
- Placing fewer children and young people in segregated specialist provision maintained by the local authority, other authorities or in the independent sector than most other authorities;
- Reducing the children and young people permanently excluded from school;
- Improving school attendance;
- Encouraging schools to achieve local and national standards for inclusion such as Healthy Schools, the Inclusion Chartermark, Stephen Lawrence Award

Schools and other partners have welcomed this direction of travel and fully engaged to explore the benefits and implications of these developments. A range of initiatives have been

undertaken within schools and partnerships to develop capacity for inclusion and particularly to provide for the more vulnerable. Together these provide a firm foundation on which we can consolidate and accelerate the direction of travel. The energy, hard work and commitment of everyone needs to be focused on our priorities to ensure a cohesive approach which achieves maximum impact.

Our direction of travel towards locally managed, delivered provision has been widely accepted and welcomed. We now need to explore together the options that will lead to concrete proposals that we can implement speedily and effectively.

Our Vision

Our vision builds upon principles and values previously agreed. We still strongly believe that children have the best life chances if they are on the roll of their local community schools and that maximum resources are aligned to meet their needs more effectively at a local level.

Our vision for *Inclusive Learning* is that:

- Wherever possible children and young people will be able to attend, and be supported with their friends and peers, in their successful local neighbourhood school;
- Through their school, children and young people will be able to access and benefit from additional (targeted) support when required, provided by or through the school or a service or centre in their area;
- Those children and young people with more complex needs will continue to benefit from specialist services and provision;
- Parental preference will be strengthened and championed;
- There will be increased opportunities for the participation of children and young people.

The outcomes to be achieved through this Strategy are embedded within the strategic plan for Education Leeds and the Children and Young People's Plan. Appendix 1 details the key performance indicators from the current strategic plan. The targets that relate specifically to the Inclusive Education Strategy are highlighted in yellow. These are presented within the context of reviewing key performance indicators in response to new national indicators and the development of the Leeds Strategic Plan, Local Area Agreement and the consequent review of the Children and Young People's Plan. New DCFS indicators for schools and local authorities from 2009 are detailed in the appendix. As part of the Inclusive Learning Strategy we will review and agree a revised set of indicators and targets that reflect the impact and improved outcomes we are intending to achieve. These will be our local targets to reflect our ambitions to raise attainment of our most vulnerable children, including those with SEN and those who are looked after.

Much of what we achieve cannot be measured through raw targets alone. Success will be making a real difference for all children, young people and families across Leeds that is observable in that they will all achieve their personalised goals, be fully accepted in their local communities, valued and able to make a worthwhile contribution to their own futures and that of the City.

Principles and Values

Specific values were agreed in 2005 as part of the development of the No Child Left Behind Strategy. These values remain the same and at the heart of our strategy for improvement (See Appendix 2.)

The guiding principles for our refreshed strategy are consistent with the Children and Young People's Plan, the 14-19 Strategy, The Extended Services Plan and all other key policies across Education Leeds, Children Leeds and Leeds City Council. Our key principles are:

- Personalisation
- Devolved governance
- Collaborative and effective partnership working
- Local service delivery, locally managed
- Equality of opportunity, provision and access
- Robust accountability and quality assurance frameworks
- Choice and diversity for children, young people and families
- Continuum of responsive, high quality services whose staff champion the needs of children and families.

Through the Inclusive Learning Strategy we intend to provide clear, supported pathways for every child and young person, whatever the circumstances and barriers which affect their lives. We aim to ensure that multi-agency planning and integrated service delivery results in rapid response to identified need and a continuum of supported provision with equity and ease of access for all.

We recognise the importance and size of the challenge to achieve and deliver a continuum of provision that is supportive and flexible for every child in every circumstance, in line with our principles.

Our Strategy

Four inter-related Strategic Objectives have been identified for the *Inclusive Learning Strategy*:

1. the promotion and further development of inclusive practice and inclusive schools;
2. the further development of specialist provision, including the role of the SILCs;
3. the further development of the behaviour continuum and provision, including the role of the PRUs;
4. the further development of integrated locality working by central services and teams.

Project Teams have been formed to explore the four Strategic Objectives and ensure that all the necessary preparation work is completed to inform discussion and debate, including common criteria for evaluating options and proposals.

In addition, three Project Support Teams will focus on cross cutting issues impacting on all of the strategic objectives:

- Resources (finance, estates, human resources, access and admissions);
- Accountability and Monitoring (including Service Level Agreements, Contracts and monitoring frameworks);
- Communication and engagement (Models of Governance and Service Delivery).

These are our key project activities which will be used to provide a framework for planning, implementation and delivery. The work of the Project Support Teams will be cross referenced by the overarching Programme Management Board to ensure coherence and consistency is achieved.

More details of the focus areas for each project are given in Appendix 3. To ensure that we can deliver our strategy each project strand has a project brief that provides:

- a programme of activity for each objective;
- roles and responsibilities for managing the implementation, monitoring and review;

- targets and success criteria;
- clarity on resource implications.

Education Leeds will build the activities of the strategy into all team plans and align existing resources to deliver the shared outcomes. We will work with our partners across Children's Services to ensure it is also reflected in other key partner plans.

PROGRAMME IMPLEMENTATION AND ACCOUNTABILITY

Appendix 4 gives a summary diagram of the Accountability Framework for the *Inclusive Learning Strategy*.

The Strategic Manager, Integrated Children's Services will have overall responsibility for the outcomes of the strategy. To assist in an open and transparent manner a Programme Board will take specific oversight for the implementation and delivery of the strategy, including the following:

- all proposals are clearly agreed;
- progress and evaluation reports are presented to accountability forums and consultative groups;
- all recommendations are evidenced by sound criteria and best practice;
- all partners are consulted and engaged.

TIMEFRAME FOR THE INCLUSIVE LEARNING STRATEGY PROGRAMME DELIVERY

The Inclusive Learning Strategy will be implemented in a number of phases in 2007-09. The following describes the phases and gives an indication of the main focus of activity in each phase.

Phase and Time Period	Main focus of activity
<p><i>Phase 1 – Discussion of Models of Governance and Service Delivery</i></p> <p>September – December 2007</p>	<ul style="list-style-type: none"> ○ Publication of <i>Inclusive Learning Strategy</i> ○ Discussion begins with all main stakeholders in a range of forums on: <ul style="list-style-type: none"> ○ Models for governance and delivery options ○ Key questions in relation to each strategic objective ○ Implications for schools, central services and specialist provision for children and young people. ○ Recommendations contributing to modelling of preferred options are formulated.
<p>January 2008</p>	<ul style="list-style-type: none"> ○ Evaluate and report on outcomes of discussions ○ Options appraisal of models ○ Formulation of proposals ○ Define delivery timeframe for proposals
<p><i>Phase 2 – Proposal of Preferred Options</i></p> <p>February 2008 onwards</p>	<ul style="list-style-type: none"> ○ Approval of proposals for consultation
<p>March – April 2008</p>	<ul style="list-style-type: none"> ○ Consultation on formal proposals ○ Detailed implementation planning for each programme strand
<p>May/June 2008</p>	<ul style="list-style-type: none"> ○ Report outcomes of formal consultation ○ Decisions
<p><i>Phase 3 – Implementation of confirmed proposals</i></p> <p>July 2008 onwards</p>	<ul style="list-style-type: none"> ○ Implementation based on detailed plans and timeframes for each project.
<p>September 2008</p>	<ul style="list-style-type: none"> ● Resources realigned to deliver agreed proposals
<p>September 2009</p>	<ul style="list-style-type: none"> ● Framework for evaluation agreed and first round of annual evaluation completed.

Next Steps

The first phase is to build upon and celebrate existing good practice with a focus on discussion that involves and engages all stakeholders:

- to build a common understanding of the characteristics of inclusive schools and inclusive practice
- to identify the models of governance and service delivery to follow the key principles and achieve our vision and improved outcomes
- to agree the future model of delivery for centrally retained and area based specialist provision.

Governance and Service Delivery Models are outlined in the accompanying discussion paper (Appendix 5). They summarise and clarify ideas that are being developed and discussed in different forums and to inform a common debate. All three models currently exist in Leeds and their inter-relationship is central to the development of the strategy. They will require further development and embedding to achieve the intended outcomes. Through the use of these models, possible options will be considered, benefits and implications explored and preferred proposals identified for agreement across the City.

The Models will be used to stimulate discussion at each event and in the different forums. A number of information and fact sheets are also being produced to inform the debate and help to clarify the issues through an increased use of data and information.

We will be engaging in extensive discussion with all stakeholders, including parents and carers, children and young people and partners from all public, private and voluntary sectors, during the next four months by using a range of means, including:

- A number of specific events, focus groups and workshops across the year (See calendar of events) for all main stakeholder groups;
- Existing forums and meetings (e.g. Parent Forums; Governing Body meetings; Headteachers and Governors' Forum, Area Management Boards, Family of Schools meetings);
- Designated web-site on the Infobase and InfobaseSchools and regular newsletters;
- Questionnaires and forms designed to invite responses on the main issues and questions.

Further Information and Contact Details

To ensure we communicate effectively with all partners we will set up a dedicated area on info-base with regular reports and up-dates.

For further information and details, including:

- Copies of the information sheets;
- A calendar of planned events and meetings;
- Case studies of how our vision will benefit children and young people;
- Characteristics of inclusive schools and practice;
- A summary of the progress of consultations and discussions

You can:

Visit our website at

E-mail Or contact us at (address and telephone numbers.)

Or visit our dedicated area on info-base.

Appendix 1

Measuring our impact – Key Performance Indicators

This appendix outlines Education Leeds key measures of performance as contained in our 2007-08 strategic plan. They reflect our ambitions and the impact we intend to have.

The indicators reflect our commitments in terms of:

- LPSA2 and Local Area Agreement targets;
- Children and Young People’s Plan and Council Plan targets; and
- Strategic Incentive Performance Targets

The key outcomes which the Inclusive Education Strategy will contribute most to are highlighted in yellow. Following this list are some additional targets the plan will contribute to including Ofsted school inspection results.

The publication of a new national indicator set and the further development of the Leeds Local Area Agreement and the Children and Young Peoples plan will result in the review and refresh of these key performance indicators. This will inform a definitive list of indicators to be prepared against which progress with the Inclusive Learning Strategy can be assessed. DCFS school and local authority targets from 2009 will inform this process these are highlighted as part of the appendix.

The indicators presented here are headline indicators and there is an extensive range of data and indicators beneath these. Headline indicators based on pupil data will be supported by analysis that assesses performance, identifies inequality of outcomes and prioritises additional support around ethnicity, special educational need or disability, gender, free school meal entitlement (proxy measure for deprivation) and whether the child or young person is looked after.

KEY

Inclusive Learning Strategy	Contributes to this indicator	Not a key contributory strategy for this indicator
Years	<p>Y = year on which performance is based A = academic year indicator F = financial year indicator Academic year indicators – the year equals the end of the academic year e.g. 2006 = academic year 2005/06 Financial year indicators – the year equals the start of the financial year e.g. 2006 = financial year 2006/07 For reporting academic year indicators as part of financial year performance it is the academic year ending in that financial year</p>	
tba	To be agreed, targets yet to be agreed	

Indicator	Y	Performance			Targets	
		2004	2005	2006	2007	2008
Key stage achievement and floor targets						
1. The percentage of 11 year-olds achieving Level 4 and above at Key Stage 2 in English	A	78%	79%	79%	79%	84%
2. The percentage of 11 year-olds achieving Level 4 and above at Key Stage 2 in Maths	A	75%	75%	76%	80%	82%
3. The percentage of 11 year-olds achieving Level 5 and above at Key Stage 2 in English	A	27%	26%	32%	33%	34%
4. The percentage of 11 year-olds achieving Level 5 and above at Key Stage 2 in Maths	A	30%	31%	33%	34%	35%
5. The percentage of primary schools not attaining the 2008 Key Stage 2 floor targets of 65% Level 4 and above in English	A	19%	16%	14%	9%	5%
6. The percentage of primary schools not attaining the 2008 Key Stage 2 floor targets of 65% Level 4 and above in Maths	A	24%	22%	22%	14%	10%
7. The percentage of 14 year-olds achieving Level 5 and above at Key Stage 3 in English	A	66%	70%	70%	74%	79%
8. The percentage of 14 year-olds achieving Level 5 and above at Key Stage 3 in Maths	A	70%	71%	75%	74%	78%
9. The percentage of 14 year-olds achieving Level 5 and above at Key Stage 3 in Science	A	62%	65%	69%	72%	75%
10. The percentage of 14 year-olds achieving Level 5 and above at Key Stage 3 in ICT	A	62%	65%	68%	72%	74%
11. The number of schools in Leeds with less than 50% of pupils achieving level 5 and above in English, maths and science	A	17	18	9	5	0
12. The percentage of 15 year-olds achieving 5 A* - C and more or equivalent	A	45.3%	49.7%	52.2%	56.5%	59.5%
13. The percentage of 15 year-olds achieving 5 A* - C including English and Maths and more or equivalent	A	36%	38%	40%	46%	48%
14. The percentage of 15 year-olds achieving 5 A* - G and more or equivalent	A	86%	87%	87%	88%	93%
15. The percentage of 15 year-olds achieving 5 A* - G including English and Maths and more or equivalent	A	83%	85%	85%	89%	91%
16. The percentage of pupils in schools maintained by the authority achieving any qualification at the end of Key Stage 4.	A	94%	94%	96%	97%	97%
17. The number of secondary schools not attaining the 2008 Key Stage 4 floor targets of 30% 5 A* - C	A	10	7	5	3	0
18. Number of mainstream schools with a KS4 average points score of less than 260	A	10	8	6	3	0
19. The percentage of looked-after children achieving 5 or more A* - Cs at GCSE	A	5%	14%	6%	21%	25%
20. The percentage of pupils from priority Asian cohorts achieving 5 or more grades A*-C or equivalent at GCSE	A		25%	30%	53%	43%
21. The percentage of pupils from priority Black cohorts achieving 5 or more grades A*-C or equivalent at GCSE	A		25%	28%	48%	52%
Attendance, admissions and exclusions						
22. Percentage of half-days missed due to total absence in primary schools maintained by the Authority	A	5.5%	5.3%	5.7%	4.7%	4.6%
23. Percentage of half-days missed due to total absence in secondary schools maintained by the Authority	A	9.0%	8.3%	9.2%	7.8%	7.7%
24. The percentage difference in unauthorised absence between Leeds secondary schools in the highest free school meal quintile and the national median for all such schools	A	3.6%	2.3%	1.8%	2.4%	2%
22. The number of permanent exclusions from schools maintained by the Authority	A	166	120	84	70	40

Indicator	Y	Performance			Targets	
		2004	2005	2006	2007	2008
23. The number of fixed term exclusions from schools maintained by the Authority, per 1,000 pupils	A	74	68	68	39	25
25. The ratio of the percentage of the priority Black cohort permanently excluded to the overall percentage for Leeds	A	1.8	2.9	1.9	1.6	1
26. The ratio of the percentage of looked-after children permanently excluded to the overall percentage for Leeds	A	2.9	5	10	2.3	1
27. The percentage of admissions to school of first preference	A	93%	93%	90%	93%	93%
28. Percentage of new statements of SEN prepared within 18 weeks, excluding 'exceptions'	A	96	96%	100%	97%	97%
29. Percentage of new statements of SEN prepared within 18 weeks, including 'exceptions'	A	79%	79%	88 %	84%	84%
School Improvement						
30. The percentage of primary schools providing the 'core offer' of extended schools services	A			13%	24%	50%
31. The percentage of secondary schools providing the 'core offer' of extended schools services	A			15%	23%	33%
32. The percentage of children and young people rate their school as good or outstanding	A					+5% on 07
33. The number of schools in Leeds placed in the Ofsted special measures category in the lifetime of the strategic plan		3	0	4	0	0
34. The percentage of schools inspected and have received a judgement of good or better for 'How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners'	F		53 %	59 %	63%	66%
35. The percentage of schools scored good or better by Ofsted for the judgement 'How effective are leadership and management in raising achievement and supporting all learners'	F		55%	65%	Leeds % will be above that of statistical neighbours	
36. The percentage of schools scored good or better by Ofsted for the judgment 'the extent to which governors and other supervisory boards discharge their responsibilities'	F		58%	68%	Leeds % will be above that of statistical neighbours	
37. The percentage of schools scored good or better by Ofsted for the judgement 'how well learners develop workplace and other skills that will contribute to their future economic wellbeing'	F		55%	74%	Leeds % will be above that of statistical neighbours	
38. The percentage of schools rated good or better by Ofsted for the judgement 'The extent to which learners make a positive contribution to the community'	F		68%	84%	Leeds % will be above that of statistical neighbours	
39. The percentage of schools rated good or better by Ofsted for the judgement 'The extent to which learners adopt healthy lifestyles'	F	n	84%	87%	Leeds % will be above that of statistical neighbours	
40. The percentage of schools rated good or better by Ofsted for the judgement 'The extent to which learners adopt safe practices'	F		77%	88%	Leeds % will be above that of statistical neighbours	
Be Healthy						
41. The percentage of 5 to 16 years doing at least two hours of high quality PE per week	A	63%	74%	83%	85%	90%
42. The percentage of schools achieving national healthy schools standards	F		18%	46%	50%	80%
Positive Contribution						
43. The percentage of primary schools achieving investors in pupils	A			35%	35%	50%

Indicator	Y	Performance			Targets	
		2004	2005	2006	2007	2008
standard or committed to having an accreditation						
44. The percentage of all children and young people who say that they have very good or good opportunities to make changes in the way the school is run	A					+5% on 2007
45. Percentage of schools accredited against the Stephen Lawrence Standard	A	12%	17%	23%	33%	50%
Economic Well-being						
46. The percentage of 19 year-olds with Level 2 qualifications	A	57 %	60 %	63 %	64 %	67 %
47. The percentage of 19 year-olds with Level 3 qualifications	A	36 %	40 %	41 %	45 %	47 %
48. The percentage of Year 11 leavers not in education, employment or training	A	8.6%	8.2%	8.2%	7.1%	6.6%
49. Reduce the percentage of 16 to 18 year-olds that are not in education, employment or training	A	9.3%	10 %	8.8%	8.4%	8.0%
Stay Safe						
50. The percentage of children and young people that report that they have experienced bullying, harassment or discrimination at school	A					+5% on 07
51. The percentage of children and young people that report that they have been affected by bullying, harassment or discrimination at school or in the community due to their ethnicity	A					+5% on 07
52. Children and young people's confidence in the systems for reporting bullying, harassment or discrimination at school or in the community	A					+5% on 07
Organisational Health Indicators						
53. The average score in the annual school survey for the effectiveness of your council's communication with your school	A	2.41	2.51	2.95	Leeds % will be above that of statistical neighbours	
54. Education Leeds can demonstrate planned efficiency gains of 2% in line with Gershon recommendations	F			Yes	Yes	Yes
55. The percentage of Education Leeds staff who express overall satisfaction with working for Education Leeds in the Staff survey	F	68%	63%	68%	75% tba	75% tba
56. Levels of self-service transactions (school admissions)	F			12%	20%	tba
57. Percentage of Education Leeds staff at PO5 or equivalent and above who are female	F	55%	54%	47%	tba	tba
58. Percentage of Education Leeds staff at PO5 or equivalent and above who are from black and minority ethnic backgrounds	F	3%	3%	7%	tba	tba
59. Percentage of Education Leeds staff at PO5 or equivalent and above who are disabled	F	0%	0%	0%	tba	tba
60. Percentage of BME employees of total Education Leeds workforce	F	12%	11%	11%	tba	tba
61. Percentage of disabled employees of total Education Leeds workforce	F	3%	3%	3%	tba	tba
62. Telephone calls answered within 20 seconds	F			98%	82%	82%
63. Payment of invoices within 30 days	F			86%	92%	
64. The number of days lost due to sickness absence	F	10.6	10.0	9.5	11.5	11.0
Partnership targets						
The percentage of young people leaving care aged 16 or over with at least 1 GCSE at grade A*-G or a GNVQ		51%	46%	57%	83%	93%
The ratio of the % of young people who were looked after on 1 April in their 17th year (aged 16) who were engaged in education, training or employment at the age of 19 to the percentage of young people who were engaged in education, training or employment at the age of 19		0.7	0.7	0.8	0.9	0.95
Under 18 contraception rate per 1,000		41.1	46.5	49.0	on track	on track

Ofsted Inspection Indicators

1. In March 2009 the average score for Leeds schools, from their most recent inspections, for the judgment 'How well learners with learning difficulties and disabilities make progress' will be above that of statistical neighbour authorities
2. In March 2009 the average score for Leeds schools, from their most recent inspections, for the judgment 'How well learners make progress, taking account of any significant variations between groups of learners ' will be above that of statistical neighbour authorities
3. In March 2009 the average score for Leeds schools, from their most recent inspections, for the judgment 'How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can' will be above that of statistical neighbour authorities
4. In March 2009 the average score for Leeds schools, from their most recent inspections, for the judgment 'The behaviour of learners ' will be above that of statistical neighbour authorities
5. In March 2009 the average score for Leeds schools, from their most recent inspections, for the judgment 'The attendance of learners' will be above that of statistical neighbour authorities

Targets from 2009

For 2009 the Secretary of State for Children, Schools and Families has determined that Local Authorities should set the statutory targets set out in the table below. These will be embedded into local key performance indicators and will require and updating of the current list.

Description of Target
EYFSP – to narrow the achievement gap at age 5
EYFSP – to increase achievement for all children at age 5
Key Stage 2 – to increase % level 4+ in both English and maths *
Key Stage 1-2 – to improve % progressing 2 national curriculum levels in English*
Key Stage 1-2 - to improve % progressing 2 national curriculum levels in Maths*
Key Stage 3 - to increase % level 5+ in both English and maths *
Key Stage 3 – to increase % level 5 in science *
Key Stage 2-3 - to improve % progressing 2 national curriculum levels in English*
Key Stage 2-3 - to improve % progressing 2 national curriculum levels in Maths*
Key Stage 4 – to increase %5+ A*-C grades at GCSE and equiv incl GCSE English and Maths*
Key Stage 3-4 - to improve % progressing equivalent of 2 national curriculum levels in English*
Key Stage 3-4 - to improve % progressing equivalent of 2 national curriculum levels in Maths*
Attendance – to reduce persistent absentee pupils in secondary schools
Attendance – to reduce persistent absentee pupils in primary schools
Attendance - to reduce absence in schools
Children in care – to increase % level 4+ in English at Key Stage 2
Children in care – to increase % level 4+ in maths at Key Stage 2
Children in care – to increase %5+ A*-C grades at GCSE and equiv incl GCSE English and maths

* - LAs will be required to provide a breakdown by minority ethnic group as specified in the Local Authority Performance Target Regulations.

Whilst there are no statutory local authorities targets for improving outcomes for pupils with SEN., schools will be required to set targets for all pupils including those with SEN. Where such pupils are not expected to achieve National Curriculum levels schools should use *P scales or other performance criteria to measure progress and set appropriate targets*. Education Leeds will support schools to identify what good progress is for pupils with SEN who are unlikely to reach the threshold levels so that their personal targets reflect the best ambition possible for what they can achieve.

The new DCSF guidance is clear that there should always be high expectations for pupils with SEN. Where pupils are performing at level 1 or above they should normally be expected to make 2 levels of progress unless there is clear evidence presented that this is not appropriate. In these circumstances, Education Leeds will ensure that school target setting for SEN pupils is personalised and ambitious.

Appendix 2

Our Values

Our values are the same for all children and young people. We strongly believe that they should:

- have equality of opportunity and access
- be included and achieve
- be on the roll of their local community school
- have the right to a high quality learning environment and equality of opportunity to the core offer and extended services across the continuum of provision
- have the right to an individualised learning and support programme, plan and pathway that is developed with them and tailored to meet their needs
- have a voice and the right to express their views and preferences about their education
- achieve and make progress against the five outcomes ensuring that they are happy, healthy, safe, enjoy and achieve, make a positive contribution and achieve economic well being

To make all our children happy, healthy, safe and successful, we must ensure that all parents and carers:

- are key partners in the education of their child and feel welcomed, valued and included in their local schools and communities
- have a voice in their child's education and all future planning
- are enabled to support their child through the education system and contribute to their success
- have access and equality of opportunity to universal, core and extended services

To support our agreed values, Education Leeds and its partners are working towards ensuring that:

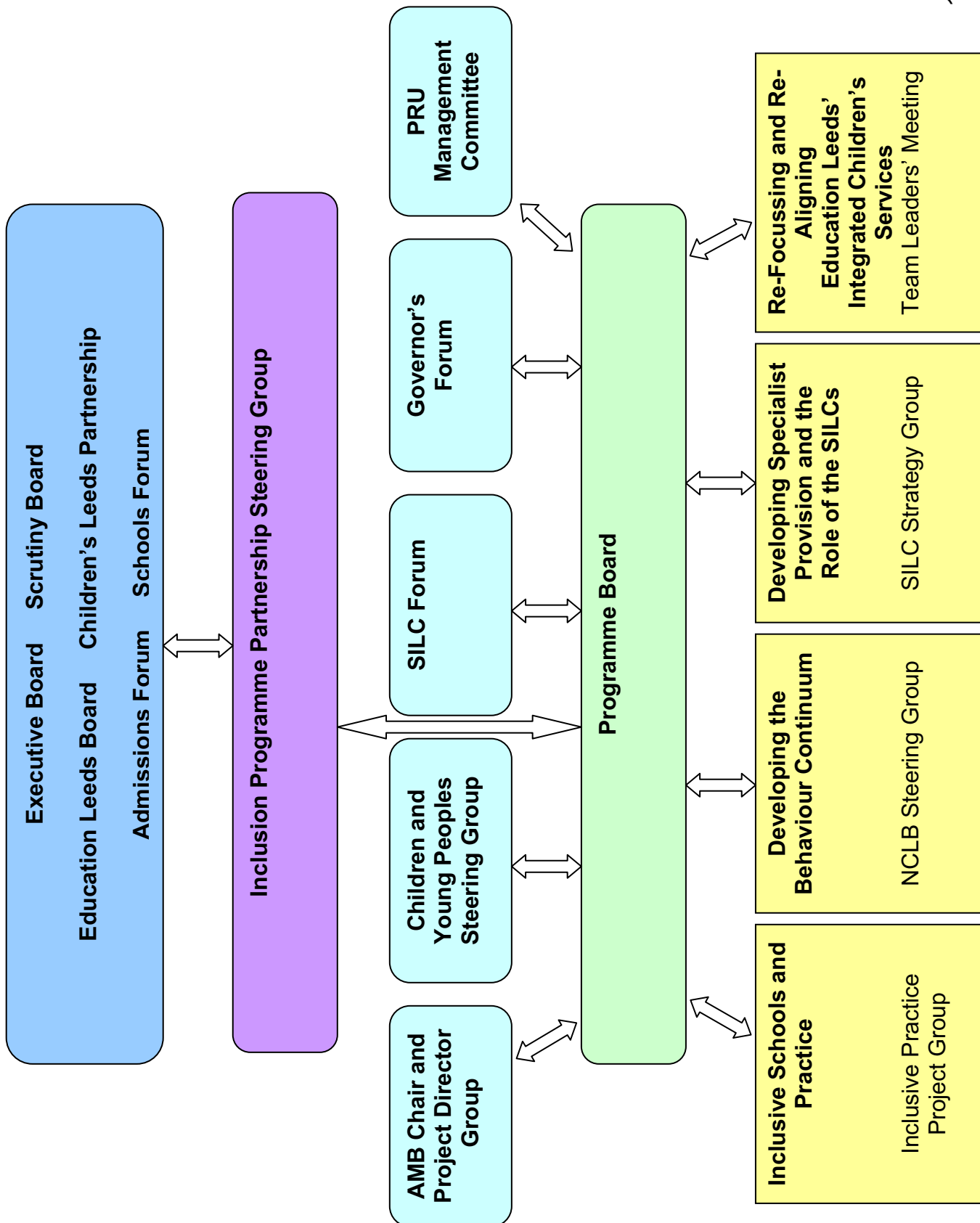
- the system for sharing resources and decision making is predominantly wedge based
- schools within each wedge have the responsibility for managing their children and the support available
- integrated service delivery will be predominantly wedge based and responsive to the needs of the child
- decisions made at a locality level (wedge) will be actioned at an extended school cluster level and by individual schools
- maximum resources will be delegated to a collaborative at a wedge basis, extended school cluster level and to individual schools
- the principle of money follows the child will be applied
- new models of delivery will be supported through federated governance arrangements
- the development of a highly competent, confident Children's workforce
- the success of the strategy will be measured through progress towards individual, locality and city wide targets
- a 'Results based accountability' approach will be used to demonstrate progress across the five outcomes.

Appendix 3 – Focus Activity Areas of the Project Support Teams

The Activity Programme for 2007 – 2009 provides detail of how the strategy will be implemented and an evaluation of progress to date.

Delivering our strategy	
	Focus Areas
Activity 1 Developing inclusive practice and inclusive schools	Characteristics of inclusive schools and practice; Evaluation framework for inclusive schools and practice through the refreshed Inclusion Chartermark linked to the Stephen Lawrence Award and Healthy Schools; Use of assessment tools to analyse pupil level data in relation to attainment, attendance and exclusions; Characteristics and development of high quality leadership skills for inclusive practice in schools and support services; Inclusive classroom practice for high quality learning in high quality learning environments; Curriculum developments including links to the 14 – 19 developments; Make recommendations for the development of improved practice (e.g. Lead Professionals)
Activity 2 Developing specialist provision, including the role of the SILCs and	Development of the role of the SILCs in providing support services and supporting to schools to become more inclusive; Development of Leadership and Human Resource capacity across the system; Alternative models of governance; Future models for delivery of specialist provision; Learning, Curriculum and Achievement including links with the 14 – 19 continuum; Integrated Children’s and Extended Services; Development of service delivery model for agreed services building upon the models agreed through the Hospital and Home Teaching service; Future delivery models for the Sensory Service and Early Years SEN Services
Activity 3 Developing the behaviour continuum	Defining the behaviour continuum for Leeds; Identifying models for delivering the behaviour continuum (e.g. a revised hub and spoke model that incorporates specialist provision currently provided in the BESD SILC, pupil referral units and Alternative programmes); Designing a revised emotional health strategy; Future models for collaborative and partnership governance and accountability arrangements; Localised delivery models for multi-disciplinary teams; Development of the behaviour and attendance audit; lead behaviour professionals; Parenting contracts; Admission of vulnerable pupils.
Activity 4 Developing Locality Working by Central Services and Teams	Identify functions and services to delivered by central and locality based Improvement and Inclusion Services teams; Identify future models of delivery with partners from other services (e.g. Children’s Social Care; Youth Offending Service and CAMHs); Development of a co-ordinated approach to the use of the Common Assessment Framework; Leadership, management and governance arrangements of multi-disciplinary teams; Identify training and development to support locality based working.
Activity 5 Resources	Funding arrangements, financial accountability and responsibility within partnership working; Estates strategy for inclusive and special needs provision; Admissions policy and procedures; Transport policy and procedures; Workforce implications and models.

<p>Activity 6</p> <p>Monitoring and accountability frameworks</p>	<p>Service Level Agreements and Contracts; Quality assurance and Performance Management; Monitoring and accountability frameworks related to models of governance; Monitoring and accountability framework that secures agreed outcomes against the funds available;</p>
<p>Activity 7</p> <p>Communication and Engagement</p>	<p>Communication of the strategy to engage stakeholders; Communication strategy; Planning and organisation of conferences and events; Recording, collating and reporting outcomes.</p>



Steering Group

Accountability Forums

Consultative Groups

Programme Board

Implementation and Delivery – Project Teams

APPENDIX 5

DISCUSSION PAPER ON GOVERNANCE AND SERVICE DELIVERY MODELS

In the past few years considerable work has been undertaken in Leeds. More recently this has included exploring and working increasingly with other agencies and services on how collaborative and partnership working will improve outcomes for children and young people. A number of possible models for delivering services differently in Leeds are being developed and explored in a range of contexts. One of the purposes of the *Inclusive Learning Strategy* is to provide a consistent framework for the governance and delivery of services in Leeds. In order to achieve this, we need to have clarity in terms of the different models so that we can consider together their advantages, benefits and implications. In doing this, we will also be able to increase knowledge and understanding of the wide range of different initiatives that are being taken currently and evaluate effectiveness in relation to the aim of providing clear pathways of support to improve outcomes for children and young people, particularly those who are vulnerable and with additional needs.

Local service delivery, locally managed is one of the core principles and a key driver in considering new models of delivery. Other core principles need to be considered in evaluating each model. They are:

- Personalisation
- Collaboration and appropriate partnerships
- Equality of opportunity, provision and access
- Robust accountability and inspection frameworks
- Choice and participation for children, young people and families
- High quality specialist provision to meet needs.

The final core principle is *Devolved governance*, which is a key concept in considering significant changes, particularly in relation to devolved, delegated or commissioned services and collaborative and partnership working. Governance is defined as consisting of five main aspects:

- Setting direction
- Giving permission
- Defining boundaries
- Allocating resources
- Holding to account.

These five aspects are very helpful in appraising where governance responsibility is located and the framework and terms of this.

The models which are outlined below have been identified from various work that is being undertaken around the City. It is very important that the models are not seen as options or choices. They are not mutually exclusive, but elements could be used and applied in different contexts. Before formulating more detailed proposals there will be a structured process to debate and appraise the benefits and implications of each model.

For each model a number of issues or concerns have been identified for consideration. We are organising a wide range of meetings, forums and events to discuss the models and obtain views. We also invite individual responses. Given the complexity of the issues we recognise that views and ideas will develop and are likely to change as different perspectives are shared and new ways of thinking about

the issues explored and created. We welcome this and will use the outcomes to inform proposals for recommended ways forward.

A number of information sheets are available to inform discussion and ensure that views and ideas are appropriately supported by data and other relevant information.

MODEL 1 – THE SPECIALIST CENTRE (SILC) FOCUSED MODEL

The SILCs were created in 2005 to consolidate and extend the role of the special schools in providing choice to parents by maintaining specialist provision in centres of excellence for children and young people with more complex needs to include:

- Developing the capacity of mainstream schools to successfully include and provide appropriate learning and personal development programmes for children and young people with a wide range of individual needs.
- Working in partnership with schools, other agencies and services to improve and develop services and provision to benefit children and young people with special needs.

In addition to the five area (wedge) based SILCs, there is also Elmete Central BESD SILC. Specialist provision is also provided in some mainstream schools as “resourced” provision. (See Information Sheets....)

The SILCs are *community special schools*, and therefore have common arrangements for governance with other community schools. This means that clarity of their governance status exists, although a number of aspects would benefit from further review to consider the implications of extension to roles and responsibilities.

Some services, previously provided centrally, have been located in the SILCs following their creation (e.g. Physical Disabilities and Medical Service at East SILC) and work is being undertaken to extend this to other services (e.g. Autism Spectrum Service at NW SILC.)

The SILC Focused Model could develop and extend the role and responsibilities of SILCs in working with mainstream schools and other partners in four potential ways:

1. providing the location for the organisation and delivery of all specialist provision;
2. promoting and developing inclusive education and inclusive practice in mainstream schools to extend and provide increased resources for their outreach role;
3. undertaking and supporting the development of additional targeted provision (e.g. for challenging behaviour);
4. providing the location for other services for the area (e.g. Attendance, Psychology and Assessment Service.)

Main areas for consideration

- Governance - Would the existing governing body have the capacity to undertake additional responsibilities and be representative of the increased range of stakeholders?
- Leadership and management – What are the implications for the capacity and roles and responsibilities of the leadership of SILCs, and continuing to provide a high quality specialist provision?
- Specialist knowledge and expertise – What are the most effective ways of preserving and improving specialist expertise and how far can more profound and acute needs be met in mainstream contexts?
- Relationship between schools (the universal sector) and SILCs (specialist centres) – What can mainstream schools and SILCs learn from each other and what are the benefits and implications of schools and SILCs sharing the same campus and buildings?

Information sheets

Information to be provided on:

- SILCs, partnership and resourced schools
- PFI/BSF capital builds and implications
- Pupil numbers and admission arrangements including trend analysis and forecasting
- Funding and funding formulae with comparators
- Services provided by SILCs and agreements.

MODEL 2 – AREA BASED MODELS

Leeds is divided into five areas for administrative purposes for most of the main public services. However, the number of areas and their boundaries is reviewed constantly, which reflects the difficulties in defining boundaries, particularly in the central areas. It should also be noticed that the most densely populated area of the city with the concentration of highest need and lowest outcomes has the least administrative coherence, covering three areas or wedges.

Suggestions of what could be included in the model are:

- Services organised as area teams with a range of responsibilities (The Psychology and Assessment Service and Attendance Service are beginning to organise themselves in this way);
- Decisions about individual pupils and the management and allocation of additional and targeted resources taken in areas (Pupil Placement Panels are operating at secondary level in each wedge);
- Resources devolved or delegated to local areas (Each Area Management Board has been allocated a budget to reduce exclusions and pupils out of school).

This model could take a number of forms and developments in various parts of the city reflect this. This raises the question of how far there is a need for consistency and coherence in all areas as one of the main factors to be considered in relation to this model. The principle of *equality of opportunity, provision and access* is relevant to this.

The models described focus upon the aspects of governance as they relate to the local delivery of services.

Model A – Area Management Committees

The existing AMBs (Area Management Boards) are usefully considered as committees established to undertake a range of responsibilities agreed with Education Leeds. Governance responsibility remains with Education Leeds and is based upon the permission given and the boundaries set. If the model is to be extended further it will require greater clarity of service level agreements (contracts), including required outcomes, accountability and monitoring frameworks and mechanisms.

The model currently relies on informal arrangements and goodwill in a number of key respects. This is best illustrated in relation to the employment of staff. If staff are employed by the “area” they are appointed by and responsibility is with one of the schools on behalf of the others. If service teams were deployed locally, employment would be with Education Leeds, with aspects of management deployment devolved to the areas.

Model B – Area Company Boards

If area committees or trusts are to be able to take on legal responsibilities and have some powers of governance, they will need to acquire a legal status as a charity and/or company. There are various forms that this could take to fit different circumstances or purposes. (See Information Sheet.) This would allow staff to be employed, additional funds to be applied for and held and for the “company” to trade and seek to be commissioned to deliver services.

With greater clarity of legal status it is possible for responsibilities to be devolved or delegated by Education Leeds to a clear agreement, as long as accountability and quality assurance mechanisms and rigorous and effective.

Model C - Trusts

The Education and Inspections Act 2006 enabled schools to acquire a Trust and to become trust schools. It would be possible to establish a number of trusts that had a defined purpose in relation to aspects of inclusive education and provision.

The decision to acquire a trust is made by each governing body and also requires that they become a foundation school. Any school may only acquire one trust. (See information sheet for further details.) This model would be dependent upon the support of schools and is immediately affected by the establishment of other trusts.

Model D – A Cluster Model

This is as an extension of the area model, although it could be developed as the basis for the allocation of resources and related to other models. The model builds upon the Extended Services Clusters of Schools. In the East Area it is being developed to allocate time from the some service teams (Attendance and Psychology and Assessment), together with some resources for additional targeted support. Some resources are also being retained for the area to be allocated later on the basis of need.

Some clusters are developing increasingly extensive and effective programmes, based on strong collaborative arrangements. The question is how far these could be extended to collaboration between groups of clusters for those aspects of provision that benefit from greater economies of scale.

Main areas for consideration

- Governance responsibility – Is formal, legal status necessary to achieve the desired outcomes and what are the implications, particularly for partnerships with other services and agencies?
- Representation – Who are the stakeholders to be represented and what is the capacity for involvement of schools?
- Consistency across Leeds – What are the important areas for consistency and how far is it permissible for different models to be established in different areas of the city?
- Area boundaries – How can the difficulties of defining boundaries to the areas in the central part be satisfactorily overcome, particularly since the areas of greatest need, vulnerable groups and lowest outcomes are concentrated in these areas?
- Accountability and Quality Assurance – What are the mechanisms and frameworks for accountability and quality assurance and how rigorously are they to be applied?
- Models for devolving and delegating resources – There are important distinctions between different models for devolving, commissioning and delegating resources. For them to operate effectively they are dependent upon agreement and common understanding and approaches between partners. Which models will be most effective?

Information Sheets

Information to be provided on:

- Governance arrangements for education trusts

- Options for various types of charities, companies and trusts
- Framework for service specification and service level agreements
- Accountability and quality assurance mechanisms
- Directory of terms (commissioning, devolving, delegation)

MODEL 3 – CITY-WIDE SERVICES AND SPECIALIST CENTRES

The continuation and maintenance of high-quality, specialist provision is an essential element of the *Inclusive Education Strategy* to support the principle of “high quality specialist provision to meet needs”. At the present time there is specialist provision:

- In mainstream schools with support from centrally based services
- In mainstream schools with support from SILCs
- In mainstream schools with support from services located in SILCs
- In SILCs.

These operate to different funding arrangements and without a common framework and criteria for delivery and evaluation.

The *Inclusive Education Strategy* requires clarity of the model for maintaining and continuing to improve specialist provision. This should include support and monitoring services to achieve the goal of providing a range of options for children to attend mainstream schools with specialist resources.

Some services may need to be continued as city-wide services to ensure expertise is maintained, sustainable and does not become isolated. Currently they are located centrally and in SILCs. Increasing the location of specialist provision in mainstream schools has implications for the future of SILCs and could lead to a reduction in the number. If this were to happen, the alternative model would be for the city-wide services:

- to be maintained as central services
- or to be delivered through a SILC through a service level agreement
- or to be delivered through one of the mainstream schools with resourced provision through a service level agreement.

Main areas for consideration

- Specialist Services – Which specialist services need to be maintained as city-wide services? Is it possible to maintain and improve quality of provision and outcomes by devolving all resources and responsibility to the school or SILC making the provision?
- Governance – Are there advantages of delivering the services through service level agreements? Does it make any difference if the agreement is with a specialist centre (a SILC) or a mainstream school? What are the costs and associated implications for Education Leeds in ensuring services are delivered effectively.

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INCLUSIVE EDUCATION STRATEGY

STRATEGIC OBJECTIVE PROJECT TEAM: THE FURTHER DEVELOPMENT OF SPECIALIST PROVISION, INCLUDING THE ROLE OF THE SILCs

Project Brief

1. To identify the characteristics and specification required to ensure high quality, sustainable and improving specialist provision in all contexts, including cost effectiveness and economies of scale.
2. To consider and evaluate models for governance and leadership in maintaining and improving specialist provision.
3. To consider and provide information on the capacity of the SILCs to extend their role in developing the capacity of all schools to become increasingly inclusive.
4. To consider and provide information on the capacity of the SILCs to extend their role by delivering a range of other services (e.g. Autism, Hospital and Home Teaching Service.)
5. To consider and provide information on the capacity of the SILCs to extend their role and relationship with resourced school provision.
6. To consider and make recommendations on the number and location of specialist places to be provided in a range of contexts to meet the varying categories of need.
7. To consider and make recommendations on the nature of extended services provision to developed to meet the needs of children and young people who benefit from specialist contexts.
8. To keep all the other project teams informed of the nature and contextual requirements for specialist provision as part of a continuum of need to improve outcomes for children and young people with more severe, complex and profound needs.
9. To consider the future role of the SILCs, partnership schools and resourced provision in developing the behaviour continuum
10. To produce an implementation plan and timeframe for the strategic objective that supports the time plan for the implementation of the Inclusive Education programme.

Project Team (SILC Strategy Group)

SILC Principals

Joan Haines

Helen Pemberton

Sue Morgan
Carole Leeming– Project Support,
Andrew Hobbs

Links to other Objectives and Project Support Teams

SLAs, Contracts and Accountability

- Elements to be included in service specifications and SLAs
- Quality assurance standards and frameworks.

Resources

- Funding formulae for SILCs, resourced provision and other specialist contexts
- Funding models to support outreach and partnership working.

Communication and Engagement

- Characteristics of specialist provision
- Case studies of pathways for children and young people requiring specialist support
- Programme of events for parents and other stakeholders of pupils with statements of SEN

Inclusive Schools and inclusive practice

- Characteristics of Inclusive Schools and inclusive practice

Behaviour continuum

- The role of SILCs and specialist provision within the behaviour continuum in meeting the needs of pupils with social, emotional and behaviour needs

Integrated Children's Services

- Location of services within SILCs.

Main discussion events

1. Inclusive Learning Week

The formal launch of the Inclusive Learning Strategy is planned for 31 October 2007 at the Royal Armouries.

This will be part of the Inclusive Learning Week during the week beginning 29 October 2007.

Other events planned for the week include a workshop for representatives from the main service teams within Education Leeds, Children Leeds and other related services on 29 October 2007.

2. Existing forums

The Inclusive Learning Strategy will be an agenda item at all regular forums throughout the Autumn Term (e.g. Family of School meetings, Area Management Boards, area meetings of Children and Young People's Extended Services Steering Groups.)

3. Governing Bodies of Specialist Provision in Schools

The Strategy will be discussed with and the views sought of the governing bodies of all SILCs and schools with specialist (resourced or partnership) provision.

4. Parents

Arrangements are being made to consult widely with parents through a range of forums.

5. Children and Young People

It is intended to inform and involve young people through a workshop event of conference, mostly likely to take place on 23 November 2007.

Outcomes from all discussions will be recorded and collated into a report to inform the formation of proposals for the next phase of development.

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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: 11 October 2007

Subject: Services for 8-13 year olds

Electoral Wards Affected:

Specific Implications For:

Ethnic minorities

Women

Disabled people

Narrowing the Gap

1.0 Introduction

- 1.1 At the board's first meeting in June, members agreed to carry out an inquiry into services for 8-13 year olds as one of their major pieces of work this year.
- 1.2 The board appointed a small working group to draft terms of reference for the inquiry which were agreed at the board's September meeting. A copy of the agreed terms of reference is attached as Appendix 1.
- 1.3 The first and second formal sessions of the inquiry were scheduled for this meeting. The attached report and appendices outline the information requested from Children's Services for these sessions.
- 1.4 Relevant officers will be at the meeting to present the information and respond to members' questions and comments.

2.0 Recommendation

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

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Scrutiny Board (Children's Services)

Inquiry into services for 8-13 year olds in Leeds

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 opportunities that are available for young people aged 8-13 to participate in decision-making and influence issues that affect them
- The infrastructure required to deliver the play strategy

3.0 Comments of the relevant director and executive members

3.1 The following comments were received and have been reflected in the terms of reference:

"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."

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 opportunities for young people aged 8-13 to participate in decision-making and influence issues that affect them

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)
- Children and Young People’s Involvement Advocates
- 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.

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Report of the Chief Officer Early Years and Youth Service

Scrutiny Board (Children's Services)

Date: 11 October 2007

Subject: Inquiry into services for 8 to 13 year old children in Leeds

<p>Electoral Wards Affected:</p> <p style="text-align: center;">All</p>	<p>Specific Implications For:</p> <p>Ethnic minorities <input type="checkbox"/></p> <p>Women <input type="checkbox"/></p> <p>Disabled people <input type="checkbox"/></p> <p>Narrowing the Gap <input type="checkbox"/></p>
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Executive Summary

This report provides background information and a strategic context for the inquiry into extended services for children aged 8 to 13.

1.0 Purpose Of This Report

1.1 To provide background information relevant to the aspects which have been identified for the scope of the inquiry into extended services for children aged 8 to 13. These are:

- the duty to provide information for children, young people and families
- the use of assets, particularly schools, to deliver services
- Models of Governance for extended services
- the infrastructure required to deliver the play strategy
- the role of councilors in supporting and promoting the local delivery of services for children aged 8 to 13

1.2 To provide a strategic context for the inquiry.

2.0 Legislative requirements and accountabilities

2.1 The Local Authority, working with partners, has the duty to respond to the requirements of:

- the 2004 Children Act
- the 2006 Children Act
- the Education and Inspections Act 2006

- 2.2 This legislation governs the nature and extent of the services which need to be offered to children, young people and their families. Contained within the legislation are a number of statutory duties which impact particularly upon services to the 8 to 13 age range.
- The Information Duty- to provide parents with all the information they need as parents of children aged 0 to 9
 - The delivery of all schools as full core offer Extended Schools by 2010
 - A children's centre in every community by 2010
- 2.3 In order to shape the Leeds response to the expectations within the legislation a new core offer of universal, extended services from schools, children's centres, youth provision, community learning facilities and health has been developed, consulted upon and published as part of the implementation of the Leeds Children and Young Peoples Plan 2007. The core offer represents what services all children and families can expect to receive and is one of the foundations for implementing the Every Child Matters agenda. The full universal offer attached as appendix 1
- 2.4 The core offer includes the following elements that have particular relevance to this Scrutiny inquiry:
- A menu of positive activities for children and young people beyond the school day and year on school and other sites
 - Access to local, age appropriate play, leisure and recreation opportunities that are freely chosen and done for their own sake
 - Access to high quality, comprehensive and independent information, advice and guidance to children, young people and parents, covering all aspects of need including childcare
 - Community access to schools, children's centres and other sites
 - Increased access to services and activities at home, school, children's centres and community settings for children and young people with disabilities.
- 2.5 Accountability for delivering this vision for extended universal services rests with the Director of Children's Services (DCS). Some elements of the universal offer represent the core service delivery for key statutory services such as Education Leeds and the Primary Care Trust. Other elements have shared responsibility across a range of statutory, private and voluntary sector agencies and will be delivered in a partnership approach and through a 'hosting' arrangement between the Director of Children's Services Unit (DCSU) and the service or agency the unit believe should take lead accountability.
- 2.6 The lead responsibility for implementing the partnership aspects of the new universal offer rests, as an umbrella accountability, with the Chief Officer for Early Years and Youth Service under such a hosting arrangement. Individual hosting arrangements are also in place for key elements of the core universal offer that will be developed in partnership and each lead partner has signed up to progress their work under the hosting arrangement as part of an integrated and co-coordinated approach to implementing the universal entitlement. The following key hosting arrangements between the DCS Unit and services of significance to this inquiry have been agreed:

- Universal services for children and young people aged 0 to 19 and their families; lead agency Early Years and Youth Service
- The Information Duty; lead agency Early Years and Youth Service
- Extended services and schools- lead agency Education Leeds
- The Play Strategy- lead agency Leeds Play network
- Children with disabilities- lead agency the PCT

2.7 External grant funding to support the development of services for children and young people has in the past been allocated with a ring fence to particular age ranges. So, for example, funding for children aged a 0 to 4 and families has come through general Sure Start Grant and funding for children aged 5 to 13 has been allocated through the Children's Fund. From 2008–11 local authorities will have increasing flexibility to commission services in ways that bring the benefit of integrated service delivery and a focus on the whole family.

2.8 In Leeds key commissioning partnerships are working together to 'pool' their resources and budgets and deliver preventative services in more systematic ways across the 0 to 19 age range. Partnership working in Leeds in preparation for the joint commissioning of services for children and young people aged 0 to 19 and their families has been underway for over a year. The four key partnerships involved; the Sure Start Partnership, the Leeds Children's Fund Executive, Connexions and the Youth Work Partnership, have aligned policy and practice and developed a common set of principles and procedures for commissioning services working with Leeds City Council Corporate Procurement Unit. These procedures will be used in a phased programme to commission services across the 0 to 19 age range starting in April 2008. More detail of this process with timelines can be found in the ISCB report of September 2007: The Development of a Joint Preventative Commissioning Panel.

2.9 The above represents a brief strategic context within which services for children aged 8 to 13 are being developed. The remainder of this report will focus on additional back ground information around the issues already identified within the scope of this Scrutiny inquiry. Each of these aspects is worthy of a separate report and what follows represents a brief snap shot to initiate discussion and further inquiry

3.0 The information duty

3.1 Section 12 of the Childcare Act extends the existing duty to provide information to parents, to ensure that parents and prospective parents, can access the full range of information they may need for their children from ages 0 to 19 (25 where the young adult has disabilities)

3.2 In Leeds currently we provide considerable amounts of information to young people and families through the Family Hub and Breeze website and the link between the two. The Family Hub is maintained by the Early Years and Youth Service and available in hard copy which is refreshed annually. Breeze is a well known brand name for the positive activities organised through Learning and Leisure for children and young people during school holiday periods.

3.3 In preparation to meet the extended duty and our aspiration to provide an excellent information service to children, young people and families in Leeds, a senior officer has been seconded to work with the DCSU to develop comprehensive, well linked web sites and service directory with a clear strategy for service provider input, the

rationalisation of leaflets and locality based publicity for all services available. The work will pay particular attention to the access to information and services for vulnerable groups, in particular disabled children and socially excluded families. This officer will attend Scrutiny in October to demonstrate current capability for the Family Hub and Breeze and share future possibilities and plans.

4.0 Extended services

- 4.1 Leeds is making strong progress in the development of extended services from children's centres. The first phase of the children's centre programme opened 24 centres in the areas of greatest disadvantage across the city. Phase two will open a further 26 centres and provide cover for all Super Output Areas in the lowest 30% in the city by March 2008. The centres provide services for children aged 0 to 5. However family support services are in place in the centres for parents with children of all ages. One service delivered from the centres are family Fun Days in school vacations. These enable parents to bring all of their children to the centres and enjoy a range of fun activities by various agencies in the community during holiday periods. In 2007 there were family 'Fun Days' at most of the children's centres currently open, which were attended by 750 families with children, mostly aged 0 to 11.
- 4.2 Leeds is making strong progress in the development of extended services on school sites. There are 38 clusters of extended schools across the 5 wedges of the city and 114 schools in Leeds already provide a full core offer. 165 Primary Schools and 35 High Schools provide a varied menu of activities for children aged 8 to 13 during term time. This represents 90% of high schools and 74% of primary schools. These activities include study support and a wide range of extra curricular activities including sport, arts and hobbies. Most clusters provide before and after school childcare facilities to support working parents and breakfast clubs. A full progress report on Extended Services in and around school sites is provided as appendix 2.
- 4.3 A number of Summer Schools are provided across the city offering children and young people the opportunity to be involved in a range of activities. Data around uptake and access to summer schools for 2007 is being collated as this report is being written. More information will be available to Scrutiny in October. It is thought that the issue of transport and access will emerge from that data collation.
- 4.4 Breeze, mini Breeze and Positive Activities for Young People provide a wide range of activities and events for children and young people during school holidays. These activities are focused upon the older age range, but uptake in the 9 to 13 range is high. A number of young people are also carers for, or choosing to bring, younger siblings to organised events. In some cases parents bring whole families to enjoy facilities on offer. The rich and varied parks and countryside areas of Leeds host a number of open days and events in July and August which are well visited.

5.0 The Play Strategy

- 5.1 The Play Strategy in Leeds has been approved by Children Leeds Partnership and Executive Board. Councillor Brett is the champion of the strategy which covers a range of traditional fixed play provision and the development of more adventurous less structured play opportunities, many of which are targeted at the 8 to 13 age range. A New Lottery Bid will successfully bring £1.3 million pounds into the city to develop new fixed play provision and increase the amount and scope of less

structured play provision and adventure play grounds. Copies of the Play Strategy will be made available to members of Scrutiny.

- 5.2 Closer relationships between play workers and co-coordinators in clusters of extended schools are enabling the more effective use of school sites to deliver positive activities outside of school terms. The street play project supports many children in the 8 to 13 age range in the summer holidays. Data on the uptake of opportunities for street play in summer 2007 are currently being collated and will be available to Scrutiny in October.

6.0 Governance of extended services

- 6.1 Education Leeds have been working with the Early Years Service since 2004 to develop flexible governance arrangements that support schools with the challenge of delivering extended services or sharing sites with children's centres. The Education and Inspection Act of 2006 has increased the scope of that work to include the potential for Educational Trusts to provide governance for extended services. This area is complicated and our early work with schools and Governing Bodies tentative. The difficulties in this area can be evidenced by the late publication of the non statutory guidance: Governance guidance for Sure Start Children's Centres and extended schools. Copies of this guidance document will be made available to Scrutiny.

- 6.2 The major challenge is to explore the integration of, and the relationship between, the various advisory bodies, individual or joint governing bodies and all of the external partners that will be needed to deliver the vision of integrated and responsive services for children and families. There are significant implications for integrated children's services at governance level for all partners.

- 6.3 The work undertaken by Education Leeds has tried to provide solutions that are flexible and reflexive to the changing environment of children's services. Officers from Education Leeds Governance Unit are keen to be part of the Scrutiny inquiry. The current documentation used to support schools in the development of governance arrangements with Children's Centres and extended services is attached as appendix 3. The Community Governance Options Paper outlines for schools the range of choices that they may make in providing governance and represents the current iteration of advice and support. Attached as appendix 4 is an extract from the wider Extended Services Toolkit on governance.

7.0 Information on the range and scope of summer activities for children aged 8 to 13 in 2007

- 7.1 In initial scoping meetings for this inquiry it was considered that some baseline data on the range of activities available for children aged 8 to 13 over the summer holidays in 2007 would provide a helpful context. Scrutiny did seek the collection of any data not already collected for monitoring purposes as any gaps in current monitoring would be of interest. Many agencies are still collating information and the snap shot that follows is therefore incomplete. More information will be available in October.

- 7.2 Parks and Countryside manage a significant resource that is well used by children and families, but they can not log total use. 1059 children aged 5 to 13 completed the annual Parks and Countryside questionnaire in 2007. 93% of respondent stated

that they used a park, which if extrapolated across the whole population in this age range would equate to 3.5 million visits annually. Parks and Countryside have a significant education programme delivered in partnership with schools and nurseries. They also organise events and open days through school holidays. Data for 2007 suggests that 500 children attended open days in Roundhay Park and 1094 children accessed informal education sessions at other parks ranging from den building to mini beast study sessions. More detail of the range of activities for children and young people organised by Parks and Countryside is attached as appendix 5.

7.3 Positive Activities for Children and Young People organised a number of events for children across the holiday period including Get Creative, Bright Young Things, Gallery 37 Plus and Party in the Park. Most of these activities are geared to, and accessed by, older children and young people. Get Creative worked with 53 children aged 9 to 13 and approximately 38% of the children attending the Leeds Young People's Film Festival were from this age range. Further detail of events organised by Positive Activities for Children and Young People is attached as appendix 6

7.4 Libraries have not completed their data collection. However they did organise 75 events aimed at the 5 to 11 age range in July and August which were attended by 1,945 children and 5 events aimed at 12 to 15 year old young people with 34 attending. The events were varied including family learning, library skills and the Summer Reading Challenge.

7.5 The Leeds Children's Fund commission a range of preventative services and open events for children aged 5 to 13. The data covering the summer holiday period for 2007 is currently being collated. The quarter two monitoring data shows that Children's Fund Projects had regular contact with 2510 children and one off contact with a further 1394 children within this age range. 658 parents and carers, 124 disabled children and a further 77 children with special needs regularly received support from projects and 73 disabled children were supported with weekend respite. Data for the summer period will be available for the inquiry at the end of October.

7.6 Breeze, mini breeze and Breeze on Tour provide significant opportunities for children and young people in the holiday period. The full data set for summer 2007 is attached as appendix 7. More than 9000 children aged 8 to 13 attended Breeze events this summer. The following table indicates some headline data

7.7

Breeze Event	Number of children aged 8 to 13 attending
Striker	178
Sports Activity	1794
Breeze on Tour locality events	7011

8.0 Issues and threads

8.1 The data set available is incomplete and it is hard to extrapolate much on first analysis. Many agencies organising events do not collect age specific data and so it is hard to establish exactly who has benefited from what was provided. Few data sets include access by vulnerable groups and it is hard to know the numbers of children from such groups who benefit. More detailed data will be available in the coming weeks that may inform the inquiry.

- 8.2 Transport for this age range is an obvious issue. Children aged 8 to 13 are often in need of escort to attend events or activities that are not locally based. This further prejudices vulnerable groups and disabled children. Transport is frequently raised by young people as a barrier to participation for reasons of cost and safety. Information on the geographical spread of activity is not available other than for Breeze on Tour and some Parks information. It is not clear if some children in this age group are particularly disadvantaged because of the activities available to them where they live and what transport alternatives are safely available for them to access opportunities that are further a field.
- 8.3 Access to services and activities by vulnerable groups is an issue. The data does not always indicate the ethnic origin of attendees or indicate whether the opportunities are accessible by disabled children. There are specific events and opportunities organised for children with disabilities. However, access to the full range of activities available for all children by disabled children is not clear or captured in the sample of data sets available with the exception of Positive Activities

9.0 Recommendation

- 9.1 Members are asked to note the contents of this report and to debate any matters of interest or concern contained within it.

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Core Offer of Universal, Extended Services from Schools, Children’s Centres, Youth

Provision, Community Learning Facilities and Health

- Fully integrated and flexible early education and childcare services for children up to age 14
- An entitlement for all learners that meets their individual needs and maximise their potential.
- Family support, including parenting, health and social care providing early intervention and swift referral to more specialist help where appropriate
- Access to health visiting and school nursing services, providing health information, support and advice for children 0 -19 years, at home, at school and in community settings
- Access to information and support to children and young people to improve their own health, including smoking cessation, alcohol and drug misuse, sexual health, healthy eating and physical activity
- Increased access to services and activities at home, school, children’s centres and in community settings for children with disabilities
- A menu of positive activities for children and young people beyond the school day and year on school and other sites
- Access to local, age appropriate play, leisure, and recreation opportunities that are freely chosen and done for their own sake
- Access to informal social education programmes within community settings
- Access to high quality, comprehensive and independent information, advice and guidance to children, young people and parents, covering all aspects of need, including childcare
- Access to individual support for all young people to plan and review learning and fulfil their career aspirations
- Outreach to support vulnerable and/or isolated families and assist them to engage with appropriate community resources
- Access to support and training to assist families with work readiness and employment issues.
- Community access to enhanced school, children’s centre and other sites

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EXTENDED SERVICES IN AND AROUND SCHOOL SITES

**Progress towards
Extended Services Core Offer
in Leeds**

September 2006 to August 2007

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Executive Summary

- 114 (42%) schools now deliver Full Core Offer, compared with 35 (12.6%) in 2006 *(page 7)*
- 89 (40%) of primary schools now deliver Full Core Offer, compared with 28 (8%) in 2006 *(page 8)*
- 25 (64%) of secondary schools now deliver Full Core Offer, compared with 7 (18%) in 2006 *(page 11)*
- Leeds compares very favourably with regional comparators, being ahead in 4 of 6 categories *(page 17)*
- Leeds has met its own target for Full Core provision by September 2007 *(page 6)*
- Leeds has exceeded the national target for secondary schools offering Full Core provision one year ahead of schedule *(page 6)*
- 38 clusters across 5 wedges have been mapped and the data shared across Children's Services *(page 7)*
- Challenges in meeting targets for 2008 include strategic planning for SILCS and a focus on primary school support if local and national targets are to be met *(page 6)*

Extended Services and the Core Offer

By 2010, all children, young people and their families should have access to a range of extended services in and around their school.

While many schools may choose to develop an even richer mix of services and activities, the core offer for mainstream and special schools is:

Primary schools provide access to **high-quality childcare**, 8am–6pm, five days a week, 48 weeks a year, in accordance with their communities' needs, combined with a varied menu of activities (study support) to enhance achievement and broaden interests

Secondary schools provide access to **a varied menu of study** support and enrichment activities which provide fun and stimulating activities for young people, as well as a safe place to be

Schools provide access to **parenting support**, including information sessions for parents of pupils joining reception and on transfer to secondary school; signposting to national and local sources of information, advice and support; access to parenting groups using structured, evidence-based parenting programmes; and family learning sessions to allow children to learn with their parents, where consultation has shown there is a demand

Swift and easy access: working closely with other statutory services and the voluntary and community sector, schools ensure that children with additional needs are identified as early as possible, and are well supported through integrated working with other services

Schools ensure they provide **community access** to appropriate facilities, such as ICT suites, sports and arts facilities, and also provide access to adult learning

The strategic role of the local authority

In line with the Children Act 2004, local authorities are working with key partners to strategically plan, commission and coordinate extended services. This includes helping ensure initiatives, such as regeneration, capital programmes for school buildings, the specialist schools initiative, *Every Child Matters*, the local children's workforce strategy, local area agreements, Children and Young People's Plans, as well as Sure Start children's centres, link with, and support, the extended services agenda.

Local authorities are also helping schools to identify resources, including funding. Extended services must be affordable and sustainable long term.

Important considerations

Consultation

The Education Act 2002 requires schools to consult with pupils, staff, parents and carers, local communities and the local authority to ensure the services they develop are shaped around the needs of the pupils and their local community. It is good practice to also seek the views of staff unions.

Governors' role

Governing bodies play a key role in consulting with communities. Consultation should be carried out regularly to guarantee that the service provided continues to reflect local need.

Workload

Extended services are not about teachers running services or taking on additional responsibilities. Consistent with the aims of workforce remodelling, schools should ensure that only the most appropriate people develop and deliver extended services.

Inspection

To monitor the provision of extended services, Ofsted and other organisations have developed a new system of school inspection that covers education, wider childcare provision and extended activities. *School inspection criteria are to have a greater emphasis on extended services from September 2007.*

Inclusion

Children with disabilities and/or special educational needs must be able to access all extended services.

Partnership

Data collection has been supported by our partners in Education Leeds and the Early Years Service of Children Leeds. We have many multi-agency partnerships that are important in the delivery of extended services.

Targets for Leeds

By September 30th 2007, 114 schools in Leeds must provide the full Core Offer (aspirational self-set target based on funded clusters)

By September 30th 2008, half of all primary schools and one third of secondary schools must provide the full Core Offer (national target)

By December 31st 2008 all children and young people in specialised education (SILCs) must have access to the full Core Offer (aspirational self-set target)

By August 31st 2010 all schools and educational institutions in Leeds must provide the full extended services Core Offer

TDA Measurements of Progress

Full	Full access to childcare Comprehensive fulfilment of an element of the Core Offer
Some	Some provision of an element of the Core Offer is being made Progress is being made but aspects of the Core Offer are not yet fully provided
None	No provision of an element of the Core Offer
Unknown	Nil return or unanswered audit question

Notes

The criteria to distinguish 'Some' from 'Full' are broad and open to some degree of interpretation.

'Sustainable' is used to describe Core Offer provision that does not rely on short- or medium-term planning. We currently have no provision so categorised. However, this aspect of our TDA-D data forms a part of the next regular update.

Summary of Progress

This progress report is based on the national Training and Development Agency – Development (TDA-D) data held for Leeds, correct as of 12/09/07.

2007	All Leeds Schools		Full Core Offer	
	Number	%age	Number	%age of phase
Primary	220	82%	89	40%
Secondary	39	14%	25	64%
SILC	6	2%	0	0%
PRU	5	2%	0	0%
TOTAL	270	100%	114	42%

4 in 10 of our primary schools have fully engaged with the Core Offer of Extended Services; this figure rises to 2 in 3 of our secondary schools. In July 2006, the comparable figures were 28 of 222 primary schools, or 1 in 8. 7 of what was 40 secondary schools were providing the full Core Offer, or 1 in 6. We have moved from 35 schools providing the full Core Offer to 114 schools so doing.

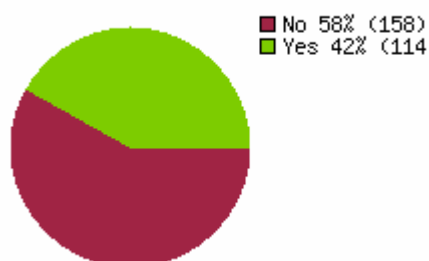
There has been greater progress across the secondary phase, from 17% to 64%, than there has been across the primary phase, from 12.6% to 40%. Both phases, however, have shown tremendous progress.

38 clusters across 5 wedges are supported by 5 area advisers, 24 cluster managers (and more to be appointed), and with strategic direction from the Extended Services Team Leader, based within the School Improvement Service of Education Leeds.

Our local, and national, target of 50% of primary schools to be full Core Offer by 2008 reflects the recognition that significant support is needed to help the primary phase. We have already exceeded our national target for 2008 for secondary schools.

SILCs need significantly more support to help them; the SILCs are part of our specific targeting in Leeds for progress in 2008.

Delivery of Full Core Offer



Please note that the national database has still to reflect the closure of two primary schools, both of which provided the full Core Offer.

The figures to the left show a total of 158+114 = 272, rather than the current 270

Progress in Primary Schools

2007	Delivering Full Core across all 5 elements	Offering Full Childcare	Offering Full Varied Menu	Offering Full Parenting Support	Offering Full Swift and Easy Access	Offering Full Community Use
FULL	89 (28)	140 (105)	164 (124)	131 (63)	160 (85)	114 (46)
SOME	n/a	74 (108)	54 (70)	88 (124)	60 (134)	98 (104)
NONE	133 (194)	8 (14)	0 (0)	1 (5)	2 (2)	6 (33)

** 2006 figures for comparison in brackets*

There has been a significant reduction in the number of schools where we have no information. In 2006 this ranged from upwards of 13% on some elements of the Core Offer. It is now virtually zero and this reflects the tremendous work done by cluster managers, the extended services area advisers and schools themselves working collaboratively with and understanding their clusters.

Overall, although 87 of 220 current primary schools offer full Core Offer, many more schools are offering several of the elements, so that provision for children, young people and families across Leeds has made excellent progress. Many elements of the Core Offer categorised as 'Some' last year have moved on to 'Full' this year.

Childcare

School Phase	Primary	
Unanswered	0	0%
Not known	0	0%
None	8	4%
Some term	46	21%
Some term, some holidays	14	6%
Full term	12	5%
Full term, some holidays	2	1%
Full access	140	63%
Sustainable	0	0%

We have made great progress this year in developing clusters of schools, working with partners from Early Years. This data has been gathered in collaboration with Early Years data collection procedures. We now have no schools where we have no information in this category.

Some 74 primary schools offer a range of childcare that needs further development to provide the full element of the Core Offer.

Varied Menu of Activities

School Phase	<u>Primary</u>	
Unanswered	1	0%
Not known	3	1%
None	0	0%
Some	53	24%
Full	165	74%
Sustainable	0	0%

The number of primary schools providing the full Core Offer in Varied Menu has increased from 124 to 165, whilst the number of schools offering only some aspects of Varied Menu has dropped from 70 to 53. This reflects the move that schools make from partial to full provision of an element of the Core Offer as well as a much greater engagement with the audit process this year that has provided more detailed information.

Parenting Support

School Phase	<u>Primary</u>	
Unanswered	1	0%
Not known	1	0%
None	1	0%
Some	86	39%
Full	133	60%
Sustainable	0	0%

Primary schools have made a massive amount of progress in the provision of full Core Offer for Parenting Support, from 63 to 133 schools. This reflects the Parent Support Advisers initiative, the STEPS and SHARE programmes, volunteer training, the FASTT team, Webster Stratton training, and a wide range of other programmes developing the Family Support and Parenting Strategy of Children Leeds.

Swift and Easy Access

School Phase	<u>Primary</u>	
Unanswered	0	0%
Not known	0	0%
None	2	1%
Some	59	27%
Full	161	73%
Sustainable	0	0%

Swift and Easy Access has been renamed from Swift and Easy Referral last year. The change reflects the determination to go beyond schools making referrals and to encourage multi-agency working that enables schoolchildren to access the type of support they need. Again, a massive amount of progress has been achieved, with 161 schools now feeling confident about this aspect of their work, compared with 85 last year. A significant amount of work across the wedges and clusters has been in developing the links needed to support vulnerable children.

Community Use

School Phase	<u>Primary</u>	
Unanswered	1	0%
Not known	3	1%
None	6	3%
Some	96	43%
Full	116	52%
Sustainable	0	0%

This element of the Core Offer last year reflected the area with most challenge. There has been real movement, from 46 to 116 schools now able to offer, or signpost, opportunities for the community to make use of local facilities.

All primary schools now offer some elements of the full Core Offer; indeed, there are 13 schools that have only to complete childcare arrangements with Early Years support and they too will be providing Full Core Offer across all the elements. There are a further 53 schools who are providing full childcare but need more development of other elements, most notably Community Use.

In short, there has been a great deal of collaborative work to take Leeds' primary schools forward. Case studies have begun to document significant developments in Leeds and will increasingly be shared with, between and beyond clusters to encourage, inspire and exemplify the next steps.

At least 23 more primary schools will need to provide Full Core Offer to reach the national target of 50% of primary schools providing the Full Core Offer by 2008. Multi-agency partnerships, cluster development and focussed signposting will support this achievement.

Progress in Secondary Schools

2007	Delivering Full Core across all 4 elements	Offering Full Varied Menu	Offering Full Parenting Support	Offering Full Swift and Easy Access	Offering Full Community Use
FULL	25 (7)	35 (27)	26 (8)	32 (22)	29 (18)
SOME	n/a	1 (4)	10 (20)	7 (17)	7 (11)
NONE	14 (33)	1 (1)	0 (1)	0 (1)	0 (0)
UNKNOWN		2 (8)	3 (11)	0 (1)	3 (11)

* 2006 figures for comparison in brackets

There are now no schools where we have no information, and almost all schools have completed all aspects of the audit survey. This is a significant change from last year, especially in the areas of Community Use and Parenting Support. Schools explain that they now understand the aspects of the elements of the Core Offer more clearly.

Overall, 25 of our current 39 secondary schools now provide full Core Offer, a marvellous increase on the 2006 figure of 7. In addition, as in the primary phase, many more schools are offering several of the Core Offer elements, and the provision for children, young people and families has moved on massively. Leeds has exceeded the 2008 national targets a year ahead of schedule.

Varied Menu of Activities

School Phase	<u>Secondary</u>	
Unanswered	1	3%
Not known	1	3%
None	1	3%
Some	1	3%
Full	35	90%
Sustainable	0	0%

Varied Menu of Activities is an element of the Core Offer that many secondary schools have further developed. This area has traditionally been a strength in many secondary schools; it has been taken forward and signposted across clusters, using provision from multi-agency partners as well

Parenting Support

School Phase	<u>Secondary</u>	
Unanswered	1	3%
Not known	2	5%
None	0	0%
Some	10	26%
Full	26	67%
Sustainable	0	0%

Again, the massive shift in parenting support in the secondary phase, from 8 to 26 schools fully offering this element, reflects the multiplicity of approaches to support across the Children Leeds partners. This element was considered one of the two most difficult to offer last year; multi-agency support has generated excellent progress

Swift and Easy Access

School Phase	<u>Secondary</u>	
Unanswered	0	0%
Not known	0	0%
None	0	0%
Some	7	18%
Full	32	82%
Sustainable	0	0%

Again, encouraging progress, from 22 to 32 schools over the past year. This is despite the tightening up of the agenda, from 'Referral' to 'Access'. Again, there is increasing collaboration across the clusters with partners from Children's Services which is making a real practical difference in many areas

Community Use

School Phase	<u>Secondary</u>	
Unanswered	1	3%
Not known	2	5%
None	0	0%
Some	7	18%
Full	29	74%
Sustainable	0	0%

Community Use was one of the two elements judged most difficult to comply with last year. Good progress has been made, with 29 schools (only 18 last year) now providing or signposting good access to local communities across a range of activities

Overall, the picture of excellent progress is sustained across the secondary phase. Secondary schools working in local clusters have provided a real stimulus to developments at the local level. Perhaps the next step is to maximise the impact these schools can have on other institutions, including our SILCs and PRUs, where significant challenges still remain.

Progress in SILCS and PRUs

The figures tell the story:

School Phase	<u>Special</u>		<u>PRU</u>	
No	6	100%	5	100%
Yes	0	0%	0	0%

Leeds has self-set an aspirational target of full Core Offer by SILCs for September 2008. A SILC strategic plan is being developed and will form the basis of significant challenge over this academic year. Such provision for our most vulnerable children, young people and families needs a collaborative commitment to address the shortfall in the provision and outcomes.

There are practical difficulties, including:

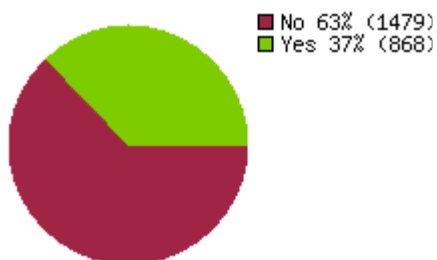
- Transport provision for accessing after-hours (after school) and out-of-hours (evenings, weekends) provision
- Additional staffing needs, e.g. escorts
- Staff support and training, e.g. behaviour management
- Logistics of what is provided where and when

However, even seemingly intractable difficulties have a solution, even if they are complex and take time to resolve.

Comparisons with Regional Benchmarks

How is Leeds doing, compared with 14 other Local Authorities in the Yorkshire and Humberside region?

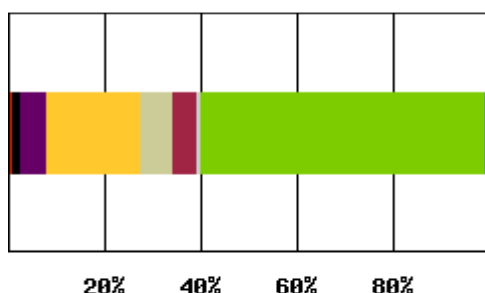
Full Core Offer



Leeds is providing the Full Core Offer in 42% of its schools, compared with 37% regionally.

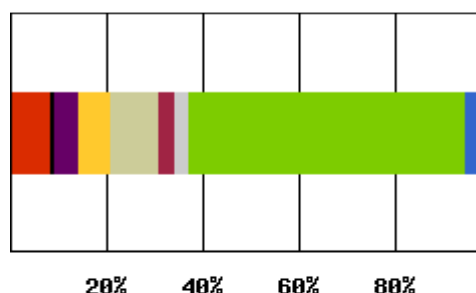
Childcare

Leeds



- Unanswered 0% (1)
- Not known 2% (4)
- None 6% (13)
- Some term 20% (46)
- Some term, some holidays 6% (15)
- Full term 5% (12)
- Full term, some holidays 1% (2)
- Full access 60% (140)
- Sustainable 0% (0)

Regional



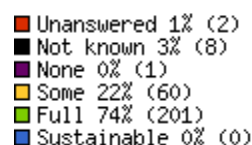
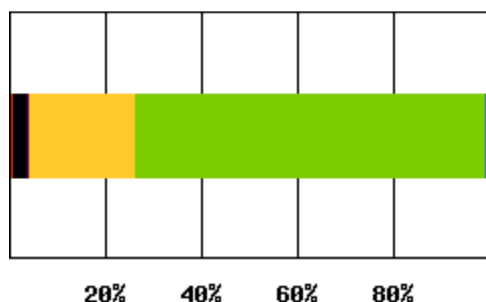
- Unanswered 8% (166)
- Not known 1% (19)
- None 5% (94)
- Some term 7% (140)
- Some term, some holidays 10% (199)
- Full term 4% (71)
- Full term, some holidays 3% (59)
- Full access 57% (1157)
- Sustainable 6% (117)

Leeds has comparable childcare provision, at 60%, to that provided regionally (57% full access + 6% sustainable = 63% provision overall)

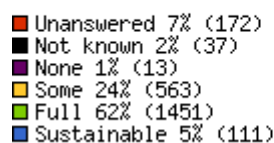
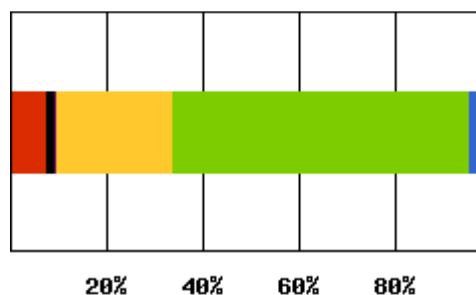
We have significantly fewer unanswered audit survey forms than other regional local authorities, reflecting the progress that has been made with cluster development

Varied Menu of Activities

Leeds



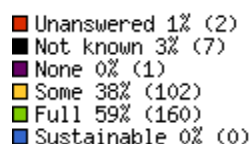
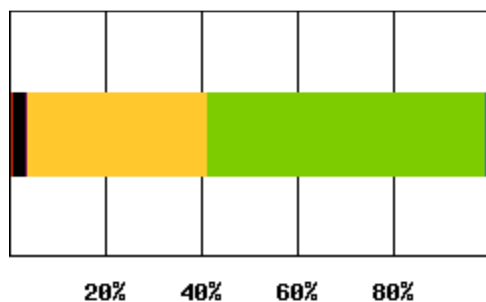
Regional



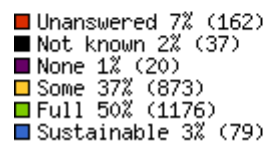
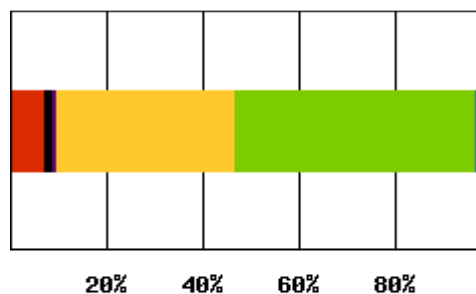
Leeds has made significantly more progress, at 74% of schools engaged with Varied Menu. This compares with the regional aggregate of 62% Full + 5% Sustainable = 67% overall

Parenting Support

Leeds



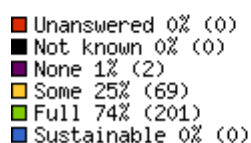
Regional



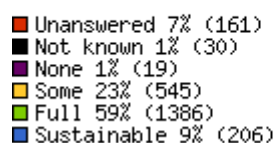
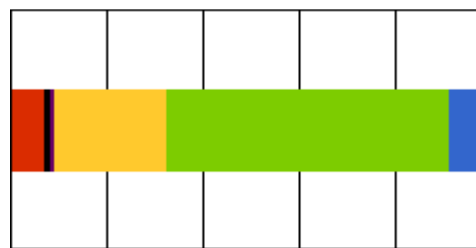
Again, there has been significant progress in Leeds compared with our 14 neighbouring local authorities. Leeds shows 59%, or 6 in 10 schools, now offering Parenting Support as full Core Offer, compared with the regional aggregate of 50% Full + 3% Sustainable = 53% overall

Swift and Easy Access

Leeds



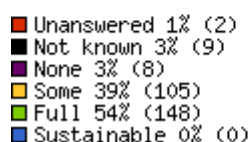
Regional



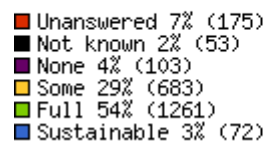
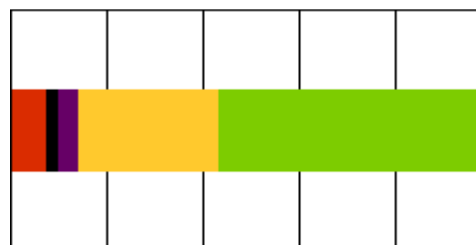
Leeds again shows progress that is ahead of regional figures, at 74% compared with the regional aggregate of 68% (59% Full + 9% Sustainable). As a large urban authority there are fewer challenges in providing central team support for the range of initiatives that are now targeting parental education and support

Community Use

Leeds



Regional



Leeds has shown excellent progress in this element of the Core Offer, as it was one of two areas of concern last year. At 54% of schools providing Full Community Use, we compare quite closely with the regional aggregate figure of 57% (54% Full + 3% Sustained). We remain, as last year, only slightly behind the regional figure. The development of Community Use as an element of the Core Offer remains a challenge regionally and nationally too, with around only half of schools able to provide this element.

Summary Chart

2007	All Schools	
	Leeds	Region
Full Core Offer	41%	37%
Full Childcare	60%	63%
Full Varied Menu	74%	67%
Full Parenting Support	59%	53%
Full Swift & Easy Access	74%	68%
Full Community Use	54%	57%

Leeds is a large urban authority; extended services has many specialist support teams; it has geographical proximity for many clusters. These provide both advantages and disadvantages that influence the development of extended services in areas when compared with regional partners.

What is important is not that we benchmark Leeds against just our regional partners but against the best. Portsmouth and Gateshead, to name but two local authorities, are already 100% Full Core Offer in all their schools. We will continue to work hard on delivery of the Full Core Offer.

Evaluation

The audit this year was simplified from the paperwork devised after last year's audit, and relied more on

- Schools' increasing understanding of the Extended Services agenda
- Cluster managers who knew their 'patch'
- Extended Services Area Advisers who had been part of the cluster developments from the outset and were knowledgeable about what is happening 'on the ground'

The survey form used was a single side of A4, with only 5 questions to answer. This was a direct response to workload issues; despite its simplicity it has nevertheless provided the information required by the TDA-D. Cluster managers, area advisers and cluster steering groups continue to monitor, analyse and use more detailed data on what is being developed across the clusters, collected on a need-to-know basis to inform future action planning. Future surveys will build on that principle.

The audit has shown some real leaps in understanding, engagement and development. The value of the audit is also the opportunity it provides to generate discussion, review, ideas for further development as well as to celebrate just how far schools and clusters have come. Extended Services team members have mobilised to produce real change, developed the capacity for change in many clusters and been part of a real success story. Leeds was cited by Beverley Hughes, Minister of State for Children, Young People and Families as being one of the top 20 local authorities nationally at the start of 2007.

Our last regional visit from the TDA-D in July said of us "The distance travelled figures are extremely positive – 186 schools have a distance travelled score of 7 or more, indicating very positive progress towards achieving FCO. Leeds has very good systems in place for auditing FCO progress, and there are very few, if any schools, where no information has been recorded. The recent permanent appointment of the extended services team leader role strengthens the LA's capacity considerably. The positioning of the post within the school improvement service leadership group is appropriate and should further strengthen the links between the ES and standards agendas."

Nationally, "The increase in pupil attainment in Extended Schools was around double the rate of the national average between 2005 and 2006. At Key Stage 4, the number of pupils achieving 5 A*-C at GCSE increased by just over 5 percentage points, compared to a 2.5 percentage point increase in the national average over the same period." (Extended Schools: Building on experience, DCSF)

Note: Education Leeds is providing the Extended Services Hosting Strategy as part of development of the 0 to 19 responsibility of the Director of Children's Services, and will lead partnership work in this area.

Next Steps

2006 to 2007 has been a significant year of setting up and seeing the beginnings of sustainable cluster development. 2007 to 2008 is the year in which Leeds must complete this process and implement the systematic monitoring of cluster impact on the outcomes for children, young people and their families. These outcomes need to be mapped not only against the Full Core Offer but also in terms of the Every Child Matters agenda. The outcomes also need to meet the targets of, and contribute to, the Children and Young People's Plan.

Quality improvement will be monitored; extended services personnel need to focus on the provision of the Full Core Offer as a basic entitlement and also continue to strive for better and universal provision across all the clusters. Review of regular cluster updates and annual reports will support this.

Pupil tracking will be introduced to try to support the monitoring of outcomes for children and young people.

There will need to be a full **staff support programme** developed across Leeds for the provision of guidance, training, development, engagement and inspiration. Cluster managers, steering group chairs, headteachers, school staff, governors, agency partners – all need to have access to relevant aspects of support for this continually developing agenda.

Case studies can and will help to share ideas and solutions to help implement a national agenda at local level.

The 2008 audit should show that this broad range of stratagems rises to the challenge and generates at least as good progress over the coming 12 months.

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Models for Community Governance for Children's Centres and Other Community Provision

Index

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5.	7.1	Governance fully integrated into school governing body
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Management board structures		
12.	8.1	Local authority led – unincorporated partnership
13.	8.2	Not for profit limited liability company
14.	8.3	Management board with delegated functions, (The ALMO/ NHS Foundation Trust model)
15.		Governance and delivery models

This options paper has been prepared to assist schools and governing bodies in developing appropriate models of governance that meet the need to develop a strategic approach across a range of services and partnership working. Options have been developed taking into account the government's five and ten year strategies, particularly around the children's centre and extended services agendas.

Schools which offer extended services, whether or not co-located with a children's centre, by their very essence require a coalition of partners representing key stakeholders. The form of governance will depend largely on the location of the key services and the structures already in place. For most forms of governance an extended schools/ children's centre board needs to be established.

1 Introduction

- 1.1 In relation to extended schools and children's centres, governance is about putting in place effective systems and processes for ensuring the overall direction, effectiveness, supervision and accountability of a diversity of services, which may or may not be located on a single site.
- 1.2 Local authorities have been given strategic responsibility for the delivery of children's centres. They are planning the location and development of centres to meet children's centre targets in consultation with parents and other key partners.
- 1.3 Within schools, the governing body has ultimate responsibility for deciding whether the school should offer additional activities and services and what form these should take.
- 1.4 This report sets out a number of possible models of community governance for children's centres and other community provision.

2 Initial Planning

- 2.1 It is proposed that a steering group is set up prior to any decisions being made about either the children's centre or other extended services. This will ensure that the needs of the parents and children within the community are at the forefront of planning.¹
- 2.2 The steering group would preferably consist of a majority of parents and should also include other community stakeholders, including representation from local schools and where possible young people.
- 2.3 The steering group would have no legal standing; however it would need to make some early decisions about the extended services /children's centre. For the children's centre this would include the mission statement and vision for the centre which would dictate more practical matters such as the site of the centre and the services to be provided. With regards to children's centres this decision would be made in conjunction with the Early Years Service. Particular attention would need to be paid to the group's views on how to

¹ Allen and Cars (2001, pp206 -7) recommend that *Neighbourhood governance mechanisms must be designed from the bottom up in order to take account of the specific cultural groups living and working in the area*

ensure that services provided would be accessible, and culturally appropriate for the communities they serve..

- 2.4 The steering group could also take on the function of consultation with the community, school staff and parents. The Education Act 2002 puts a statutory duty on governing bodies to consult widely before providing extended services.
- 2.5 As a result of these decisions, the local authority could then plan with other agencies through children's trust arrangements which services would best be provided from the children's centre as part of effective multi-agency partnership working. This should include where necessary reaching agreement on reshaping current provision to deliver integrated services through the children's centre.

3 Children's centre sited within a school

- 3.1 If the children's centre is to be sited in a school, the governing body of the school must formally agree the facilities and services to be offered by the children's centre as stated in The Education Act 2002, Sections 27 and 28.
- 3.2 Once a host school has been identified a decision should be made by the steering group in conjunction with Early Years as to:
 - 3.21 Whether the governance of the centre will be through an advisory board, school governance structures, or the establishment of a trust/company. (See 7)
 - 3.22 The outputs required by DfES to qualify for funding.
 - 3.23 the accommodation to be used by the children's centre and responsibility for facilities and maintenance.
 - 3.24 The nature of the lease/transfer of control agreement.

4 Formation of a children's centre board

The form of governance will depend largely on the location of the children's centre and the structures already in place. For most forms of governance a children's centre board would need to be established. The remit of the board will vary from full delegated powers to acting in an advisory capacity.

- 4.1 Once the site of the children's centre and the services to be provided have been established, the main stakeholders can be identified and a structure formulated to ensure the engagement of key partners such as schools, other early years providers including private and voluntary organisations, health and social services
- 4.2 This would take the form of a children's centre board with representation from all key partners. Some members of the steering group should be incorporated to ensure continuity.

4.3 The board should contain a balance of representation from all key stakeholders. In order that the board does not become too difficult to manage the maximum number of members should be no more than 20.

4.4A possible model for the board membership is tabled below.

Professional representation	Number	Proportion
Early Years Service	1	
Health Primary Care Trust	1	
Social Services	1	
Job Centre Plus	1	
Children's centre manager	1	
Headteacher host school	1	1/3
Parent representation	6	1/3
Community and voluntary		
Host school governing body	1	
Representation from hub schools	1	
Other voluntary, private and community representatives*	4	1/3

*The nature of representation will be determined by the specific services offered by the children's centre and would be set down by the steering group, it should where possible include a representative from the local childminding network.

A constitution and terms of reference should be drawn up by the steering group and members elected or appointed to the board as appropriate.

5 Responsibilities of the board Phase One - delivered during 2006

The target of phase one was to develop children's centres in the UK's 20% most disadvantaged wards. For the majority of these the children's centre board will act in an advisory capacity reporting directly to the Local Authority.

- 5.1 The children's centre advisory board would be responsible for planning and ensuring that the children's centre core offer is delivered.
- 5.2 The board must therefore put in place clearly defined arrangements to carry out these functions effectively. The nature of these arrangements may change over time but the process will always involve establishing:
 - 5.21 structures for making sure that all stakeholders are involved and can contribute freely and actively
 - 5.22 a clear set of rules for making decisions – who will make them, the basis on which they will be made and how they will be recorded and acted upon
 - 5.23 ensure the views of children, parent/carers and families are valued and taken

into account in the planning, delivery and evaluation of services. Particular action will need to be paid to their views on how to ensure these services will be accessible, and culturally appropriate, for the communities they serve.

- 5.24 ensure the engagement of key partners such as schools, other early years providers including private and voluntary organisations, social and health services. This should include where necessary reaching agreement on reshaping services to deliver integrated services through children's centres in line with the delivery of children's trusts.
- 5.25 processes to monitor and evaluate the effectiveness of the service delivery on the achievement of targets in line with the mission statement
- 6.00 The advisory board may wish to consider if it wishes to be registered as a charity. Charitable status is beneficial for fund raising. Many grant-giving trusts and foundations can only give funding to recognised charities.

6 The formal written agreement

6.1 The responsibilities once defined should be the subject of formal, written agreements between the board and Early Years so that all are clear about what they have to do and what they are responsible for. This agreement would encompass the Children's Centre Board constitution and terms of reference. Where the children's centre is located at a school site there would need to be an operational agreement between Early Years and the school governing body to determine such issues as the use of facilities and the payment of utility bills. An operational agreement would also be drawn up to ensure that all partners within the children's centre are working to the same aim, understand their specific responsibilities and agree on the outcomes to be achieved. In view of its particular responsibilities, the local authority, as the accountable body may wish to have separate agreements with the individual partners that have more specific legal responsibilities, such as the employment of staff. These would take the form of SLAs or contracts. The arrangements should be reviewed regularly to make sure they are still appropriate and meeting the needs of the centre and its vision.

Responsibilities of the board Phase Two – 2006 - 2008

It is envisaged that the majority of children's centres in phase two will be partnerships between schools and the voluntary and private sectors. In many instances the advisory board will continue to function as in Phase One but will report to another established body rather than directly to the local authority. As the services provided through the children's centre will involve many of the same partners engaged in providing extended services at the schools, it is envisaged that in many cases governance of the children's centre will be incorporated into school governing body structures.

7 School governing body structures

7.1 Children's centre governance fully integrated into school governing body

The host school's governing body may choose to use their community facilities power to govern the children's centre.

The structure

a) The children's centre advisory board is separate from the school governing body

- The local authority acts as the accountable body but commissions the provision of the children's centre services through the school by means of an SLA.
- The responsibilities of the governing body are extended to encompass those of the children's centre. This would include staffing, finance and premises.
- The children's centre advisory board would ensure that the views of all stakeholders are taken into account by reporting directly to the governing body.
- A member of the advisory board could become a community governor of the school.
- A school governor could be a member of the children's centre advisory board.
- The numbers of governors may need to be increased to ensure it can cope with the additional demands.
- The children's centre manager would be responsible for the day to day management of the centre.

b) The children's centre advisory board is integrated into the school governing body

- The commissioning of the provision of the children's centre services would be the same as in **a**).
- The advisory board could be integrated into the governing body by the judicious use of community governor vacancies.
- As parental representation would not be as great as that of an advisory board, a parent forum may need to be set up.

Advantages

- The governing body can regulate its legal responsibility for the children's centre services.
- The local authority is the employer of last resort.
- Governing bodies have clearly set out functions and procedures which could be adapted to encompass children's centres.
- Administration of meetings, such as agendas and minutes could be undertaken through an SLA with the Governor Support Service .
- Guidance on personnel matters, finance, premises and admissions, with regard to the children's centre would be available.

Possible drawbacks

- The children's centre will provide services and support for children throughout the community. Other local schools may use the children's centre as part of their extended schools agenda, but may have little input or representation.
- Governing bodies already have many diverse responsibilities; governors may be unwilling to take on additional duties.
- The governing body's key responsibility is raising the achievement of the children registered at the school: children's centres must be responsive to the needs of the whole community.
- The children's centre would have little or no autonomy in steering its own strategic direction

7.2 Children's centre governance delegated to a governing body committee

The host school's governing body may choose to use its community facilities power to govern the children's centre, but delegate this to a committee. The committee's constitution would require that at least 3 members were from the host school's governing body. Other associate members could include governors from other schools in the area and representation from the children's centre advisory board. Governors must be in the majority however. It is up to the full governing body to determine who the associate members should be and whether or not they are entitled to vote.

The structure

- The local authority acts as the accountable body but commissions the provision of the children's centre through the school.
- The responsibility of the children's centre is delegated by the full governing body to a committee. This would include staffing, finance and premises.
- The decisions taken by the committee would be reported back to the governing body, which remains responsible for any decisions made under delegated powers.
- Decisions may be overturned by the governing body by an item being placed on the agenda for a subsequent meeting.
- The children's centre manager would be responsible for the day to day management of the centre.
- Members of the children's centre board could become associate members of the committee.
- A school governor could be a member of the children's centre board.
- As with 7.1 the children's centre advisory board could be integrated into the governing body committee, rather than remaining separate.

Advantages

The advantages would be the same as 7.1, in addition:

- The full governing body would receive reports from the committee, therefore less time would be needed at full governing body meetings for children's centre business.
- The committee would be involve a smaller number of governors, therefore if associate members were appointed the total number attending meetings would not be unmanageable.

Possible drawbacks

- The host school would have a majority vote for any decisions made by the committee.
- Decisions may be overturned by the governing body by an item being placed on the agenda for a subsequent meeting.
- The children's centre would have little or no autonomy in steering its own strategic direction

7.3 Children's centre governance delegated to a governing body committee

formed through the collaboration of two or more schools within the area

Schools within the local area may wish to consider forming a collaboration. Under collaboration arrangements the schools remain as separate schools with separate governing bodies which retain their individual powers. Formal joint arrangements could then be made for the extended schools services and the children's centre.

The governing bodies wishing to discharge their functions jointly must determine and review annually the constitution, membership, and terms of reference of any joint committees they decide to establish.

It is for a joint committee itself to decide the quorum for any of their meetings. In line with the 2003 Procedures Regulations, this must be at least three governors drawn from the collaborating schools.

The structure

- The local authority acts as the accountable body but commissions the provision of the children's centre through the joint committee.
- The responsibility of the children's centre is delegated by the governing bodies of the collaborating schools to a committee. This would include staffing, finance and premises.
- The decisions taken by the committee would be reported back to the governing bodies, who remain responsible for any decisions made under delegated powers.
- Decisions may be overturned by the governing bodies by an item being placed on the agenda for a subsequent meeting.
- The children's centre manager would be responsible for the day to day management of the centre.

Either:

- Members of the children's centre board could become associate members of the committee.
- A governor from the committee could be a member of the children's centre board.

Or:

- The children's centre board could be integrated into the committee rather than remaining separate. In this instance parent representation could be ensured through the nomination of parent governors onto the committee or through a separate parents' forum.

Advantages

- Other schools within the collaboration have equal input with regard to the children's centre, through the committee.
- Other stakeholders can have voting rights on the committee.
- The collaboration could extend the remit of the children's centre committee to include other extended services required. These could be based within other schools in the collaboration.

Possible drawbacks

- Section 26 of the Education Act 2002 rules that there be more governors than associate members for any vote to be taken, which may reflect an imbalance of stakeholders.
- It is for the collaborating governing bodies to determine the voting rights of associate members.

- Sometimes collaboration can be hard to maintain with the departure of specific individuals or a change in the agenda.

7.4 Children's centre governance fully integrated into a federated governing body

Schools within the area served by the children's centre, up to a maximum of five, may wish to form a federation. This can include all categories of schools; community, voluntary controlled, voluntary aided and foundation. Each school can retain its own headteacher but would come under one single governing body. This governing body would be made up of the same representation as a single governing body and would have membership of between 9 and 20 governors (more if there were more than one headteacher.) Each school would receive its own delegated budget; a decision would need to be made by the governing body as to what extent they wish resources to be pooled within the federation.

Education Leeds would promote federation providing that the new arrangements would:

- preserve or possibly enhance the quality of education for the children
- make the headteachers role more manageable
- provide a structure to allow the advancement and development of other staff
- assist recruitment
- enlist community support
- provide greater flexibility in the delivery of education in the area
- provide a stable financial position
- provide long term robust structures of governance.*

**Opportunities for governing bodies to collaborate or federate*

Richard H Smith

The structure

- The local authority acts as the accountable body but commissions the provision of the children's centre through the federated governing body
- The responsibility of the children's centre is undertaken by the federated governing body. This would include staffing, finance and premises.
- The children's centre manager would be responsible for the day to day management of the centre.
- A member of the children's centre could become a member of the federated governing body and have responsibility for reporting back to the children's centre board
- A governor from the federation could be a member of the children's centre board with joint responsibility for reporting back to the full governing body.

Advantages

- The federated governing body can regulate its legal responsibility for the children's centre services arising from it being sited at one of the schools
- All schools within the federation would have equal input into shaping the strategic direction of the children's centre

- The federation would be able to take into account other extended services required within the area; these may be sited at different schools from the children's centre
- Guidance on personnel matters, finance, premises and admissions, with regard to the children's centre would be available.

Possible drawbacks

- The schools may not feel that they have adequate reasons to form a federation – there may be opposition from parents and other members of the community
- The governing body's key responsibility is the achievement of the children registered at the school: children's centres must be responsive to the needs of the whole community.
- The children's centre would have little or no autonomy in steering its own strategic direction

7.5 School companies

Sections 11 and 12 of the Education Act 2002 allow the governing bodies of one or more schools to form a school company. This could be the framework for the governance of the children's centre. School companies are private companies limited either by shares or by guarantee. The company would need to be set up with the purpose of:

- purchasing goods and services for schools in the company
- providing services or facilities to other schools either directly or
- facilitating that provision by a third party
- exercising functions which an LEA is able to contract out

The structure

- Any governing body of a maintained school with a delegated budget can form a company. Schools wanting to form a company together need not be within the same LEA boundaries nor need they be engaged in teaching the same age range.
- The LEA would normally be the supervising authority.
- Through the Contracting Out Order, LEAs may contract the performance of many functions to external providers which include school companies.
- The supervising authority will not intervene in the day-to-day running of a company and should only exercise its direction making powers over the company if there is evidence that a company is approaching or is in financial trouble
- At least 40% of the directors of a school company must be non-executive directors, that is directors who are not employed by or contracted to the company to provide services for payment.
- The company would have a contract with the governing body which would set the level of rent, charges for wear and tear, and share of bills.

Advantages

- The company is a separate legal entity to the school or schools and can therefore employ its own staff.
- Where more than one school forms the company, savings can be made through economies of scale

Possible drawbacks

- School companies will be private companies and so shares in them will not be readily available. A takeover could happen though if school company members holding the majority of the shares agreed to sell their shares to a third party. Any member selling all of their shares would then leave the company. There is therefore a slight risk of a private sector takeover.
- Schedule 1 of the regulations excludes Headteachers and other school staff from becoming members of the school company and therefore engaging in the process directly.
- Because the children's centre would be delivering services, normal trading VAT rules apply. School companies providing services would need to include VAT in their fees.

7.6 Trust schools

The October 2005 White Paper Higher Standards, Better Schools For All sets out a vision for a range of ways for schools to strengthen their leadership by involving partners in their governance on a long term and sustainable basis. Trust schools would have the flexibilities that would come with foundation status, to employ their own staff and hold their own assets as well as setting their own admission procedures in line with the School Admissions Code. Community based trusts could be established to support several schools. The Trust could be an amalgamation of members of the children's centre board and current governors from the collaborated schools, local businesses and higher and further education institutions. Where a group of schools within an area already work collaboratively, the Trust would clarify aims, objectives and expectations at the outset, which would ensure stability.

The structure

- The local authority acts as the accountable body but commissions the provision of the children's centre to the Trust
- Each Trust school will be a foundation school supported by a charitable foundation or Trust, which will appoint governors to the school's governing body. They will be funded in exactly the same way as other local authority maintained schools.
- A Trust school will employ its own staff under the terms of the School Teachers' Pay and Conditions document (STPCD), and manage its own land and assets. Trust schools will also be able to set their own admission arrangements. As in other schools, these arrangements must be in line with the School Admissions Code.
- All Trusts will be set up as charities, and will have specific charitable objects around improving educational outcomes for all children. No charity can make a profit and therefore any income generated or received by the Trust must be spent in line with those objects.
- Some members of the children's centre advisory board could become members of the Trust.

Advantages

- Trusts can engage with a wide range of partners to benefit from their experience and skills

- The local authority will be able to intervene in a Trust school if it is failing or underperforming
- All schools within the area can have equal input into the children's centre if one Trust is acquired for a group of schools
- The Trust would be able to take into account other extended services required within the area; these may be sited at different schools from the children's centre
- Trusts will have the same flexibility as Foundation schools to manage their own assets, while remaining part of the local authority planning process for capital funding
- Any liabilities (such as debt) incurred by the Trust will not transfer to the school. As an incorporated body, the financial liability of members of the Trust is limited to the sum they guarantee when they join the company. This is a nominal sum, for example £5.

Possible drawbacks

- There could be concerns as to which organisations and individuals would be considered suitable and appropriate to form trusts which support schools.
- There are also concerns about children from disadvantaged backgrounds, or those with social, behavioural or educational problems or special educational needs who may not be admitted to Trust schools. Trust arrangements would need to demonstrate real benefits for pupils of inner city schools and those in challenging circumstances.
- It is possible for the charitable trust to appoint a majority of school governors. This could give a private company control of the land, assets, buildings, curriculum influence and the employment of staff and contractors.

8 Children centre board structures

At some stage the children's centre board may wish to consider whether it would be appropriate to become incorporated into a legal body and take on these functions itself. It needs to look at the advantages and disadvantages of this type of structure very carefully before making any decisions. In order that the need of parents continue to be met it may be advisable to set up a parent's forum or network.

8.1 Local authority led – unincorporated partnership

The partners who make up the children's centre board are given some responsibility, although the local authority retains overall accountability.

The structure

- One partner organisation needs to be nominated to take on the role of accountable partner, that is to administer the funding. The accountable partner has no more power in terms of decision making than any other partner, but ensures financial regularity and correctness
- The local authority remains as the overall accountable body
- Other partner bodies, including the accountable partner will take on the task of employing some of the staff
- The accountable partner can develop legal agreements with the management board;

this would normally be through a service level agreement

Advantages

- The centre is governed by the children's centre board which should be responsive to the whole community

Possible drawbacks

- The roles and responsibilities of the local authority and the lead partner may not always be clear
- The children's centre may be incorporated into the lead partners way of working rather than adjustments being made to some processes to better meet the needs of the centre
- There may be a lack of real decision making involvement for parents and other stakeholders.
- The host school would have little formal representation on how the centre was run.

8.2 Not for profit limited liability company

There are a number of legal structures that can be adopted to facilitate incorporation of the children's centre board.

A company limited by shares is the most common form of company for business purposes and would therefore be less suitable for a children's centre which should be a not for profit organisation.

An industrial and provident society is an alternative structure to the company limited by shares.

A company limited by guarantee is used primarily for non-profit organisations that require corporate status. A guarantee company does not have a share capital, but has members who are guarantors instead of shareholders. The guarantors give an undertaking to contribute a nominal amount towards the winding up of the company in the event of a shortfall upon cessation of business. It cannot distribute its profits to its members, and is therefore eligible to apply for charitable status if necessary. This then allows them to bid for a wider range of funding. A Community Interest Company is another type of company limited by guarantee.

A co-operative can be:

- a company limited by guarantee
- an industrial and provident society (IPS)
- a company limited by shares
- a partnership

Limited liability partnerships are not available for all activities such as non-profit-making activities.

A social enterprise is a business with primarily social objectives whose surpluses are principally reinvested for that purpose in the business or in the community, rather than being driven by the need to maximise profit for shareholders and owners. It can take the

form of any of the corporate bodies cited above, more information is given in Appendix 1.

For children's centre and other extended services the type of corporate body with least drawbacks would be a not for profit company limited by guarantee.

Not for profit company limited by guarantee

The structure

- The children's centre has a legal identity of its own and the company is fully accountable
- Members of the board would need to pay a nominal fee (eg £1). Their liability should the children's centre cease to exist would be an agreed nominal amount (eg £1).
- The board would be able to employ staff, own property and enter into contracts

Advantages

- The centre is lead, owned and governed by the community
- The board could ensure standardisation in terms of pay and conditions
- In the case of a company, a separate legal entity exists. This means that any debts owed by the company are owed *by the company* and not by the trustees personally.

Possible drawbacks

- Parents and other community representatives may be reluctant to be involved due to the implications of being accountable
- Once the company has been established it would have complete autonomy, difficulties may arise over the monitoring and evaluating of performance over time and over accountability to the public and parents.
- The centre would become part of a market in which children's centres may compete against each other.
- It would be more difficult to be linked into a wider strategic plan for children's and family services and the roll out of other children's centres.
- As a company, the children's centre would be liable to VAT, and would need to arrange its own public liability, employer's liability and professional indemnity insurances.

8.3 Children's centre board with delegated functions, (The ALMO/ NHS Foundation Trust model)

Legal Framework

Part 1 of the Local Government Act 2000 ("the 2000 Act"), and more specifically section 2 of this Act, significantly widens the powers of local authorities to do anything which is likely to promote the economic, social or environmental wellbeing of their area. This recent power is part of the Government's move towards the modernisation of local government by encouraging innovative action. Arms Length

Management Organisations (ALMOs) are companies limited by guarantee and as such are not profit making. They are independent from the Council but provide housing services to tenants and leaseholders under a management agreement. NHS foundation trusts are firmly part of the NHS and subject to NHS standards, performance ratings and systems of inspection. Their primary purpose is to provide NHS care to NHS patients according to NHS quality standards and principles. A similar model could be used for children's centres.

The structure

- The children's centre board would become a "not for profit" limited company.
- The local authority would retain strategic functions such as overall children's centre strategy, SEN admissions procedure, overall policy for charging, determining minimum standards and monitoring performance
- The board would have delegated responsibilities such as budget control, consulting and informing the community, managing lettings, estate management

Advantages

- Employees are subject to TUPE regulations. Council workers employed by the children's centre are given new contracts with similar terms and conditions as those with their former employer. Other employees would have similar terms and conditions.
- The children's centre would be community owned and therefore able to respond quickly to community need.
- The children's centres would have a common point of contact (Early Years) which would enable them to arrange to share services, for example a speech and language therapist.
- VAT may be recoverable by the council.

Possible drawbacks

- A division may arise between the children's centre management and the council's strategic planning for the centres.

Governance and Delivery Models

The generic models of governance described above will need to be modified according to provision already in place. Children's centres are designed to build upon existing structures. The most probable situation will be that some form of nursery provision will already be in existence at the host school or within the neighbourhood. The model of governance will in most instances develop from the existing provision. Whichever form of governance is developed, key elements to its success are:-

- A unified structure which works for the centre and the services to be delivered
- All stakeholders are represented
- Decision makers are well supported and well trained
- Unified policies agreed apply to the whole centre.

Once the model of governance has been established methods of delivery of the required services can be decided.

Appendix 1

LEGAL STRUCTURES FOR SOCIAL ENTERPRISE AT A GLANCE

Legal structure	Summary: most typical features	Ownership, governance and constitution	Is it a legal person distinct from those who own and/or run it?	Can its activities benefit those who own and/or run it?	Assets "locked in" for community benefit?	Can it be a charity and get charitable status tax benefits?
Unincorporated association	Informal; no general regulation of this structure; need to make own rules.	Nobody owns: governed according to own rules.	No: can create problems for contracts, holding property and liability of members.	Depends on own rules.	Would need bespoke drafting to achieve this.	Yes if it meets the criteria for being a charity.
Trust	A way of holding assets so as to separate legal ownership from economic interest.	Assets owned by trustees and managed in interests of beneficiaries on the terms of the trust.	No: trustees personally liable.	Trustees/ directors no, unless trust, court or Charity Commission permit.	Yes (if trust established for community benefit).	Yes if it meets the criteria for being a charity.
Limited company (other than Community Interest Company) www.companieshouse.gov.uk	Most frequently adopted corporate legal structure; can be adapted to suit most purposes.	Directors manage business on behalf of members. Considerable flexibility over internal rules.	Yes; members' liability limited to amount unpaid on shares or by guarantee.	Yes (but no dividends etc to members if it is a company limited by guarantee).	Would need bespoke drafting in articles (which could be amended by members).	Yes if it meets the criteria for being a charity.
Community interest company (CIC) www.cicregulator.gov.uk	New "off-the-peg" limited company structure for social enterprise with secure "asset lock" and focus on community benefit.	As for other limited companies, but subject to additional regulation to ensure community benefits.	Yes; members' liability limited to amount unpaid on shares or by guarantee.	Yes, but must benefit wider community as well. Can pay limited dividends to private investors.	Yes, through standard provisions which all CICs must include in their constitutions.	No, but can become a charity if it ceases to be a CIC.
Industrial & Provident Society (IPS) (Co-operative)	For bona fide co-operatives that serve members' interests by trading with them or otherwise supplying them with goods or services.	Committee / officers manage on behalf of members. One member, one vote (regardless of e.g. sizes of respective shareholdings).	Yes; members liability limited to amount unpaid on shares.	Yes, but should do so mostly by members trading with society, using its facilities etc, not as a result of e.g. shareholdings.	No – would have to be constituted as community benefit type of IPS.	
(Community Benefit Society (BenComm))	Benefit community other than just own members and have special reason not to be companies.	Like Co-op type, but new legislation provides option of more secure form of asset lock.	Yes; members liability limited to amount unpaid on shares.	Must primarily benefit non-members; asset lock applies.		Yes if it meets the criteria for being a charity
Charitable Incorporated Organisation (CIO)	EXPECTED 2008 First ready-made corporate structure specifically designed for charities.		Similar to company but with different terminology (e.g. for "directors" read "charity trustees").	Yes; members either have no liability or limited liability	Members: no. Charity trustees: only if constitution, court or Charity Commission permit.	

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Kathryn Wilkinson March 2006

Updated March 2007

**Nuts and bolts :: Governance
Information and guidance
*Governing bodies and Extended Services***

Frequently Asked Questions

Establishing a cluster

Q - Has the governing body identified appropriate partners and established a working party to develop an extended school's proposal?

Q - Has the governing body of each participating school approved the funding proposal for the cluster (as evidenced by minutes of the Governing Body meeting)?

Q - Has the working party considered the essential elements of governance needed for the cluster identifying the key factors important in any model?

Answer - Guidance on governance

Q - Has the working party identified an appropriate model of governance for the cluster and reported back their recommendations for consideration by the individual governing bodies and other organisations involved in the cluster?

Answer - Models of governance

Q - Has each governing body formally nominated governors to the cluster (as evidenced by minutes of the governing body meeting)?

Q - Has each governing body agreed to the terms of reference of the management structure and where appropriate formally documented the delegation of any powers to the entity (as evidenced by minutes of the Governing Body meeting)?

Understanding The Legal Position

Section 27, Education Act 2002 gave governing bodies the power to provide community facilities. A governing body has ultimate responsibility for deciding whether a school should offer additional activities or services and what form they should take. There is also a legal duty (s28 Education Act 2002) to consult with a range of stakeholders before establishing any extended services, these include the local authority, staff, parents and in some cases pupils. Before any decisions are made any additional responsibilities that may arise as a result must be clearly articulated and considered.

In developing possible ways forward it is important to remember that a governing body's prime role and responsibility is to "conduct the school with a

view to promoting high standards of educational achievement” (s21, Education Act 2002). It is important to take account of, and preserve this specific role and also the status of a governing body as a corporate body, having a legal identity separate from that of its members and any other public bodies or organisations.

It is widely recognised today that school governing bodies are equal partners in leadership, with the headteacher and senior management team. They should take a full part in driving the improvement and the culture of the school forward. Governing bodies, therefore, clearly have a crucial role in providing the leadership, vision and support to schools be they new institutions, or schools that are changing, developing and improving. In many cases a governing body offers the long-term continuity and commitment to any initiatives in place; e.g. offering the vital continuity of the vision, and links with the community when a new headteacher is appointed. Governing body endorsement and involvement are therefore essential.

Delivering any vision will depend on strong governing bodies responsible and accountable for strategic decisions about their schools and their future. Consideration must be given to achieving strong and varied membership, and in developing the capacity to make the most of the challenges faced. Governing bodies are supported structurally, in meeting the challenges, by the range of opportunities now available, within both permissive and regulatory powers, to facilitate models of governance that lead and support educational and community provision, but they do not at this stage deliver all of the new models of education, childcare, health, wellbeing, social care and general community provision.

Models of governance, whilst being innovative and adaptive, need to reflect, when considering either childcare, community development, full service, campus or extended schools, that a governing body:

- has the power to provide, directly or indirectly, facilities for the benefit of their pupils, families, school staff and the local community;
- can provide services directly or indirectly (through third parties), enter into agreements, incur expenditure and charge for services;
- must ensure that any services they provide do not interfere with their duty to promote high standards of educational achievement;
- must not use the school’s budget share to finance the provision of community services and facilities; and
- must abide by any restrictions contained in the LEA’s scheme for financing schools.

This means, in practice, that the governing body has the power to provide, or enter into contracts to provide, any facilities or services that will further any ‘charitable purpose’ for the benefit of pupils at their school, families of pupils and people who live and work in the local community. To be ‘charitable’ in this sense, the activity must benefit the public or a section of it and either:

relieve poverty, advance education, advance religion or be for another purpose that the law recognises as charitable. Most services and activities that Education Leeds or schools would look to develop such as childcare, adult and family learning, co-located health and social services, parenting support, and other facilities of benefit to the local community are included under this power.

In view of the important considerations detailed in the bullet points above, the developing vision, and the systems and structures put in place to support it must seek to enhance and not detract from the key role of raising standards in schools. It is important to articulate the key contributions to the raising of standards and the well-being of children and their families, and have clear outcomes linked to school improvement priorities, whilst being mindful of the expectations of the Five and Ten Year Strategies for the use of school facilities beyond the current school day and year.

Good Governance

The function of governance is to ensure that an organisation or partnership fulfils its overall purpose, achieves its intended outcomes for those it serves, and operates in an effective, efficient and ethical manner. This principle should guide all governance activity. Each organisation has its own purpose, in this instance it would be principally, the provision of extended services to a community. There are also some general purposes that are fundamental to all public governance, including providing good quality services and achieving value for money.

School governance is a familiar structure to those in education and the 'Trust' model of the NHS is also well known. Extended services gives the opportunity for other models of governance to become established in particular to involve the local community. Whatever model is finally adopted (details on these later in the toolkit) it is important that best practice is followed in determining the appropriate constitution. A code of practice has been published by The Independent Commission on Good Governance in Public Services. The role of the Commission was to develop a common code and set of principles for good governance across public services.

The core principles established are:

- good governance means focusing on the organisation's purpose and on outcomes for citizens and service users;
- good governance means performing effectively in clearly defined functions and roles;
- good governance means promoting values for the whole organisation;

- good governance means taking informed, transparent decisions and managing risk;
- good governance means developing the capacity and capability of the governing body to be effective; and
- good governance means engaging stakeholders and making accountability real.

For extended services the following additional points need to be considered.

1. The need to allow governing bodies to fulfil their legal obligations including monitoring and evaluation.
2. The need to ensure that all partners have appropriate representation and that the services provided continue to meet the needs of the community.
3. Delegation of powers.

For individuals appointed to the governance of a public body there are principles on the standards expected of them. This is in addition to any statutory requirements of the role.

Models of governance

In most cases the initial planning will be through an extended service steering or focus group. The outcome of the planning will determine to an extent, the model of governance that will need to be put in place to assure effective arrangements to work strategically to help raise standards and to meet the core offer. Any such governance arrangements need to ensure that all partners have representation and that the services provided continue to meet the needs of the community.

Where the extended services provision would involve additional staff, additional staff hours, funding, license and hire agreements, the extended services focus group, which acts as a voluntary management committee, would need to consider the formation of a corporate body with legal status in order to minimise personal liability. The implications for staffing and finance of the different models of governance are outlined in later pages.

Although, as with existing school activities, governing bodies can delegate the practical delivery of services to others, they will retain ultimate legal responsibility for those aspects within their remit.

- 1 - School governing body models
- 2 - Unincorporated partnership
- 3 - School company
- 4 - Not-for-profit limited liability company

1 School governing body models

A - Single school governing body

The governing body may choose to use its community facilities power to govern the extended services provision. The school directs the provision, either alone or in association with other schools. The additional responsibilities of the governing body need to be clearly defined. These could be undertaken by the full governing body or be delegated to a new or existing governing body committee in the normal way.

Advantages

- Governing bodies have clearly set out functions and procedures which could be adapted to encompass the extended services.
- The extended services provision can be tailored to meet the needs of the school, its parents and pupils.

Disadvantages

- Governing bodies already have many diverse responsibilities; governors may be unwilling to take on additional duties.
- Other local schools and services may be a part of the extended schools agenda, but would have little input or representation.
- Health and safety, child protection and insurance requirements would be the sole responsibility of the governing body.
- The delivery of the services may involve significant staffing and financial management responsibilities.
- The governing body would need to ensure that the extended provision would at least break even financially.

B - Joint extended services committee

Schools within an identified cluster may wish to form an extended services committee in line with the School Governance (Collaboration) (England) Regulations 2003. The schools remain as separate schools but form a joint committee, whose powers are determined through the delegation of the collaborating schools' governing bodies. The joint committee can appoint associate members to represent other relevant services. The voting rights of these members would be decided by the collaborating schools' governing bodies.

Advantages

- Governing bodies have clearly set out functions and procedures which could be adapted to encompass the extended services.
- The extended services provision can be tailored to meet the needs of the schools, their parents and pupils.
- Other schools within the cluster have an equal contribution and accountability.
- There is an increase of stakeholder representation through the appointment of associate members.

Disadvantages

- The joint committee does not reflect true community governance in that it is a legal requirement for there to be more governors than associate members.

A draft constitution is available for consideration by clusters. Before any amendments are made to this document, Governor Support Services should be asked for advice.

C - Other school governance arrangements

In some instances, extended services may be governed through the federation of schools or through the formation of Trust schools. You can get more information about this from the Governor Support Service.

2 School Company

The governing bodies of one or more schools may choose to form a school company as a framework for the governance of the extended services. A school company is a separate legal entity with a specific remit and constitution. The school governing body is required to have representation on the company board.

Advantages

- The school and the company remain entirely separate bodies, so, for example, if the company should meet financial difficulties, the school would not be affected.
- The LEA remains the supervising authority.

Disadvantages

- A company is an independent entity and directors have duties and responsibilities under company law - therefore, training is likely to be required for new directors.
- There is a slight risk of a private sector take-over.
- Because the company would be delivering services, normal trading VAT rules would apply.

3 Unincorporated partnership

The partners working together to deliver the extended services provision may wish to form a partnership. However, unincorporated associations in law are not corporate bodies; they cannot employ staff, hold financial resources or enter into contracts. If the partnership wishes to do any of these things it needs to do so through an accountable body. This accountable body would be one of the partners which may be a public, charitable or private body.

Advantages

- The partnership can be structured to best meet the needs of the extended services provision.
- The partners are able to work together without legal commitments.

Disadvantages

- There may be a lack of real decision making involvement for parents and other stakeholders.
- The extended services provision may be incorporated in the accountable partner's way of working.

4 Not-for-profit limited liability company

A - A company limited by guarantee

Used primarily for non-profit making organisations which need corporate status. A guarantee company does not issue shares. Guarantors give an undertaking to contribute a nominal amount should the company cease. Such a company could also apply for charitable status.

Advantages

- The extended services provision could be lead owned and governed by the community.
- The company could ensure standardisation in terms of staff pay and conditions.

Disadvantages

- Parents and other community representatives may be reluctant to be involved due to the implications of accountability.
- Normal trading VAT rules would apply.
- Once the company were established it would have complete autonomy, difficulties may arise in monitoring and evaluating performance over time.
- It would be more difficult for the services to be linked in with a wider strategic plan for extended services.

The last two disadvantages of the limited liability company could be overcome if the local authority retained strategic function and delegated management functions to the company.

B - A company with delegated functions

This has been successfully implemented by some housing departments which have formed Arms Length Management Organisations (ALMOs). These are wholly owned by the Council and are a 'not for profit' organisation, dedicated to providing quality housing management services and improving customer's homes.

Positive Activities for Young People

Parks and Countryside

General use of parks and greenspace

Children Aged 5-11

In 2006 the Children's survey was sent out to 2,500 children aged 5 – 11 who were sampled from the Breeze cardholders database. A total of 1,059 completed questionnaires were returned, giving a response rate of 42% (2005 - 50%, 2004 - 48%).

From the analysis of 1059 children who responded, 985 use a park (93% of all respondents), 958 children use an identified Leeds park as their normal park (90% of all respondents).

This data can be extrapolated to represent the total population of Leeds between the ages 12-19 equating to just over 3.5 million visits annually.

Young People Aged 12-19

The Young People's survey was sent out to 2,000 young people aged 12-19 sampled from the Breeze cardholders database. A total of 420 completed questionnaires were returned, giving a response rate of 21%.

From analysis of the 420 responses, 400 young people use a park (95.2% of all respondents, compared to 96% in 2005); 379 use an identified Leeds park (90.2% of respondents, compared to 91% in 2005).

This data can be extrapolated to represent the total population of Leeds between the ages 12-19 equating to just over 8 million visits annually.

Kinaesthetic Learning Programme (KLP) – enabling school children a less academic and more practical route to education.

The authority has developed a partnership with Local Schools, a College of Further Education, and a City Learning Centre, to create the opportunity for young people with a preference for “kinaesthetic learning” (a practically based learning style) to undertake a work related programme at two of the city's major parks – Temple Newsam Estate and Middleton Park.

Utilising the Service's own study support centre, along with the enthusiastic support of operational managers and their staff, the programme takes young people, who are often from schools in socially or economically disadvantaged areas and who are underachieving, and gives them the opportunity to achieve an Edexcel Diploma (the equivalent of 4 GCSE's at A-C level) thereby opening up a whole range of Environment and Land Based careers.

From the 2005 intake 17 students completed the course gaining the qualifications and a further 10 students took up the course in 2006 and will complete in summer 2008. The course will continue into future years. Those young people who complete the course will be able apply for posts which are structured to encourage them to continue their training and development.

Countryside and Access

See attached Appendix 1 for a summary of the events and activities conducted by the Countryside and Access section.

Forestry

The Countryside and Access Section also worked with the Forestry Section to deliver the following:

Seed Collection Workshops:

Approximately 500 children took part
 21 school successfully booked places (although 3 subsequently did not take part)
 A further 6 schools applied, but could not be offered a place.

Countryside Live Event, Ledston

Approximately 240 children from 12 schools took part in the activity provided by Forestry staff. This does not include activities provided by C&A or by other activities under the banner of "Teaching Trees".

YAS Countryside Days, GYS Ground, Harrogate

Approximately 250 children from 13 schools over 2 days took part in the activity provided by P&C staff (Forestry + C&A)

Tree Wardens

The Forestry Section also provides Tree Warden training plus practical support, and children are involved with these activities (usually with their parents).

Tree Nurseries

Two new Tree Nurseries being built by primary schools in conjunction with one of our Tree Warden groups (Friends of Calverley Woods) and the tree seed gathering events.

- Church School, Calverley have completed theirs - the first trees are going in on the afternoon of 12th October.
- Froebelian School, Horsforth (honoured as Leeds Urban Tree Champions by Trees for Cities) will soon complete construction of their tree nursery - again in partnership with FoCW.

Both of the above will be whole school projects. Seed collected by the children - during our autumn events - will be grown on by us then seedlings returned to the schools to transplant into the tree nurseries to be nurtured prior to planting into the local landscape (sites to be identified later).

Estates**Home Farm School holiday and weekend activities**

Over 60, 2 hour activities catering for an average of 55 per session for children aged between approximately 6 and 13 years. The activities range from learning traditional crafts in the farm to gardening sessions e.g. planting seeds that were grown on in the gardens here along with a pot to take home to grow there.

Summer playscheme

31 young people participated in the 5 hour 'Tipi Tribe' sessions run over four weeks of the school holidays.

Breeze

Provided the 'Tipi Tribe' activity for two days of Breeze for approx 80 young people each day.

P&C open days

The Parks and Countryside Open Days were held on 16th – 19th August at Roundhay Park. Activities for children included juggling lessons, mask making, a petting zoo, fairground rides, and even the Army's 'death' slide! Despite the weather being very poor for most of the four days the event was reasonably well attended, one indicator being that over 750 masks were made during the event.

Working with Youth Service

- Hosted and provided activities for 80 young people on 'Fright Night' an overnight activity designed to encourage team building skills and provide positive alternative activity outside of school
- Hosted two transition days where year six students from local feeder schools get together to undertake team building activities with people they will be joining in high school.

Extended schools

'Ghosts of Temple Newsam' after school study support sessions were provided for three schools. Each programme runs over six weeks where young people research stories, practice writing skills to produce a story board which they then produce as a small video, acting, directing, editing etc.

Madagascar Campaign 2007

Tropical World hosted a series of activities for families and young people to participate in to raise awareness and funds to help preserve the island of Madagascar in conjunction with BIAZA (British Irish Asso Zoos and Aquaria).

Schloer Outdoor Screening

In August, Schloer sponsored a free outdoor screening of a classic 80's film in Roundhay Park. It was enjoyed by many families and young people. The aim of the event was to promote Schloers non alcoholic drinks.

Meet the Keeper

We also hold meet the Keeper sessions every Wednesday of the school holidays, these are as popular as ever, allowing children up close contact with animals they normally only get to see in enclosures.

In addition, each of the estates support regular educational visits.

LEEDS CITY COUNCIL COUNTRYSIDE RANGERS
WORK WITH CHILDREN 2007

ACTIVITY	Children reached
Work with schools	898
Events	963
Informal education	1094
Practical nature conservation	189
Other	390
TOTAL	3534

A detailed breakdown of those statistics is given below:

SCHOOLS

Date	Location	School	Activity	Adults	Children
20 February 2007	West End Primary/Hunger Hills	West End Primary School	Bird box making	2	32
13 March 2007	Ebor Gardens Primary, Burmantofts	Ebor Gardens Primary, Year 4	Habitats	3	26
15 March 2007	Middleton woods	Middleton Primary	Trees and seeds	6	47
16 March 2007	Middleton Woods	Middleton Primary, Year 2	Trees and seeds	8	48
27 March 2007	Ebor Gardens Primary, Burmantofts	Ebor Gardens Primary, Year 1	Growing things	2	30
16 April 2007	Brigshaw High, Kippax	ASDAN group, Brigshaw High	Talk to students at Brigshaw High School	3	5
17 April 2007	Ebor Gardens Primary, Burmantofts	Ebor Gardens Primary, Burmantofts, Year 2	Habitats, Camouflage and Variation	2	33
23 April 2007	Manston Primary	Manston Primary	Tree mulching	6	32

09 May 2007	Gallows Hill Nature Reserve	Whartons Primary School	Habitats, pond dipping and species id	0	28
10 May 2007	Middleton Woods	Cross Flatts Primary School	Pond dipping and woodland experience	2	14
24 May 2007	Otley Chevin	Priestley House	Habitats, soils & tree ID	4	29
13 June 2007	Otley Chevin	Weetwood Primary	Pond dipping etc	3	14
13 June 2007	Yorkshire Showground, Harrogate	Yorkshire Schools	Children's Countryside Day	4	30
21 June 2007	Otley Chevin	Westbrook Lane Primary, Year 1	Pond dipping and minibeasting	4	60
28 June 2007	Springbank Pri	Springbank Pri	Building bird boxes	2	22
29 June 2007	Springbank Primary (2 classes)	Springbank Primary, Years 3 and 5	Birdboxes, minibeast murder	1	4
03 July 2007	Ebor Gardens Primary, Burmantofts	Ebor Gardens Primary, Year 5	Plants and seed dispersal	12	45
09 July 2007	Letchmire Pastures	Brigshaw ASDAN group	Wildlife Project walk	4	30
10 July 2007	Rothwell Country Park	Oulton Primary, Y2	Looking at plants in their natural environment	2	30
11 July 2007	Nunroyd park	Queenshill Primary	Bug hunting etc	2	2
18 July 2007	Middleton Woods	Middleton Primary, Year 4	Launch of Outdoor Classroom CDROM	2	9
08 August 2007	Western Flatts Park, Wortley	St. Bartholomew's Primary	Bees!	1	29
22 January 2007	Bramhope	Bramhope Primary School	Willow planting/cutting	4	20
09 May 2007	Otley	Whartons Primary	Pond dipping/Nature walk	5	32
10 May 2007	Middleton Park	Middleton Primary School	Pond dipping/Nature walk	4	32
01 June 2007	Rothwell Country Park	Springbank Primary School	Environmental education	6	60
16 July 2007	Allerton by Water	Asdan	Environmental education	2	4
TOTAL				110	898

**PRACTICAL NATURE
CONSERVATION**

Date	Location	Friends of group or organisation	Activity	Adults	Children
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23 April 2007	Letchmire Pastures	Brigshaw ASDAN group	Wildlife Project practical task	1	5
25 April 2007	Brigshaw High, Kippax	Brigshaw ASDAN group	Wildlife Project practical task	2	7
30 April 2007	Letchmire Pastures	Brigshaw ASDAN group	Wildlife Project practical task	1	2
06 June 2007	Townclose Hills	Brigshaw ASDAN group	Wildlife Project practical task	1	3
18 June 2007	Letchmire Pastures	Brigshaw ASDAN group	Wildlife Project practical task	1	4
20 June 2007	Townclose Hills	Brigshaw ASDAN group	Wildlife Project practical task	2	7
11 July 2007	Lines Way, Kippax	Brigshaw ASDAN group	Wildlife Project litterpick	1	5
18 July 2007	Letchmire Pastures	Brigshaw ASDAN group	Wildlife Project practical task	1	5
06 February 2007	Woodhouse Ridge	Weston Spirit	Scrub Clearance	4	16
19 February 2007	Otley Chevin	Prince Henry School	Stock proofed tree guards	1	5
20 February 2007	Meanwood Park	Weston Spirit	Pond Clearance	3	12
17 September 2007	Hollinhurst Wood	Brigshaw ASDAN group	Scrub bashing	4	24
19 September 2007	Hollinhurst Wood	Brigshaw ASDAN group	Scrub bashing	1	3
21 February 2007	Temple Newsam	Kinaesthetic Learning Group	Willow cut back	5	20
09 March 2007	Otley Chevin	Prince Henry School	Stock proofed tree guards	1	5
12 March 2007	Otley Chevin	Prince Henry School	Dry stone walling	1	5
13 March 2007	Otley Chevin	Prince Henry School	Dry stone walling	1	6
19 March 2007	Otley Chevin	Prince Henry School	Fence repair	1	7
20 March 2007	Otley Chevin	Prince Henry School	Fence repair	1	6
26 March 2007	Otley Chevin	Prince Henry School	Picnic table repair	1	4
27 March 2007	Otley Chevin	Prince Henry School	Fence repair	1	7
23 April 2007	Otley Chevin	Prince Henry School	Footpath repair.	1	7
24 April 2007	Otley Chevin	Prince Henry School	Stock proofed tree guards	1	6
30 April 2007	Otley Chevin	Prince Henry School	Stock proofed tree guards	1	6
01 May 2007	Otley Chevin	Prince Henry School	Pond Study	1	6
09 May 2007	Townclose hills	Asdan	Habitat creation	2	6
TOTAL				41	189

EVENTS

Date	Location	Organisation	Event details	Adults	Children
18 March 2007	Woodhall Lake	Friends of Woodhall Lake	birdwatching event	9	3
03 April 2007	Temple Newsam	Tree Council	Planting Ceremony	20	30
01-May-07	Primrose Valley	Primrose Valley Action Group	Newt Talk with slides of all the different species and life stages, followed by survey of the ponds at Primrose Valley	12	6

25 May 2007	Highwood	Friends of Highwood	Bat walk/talk	22	7
02 June 2007	Townclose Hills	Friends of Billy Wood/public	Billy Wood Nature Day	80	70
03 June 2007	Letchmire Pastures	General public	Dragonfly Fun Day	3	2
10 June 2007	Hawthorn farm		Fun day	5	9
10 June 2007	Woodhall Lake	Friends of Woodhall Lake	Wildflower Walk	20	2
16 June 2007	Gledhow valley wds	FoGVW	Fun day	200	300
17 June 2007	Primrose Valley	Primrose Valley Action Group	Wildlife Walk	20	5
23 June 2007	Chevin	Otley walking festival	Guided walk	11	6
17 July 2007	Roundhay Park	Leeds City Council	Parks and Countryside Open Day	300	250
16 August 2007	Roundhay Park	Leeds City Council	Parks and Countryside Open Day	100	100
18 August 2007	Roundhay Park	Leeds City Council	Parks and Countryside Open Day	30	50
19 August 2007	Roundhay Park	Leeds City Council	Parks and Countryside Open Day	250	100
TOTAL				1085	963

INFORMAL EDUCATION

Date	Location	Organisation	Event details	Adults	Children
06 January 2007	Pudsey Civic Centre	Scouts	Scouts Centenary	40	200
24 July 2007	Leeds City Library	Libraries/BBC	BIG WILD READ	30	70
31 July 2007	Townclose Hills	Brigshaw School	Playscheme	2	8
10 August 2007	Garforth Library	Libraries/BBC	BIG WILD READ	2	28
15 August 2007	Townclose Hills	Brigshaw School	Playscheme	2	9
16 August 2007	Kippax Library	Libraries/BBC	BIG WILD READ	3	20
21 August 2007	Otley Library	Libraries/BBC	BIG WILD READ	1	8
23 August 2007	Otley Chevin	Community Sports Learning and Leisure	Playscheme	1	29
15 August 2007	Bramley	Scouts	Scouts centenary public event	100	500
16 August 2007	Otley Chevin	Watch Group	Wild Foods	7	13
21 April 2007	Chevin	Watch		8 (3 vols)	13
19 May 2007	Otley Chevin	Chevin Watch Group	Minibeast study	5	10
03 June 2007	Otley Chevin	Chevin Watch Group	Den Building	10	12

12 June 2007	Otley Chevin	Otley Beavers	Woodland Walk	3	23
20 June 2007	Otley Chevin	Otley Beavers (Alma Hughes)	Ponddipping and woodland experience	4	59
15 July 2007	Townclose Hills	Kippax schoolkids	Holiday Scheme	2	8
26 July 2007	Brigshaw High, Kippax	Kippax schoolkids	Holiday Scheme	1	5
31 July 2007	Townclose Hills	Kippax schoolkids	Holiday Scheme	1	9
09 August 2007	Letchmire Pastures	Kippax schoolkids	Mural	3	7
23 August 2007	Otley Chevin	Otley Playscheme	Holiday Scheme	2	3
18 September 2007	Otley Chevin	8th Otley Brownies	Ponddipping	1	60
TOTAL				220	1094

Date	Location	Details of activity	Organisations involved	Adults	Children
17/05/2007	Ledston Estate	Bug hunting	Countryside Live	15	90
18/05/2007	Ledston Estate	Bug hunting	Countryside Live	18	120
12 June 2007	Yorkshire Showground, Harrogate	Yorkshire Schools	Children's Countryside Day	6	180
TOTAL				39	390

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Positive Activities for Children and Young People

Summer 2007

Get Creative

Get Creative is a unique annual partnership project bringing together the flagship arts providers to deliver high quality intensive arts workshops for young people during the summer.

In 2007, the project worked with 71 participants, as follows :-

Feather Flight (aged 9-10) – 27 participants, 2 of whom were disabled.

Game Plan (aged 11-13) – 26 participants, 1 of whom was disabled.

Body Prop-ing (aged 14-16) – 18 participants. No disabled.

There was no breakdown by ethnicity, however most of the participants were English.

Bright Young Things

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

In March 2007, BYT worked with 15 bands and there were 42 participants. Attendance at the gigs was estimated at 700. No further information was collected.

Breeze International Youth Festival

BIYF takes place annually across the city and works with High schools, international schools, community groups and cultural organisations to provide unique experiences for 13-19 year olds, which they may not otherwise be able to take part in.

The festival has now worked with all Leeds High schools and a new five year plan is underway leading up to the 2012 Cultural Olympiad. Evaluation work is currently taking place following this year's festival therefore there are no further statistics available at present.

Gallery 37 Plus

Gallery 37 Plus is a unique cross-arts training programme for young people aged 16 – 19 previously not in employment, education or training which took place in July & August 2007. There were 15 partners in the project - Archway, Leeds Metropolitan University, Space2, South Leeds City Learning Centre, West Leeds City Learning Centre, West Yorkshire Playhouse, Liferforce Productions, Cape UK, SAA-UK, Yorkshire Dance Centre, Northern Ballet Theatre, Phoenix Dance Theatre, Northern School of Contemporary Dance, Leeds Young People's Film Festival, The Carriageworks.

81 young people completed the summer programme – 41 males and 40 females, out of 104 originally recruited. All 81 were accredited with the Bronze Arts Award. Details of age, ethnicity and disability are as follows :-

Age

		Participants Age								
		16	17	18	19	20	21	22	23	24
Leeds	Male	21	18	4	1	2		1	1	1
	Female	12	23	13	6			1		

Disability

Male – 2

Female – 3

Ethnicity

		Asian British	Bangladeshi	Indian	Pakistani	Black British	Black Caribbean	Black African	Black Other
Leeds	Male	2	1	4		2	6	1	
	Female	3			3	5	1	4	1

Chinese	Mixed Ethnic Background	White British	White European	White Other	Irish	Other
Male		31	1		1	
Female	3	33	1			1

RouteMap

RouteMap is an umbrella of opportunities taking place across Leeds during 2007, working with groups of people aged 16+ to increase their employability and engagement with learning through creative projects. The project works with 11 local arts organisations - Vera Media, West Yorkshire Playhouse, Artlink West Yorkshire, East Street Arts, East Leeds Health for All, Studio 12, Little London Arts, Breeze Arts Foundation, Interplay Theatre, Leeds Film, Gallery 37 Plus.

So far the organisations have worked with approximately 139 people, ages range from 16 – 55.

The number of young people aged 16-25 involved so far is 59.

Gender

33 female

26 male

Disability

3 disabled

Ethnicity

Asian or Asian British - Indian	2
Asian or Asian British - Pakistani	6
African	1
Black or Black British – African	5
Black or Black British – Caribbean	5
Black or Black British – Other	1
Chinese	1
Mixed – White and Asian	2
Mixed – White and Black Caribbean	2
Mixed – Black African and White	3
Mixed – Black and White British	1
Mixed – White and Black African	3
Other – White European	1
Other	1
White British	23
Not specified	2

Leeds Young People's Film Festival

The UK's largest and most interactive celebration of young film for young people, by young people. Leeds Young People's Film Festival provides numerous screenings, seminars and masterclasses for young people aged 5-19 years old every Easter during the school holidays.

The 8th Leeds Young People's Film Festival (29 March – 6 April 2007) was a great success, with more sell-out screenings, higher-scoring films, bigger audiences and more young people getting involved than ever before. 3,189 young people attended screenings and film workshops.

Breakdown by gender, age, ethnicity

Gender – 45% male, 55% female.

Ethnicity

Ethnicity	2007
White (all)	81.9%
White Mixed	5.3%
Asian (all)	4.1%
Black (all)	2.7%
Chinese	2.7%
Gypsy / Traveller	0.7%
Other	2.7%

Age

Age	2007
< 7	1.4%
8	0.0%
9	4.2%
10	8.5%
11	4.9%
12	7.7%
13	12.7%
14	15.5%
15	12.0%
16	9.9%
17	8.5%
18	4.9%
19	2.1%
>20	7.7%

No information relating to disability is available.

The Festival also features the **Young Consultants** project - an annual project designed to ensure that the Festival itself is as genuinely young people-led as possible. Two diverse groups of 29 children and young people from across Leeds, aged 9 – 11 and 12 – 17 meet weekly for 10 weeks in the run up to the Film Festival to work alongside the team in preparing all aspects of planning and delivering the Film Festival including programming, brochure design, marketing, workshops and the website.

Other work includes **Leeds Film Academy** - an academic year-long, Arts Award accredited moving image programme for 12-15 year olds. It consists of film screenings and activities such as filmmaking/moving image workshops and masterclasses led by industry professionals. The young people involved are at risk of social exclusion and are underachieving at school.

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

The **National Young Filmmakers Award** is a celebration of films made by young people for young people from across the UK, providing an opportunity for exhibition in front of a public and professional audience with feedback. There are 2 age groups – younger (up to 14) and older (15-19).

Party in the Park

Party in the Park is the UK's original and biggest free annual outdoor music concert, featuring some of the hottest names and chart topping acts brought to the Temple Newsam stage in July. Many young people flock to the event every year.

Attendance in 2007 was approximately 35,000 due to adverse weather conditions on the day, although all 70,000 tickets were allocated.

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Breeze On Tour Summer 2007

ATTENDEES	ALL	Striker				Sport			
		Female	Male	Unknown	Total	Female	Male	Unknown	Total
Unknown	270	0	1	31	32	5	4	229	238
age 1	13	0	0	0	0	6	7	0	13
age 2	17	0	1	0	1	7	8	1	16
age 3	37	1	0	0	1	13	23	0	36
age 4	31	0	1	0	1	13	16	1	30
age 5	107	1	11	3	15	30	47	15	92
age 6	114	1	10	0	11	30	72	1	103
age 7	173	2	10	1	13	62	98	0	160
age 8	271	3	26	8	37	69	164	1	234
age 9	312	2	19	4	25	118	165	4	287
age 10	481	5	48	8	61	126	290	4	420
age 11	381	3	26	9	38	131	206	6	343
age 12	380	4	13	0	17	124	235	4	363
age 13	335	2	6	0	8	120	204	3	327
age 14	180	0	1	0	1	42	133	4	179
age 15	149	0	0	0	0	52	96	1	149
age 16	82	0	0	0	0	28	54	0	82
age 17	34	0	0	0	0	6	28	0	34
age 18	21	0	0	0	0	9	12	0	21
age 19	1	0	0	0	0	0	1	0	1
TOTALS	3389	24	173	64	261	991	1863	274	3128

ATTENDEES	ALL	Striker				Sport			
		Female	Male	Unknown	Total	Female	Male	Unknown	Total
Blank	304	0	0	57	57	1	1	245	247
White-British	2478	19	141	2	162	802	1494	20	2316
White-Irish	17	1	3	0	4	5	8	0	13
White-Other	8	1	0	0	1	5	2	0	7
Mixed-White&Black Caribbean	90	1	7	0	8	32	48	2	82
Mixed-White&Black African	12	0	0	0	0	6	6	0	12
Mixed-White&Asian	28	0	7	0	7	8	13	0	21
Mixed-Other	11	0	0	0	0	5	6	0	11
Asian/AsianBritish-Indian	22	0	0	0	0	6	16	0	22
Asian/AsianBritish-Pakistani	180	1	1	0	2	44	130	4	178
Asian/AsianBritish-Kashmiri	8	0	0	0	0	0	8	0	8
Asian/AsianBritish-Bangladeshi	9	0	0	0	0	4	4	1	9
Asian/AsianBritish-Other	9	0	0	0	0	5	4	0	9
Black/BlackBritish-Caribbean	59	0	7	0	7	22	30	0	52
Black/BlackBritish-African	57	1	4	5	10	12	34	1	47
Black/BlackBritish-Other	10	0	0	0	0	5	5	0	10
Chinese-Chinese	6	0	0	0	0	3	3	0	6
Chinese-Other	0	0	0	0	0	0	0	0	0
Unspecified	78	0	3	0	3	26	48	1	75
Other	3	0	0	0	0	0	3	0	3
TOTALS	3389	24	173	64	261	991	1863	274	3128

ATTENDEES	ALL	Striker				Sport			
		Female	Male	Unknown	Total	Female	Male	Unknown	Total
BB03	2	0	0	0	0	1	1	0	2
BD02	1	0	0	0	0	0	1	0	1
BD03	5	0	0	1	1	2	0	2	4
BD04	11	0	1	0	1	3	7	0	10
BD06	1	0	0	0	0	1	0	0	1
BD08	10	0	0	0	0	4	6	0	10
BD10	9	0	1	0	1	2	6	0	8
BD11	4	0	0	0	0	0	4	0	4
BD17	2	0	0	0	0	0	2	0	2
BD19	1	0	0	0	0	1	0	0	1
BD20	1	0	0	0	0	0	1	0	1
HD08	12	0	0	0	0	7	5	0	12
HG02	1	0	0	0	0	0	1	0	1
HG05	1	0	0	0	0	0	1	0	1
HU17	4	0	1	0	1	0	3	0	3
LE00	4	0	1	0	1	1	2	0	3
LS01	21	0	0	5	5	0	0	16	16
LS02	3	0	1	0	1	0	2	0	2
LS03	1	0	0	0	0	1	0	0	1
LS04	15	0	0	0	0	9	6	0	15
LS05	71	1	20	1	22	20	28	1	49
LS06	49	2	9	0	11	19	14	5	38
LS07	400	1	1	0	2	138	257	3	398
LS08	141	1	11	8	20	35	85	1	121
LS09	141	2	8	2	12	32	95	2	129
LS10	107	1	1	1	3	40	62	2	104
LS11	440	1	13	12	26	154	253	7	414
LS12	371	5	23	0	28	95	246	2	343
LS13	261	1	23	0	24	91	145	1	237
LS14	101	0	1	2	3	17	81	0	98
LS15	245	2	3	0	5	79	160	1	240
LS16	122	2	29	0	31	37	54	0	91
LS17	78	2	5	0	7	32	39	0	71
LS18	19	1	6	0	7	1	11	0	12

ATTENDEES	ALL	Striker				Sport			
		Female	Male	Unknown	Total	Female	Male	Unknown	Total
LS19	24	0	1	0	1	8	15	0	23
LS20	13	0	2	0	2	6	5	0	11
LS21	9	0	0	0	0	6	3	0	9
LS22	30	0	0	0	0	6	24	0	30
LS23	0	0	0	0	0	0	0	0	0
LS24	2	0	0	0	0	0	2	0	2
LS25	90	0	0	0	0	28	62	0	90
LS26	32	0	0	0	0	14	18	0	32
LS27	66	1	0	0	1	19	46	0	65
LS28	100	1	10	0	11	41	46	2	89
LS29	1	0	0	0	0	1	0	0	1
TW10	3	0	0	0	0	0	3	0	3
WF03	33	0	1	1	2	11	20	0	31
WF06	1	0	0	0	0	0	1	0	1
WF08	4	0	0	0	0	4	0	0	4
WF10	3	0	0	0	0	3	0	0	3
WF11	2	0	0	0	0	1	1	0	2
WF12	13	0	0	0	0	3	10	0	13
WF13	6	0	0	0	0	0	6	0	6
WF16	1	0	0	0	0	0	1	0	1
WF17	12	0	0	0	0	6	6	0	12
Unknown	289	0	1	31	32	12	16	229	257
TOTALS	3389	24	173	64	261	991	1863	274	3128

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Appendix 7a

ATTENDEES	ALL
Unknown	1172
age 1	202
age 2	300
age 3	464
age 4	505
age 5	804
age 6	701
age 7	906
age 8	1016
age 9	1183
age 10	1248
age 11	1243
age 12	1260
age 13	1061
age 14	823
age 15	572
age 16	336
age 17	187
age 18	94
age 19	2
TOTALS	14079

ATTENDEES	ALL
Blank	1253
White-British	10428
White-Irish	63
White-Other	44
Mixed-White&Black Caribbean	418
Mixed-White&Black African	46
Mixed-White&Asian	108
Mixed-Other	39
Asian/AsianBritish-Indian	127
Asian/AsianBritish-Pakistani	478
Asian/AsianBritish-Kashmiri	47
Asian/AsianBritish-Bangladeshi	53
Asian/AsianBritish-Other	33
Black/BlackBritish-Caribbean	329
Black/BlackBritish-African	133
Black/BlackBritish-Other	47
Chinese-Chinese	21
Chinese-Other	8
Unspecified	360
Other	44
TOTALS	14079

ATTENDEES	ALL
Postcode	
BB02	4
BB03	12
BB10	2
BD02	6
BD03	2
BD04	35
BD06	2
BD08	9
BD09	2
BD10	18
BD11	18
BD12	2
BD15	2
BD16	1
BD17	16
BD18	7
BD19	7
BD20	3
BD21	6
BD23	5
BL09	2
BS37	2
CH03	2
CO16	1
DL17	3
DN09	1
DN14	3
E 17	1
FY01	2
HA04	2
HD04	2
HD05	1
HD07	4
HD08	24
HD09	1
HG01	3
HG02	5
HG03	4
HG05	2
HU17	6
HX02	6
HX03	2
HX07	1
LE00	7
LN12	1
LS01	135
LS02	16
LS03	5
LS04	149
LS05	236
LS06	276
LS07	1484
LS08	607
LS09	786
LS10	394
LS11	1039
LS12	1918
LS13	1113
LS14	270

ATTENDEES	ALL
Postcode	
LS15	711
LS16	522
LS17	416
LS18	259
LS19	126
LS20	39
LS21	168
LS22	32
LS23	46
LS24	15
LS25	426
LS26	351
LS27	270
LS28	345
LS29	9
N 01	2
NN03	3
OL15	1
OX15	2
PE19	1
PE25	1
PO33	2
S 02	1
S 08	1
S 17	4
S 35	1
S 70	2
SK05	1
SW06	1
SW08	2
TS10	3
TS16	2
TW10	3
WF01	5
WF02	3
WF03	153
WF04	1
WF06	2
WF09	1
WF10	40
WF11	6
WF12	41
WF13	22
WF14	3
WF15	10
WF16	2
WF17	30
Y 02	1
YO08	2
YO10	4
YO19	1
YO23	1
YO26	14
YO32	1
YO41	1
YO43	15
Unknown	1217
TOTALS	14079

Breeze On Tour Summer 2007

ATTENDEES	Glebelands Playing Fields - 23/07/2007				Kippax Leisure Centre - 23/07/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
Unknown	0	0	8	8	0	0	8	8
age 1	0	0	0	0	0	0	0	0
age 2	4	0	0	4	0	0	0	0
age 3	1	0	0	1	2	2	0	4
age 4	3	2	0	5	2	3	0	5
age 5	3	7	0	10	6	3	1	10
age 6	4	2	0	6	6	4	0	10
age 7	10	5	0	15	2	4	0	6
age 8	5	4	0	9	3	6	0	9
age 9	6	2	0	8	6	7	0	13
age 10	4	6	0	10	3	7	0	10
age 11	9	5	0	14	4	4	0	8
age 12	10	9	0	19	1	4	0	5
age 13	6	5	0	11	2	4	0	6
age 14	1	9	0	10	4	8	0	12
age 15	3	1	0	4	0	3	0	3
age 16	1	1	0	2	0	1	0	1
age 17	0	1	0	1	0	1	0	1
age 18	0	0	0	0	0	0	0	0
age 19	0	0	0	0	0	0	0	0
TOTALS	70	59	8	137	41	61	9	111
Blank	0	0	8	8	0	0	9	9
White-British	70	54	0	124	39	59	0	98
White-Irish	0	0	0	0	0	0	0	0
White-Other	0	2	0	2	0	0	0	0
Mixed-White&Black Caribbean	0	1	0	1	0	0	0	0
Mixed-White&Black African	0	0	0	0	0	0	0	0
Mixed-White&Asian	0	0	0	0	0	0	0	0
Mixed-Other	0	0	0	0	0	0	0	0
Asian/AsianBritish-Indian	0	0	0	0	0	0	0	0
Asian/AsianBritish-Pakistani	0	0	0	0	0	0	0	0
Asian/AsianBritish-Kashmiri	0	0	0	0	0	0	0	0
Asian/AsianBritish-Bangladeshi	0	0	0	0	0	0	0	0
Asian/AsianBritish-Other	0	0	0	0	0	0	0	0
Black/BlackBritish-Caribbean	0	0	0	0	1	0	0	1
Black/BlackBritish-African	0	0	0	0	0	0	0	0
Black/BlackBritish-Other	0	0	0	0	0	0	0	0
Chinese-Chinese	0	0	0	0	0	0	0	0
Chinese-Other	0	0	0	0	0	0	0	0
Unspecified	0	2	0	2	1	2	0	3
Other	0	0	0	0	0	0	0	0
TOTALS	70	59	8	137	41	61	9	111

ATTENDEES	Glebelands Playing Fields - 23/07/2007				Kippax Leisure Centre - 23/07/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
DL17	0	0	0	0	1	2	0	3
LS01	0	0	0	0	0	0	1	1
LS02	0	0	0	0	0	0	0	0
LS03	0	0	0	0	0	0	0	0
LS04	0	0	0	0	0	0	0	0
LS05	0	0	0	0	0	0	0	0
LS06	0	0	0	0	0	0	0	0
LS07	0	0	0	0	0	0	0	0
LS08	0	0	0	0	0	0	0	0
LS09	0	0	0	0	0	0	0	0
LS10	0	0	0	0	0	0	0	0
LS11	1	1	0	2	0	0	0	0
LS12	0	0	0	0	0	0	0	0
LS13	0	0	0	0	0	0	0	0
LS14	1	1	0	2	0	1	0	1
LS15	2	2	0	4	0	0	0	0
LS16	0	0	0	0	0	0	0	0
LS17	0	0	0	0	0	1	0	1
LS18	0	0	0	0	0	0	0	0
LS19	0	0	0	0	0	0	0	0
LS20	0	0	0	0	0	0	0	0
LS21	0	0	0	0	0	0	0	0
LS22	0	0	0	0	0	0	0	0
LS23	0	0	0	0	0	0	0	0
LS24	0	0	0	0	0	0	0	0
LS25	63	51	0	114	31	50	0	81
LS26	0	1	0	1	7	4	0	11
LS27	0	0	0	0	0	0	0	0
LS28	0	0	0	0	0	0	0	0
LS29	0	0	0	0	0	0	0	0
WF10	3	1	0	4	2	1	0	3
YO19	0	0	0	0	0	1	0	1
Unknown	0	2	8	10	0	1	8	9
TOTALS	70	59	8	137	41	61	9	111

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ATTENDEES	East End Park - 24/07/2007				Temple Newsam - 25/07/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
Unknown	0	1	29	30	0	3	72	75
age 1	4	3	0	7	4	8	0	12
age 2	3	1	0	4	7	11	0	18
age 3	8	11	0	19	16	9	0	25
age 4	9	5	0	14	23	15	0	38
age 5	14	10	2	26	15	28	1	44
age 6	15	14	0	29	35	28	0	63
age 7	10	18	1	29	34	28	0	62
age 8	14	18	0	32	44	46	0	90
age 9	9	17	0	26	44	57	3	104
age 10	14	14	0	28	38	47	1	86
age 11	16	19	0	35	35	47	1	83
age 12	14	16	1	31	45	64	1	110
age 13	11	17	0	28	53	59	2	114
age 14	6	7	0	13	43	40	2	85
age 15	0	8	0	8	35	37	1	73
age 16	2	1	0	3	23	20	0	43
age 17	0	1	0	1	10	7	0	17
age 18	0	0	0	0	1	3	0	4
age 19	0	0	0	0	0	0	0	0
TOTALS	149	181	33	363	505	557	84	1146
Blank	0	0	31	31	1	2	72	75
White-British	138	166	2	306	476	528	9	1013
White-Irish	0	1	0	1	4	1	0	5
White-Other	0	0	0	0	1	3	0	4
Mixed-White&Black Caribbean	5	3	0	8	6	9	0	15
Mixed-White&Black African	0	0	0	0	1	0	0	1
Mixed-White&Asian	1	2	0	3	4	0	3	7
Mixed-Other	0	0	0	0	0	1	0	1
Asian/AsianBritish-Indian	0	0	0	0	0	2	0	2
Asian/AsianBritish-Pakistani	0	0	0	0	1	0	0	1
Asian/AsianBritish-Kashmiri	0	0	0	0	0	0	0	0
Asian/AsianBritish-Bangladeshi	0	0	0	0	0	0	0	0
Asian/AsianBritish-Other	0	0	0	0	0	0	0	0
Black/BlackBritish-Caribbean	1	2	0	3	2	2	0	4
Black/BlackBritish-African	2	0	0	2	0	0	0	0
Black/BlackBritish-Other	0	0	0	0	0	1	0	1
Chinese-Chinese	0	1	0	1	0	0	0	0
Chinese-Other	0	0	0	0	0	0	0	0
Unspecified	2	6	0	8	9	8	0	17
Other	0	0	0	0	0	0	0	0
TOTALS	149	181	33	363	505	557	84	1146

ATTENDEES	East End Park - 24/07/2007				Temple Newsam - 25/07/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
BB02	0	0	0	0	0	1	0	1
BB03	0	0	0	0	1	1	0	2
BD02	0	0	0	0	0	1	0	1
BD11	0	0	0	0	2	2	0	4
BD17	0	0	0	0	0	2	0	2
CH03	0	0	0	0	1	1	0	2
CO16	0	0	0	0	1	0	0	1
HD04	0	0	0	0	2	0	0	2
HD05	0	0	0	0	1	0	0	1
HD07	0	0	0	0	1	1	0	2
HD08	0	0	0	0	1	9	0	10
LS01	0	0	2	2	0	0	0	0
LS02	0	0	0	0	1	0	0	1
LS03	0	0	0	0	0	0	0	0
LS04	0	0	0	0	2	3	0	5
LS05	1	1	0	2	0	2	0	2
LS06	0	0	0	0	6	1	0	7
LS07	0	0	0	0	5	9	0	14
LS08	1	5	0	6	15	16	0	31
LS09	114	148	2	264	80	78	7	165
LS10	2	1	0	3	14	20	1	35
LS11	4	4	0	8	7	11	1	19
LS12	6	2	0	8	13	13	0	26
LS13	1	2	0	3	2	2	0	4
LS14	7	2	0	9	33	36	0	69
LS15	8	11	0	19	155	142	3	300
LS16	1	1	0	2	7	6	0	13
LS17	0	0	0	0	9	10	0	19
LS18	0	0	0	0	4	5	0	9
LS19	0	0	0	0	0	1	0	1
LS20	0	0	0	0	0	0	0	0
LS21	0	0	0	0	5	4	0	9
LS22	0	0	0	0	8	8	0	16
LS23	0	0	0	0	1	1	0	2
LS24	1	0	0	1	1	0	0	1
LS25	0	2	0	2	47	82	0	129
LS26	2	0	0	2	27	45	0	72
LS27	0	0	0	0	9	10	0	19
LS28	1	2	0	3	8	7	0	15
LS29	0	0	0	0	1	0	0	1
TW10	0	0	0	0	1	2	0	3
WF01	0	0	0	0	0	1	0	1
WF02	0	0	0	0	1	1	0	2
WF03	0	0	0	0	16	9	0	25
WF06	0	0	0	0	0	1	0	1
WF09	0	0	0	0	1	0	0	1
WF10	0	0	0	0	7	7	0	14
WF11	0	0	0	0	1	0	0	1
WF12	0	0	0	0	1	0	0	1
WF16	0	0	0	0	1	0	0	1
WF17	0	0	0	0	0	1	0	1
Y 02	0	0	0	0	0	1	0	1
YO08	0	0	0	0	1	0	0	1
YO10	0	0	0	0	1	0	0	1
YO23	0	0	0	0	0	1	0	1
YO41	0	0	0	0	1	0	0	1
Unknown	0	0	29	29	3	3	72	78
TOTALS	149	181	33	363	505	557	84	1146

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ATTENDEES	Temple Newsam - 26/07/2007				Potternewton Park - 30/07/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
Unknown	3	2	57	62	0	0	31	31
age 1	1	9	0	10	0	2	1	3
age 2	7	11	0	18	4	2	0	6
age 3	11	15	0	26	4	4	0	8
age 4	19	8	0	27	9	4	0	13
age 5	21	23	5	49	5	13	4	22
age 6	33	30	2	65	5	11	1	17
age 7	23	44	1	68	12	13	1	26
age 8	41	49	1	91	5	18	2	25
age 9	39	62	0	101	14	26	0	40
age 10	39	49	1	89	11	11	2	24
age 11	52	44	1	97	14	18	1	33
age 12	60	68	0	128	11	10	2	23
age 13	36	55	0	91	15	11	0	26
age 14	30	61	0	91	6	6	0	12
age 15	24	28	0	52	3	1	0	4
age 16	14	15	0	29	2	1	0	3
age 17	5	10	0	15	1	0	0	1
age 18	0	4	0	4	2	1	0	3
age 19	0	0	0	0	0	0	0	0
TOTALS	458	587	68	1113	123	152	45	320
Blank	0	0	62	62	0	0	34	34
White-British	432	568	5	1005	48	44	2	94
White-Irish	2	1	0	3	1	0	0	1
White-Other	1	1	0	2	0	1	0	1
Mixed-White&Black Caribbean	7	10	0	17	16	17	3	36
Mixed-White&Black African	0	0	0	0	2	2	0	4
Mixed-White&Asian	2	2	0	4	2	8	0	10
Mixed-Other	0	0	0	0	0	6	0	6
Asian/AsianBritish-Indian	0	0	0	0	3	2	0	5
Asian/AsianBritish-Pakistani	3	1	0	4	11	15	1	27
Asian/AsianBritish-Kashmiri	0	0	0	0	4	2	0	6
Asian/AsianBritish-Bangladeshi	0	0	0	0	7	12	1	20
Asian/AsianBritish-Other	0	0	0	0	1	1	0	2
Black/BlackBritish-Caribbean	3	2	1	6	16	19	0	35
Black/BlackBritish-African	0	0	0	0	3	13	3	19
Black/BlackBritish-Other	0	0	0	0	6	3	0	9
Chinese-Chinese	1	0	0	1	0	0	0	0
Chinese-Other	1	0	0	1	0	0	0	0
Unspecified	6	2	0	8	2	7	1	10
Other	0	0	0	0	1	0	0	1
TOTALS	458	587	68	1113	123	152	45	320

ATTENDEES	Temple Newsam - 26/07/2007				Potternewton Park - 30/07/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
BD04	1	1	0	2	0	0	0	0
BD10	1	2	0	3	0	0	0	0
BD11	1	0	0	1	0	0	0	0
HX03	2	0	0	2	0	0	0	0
LS01	0	0	5	5	0	0	3	3
LS02	1	0	0	1	0	0	0	0
LS03	0	0	0	0	0	0	0	0
LS04	3	0	0	3	0	0	0	0
LS05	0	0	0	0	1	0	0	1
LS06	2	1	1	4	1	1	1	3
LS07	7	7	0	14	52	68	2	122
LS08	21	25	0	46	48	63	6	117
LS09	47	84	2	133	8	8	1	17
LS10	19	20	0	39	0	0	0	0
LS11	15	19	1	35	0	0	0	0
LS12	12	13	0	25	1	3	1	5
LS13	16	5	0	21	1	0	0	1
LS14	35	46	0	81	2	2	0	4
LS15	129	172	1	302	0	2	0	2
LS16	5	6	0	11	0	0	0	0
LS17	16	19	0	35	7	4	0	11
LS18	17	15	0	32	0	0	0	0
LS19	2	1	0	3	0	0	0	0
LS20	2	1	0	3	0	0	0	0
LS21	1	1	0	2	0	0	0	0
LS22	3	3	0	6	0	0	0	0
LS23	6	5	0	11	0	0	0	0
LS24	1	5	0	6	0	0	0	0
LS25	26	46	1	73	0	0	0	0
LS26	34	37	0	71	0	0	0	0
LS27	6	10	0	16	1	0	0	1
LS28	6	6	0	12	0	0	0	0
LS29	0	2	0	2	0	0	0	0
OL15	0	1	0	1	0	0	0	0
WF03	6	14	0	20	0	0	0	0
WF10	4	6	0	10	0	0	0	0
WF12	3	5	0	8	0	0	0	0
WF13	0	1	0	1	0	0	0	0
WF17	3	1	0	4	0	0	0	0
YO10	1	0	0	1	0	0	0	0
Unknown	4	7	57	68	1	1	31	33
TOTALS	458	587	68	1113	123	152	45	320

Breeze On Tour Summer 2007

ATTENDEES	Wetherby Sports Centre - 31/07/2007				Potternewton Playing Fields - 01/08/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
Unknown	0	0	5	5	4	2	133	139
age 1	2	0	0	2	10	13	0	23
age 2	0	2	0	2	6	12	2	20
age 3	0	3	0	3	21	12	2	35
age 4	2	3	0	5	24	26	2	52
age 5	3	6	0	9	36	44	3	83
age 6	5	9	0	14	37	37	1	75
age 7	5	8	0	13	32	42	0	74
age 8	7	5	0	12	33	41	2	76
age 9	5	12	0	17	58	48	1	107
age 10	6	7	0	13	53	47	2	102
age 11	2	4	0	6	54	54	3	111
age 12	10	8	0	18	53	47	2	102
age 13	3	6	0	9	45	53	0	98
age 14	1	4	0	5	36	28	1	65
age 15	6	2	0	8	30	15	2	47
age 16	0	3	0	3	16	21	0	37
age 17	0	1	0	1	11	8	0	19
age 18	0	2	0	2	9	8	0	17
age 19	0	1	0	1	0	0	0	0
TOTALS	57	86	5	148	568	558	156	1282
Blank	0	0	5	5	0	0	135	135
White-British	52	78	0	130	364	398	17	779
White-Irish	1	1	0	2	3	2	0	5
White-Other	0	1	0	1	0	1	0	1
Mixed-White&Black Caribbean	1	0	0	1	57	28	2	87
Mixed-White&Black African	0	1	0	1	6	4	0	10
Mixed-White&Asian	0	4	0	4	8	9	0	17
Mixed-Other	0	0	0	0	7	3	0	10
Asian/AsianBritish-Indian	0	1	0	1	16	8	1	25
Asian/AsianBritish-Pakistani	0	0	0	0	7	14	1	22
Asian/AsianBritish-Kashmiri	0	0	0	0	5	1	0	6
Asian/AsianBritish-Bangladeshi	0	0	0	0	1	3	0	4
Asian/AsianBritish-Other	0	0	0	0	1	3	0	4
Black/BlackBritish-Caribbean	0	0	0	0	55	55	0	110
Black/BlackBritish-African	0	0	0	0	7	12	0	19
Black/BlackBritish-Other	0	0	0	0	11	0	0	11
Chinese-Chinese	0	0	0	0	3	0	0	3
Chinese-Other	0	0	0	0	1	0	0	1
Unspecified	3	0	0	3	13	14	0	27
Other	0	0	0	0	3	3	0	6
TOTALS	57	86	5	148	568	558	156	1282

ATTENDEES	Wetherby Sports Centre - 31/07/2007				Potternewton Playing Fields - 01/08/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
BD04	0	0	0	0	0	4	0	4
DN09	0	0	0	0	1	0	0	1
HD08	0	0	0	0	7	6	0	13
HD09	0	0	0	0	1	0	0	1
HG03	2	2	0	4	0	0	0	0
HG05	0	0	0	0	1	0	0	1
LE00	0	0	0	0	0	1	0	1
LS01	0	0	0	0	0	0	1	1
LS02	0	0	0	0	1	1	1	3
LS03	0	0	0	0	0	0	0	0
LS04	0	0	0	0	1	0	0	1
LS05	0	0	0	0	1	1	0	2
LS06	0	0	0	0	25	13	3	41
LS07	0	0	0	0	303	305	14	622
LS08	2	4	0	6	70	62	2	134
LS09	0	0	0	0	23	21	1	45
LS10	0	0	0	0	3	6	0	9
LS11	0	0	0	0	4	1	0	5
LS12	0	0	0	0	7	8	0	15
LS13	0	0	0	0	4	1	0	5
LS14	2	1	0	3	9	9	0	18
LS15	2	5	0	7	2	3	1	6
LS16	0	3	0	3	15	15	0	30
LS17	5	8	0	13	47	59	0	106
LS18	0	0	0	0	2	1	0	3
LS19	0	0	0	0	0	2	0	2
LS20	0	0	0	0	0	0	0	0
LS21	0	0	0	0	4	0	0	4
LS22	27	34	0	61	1	3	0	4
LS23	9	21	0	30	0	0	0	0
LS24	0	2	0	2	0	0	0	0
LS25	1	1	0	2	1	3	0	4
LS26	1	0	0	1	4	6	0	10
LS27	0	0	0	0	5	6	0	11
LS28	0	0	0	0	0	3	0	3
LS29	0	0	0	0	0	0	0	0
N 01	0	0	0	0	0	1	0	1
S 70	0	0	0	0	1	0	0	1
SW06	0	1	0	1	0	0	0	0
WF01	0	0	0	0	1	0	0	1
WF03	0	0	0	0	2	0	0	2
WF10	2	0	0	2	0	0	0	0
WF12	0	0	0	0	6	4	0	10
WF13	0	0	0	0	1	10	0	11
WF14	0	0	0	0	3	0	0	3
WF17	0	0	0	0	3	0	0	3
YO26	3	1	0	4	0	0	0	0
Unknown	1	3	5	9	9	3	133	145
TOTALS	57	86	5	148	568	558	156	1282

Breeze On Tour Summer 2007

ATTENDEES	Potternewton Playing Fields - 02/08/2007				Farnley Rec - 06/08/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
Unknown	4	4	132	140	0	1	8	9
age 1	14	10	1	25	1	0	0	1
age 2	17	14	1	32	1	4	0	5
age 3	25	22	3	50	8	2	1	11
age 4	29	27	4	60	2	4	0	6
age 5	32	26	4	62	4	2	0	6
age 6	32	31	1	64	4	5	0	9
age 7	35	44	3	82	6	9	0	15
age 8	50	42	0	92	5	9	3	17
age 9	51	45	0	96	6	4	0	10
age 10	55	54	1	110	6	5	1	12
age 11	53	54	3	110	8	6	0	14
age 12	47	55	1	103	14	17	0	31
age 13	46	52	0	98	5	12	0	17
age 14	25	38	1	64	6	9	0	15
age 15	26	19	4	49	4	3	0	7
age 16	22	17	0	39	4	4	0	8
age 17	11	4	0	15	3	5	0	8
age 18	9	4	0	13	0	1	0	1
age 19	0	0	0	0	0	0	0	0
TOTALS	583	562	159	1304	87	102	13	202
Blank	0	0	135	135	0	0	8	8
White-British	351	354	13	718	84	98	5	187
White-Irish	6	6	0	12	0	0	0	0
White-Other	2	3	0	5	1	0	0	1
Mixed-White&Black Caribbean	53	41	3	97	0	0	0	0
Mixed-White&Black African	3	6	0	9	0	0	0	0
Mixed-White&Asian	6	8	0	14	0	0	0	0
Mixed-Other	9	6	0	15	0	0	0	0
Asian/AsianBritish-Indian	15	16	1	32	0	0	0	0
Asian/AsianBritish-Pakistani	27	21	4	52	0	0	0	0
Asian/AsianBritish-Kashmiri	5	1	0	6	0	0	0	0
Asian/AsianBritish-Bangladeshi	1	0	0	1	0	0	0	0
Asian/AsianBritish-Other	3	3	1	7	0	0	0	0
Black/BlackBritish-Caribbean	51	49	0	100	1	0	0	1
Black/BlackBritish-African	12	19	0	31	0	0	0	0
Black/BlackBritish-Other	16	4	0	20	0	0	0	0
Chinese-Chinese	6	4	0	10	0	0	0	0
Chinese-Other	0	2	0	2	0	0	0	0
Unspecified	14	17	1	32	1	3	0	4
Other	3	2	1	6	0	1	0	1
TOTALS	583	562	159	1304	87	102	13	202

ATTENDEES	Potternewton Playing Fields - 02/08/2007				Farnley Rec - 06/08/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
BB10	0	2	0	2	0	0	0	0
BD08	1	0	0	1	0	0	0	0
BD10	2	0	0	2	0	0	0	0
BD11	0	0	0	0	0	2	0	2
BD18	2	0	0	2	0	0	0	0
BL09	1	1	0	2	0	0	0	0
DN14	1	0	0	1	0	0	0	0
E 17	1	0	0	1	0	0	0	0
FY01	0	2	0	2	0	0	0	0
HA04	2	0	0	2	0	0	0	0
HG01	0	2	0	2	0	0	0	0
HX07	0	1	0	1	0	0	0	0
LE00	0	2	0	2	0	0	0	0
LS01	0	0	1	1	0	0	0	0
LS02	0	1	2	3	0	0	0	0
LS03	0	0	0	0	0	0	0	0
LS04	7	1	0	8	0	0	0	0
LS05	3	0	0	3	0	0	0	0
LS06	26	18	5	49	0	0	0	0
LS07	320	294	10	624	1	0	0	1
LS08	70	70	4	144	0	0	0	0
LS09	22	32	0	54	1	0	0	1
LS10	3	2	0	5	1	1	0	2
LS11	3	4	0	7	1	0	0	1
LS12	7	11	0	18	75	91	5	171
LS13	0	2	0	2	1	0	0	1
LS14	5	6	0	11	0	0	0	0
LS15	13	14	0	27	0	0	0	0
LS16	9	16	0	25	1	0	0	1
LS17	56	52	5	113	0	0	0	0
LS18	4	1	0	5	1	0	0	1
LS19	0	1	0	1	0	0	0	0
LS20	0	0	0	0	0	0	0	0
LS21	1	0	0	1	0	0	0	0
LS22	0	1	0	1	1	0	0	1
LS23	0	0	0	0	0	0	0	0
LS24	0	0	0	0	0	0	0	0
LS25	3	3	0	6	0	1	0	1
LS26	2	4	0	6	0	0	0	0
LS27	2	1	0	3	0	0	0	0
LS28	4	2	0	6	3	0	0	3
LS29	1	0	0	1	0	0	0	0
N 01	0	1	0	1	0	0	0	0
SK05	0	1	0	1	0	0	0	0
SW08	0	2	0	2	0	0	0	0
TS10	0	0	0	0	0	3	0	3
WF03	1	3	0	4	0	0	0	0
WF10	0	1	0	1	0	0	0	0
WF11	1	0	0	1	0	0	0	0
WF12	2	3	0	5	0	0	0	0
WF13	1	0	0	1	0	0	0	0
WF15	2	0	0	2	0	0	0	0
Unknown	5	5	132	142	1	4	8	13
TOTALS	583	562	159	1304	87	102	13	202

Breeze On Tour Summer 2007

ATTENDEES	Raynvilles - 07/08/2007				Armley Park - 08/08/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
Unknown	0	0	11	11	8	7	126	141
age 1	1	1	0	2	16	12	0	28
age 2	3	3	0	6	11	21	2	34
age 3	2	6	0	8	29	33	1	63
age 4	2	6	0	8	26	30	4	60
age 5	6	8	0	14	48	38	96	182
age 6	6	9	1	16	39	43	2	84
age 7	6	8	1	15	47	73	0	120
age 8	10	6	0	16	60	53	1	114
age 9	10	10	1	21	79	65	1	145
age 10	16	15	0	31	69	82	1	152
age 11	9	13	0	22	53	78	1	132
age 12	14	10	0	24	58	85	3	146
age 13	6	4	0	10	65	52	0	117
age 14	7	9	0	16	50	65	0	115
age 15	3	5	0	8	41	36	1	78
age 16	2	3	0	5	24	22	0	46
age 17	1	0	0	1	10	14	0	24
age 18	0	1	0	1	6	5	0	11
age 19	0	0	0	0	1	0	0	1
TOTALS	104	117	14	235	740	814	239	1793
Blank	0	0	11	11	3	0	222	225
White-British	91	106	2	199	631	704	11	1346
White-Irish	2	0	0	2	5	3	0	8
White-Other	0	0	0	0	3	5	0	8
Mixed-White&Black Caribbean	4	4	1	9	18	11	1	30
Mixed-White&Black African	0	0	0	0	1	2	0	3
Mixed-White&Asian	0	0	0	0	7	8	0	15
Mixed-Other	0	0	0	0	0	0	0	0
Asian/AsianBritish-Indian	0	0	0	0	12	13	0	25
Asian/AsianBritish-Pakistani	0	0	0	0	12	37	2	51
Asian/AsianBritish-Kashmiri	0	0	0	0	1	1	0	2
Asian/AsianBritish-Bangladeshi	0	0	0	0	0	0	0	0
Asian/AsianBritish-Other	0	0	0	0	1	3	0	4
Black/BlackBritish-Caribbean	0	2	0	2	4	5	0	9
Black/BlackBritish-African	3	2	0	5	7	0	0	7
Black/BlackBritish-Other	0	0	0	0	0	0	0	0
Chinese-Chinese	0	0	0	0	2	2	0	4
Chinese-Other	0	0	0	0	1	0	0	1
Unspecified	4	3	0	7	32	16	2	50
Other	0	0	0	0	0	4	1	5
TOTALS	104	117	14	235	740	814	239	1793

ATTENDEES	Raynvilles - 07/08/2007				Armley Park - 08/08/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
BB02	0	0	0	0	0	3	0	3
BB03	0	0	0	0	9	0	1	10
BD04	0	0	0	0	1	5	0	6
BD10	0	0	0	0	1	1	0	2
BD11	0	0	0	0	1	1	0	2
BD21	0	0	0	0	2	2	0	4
HD08	0	0	0	0	0	1	0	1
HG05	0	0	0	0	0	1	0	1
LE00	0	0	0	0	0	1	0	1
LS01	0	0	0	0	0	0	96	96
LS02	0	0	0	0	1	0	0	1
LS03	0	0	0	0	2	0	0	2
LS04	0	0	0	0	11	3	0	14
LS05	1	5	0	6	3	6	0	9
LS06	1	2	0	3	12	13	2	27
LS07	0	0	0	0	3	5	0	8
LS08	0	1	0	1	6	6	1	13
LS09	0	0	0	0	16	24	0	40
LS10	0	0	0	0	10	12	0	22
LS11	0	0	0	0	12	14	0	26
LS12	34	44	1	79	335	411	8	754
LS13	62	61	1	124	181	174	2	357
LS14	0	0	1	1	12	7	1	20
LS15	0	0	0	0	2	0	0	2
LS16	2	1	0	3	9	13	0	22
LS17	0	0	0	0	6	4	0	10
LS18	0	1	0	1	5	4	0	9
LS19	0	0	0	0	4	9	0	13
LS20	0	1	0	1	1	2	0	3
LS21	0	0	0	0	4	2	0	6
LS22	0	0	0	0	0	0	0	0
LS23	0	0	0	0	0	0	0	0
LS24	0	0	0	0	0	0	0	0
LS25	0	0	0	0	1	1	0	2
LS26	0	0	0	0	1	2	0	3
LS27	0	0	0	0	8	12	1	21
LS28	2	1	0	3	62	59	0	121
LS29	0	0	0	0	0	0	0	0
PE25	0	0	0	0	0	1	0	1
S 70	0	0	0	0	1	0	0	1
WF01	0	0	0	0	1	0	0	1
WF03	0	0	0	0	2	2	0	4
WF06	0	0	0	0	1	0	0	1
WF10	0	0	0	0	3	0	0	3
WF11	0	0	0	0	0	1	0	1
WF17	0	0	0	0	5	6	0	11
YO10	0	0	0	0	0	2	0	2
Unknown	2	0	11	13	6	4	127	137
TOTALS	104	117	14	235	740	814	239	1793

Breeze On Tour Summer 2007

ATTENDEES	Armley Park - 09/08/2007				Rose Lund Rothwell - 10/08/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
Unknown	5	2	170	177	1	0	6	7
age 1	21	11	0	32	1	3	0	4
age 2	24	21	1	46	0	1	0	1
age 3	32	37	0	69	1	6	0	7
age 4	36	31	0	67	4	3	0	7
age 5	45	42	7	94	5	3	0	8
age 6	34	40	2	76	3	8	0	11
age 7	52	45	2	99	4	6	0	10
age 8	37	57	0	94	2	6	0	8
age 9	70	50	1	121	5	6	0	11
age 10	47	72	2	121	7	8	0	15
age 11	54	74	1	129	9	5	0	14
age 12	42	58	2	102	2	7	0	9
age 13	67	42	0	109	7	6	0	13
age 14	37	41	0	78	2	7	0	9
age 15	29	26	0	55	0	8	0	8
age 16	13	14	0	27	0	3	0	3
age 17	12	9	0	21	0	2	0	2
age 18	7	4	0	11	1	1	0	2
age 19	0	0	0	0	0	0	0	0
TOTALS	664	676	188	1528	54	89	6	149
Blank	1	0	175	176	0	0	6	6
White-British	568	567	8	1143	52	84	0	136
White-Irish	4	3	0	7	0	0	0	0
White-Other	4	4	0	8	0	0	0	0
Mixed-White&Black Caribbean	12	18	0	30	1	1	0	2
Mixed-White&Black African	3	2	0	5	0	0	0	0
Mixed-White&Asian	1	2	0	3	0	2	0	2
Mixed-Other	0	1	0	1	0	0	0	0
Asian/AsianBritish-Indian	4	6	0	10	0	0	0	0
Asian/AsianBritish-Pakistani	15	28	2	45	1	0	0	1
Asian/AsianBritish-Kashmiri	1	5	0	6	0	0	0	0
Asian/AsianBritish-Bangladeshi	0	0	0	0	0	0	0	0
Asian/AsianBritish-Other	1	0	0	1	0	0	0	0
Black/BlackBritish-Caribbean	11	4	0	15	0	0	0	0
Black/BlackBritish-African	7	7	0	14	0	0	0	0
Black/BlackBritish-Other	1	0	0	1	0	0	0	0
Chinese-Chinese	1	0	0	1	0	0	0	0
Chinese-Other	0	1	0	1	0	0	0	0
Unspecified	29	21	2	52	0	2	0	2
Other	1	7	1	9	0	0	0	0
TOTALS	664	676	188	1528	54	89	6	149

ATTENDEES	Armley Park - 09/08/2007				Rose Lund Rothwell - 10/08/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
BD02	1	1	0	2	0	0	0	0
BD03	1	1	0	2	0	0	0	0
BD04	7	6	0	13	1	0	0	1
BD08	5	3	0	8	0	0	0	0
BD10	0	1	0	1	0	0	0	0
BD11	3	2	0	5	0	0	0	0
BD12	1	1	0	2	0	0	0	0
BD23	1	0	0	1	0	0	0	0
HX02	2	4	0	6	0	0	0	0
LS01	1	0	7	8	0	0	0	0
LS02	1	2	0	3	0	0	0	0
LS03	0	0	0	0	0	0	0	0
LS04	2	1	0	3	1	0	0	1
LS05	2	2	0	4	0	0	0	0
LS06	6	5	0	11	0	0	0	0
LS07	10	5	0	15	0	0	0	0
LS08	7	5	1	13	0	0	0	0
LS09	10	10	1	21	2	0	0	2
LS10	7	15	0	22	0	0	0	0
LS11	9	9	0	18	0	0	0	0
LS12	318	333	5	656	2	1	0	3
LS13	156	175	3	334	0	0	0	0
LS14	6	2	0	8	0	1	0	1
LS15	5	3	0	8	0	0	0	0
LS16	5	11	0	16	0	0	0	0
LS17	4	6	0	10	0	0	0	0
LS18	9	4	1	14	0	0	0	0
LS19	0	2	0	2	1	0	0	1
LS20	0	1	0	1	0	0	0	0
LS21	1	0	0	1	0	0	0	0
LS22	1	0	0	1	0	0	0	0
LS23	0	0	0	0	0	0	0	0
LS24	0	1	0	1	0	0	0	0
LS25	3	2	0	5	1	2	0	3
LS26	4	1	0	5	43	84	0	127
LS27	4	8	1	13	0	0	0	0
LS28	54	44	1	99	0	0	0	0
LS29	0	2	0	2	0	0	0	0
NN03	2	1	0	3	0	0	0	0
S 02	0	1	0	1	0	0	0	0
S 17	3	1	0	4	0	0	0	0
S 35	0	1	0	1	0	0	0	0
WF02	1	0	0	1	0	0	0	0
WF03	2	0	0	2	3	1	0	4
WF10	1	0	0	1	0	0	0	0
WF15	1	0	0	1	0	0	0	0
Unknown	8	4	168	180	0	0	6	6
TOTALS	664	676	188	1528	54	89	6	149

Breeze On Tour Summer 2007

ATTENDEES	Street Lane Fields - 11/08/2007				Middleton Leisure Centre - 13/08/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
Unknown	0	0	3	3	1	0	15	16
age 1	0	1	0	1	1	0	0	1
age 2	1	2	0	3	2	0	0	2
age 3	0	1	1	2	0	0	0	0
age 4	2	3	0	5	0	1	0	1
age 5	4	2	0	6	2	2	3	7
age 6	2	5	0	7	1	2	0	3
age 7	1	6	0	7	5	9	0	14
age 8	3	11	0	14	3	4	0	7
age 9	0	5	0	5	4	2	0	6
age 10	4	5	0	9	6	7	0	13
age 11	11	5	0	16	3	5	0	8
age 12	3	3	0	6	5	8	0	13
age 13	1	2	0	3	2	0	1	3
age 14	2	1	0	3	5	8	0	13
age 15	0	3	0	3	4	2	0	6
age 16	1	0	0	1	0	1	0	1
age 17	0	0	0	0	2	2	0	4
age 18	1	1	0	2	1	0	0	1
age 19	0	0	0	0	0	0	0	0
TOTALS	36	56	4	96	47	53	19	119
Blank	0	0	3	3	0	0	18	18
White-British	30	54	1	85	45	51	1	97
White-Irish	0	0	0	0	0	0	0	0
White-Other	1	0	0	1	0	0	0	0
Mixed-White&Black Caribbean	0	1	0	1	1	0	0	1
Mixed-White&Black African	0	0	0	0	0	0	0	0
Mixed-White&Asian	3	0	0	3	0	0	0	0
Mixed-Other	0	0	0	0	0	0	0	0
Asian/AsianBritish-Indian	0	0	0	0	0	0	0	0
Asian/AsianBritish-Pakistani	0	0	0	0	0	0	0	0
Asian/AsianBritish-Kashmiri	0	0	0	0	0	0	0	0
Asian/AsianBritish-Bangladeshi	0	0	0	0	0	0	0	0
Asian/AsianBritish-Other	0	0	0	0	0	0	0	0
Black/BlackBritish-Caribbean	0	0	0	0	0	0	0	0
Black/BlackBritish-African	0	0	0	0	1	0	0	1
Black/BlackBritish-Other	0	1	0	1	0	0	0	0
Chinese-Chinese	0	0	0	0	0	0	0	0
Chinese-Other	0	0	0	0	0	1	0	1
Unspecified	2	0	0	2	0	1	0	1
Other	0	0	0	0	0	0	0	0
TOTALS	36	56	4	96	47	53	19	119

ATTENDEES	Street Lane Fields - 11/08/2007				Middleton Leisure Centre - 13/08/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
BD11	2	0	0	2	0	0	0	0
BD19	0	0	0	0	1	0	0	1
HD07	0	2	0	2	0	0	0	0
LS01	0	0	0	0	0	0	3	3
LS02	0	0	0	0	0	0	0	0
LS03	0	0	0	0	0	0	0	0
LS04	0	0	0	0	0	0	0	0
LS05	0	0	0	0	0	0	0	0
LS06	0	0	0	0	0	0	0	0
LS07	0	0	0	0	0	1	0	1
LS08	1	2	0	3	0	0	0	0
LS09	0	0	0	0	0	0	0	0
LS10	0	0	0	0	36	37	1	74
LS11	0	0	0	0	1	3	0	4
LS12	3	2	0	5	0	1	0	1
LS13	0	0	0	0	0	0	0	0
LS14	0	0	0	0	0	0	0	0
LS15	0	0	0	0	0	0	0	0
LS16	0	0	0	0	0	0	0	0
LS17	0	0	0	0	0	0	0	0
LS18	0	0	0	0	0	0	0	0
LS19	0	0	0	0	0	0	0	0
LS20	0	0	0	0	0	0	0	0
LS21	0	0	0	0	0	0	0	0
LS22	0	0	0	0	0	0	0	0
LS23	0	0	0	0	0	0	0	0
LS24	0	0	0	0	0	0	0	0
LS25	0	0	0	0	0	0	0	0
LS26	0	0	0	0	3	6	0	9
LS27	25	48	1	74	3	1	0	4
LS28	0	0	0	0	0	0	0	0
LS29	0	0	0	0	0	0	0	0
WF03	1	0	0	1	0	2	0	2
WF12	0	0	0	0	2	1	0	3
WF15	3	0	0	3	1	1	0	2
YO32	0	1	0	1	0	0	0	0
Unknown	1	1	3	5	0	0	15	15
TOTALS	36	56	4	96	47	53	19	119

Breeze On Tour Summer 2007

ATTENDEES	Blackgates Community Centre - 14/08/2007				Crossflatts Park - 15/08/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
Unknown	0	0	3	3	2	2	43	47
age 1	0	0	0	0	2	5	0	7
age 2	0	2	0	2	5	6	0	11
age 3	0	2	0	2	4	9	0	13
age 4	0	2	0	2	6	8	0	14
age 5	2	0	0	2	9	10	7	26
age 6	2	1	0	3	11	6	0	17
age 7	3	1	0	4	19	19	0	38
age 8	0	1	0	1	17	22	0	39
age 9	1	2	0	3	22	29	0	51
age 10	1	7	0	8	32	43	0	75
age 11	3	2	0	5	30	25	0	55
age 12	1	2	0	3	22	25	1	48
age 13	4	3	0	7	15	18	0	33
age 14	2	1	0	3	10	32	0	42
age 15	0	0	0	0	14	13	1	28
age 16	0	0	0	0	6	3	0	9
age 17	0	0	0	0	8	4	0	12
age 18	0	0	0	0	0	1	0	1
age 19	0	0	0	0	0	0	0	0
TOTALS	19	26	3	48	234	280	52	566
Blank	0	0	3	3	0	1	50	51
White-British	18	26	0	44	168	211	1	380
White-Irish	0	0	0	0	1	1	0	2
White-Other	0	0	0	0	1	1	0	2
Mixed-White&Black Caribbean	1	0	0	1	4	5	0	9
Mixed-White&Black African	0	0	0	0	0	0	0	0
Mixed-White&Asian	0	0	0	0	5	0	0	5
Mixed-Other	0	0	0	0	3	1	0	4
Asian/AsianBritish-Indian	0	0	0	0	5	3	0	8
Asian/AsianBritish-Pakistani	0	0	0	0	31	44	1	76
Asian/AsianBritish-Kashmiri	0	0	0	0	0	2	0	2
Asian/AsianBritish-Bangladeshi	0	0	0	0	2	2	0	4
Asian/AsianBritish-Other	0	0	0	0	0	0	0	0
Black/BlackBritish-Caribbean	0	0	0	0	5	0	0	5
Black/BlackBritish-African	0	0	0	0	0	1	0	1
Black/BlackBritish-Other	0	0	0	0	0	0	0	0
Chinese-Chinese	0	0	0	0	0	0	0	0
Chinese-Other	0	0	0	0	0	0	0	0
Unspecified	0	0	0	0	8	7	0	15
Other	0	0	0	0	1	1	0	2
TOTALS	19	26	3	48	234	280	52	566

ATTENDEES	Blackgates Community Centre - 14/08/2007				Crossflatts Park - 15/08/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
HU17	0	0	0	0	0	3	0	3
LS01	0	0	0	0	0	0	5	5
LS02	0	0	0	0	0	0	0	0
LS03	0	0	0	0	0	0	0	0
LS04	0	0	0	0	0	0	0	0
LS05	0	0	0	0	0	0	2	2
LS06	0	0	0	0	0	0	0	0
LS07	0	0	0	0	1	1	0	2
LS08	0	0	0	0	2	2	0	4
LS09	0	0	0	0	5	4	0	9
LS10	1	0	0	1	41	36	0	77
LS11	0	0	0	0	146	187	2	335
LS12	0	0	0	0	7	9	0	16
LS13	0	0	0	0	2	0	0	2
LS14	0	0	0	0	3	3	0	6
LS15	0	0	0	0	0	0	0	0
LS16	0	0	0	0	2	2	0	4
LS17	1	0	0	1	0	0	0	0
LS18	0	0	0	0	0	0	0	0
LS19	0	0	0	0	3	2	0	5
LS20	0	0	0	0	0	0	0	0
LS21	0	0	0	0	3	0	0	3
LS22	0	0	0	0	0	0	0	0
LS23	0	0	0	0	0	0	0	0
LS24	0	0	0	0	0	0	0	0
LS25	0	0	0	0	0	0	0	0
LS26	0	0	0	0	7	1	0	8
LS27	0	0	0	0	3	20	0	23
LS28	0	0	0	0	0	0	0	0
LS29	0	0	0	0	0	0	0	0
WF03	15	25	0	40	6	5	0	11
WF12	1	1	0	2	0	0	0	0
Unknown	1	0	3	4	3	5	43	51
TOTALS	19	26	3	48	234	280	52	566

Breeze On Tour Summer 2007

ATTENDEES	Crossflatts Park - 16/08/2007				Tinshill - 17/08/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
Unknown	0	3	42	45	0	1	15	16
age 1	5	3	1	9	0	1	0	1
age 2	16	10	1	27	3	6	0	9
age 3	15	16	3	34	2	3	0	5
age 4	14	12	2	28	3	3	0	6
age 5	9	19	5	33	8	3	2	13
age 6	26	13	1	40	2	6	0	8
age 7	33	19	0	52	5	8	0	13
age 8	24	37	2	63	10	11	1	22
age 9	32	33	2	67	10	5	0	15
age 10	32	47	1	80	6	15	1	22
age 11	37	37	1	75	19	17	0	36
age 12	41	41	4	86	8	8	0	16
age 13	26	36	2	64	7	9	0	16
age 14	20	27	2	49	2	10	0	12
age 15	26	23	0	49	5	8	0	13
age 16	11	7	0	18	0	2	0	2
age 17	5	10	1	16	1	1	0	2
age 18	3	6	0	9	2	0	0	2
age 19	0	0	0	0	0	0	0	0
TOTALS	375	399	70	844	93	117	19	229
Blank	0	0	45	45	0	0	16	16
White-British	253	264	8	525	84	107	2	193
White-Irish	1	2	0	3	0	0	0	0
White-Other	1	1	0	2	0	1	0	1
Mixed-White&Black Caribbean	9	5	0	14	0	5	0	5
Mixed-White&Black African	1	2	0	3	1	0	0	1
Mixed-White&Asian	6	4	0	10	0	0	0	0
Mixed-Other	1	0	0	1	0	0	0	0
Asian/AsianBritish-Indian	0	1	0	1	0	0	0	0
Asian/AsianBritish-Pakistani	51	69	12	132	0	0	0	0
Asian/AsianBritish-Kashmiri	7	6	0	13	0	0	0	0
Asian/AsianBritish-Bangladeshi	12	9	2	23	0	0	0	0
Asian/AsianBritish-Other	6	2	1	9	0	1	0	1
Black/BlackBritish-Caribbean	5	2	0	7	0	0	0	0
Black/BlackBritish-African	8	13	1	22	0	0	0	0
Black/BlackBritish-Other	0	0	0	0	0	0	0	0
Chinese-Chinese	0	0	0	0	0	0	0	0
Chinese-Other	0	1	0	1	0	0	0	0
Unspecified	12	17	1	30	8	3	1	12
Other	2	1	0	3	0	0	0	0
TOTALS	375	399	70	844	93	117	19	229

ATTENDEES	Crossflatts Park - 16/08/2007				Tinshill - 17/08/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
BD06	0	0	0	0	0	1	0	1
BD10	0	0	0	0	1	0	0	1
BD11	0	2	0	2	0	0	0	0
BD20	0	1	0	1	0	0	0	0
BD23	0	0	0	0	1	2	1	4
LS01	0	0	3	3	0	0	1	1
LS02	0	0	0	0	0	1	0	1
LS03	0	0	0	0	0	0	0	0
LS04	0	0	0	0	0	0	0	0
LS05	3	1	0	4	0	0	0	0
LS06	0	3	2	5	0	3	0	3
LS07	7	4	0	11	0	0	0	0
LS08	7	10	1	18	2	1	0	3
LS09	5	2	0	7	0	0	0	0
LS10	35	39	1	75	0	0	0	0
LS11	250	267	18	535	0	0	0	0
LS12	9	3	1	13	0	0	0	0
LS13	2	1	1	4	0	0	0	0
LS14	2	6	1	9	0	0	0	0
LS15	3	1	0	4	0	0	0	0
LS16	0	1	0	1	77	98	2	177
LS17	1	1	0	2	4	2	0	6
LS18	1	1	0	2	6	2	0	8
LS19	4	2	0	6	2	0	0	2
LS20	1	0	0	1	0	0	0	0
LS21	0	0	0	0	0	2	0	2
LS22	0	0	0	0	0	2	0	2
LS23	1	0	0	1	0	1	0	1
LS24	0	0	0	0	0	0	0	0
LS25	0	0	0	0	0	0	0	0
LS26	5	5	0	10	0	0	0	0
LS27	16	18	0	34	0	0	0	0
LS28	0	3	0	3	0	1	0	1
LS29	0	0	0	0	0	0	0	0
WF03	9	4	0	13	0	0	0	0
WF04	0	1	0	1	0	0	0	0
WF10	0	0	0	0	0	1	0	1
WF12	2	8	0	10	0	0	0	0
WF13	1	8	0	9	0	0	0	0
WF15	1	0	0	1	0	0	0	0
WF16	0	1	0	1	0	0	0	0
WF17	0	1	0	1	0	0	0	0
YO08	1	0	0	1	0	0	0	0
Unknown	9	5	42	56	0	0	15	15
TOTALS	375	399	70	844	93	117	19	229

Breeze On Tour Summer 2007

ATTENDEES	Burley Park - 20/08/2007				Otley Wharf Meadows Park - 21/08/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
Unknown	0	0	8	8	0	0	6	6
age 1	0	1	0	1	1	1	0	2
age 2	4	2	0	6	2	1	0	3
age 3	3	5	0	8	1	4	0	5
age 4	1	1	0	2	4	4	0	8
age 5	4	4	0	8	6	2	1	9
age 6	2	3	0	5	2	1	0	3
age 7	8	4	0	12	3	6	0	9
age 8	4	6	0	10	2	2	1	5
age 9	9	7	1	17	6	5	0	11
age 10	2	7	0	9	2	5	1	8
age 11	7	9	0	16	10	9	0	19
age 12	5	7	1	13	14	7	0	21
age 13	2	6	1	9	8	7	0	15
age 14	1	5	0	6	1	1	1	3
age 15	2	0	0	2	3	12	0	15
age 16	0	1	0	1	4	5	0	9
age 17	0	0	0	0	1	2	0	3
age 18	0	0	0	0	1	0	0	1
age 19	0	0	0	0	0	0	0	0
TOTALS	54	68	11	133	71	74	10	155
Blank	0	0	8	8	0	0	7	7
White-British	29	24	0	53	66	69	3	138
White-Irish	0	2	0	2	0	0	0	0
White-Other	1	0	0	1	0	0	0	0
Mixed-White&Black Caribbean	1	3	0	4	1	1	0	2
Mixed-White&Black African	0	1	0	1	0	0	0	0
Mixed-White&Asian	1	4	0	5	0	0	0	0
Mixed-Other	0	0	0	0	0	0	0	0
Asian/AsianBritish-Indian	2	2	0	4	0	0	0	0
Asian/AsianBritish-Pakistani	15	23	3	41	0	0	0	0
Asian/AsianBritish-Kashmiri	2	4	0	6	0	0	0	0
Asian/AsianBritish-Bangladeshi	0	0	0	0	0	0	0	0
Asian/AsianBritish-Other	0	1	0	1	0	0	0	0
Black/BlackBritish-Caribbean	0	2	0	2	0	1	0	1
Black/BlackBritish-African	0	0	0	0	0	0	0	0
Black/BlackBritish-Other	0	0	0	0	0	0	0	0
Chinese-Chinese	0	0	0	0	0	0	0	0
Chinese-Other	0	0	0	0	0	0	0	0
Unspecified	3	2	0	5	4	3	0	7
Other	0	0	0	0	0	0	0	0
TOTALS	54	68	11	133	71	74	10	155

ATTENDEES	Burley Park - 20/08/2007				Otley Wharf Meadows Park - 21/08/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
BD17	0	0	0	0	2	0	0	2
BD18	0	0	0	0	2	0	0	2
BD20	0	0	0	0	1	0	0	1
BD21	1	0	0	1	0	0	0	0
HG01	0	0	0	0	0	1	0	1
HG02	0	0	0	0	0	1	0	1
LS01	0	0	0	0	0	0	1	1
LS02	0	0	0	0	0	0	0	0
LS03	0	0	0	0	0	0	0	0
LS04	16	20	0	36	0	0	0	0
LS05	1	1	0	2	1	0	0	1
LS06	27	24	3	54	0	0	0	0
LS07	0	1	0	1	0	0	0	0
LS08	2	8	0	10	0	0	0	0
LS09	1	0	0	1	1	1	0	2
LS10	0	0	0	0	0	0	0	0
LS11	0	0	0	0	0	0	0	0
LS12	0	3	0	3	1	2	0	3
LS13	0	2	0	2	0	0	0	0
LS14	0	0	0	0	0	0	0	0
LS15	0	0	0	0	0	0	0	0
LS16	0	1	0	1	3	3	0	6
LS17	4	3	0	7	1	0	0	1
LS18	1	1	0	2	0	0	0	0
LS19	0	0	0	0	2	9	0	11
LS20	0	0	0	0	5	2	0	7
LS21	0	0	0	0	50	52	3	105
LS22	0	0	0	0	0	0	0	0
LS23	0	0	0	0	0	0	0	0
LS24	0	0	0	0	0	0	0	0
LS25	0	0	0	0	0	0	0	0
LS26	0	0	0	0	0	0	0	0
LS27	0	0	0	0	1	1	0	2
LS28	1	2	0	3	1	0	0	1
LS29	0	0	0	0	0	1	0	1
PE19	0	0	0	0	0	1	0	1
Unknown	0	2	8	10	0	0	6	6
TOTALS	54	68	11	133	71	74	10	155

Breeze On Tour Summer 2007

ATTENDEES	Kirkstall Abbey - 22/08/2007				Kirkstall Abbey - 23/08/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
Unknown	8	2	175	185	5	9	123	137
age 1	19	9	3	31	17	13	0	30
age 2	26	15	0	41	17	17	0	34
age 3	28	37	1	66	35	32	0	67
age 4	43	28	1	72	18	30	2	50
age 5	43	31	7	81	37	37	8	82
age 6	36	40	0	76	45	51	0	96
age 7	57	64	2	123	32	57	0	89
age 8	69	98	3	170	57	51	1	109
age 9	99	89	0	188	63	54	2	119
age 10	106	112	3	221	58	64	2	124
age 11	105	99	1	205	52	65	2	119
age 12	113	90	0	203	56	53	1	110
age 13	84	80	0	164	54	41	0	95
age 14	44	57	1	102	24	39	0	63
age 15	32	19	1	52	31	23	0	54
age 16	21	25	0	46	16	22	0	38
age 17	15	8	0	23	11	4	0	15
age 18	5	4	0	9	2	6	0	8
age 19	0	0	0	0	0	0	0	0
TOTALS	953	907	198	2058	630	668	141	1439
Blank	2	0	180	182	0	1	129	130
White-British	820	800	15	1635	559	573	9	1141
White-Irish	6	4	0	10	4	0	0	4
White-Other	1	3	0	4	3	4	0	7
Mixed-White&Black Caribbean	26	22	0	48	11	15	0	26
Mixed-White&Black African	5	3	0	8	1	1	0	2
Mixed-White&Asian	3	3	0	6	8	10	0	18
Mixed-Other	1	0	0	1	2	2	0	4
Asian/AsianBritish-Indian	7	7	0	14	4	7	0	11
Asian/AsianBritish-Pakistani	7	18	1	26	7	14	1	22
Asian/AsianBritish-Kashmiri	0	0	0	0	0	1	0	1
Asian/AsianBritish-Bangladeshi	0	1	0	1	0	0	0	0
Asian/AsianBritish-Other	3	1	0	4	2	2	0	4
Black/BlackBritish-Caribbean	13	15	0	28	3	7	0	10
Black/BlackBritish-African	9	3	0	12	1	6	2	9
Black/BlackBritish-Other	2	2	0	4	2	2	0	4
Chinese-Chinese	1	0	0	1	2	2	0	4
Chinese-Other	0	0	0	0	0	0	0	0
Unspecified	41	21	1	63	17	19	0	36
Other	6	4	1	11	4	2	0	6
TOTALS	953	907	198	2058	630	668	141	1439

ATTENDEES	Kirkstall Abbey - 22/08/2007				Kirkstall Abbey - 23/08/2007			
	Female	Male	Unknown	Total	Female	Male	Unknown	Total
BD02	0	3	0	3	0	0	0	0
BD03	0	0	0	0	0	0	1	1
BD04	7	2	0	9	3	3	0	6
BD06	0	1	0	1	0	2	0	2
BD09	2	0	0	2	0	3	0	3
BD10	5	4	0	9	1	4	0	5
BD11	0	0	0	0	1	0	0	1
BD15	1	1	0	2	0	0	0	0
BD16	0	1	0	1	2	0	0	2
BD17	1	11	0	12	1	2	0	3
BD18	0	3	0	3	2	2	0	4
BD19	3	3	0	6	0	0	0	0
BD20	1	0	0	1	0	0	0	0
BD21	1	0	0	1	0	0	0	0
BD23	0	0	0	0	1	0	0	1
BS37	1	1	0	2	0	0	0	0
DN14	2	0	0	2	0	0	0	0
HG02	2	2	0	4	0	1	0	1
HU17	1	2	0	3	0	0	0	0
LE00	0	3	0	3	0	0	0	0
LN12	1	0	0	1	0	0	0	0
LS01	0	0	5	5	0	0	7	7
LS02	0	3	0	3	0	0	0	0
LS03	3	0	0	3	1	2	0	3
LS04	33	45	0	78	13	16	0	29
LS05	96	99	3	198	75	70	3	148
LS06	38	29	2	69	21	22	1	44
LS07	29	20	0	49	10	18	0	28
LS08	35	22	1	58	29	30	3	62
LS09	10	15	0	25	12	8	0	20
LS10	18	12	0	30	5	9	0	14
LS11	21	22	1	44	16	7	0	23
LS12	54	62	1	117	47	45	0	92
LS13	135	116	2	253	120	113	2	235
LS14	12	15	0	27	7	11	0	18
LS15	18	12	0	30	5	8	0	13
LS16	103	103	1	207	79	96	0	175
LS17	41	38	2	81	30	17	1	48
LS18	72	100	1	173	50	46	0	96
LS19	31	45	3	79	13	21	0	34
LS20	12	11	0	23	7	11	0	18
LS21	17	18	0	35	8	7	0	15
LS23	1	0	0	1	0	1	0	1
LS24	4	0	0	4	0	2	0	2
LS25	2	2	0	4	2	3	0	5
LS26	9	6	0	15	3	13	0	16
LS27	28	21	0	49	10	14	0	24
LS28	46	25	1	72	29	29	0	58
LS29	2	0	0	2	2	4	1	7
OX15	1	1	0	2	0	0	0	0
PO33	2	0	0	2	0	0	0	0
S 08	0	1	0	1	0	0	0	0
TS16	2	0	0	2	0	0	0	0
WF01	2	0	0	2	0	0	0	0
WF03	14	11	0	25	8	12	0	20
WF04	0	0	0	0	1	0	0	1
WF06	0	0	0	0	0	2	0	2
WF10	0	1	0	1	0	0	0	0
WF11	3	0	0	3	0	0	0	0
WF12	2	0	0	2	1	0	0	1
WF14	0	0	0	0	1	0	0	1
WF15	1	0	0	1	0	0	0	0
WF17	7	3	0	10	3	5	0	8
YO08	0	0	0	0	1	0	0	1
YO26	6	4	0	10	0	0	0	0
YO43	9	6	0	15	0	0	0	0
Unknown	6	2	175	183	3	4	122	129
TOTALS	953	907	198	2058	623	663	141	1427

Breeze On Tour Summer 07

Total and % of people who attended a mini

Breeze moving on to attend a full Breeze

Appendix 7b

	25/07/07		26/07/07		01/08/07		02/08/07		08/08/07		09/08/07	
	Temple Newsam		Temple Newsam		Potternewton		Potternewton		Armley Park		Armley Park	
	total	%	total	%	total	%	total	%	total	%	total	%
Garforth Glebelands Playing Fields	137	20.4%	14	10.2%	0	0.0%	0	0.0%	3	2.2%	0	0.0%
Kippax Leisure Centre	111	11.7%	7	6.3%	0	0.0%	1	0.9%	0	0.0%	0	0.0%
East End Park	363	11.8%	45	12.4%	7	1.9%	17	4.7%	10	2.8%	5	1.4%
Potternewton Park	320	0.9%	4	1.3%	66	20.6%	53	16.6%	3	0.9%	3	0.9%
Wetherby Sports Centre	148	8.1%	4	2.7%	7	4.7%	4	2.7%	0	0.0%	1	0.7%
Farnley Rec	202	2.5%	2	1.0%	0	0.0%	1	0.5%	23	11.4%	26	12.9%
Raynville	235	0.9%	0	0.0%	0	0.0%	1	0.4%	91	38.7%	47	20.0%
Rose Lund Rothwell	149	3.4%	5	3.4%	0	0.0%	0	0.0%	0	0.0%	2	1.3%
Street Lane Fields Gildersome	96	0.0%	1	1.0%	0	0.0%	1	1.0%	1	1.0%	0	0.0%
Middleton Leisure Centre	119	1.7%	7	5.9%	2	1.7%	1	0.8%	3	2.5%	3	2.5%
Blackgates Community Centre Tingley	48	6.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Tinshill	229	0.4%	0	0.0%	3	1.3%	3	1.3%	4	1.7%	4	1.7%
Burley Park	133	0.8%	0	0.0%	1	0.8%	3	2.3%	6	4.5%	4	3.0%
Otley Wharf Meadows Park	155	1.3%	0	0.0%	1	0.6%	2	1.3%	3	1.9%	1	0.6%

	15/08/07		16/08/07		22/08/07		23/08/07	
	Crossflatts Park		Crossflatts Park		Kirkstall Abbey		Kirkstall Abbey	
	total	%	total	%	total	%	total	%
Garforth Glebelands Playing Fields	137	0.0%	0	0.0%	0	0.0%	0	0.0%
Kippax Leisure Centre	111	0.0%	0	0.0%	0	0.0%	2	1.8%
East End Park	363	0.6%	5	1.4%	5	1.4%	4	1.1%
Potternewton Park	320	0.3%	0	0.0%	7	2.2%	5	1.6%
Wetherby Sports Centre	148	0.0%	0	0.0%	0	0.0%	2	1.4%
Farnley Rec	202	0.5%	0	0.0%	0	0.0%	3	1.5%
Raynville	235	0.0%	0	0.0%	28	11.9%	30	12.8%
Rose Lund Rothwell	149	2.0%	1	0.7%	2	1.3%	3	2.0%
Street Lane Fields Gildersome	96	3.1%	6	6.3%	0	0.0%	2	2.1%
Middleton Leisure Centre	119	7.6%	8	6.7%	2	1.7%	3	2.5%
Blackgates Community Centre Tingley	48	0.0%	0	0.0%	0	0.0%	0	0.0%
Tinshill	229	0.9%	0	0.0%	38	16.6%	41	17.9%
Burley Park	133	0.0%	0	0.0%	26	19.5%	9	6.8%
Otley Wharf Meadows Park	155	1.9%	0	0.0%	13	8.4%	14	9.0%

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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: 11 October 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 September meeting.
- 1.3 In particular, Members are asked to note the additional meeting on 25th October.

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 meeting held on 11 September (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 13 September 2007

Item	Description	Notes	Type of item
Meeting date – 25th October 2007			
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

**Scrutiny Board (Children's Services)
Work Programme 2007/08
Last updated 13 September 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 Board has agreed to monitor progress against the priorities in the Plan on a quarterly basis		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 13 September 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 Board has agreed to monitor progress against the priorities in the Plan on a quarterly basis		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 13 September 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 13 September 2007

Working Groups			
Working group	Membership	Progress update	Dates of meetings
Inquiry terms of reference Education Standards	Councillor Lamb Councillor Lancaster Councillor Murray Tony Britten Celia Foote Sue Knights	Terms of reference drafted and presented to Board for approval in October	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	The working group has met and is drafting a report to be agreed by the Board in November	14 September 27 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 October 2007 to 31 January 2008

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

Executive Board Portfolios

Executive Member

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

TUESDAY, 11TH SEPTEMBER, 2007

PRESENT: Councillor M Harris in the Chair

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

Councillor J Blake – Non voting advisory member

61 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 68 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 interest of the Council, in relation to the disposal of this property or other similar transactions 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 83 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 shortlisted partners may be prejudicial to the competitive process resulting in a reduced income to the Council.

62 Declaration of Interests

Councillor Brett declared a personal interest in the item relating to the Children's Services and Children's Trust arrangements update (minute 70 refers) as the Chair of the Children Leeds Partnership.

Councillor J L Carter declared a personal interest in the item relating to the Development Proposals for Elland Road (minute 66 refers) as a member of the West Yorkshire Police Authority.

Draft minutes to be approved at the meeting
to be held on Wednesday, 17th October, 2007

Councillor Harrand declared a personal interest in the item relating to the Future Ownership and Management of the Council's Small Industrial Unit Portfolio (minute 83 refers) as an unpaid Director of a company managing a group of small industrial units.

Councillor Harris declared personal interests in the items relating to Harehills Middle School and Hillside School, Beeston – Allocation of Grant to Tiger 11 (minutes 81 and 82 refer) as a Fellow of Leeds School of Entrepreneurship. He also declared a personal and prejudicial interest in the item relating to the Development Proposals for Elland Road (minute 66 refers) in relation to his business interests.

A further declaration of interest made during the meeting is referred to in minute 70 (Councillor Harker).

63 Minutes

RESOLVED – That the minutes of the meeting held on 22nd August 2007 be approved as a correct record.

CHILDREN'S SERVICES

64 Governing Body Proposal to Close St Gregory's Catholic Primary School in August 2008 Following the Publication of Statutory Notices

The Chief Executive of Education Leeds submitted a report on the proposal by the Governing Body of St Gregory's Catholic Primary School to close the school.

RESOLVED –

- (a) That the changes to the legal requirements for the determination of proposals on school organisation be noted.
- (b) That the Governing Body proposal on the closure of St Gregory's Catholic Primary School be referred to the schools adjudicator for determination.
- (c) That a further report be produced to determine the new arrangements for the determination of proposals on school reorganisation.

65 Vacation and Occupation of Chair

Councillor M Harris having declared a personal and prejudicial interest in the following minute vacated the Chair and left the room.

Councillor A Carter assumed the Chair.

DEVELOPMENT AND REGENERATION

66 Development Proposals for Elland Road

Further to minute 215 of the meeting held on 14th March 2007 the Director of City Development submitted a report on the outcome of public consultation on the development proposals for the Elland Road site, presenting a proposed informal planning statement as a guide to future development proposals and on initial proposals for progress.

RESOLVED –

- (a) That the outcome of the public consultation process on the development proposals for the Elland Road site be noted.
- (b) That the informal planning statement presented as a guide to future development proposals for the Elland Road site be approved and note that it may be necessary to review the content of the information planning statement dependent upon the outcome of the major leisure interest shown in the site.
- (c) That the exploration of the potential and the implications for the provision of a park and ride facility on the site be approved.
- (d) That in principle the sale of the former Greyhound Stadium site at open market value to the West Yorkshire Police Authority as a site for their new Divisional HQ, subject to the final terms being agreed by the Director of City Development be approved.
- (e) That a proportion of the receipt from the Greyhound Stadium site and others arising from the Council disposals in the area covered by the informal planning statement may be required to facilitate the reconfiguration of car parking and the implementation of any infrastructure proposals required to facilitate the comprehensive redevelopment of the Elland Road site be noted.

67 Re-Occupation of the Chair

Councillor Harris re-entered the meeting and resumed the Chair

68 The Former Headingley Primary School

The Director of City Development and the Director of Environment and Neighbourhoods submitted a report on the request made by the Headingley Development Trust to transfer the former Headingley Primary School site to the Trust for less than best consideration for development as an enterprise and arts centre.

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 – That consideration of the request from Headingley Development Trust to transfer the former Headingley Primary School to the Trust be deferred to the November meeting of the Board.

CHILDREN'S SERVICES

69 Proposal to Make a Prescribed Alteration at Harehills Primary School

The Chief Executive of Education Leeds submitted a report on the outcome of a formal consultation undertaken to make a prescribed alteration to permanently increase the admission number at Harehills Primary School from 60 to 90 reception places.

RESOLVED – That the publication of statutory notices to make a prescribed alteration to Harehills Primary School by permanently increasing the

admission number from 60 to 90 reception places with effect from September 2009 be approved.

70 Children's Services and Children's Trust Arrangements Update

Further to minute 182 of the meeting held on 9th February 2007 the Director of Children's Services submitted a report on the development, implementation and impact of new children's trust arrangements for Leeds

RESOLVED –

- (a) That the progress made in the implementation and impact of the children's trust arrangements in Leeds since the February 2007 report be noted.
- (b) That the forthcoming challenges and opportunities in progressing these arrangements, particularly in relation to preparations for the forthcoming Joint Area Review in Leeds be noted.

(Councillor Harker declared a personal interest in this matter as a member of the Children Leeds Partnership)

NEIGHBOURHOODS AND HOUSING

71 Lease at Less Than Best Consideration - Agreement to Lease 23 Miscellaneous Properties to CANOPY 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 of 23 Council owned miscellaneous properties to Canopy, for the purpose of refurbishment and improvement for accommodation for vulnerable tenants.

RESOLVED –

- (a) That the contents of the report be noted.
- (b) That the lease of the 23 properties listed in the report to Canopy Housing Project at a peppercorn rent for a 25 year period at less than best consideration be approved.
- (c) That formal negotiations commence to complete the leasing arrangements with Legal and Democratic Services and Canopy.

72 Update on the Regeneration of the Beverleys Area of Beeston

Further to the minute 182 of the meeting held on 19th January 2005 the Director of Environment and Neighbourhoods submitted a report on the progress made on the Beverleys acquisition and demolition scheme.

RESOLVED – That the expenditure of £5,960,000 of Regional Housing Board grant funding be authorised in order to continue the regeneration of the Beverleys area as planned.

73 Gipton Home Buy Scheme

Further to minute 212 of the meeting held on 17th February 2006 the Director of Environment and Neighbourhoods submitted a report on a proposed private equity model to fund an equity stake of up to 50% of the purchase price of a

Draft minutes to be approved at the meeting to be held on Wednesday, 17th October, 2007

property, dependent upon the applicant being able to fund a conventional mortgage of at least 50% of the market price to purchase a home on the new development on the former Amberton Road/Lower Gipton Crescent site.

RESOLVED –

- (a) That an injection of £1,308,014 fully funded by the sale of the land at Amberton Road/Lower Gipton Crescent to Gladesdale Homes be approved.
- (b) That expenditure of £1,308,014 be authorised.

LEISURE

74 Deputation to Council - Action Against Ragwort Group Regarding the Control of Ragwort

The Chief Recreation Officer submitted a report in response to the above deputation to Council on 18th July 2007.

RESOLVED – That the contents of the report be noted and the action taken to date to manage Ragwort and other invasive weeds on Leeds City Council land be approved.

75 The London 2012 Olympics - Opportunities for Leeds

The Director of City Development and Director of Leeds Initiative submitted a joint report outlining how Leeds can benefit from the London 2012 Olympic and Paralympic Games and detailing the structure and resource implications of developing and implementing the proposals.

RESOLVED –

- (a) That the Council's role in maximising the benefits for Leeds that the London 2012 Olympic and Paralympic Games present be supported and approved.
- (b) That the additional financial requirements included in the report be noted, and that a source of funding will need to be identified from 2008/09 be noted.
- (c) That the future arrangements detailed in the report to take forward this project be supported and approved.

ENVIRONMENTAL SERVICES

76 Waste Strategy

Further to minute 96 of the meeting held on 18th October 2006 the Director of Environment and Neighbourhoods submitted a report on the Waste Strategy with particular reference to service developments proposed to enable Leeds to meet the combined recycling and composting rate of 50% by 2020.

RESOLVED –

- (a) That increasing the recycling target included in the Waste Strategy to 'greater than 50% by 2020' be approved.
- (b) That the proposed recycling service developments, in particular the commitment to weekly collections of food waste be supported.

Draft minutes to be approved at the meeting to be held on Wednesday, 17th October, 2007

- (c) That the projected financial implications of the strategy be noted and that provision be included within the City Council's future financial plans, commencing in 2008/09 financial year, subject to regular review.
- (d) That the Outline Business Case for a residual waste treatment facility currently being developed be noted and that the approval for its submission to DEFRA will be sought from Members at their next meeting on 17th October.

NEIGHBOURHOODS AND HOUSING

77 WykeBECC (Built Environment and Catalyst Centre) - Seacroft

The Director of City Development and Director of Environment and Neighbourhoods submitted a joint report on a proposal to establish a Wyke Built Environment and Catalyst Centre on the site of the East Leeds Family Learning Centre and seeking to inject £1,295,000 into the City Development capital programme from the Local Enterprise Growth Initiative programme to cover the expenditure.

RESOLVED –

- (a) That an injection of an additional £1,295,000 into the City Development capital programme from the existing £15,600,000 LEGI programme be approved.
- (b) That the scheme as detailed in the report, at an estimated total cost of £1,295,000 be approved.
- (c) That the incurring of expenditure of £1,295,000 towards the purchase of the modular building, site preparation, fit out costs and associated fees to be met from the LEGI be authorised.

LEISURE

78 The Potential of Leeds Town Hall to become a First Class Concert Hall: Outcomes of feasibility study

The Chief Libraries, Arts and Heritage Officer submitted a report outlining the findings of the study into the feasibility of developing Leeds Town Hall into a first class concert hall and to identify next steps.

RESOLVED – That officers investigate the potential of putting together a mixed funding package to upgrade Leeds Town Hall to a first class concert hall and report back to Executive Board with the outcome of the investigations.

DEVELOPMENT AND REGENERATION

79 Aire Valley Action Plan preferred options

The Director of City Development submitted a report on plans to consult on the Preferred Options for the Aire Valley Leeds Area Action Plan.

RESOLVED –

- (a) That the Aire Valley Leeds Area Action Plan Preferred Options for publication along with its Sustainability Appraisal and other supporting documents be approved.
- (b) That representations between 5th October and 16th November 2007 be formally invited.

80 Proposed Refurbishment of City Centre Public Realm

The Director of City Development submitted a report on the need for major investment in the city centre pedestrian area and adjacent streets on proposals for a co-ordinated strategy of refurbishment and maintenance.

RESOLVED –

- (a) That the contents of the report be noted.
- (b) That the principle of a co-ordinated programme of maintenance and improvements for street and public space refurbishment in the city centre pedestrian area as indicated in the report be agreed.
- (c) That officers work up a detailed programme of works, and progress funding proposals in accordance with the Council's Financial Procedure Rules
- (d) That officers ascertain the costs and possible sources of funding of an enhanced maintenance and cleansing regime and an increased city centre patrol of uniformed Liaison Officers and report back to Executive Board on the outcome of these investigations.

81 Harehills Middle School

The Director of City Development submitted a report on a proposal to spend an additional £500,000 of the £4,700,000 of Local Enterprise Growth Initiative funding already included in the approved capital programme for a grant to allow Harehills Community Interest Company to refurbish Harehills Middle School.

RESOLVED –

- (a) That the scheme, as detailed in the report, at a revised estimated total cost of £900,000 (£400,000 previously approved) be approved.
- (b) That the incurring of expenditure of £500,000 towards refurbishment of Harehills Middle School to be met from LEGI scheme 13303 in the approved capital programme be authorised.

82 Hillside School, Beeston - Allocation of Grant to Tiger 11

The Director of City Development submitted a report on a proposal to release an additional £400,000 of Local Enterprise Growth Initiative funding already included in the approved capital programme for a grant to allow Tiger 11 (Together in Growth and Economic Regeneration in Leeds 11) to purchase and refurbish Hillside School to provide workspace and meeting rooms in Beeston.

RESOLVED –

- (a) That the scheme as detailed in the report, at a revised estimated total cost of £600,000 (£200,000 previously approved) be approved.

- (b) That the incurring of expenditure of £400,000 towards purchase and refurbishment of Hillside school to be met from the LEGI scheme number 13303 in the approved capital programme be authorised.

83 The Future Ownership and Management of the Council's Small Industrial Unit Portfolio

Further to minute 57 of the meeting held on 21st September 2005, the Director of City Development submitted a report on the outcome of the marketing exercise that was undertaken to establish the level of interest in the Council's small industrial unit portfolio with a view to forming a partnership with the public, private or voluntary sectors, for the future ownership and management of the portfolio.

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 officers report back to Executive Board with a recommendation for a preferred and reserve bidder.
- (b) That the outcome of the marketing exercise be noted and the three short listed organisations detailed in the confidential Appendix II be approved.
- (c) That the list of properties for inclusion in the portfolio as detailed in Appendix III be agreed and that the Council will reserve the right to remove or add further properties to the list where appropriate.

DATE OF PUBLICATION: 13TH SEPTEMBER 2007
LAST DATE FOR CALL IN: 21ST SEPTEMBER 2007

(Scrutiny Support will notify Directors of any items called in by 12 noon on Monday 24th September 2007)