



SCRUTINY BOARD (CHILDREN'S SERVICES)

Meeting to be held in Civic Hall, Leeds on
Thursday, 8th November, 2007 at 10.00 am

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

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
Mr 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 PREVIOUS MEETING - 11TH OCTOBER 2007</p> <p>To receive and approve the minutes of the previous meeting held on 11th October 2007</p>	1 - 8

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 Tuesday, 11th September 2007</p>	9 - 14
8			<p>PERFORMANCE MANAGEMENT QUARTER 2 2007/2008</p> <p>To consider a report from the Head of Policy, Performance and Improvement which invites Members to consider key performance issues relating to quarter 2 of 2007/2008 which are considered to be of corporate significance for the Scrutiny Board (Children's Services)</p>	15 - 32
9			<p>CHILDREN'S SERVICES AND THE CHILDREN AND YOUNG PEOPLE'S PLAN - UPDATE</p> <p>To receive a report from the Director of Children's Services which updates the Board on key developments within Children's Services</p>	33 - 48
10			<p>RECOMMENDATION TRACKING</p> <p>To receive a quarterly report from the Head of Scrutiny and Member Development which allows Members to monitor the progress of recommendations previously made by the Board, in line with the new, more formal system of recommendation tracking which has been adopted</p>	49 - 70
11			<p>REQUEST FOR SCRUTINY</p> <p>To receive a report from the Head of Scrutiny and Member Development which invites Members to consider a request for scrutiny which has been received</p>	71 - 72

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12			<p>DAVID YOUNG COMMUNITY ACADEMY</p> <p>To consider a report from the Head of Scrutiny and Member Development which provides the Board with a briefing on the David Young Community Academy, in relation to how it fits into the provision of children's services in Leeds</p>	73 - 78
13			<p>REVIEW OF 14-19 EDUCATION AND TRAINING PROVISION IN LEEDS</p> <p>To consider a report from the Head of Scrutiny and Member Development which provides Members with a briefing on the review of 14-19 education and training provision in Leeds</p>	79 - 146
14			<p>INQUIRY REGARDING FOUNTAIN PRIMARY SCHOOL</p> <p>To receive a report from the Head of Scrutiny and Members Development which invites Members to consider the Board's draft inquiry report into Fountain Primary School</p>	147 - 166
15			<p>EDUCATION STANDARDS - DRAFT TERMS OF REFERENCE</p> <p>To consider a report from the Head of Scrutiny and Member Development which sets out and invites the Board to approve draft terms of reference for the Scrutiny Board inquiry into education standards</p>	167 - 168
16			<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 municipal year</p>	169 - 198

Item No	Ward/Equal Opportunities	Item Not Open		Page No
17			<p>DATE AND TIME OF NEXT MEETING</p> <p>Thursday, 6th December 2007 at 10.00 a.m. in the Civic Hall, Leeds</p> <p>(Please note that a pre-meeting is scheduled for all members of the Board at 9.30 a.m.)</p>	

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Agenda Item 6

SCRUTINY BOARD (CHILDREN'S SERVICES)

THURSDAY, 11TH OCTOBER, 2007

PRESENT: Councillor W Hyde in the Chair

Councillors J Chapman, R D Feldman, S Hamilton,
R Harington, A Lamb, J Langdale, T Murray and
K Renshaw

**CO-OPTED MEMBERS:
(VOTING)** Mr E A Britten - Church Representative (Catholic)
Prof P H J H Gosden - Church Representative (Church
of England)
Mr I Falkingham - Parent Governor Representative
(Special)

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

40 Chair's Opening Remarks

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

41 Declarations of Interest

Councillor Murray declared a personal interest in relation to agenda item 10 entitled, 'Services for 8-13 Year Olds', due to being Chief Executive of the Learning Partnerships organisation (Minute No. 47 refers).

Further declarations of interest were made at later points in the meeting (Minute No. 47 refers).

42 Apologies for Absence

Apologies for absence from the meeting were received on behalf of Councillors C Campbell, J Elliott, B Lancaster and Mr T Hales.

43 Minutes of the Previous Meeting

RESOLVED – That the minutes of the previous Scrutiny Board (Children's Services) meeting held on 13th September 2007 be approved as a correct record.

Draft minutes to be approved at the meeting
to be held on Thursday, 8th November, 2007

44 Minutes of the Overview and Scrutiny Committee

RESOLVED – That the minutes of the Overview and Scrutiny Committee meeting held on 2nd July 2007 be noted.

45 Consultation on Strategic Outcomes and Improvement Priorities for the Leeds Strategic Plan

A report was submitted by the Assistant Chief Executive of Planning, Policy and Improvement which provided Members with background to the development of **Leeds Strategic Plan**, and details of the associated consultation process. The report also gave Members the opportunity to consider and comment upon the draft strategic outcomes and improvement priorities within the plan which aimed to **meet the needs of the city's children and young people**. A table detailing the draft strategic outcomes and improvement priorities was appended to the report for Members' information.

Mariana Pexton, Deputy Director – Innovation and Change, Children's Services, and Jane Stageman, Senior Policy Manager, Policy, Planning and Improvement, were both in attendance to answer Members' questions.

Having received a brief summary of the key issues detailed within the report, the Board viewed a promotional video which was being used as part of the consultation process, and which outlined the plan's **draft strategic outcomes and improvement priorities**. A question and answer session then ensued. The main areas of debate were as follows:-

Draft Strategic Outcomes and Draft Improvement Priorities

- Members highlighted the importance of, and recognition that was given to the '**Every Child Matters**' agenda, and suggested that in order to reflect this, the plan should make explicit reference to this issue;
- Members proposed that consideration was given to including a specific reference within the plan to improved outcomes for **Looked After Children**, which could possibly be added to the health and wellbeing theme;
- The Board emphasised the need for the plan to acknowledge the importance of **parental involvement** in young people's learning;
- Members proposed that reference was made within the plan to the importance of young people having a better understanding of both their own **culture**, and of the many other cultures which made up the city;
- Members acknowledged the draft priority which aimed to **reduce emissions** from public sector buildings, operations and service delivery, but emphasised the need for the plan to also encourage the private sector to reduce emission levels. The Board proposed that the plan should take a broader focus, which recognised the need for the behaviour of all sectors to change, in order to improve the city's environment;
- Having noted that the Council still had a statutory requirement to produce a **Children and Young People's Plan** (CYPP), Members made reference to the strong links which existed between the priorities within the CYPP and the draft strategic outcomes of the Leeds Strategic Plan. The Board also acknowledged that in the context of the strategic plan, most of the outcomes were applicable to the general population of Leeds, rather than

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to be held on Thursday, 8th November, 2007

children and young people specifically. Members were then advised of how the plan would sit in terms of the statutory planning framework.

Issues Relating to the Associated Consultation Exercise

- The Board discussed the actions being taken to ensure that the strategic plan was inclusive of young people from all sections of society;
- Having commented upon the style and content of the video, the Board learned of its intended audience, and how it would be used as part of a **consultation process**;
- The Board was advised of the agencies which would be involved in the consultation process, and that following all Scrutiny Board responses being considered at Overview and Scrutiny Committee, a revised version of the relevant draft strategic outcomes and improvement priorities would be submitted to the Board in January 2008 for further consideration.

General Observations

- Following Members' questions, the Board learned of the administrative arrangements which had been established to help form and deliver the strategic plan;
- The Board acknowledged the relationship between the strategic plan and the **Council's Mission**, which was to 'bring the benefits of a prosperous, vibrant and attractive city to all the people of Leeds', but emphasised that in order to achieve this, a greater level of equality needed to be established throughout the city;
- Members made specific enquiries into the methods which would be used to implement the draft outcomes and priorities, and how long this process would take to complete.

RESOLVED – That subject to the above comments, the proposed strategic outcomes and improvement priorities of the Leeds Strategic Plan which are aimed at meeting the needs of children and young people in the city be noted, and that the revised draft of the plan be submitted to the January 2008 meeting of the Board.

46 Development of the Specialist Inclusive Learning Centres (SILCs)

Further to Minute No. 114, 8th March 2007, a report was submitted by the Chief Executive of Education Leeds updating the Board on the progress which had been achieved in relation to the development of the Inclusive Learning Strategy, with particular reference being made to the second strategic objective concerning 'the further development of specialist provision, including the role of the SILCs'.

Carol Jordan, Strategic Manager for Integrated Children's Services, Andrew Hobbs, Team Leader – Organisational Change Team, and Bob Stott, No Child Left Behind Project Director, all of Education Leeds, were in attendance to answer Members' questions.

Appended to the report for Members' information was a revised version of the Leeds Inclusive Learning Strategy, a project brief for the further development of specialist provision, which included the role of the SILCs, and details of

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forthcoming discussion events which aimed to ensure that all relevant partners were signed up to the next stages of the strategy's development.

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

Issues Relating to Consultation and Communication

- Members emphasised the importance of ensuring that effective consultation mechanisms were established with parents. In response, the Board learned that there would be more of an opportunity for **parental involvement** via the statutory assessment process, which was in addition to the specific consultation events being organised and the recruitment of Parent Support Advisors;
- Having discussed the forthcoming market place event which had been organised by **North West SILC Parents' Forum**, Scrutiny Board Members were encouraged to support and attend the event;
- Members reiterated the need to ensure that young people from all backgrounds, including the **black and minority ethnic (BME) and traveller communities**, were involved in any consultation exercises which took place in relation to the Inclusive Learning Strategy.

General Observations

- The Board received an update on the recent progress which had been made in relation to the provision of services delivered by SILCs in Leeds;
- Following Members' questions, the Board learned of the actions being taken to ensure that appropriate provision for those individuals with more **complex educational needs** was being delivered. Members noted that this included the formation of a new central team, which would enable the processes involved in monitoring an individual's achievement to be developed. Having discussed the **tracking system** currently in operation, Members learned that as part of the strategy, further training on the current tracking system was to be provided to members of staff;
- The Board discussed the apparent confusion surrounding the number of pupils attending SILCs;
- The Board emphasised that in addition to academic outcomes being tracked, the quality of teaching also needed to be monitored, with reference being made to both a lack of specialist teachers and the number of Teaching Assistants in mainstream education;
- Members sought clarification on several of the key performance indicators detailed within the report.

RESOLVED –

- (a). That the report, and information appended to the report, including the revised Inclusive Learning Strategy, be noted;
- (b). That Members' comments relating to the Inclusive Learning Strategy be noted.

47 Services for 8-13 Year Olds - Session 1 and Session 2

The Board received a report from the Head of Scrutiny and Member Development which introduced the evidence to be considered as part of the

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first and second formal sessions of the Scrutiny Board's inquiry into services for 8-13 year olds.

Mark Hopkins, Strategic Manager – Study Support, and Richard Smith, Team Leader, Governor Support Service, both of Education Leeds, Sally Threlfall, Acting Chief Officer, Ian Green, Strategic Data Manager, and Jason Tabor, Programme Officer - Out of School Activities Project, all of Early Years and Youth Service, and Rosie Wilks, Breeze Card Development and Communications Officer, Chris Finnigan, Social Care, and Frank O'Malley, Leeds Play Network and Leeds Children's Fund, were all in attendance to answer Members' questions.

Appended to the report for Members' information were the agreed terms of reference for the inquiry, in addition to a report from the Chief Officer for Early Years and Youth Service entitled, 'Inquiry into services for 8 to 13 year old children in Leeds', which was accompanied by a range of information relating to the progress made against the provision of the Extended Services Core Offer, the governance arrangements for those bodies providing extended services, and statistics relating to the take up of various extended services which had been delivered in Leeds.

Having received a brief overview of the information which had been submitted to the Board, a question and answer session ensued. The main areas of debate were as follows:-

Extended Services

- Clarification was sought on Leeds' performance in terms of the percentage of schools providing the full core offer;
- The Board enquired about the actions being taken to ensure that those **private finance initiative (PFI) schools** built prior to the establishment of relevant targets relating to extended services provision were meeting such targets. In response, Members learned of the challenges faced when delivering extended services provision through PFI facilities, and how such challenges could be overcome. It was then proposed that a response to this issue was submitted to the Board as part of the next session of the inquiry;
- Following Members' questions, the Board noted that currently there were **24 cluster co-ordinators in post**, and was advised of the issues which had been faced in relation to the recruitment of co-ordinators in Leeds;
- Members paid tribute to the progress which had been made in relation to the provision of extended services in Leeds, and emphasised that although the development of such provision may be gradual, the services provided were an integral part of improving the quality of life for young people;
- Members made enquiries into the geographical approach taken towards the provision of extended services in Leeds, and sought data which related to the take up of **services provided throughout the summer period** across the different wedges in Leeds. In response, the Board noted that provision was delivered on a cluster rather than a wedge basis, and that the clusters in place were currently at varying stages of development;

- The Board sought further information on the accessibility of school facilities during the summer holiday period, and the extent and variety of the activities which had been delivered at such schools during this time;
- Members made enquiries into the extent to which the local authority was working in partnership with the **voluntary sector** to provide extended services during holiday periods, and whether such initiatives had been able to use school facilities when delivering services. In response, the Board was advised that **80 play schemes** had operated during the summer with council and voluntary sector funding. Members also noted that the initiatives which had been undertaken in partnership with the voluntary sector during the summer had gained access to school facilities, resulting in greater levels of attendance by young people;
- In response to Members' questions, the Board was advised that all schools were required to become involved in the extended services agenda by September 2010.

Governance Models

- Members highlighted the need for the **voluntary sector** to be represented in any **governance arrangements** which were established to oversee the provision of school clusters and extended services. The Board then received an update on how models of governance were being developed in Leeds, and how **parental involvement** in such governance arrangements were being encouraged. Members then requested that the changes which had been made to the requirements for extended schools provision were relayed to all governing bodies in Leeds for information.

Summer Activities

- Members noted that as the performance data for those activities delivered over the summer period was currently incomplete, this issue would be considered in greater detail at the third formal session of the inquiry, which was scheduled for December 2007;
- The Board highlighted that even minimal **costs to parents** for their child to access extended services could prove to be prohibitive. In response, Members learned of the actions being taken to make events, such as the Breeze initiatives, as **accessible** as possible, and the range of events that were free to attend;
- Members learned that approximately 9,000 young people had accessed the series of Breeze events held throughout the summer, and discussed the methods of **publicity and communication** used to promote such events. The Board then highlighted the need to ensure that the methods of publicity used effectively reached all sections of society, and suggested that events such as parents' evenings and summer fairs could be an effective way of promoting such activities.

Issues and Threads

- Having received a demonstration of the **Family Hub Childcare Service website and the Breeze website**, Members were advised that to date, approximately 50% of young people in Leeds had been issued with a Breeze card and noted that judging from statistics gained at sports centres, approximately 80% of **Breeze card** holders were actively using

their card. The Board also learned that on average, there were 4,000 to 5,000 hits on the Breeze website per week;

- Members enquired about the extent to which the **Youth Service** delivered provision to the younger element of the 8-13 age group.

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 declared a personal interest in relation to this item, due to being a governor of a PFI school in Leeds)

(Ms T Kayani declared a personal interest in relation to this item, due to being the Chief Executive of a voluntary sector organisation)

(Councillors Murray, Renshaw and R D Feldman left the meeting at 12.00 p.m., 12.10 p.m. and 12.20 p.m. respectively, during the consideration of this item, and Councillor Chapman left the meeting at 12.35 p.m., at the conclusion of this item)

48 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 October 2007 to 31st January 2008 which related to the Board's remit, together with the minutes from the Executive Board meeting held on 11th September 2007.

Further to consideration of the Inclusion Strategy earlier in the meeting, it was agreed that a working group be established to look at two of the four strategic objectives within the strategy: the further development of specialist provision, including the role of the SILCs; and the further development of the behaviour continuum and provision, including the role of the pupil referral units.

Members noted a proposal to cancel the additional Scrutiny Board (Children's Services) meeting which had been scheduled for Thursday, 25th October 2007. It was then suggested that as a result of the proposed cancellation, the **14-19 Review** could be considered at the November Board meeting, with the issue of **Behaviour Support** being initially considered by the Inclusion working group.

RESOLVED –

- (a). That subject to the above comments, the Board's Work Programme, as appended to the report be approved;
- (b). That the cancellation of the additional Scrutiny Board meeting scheduled for Thursday, 25th October 2007, be approved;

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(c). That an Inclusion working group comprising of Councillors Hamilton, Langdale, Mr E A Britten, Mr I Falkingham, Ms C Foote, Professor P H J H Gosden and Mrs Hutchinson be established, with the working group's findings being submitted to the Scrutiny Board for approval.

49 Date and Time of Next Meeting

Thursday, 8th November 2007 at 10.00 a.m. in the Civic Hall, Leeds.
(Pre-meeting scheduled for 9.30 a.m.)

(The meeting concluded at 12.40 p.m.)

OVERVIEW AND SCRUTINY COMMITTEE

TUESDAY, 11TH SEPTEMBER, 2007

PRESENT: Councillor P Grahame in the Chair

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

Apologies Councillor E Minkin

28 Declaration of Interests

The following Member declarations of interest were made:-

Agenda Item 11 (Minute No 34 refers) – Protocol between Scrutiny and Statutory Public Sector Partners in Leeds – **Councillor Anderson** – personal interest in his capacity as a member of the Environment Agency (Ridings Area)

Agenda Item 11 (Minute No 34 refers) – Protocol between Scrutiny and Statutory Public Sector Partners in Leeds – **Councillor Pryke** – personal interest in his capacity as a member of the Yorkshire Regional Flood Defence Committee.

Agenda Item 13 (Minute No 36 refers) – Recommendation Tracking – ‘When Contracts Go Wrong’ – **Councillor Grahame** – personal interest in respect of the Swarcliffe PFI contract in her capacity as a member of the Swardale Swarcliffe Eastwood Residents Association.

29 Minutes - 2nd July and 20th August 2007

Further to Minute No 19, 2nd July 2007, Councillor Hanley stated that he was not satisfied with the information provided in respect of debt rescheduling and requested that Members be supplied with further information and explanation regarding the dates that loans were taken out, paid off or rescheduled and how this had led to accumulated savings of some £21.8m. The Head of Scrutiny and Member Development undertook to pursue this on Members’ behalf.

RESOLVED – That the minutes of the meeting held on 2nd July (x2) and 20th August 2007 be confirmed as a correct record.

30 Minutes - Executive Board - 4th July and 22nd August 2007

RESOLVED – That the minutes of the Executive Board meetings held on 4th July and 22nd August 2007 be received and noted.

31 Annual Audit and Inspection Letter, June 2007

The Head of Scrutiny and Member Development and the Chief Officer (Executive Support) submitted reports regarding the contents of the Annual Audit and Inspection Letter dated June 2007, prepared by the Council's External Auditors, KPMG, which related to Council performance, its accounts, data quality and use of resources.

This document had previously been considered by the Corporate Governance and Audit Committee on 29th June 2007, which had referred two specific items to OSC for possible further scrutiny – teenage pregnancy figures and worklessness.

Steve Clough, Head of Policy, Performance and Improvement, and Richard Foster, KPMG, attended the meeting and responded to Members' queries and comments. In brief summary, the main issues raised were:-

- **Teenage pregnancy rates** – Councillor Golton agreed that the Scrutiny Board (Health and Adult Social Care) should receive an update report on this issue. It was suggested that it might be helpful to invite back some of the witnesses who had presented evidence to the original Board Inquiry;
- The devolving of control of services to area level, e.g. the Youth Service, and the need for co-ordination to ensure that City-wide issues, such as teenage pregnancies, were not neglected in this process;
- **Worklessness** – It was reported that this was a key issue identified in the Local Area Agreement, and the Scrutiny Board (Resources), in consultation with partner organisations and large local employers, was investigating initiatives to improve the figures for the number of people in work, such as the **Jobcentre Plus 'Halfway Back to Work' initiative**. The **Aire Valley Development** was also aimed at tackling the problem;
- The reasons behind the City's ratings drop in the **CPA 'Culture' block**, due to a change in the scoring system relating to people's ability or otherwise to readily access library books, and what was being done to address the matter. The inherent tension between national targets and local priorities was remarked upon, and how these might be reflected back to the Government, as was Member involvement in the preparation and approval of the **Annual Library Plan** (reported to Council). Opening times of local libraries, and how the public might influence these, was also referred to;
- The unexpected increase in the **population weighting** element for Leeds and its impact on the CPA scores.

RESOLVED –

- (a) That subject to the above comments, the contents of the Annual Audit and Inspection Letter be received and noted
- (b) That Steve Clough and Richard Foster be thanked for attending the meeting and responding to Members' queries and comments.

32 Performance Report - Quarter 1 2007/08

The Head of Policy, Performance and Improvement submitted a report updating the Committee on performance against targets across a raft of statutory and local indicators, involving all the Scrutiny Boards' areas of responsibility. The report contained **predicted CPA scores for 2007/08**.

Steve Clough, Head of Policy, Performance and Improvement attended the meeting and responded to Members' queries and comments. In brief summary the main issues discussed were:-

- The performance report had been discussed with individual Scrutiny Board Chairs, to assist in identifying areas which might benefit from further detailed scrutiny;
- **BV204 – The percentage of appeals allowed against the authority's decision to refuse planning applications** – Performance against this indicator continued to cause concern, but due to the length of time taken to determine appeals, the effects of the recent training for Members in this area would be slow to show through in the performance indicators;
- **Waste and Recycling** – The performance figures for waste and recycling for the period 1st April to 30th June 2007 were very positive, with the highest rate of recycling and composting ever recorded. However, this was a tough target, the aim being to recycle over 50% of Leeds waste by 2020, and the penalties for failure to meet Government targets were swingeing.

Fly tipping was highlighted as an issue, and there was a specific performance indicator in relation to this issue, based on the speed with which the authority dealt with reported instances. It was suggested that this was an issue which the Scrutiny Board (Environment and Neighbourhoods) might wish to look at;

- **Direct Payments** – OSC to consider at its October meeting;
- **LKI-EO1 –Number of staff declaring that they meet the DDA disability definition as a percentage of the total workforce** – Identified as a hard to achieve target, which a Scrutiny Board might wish to pursue;
- The actual targets themselves – were they challenging enough?

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

33 Consultation on Leeds Strategic Plan

The Committee considered a report from the Assistant Chief Executive (Planning, Policy and Improvement) regarding recently approved changes to the Council's corporate planning framework, which involved the merger of the **Local Area Agreement** with the Council's **Corporate Plan** to form a single document to be known as the **Leeds Strategic Plan**. The report explained the implications for the scrutiny process.

RESOLVED –

- (a) That Option 3, as set out at Paragraph 3.3.4 of the report, be adopted, i.e. overall feedback to be sought from OSC, and on specific draft strategic outcomes and improvement priorities from relevant Scrutiny Boards.
- (b) That if necessary, working groups be urgently established by the Head of Scrutiny and Member Development, to look at specific areas and submit their recommendations to the October cycle of Scrutiny Board meetings.

34 Protocol between Scrutiny and Statutory Public Sector Partners in Leeds

The Head of Scrutiny and Member Development submitted a report regarding the establishment of a proposed protocol between Scrutiny Boards and the Council's statutory public sector partners in Leeds, in anticipation of the proposals contained in the **Local Government and Public Involvement Bill**, which when enacted would extend the Council's scrutiny role into the service areas of those partners.

The range of public sector partners covered by the Bill and the proposed protocol were:-

Environment Agency	Natural England
Fire and Rescue Authorities	Jobcentre Plus
National Park Authorities	Health and Safety Executive
Youth Offending Teams	Police Authorities
Chief Officer of Police	Local Probation Boards
Regional Development Agency	Joint Waste Disposal Authorities
Sport England	English Heritage
Learning and Skills Council	Highways Agency
Metropolitan PTAs	

Scrutiny of the above-named public sector partners in Leeds would cover activities undertaken by them to deliver improvement targets in the **Local Area Agreement**. This included the planning, provision and operation of services commissioned and provided by these organisations.

Scrutiny Boards would not inspect, audit or manage the performance of the named public sector partners, although performance information could be requested by a Board to inform an Inquiry. Arrangements for the inspection, audit and performance management of these organisations would continue to be carried out by the appropriate regulatory bodies or agencies, and would not be affected by the scrutiny function of the City Council.

In response to Members' queries and comments, the Head of Scrutiny and Member Development indicated that it was not entirely clear at this stage whether the provisions would cover, say, just the Police Authority itself, or the actions of the Police, similarly whether it was just the Local Probation Board or the National Offenders Service. The list of bodies might also be subject to change as the Bill progressed through Parliament. It had been suggested that

the Scrutiny Board (Environment and Neighbourhoods) should look at one area affecting the Police, on an experimental basis, during the current municipal year.

RESOLVED – That the report be noted and the proposed protocol be approved.

35 Review of Call - In Arrangements

The Head of Scrutiny and Member Development submitted a report reviewing the Council's Call-In process, and in particular the current requirement for cross-party support before a matter can be Called-In.

The Chair undertook to seek urgent clarification regarding the alleged role of Party Whips in monitoring the current arrangements, and how this had come about.

Following significant discussion and detailed consideration of the evidence and options before the Committee, and on a split vote, it was ultimately :-

RESOLVED – That the present Call-In arrangements be re-affirmed i.e. two Elected Members of the Overview and Scrutiny Committee from any two different political parties.

(NB: Councillor Golton left the meeting at 11.40 am at the conclusion of this item)

36 Recommendation Tracking

The Head of Scrutiny and Member Development submitted a report updating the Committee on progress in implementing its recommendations in respect of two Scrutiny Inquiries from 2006/07 – **'When Contracts Go Wrong'** and **'Think Big, Act Local – Narrowing the Gap'**.

Wayne Baxter, Chief Procurement Officer, responded to Members' queries and comments on the former Inquiry, and Kathy Kudelnitsky and Andrea Tara-Chand, Leeds Initiative, and Stephen Boyle, Chief Regeneration Officer, were present to respond to the latter Inquiry.

Wayne Baxter undertook to supply Members with details of the total cost of contracts awarded under £100,000 in value during 2006/07.

RESOLVED –

- (a) That in respect of the **'When Contracts Go Wrong'** Inquiry update, the actions taken to implement the recommendations be noted and accepted as achieved, with the proviso of a further monitoring report in six months time in respect of Recommendations 4, 5 and 6 and an invitation to Paul Langford, Chief Housing Services Officer, to attend a future meeting to respond to Members queries regarding PFI contracts

- (b) That in respect of the '**Narrowing the Gap**' Inquiry update, the actions taken to implement the recommendations be noted and accepted as achieved, with the proviso of a further monitoring report in six months time in respect of Recommendations 1, 4 and 5.

(NB: Councillor Pryke left the meeting at 12.02 pm during the consideration of this item)

37 Overview and Scrutiny Committee - Work Programme and Draft Terms of Reference for Proposed Inquiries

The Head of Scrutiny and Member Development submitted a copy of the Committee's work programme, updated to reflect decisions taken at previous meetings, together with a relevant extract from the Council's Forward Plan of Key Decisions for the period 1st September to 31st December 2007. Also attached to the report were the proposed draft terms of reference for two OSC Inquiries in 2007/08 – '**Support to Group Offices**' and '**Responding to the Needs of Migrants and their Families**'.

RESOLVED –

- (a) That approval of the proposed Terms of Reference for the '**Support to Group Offices**' Inquiry be deferred pending the Chief Democratic Services Officer's review of this area;
- (b) That the draft Terms of Reference of the '**Responding to the Needs of Migrants and their Families**' be approved;
- (c) That a working group be established comprising the Chair and Councillors Hanley, Harrison and possibly Anderson (subject to clarification on his position reference his interest in this matter as a Director of Leeds West/North West Homes ALMO Board) to draft Terms of reference for the proposed **ALMO Structure Inquiry**;
- (d) That Mike Evans, Chief Officer, Adult Services be invited to attend the next meeting in October to discuss the proposed **Direct Payments Inquiry**;
- (e) That subject to the above, the Committee's work programme be approved.

38 Dates and Times of Future Meetings

Tuesday 9th October 2007
Tuesday 6th November 2007
Tuesday 11th December 2007
Tuesday 8th January 2008
Tuesday 5th February 2008
Tuesday 11th March 2008
Tuesday 8th April 2008

All at 10.00 am (pre-meetings at 9.30 am)

Report of the Head of Policy, Performance and Improvement

Meeting: Children's Services Scrutiny Board

Date: 8th November 2007

Subject: Performance Report Quarter 2 2007/08

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1 Executive Summary

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

2 Purpose of the Report

- 2.1 The purpose of this report is to present the key areas of under performance at the end of Quarter 2 (1st July to 30th Sept 2007).

3 Background Information

- 3.1 This 'highlight report' has been prepared in readiness for the Accountability process, which includes the CLT meeting on 30th October 2007, Leader Management Team on 1st November 2007 and Overview and Scrutiny Committee on 6th November; separate reports will be prepared for each of the scrutiny boards in readiness for the November cycle of meetings.
- 3.2 The issues discussed in this report have been identified because performance in these areas impacts upon one or more of the following; the delivery of effective services, the delivery of our corporate priorities; our CPA score; or our ability to deliver efficiency savings. This report is supported by detailed PI information.
- 3.3 Any improvement in assessment scores should potentially have a positive impact on the council's Direction of Travel assessment and overall CPA Star Rating.

4 CPA Performance issues

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

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

- 4.2 The CPA 2007 provisional score is based on, the category scores allocated in 2006, and our best informed judgement of our performance over the last year. This information will be updated as and when assessment scores are confirmed during 2007/08. Scores highlighted in grey have been confirmed.
- 4.3 The provisional CPA 2007 Service Assessment scores for Culture, Environment and Housing are included in each Accountability report. These are mainly based on 2006/07 year-end performance indicator returns, however there are a number of instances where other methods are used.
- 4.4 The Audit Commission have confirmed the PIs which are to be included in the 2007 CPA Service Assessments and the thresholds to be used to calculate the scores. The above scores have been updated to reflect this. The Culture score is still giving us some concern as we hover between a 2/3 score. The eventual outcome on this will depend on the results of specific PIs, for which we are still waiting.
- 4.5 At this stage we are unable to make an informed judgement as to our predicted Direction of Travel score.
- 4.6 For a more detailed breakdown of the CPA service assessment scores please see Appendix 1.

5 Scrutiny Board Performance Issues

5.3 Children's Services

5.3.1 Update on issues from Quarter 1 – Data Quality and updating performance measures

In quarter 1, data quality for key indicators was raised a key issue, alongside the need to integrate reporting of the wider CYPP dataset. Work has continued on these tasks over the past three months.

Data quality concerns centred on Youth Service indicators. The service is currently implementing its new management information system, which will be central to addressing these problems. Further work will be undertaken over the next few months to ensure this is making an impact and to address wider business processes. The Director of Children's Services Unit has secured additional resources to support this work and will work closely with the service to resolve this issue.

Wider performance measures have now been included in this quarter's performance reports, as can be seen below. At present managing this task across organisational boundaries within the partnership can be challenging so further work needs to be undertaken to ensure effective systems and support are in place to continue these developments to allow effective information management across children's services.

5.5.2 Be Healthy – Reducing teenage conceptions

Reducing teenage conceptions is an important local and national target. Research shows poor outcomes are likely for both the young parents and their children, reinforcing intergenerational deprivation and diminished life chances. Furthermore recent work by UNICEF suggests that teenage conception is a good proxy for the overall well-being of young people with high levels associated with wider poor outcomes and caused by a lack of support and low aspirations.

Despite earlier encouraging signs, Leeds has made considerably less progress in reducing the number of teenage conceptions in the city than has been seen either nationally or in similar areas. Due to delays in the figures becoming available the latest figures reflect various problems such as weaknesses in local Contraceptive And Sexual Health services seen several years ago.

In response to this priority the Director of Children's Services Unit has worked with key local partners such as the PCT and Education Leeds to reorganise leadership and commissioning for sexual health services. Improvements are being made to the collection of use of key data, which will inform more targeted work with communities where needs are highest. Early signs for these changes are encouraging.

5.5.3 Stay Safe – the number of Looked After Children and Young People

This is a very significant issue for children and young people as those Looked After generally have poor outcomes whilst they are young and have diminished life chances throughout their adult life. This is also a significant issue for local services as the high cost of supporting children in care poses heavy burdens on staff and resources.

The number of Looked After Children and Young People in Leeds is significantly higher than either the average for England or benchmark authorities. This higher level has continued since at least the turn of the century but has seen marked rises over the past two years. The recent rise is largely attributed to an increase in safeguarding issues and in the marked rise in unaccompanied asylum seeking children and young people. Local research has confirmed that domestic violence, parental mental health and parental drug misuse are common features in families where the children become looked after.

The short-term response has been to invest in additional social workers and social work assistants in 2007 in order to ensure that additional demands placed upon services by increasing numbers of looked after children are being met appropriately. In total an additional 35 posts have been established. In the longer-term the Authority has established a target to reduce the number of looked after children in Leeds to the levels of its statistical neighbours within 5 years. It intends to achieve this by improving the effectiveness of its support for families of children under 5 years old; developing specific programmed support for drug misusing parents and for families with 10-15 year old young people through its family resource centres. It also intends to review its early rehabilitation processes.

5.5.4 Stay Safe – the timeliness of reviews of Looked After Children and Young People

The timeliness of reviews for Looked After Children and Young People is a key measure of the effectiveness of local care management, and as such is a proxy for how well local children's services are supporting this most vulnerable group.

Local performance against this indicator is poor. In March 2007 only 34% of reviews in Leeds were completed to timescale, compared to benchmark averages of 85% or more. As such. OfSTED placed Leeds into the lowest category 'Investigate Urgently'. Since April focused effort within Social Care and the additional resources mentioned above have produced improvements, with 63% of reviews currently completed to time. However, because of the way this measures works the indicator will decline over time, with an expected full year result of 40%, still well within the lowest category. This is due to the need to complete all six monthly reviews on time within the year to achieve this measure fully, and as such only sustained improvement will see performance rise.

To address this problem Children and Young People's Social Care and wider partners have agreed to commit additional resources and restructure the Independent Reviewing Officer and support teams, audit business processes and agree new arrangements, produce revised guidance and support for care management and review teams and finally to implement new ICT and information management processes to improve recording, management information and data quality.

5.5.5 Enjoy and Achieve – the proportion of schools below the Key Stage 3 Floor Target

Achievement of minimum standards in those secondary schools with lowest attainment is a key issue because education is vital to improving young people's life chances and because we need to narrow the gap for those young people and communities that at present have the lowest outcomes. This

measure is important as a mandatory target in the Local Area Agreement and a key focus for the government as a proxy for successful support and intervention in those schools facing the most serious challenges.

Over recent years learners, schools and Education Leeds have made a big impact on reducing the number of secondary schools attaining below national minimum 'floor targets' for both Key Stage 3 and Key Stage 4/GCSE. However this year has seen a decline in performance against the Key Stage 3 indicator, with provisional results for 2007 suggesting twelve schools have not met the floor target of at least 50% of learners achieving Level 5 in English, maths and science. This is well below the citywide target of five schools, and means that attaining future years' targets will be even more challenging.

To address this, selected schools have been targeted for intensive support in 2007/08. The allocation of support through the National Strategies consultants programme is being reorganised to boost achievement at Key Stage 3, with the development of intensive 'residencies' of consultant provided sustained support within the schools.

5.5.6 Enjoy and Achieve – secondary school attendance

Secondary school attendance is a priority for central and local government and key target in the Leeds Local Area Agreement. Attendance at school is important not just for learning but also as a good indicator for young people being engaged, happy and safe. Conversely, low attendance is linked with risky behaviours such as crime, drug and alcohol misuse and teenage conceptions.

Unlike in primary schools, attendance in Leeds secondary schools is below national and comparative authorities. In recent years learners, schools, Education Leeds and wider partners have been very successful in raising attendance in secondary schools. However, attendance fell in 2005/06, and then rose slightly in 2006/07. However, the rise was not as much as achieved nationally and in statistical neighbours, therefore the gap in performance has widened. Authorised absence fell in 2006/07 and is now lower than in any of the last five years but unauthorised absence has increased. An important element of improving attendance will be in reducing the number of persistent absentees (those pupils with attendance below 80%). Leeds has a higher rate of these pupils than seen nationally, and these young people contribute significantly to attendance rates overall. The 4055 pupils that were persistent absentees in 2006/07 contributed 30% of authorised absence and 72% of unauthorised absence in the city. Leeds now has 18 secondary schools targeted by DCSF for high levels of persistent absence.

In response to this Education Leeds and partners have agreed improvements with the DCSF. This will include: focused work with the all targeted schools; increased joint working within Education Leeds between the Attendance Strategy Team, National Strategies, School Improvement, supported by the School Improvement Partners who will target interventions for these schools. In addition there will be a new 'RAG' escalation process has been developed to flag up issues on a half termly basis to ensure quick collective responses to emerging issues. In the longer term research is underway to identify good practice in multi-agency approaches to raising attendance, which will inform a Children's Services Attendance Strategy for joint working in the future.

5.4 Health and Adult Social Care

5.4.1 Direct Payments

The number of people using direct payments in Leeds is relatively low. This has a number of consequences, the most important of which is the probability that there are people in Leeds who could be benefiting from using direct payments but are not doing so. The low take up of direct payments also results in the department performing badly in respect of key performance indicators which contribute to the Council's overall star rating

Leeds performance for Direct Payments for 2006/07 was 40. This performance was rated in the third of five bands by the Department of Health and classed as "Acceptable but room for improvement". 40 per 100,000 population amounts to 225 people. The national average for this indicator for 2005/06 was 84 with a plan to achieve 104 by 2006/07.

The service has set a target for 2007/08 of 95 per 100,000. This will realign Leeds performance with that of other authorities and maintain the authority's performance rating for the indicator which has been upwardly revised by CSCI. In 2007/08 a performance of 60 is required to meet the key threshold and 90 needed to be 'acceptable'. 536 people will need to be in receipt of Direct Payments by 31st March 2008 to meet the Leeds target. To meet the Key Threshold, the Council need to have more than 335 people in receipt of Direct Payments. By 31st September 2007 Leeds had 344 people receiving direct payments. This equates to 61.58 per 100,000 population. Current forecasts suggest that around 540 people will be receiving support via this means by March 2008.

Leeds has been achieving this transformation in performance through the implementation of a Direct Payments Improvement Plan which includes the following elements:

1. Review and update the department's written direct payments procedures.
2. Review the direct payments pay rates.
3. Promote and publicise direct payments in Leeds
4. Revisit training on direct payments for assessors/ care managers to raise awareness and improve understanding of direct payments
5. Improve involvement of Direct payments service users
6. Improve Direct Payments performance management systems.
7. Improve arrangements for the support of Direct Payments Service Users
8. Increase the use of direct payments to purchase items of equipment
9. To revisit promotion of direct payments to people from black and ethnic minority communities
10. To introduce service user involvement in the Direct Payments Project Operational Group
11. Ensure that the option of direct payments is considered at every review

6 Recommendations

- 6.3** It is recommended that the Children's Services Scrutiny Committee considers the Quarter 2 performance information and highlight any areas for further scrutiny.

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Accountability Reporting Guidance

Column No.	Column Title	Description	Column No.	Column Title	Description	Colour Code	
		Indicator Explanations					
1	Reference	The reference column describes which basket each indicator belongs to. A basket is a set of indicators which we use to report on progress relating to different plans or frameworks, such as Best Value or BV which we report to the Audit Commission. We have listed below the initials we use to refer to these different baskets. CPA - These indicators are part of our Comprehensive Performance Assessment BV - We report these indicators to the Audit Commission LKI - These are local key indicators for Leeds CP - These indicators show what progress we are making against the Corporate Plan LAA - These indicators show progress on the Local Area Agreement PAF - We report these indicators to the Commission for Social Care Inspection (CSCI) as part of the Performance Assessment Framework.	9	Predicted Full Year Result	The green light shows that the Directorate predicts this indicator WILL meet its target. The Directorate uses current performance information to make this forecast. An amber traffic light shows that the Directorate predicts this indicator will not meet its target. However, the performance for this indicator is still acceptable and will not result in significant problems. The Directorate uses current performance information to make this forecast. The red lights shows that the Directorate predicts this indicator WILL NOT meet its target at the end of the year. The Directorate uses current performance information to make this forecast.		
2	Title	The title column describes the indicator. The Audit Commission provides the description for the Best Value Indicators and CSCI sets the description for PAF indicators.	10	Year on Year Improvement	This compares how we expect to perform this year compared to last year. We use this section to explain whether the indicator is getting better, getting worse or staying the same as last year. You need to read this section together with column 9 to understand how we are performing. The Directorate predicts that this indicator will DO BETTER than in the last financial year. They are using current performance information (column 9) to make this forecast. The Directorate predicts that this indicator will BE THE SAME as in the last financial year. They are using current performance information (column 9) to make this forecast. The Directorate predicts that this indicator will BE WORSE as in the last financial year. They are using current performance information (column 9) to make this forecast.	↑ ↔ ↓	
3	Service	The service column identifies which team within the Council is responsible for service delivery, monitoring the performance and data quality of each indicator.	Information for Comparisons				
4	Frequency & Measure	The top line in this column identifies how often we collect this information. This may be every month, every three months (quarterly) or once a year (annually). We only report annual indicators at the end of quarter 4 (after the end of March). The second line in this column identifies what measure we use to check on progress. For example, we might measure this result in the number of days or weeks we should take to finish something, such as a planning application. In another case, we might measure the percentage, such as the percentage of enquiries we respond to within five minutes.	11	All England Top Performance Range	The Directorate predicts that this indicator will be in the TOP performance range. They are using current performance information (column 9) to make this forecast. The Directorate predicts that this indicator will be in the MIDDLE of the top and bottom performance range. They are using current performance information (column 9) to make this forecast. The Directorate predicts that this indicator will be in the BOTTOM performance range. They are using current performance information (column 9) to make this forecast.	↑ ↔ ↓	
5	Good Performance	The good performance column identifies if the results should go up or down to show whether we are doing well. For example, if this is set to rise, you would expect the figures to increase.	11a	All England Bottom Performance Range	This column shows the All England Bottom performance range. The traffic light in column 11, to the left of this, highlights the predicted Leeds position.		
Targets and Results							
6	2006/07 Year End	This column displays the result at the end of the previous financial year (31 March 2007)	12	Core Cities Average	This column details the average result of the Core Cities for each indicator.		
7	2007/08 Target	This column shows the target we have agreed for this financial year.	13	Core City Position	This column details the Leeds position for each indicator compared to the eight Core Cities.		
8	Current Position	The current position identifies the result at the end of each quarter. We include the month we stop reporting on this in the heading of this column.	14	Data Quality Issues	To know we can rely on the information in these reports, it has to be of good quality. Directorates use this column to identify indicators where they have concerns about the quality of the information or data in the report. If a Directorate has Some or Significant concerns regarding Data Quality there will be an explanation in the comments field. No Concerns indicates that the Directorate has signed off the data as accurate. If Some Concerns has been chosen, the Directorate has concerns about the data and are working to ensure it is accurate and reliable. If Significant Concerns has been chosen, the Directorate thinks that the quality of the data may not be good or that maybe they have not got the correct data. Directorates add a comment here to explain what their concern is, if they have any.	No Concerns Some Concerns Significant Concerns	
The comments for each indicator should explain why performance varies. They should also highlight if there are any problems with the quality of the data and what steps the Directorate is taking to improve it. This section will also focus on what will be done to improve the actions and state what outcomes they have achieved.							

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Children and Young People Quarter 2 Performance Report 2007/08

	07/08 Result to Date	2006/07 Result
Percentage of indicators achieving target at year end - based in Predicated Full Year Result	43%	44%
Percentage of indicators showing a year on year improvement based in Predicated Full Year Result*	78%	61%
Percentage of indicators showing a year on year decline based in Predicated Full Year Result*	13%	29%

Please note predicted performance can change each quarter*

1	2	3	4	5	6	7	8	9	10	11	11a	12	13	14
Reference	Title	Service	Frequency & Measure	Good Performance	2006/07 Year-End	2007/08 Target	Current Position as at 30th September 07	Predicted Full Year Result	Year on Year Improvement Trend	All England Top Quartile (Based on 2005/06 Year-End data)	All England Bottom Quartile (Based on 2005/06 Year-End data)	Core City Average (Based on 2005/06 Year-End data)	Core City position 1 = Top 8 = Bottom (Based on 2005/06 Year-End data)	Data Quality Issues
CYP-BME4	The ratio of the percentage of the priority Black cohort permanently excluded to the overall percentage for Leeds	Children and Younger People	Annually Number	Fall	1.90	1.60	1.50	1.50	↑	N.A.	N.A.	N.A.	N.A.	No concerns
Comments	This indicator has shown improvement and is now exceeding this year's target. Pilot funding is in place to work on a project targeted specifically at Black Caribbean pupils, the Pupil Planning Team is working in partnership with National Strategies to plan													
CYP-EcW7	The percentage of primary schools providing the core offer of extended schools services.	Children and Younger People	Annually %	Rise	8.00	24.00	40.00	40.00	↑	N.A.	N.A.	N.A.	N.A.	No concerns
Comments	Leeds compares very favourably with regional comparators, being ahead in 4 of 6 categories.													
CYP-EcW8	The percentage of secondary schools providing the core offer of extended schools services	Children and Younger People	Annually %	Rise	18.00	23.00	64.00	64.00	↑	N.A.	N.A.	N.A.	N.A.	No concerns
Comments	Leeds has exceeded the national target for secondary schools offering full core provision one year ahead of schedule. Leeds also compares very favourably with regional comparators, being ahead in 4 of 6 categories.													

Children and Young People Quarter 2 Performance Report 2007/08

Reference	Title	Service	Frequency & Measure	Good Performance	2006/07 Year-End	2007/08 Target	Current Position as at 30th September 07	Predicted Full Year Result	Year on Year Improvement Trend	All England Top Quartile (Based on 2005/06 Year-End data)	All England Bottom Quartile (Based on 2005/06 Year-End data)	Core City Average (Based on 2005/06 Year-End data)	Core City position 1 = Top 8 = Bottom (Based on 2005/06 Year-End data)	Data Quality Issues
BV-221a	Percentage of young people aged 13-19 gaining a recorded outcome compared to the percentage of young people who participate in youth work in the local authority area.	Early Years and Youth Service	Quarterly %	Rise	48	54	14	51	↑	59	29	47	6	Significant concerns
Comments	New guidance defining what constitutes a recorded outcome has been sent out to all workers but embedding this appears to remain a training issue within the service. The figure is low because either information is not being reported or there is still conf													
BV-221b	Percentage of young people aged 13-19 gaining an accredited outcome compared to the percentage of young people aged 13-19 participating in youth work.	Early Years and Youth Service	Quarterly %	Rise	22	30	4	30	↑	25	10	16	1	Significant concerns
Comments	Figures were gathered via a manual count from voluntary sector organisations, the youth service teams and figures from the DEAMS D of E system. There is likely to be some duplication. Data quality issues are likely to remain until next year when the new													
CP-EY50a LKI-EY3a	Number of families supported with childcare, including before and after school clubs where parents are in work	Early Years and Youth Service	Quarterly Numerical	Rise	1724.00	2140.00	1199.00	2140.00	↑	N.A.	N.A.	N.A.	N.A.	Some concerns
Comments	The reported figure represents the three month period June to August as previously agreed with performance management.													
CP-EY50b LKI-EY3b	Number of families supported with childcare including before and after school clubs where parents are in work based learning, training or further education.	Early Years and Youth Service	Quarterly Numerical	Rise	470.00	583.00	303.00	600.00	↑	N.A.	N.A.	N.A.	N.A.	Some concerns
Comments	As agreed with the Performance Team, the reported figure represents return for June, July and August. Performance in Q3 is expected to increase as a result of training/ education take up in September.													
CP-EY51a LKI-EY2a	Number of places in children's centres	Early Years and Youth Service	Quarterly Numerical	Rise	1796.00	2231.00	1671.00	2235.00	↑	N.A.	N.A.	N.A.	N.A.	Some concerns
Comments	The completion of the data quality review has provided the service with more robust data which is line with OFSTED registered places. □□The end of year target is anticipated to be met if not exceeded.													
CP-EY52 LKI-EY6	Percentage of schools offering FFIP (Fully Flexible Integrated Provision)	Early Years and Youth Service	Quarterly %	Rise	N.A.	60.00	27.90	60.00		N.A.	N.A.	N.A.	N.A.	Some concerns
Comments	The service expects an increased up take amongst 136 schools with nursery classes for the Autumn term. The process for applying and receiving funding, which informs the PI, means that accurate data will not be available until early November.													
CP-YS50 LKI-YS1	The level of reach into the resident 13-19 population (against a benchmark of 25%)	Early Years and Youth Service	Quarterly %	Rise	47.20	25.00	8.00	25.00	↓	N.A.	N.A.	N.A.	N.A.	Significant concerns
Comments	To maintain more rigorous data quality, a manual count for reach was not undertaken. Instead the reach figure was taken from YouthBase, the new MIS system. The Q2 figure is low because there is a backlog of information yet to be entered onto the system.													

Children and Young People Quarter 2 Performance Report 2007/08

Reference	Title	Service	Frequency & Measure	Good Performance	2006/07 Year-End	2007/08 Target	Current Position as at 30th September 07	Predicted Full Year Result	Year on Year Improvement Trend	All England Top Quartile (Based on 2005/06 Year-End data)	All England Bottom Quartile (Based on 2005/06 Year-End data)	Core City Average (Based on 2005/06 Year-End data)	Core City position 1 = Top 8 = Bottom (Based on 2005/06 Year-End data)	Data Quality Issues
LKI-YS2	The level of participation of the resident 13-19 population in youth work (against a benchmark of 15%)	Early Years and Youth Service	Quarterly %	Rise	25.0	15.0	2.0	15.0	↑	N.A.	N.A.	N.A.	N.A.	Significant concerns
Comments	For Quarter 2, updated guidance was issued to bring the service in line with national guidance. This guidance is taking time to filter through the service. This factor, coupled with the backlog of information, accounts for the low Q2 figure.													
BV-183b CPA-H15	The average length of stay in hostel accommodation of households which include dependant children or a pregnant woman who are unintentionally homeless and in priority need	Homeless and Advisory Service	Monthly Weeks	Fall	0.0	0.0	0.0	0.0	↑	0.0	17.0	8	1	No concerns
Comments	No temporary accommodation for families meets the definition of hostel accommodation. No plans under the Supporting People programme to commission new or reconfigure existing services that meets the definition.													
BV-225	Action against domestic violence (DV) provision and effectiveness of LA services designed to help victims of DV and prevent DV	Community Safety	Quarterly %	Rise	100	100	100	100	↑	0	0	0	0	No concerns
Comments	No temporary accommodation for families meets the definition of hostel accommodation. No plans under the Supporting People programme to commission new or reconfigure existing services that meets the definition.													
BV-43a CYP-BeH17	Percentage of proposed statements of special educational need issued by the authority in a financial year and prepared within 18 weeks excluding exceptions under the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001	SEN and School Attendance	Monthly %	Rise	100.0	97.0	100.0	100.0	↔	100.0	95.7	90.2	5	No concerns
Comments	Improvements to the statementing process including a strengthening of partner engagement are continuing to maintain performance at 100% and on target. Includes 26 statements during quarter 2.													
BV-43b CYP-BeH18	Percentage of proposed statements of special educational need issued by the authority in a financial year and prepared within 18 weeks including 'exceptions' set out in the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001	SEN and School Attendance	Monthly %	Rise	88.40	83.90	86.00	90.30	↑	95.40	72.50	79.3	6	No concerns
Comments	Ongoing improvements to the statementing process have resulted in quarter two performance being above target. Includes 44 statements during quarter 2													
BV-45 CYP-POC8 LAA-CYP8	Percentage of half days missed due to total absence in secondary schools maintained by the local education authority	SEN and School Attendance	Annually %	Fall	9.20	7.80	9.20	9.20	↔	7.26	8.30	9.51	2	No concerns
Comments	Secondary absence levels have remained constant since 2006. In 2006/07 there were 15 target secondary schools for reducing persistent absence and 11 of these did achieve reductions in levels from the previous year. However in 2007/08 academic year there a													
BV-46 CYP-POC9	Percentage of half days missed due to total absence in primary schools maintained by the local education authority.	SEN and School Attendance	Annually %	Fall	5.70	4.70	5.20	5.20	↑	5.13	5.98	6.01	1	No concerns
Comments	Comparative performance is good and levels of primary absence have reduced since 2006, but not to the target level, which remains challenging. To address this a new initiative has been developed called Attendance Champions, where a team will target the 18													
CYP-POC5 LAA-CYP7	The number of fixed term exclusions from schools maintained by the Local Education Authority, per 1,000 pupils	SEN and School Attendance	Annually Numerical	Fall	68.10	39.00	62.30	62.30	↑	N.A.	N.A.	N.A.	N.A.	Some concerns

Children and Young People Quarter 2 Performance Report 2007/08

Reference	Title	Service	Frequency & Measure	Good Performance	2006/07 Year-End	2007/08 Target	Current Position as at 30th September 07	Predicted Full Year Result	Year on Year Improvement Trend	All England Top Quartile (Based on 2005/06 Year-End data)	All England Bottom Quartile (Based on 2005/06 Year-End data)	Core City Average (Based on 2005/06 Year-End data)	Core City position 1 = Top 8 = Bottom (Based on 2005/06 Year-End data)	Data Quality Issues
Comments	The rate of fixed-term exclusions remains a very challenging target. LPSA2 funding has been granted to address this issue, electronic monitoring will be used for earlier identification of pupils, so that this resource is targeted most appropriately. Partn													

Children and Young People Quarter 2 Performance Report 2007/08

Reference	Title	Service	Frequency & Measure	Good Performance	2006/07 Year-End	2007/08 Target	Current Position as at 30th September 07	Predicted Full Year Result	Year on Year Improvement Trend	All England Top Quartile (Based on 2005/06 Year-End data)	All England Bottom Quartile (Based on 2005/06 Year-End data)	Core City Average (Based on 2005/06 Year-End data)	Core City position 1 = Top 8 = Bottom (Based on 2005/06 Year-End data)	Data Quality Issues
CYP-POC6 LAA-CYP6	The number of permanent exclusions from schools maintained by the Local Education Authority	SEN and School Attendance	Annually Numerical	Fall	84.00	70.00	65.00	65.00	↑	N.A.	N.A.	N.A.	N.A.	No concerns
Comments	There has been a fall in permanent exclusions from 2006 to below this year's target. This has been achieved through closer partnership working with Area Management Boards and with Headteachers. Electronic monitoring systems have improved and there is earl													
BV-181a CYP-EnA17	Percentage of 14-year old pupils in schools maintained by the local education authority achieving Level 5 or above in the Key Stage 3 test in English	School Improvement	Annually %	Rise	70.00	74.00	71.00	71.00	↑	77.00	69.00	63.38	2	No concerns
Comments	All results are provisional until Q3. English at KS3 has shown a slight improvement over the last three years, whilst national trends have returned to 2005 levels after a drop in 2006. The gap in English between Leeds and its statistical neighbours has c													
BV-181b CYP-EnA18	Percentage of 14-year old pupils in schools maintained by the local education authority achieving Level 5 or above in the Key Stage 3 test in Mathematics	School Improvement	Annually %	Rise	75.00	74.00	73.00	73.00	↓	77.00	70.00	63.82	1	No concerns
Comments	All results are provisional until Q3. Following successive improvements up to 2006, 2007 saw a fall in maths performance in Leeds, its statistical neighbours and nationally. This drop has resulted in the gap to Statistical Neighbours remaining at 2%, and													
BV-181c CYP-EnA19	Percentage of 14-year old pupils in schools maintained by the local Education Authority achieving Level 5 or above in the Key Stage 3 test in Science	School Improvement	Annually %	Rise	69.00	72.00	69.00	69.00	↔	74.00	64	58.24	1	No concerns
Comments	All results are provisional until Q3. Science has seen several year on year improvements, but these have slowed in 2007. Leeds performance maintained 2006 levels, with Statistical Neighbours recording a minimal improvement. Nationally, performance impro													
BV-181d CYP-EnA20	Percentage of 14-year old pupils in schools maintained by the Local Education Authority achieving Level 5 or above in the Key Stage 3 test in ICT	School Improvement	Annually %	Rise	68	72	70	70	↑	74	63.23	59.57	2	Some concerns
Comments	Result is based only on schools who submitted results. For 2007 this is 5220 pupils out of 8210 (64%) The reliability of data should improve from next year as results will then be collected directly from schools.													
BV-194a CYP-EnA21	The percentage of 11 year old pupils achieving Level 5 in Key Stage 2: English	School Improvement	Annually %	Rise	32	33	32	32	↔	29	23	21	1	No concerns
Comments	All results are provisional until Q3. Performance remains the same as in 2006 with results improving by 1% point for statistical neighbours and national maintained schools average results. Leeds performance is now in line with statistical neighbours and m													
BV-194b CYP-EnA22	% of pupils achieving level 5 or above in Key Stage 2 Maths	School Improvement	Annually %	Rise	33	34	30	30	↓	32	27	26.0	1	No concerns
Comments	All results are provisional until Q3. Performance has declined since last year, performance has also declined amongst statistical neighbour authorities and for maintained schools nationally, although these are by lesser amounts than in Leeds and the Leeds													

Children and Young People Quarter 2 Performance Report 2007/08

Reference	Title	Service	Frequency & Measure	Good Performance	2006/07 Year-End	2007/08 Target	Current Position as at 30th September 07	Predicted Full Year Result	Year on Year Improvement Trend	All England Top Quartile (Based on 2005/06 Year-End data)	All England Bottom Quartile (Based on 2005/06 Year-End data)	Core City Average (Based on 2005/06 Year-End data)	Core City position 1 = Top 8 = Bottom (Based on 2005/06 Year-End data)	Data Quality Issues
BV-38 CYP-EnA13 LAA-CYP4	Percentage of 15 year old pupils in schools maintained by the local education authority achieving five or more GCSEs at grades A*-C or equivalent.	School Improvement	Annually %	Rise	52.2	56.5	55.7	55.7	↑	58.3	49.4	47.1	4	No concerns
Comments	All KS4 results are provisional until Q3. Pupil-level data is currently being checked and compared with school returns to finalise the result for this PI. No data is available yet for comparison with national trend and statistical neighbours. The headline													
BV-39 CYP-EnA14 LAA-CYP3	Percentage of 15 year old pupils in schools maintained by the local education authority achieving five or more GCSEs or equivalent at grades A*-G including English and Maths.	School Improvement	Annually %	Rise	85.0	89.0	86.1	86.1	↑	90.8	85.9	81.8	2	No concerns
Comments	All KS4 results are provisional until Q3. Pupil-level data is currently being checked and compared with school returns to finalise the result for this PI. Performance on this PI shows a slight increase on 2006, but remains a priority for further improve													
BV-40 CYP-EnA15	Percentage of pupils in schools maintained by the local education authority achieving Level 4 or above in the Key Stage 2 Mathematics test.	School Improvement	Annually %	Rise	76.0	80.0	77.0	77.0	↑	77.4	72.1	70.1	1	No concerns
Comments	All results are provisional until Q3. KS2 outcomes have risen by 1% from last year. This rise has been mirrored nationally and Leeds remains in line with national attainment. Schools who have participated in the Intensifying Support programme have made													
BV-41 CYP-EnA16	Percentage of pupils in schools maintained by the local education authority achieving Level 4 or above in the Key Stage 2 English test.	School Improvement	Annually %	Rise	79.0	79.0	80.0	80.0	↑	81.2	76	72.8	1	No concerns
Comments	This result will be reported in quarter 3, data is not available from the external data source until November 2007.													
CP-SI50 CYP-Beh7 LAA-CYP11	Increase in the percentage of pupils who participate in at least 2 hours of PE/ Sport each week	School Improvement	Annually %	Rise	83.00	85.00	See Comments	See Comments		N.A.	N.A.	N.A.	N.A.	Some concerns
Comments	National data is not yet available to compare against Leeds Performance. This will be reported in quarter 3.													
CP-SI51	Ensure the level of overall assessment reached at the end of foundation stage (up to 5 years old) is in line with the national average (Summer 2007)	School Improvement	Annually Yes/No	Rise	No	N.A.	See Comments	See Comments		N.A.	N.A.	N.A.	N.A.	Some concerns
Comments	No Comments Supplied													
CYP-Beh6 LAA-CYP12	The proportion of schools that have achieved the National Healthy Schools Standard	School Improvement	Annually %	Rise	46.00	50.00	62.00	62.00	↑	N.A.	N.A.	N.A.	N.A.	No concerns
Comments	2007-08 target relates to December 2008 as in the LPSA agreement. Performance is on target to achieve the LPSA target. The work of the Healthy Schools team is now highly targeted to SOA target schools in order to support the narrowing the gap agenda and t													
CYP-EnA11b	Proportion of pupils in schools maintained by the authority achieving five or more GCSEs at grades A* - C or equivalent, including Maths and English	School Improvement	Annually %	Rise	40.00	46.00	42.10	42.10	↑	N.A.	N.A.	N.A.	N.A.	No concerns
Comments	The data for this PI is not available until February 2008.													
CYP-EcW2 LAA-CYP19	The percentage of 16-18 year olds that are NOT in education, employment or training (NEET)	School Improvement	Annually %	Fall	8.80	8.40	See Comments	See Comments		N.A.	N.A.	N.A.	N.A.	No concerns
Comments	The data for this PI is not available until February 2008.													

Children and Young People Quarter 2 Performance Report 2007/08

Reference	Title	Service	Frequency & Measure	Good Performance	2006/07 Year-End	2007/08 Target	Current Position as at 30th September 07	Predicted Full Year Result	Year on Year Improvement Trend	All England Top Quartile (Based on 2005/06 Year-End data)	All England Bottom Quartile (Based on 2005/06 Year-End data)	Core City Average (Based on 2005/06 Year-End data)	Core City position 1 = Top 8 = Bottom (Based on 2005/06 Year-End data)	Data Quality Issues
CYP-EcW5	The proportion of 19 year olds with level 2 qualifications	School Improvement	Annually %	Rise	63.00	64.00	See Comments	See Comments		N.A.	N.A.	N.A.	N.A.	No concerns
Comments	The data for this PI is not available until February 2008.													
CYP-EcW6	The proportion of 19 year olds with Level 3 qualifications	School Improvement	Annually %	Rise	41.00	45.00	See Comments	See Comments		N.A.	N.A.	N.A.	N.A.	No concerns
Comments	The data for this PI is not available until February 2008.													
CYP-EnA11c LAA-CYP22	The percentage of pupils in schools maintained by the authority achieving 5 or more GCSEs at grade A* - G or equivalent.	School Improvement	Annually %	Rise	87.00	88.00	88.00	88.00	↑	N.A.	N.A.	N.A.	N.A.	No concerns
Comments	All KS4 results are provisional until Q3. Pupil-level data is currently being checked and compared with school returns to finalise the result for this PI. Performance on this PI shows a slight increase on 2006. Performance is strongly connected to the 14-													
CYP-EnA11d	The percentage of pupils in schools maintained by the authority achieving any qualification at the end of Key Stage 4.	School Improvement	Annually %	Rise	96.00	97.00	96.30	96.30	↑	N.A.	N.A.	N.A.	N.A.	No concerns
Comments	All KS4 results are provisional until Q3. Pupil-level data is currently being checked and compared with school returns to finalise the result for this PI. No data is available yet for comparison with national trend and statistical neighbours. This PI is s													
CYP-EnA6	The proportion of schools that were scored 2 or better by OfSTED for overall effectiveness.	School Improvement	Quarterly %	Rise	59.00	63.00	100.00	64.00	↑	N.A.	N.A.	N.A.	N.A.	No concerns
Comments	The data for this PI is not available until February 2008													
CYPP-EcW1 LAA-CYP21	The percentage of pupils leaving year 11 that are NOT in education, employment or Training (NEET)	School Improvement	Annually %	Fall	8.20	7.10	See Comments	See Comments		N.A.	N.A.	N.A.	N.A.	No concerns
Comments	No Comments Supplied													
LKI-NR2	Number of schools in disadvantaged communities with less than 30% of pupils achieving 5 or more GCSEs at grade A* to C	School Improvement	Annually numerical	Fall	5.00	3.00	2.00	2.00	↑	N.A.	N.A.	N.A.	N.A.	No concerns
Comments	The national floor target for 2008 is no school below 30%. All KS4 results are provisional until Q3, as they are based on aggregated school returns. Pupil-level data is currently being checked and compared with school returns to finalise the result for th													
BV-161 CP-CF54 A4	The ratio of the percentage of those young people who were looked after on 1st April in their 17th year (age 16) who were engaged in education, training or employment at the age of 19 to the percentage of young people in the population who were engaged in	Social Services for Children & Families	Quarterly %	Rise	0.87	0.90	0.88	0.90	↑	0.91	0.65	1	4	No concerns
Comments	Although the service is likely to meet its aspirations for the numbers of adoptions and special guardianship orders undertaken during the year, the increase in the overall numbers of looked after children adversely affects the performance indicator as thi													

Children and Young People Quarter 2 Performance Report 2007/08

Reference	Title	Service	Frequency & Measure	Good Performance	2006/07 Year-End	2007/08 Target	Current Position as at 30th September 07	Predicted Full Year Result	Year on Year Improvement Trend	All England Top Quartile (Based on 2005/06 Year-End data)	All England Bottom Quartile (Based on 2005/06 Year-End data)	Core City Average (Based on 2005/06 Year-End data)	Core City position 1 = Top 8 = Bottom (Based on 2005/06 Year-End data)	Data Quality Issues
BV-162 CP-CF55 LAA- CYP13 C20	The percentage of child protection cases which were reviewed regularly as a percentage of those cases that should have been reviewed during the year.	Social Services for Children & Families	Quarterly %	Rise	98	100	99	100	↑	100	100	99.2	3	No concerns
Comments	This indicator measures the quality of decision making around de registration of children on the child protection register. At the end of 06-07 Leeds performance was rated at the highest banding by Ofsted. Leeds current performance is rated in the lower 3													
BV-163 CP-CF56 C23	The number of children who ceased to be looked after during the year as a result of the granting of an adoption or special guardianship order, as a percentage of the number of children looked after at 31st March (excluding unaccompanied asylum seekers) wh	Social Services for Children & Families	Quarterly %	Rise	7.9	8.0	6.4	6.7	↓	9.5	5.6	7	5	Some concerns
Comments	Although the service is likely to meet its aspirations for the numbers of adoptions and special guardianship orders undertaken during the year, the increase in the overall numbers of looked after children adversely affects the performance indicator as this													
BV-50 CP-CF53 LAA- CYP13 A2	The percentage of young people leaving care aged 16 or over with at least one GCSE at Grade A* - G or a GNVQ.	Social Services for Children & Families	Annually %	Rise	55	60	60	60	↑	59	46	50.82	2	No concerns
Comments	N.A.													
CP-CF51 LAA-CYP14	Ensure 15% of children looked after by the council achieve the equivalent of 5 or more GCSEs at grade A* to C	Social Services for Children & Families	Annually %	Rise	6.00	15.00	7.80	7.80	↑	N.A.	N.A.	N.A.	N.A.	No concerns
Comments	N.A.													
CP-CF57	Number of children coming into care for the first time in the year	Social Services for Children & Families	Annually Numerical	Fall	387.00	254.00	162.00	350.00	↑	N.A.	N.A.	N.A.	N.A.	No concerns
Comments	N.A.													
LKI-SS1 A3	The percentage of children registered during the year on the Child Protection Register who had been previously registered.	Social Services for Children & Families	Quarterly %	Rise	12.90	12.50	17.30	12.50	↓	N.A.	N.A.	N.A.	N.A.	Some concerns
Comments	This indicator measures the quality of decision making around de registration of children on the child protection register. At the end of 06-07 Leeds performance was rated at the highest banding by Ofsted. Leeds current performance is rated in the lower 3													
LKI-SS29 C64	The percentage of Core Assessments that were completed within 35 working days of their commencement	Social Services for Children & Families	Quarterly %	Rise	57.80	75.00	70.00	80.00	↑	N.A.	N.A.	N.A.	N.A.	No concerns
Comments	On trajectory to be top banded by the end of the financial year. Target already met. This signifies very good progress for which all staff deserve some credit. It is crucial we continue to maintain the improvement.													

Children and Young People Quarter 2 Performance Report 2007/08

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LKI-SS32 C63	The number of children and young people who communicated their views specifically for each of their statutory reviews as a percentage of the number of children and young people who had been looked after at March 31st for more than four weeks.	Social Services for Children & Families	Quarterly %	Rise	74.60	85.00	73.00	80.00	↑	N.A.	N.A.	N.A.	N.A.	No concerns
Comments	The number of children who communicated their views for their statutory reviews increased by over 50%, from 49% to 75%. Figures from the end of March 07 until the end of August 07 have shown a slight drop to 72.5%. The OfSTED rating for this performance is													
LKI-SS34	percentage of initial assessments within 7 working days of referral	Social Services for Children & Families	Quarterly %	Rise	73.00	80.00	79.00	80.00	↑	N.A.	N.A.	N.A.	N.A.	No concerns
Comments	No room for complacency but this is a very good result considering the poor first quarter especially when it includes a long holiday period. I am unclear as to whether we have properly 'cleaned up' the North area figures following reorganisation so am awa													
CP-CSP52b	Increase the take up of cultural and sporting opportunities amongst 5-19 year olds - S&AR	Sport	Quarterly Numerical	Rise	1031050.00	1000000.00	524251.00	1000000.00	↓	N.A.	N.A.	N.A.	N.A.	No concerns
Comments	The total number of junior visits for Q2 07/08 was 247,654 in the corresponding period the previous year there were 212,088 visits. This equates to an increase of 16.8% on 06/07 figures. This is mainly attributable to the opening of John Smeaton Leisure													

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Originator: Adam Hewitt

Tel: 0113 24 76940

Report of the Director of Children's Service

Scrutiny Board (Children's Services)

Date: 8th November 2007

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

Electoral Wards Affected: All

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Background

1.1 At its September 2007 meeting the Children's Services Scrutiny Board received a detailed update report on work across the children's trust arrangements and children's services more generally. That report included an overview of progress against the Children and Young People's Plan for Leeds and looked in particular detail at work around two priority areas identified in the plan: Improving the assessment and care of children in need; and reducing the proportion of vulnerable groups not in education, employment or training.

1.2 Given that report was only produced two months ago, this update will not go into the same level of detail about the range of work being done across children's services. It will however provide a brief update on some key issues, including progress being made in preparation for the Joint Area Review and the ongoing work around increasing young people's participation. In particular, the report will continue the approach adopted in the last update of providing a brief overview of general progress against the Children and Young People's Plan and focusing particularly on two priorities with more detailed information. The two priorities being focused on in this report are:

- Reducing teenage conception
- Enabling the engagement of parents and young learners in early years and primary schools

1.3 It is important to note from the outset that work on reducing teenage conception is considered as part of the Health and Adult Social Care Scrutiny Board's work plan

and that the majority of scrutiny work in this area therefore rests with that Board. However, providing an overview to the Children's Services Scrutiny Board contributes to providing a full picture of the work being done across services to address our CYP Plan priorities.

- 1.4 This report complements the performance report also being presented to the Children's Services Scrutiny Board, which includes specific information about performance against the Children and Young People's Plan Priorities.

2.0 Update on our children's trust arrangements

- 2.1 A diagram providing a reminder of the children's trust arrangements in Leeds is attached at appendix 1.
- 2.2 Between the last update report to the Scrutiny Board and this one the Children Leeds Partnership, Local Safeguarding Children Board and the Integrated Strategic Commissioning Board (ISCB) have all met again.
- 2.3 At its October meeting the ISCB considered a half yearly review of progress against the Children and Young People's Plan. It also looked, amongst other issues, at Proposals for the future commissioning of services by the Leeds Integrated Youth Support Service (IYSS) and work being done to support families where parents have mental health and/or substance misuse difficulties. Broadening understanding and ownership of these issues amongst senior partners establishes a platform to take them forward more efficiently and effectively.
- 2.4 At its November meeting the Children Leeds Partnership made arrangements to invite young people to attend to comment on the structure and style of the meeting and participate in discussions. This is part of a wider strategy for the Partnership to engage more effectively with young people and responds in part to feedback from Partnership members about the importance of young people's involvement. The Young People's Participation Strategy was also presented at this meeting to strengthen shared ownership around engaging with those growing up in Leeds (at the time of writing this report that meeting had not taken place so a further update was not possible).
- 2.5 During September and October the latest series of Open Forum events have been used to raise awareness of and gather evidence for the Joint Area Review. These events were again based in different locations around the city and invited key partners within each of the five every child matters themes to contribute. They have been a valuable means of increasing the breadth of knowledge of how much activity there is to support children and young people across Leeds.
- 2.6 There have also recently been or are planned a variety of other events to help raise the profile of local children's services. Crucially, several of these have been organised in partnership with parents, such as a marketplace event open to all parents, but run by the North West SILC Parents Forum, attended by over 100 families and a Parent Participation Event being held on 27th November organised by the Children Leeds Parents and Carers Group. Children's Services were also significantly involved in the recent Member's Casework Roadshow held on 29th October.

Evaluation of Partnership Working

- 2.7 The auditors KPMG have recently completed a review of Leeds City Council's work with children and young people, focusing on partnership working. This review has contributed to understanding of progress within our trust arrangements and areas for further development. Significantly it found that Leeds has 'made considerable progress and is performing effectively' across all five areas where the review focussed, specifically: decision making; objectives and outcomes; leadership; controls and risk management; and engagement of partners, children, young people and local communities. The full review will be reported to the November Corporate Governance and Audit Committee.

3.0 Wider Developments in Children's Services

Preparations for the Joint Area Review (JAR):

- 3.1 Preparations are now at an advanced stage for the forthcoming Joint Area Review. The main inspection will take place between the 3rd and 14th December 2007. The inspection aims to describe what life is like for children and young people in Leeds and crucially, to evaluate how well services in Leeds work to improve outcomes for those growing up in the city. The specific areas for investigation are: Safeguarding, Looked After Children, Learning Difficulties and/or Disabilities, Child and Adolescent Mental Health Services, and 14-19 services in Leeds. In addition to the Open Forum events described above, a wide variety of work has been done to help services prepare for, understand and contribute information to the inspection. Specific officer and stakeholder groups have been established to plan for and address key areas of activity to support the inspection process (such as communications and logistics) and crucially, detailed work has been undertaken to gather the 100 cases from which the inspectors will choose 10 that they wish to investigate in greater detail. Initial meetings with the inspectors have taken place, providing an insight into the nature of the inspection.
- 3.2 Everyone involved in children's services has an important part to play in ensuring that inspectors get an accurate picture of Leeds. This includes Scrutiny members, who have a key role and who the inspectors may wish to speak to and join at their December Board meeting. A separate briefing for scrutiny members specifically on the Joint Area Review has therefore been arranged.

Developing a Joint Commissioning Approach:

- 3.3 At its September meeting the Children's Services Scrutiny Board were informed about the development of a 'joint preventative commissioning partnership' enabling partners to route expenditure through a single common system of commissioning against the delivery of a 0-19 universal offer for Leeds children and young people. The development of this work is particularly important at present given the broader moves towards more partnership working, the need to outline the commissioning of preventative services for 2008-11 and the implications for this work of the recent comprehensive spending review announcements.

- 3.4 Within this context, commissioning work is being developed to best align services with the Children and Young People's Plan priorities, specific Children Leeds Strategies and the broader development of the Strategic Plan for Leeds. As such the Joint Preventative Partnership has recently been drawing up a clear list of services with outcomes to be commissioned in the 2008-11 round. This work is now progressing through the development of a common procurement process across partners. Partners are also going through the existing commissioned services to identify any areas that are currently commissioned by more than one partner, with a view to moving towards re-commissioning through joint specifications. This process is being carried out in line with the principle that there will be no break in services. Any decommissioning will be done as a partnership, with re-commissioning targeted against outcomes. This approach is expected to deliver a more 'mixed economy' of service providers, with a greater role for the voluntary sector. The Joint Preventative Commissioning Partnership would welcome future opportunities to bring more information on the development of this work to Scrutiny early in 2008, recognising the importance of keeping stakeholders informed of these developments.

Children and Young People's Participation:

- 3.5 In addition to the positive involvement of young people in the Children Leeds Partnership, there are many other recent examples of how young people are taking a lead in shaping services. Just a few examples of this include:
- National Takeover Day: The Children's Commissioner has declared 23rd November the first 'national takeover day', on which public sector organisations and other businesses are being encouraged to 'hand over' the running of their services to young people for a day. In Leeds a number of specific initiatives have been set up to facilitate this, for example at the Herd Farm centre and the Young People's Sexual Health Action Group. In addition all schools have been contacted and encouraged to participate, with support provided.
 - National 'Time to Talk' consultation: During the autumn the government has been undertaking a national consultation on the future development of children's services with a view to developing a national children and young people's plan. Young people in Leeds have been particularly involved in this consultation process having participated in a discussion event held in Leeds, led by the Minister Ed Balls and with one Leeds school used for a 'dairy room' style consultation day with students. More details are in a briefing note provided separately to scrutiny members.
 - Young people's Involvement in the 'From Good to Great' Council leadership event: A recent event was held for the council's senior leadership. At this event each Director outlined his or her vision for the future progress of the city. The Director of Children's Services presentation was unique in that two young people from the Youth Council joined the Director on stage and outlined their views on how Leeds could become a great city. Their comments included promoting the recent young people's scrutiny review of bus transport in Leeds. This involvement sent out a

powerful message to all Council services about the importance of considering and involving young people in decisions that affect them.

- Leeds Gypsy and Traveller Exchange Young People's Film: The Director of Children's Services and Executive Member for Children's Services recently attended an event organised by the Leeds Gypsy and Traveller Exchange (GATE) at which young people presented a film they had made to a diverse invited audience about their experiences of growing up in Leeds as gypsy or traveller children. The Director and Executive member then met with the young people to discuss the issues raised in the film.

Looking Ahead: Measuring the Benefits of Our Approach:

- 3.6 As our trust arrangements and partnership working becomes more embedded in children's services practice, an important challenge is to demonstrate the value being added by new practices and arrangements. This value will need to be shown both in terms of the practical results it delivers – as stakeholders are already looking and able to do – showing how the formation of new partnerships, particularly at local level are improving outcomes for children and young people. Crucially, it will also need to be shown in financial terms, by demonstrating how partnership working and the different aspects of the trust arrangements (for example the added capacity provided by the Locality Enablers within the Director of Children's Services Unit) increasingly create more efficiency, less duplication of work and a more consistent approach right across services. This area of benefit realisation work is always a challenge for major programmes of change. Work is now underway to incorporate this into our monitoring and evaluation arrangements as part of the wider performance framework. Scrutiny members will be kept informed of work in this area and the findings of this type of analysis.

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

- 4.1 The information above briefly provides members with an update on some of the key children's services related work and developments since the last update report to the Scrutiny Board in September 2007. This section provides a reminder of the priorities detailed in the first review of our children of young people's plan (see appendix 2 for a full list) and talks about the work being done around these. As discussed above it focuses on two priorities specifically in doing this:
- Enabling the engagement of parents and young learners in early years and primary schools
 - Reducing teenage conceptions.

Our Approach:

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

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

Our Progress:

- 4.3 The performance report that accompanies this paper provides supporting information giving an overview of progress across the various Children and Young People's Plan priorities. Progress on 78% of targets is good and we are addressing the areas where sufficient progress is not yet being made or evidenced. Below two of our priorities are discussed in more detail to enable members to explore these issues further.

Enabling the engagement of parents and young learners in early years and primary schools

- 4.4 In Leeds, increasing participation (and consequently ownership) of parents in work to improve outcomes for their children is one of the key values set out in our CYP Plan. Achieving this whilst children are still young sets a firmer foundation for ongoing involvement and in addition, various research highlights how parents are central to their children's early learning and how their involvement has positive outcomes for children, parents and the practitioners.
- 4.5 The importance of this is reflected in the CYP Plan priority to enable the engagement of parents and young learners in early years and primary schools and is being supported through the Parents as Partners in Early Learning (PPEL) project, which began in October 2006.

What is the PPEL Project?

- 4.6 The project began with an initial baseline audit of policy and practice relating to the involvement of parents in early education by a team of national advisors. The audit acknowledged a number of successful national and Leeds based initiatives and identified a number of barriers to parental involvement outlined by a cross section of parents and professionals. The audit report recommended a second phase of the project to build on the findings and embed parental involvement strategies across Early Years settings and services.
- 4.7 In April 2007 Leeds Early Years Service was awarded the PPEL project with an additional £300,000 of Sure Start funding until March 2008. Leeds is one of 41 local authorities that are piloting the project to develop and enhance work with some of the most disadvantaged parents and families in the 30% Super Output Areas. The project in Leeds has been designed as action research to inform local policy and practice and incorporates a number of activities across children's services. It has a structured monitoring and evaluation schedule which includes monthly reporting to a National Strategies consultant from the Department of Children, Schools and Families (DSCF).

Local reporting takes place via existing meetings and the publication of a project newsletter for all stakeholders on a quarterly basis.

Activities

4.8 The PPEL project is varied and ambitious and incorporates existing or emerging partnerships with a number of children's services. The key activities have been placed into four categories with planning and delivery of activities taking place continuously throughout the project year.

- **Staff training and development:** Providing training and support in parental involvement strategies for children's centre and school practitioners is a basic principle of the project. Around 60% of the Children Centres now have at least one practitioner trained in the Pen Green Parents in Children's Learning (PICL) frameworkⁱ. It is expected that the remaining centres will identify staff for the final round of training and that those centres trained will start to use the established practitioner networks to embed the approach in their settings. Forty primary schools across Leeds have been targeted (based on their involvement in other initiatives and schemes) to pilot the Parents, Early Years and Learning (PEAL) trainingⁱⁱ. The training provides schools with practical and evidence based activities that they can easily implement to ensure parents feel valued as their child's first educator.
- **Enhancement of existing programmes:** The Surestart parenting academy (SPA) has been commissioned to develop crèche facilities for parents attending courses as this was identified as a barrier to engagement in services. The family outreach service will receive briefing sessions on the EYFS as part of their professional development and to further promote the importance of parental involvement in learning and development. Monitoring and evaluation of other existing projects has been planned as part of the project in order to gain a consensus of what parents are accessing and what enables them to support early learning.
- **Partnerships with health, voluntary, community and other sector agencies:** The pre-school learning alliance has been commissioned to deliver a series of family learning sessions to play and stay groups across the city. They are also piloting a quality assurance scheme for groups to further promote the importance of informal learning for children under 5. The speech and language service are involved in the project through the recruitment of 14 therapists to train in the Hanen programmeⁱⁱⁱ. This will enable speech and language therapists to offer consultations and workshops for parents whose children are at risk of language delay.
- **Early Years Foundation Stage (EYFS) specific activities:** The DCSF has published information for parents on the EYFS. The materials include a DVD and wall chart that can be used in groups or services or individually with parents. The distribution strategy for these materials includes using existing channels such as the Bookstart packs.

4.9 Across all the activities good practice and innovative ways of working will be disseminated through publications and events to recognise the achievements of our parents and practitioners.

Assessment

- 4.10 At the heart of the project and research activities is the aim to close the Foundation Stage Profile (FSP) attainment gap between the average (median) score of all children and those in the lowest 20% of achievers. The results from 2007 show the % gap at 38.2 with a target for 2008 of 34.5%. At this stage it is important to note that although the FSP results for children entering Key Stage 1 give the clearest indication that parental involvement has a positive affect on attainment and well-being, it is difficult to assess this within a short space of time.
- 4.11 As the project enters it's second quarter the monitoring and evaluation schedule has begun with the support of the project partners. The evidence needed to show the varied activities are having the desired impact on outcomes for children, parents and practitioners is being gathered through surveys, interviews and focus groups.

Forthcoming Challenges

- 4.12 Embedding positive support to parents will require a co-ordinated and sustainable approach. Following the project year 2007/2008 the aims and objectives of the PPEL will form part of the local authority Early Years Outcomes Duty (EYOD), specifically the "duty to support parents as partners in early learning" outlined in paragraph 17 and 18 of the Duty document. The key challenges faced in relation to parental involvement include:
- The capacity of the EYS to implement a strategy that offers opportunities for parents to actively support their child's development and learning.
 - The ability of the EYS to monitor and evaluate the impact on outcomes for children, parents, practitioners and the local authority that programmes have.
 - Practitioners ensuring parental involvement in early years *consistently* underpins efforts to improve attainment and well-being beyond the end of the foundation stage.
- 4.13 The schools and children's centres that are involved in the project are also involved in various other projects and initiatives, meaning that there are a range of services to local people to balance and prioritise. As such it is important that the project team can help the practitioners involved to identify clear benefits for their professional development, for their place of work and for their local communities from the activities within the PPEL scheme. The project team has conducted a number of small-scale consultations with Early Years Practitioners to provide information and support around monitoring and evaluating the scheme. This support will need to be continued in order for schools and children's centres to fully embed strategies to enable active and consistent parental involvement and in doing so make a measurable contribution to addressing the priority outlined in the Children and Young People's Plan

Looking Ahead

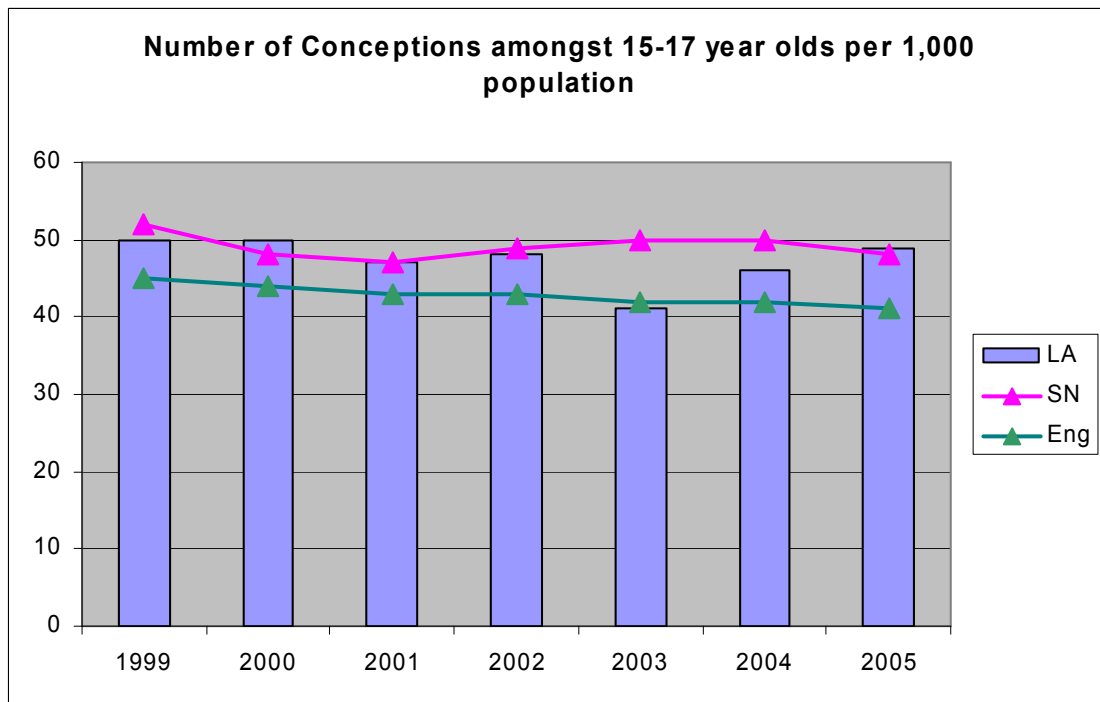
- 4.14 Following the announcement of the Early Years Outcomes Duty in September 2007 the PPEL activities form part of the strategic response to closing the attainment gap for those children in the lowest 20% achievement bracket at the end of the Foundation

Stage. The forthcoming introduction of the Family and Parenting Strategy for Leeds further emphasises the importance of supporting parents to support their children in working to improve outcomes. The work of the PPEL project aims to enhance positive outcomes for children through partnership with parents.

Reducing Teenage Conceptions

Background and Performance

- 4.15 Reducing teenage conception rates in Leeds has been identified as a priority as improvements in earlier years have been largely reversed during 2004 and 2005. Work has therefore been done to review the local strategy and agree changes to governance structures and commissioning arrangements. In addition, young people have been very actively engaged through groups such as the Young People's Sexual Health Advisory group (Y-SHAG) to work with the partnership in the ongoing redesign of local services, including:
- the establishment of the 'City-Wise Service' a sexual health service that is co-located with the main Connexions Access Point in the city centre, creating a virtual one-stop shop for young people; and
 - the Youth Service continuing to undertake valuable work in this area, particularly the C-Card programme for condom distribution that is in operation citywide.
- 4.16 It can be challenging to obtain up-to date figures indicating progress against this priority. Data on teenage pregnancy which forms part of the national data set is based on registration of births, terminations and population projections. The last data set was published in February 2007 and relates to the calendar year 2005. The trend chart below indicates the England average rates (Eng) and comparable local authority rates (SN- statistical neighbour) set against the Leeds data shown as a bar chart.



4.17 As the table indicates, the latest measurements available suggest that Leeds conception rates are currently on an upward trend. Work is underway attempting to forecast the rate that will be reported in February 2008 for the calendar year 2006.

Work Underway and Current Strengths

4.18 There is a range of work being undertaken across children's services to address issues around teenage conception. In view of the challenges faced, The Teenage Pregnancy and Parenting Partnership undertook a review of their strategy in Quarter 4 2006/7, refreshed for Quarter 1 2007/8. The following strengths were identified:

- While teenage conception rates currently do not appear to be reducing, rates for Chlamydia and gonorrhoea are reducing.
- The C-Card scheme is well-embedded in Leeds and delivered by both the statutory and Voluntary Community and Faith sectors. As part of this, 90,000 condoms were issued in 2006-07 and 4,000 more young people joined the scheme.
- Chlamydia screening (the C-SWAP scheme) is increasing every quarter.
- The FastTest service, offered jointly by Leeds PCT and Terrance Higgins Trust for 16-25 year olds is in place
- The Young People's Pharmacy Scheme is in place.
- City-Wise Sexual health services (based at No 1 Eastgate) offers access to all young people weekdays and evenings.
- The Young Peoples Sexual Health Action group (Y-SHAG) is an active participant in the planning and delivery of CASH and City-Wise Services. Y-SHAG are issuing young people friendly leaflets for health education purposes.
- Work is progressing to reach the 48-hour access target to GUM services for March 2008 and as at 16 October 2007 this target was being achieved across providers.
- Termination services are readily available and access is excellent.

Areas for Improvement

- 4.19 At the same time the review identified the following areas for particular improvement in order to help reduce conception rates:
- Data collection needs to be improved between agencies to be more timely and analyse for changing 'hotspots'
 - Prevention work needs to be more effective in addressing the links between substance misuse prevention (especially alcohol) and teenage conceptions.
 - Communications with parents, young people and especially vulnerable groups needs to be improved.
 - Improve secondary school SRE/PSHE across all high schools – establishing strong commitment to this in all high schools
 - Improve targeted work within *all* vulnerable groups, especially BME communities and at risk groups
 - Strengthen workforce training across all key staff groups
 - Raise aspiration across all groups of young people. This should be underpinned by implementation of the Education Leeds 14-19 Strategy and NEET programme.
 - Strengthen work with parents. This should be underpinned by the implementation of the Family Support and Parenting Strategy, more family support and parenting education.
- 4.20 Work is already taking place across different elements of children's services to address these areas. The key challenge is to improve the consistency and co-ordination of this work so that it more effectively reaches those young people and families where it can have the greatest benefit. The children's trust arrangements and partnership focus in the way children's services are now working provide a framework for this as demonstrated through the revised commissioning arrangements now in place and discussed below:

Strengthening of Commissioning

- 4.21 In September 2007, the Integrated Strategic Commissioning Board (ISCB) approved a new commissioning tier in relation to the Teenage Pregnancy and Parenting Partnership. A Commissioning Executive was approved with a membership of commissioners tasked to develop commissioning plans against the strategy and commissioning against these plans. Crucially, the executive will work both to commission using joint funding and also seek to align mainstream partner service commissioning. The intention is to commission evidence based interventions, to avoid duplication, to target services more effectively and to significantly improve contract and performance management.
- 4.22 In addition to this arrangement, a virtual support team consisting of Sarah Sinclair, Director of Planning and Commissioning for Children's and Maternity Services, Martin Ford, Head of Commissioning for Children's and Maternity Services and Kiera Swift, Teenage Pregnancy Co-ordinator has been created to provide oversight and support across both the partnership and the commissioning executive.

Moving forward with the National Support Team for Teenage Pregnancies

- 4.23 In November 2007, Leeds will be visited by the National Support Team for Teenage pregnancies. It is expected that the support team will help to identify areas where improvement in strategy, engagement and service provision could be undertaken. An action plan will be developed, responsibility for which will be divided between the Teenage Pregnancy and Parenting Partnership and the Commissioning Executive.

5.0 Conclusion

- 5.1 This report has provided a further update on some key areas of progress across children's services and in particular on work around two priorities in Leeds Children and Young People's Plan. Taken together with the other performance information being presented to Members and the other update reports over the course of the year the scrutiny board will receive a broad overview of the full range of priorities and the initiatives in place to address these.

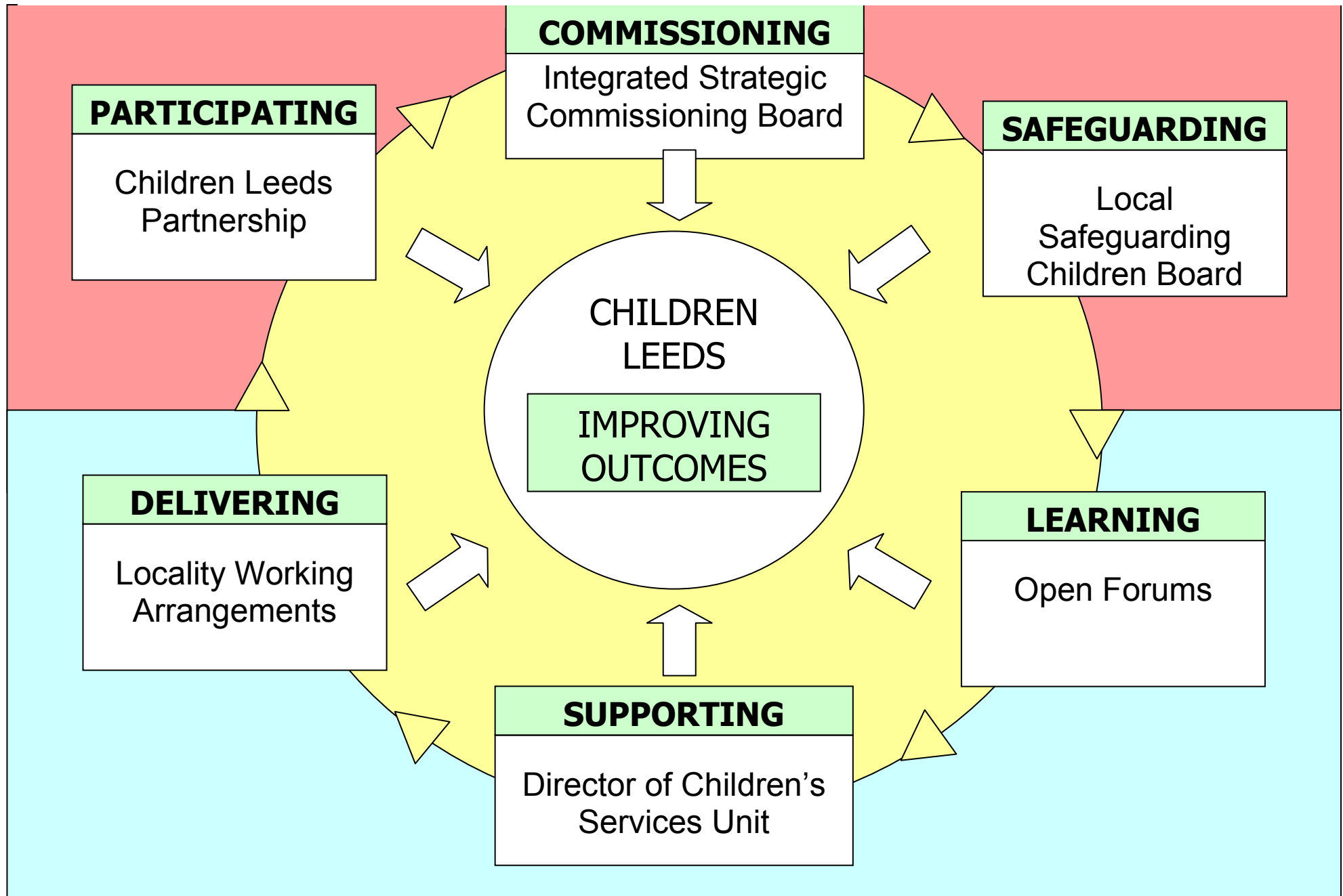
6.0 Recommendations

- 6.1 It is recommended that members note and comment on the content of this report.

Notes:

- i Pen Green is a Early Years research centre in Northamptonshire that has developed the PICL framework for practitioners and parents to plan activities for children using audio-visual media.
- ii PEAL is a National Children's Bureau(NCB) training programme that has traditionally been delivered in Children Centres and nurseries to promote parental involvement in learning and development.
- iii Hanen training is designed for caregivers of children who have early language delay. The Hanen Centre in Toronto, Canada, first developed these family-focused interventions to empower parents to directly help their children develop their language use.

LEEDS CHILDREN TRUST ARRANGEMENTS



LEEDS CYP PLAN PRIORITIES

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

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

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

Priorities for Improving Services

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

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Tel: 247 4189

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 8 November 2007

Subject: Recommendation Tracking

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

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

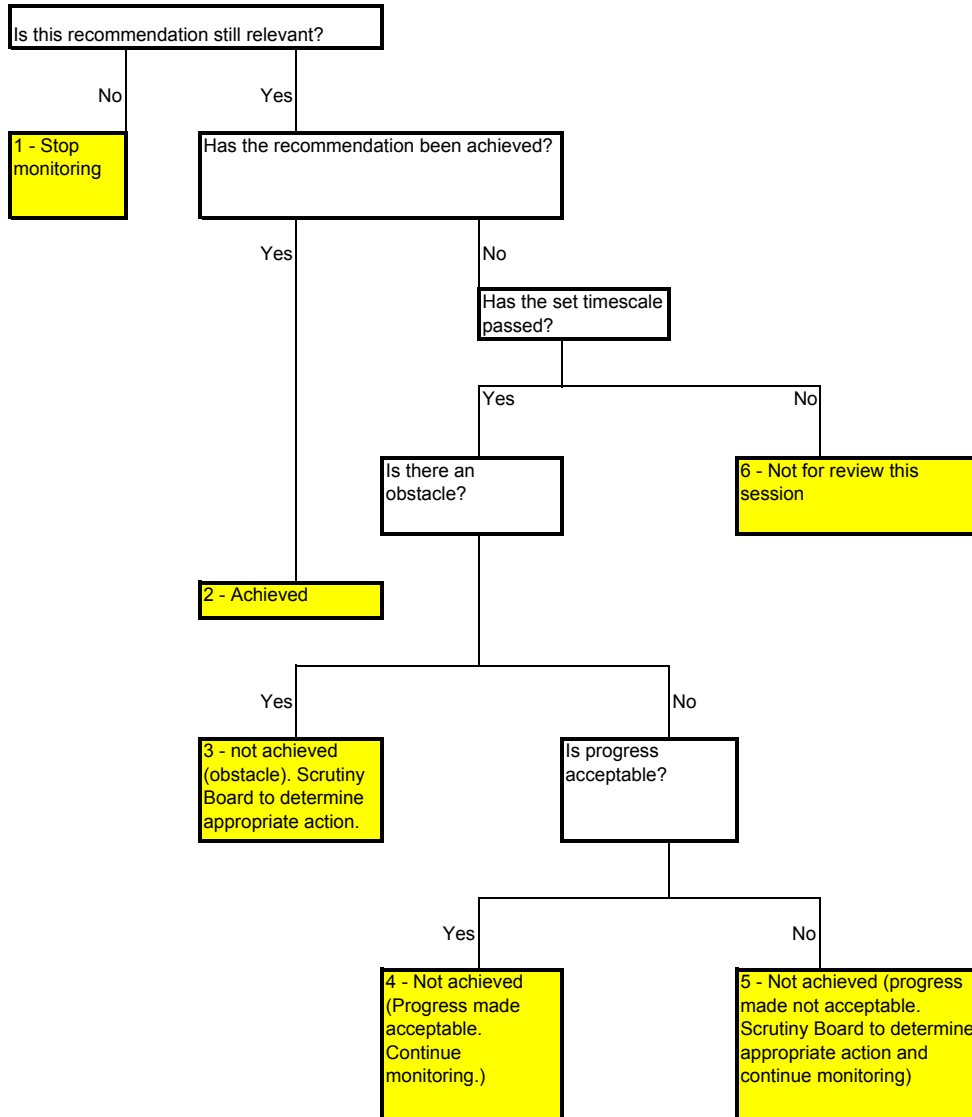
2.0 Next Steps

- 2.1 In December the Overview and Scrutiny Committee will receive a composite report which draws together any issues raised by each of the Scrutiny Boards during the recommendation tracking process, and decide any appropriate action.
- 2.2 The next cycle of quarterly recommendation tracking reports will be presented to Scrutiny Boards in February 2008, enabling the Board to judge progress against outstanding recommendations.

3.0 Recommendations

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

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



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	Recommendation	Where we are up to	Stage	Complete
2	<p>We recommend that the Director of Social Services reports back to us within three months on action that will be taken to reduce administrative delays in the adoption process</p>	<p><u>July 2007 position</u> Recommendations for administrative support to the Fostering & Adoption Service will arise out of the full review of the service Timescale: October 2007</p> <p><u>October 2007 update</u> The timescale for the review to be completed is now January 2008. An additional temporary post has been agreed in the interim.</p>	4	
3	<p>We recommend that the Director of Social Services considers whether a similar organisational approach to that taken in Liverpool would benefit adoption in Leeds, and reports back to us with a view within three months</p>	<p><u>July 2007 position</u> This proposal will be considered as part of the full review of the service as it represents a significant change to current practice and has budgetary implications Timescale: October 2007</p> <p><u>October 2007 update</u> The timescale for the review to be completed is now January 2008.</p>	4	
5	<p>We recommend that the Director of Children's Services explores, with the inter-agency group, the case for change in adoption processes to make more effective use of combined resources, whilst protecting the integrity of decision-making in the child's best interests. We request a report back within three months</p>	<p><u>July 2007 position</u> This proposal will be taken to the next Family Justice Council to begin discussion on how the court process might be streamlined.</p> <p><u>October 2007 update</u> Discussions are still continuing.</p>	4	

	Recommendation	Where we are up to	Stage	Complete
6	<p>We recommend that the Director of Social Services reports back to us within three months on the potential for the regional consortium to develop a more strategic role to complement its successful 'marketplace' function</p>	<p><u>July 2007 position</u> The Adoption Consortium has invited the Coordinator of Adoption 22 to come to one of their meetings to discuss the suitability of a more strategic approach by the local Consortium.</p> <p><u>October 2007 update</u> A regional approach to the recruitment of BME adopters and awareness raising is now taking place. Discussions on taking a more strategic approach are continuing.</p>	4	
9	<p>We recommend that the Director of Social Services commissions appropriate activity to raise general awareness of the range of people who can adopt children and reports back to us on initiatives proposed within three months</p>	<p><u>July 2007 position</u> Consideration will be given to increasing the recruitment budget. The current budget has not been increased for several years and is probably insufficient. The service review will report on this and make recommendations. Timescale: April 2008</p> <p>Continue current involvement with the Adoption Consortium on raising awareness about adoption at a regional level particularly about BME children needing adoption</p> <p><u>October 2007 update</u> Adoption Consortium involvement now in place (see 6 above.)</p>	6	
10	<p>We recommend that the Director of Social Services reports back to us regularly on the progress of the adoption recruitment strategy and the number of black and minority ethnic prospective adopters recruited</p>	<p><u>July 2007 position</u> The Local Authority is required by Adoption Regulations to provide a 6 monthly report on Adoption Agency activity. This will provide the Scrutiny Board with a regular update on progress on all these matters.</p> <p><u>October 2007 update</u> Report on Adoption Agency activity attached.</p>	2	✓

	Recommendation	Where we are up to	Stage	Complete
11	<p>We recommend that the Director of Social Services reviews the upper age limit policy and reports back to us on the outcome of that review within three months</p>	<p><u>July 2007 position</u> The current policy requires at least one of the adopters to be 60 or younger when the adopted child reaches 18. Consider increasing this age limit to 65. This age limit can be disregarded in special circumstances.</p> <p>Remove bar on adopting a child of 2 or younger if adopters already have children. Remove bar on adopted children needing to be younger than existing children in the family but maintain 2 year age difference.</p> <p>Timescale: September 2007</p> <p>October 2007 update Completed</p>	2	✓
12	<p>We recommend that the Director of Children's Services considers the appointment of an independent reviewing officer for adoption, and reports back to us with a view within three months</p>	<p><u>July 2007 position</u> The manager of the Independent Reviewing Officers will consider this proposal and make recommendations.</p> <p>Timescale: July 2007</p> <p>October 2007 update A review of the reviewing service is underway and the manager has been made aware of this proposal.</p>	4	
13	<p>We recommend that the Director of Social Services and the Chief Executive of Education Leeds produce an action plan within three months for improving the education support to adopted children, in order to ensure a more consistent quality of experience for adoptive families. This should cover awareness raising for schools; social services staff awareness of education resources; and parental awareness of education support particularly for special educational needs</p>	<p><u>July 2007 position</u> There is a piece of work currently being undertaken to develop practice in respect of the education of looked after children. The proposals regarding the education of adopted children will be similarly considered and added to the current piece of work.</p> <p>Timescale: April 2008</p> <p>October 2007 update A 'virtual headteacher' for looked after children has been appointed and will consider this as part of his brief.</p>	6	

Review of 14-19 Education and Training

Last update received October 2007

	Recommendation	Where we are up to	Stage	Complete
2	That Education Leeds, and in particular the LSC, ensure that young people are adequately consulted on the proposals for change before any final decisions are made.	<p><u>July 2007 position</u> Commitment to consultation given.</p> <p><u>October 2007 update</u> The proposals for change are elsewhere on this agenda.</p>	2	
3	That Education Leeds report back to us on how the Scrutiny Board's many concerns about the 14-19 review are being addressed.	<p><u>July 2007 position</u> Initial response to concerns provided. Check against final proposals.</p> <p><u>October 2007 update</u> A report on the 14-19 review is elsewhere on this agenda.</p>	2	

	Recommendation	Where we are up to	Stage	Complete
1	<p>That the Chief Executive of Education Leeds and the Director of Children’s Services take a proactive strategic approach to maximise the potential that Trust Schools might have for improving outcomes for children in deprived communities in Leeds by</p> <ul style="list-style-type: none"> • exploring potential trust models for clusters of schools in deprived areas with a view to instigating trusts • issuing advice to strategic partners about how to target their partnership support to schools and areas most in need • informing our proactive approach to wider planning issues (BSF, 14-19 review, etc). 	<p><u>July 2007 position</u> Proposals for the development of a Central Leeds Learning Trust were agreed by Executive Board in June 2007. This is to be a formal partnership as opposed to ‘Trust Schools’ as defined in the Act.</p> <p><u>October 2007 update</u> A further report on the development of ‘The Leeds Learning Alliance’ is elsewhere on the agenda (see 14-19 review).</p>	4	

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

	Recommendation	Where we are up to	Stage	Complete
1	<p>In light of the evidence presented during our inquiry, we recommend that the youth offer for Leeds needs to address the following key findings:</p> <ul style="list-style-type: none"> • The need for a more equal distribution of universal youth services on offer across the city 			
	<ul style="list-style-type: none"> • That the youth offer in Leeds should extend beyond the statutory 13-19 age group, at least to cover 11 and 12 year olds, but preferably to cover the 8-12 age group 	<p>The youth offer's entitlement statements cover a very wide range of service provision and are designed to ensure universal access to opportunities and support.</p>	4	
		<p>The youth offer will be governed by statutory requirements and will cover the 13-19 age group. Services will continue to be available to a younger age range. For example the youth service will continue to deploy approximately 20% of its resources on work with 11 and 12 year olds.</p> <p>The Scrutiny Inquiry on services for 8-13 year olds will explore services to the younger age range in greater depth.</p>	2	✓
Page 59	<ul style="list-style-type: none"> • The need to include advice and signposting within universal provision 	<p>The youth offer will reinforce universal access to information, advice and guidance services and will seek to ensure entitlement to a Connexions Personal Adviser.</p>	4	
	<ul style="list-style-type: none"> • The need to recognise that some groups of young people (for example carers, looked after children and young people with disabilities) may need a different approach or extra assistance to enable them to access the types of opportunities included in the universal youth offer 	<p>The Department of Children, Schools and Families has published a 'Targeted Youth Support Strategy'. The aim is very much to pursue this recommendation in the coming months and years.</p>	4	
	<ul style="list-style-type: none"> • The need to recognise young people's expressed desires for venues and spaces to undertake their own (unstructured) activity 	<p>The Youth Opportunity and Youth Capital Funds have been used to channel funds into venues and spaces identified by groups of young people. The government's Ten Year Youth Strategy sets targets for the percentage of provision which should be run directly by young people so further development work will be taking place.</p>	4	

Recommendation	Where we are up to	Stage	Complete
<ul style="list-style-type: none"> The important role of inter-generational/all age activities as well as specific young people's activities 	<p>There are plenty of examples of this type of work but it has not previously been collated into a summary document. This could be done as a one-off exercise for Scrutiny Board if required. <i>The Scrutiny Board requested this at its meeting in September.</i></p>	4	
<p>We ask the Director of Children's Services to report to us within 3 months on how each of these issues will be addressed in the published youth offer.</p>	<p><i>The 'Breeze Youth Promise' is due to be published in November 2007</i></p>		
<p>2 We recommend that the Executive Board reviews the allocation of Youth Service funding to Area Committees, taking into consideration the issues raised by the Scrutiny Board.</p>	<p>A new minimum ward allocation is being introduced from October 2007.</p>	2	✓
<p>We recommend that the Director of Children's Services ensures that arrangements for funding and commissioning youth services through the voluntary, community and faith sector includes provision for the strategic capacity of the sector to be an effective partner in service delivery and development.</p>	<p>A number of arrangements have been made to commission organisations to provide this type of support to the voluntary, community and faith sector. It is intended to continue these types of arrangements as part of the Integrated Youth Support Service from April 2008 onwards.</p>	2	✓
<p>4 We also recommend that the Director of Children's Services promotes the development of local networks to help smaller organisations to play an effective part in the youth offer and qualify for funding.</p>	<p>Leeds Youth Work Partnership has recently established wedge based networks which are including a wider range of organisations at local level. This development is in addition to the operation of local networks run in conjunction with Area Management.</p>	2	✓

Recommendation	Where we are up to	Stage	Complete
<p>5 We recommend that the Director of Children's Services prioritises resources to support the work of the Youth Inclusion Projects (YIPs) and Junior YIPs in the way described to us during our inquiry.</p>	<p>Youth Service resources are now being used in all five wedges of the city to address this recommendation.</p>	<p>2</p>	<p>✓</p>
<p>6 That the Director of Children's Services finds ways of promoting positive relationships between the police and youth services more widely, building on the good examples that exist in some parts of the city.</p>	<p>The position remains that there are good local examples but no strategic discussions have as yet taken place. This would be a useful starting point and will be followed up.</p>	<p>4</p>	
<p>7 We recommend that the Director of Children's Services ensures that, in addition to existing consultation with service users, specific efforts are made to consult with non service users about their views on the Youth Service.</p>	<p>The Youth Service will be conducting its second annual user survey in October 2007. This is specifically designed to assess customer feedback and satisfaction ratings. Extensive public consultation with young people about the youth offer has been taking place during the summer as part of Breeze on Tour</p>	<p>6</p>	
<p>8 We also recommend that the Director of Children's Services considers how the examples of young people's involvement in the management of governance of services can be more widely applied across children's services.</p>	<p>West Yorkshire Youth Association has operated the "Particip 8" initiative on behalf of Children's Services. It has delivered 42 programmes of work and worked with 30 agencies. 96% of schools had an active school council as at December 2006. A Participation Evaluation Toolkit (PET) has been piloted with youth agencies and is now being rolled out across Children Leeds Partnership. Work is under way to adopt and implement the "Hear By Right" national standards across all Children's Services. Both PET and Hear By Right are key elements of a participation strategy which is due out this autumn and which is involving children and young people in its development.</p>	<p>4</p>	

	Recommendation	Where we are up to	Stage	Complete
2	<p>That costs for departmental publications 2006/2007 be supplied to a future meeting of Scrutiny Board (Children's Services), to establish a baseline figure for departmental publications produced by Education Leads for comparison with future years.</p>	<p>Comprehensive costs for 2006/07 not available Costs for 2007/08 being monitored Scrutiny Board agreed to this as an alternative. Review at end of 2007/08 financial year</p>	6	
3	<p>That the Director of Children's Services obtain costs for publications relating to Children's Services 2006/2007 from Council Departments and external partners, where available, to supply to a future meeting of Scrutiny Board (Children's Services).</p>	<p>Response indicated amount of work required to achieve recommendation. Board agreed that information would be sought from council departments only in the first place, for 2007/08 Review at end of 2007/08 financial year</p>	6	

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

* The Scrutiny Board agreed in July 2007 to set up a working group of Scrutiny Board members, young people and relevant officers to progress the recommendations from this inquiry. Following the Youth Council elections in October, this working group will meet shortly.

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

* The Scrutiny Board agreed in July 2007 to set up a working group of Scrutiny Board members, young people and relevant officers to progress the recommendations from this inquiry. Following the Youth Council elections in October, this working group will meet shortly.

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

* The Scrutiny Board agreed in July 2007 to set up a working group of Scrutiny Board members, young people and relevant officers to progress the recommendations from this inquiry. Following the Youth Council elections in October, this working group will meet shortly.

Specialist Inclusive Learning Centres (SILCs)

Last update received July 2007

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

***Following consideration of the revised Inclusion Strategy in October, the Scrutiny Board has established a working group which will look at two of the four strategic objectives of the Inclusion Strategy. It is proposed that the Working Group also consider an update on progress against the recommendations of the SILCs Inquiry.**

	Recommendation	Where we are up to	Stage	Complete
6	That Education Leeds leads in developing a communications strategy for the SILCs strategy, to ensure that parents are engaged in the ongoing development of the SILCs and also kept informed of progress and choices in relation to their own child's educational provision.	Individual SILCs have developed newsletters, and SILC Principals are working with the Communications Team to develop this model. A review has taken place of systems and procedures for placements of pupils with SEN. The Choice Adviser and Parent Support Advisers are in place.	4*	
7	That Education Leeds considers how the outreach role of the SILCs can be further supported and developed.	A number of Service Level Agreements are in place, for example Hospital and Home Teaching Service, and physical needs. New arrangements are being developed covering further service areas.	4*	
8	That Education Leeds facilitates a strategic review of the partnership provision associated with the SILCs and in particular the number of partnerships operated by the NW SILC, informed by future funding, accommodation plans and pupil number projections.	An initial review took place in 2006, focusing on the NW SILC. Further work was scheduled over the summer term 2007, linked to the fundamental review of funding and accommodation.	4*	

*Following consideration of the revised Inclusion Strategy in October, the Scrutiny Board has established a working group which will look at two of the four strategic objectives of the Inclusion Strategy. It is proposed that the Working Group also consider an update on progress against the recommendations of the SILCs Inquiry.

	Recommendation	Where we are up to	Stage	Complete
11	<p>That the Director of Children's Services and Education Leads work with partners to ensure that the following issues which emerged during our inquiry are given further attention, and that they report back to us on the action being taken on each issue:</p>			
(1)	<p>Clear transition plans for pupils at all transfer stages, developed in conjunction with parents</p>	<p>The annual review process and monitoring of individual progress are to be strengthened as part of a fundamental review of monitoring and assessment processes.</p>	4*	
(2)	<p>The inclusion of information about the SILCs in admissions information and on the admissions preference form</p>	<p>This will be part of the review of admissions arrangements for September 2008.</p>	4*	
(4)	<p>Ensuring that information on services available to parents incorporates non-statutory services</p>	<p>An Information Officer has been appointed to the Parent Partnership Service, and her role includes the provision of information on voluntary services. Close links have been established with the Children's Information Service, with a view to producing a multi-agency community newsletter.</p>	4*	
(6)	<p>The possibility of the direct payments scheme being applied to children's care needs in education</p>	<p><i>Last reported March 2007</i> No progress to report - timescale for proposals was July 2007</p>	4*	

*Following consideration of the revised Inclusion Strategy in October, the Scrutiny Board has established a working group which will look at two of the four strategic objectives of the Inclusion Strategy. It is proposed that the Working Group also consider an update on progress against the recommendations of the SILCs Inquiry.

	Recommendation	Where we are up to	Stage	Complete
11	That the Director of Children's Services and Education Leads work with partners to ensure that the following issues which emerged during our inquiry are given further attention, and that they report back to us on the action being taken on each issue:			
(7)	Reviewing funding to the Portage service	Last reported March 2007 Vacant post filled, however case load remains high. Further work required.	4*	
(8)	Exploring opportunities for the SILCs and their pupils and parents to benefit from the extended schools agenda	Last reported March 2007 Action Plan due to be produced following planning day in March 2007.	4*	
(12)	Developing an outreach role for staff in experienced partnership schools	Further development of the role of partnership schools is a key element within the revised Inclusion strategy.	4*	
(15)	The need for future consultation to inform realistic and challenging discussion of proposals	Last reported March 2007 Revised Inclusion Strategy to be the subject of consultation during summer and autumn 2007	4*	
(16)	Consider appropriate governance structures to reflect the partnership nature of the SILCs	Last reported March 2007 Governance arrangements for SILC partnerships are now part of a larger project developing new governance arrangements for the growing number of collaborative arrangements between schools. Some of these are currently being piloted and if they prove successful should be transferable to SILC settings by September 2007.	4*	

*Following consideration of the revised Inclusion Strategy in October, the Scrutiny Board has established a working group which will look at two of the four strategic objectives of the Inclusion Strategy. It is proposed that the Working Group also consider an update on progress against the recommendations of the SILCs Inquiry.

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Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 8 November 2007

Subject: Request for Scrutiny

Electoral Wards Affected: All

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

- 1.1 On 17 October, the Executive Board considered a report on progress being made at South Leeds High School, following the Ofsted report which placed the school in special measures.
- 1.2 Executive Board in particular noted the 2007 5A*-C (including English and Maths GCSE) results, and made the following resolution

"That the Scrutiny Board (Children's Services) be requested to examine the processes whereby Key Stage Four results are initially published with a view to ensuring that the level of risk that incorrect results may be published are minimised."

- 1.3 The Scrutiny Board Procedure Rules state that a Board ".....shall consider a request from any source to conduct an Inquiry into a matter falling within its Terms of Reference. Any such request must be submitted in writing and shall be placed on the Agenda for the next meeting when the Board shall consider whether an Inquiry is appropriate and if so what form that Inquiry is to take."

2.0 Options for Investigations and Inquiries

- 2.1 The Scrutiny Board is required to consider whether an Inquiry into this matter is appropriate and if so, what form that Inquiry shall take.
- 2.2 When deciding whether the Board will pursue a request for Scrutiny, it is important for Members to consider the request in the context of the Board's terms of reference, its existing Work Programme and commitments.

3.0 Background

- 3.1 Members may also wish to take account of the following explanation, provided by the Chief Executive of Education Leeds:

The Executive Board meeting on Wednesday 17 October highlighted an inconsistency in the provisional results we published in August.

My colleagues have picked this issue up as cleaned and verified data is now being released by the DCSF. It has come to light that there has been a misunderstanding of the performance indicator definitions at two High Schools. On results day, the schools provided data, in good faith, indicating the number of young people who had achieved 5+A*-C including English and Maths. However, the data received by Education Leeds, from the DCSF, shows that in these two cases the figures were inaccurate interpretations of the new definitions of 5 A* - C including English and maths. This is the first time that we have experienced anything like this during the six years that Education Leeds has managed this process with our schools. The problem, this year, is caused by the fact that the new, gold standard, indicator for the current year states that the English and maths qualifications must be GCSEs, and that any other Level 2 qualifications in English and maths do not count. This is where the schools concerned have made the miscalculation, the figures they provided to Education Leeds included alternative Level 2 qualifications in English and maths which last year would have been acceptable.

- 3.2 Members may also wish to take into consideration the following extract from the Scrutiny Board's inquiry report on secondary achievement, published in April 2006:

"Despite the flourishing range of routes and pathways to accredited achievement that is developing in Leeds, we were concerned about a potential future threat to the positive focus on achievement for all. This arises from the forthcoming national requirement for pupils to demonstrate functional skills in English, maths and ICT. We agree that it is important for all pupils to develop these skills to improve their prospects of employment. Our concern is about how this functional skill level will be measured and recorded nationally, and thus how individual pupils and learning providers will be judged. We hope that there will be a range of appropriate accredited routes for demonstrating these skills. If the benchmark for league tables is linked purely to GCSE pass rates, then this would be a backward step, and we would ask the Chief Executive of Education Leeds to lobby against any such move. We acknowledge that there will be further work for Education Leeds and the Learning Partnership in helping prepare and support schools and young people for these changes.

Recommendation 13

That the Chief Executive of Education Leeds works towards ensuring that there is a range of appropriate accredited routes for demonstrating functional skills."

4.0 Recommendation

- 4.1 The Board is requested to consider the request for scrutiny.



Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 8 November 2007

Subject: David Young Community Academy

Electoral Wards Affected: All

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

- 1.1 When the Scrutiny Board set out its work programme at the beginning of the year, Members requested a briefing on the David Young Community Academy, in relation to how it fits into the provision of children's services in Leeds.
- 1.2 The Scrutiny Board has an ongoing interest in how different models of school provision work together in the interests of the community, as evidenced for example by the inquiry on Trust Schools undertaken last year, and the exploration of models of governance as an element of the current inquiry into services for 8-13 year olds.
- 1.3 The attached briefing has been provided by Education Leeds as background information for the Board as to how an existing local alternative model of provision operates in its community. A briefing from the Academy will be circulated to Members prior to the meeting.
- 1.4 This item has deliberately been limited to a briefing at this stage, although should the board feel that any further work is required, members will need to schedule this into the forward work programme.

2.0 Recommendation

- 2.1 The Board is recommended to consider the issues raised by the attached briefings.

Briefing Paper for Scrutiny Board (Children's Services)

How the David Young Community Academy fits into the Provision of Children's Services in Leeds

1 Introduction

- 1.1 The David Young Community Academy (DYCA) opened in Seacroft in East Leeds in September 2006. It is the only academy in Leeds and as such has developed an innovative contribution as an educational institution within the spectrum of children's services in Leeds. This paper seeks to highlight some of these elements.

2 Background

- 2.1 The strategic content and legal distinctions resulting from the allocation of academy status were outlined in the briefing paper which informed the scrutiny enquiry on trust in schools in February 2007. The Department for Children, Schools, and Families (DCSF) indicate in their prospectus on academies that

Academies are all ability, independent state schools with a mission to transform education where a status quo is simply not good enough.

Independent status is crucial to enable academies to succeed. Strong, ambitious leadership, effective management, high aspirations for all young people, and good teaching are essential ingredients for any school.

- 2.2 Increasingly the role of local authorities is changing from "provider" of services to "commissioning" provision that meets the needs of the community it serves. Where academies work in partnership with the local authority, they tend to have a significant additional impact on outcomes for children and young people.
- 2.3 Education Leeds, on behalf of the City Council, worked with the DCSF to commission the DYCA sponsored by the Church of England. The DYCA is oversubscribed.
- 2.4 The Executive Board of the City Council has recently agreed that consultation be undertaken on the potential to establish further academies in Leeds. The paper considered by the Executive Board on this is included elsewhere on the Board's agenda as part of the report on 14-19 review..

3 The Benefits of this Model in Leeds

- 3.1 As the only academy in Leeds, the community of schools and other children's services partners have sometimes struggled to understand the separate legal duties and responsibilities vested in an academy. This section considers two specific unique legal duties and indicates, from the perspective of Education Leeds, the willingness of DYCA to operate as an active partner in raising outcomes for children.
- 3.2 Admissions
- 3.2.1 The DYCA has been able to set its own admissions policy and a set of unique admissions criteria. This is based on Government guidance and meets the requirements of the Schools Admissions Code. The unique element of the criteria is that the DYCA have sought to establish, through the application of "fair banding", a

more normal distribution of ability on entry. This enables the DYCA to offer a truly comprehensive educational experience to its young people. Throughout the development and application of these admissions criteria, the DYCA has sought to consult and engage with Education Leeds. It is important to note that, given the level of oversubscription, the DYCA is beginning to operate as a local community school for the Seacroft area.

3.2.2 The DYCA has accepted some of Education Leeds proposed amendments to the admission criteria published for the 2008/09 academic year. The DYCA is legally exempt from accepting in-year admissions during its first full two years of operation. However, the DYCA has taken new arrivals to the United Kingdom as new in-year admissions. The DYCA has also been proactive in working with Education Leeds and demonstrating a willingness to work in collaboration and partnership with local schools within agreed local policies and procedures.

3.3 Sharing Information

3.3.1 Notwithstanding the additional bureaucratic burden it places on the DYCA, they have been very keen to share information with Education Leeds in addition to that which it is statutorily required to report directly to Government. Thus Education Leeds has very good arrangements with the DYCA that ensures that we are aware of children subject to fixed term or permanent exclusions.

3.3.2 The DYCA chose to share Key Stage 3 and GCSE outcomes with Education Leeds. This data does not contribute to judgements about the performance of schools in Leeds because the DCSF exclude academies from the data reported on the performance of schools. However, the DYCA's willingness to share its information has enabled us to confirm the real progress made by the young people the DYCA have inherited from predecessor schools.

3.4 School Year

3.4.1 The most noticeable impact introduced to Leeds by the DYCA was the shift in the start of their school year from September to June. This means young people leave primary school immediately after Key Stage 2 SATS in May and begin their secondary school experience in Year 7 without losing progress between the two phases over the summer recess. Initial feedback from partner primary schools appears to be positive about this. Education Leeds is keen to establish a formal piece of longitudinal academic research to assess the impact of this shift on children's progress between Key Stage 2 and Key Stage 3.

3.5 School Timetable

3.5.1 The DYCA offers a radically different structure to the school day of that available in any other secondary school in the city. The timetable sees the school day operate from 8:30 to 4:35 in three sessions. Every young person attends session one and two Monday to Friday. All the young people are encouraged to participate in session three at least one day a week.

3.6 Personalisation

3.6.1 The DYCA have developed a sophisticated personalised curriculum for every young person. This enables them to progress through the curriculum at their own pace, not necessarily at the end of every academic year. It is supported by a focussed professional pastoral support system that considers the needs of the whole child, not

just their academic or learning needs. The linking of this pastoral approach with a strong achievement focus has already had an impact on engaging young people who were previously disengaged by school. There is an expectation that it will also stretch the high achievers in the DYCA. The success of this approach can be seen in their GSCE results 2007.

3.7 14-19 Curriculum Offer

3.7.1 The DYCA have developed, in advance of most other schools in Leeds, a unique approach to the development of the curriculum offer for 14 – 19-year olds. They use their specialism, the built environment, to focus vocational and academic opportunities, post-16. They use a critical relationship with the College of Building to ensure that both the vocational and academic pathways post-14 are always high quality provision, personalised to maximise the achievement of every young person.

3.8 Summary

3.8.1 The DYCA has been keen to share their approach to the school day, their curriculum offer, and their pastoral support systems with other schools in Leeds. They have indicated to Education Leeds on numerous occasions, their willingness to act as a lead partner in the Leeds School Improvement Policy to support other schools in difficulty.

4 Issues

4.1 The DYCA reported the highest number of permanent exclusions and the lowest attendance in the last school year. This is a significant cause for concern for both the DYCA and Education Leeds. Detailed tracking of the young people who were persistent non-attendees and those young people subject to permanent exclusion suggest that this problem is a legacy from the predecessor schools. One of the predecessor schools had been for four years the most underperforming school in the city. The focus the DYCA brought to identifying every young person they have responsibility for has enabled the DYCA to assist Education Leeds to track a significant number of young people who previously had been lost to the education system. Education Leeds is now using this information with other children's services partners to plan for alternative provision that engages these young people in learning.

5.2 Because of the freedom the DYCA has from the legal duties and obligations that fall upon other schools, it has struggled to gain acceptance within the community of schools as a valued partner. Education Leeds is confident that this cultural issue will dissipate quickly as the effective contribution provided by the DYCA to the children's services agenda in Leeds becomes better understood, and the outcomes for children and young people are improved.

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Originator: Kate Arscott

Tel: 247 4189

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 8 November 2007

Subject: Review of 14-19 education and training provision in Leeds

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

- 1.1 The Scrutiny Board (Children's Services) has been following the progress of the review of 14-19 education and training provision in Leeds since the last municipal year. Education Leeds and the West Yorkshire Learning and Skills Council (LSC) have been working together to review this area of provision, and have produced a number of reports, leading up to the publication of formal reorganisation proposals.
- 1.2 In March 2007, the Scrutiny Board considered a report on the 14-19 review, as a result of which the Board published a statement of its views, including a number of recommendations. A copy of the statement is attached as a reminder to the Board of the issues that were highlighted for consideration at that time (appendix 1).
- 1.3 In October the Executive Board considered an update report setting out progress and next steps from the council's perspective. A copy of the report is attached in order to update the Scrutiny Board (appendix 2). The exempt appendix of the Executive Board report has not been included.
- 1.4 The review of 14-19 provision has now progressed to the stage where the LSC is about to publish formal proposals for consultation regarding reorganisation of the college sector in Leeds. The formal consultation document is not available in time for the publication of the agenda for this meeting, but will be circulated to members of the Board as soon as it is available, in advance of the meeting itself. However the Executive Board report at appendix 2 includes information from the LSC on the progress of the review and the proposal to be consulted upon.

- 1.5 The period of formal consultation is 28 days, and the Executive Board is due to agree the council's formal response to the consultation at its meeting on 14th November.
- 1.6 The Scrutiny Board will need to agree at this meeting any comments that it wishes the Executive Board to take into consideration in agreeing the council's formal response to the consultation.
- 1.7 This will be the only opportunity for the Scrutiny Board to input to the LSC's formal consultation. There will be further opportunities for the Board to consider progress with other elements of the 14-19 review, particularly any proposals from Education Leeds.
- 1.8 Officers from Education Leeds and a representative from the LSC will be present at the meeting to respond to members' questions.

2.0 Recommendation

- 2.1 The board is requested to agree any comments on the LSC's formal proposals which it would wish the Executive Board to take into consideration in agreeing the council's formal response to the consultation.

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

**14-19 Review of
Education and Training
Provision in Leeds**

Introduction



Introduction

1. Education Leeds submitted a report to Executive Board in January 2007 which outlined the findings of the review of 14-19 provision in Leeds undertaken by Cambridge Education on behalf of the Learning and Skills Council (LSC).
2. The Cambridge review highlighted the challenges Leeds faced as a city to transform Level 2 and Level 3 outcomes; increase participation in Post-16 learning; reduce the number of young people not in employment, education or training; and develop the highly skilled workforce the city needs to compete in a global economy.
3. We were informed that delivering these improvements would only be possible through major transformational change and that these changes would be supported by a major LSC capital programme that could result in up to £200 million investment in the Further Education (FE) estate.
4. The Education and Inspections Act 2006 gave the local authority a new duty to provide the strategic lead for securing the 14-19 entitlement for young people. This includes the essential role of making sure that schools and colleges between them make the full range of opportunities available in their area.
5. A number of options were being explored with the LSC, key partners and stakeholders. A detailed report on potential options was to be taken to Executive Board in May 2007.
6. Scrutiny Board (Children's Services) welcomed the opportunity to comment on the review prior to the report to Executive Board in May.

Comments and Recommendations



7. Members learned that the suggested changes to 14-19 provision were designed to significantly increase Level 2 and 3 outcomes and increase progression rates into further and higher education. This was likely to result in a refocusing of FE resources away from Level 1. Members were concerned that the refocus of resources should not be detrimental to other aspects of the education system such as adult learning, SEN, projects focused on disaffected and disengaged young people, and the teaching and learning of 'soft' or 'life' skills.
8. Members were keen to see clear links with other services such as libraries and the youth service to ensure that the needs of those outside formal education were met. The board urged officers not to forget the long term costs of not meeting the needs of this group such as crime and drug and alcohol misuse.
9. Concern was expressed about how the changes might affect young people with special educational needs. Many of these learners make the transition to higher education later than other pupils and the colleges do not currently cater for their needs. Officers reassured us that all the discussions they have held had raised the profile of SEN provision. They acknowledged that current arrangements were not ideal. Members wanted to see clear plans in place showing how the needs of pupils with Special Educational Needs (up to 25) would be met in the new 14-19 world.
10. Members were informed that the Cambridge report indicated that the current organisation of FE colleges will increasingly fail to meet Leeds' economic and social needs. There was a strong case for merger accompanied by the potential for substantial investment in the FE estate by the LSC. The creation of a single or perhaps two FE colleges (bringing together Park Lane College, Leeds Thomas Danby, Leeds College of Building, Leeds College of Technology and Joseph Priestley College) would be best placed to deliver the required outcomes.
11. This, it was hoped, would ensure no wasteful duplication or competition around skill areas. It would also support clear, comprehensive and effective planning and clear structures for collaboration that would facilitate a city-wide approach to the planning of provision and the creation of clear learning pathways. This is not possible with the current provision of FE colleges.
12. Members were keen to make the point that the merged college

Comments and Recommendations



appeared to be only an administrative device and that the locations would still be the same. Members were concerned about the potential contradiction between the desire to streamline provision and eliminate duplication with the need to continue to provide learning opportunities in various locations.

13. In addition, the board were keen to point out that improved learning infrastructure did not necessarily lead to improved teaching and learning. The aspirational improvements in outcomes at Levels 2 and 3 would not be achieved with new and renovated buildings alone.
14. The complexity and geographical location of the new arrangements leads to another concern: transport. In particular we were concerned that students in outer areas of Leeds might find it difficult to travel between sites. Transport (including the potential costs to students) has come up as an issue for young people many times in various consultations. It is important, therefore, that the full curriculum is accessible from their locality and that transport practicalities have been fully considered.
15. In addition, access to the full curriculum for those living in outer areas of Leeds might mean that they access provision in a neighbouring authority. Members were keen to stress the need for effective joint working with our city region partners to ensure no artificial barriers are in place, and that pupils can access the full curriculum at the most convenient place geographically regardless as to where local authority boundaries lay.
16. Members were also concerned, given the short timescales for such fundamental changes, that the young people moving through the system now, were not adversely affected. The project needed to be a carefully managed phased development.
17. Members were informed that the new post-16 funding methodology due to come into force in 2008 would lead to major reductions in funding for many Leeds schools. In particular it was suggested that many inner city school sixth forms would no longer be viable. Current provision, we were informed, in many inner Leeds schools delivers below average outcomes and inadequate choice, largely due to very low student numbers.
18. Members were concerned that the new 6th form funding arrangements, which will be based on actual retention and achievement performance, could lead to schools taking a more cautious approach to allowing

Comments and Recommendations



students onto courses, thus narrowing rather than widening access for borderline students.

19. We were also concerned about how the schools themselves would cope with such a sudden reduction in their income. We were pleased to hear from Education Leeds that a proactive approach was being taken to this problem. Members wanted to see what plans and resources were being put in place to support schools through these difficult transitions. In addition, we were concerned about the possibility of staff redundancies, and noted that FE college staff are currently paid less than teachers in schools.
20. In addition, Members were concerned that the social benefits of small sixth forms not be lost. The board pointed out that many young people from deprived backgrounds particularly benefited from the supportive environment and opportunities for personal development available in a small 6th form, and that they would find it more difficult to find the support they needed if they were part of a large college. Members felt that clear arrangements for how young people will be supported through 14-19 needed to be included in the project plan.
21. Members stressed the importance of the development of 'soft' or 'life' skills in our young people. Officers

explained that it was recognised nationally that 14-19 provision was not effectively developing the personal, social and thinking skills necessary for future learning and employment. We were pleased to hear that this would have a central emphasis in the developing strategy.

22. We were concerned that many families might find it difficult financially if 16-18 year olds were required to be in full time education. We heard that those on apprenticeships earned upwards of £80 per week and that students from families on benefits or below a certain income threshold were entitled to an Educational Maintenance Allowance (EMA) of up to £30 per week. The threshold, however, would present a problem for some families.

Recommendation 1
That these concerns must be raised by Education Leeds when responding to the green paper 'Raising Expectations'.

23. Members were also informed that the direction of travel proposed would not work unless the ICT fabric was improved. We were reassured that the development of the Leeds Learning Net 2 platform (required to develop learning applications) was well advanced. An e-prospectus was being developed, curriculum materials

Comments and Recommendations



and leisure activities would be accessible over the internet, and e-ILPs would be in place for pupils from the age of 8. Members look forward to a clearer position statement with regard to IT being included in the May paper to Executive Board.

24. Above all, we were concerned that the needs and opinions of the learner were not represented in the LSC review so far. Effective consultation with those who will be most affected by these changes is essential if the transition is to be a success. We were particularly concerned in the light of national pressure being applied to agree organisational changes quickly in Leeds.

Recommendation 2
That Education Leeds, and in particular the LSC, ensure that young people are adequately consulted on the proposals for change before any final decisions are made.

Recommendation 3
That Education Leeds report back to us on how the Scrutiny Board's many concerns about the 14-19 review are being addressed.



Education Leeds

Originator: Chris Edwards

Tel: 2475575

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

Executive Board

Date: 17 October 2007

Subject: Transforming Secondary and Post-16 Provision in Leeds

<p>Electoral Wards Affected: All</p> <p><input type="checkbox"/> Ward Members consulted (referred to in report)</p>	<p>Specific Implications For:</p> <p>Equality and Diversity <input checked="" type="checkbox"/></p> <p>Community Cohesion <input checked="" type="checkbox"/></p> <p>Narrowing the Gap <input checked="" type="checkbox"/></p>
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Eligible for Call In

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

EXECUTIVE SUMMARY

Bringing coherence to **the transformation of secondary and post-16 provision in Leeds** is a clear priority from the city-wide Children and Young people's Plan and the children's trust arrangements have been established as the partnership route for successful delivery of these important changes which are being led for Children's Services by Education Leeds.

The Education and Inspection Act 2006 gives the local authority the strategic lead for school provision and for securing the 14-19 entitlement for young people, with the essential role of making sure that schools and colleges between them make the full range of opportunities available in Leeds. Because the statutory responsibilities for 14-19 learning are shared by the Local Authority and the Learning and Skills Council, both parties have been working closely together to develop a shared strategy.

The purpose of this report is to seek approval to consult widely on an approach to the transformation of secondary and post-16 provision in Leeds that will provide the foundations for continued improvements in standards and outcomes for young people at age 16 and age 19 in our schools and colleges.

Purpose Of This Report

- 1.1 The purpose of this report is to seek approval to consult widely on an approach to the transformation of secondary and post-16 provision in Leeds that will provide the foundations for continued improvements in standards and outcomes for young people at age 16 and age 19 in our schools and colleges. It aims to develop an infrastructure to ensure that we deliver the local vision, values and targets as set out in the Exec Board report on 14-19 in June.
- 1.2 The approach is set out in the three appendices which accompany this report:
- Transforming Secondary and Post-16 Provision in Leeds;
 - The Central Leeds School Improvement and Learning Alliance prospectus;
 - Academies in Leeds;
- 1.2 The Children and Young People's Plan sets out the priorities and approach for us to address these issues and ensure we can respond to the national agenda. The recommendations contained in this report will help shape the future delivery of secondary and post-16 learning in the city and as such will have a major impact on the lives of thousands of young people accessing learning in schools, colleges and with other providers here in Leeds.

2.0 Background Information

- 2.1 There are significant national pressures that will play a role in shaping the future of secondary learning in Leeds:
- The 'Every Child Matters' agenda;
 - The new commissioning role of the local authority;
 - the revised Key Stage 3 and Key Stage 4 programmes;
 - the current national 14-19 curriculum reform programme;
 - Developing the Youth Offer in Leeds;
 - the Leitch Review focusing on the steps we need to take to raise the skills levels of the workforce;
 - the Building Schools for the Future programme;
 - Trusts, federations and partnerships;
 - the 400 Academies programme;
 - the recent Green paper on compulsory participation in learning until 18;
 - the recent DfES consultation on a demand-led 14-19 funding system that is based around minimum performance standards that will eliminate poor quality and inefficient provision.
- 2.2 The Building Schools for the Future programme, 14-19 curriculum reform programme and the emerging skills agenda present real opportunities for Leeds. We have rebuilt eight secondary schools through PFI schemes. Building Schools for the Future is currently providing over £225 million to rebuild and remodel fourteen of our secondary schools and a further twelve schools will be rebuilt and remodeled in Wave 13 of the national programme. In addition the Learning and Skills Council has made it clear that, provided an appropriate model can be agreed, the Further Education estate will attract a capital investment in the region of £200 million.

3.0 Main Issues

- 3.1 The model as it develops must align the following:
- The Every Child Matters outcomes and the priorities and approaches in the Children and Young People's Plan;

- The personalization, participation, partnership and prevention agendas;
- The Youth Offer in Leeds;
- Planning for the raising of the participation age;
- Delivery of the new diplomas and the wider 14 – 19 curriculum changes;
- The closing the gap and going up a league priorities within the Strategic Plan and the emerging improvement priorities across all eight themes in the new Local Area Agreement;
- The priorities within the Local Area Agreement across all eight themes and the associated priorities;
- The skills required to support the continued economic development and regeneration of Leeds.

3.2 The agenda can be summarised as follows:

- Maximising and aligning the FE investment, PFI, BSF, Academies and 14-19 funding streams to create a city wide investment programme to transform the learning landscape
- Re-affirming, refreshing and delivering the Leeds Learner Entitlement and seeking feedback from young people on their experiences so we can be more sure that provision is raising aspirations, securing engagement and meeting their needs and expectations
- Providing choice and diversity for all learners through relevant, accessible and inclusive pathways that lead to further learning and employment opportunities
- More systematically nurturing the skills needed for all our people to meet the five outcomes of Every Child Matters and to better provide for those learners with additional and/or special educational needs
- Developing stronger partnerships across the city, addressing underachievement by focusing on the areas of greatest need, to drive the standards agenda and achieve the following outcomes by 2015:
 - 80% of 16 year olds achieving level 2 qualifications
 - 95% of our young people progressing to further learning beyond 16
 - 60% of 19 year olds achieving level 3 qualifications
- Developing leadership and governance models to deliver these ambitions by focusing the combined expertise of partners and achieving a more collective ownership of the outcomes achieved by all young people in the city.

4 Coherent infrastructure development and city-wide planning

- 4.1 We plan to ensure the coherent development of the learning infrastructure in Leeds to create learning environments that would better meet the needs of all our young people and establish greater connectivity between education, skills, employment and regeneration.
- 4.2 We will ensure that all young people and adults are able to achieve their full potential through personalised learning pathways built on access to the widest possible range of high quality learning opportunities. Collaboration between the City Council, Education Leeds and the Learning and Skills Council will ensure the investment in the Building Schools for the Future programme and the capital investment in the Further Education sector will result in a world class environment for the delivery of inclusive learning in Leeds.
- 4.3 We will continue to work with primary schools to ensure that more young people leave primary education at eleven with good literacy, numeracy and ICT skills so

that they can better access and take advantage of the secondary and post-16 curriculum offer.

- 4.4 We will continue to develop the Key Stage 3 curriculum to develop strong personal and social skills and those functional skills necessary to access and take advantage of the learning pathways we are building at Key Stage 4.
- 4.5 Work is currently underway on the development of a Leeds Curriculum Framework that will ensure that Leeds is able to meet the statutory requirement to ensure that all young people can access all 14 specialised Diploma lines by 2013 and deliver the Leeds Learner Entitlement (see Appendix 3). This framework will ensure an agreed 14-19 curriculum offer for the city where all programmes have clear progression routes.
- 4.6 The foundations of city-wide planning of the 14-19 curriculum are currently being supported through a number of other developments including:
- The Leeds on-line Area Prospectus that is now available and include details of all programmes delivered by schools, colleges and other providers in the city together with extensive impartial information and advice that will support learner choice.
 - A Common Application System for Post 16 courses that is being piloted during the 2007-8 academic year and will be available to all learners from September 2008. This will simplify the application process for the learner and provide valuable management information for the tracking of learners and the planning of the curriculum.
 - Work is about to start on the development of a city-wide electronic Individual Learning Plan that will be use by all learners aged 9 to 19 to support personalised learning.
 - Further development of the central co-ordination and quality assurance of the 14-16 vocational learning offer to include minimum performance standards to ensure that poor quality provision is eliminated.
 - The development of a cross sector city-wide e-learning strategy to enable learners to access learning resources from a number of different locations;
 - The Inclusion Strategy, ensuring that high quality provision is available in localities, areas and across the city;
 - The development of the Integrated Youth Offer so that all young people have somewhere to go, something to do and someone to talk to.

5 Transforming Secondary and Post-16 Provision in Leeds

- 5.1 This appendix starts to set out a coherent framework for developing secondary and post-16 provision here in Leeds by pulling together the elements which at the moment sit unconnected and separate. We need to bring these together powerfully in a Leeds context, wrapping all our services around young people, their families and communities to connect with our work in tackling worklessness, the skills gap employers are facing and to tackle inequalities and secure the future for the most vulnerable young people, their families and communities.

6.0 The Central Leeds School Improvement and Learning Alliance prospectus.

- 6.1 This appendix aims to recruit Leeds partners to help us with this agenda and help drive up standards in the schools facing the greatest challenges here in Leeds. We already have secured the support of the two universities and we are working with other key stakeholders in the city to gain their support and expertise.

7.0 Academies in Leeds

7.1 This appendix, exempt under Access to Information Procedure Rules 10.4 (1) and (2), aims to set the development of any new Academies here in Leeds into an overall strategic framework which will allow them to work in partnership within a commissioning framework established by the Director of Children's Services and in partnership with other local provision while maintaining their ability to innovate and act as catalysts for change.

7.2 The public interest in maintaining this appendix as exempt outweighs the public interest in disclosing the information because it refers to matters at a preliminary stage which may at some future point have a significant impact on certain schools. Disclosure of the information at this time could lead to speculation prejudicial to the duty of Education Leeds to secure improvement and increased confidence in schools which would be prejudicial to the public interest.

8.0 LSC Leeds Review

8.1 This appendix is the paper tabled by the Learning and Skills Council at its recent Council Meeting detailing the feedback the LSC has received on its proposals and will be followed by the publication of a preferred model for the college infrastructure here in Leeds. A paper will be tabled in November containing the local authority response to the formal consultation on the model.

9.0 Implications For Council Policy And Governance

9.1 The issues addressed in this report will impact on the 'Narrowing the Gap' and 'Going up a League' agendas. The strategy aims to secure agreement to ambitious targets to meet key priorities within the Children and Young People's Plan and the work on the Local Area Agreement.

9.2 The development of new models of provision, such as Federations, Trusts and Academies will have significant implications for Council policy and governance which will be addressed in any proposals that are developed for further consideration by Executive Board.

10.0 Legal And Resource Implications

10.1 The funding of secondary and post-16 provision in Leeds is a significant part of the Children's Services overall budget and part of the Learning and Skills Council budget.

10.2 The issues addressed will have major financial implications for Leeds City Council as it increasingly takes total responsibility for all 14 – 19 provision here in Leeds. A detailed financial plan will be developed alongside the strategy for change associated with this work and any expressions of interest regarding Academy developments here in Leeds.

11.0 Conclusions

11.1 This paper and the attached appendices set out to establish the mechanisms to secure the following:

- A timeline showing key milestones for decisions;

- How we will secure sign-up and commitment of key agencies and other partners
- The linkages between the key elements of provision delivered by schools, colleges and the Integrated Youth Support Service.

11.2 We will consult with ward councillors, communities and schools on these papers and any associated proposals to establish understanding of the issues and to build consensus around the way forward.

12.0 Recommendations

12.1 Executive Board is asked to agree to consultation on the following:

- The Transforming Secondary and Post-16 Provision in Leeds paper;
- The Academies in Leeds paper.

12.2 Executive Board is asked to agree to the publication of The Central Leeds School Improvement and Learning Alliance prospectus.

12.3 Executive Board is asked to note the progress being made with the LSC Review and agree to a further report being brought to the Board in November commenting as part of the formal consultation on the LSC preferred way forward.

12.4 Executive Board is asked to request that further reports be brought to the Board outlining the outcome of consultation and expressions of interest in joining the Alliance and sponsoring any Academies in Leeds.

TRANSFORMING SECONDARY AND POST-16 PROVISION IN LEEDS

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TIMELINE

Key Milestones

Timeline	Event	Outcome
12 September 07	14-19 Consultation Conference, Weetwood Hall	Views secured of Secondary Head teachers and FE Principals on development of 14-19
14 September 07	Informal consultation on FE Strategic Option ends	
28 September 07	14-19 Conference at David Young Academy	Senior and middle managers in schools, colleges and other providers/agencies better informed of 14-19 developments.
1 October 07	Joint EL/LSC letter to Head teachers and Principals	Head teachers and Principals aware of next stages of development and opportunity to contribute to work streams
3 October	LSC FE Review submitted to LSC Council	LSC Council agree proposals for public consultation
9 October	Leeds 14-19 Progress Check meeting with Government Office	Report to DCSF on progress by Leeds in implementing the 14-19 Reform Programme.
12 October	Learning Partnership Board/14-19 Strategy Group	Discussion on Remit and membership of 14-19 Partnership Strategic Group and all other 14-19 sub groups
16 October	Joint Secondary Heads and FE Principals on 14-19 proposals at joint meeting	Consultation on 14-19 developments
Mid October	Applications from schools and FE college staff for secondments to work streams closes	Final membership work streams groups agreed
17 October 07	Leeds City Council Executive Board	Executive Boards approval gained for the next stage of planning for the transformation of secondary and post-16 provision in Leeds.
November 07	Consultation begins with ward councillors, schools, Governing Bodies, young people and communities.	Agreement and views on the way ahead
November 07	Publication of the Learning Alliance Prospectus	
November 07	Formal 28 day consultation	Secure views of FE Colleges, schools, WBL

	on FE proposals commences	providers, VCFS, community groups, Councillors, governors, young people, parents/carers and other stakeholders
Nov/Dec 07	Post 16 funding discussions	LSC and LA/EL meet with all schools, colleges and WBL providers on an individual basis to discuss 2008/9 16-18 funding plans
7 November 07	Education Leeds Board	Progress Report to Education Leeds Board
14 November 07	Leeds City Council Executive Board	Progress Report to Executive Board
14-16 November	Joint Area Review pre Inspection Visit	Initial analysis by OFSTED
15 Nov 07	Learning Partnership Board	Views secured on FE and 14-19 proposals. Discussion of remit and membership of 14-19 Partnership Strategic Group and all other 14-19 sub groups
3-14 December 07	Joint Area Review	JAR Inspection, very likely to specifically include 14-19 as one of the additional areas for detailed inspection.
12 December 07	Education Leeds Board	Progress Report to Education Leeds Board
14 December 07	14-19 Strategy Group	Agreement of 14-19 sub-groups/meeting structure. Views of group secured on Draft 14-19 Plan (2007-13)
19 December 07	Leeds City Council Executive Board	Progress Report to Executive Board
By end of December		Agreement on membership and remit of 14-19 Partnership Strategic Group responsible for planning, management and commissioning of provision.
By the end of December	Transformation of Secondary and Post-16 Provision in Leeds paper produced identifying options and proposals.	
Spring Term 08	Consultation with ward councillors, schools, Governing Bodies, young people and communities regarding <u>any</u> proposals.	Agreement secured for next steps
16 January 08	<i>Education Leeds Board</i>	Progress report to Education Leeds Board
23 January 08	Leeds City Council Executive Board	Progress report to Executive Board
By the end of the Spring Term 08		Development of <u>any</u> Academy Expressions of Interest and Memorandums of Understanding

CONSULTATION DRAFT

TRANSFORMING SECONDARY AND POST-16 LEARNING IN LEEDS

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...whatever it takes!

Introduction

The purpose of this report is to outline a vision and approach to the transformation of secondary and post-16 provision in Leeds that will provide the foundations for developing a detailed implementation plan in conjunction with key partners.

The Education and Inspection Act 2006 gives the local authority the strategic lead for school provision and for securing the 14-19 entitlement for young people, with the essential role of making sure that schools and colleges between them make the full range of opportunities available in the area. Because the statutory responsibilities for 14-19 learning are shared by the Local Authority and the Learning and Skills Council, both parties have been working closely on a shared strategy.

The recommendations contained in this report will help shape the future delivery of secondary learning in the city and as such will have a major impact on the lives of thousands of young people schools, colleges and other providers here in Leeds.

The National Agenda

There are significant national pressures that will play a role in shaping the future of secondary and post-16 learning in Leeds:

- The 'Every Child Matters' agenda;
- The new commissioning role of the local authority;
- the revised Key Stage 3 and Key Stage 4 programmes;
- the current national 14-19 curriculum reform programme;
- the Leitch Review focusing on the steps we need to take to raise the skills levels of the workforce;
- the Building Schools for the Future programme;
- Trusts, federations and partnerships;
- the 400 Academies programme;
- the recent Green paper on compulsory participation in learning until 18;
- the recent DfES consultation on a demand-led 14-19 funding system that is based around minimum performance standards that will eliminate poor quality and inefficient provision.

Challenges and Opportunities

The Building Schools for the Future programme, 14-19 curriculum reform programme and the emerging skills agenda present real opportunities for Leeds. The Learning and Skills Council has made it clear that, provided an appropriate model can be agreed, the Further Education estate will attract a capital investment in the region of £200 million that will transform the estate here in Leeds. At the same time, Leeds is implementing a major building programme across the secondary estate through PFI and Building Schools for the Future (BSF) programmes.

Discussions over recent months have revealed a broadly held commitment amongst partners and stakeholders that we have to work together to ensure that young people in Leeds achieve much more. There is an emerging consensus that the scale of these ambitions will require a fundamental improvement in provision so that more of our learners are inspired, engaged and committed to relevant, rewarding and worthwhile learning pathways.

The agenda can be summarised as follows:

- Maximising and aligning the FE investment, PFI, BSF, Academies and 14-19 funding streams to create a city wide investment programme to transform the learning landscape
- Re-affirming, refreshing and delivering the Leeds Learner Entitlement and seeking feedback from young people on their experiences so we can be more sure that provision is raising aspirations, securing engagement and meeting their needs and expectations
- Providing choice and diversity for all learners through relevant and accessible pathways that lead to further learning and employment opportunities
- More systematically nurturing the skills needed for all our people to meet the five outcomes of Every Child Matters and to better provide for those learners with additional and/or special educational needs
- Developing stronger partnerships across the city, addressing underachievement by focusing on the areas of greatest need, to drive the standards agenda and achieve the following outcomes by 2015:
 - 80% of 16 year olds achieving level 2 qualifications
 - 95% of our young people progressing to further learning beyond 16
 - 60% of 19 year olds achieving level 3 qualifications
- Developing leadership and governance models to deliver these ambitions by focussing the combined expertise of partners and achieving a more collective ownership of the outcomes achieved by all young people in the city.

Vision and Values

Our vision for learning in Leeds places schools at the heart of universal provision. Schools that develop, nurture and maintain strong, innovative and creative relationships with each other and with their stakeholders and partners to drive good attendance, positive behaviour, high standards and significantly improved outcomes for all our learners.

Discussions with stakeholders have highlighted particular priorities and aspirations. This section attempts to identify these as a series of vision statements. They are offered here to assist in building a consensus on what needs to be achieved.

We will create a network of brilliant learning places across Leeds. Learning places that are:

- inclusive, improving and good at what they do;
- at the heart of their communities supporting regeneration and lifelong learning;
- centres of extended services, tackling underachievement, poor attendance, anti-social behaviour and health inequalities;
- creative, inspiring, innovative centres of excellence;
- viable and sustainable learning environments;
- working together to share their expertise and deliver services and pathways in partnership;
- committed to developing a coaching, mentoring and nurturing culture for all young people;
- working with the Leeds FE colleges, the University of Leeds Metropolitan University, other HEIs and providers together with the business community to meet the social, environmental and skills needs and aspirations of Leeds and the region.
- committed to listening to and involving all stakeholders including the active participation of young people and their parents and carers.
- catering for the diverse needs of our young people, including those with learning difficulties and disabilities, and ensuring they are on pathways to successful outcomes.

We want to work with partners and stakeholders who share our enthusiasm, passion, commitment and energy and will help us drive forward the partnerships needed to deliver a transformation in the outcomes achieved by all our young people.

Key Strategies

The key strategies proposed are:

- Developing the curriculum in Key Stage 3 with a greater emphasis on functional skills, literacy and numeracy and social skills;
- Developing a coaching and mentoring framework to support all learners through their secondary learning;
- Developing new models of leadership and governance to support this new approach to locality working;
- The joint development of a number of Post 14 Centres between the LA/school sector and the LSC/FE sector to deliver significant elements of Post 14 vocational provision on a local basis
- That steps are taken to ensure that Post 16 provision in schools is high quality, viable, sustainable, cost effective and linked to the new FE infrastructure and the Post 14 Centres.
- The strengthening and further development of 14-19 Partnership across the city including the development of a new Partnership arrangement for Central Leeds.

- Support for a re-structuring of the FE sector into fewer colleges to reduce duplication and improve co-ordination, planning and the use of resources;
- Aligning the workstreams for 14-19, the inclusion strategy and the development of the integrated youth offer to ensure the development of a coherent infrastructure for learning.

What works

We are working to develop consistent practice across the city to ensure:

- strong leadership, management and governance;
- highly effective teaching;
- high expectations;
- individualised curriculum pathways;
- positive discipline and behaviour management;
- tracking, monitoring and intervention;
- coaching and mentoring;
- partnership with parents, partners and communities.

Coherent infrastructure development and city-wide planning

We plan to ensure the coherent development of the learning infrastructure in Leeds to create learning environments that would better meet the needs of all our young people and establish greater connectivity between education, skills, employment and regeneration.

We will ensure that all young people and adults are able to achieve their full potential through personalised learning pathways built on access to the widest possible range of high quality learning opportunities. Collaboration between the City Council, Education Leeds and the Learning and Skills Council will ensure the investment in the Building Schools for the Future programme and the capital investment in the Further Education sector will result in a world class environment for the delivery of inclusive learning in Leeds.

We will continue to work with primary schools to ensure that more young people leave primary education at eleven with good literacy, numeracy and ICT skills so that they can better access and take advantage of the secondary and post-16 curriculum offer.

We will continue to develop the Key Stage 3 curriculum to develop strong personal and social skills and those functional skills necessary to access and take advantage of the learning pathways we are building at Key Stage 4.

Work is currently underway on the development of a Leeds Curriculum Framework that will ensure that Leeds is able to meet the statutory requirement to ensure that all young people can access all 14 specialised Diploma lines by 2013 and deliver the Leeds Learner Entitlement (see Appendix 3). This framework will ensure an agreed 14-19 curriculum offer for the city where all programmes have clear progression routes.

The foundations of city-wide planning of the 14-19 curriculum are currently being supported through a number of other developments including:

- The Leeds on-line Area Prospectus that is now available and include details of all programmes delivered by schools, colleges and other providers in the city together with extensive impartial information and advice that will support learner choice.
- A Common Application System for Post 16 courses that is being piloted during the 2007-8 academic year and will be available to all learners from September 2008. This will simplify the application process for the learner and provide valuable management information for the tracking of learners and the planning of the curriculum.
- Work is about to start on the development of a city-wide electronic Individual Learning Plan that will be use by all learners aged 9 to 19 to support personalised learning.
- Further development of the central co-ordination and quality assurance of the 14-16 vocational learning offer to include minimum performance standards to ensure that poor quality provision is eliminated.
- The development of a cross sector city-wide e-learning strategy to enable learners to access learning resources from a number of different locations;
- The Inclusion Strategy, ensuring that high quality provision is available in localities, areas and across the city;
- The development of the Integrated Youth Offer so that all young people have somewhere to go, something to do and someone to talk to.

Partnership and collaboration

Partnerships and collaborations that add value are essential if we are to create a viable and sustainable learning infrastructure with learning pathways for all our young people. We will be seeking to build on existing successful local partnerships across schools and between schools, colleges and universities utilising the good practice that has developed over recent years. The Education Leeds School Improvement Policy works to ensure that all our schools have a strong partnership with Education Leeds and actively builds partnerships between schools where there will be a mutual benefit. Currently all primary and secondary schools are in family and locality groups and around three quarters of schools and a number of colleges are involved in 14-19 partnerships with shared management, timetabling and other supporting arrangements. Support will be provided to ensure these partnerships arrangements continue to develop to include other settings, other providers and other partners.

Central Leeds School Improvement and Learning Alliance

These arrangements will be further strengthened for schools in central Leeds through the creation of a Central Leeds School Improvement and Learning Alliance that will complement existing arrangements and galvanise the support of key strategic partners for schools facing the greatest challenge.

Education Leeds has secured the interest of several existing and potential partners for this agenda. We aim to develop a partnership arrangement which will capture, nurture, engage and strategically direct programmes to transform attainment across the city of Leeds.

We propose to form four clusters of high schools in the central areas of the City. One in the centre, one in the east, one in the south and one in the west. These clusters would build on existing locality partnerships but be realigned around the new college sector and proposed new Post-14 Centres.

It is envisaged that the 'Central Leeds School Improvement and Learning Alliance' would:

- sponsor and support educational programmes and initiatives;
- have a role in the governance of the proposed Post 14 Centres;
- play a major role in developing the Leeds post 14 Learning Strategy;
- create a framework to maximise funding streams to support learning;
- harness the talents of everyone who shares the vision for learning in Leeds;
- be a strong partner for schools and other providers across the whole of Leeds

Academies in Leeds

We are developing a cluster model for the development of further Academies here in Leeds. We aim to explore, with partners and stakeholders and our children and young people, the potential of establishing Academies in South Leeds, West Leeds and the Centre of Leeds to complement the existing David Young Community Academy in East Leeds. These Academies would work within area clusters and establish strong, dynamic partnerships with other local schools. The twelve central area schools will be encouraged to work together and be supported by the development of the Central Leeds School Improvement and Learning Alliance.

Skills development

As part of its transformational agenda, Education Leeds is working with schools and other partners to review the place of skills in the curriculum. The Qualifications and Curriculum Authority has published a Personal Learning and Thinking Skills Framework for 11-18 year olds and is keen to work with local authorities on how to further this agenda. We believe that the development of these 'soft skills' is central to the transformation we are seeking.

We want all our young people to have the skills they need to achieve the five outcomes: literacy and communication; numeracy; ICT; creativity; adaptability; innovation; design; enterprise; self and peer coaching; teamwork; empathy.

Projects have already been commissioned to develop the methodology required to nurture these skills. Several schools are contributing to these developments and piloting new approaches based on coaching and advocacy. Through these approaches we will raise aspirations; build self esteem and remove the barriers to learning. We will engage all our young people as successful positive lifelong learners.

Commitments

To take this agenda forward and develop an integrated approach to transforming secondary and post-16 provision here in Leeds we will work with all schools, colleges and providers to agree the following commitments:

- Agreement of overall, school and college based targets for 2015;
- Agreement of overall, school and college milestones for 2009 and 2012;
- Development and agreement to a NEW 'Leeds Learner Entitlement';

- Development and agreement of NEW quality assurance and performance management approaches around:
 - Levels of performance;
 - Minimum group size;
 - Course and programme quality;
 - Resourcing.
- Development and agreement to common and shared timetabling arrangements;
- Development and agreement to financial incentives around pathways and outcomes.

Next Steps

To take this agenda forward and develop an agreed approach to further developing secondary and post-16 provision here in Leeds we will:

- Consult with ward councillors and communities;
- Consult with young people;
- Consult with stakeholders and partners;
- Consult with schools;
- Establish working groups to progress key workstreams:
 - Leadership, management and governance issues;
 - The NEW Leeds Learner Entitlement;
 - The curriculum framework and pathways.
- Develop an estates strategy;
- Develop a workforce development strategy;
- Develop the financial strategy.

Conclusions

Delivering the major improvements in achievement and progression that will ensure Leeds has highly effective secondary schools and the highly skilled workforce it needs to continue to compete in a global economy is only possible through major transformational change. Taking forward the recommendations in this report represents the best opportunity we will ever have to transform learning in Leeds and deliver the step change in outcomes required to secure the long term prosperity of our great city.

A detailed implementation plan will be developed after further discussion with key stakeholders and partners and this will be brought to Executive Board for approval. This will be followed by formal public consultation on any proposals.

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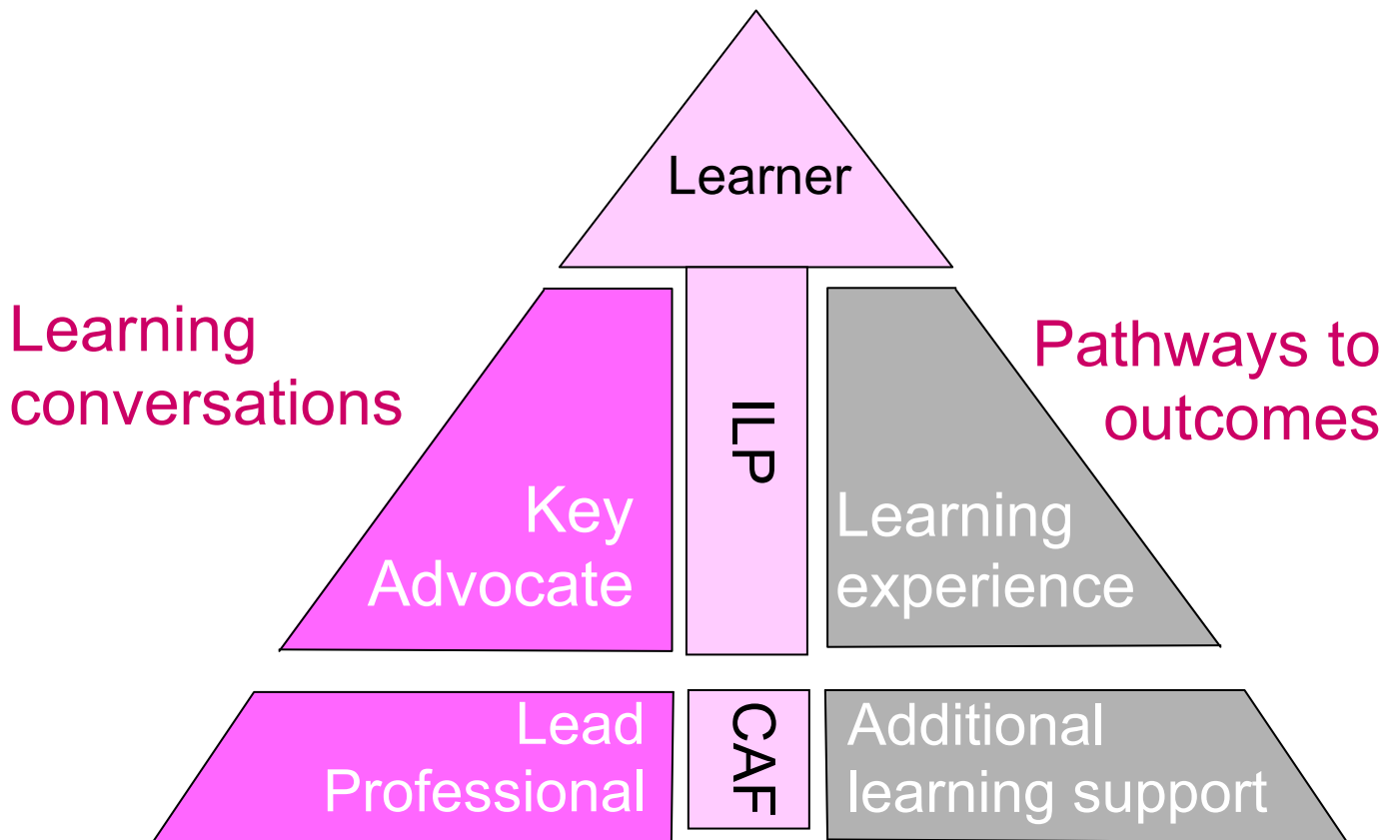
PUBLICATION DRAFT

The Central Leeds School Improvement and Learning Alliance Prospectus

Building the better future for the city, for communities and for young people and their families in Leeds by making every school a good, improving and inclusive school...
... whatever it takes!

Outcomes

Personal Learning and Thinking Skills
Functional Skills



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Foreword

Leeds is a hugely successful city and over the last ten years has seen a phenomenal increase in the business landscape. However, the future prosperity of the city critically depends on the transformation of our secondary schools.

We need to go up a league and close the gap between the highest and lowest performing schools to achieve world class outcomes for all our young people. More of our young people must achieve the qualifications, and develop the skills, needed to progress into further and higher education and the world of work and to secure jobs in the new industries and the business sectors that underpin the economic and social well-being of the city and the region.

We need to develop new models of secondary provision including Trusts, Federations and Academies based on innovative and creative partnerships between schools, colleges, universities and local businesses. We need to create learning pathways which engage and motivate learners and we need to ensure that our young people grasp the opportunities available to them

This document invites businesses and other organisations to work with Education Leeds and Leeds City Council to help us shape the education, learning and skills agenda across the city and the city region.

This is a challenging agenda but it offers a unique opportunity to secure the economic and social well-being of our city and together with ambitious, committed and partners we can achieve brilliant outcomes for our young people.

Why not join us!

Council Leaders

Our vision

Our vision for learning in Leeds places schools at the heart of universal provision. Schools that develop, nurture and maintain strong, innovative and creative relationships with each other and with their stakeholders and partners to drive attendance, positive behaviour, high standards and significantly improved outcomes.

We aim to create clusters and networks of brilliant learning places across Leeds. Learning places that are:

- inclusive, improving and good at what they do;
- at the heart of their communities supporting regeneration and lifelong learning;
- centres of extended services, tackling underachievement, poor attendance, anti-social behaviour and health inequalities;
- creative, inspiring, innovative centres of excellence;
- viable and sustainable learning environments;
- working together to share their expertise and deliver services and pathways in partnership;
- committed to developing a coaching, mentoring and nurturing culture for all young people;
- working partners and the business community to meet the social, environmental and skills needs and aspirations of Leeds and the region.
- committed to listening to and involving all stakeholders including young people and their parents and carers

Our values

Leeds City Council is looking for partners and sponsors who will be able to create passion, ambition, creativity, equality and enthusiasm. Organisations that will demonstrate the leadership, commitment, determination, persistence and discipline to build and support great teams that will continue to drive up standards and achieve a step change in outcomes for our young people.

- Passion
- Ambition
- Creativity
- Equality
- Enthusiasm
- Leadership
- Commitment
- Determination
- Persistence
- Discipline
- Teamwork

Our challenges

Over the last six years Education Leeds on behalf of Leeds City Council has engaged in an creative, innovative and ambitious programme of school improvement. We have appointed inspirational leaders, created federations and nurtured partnerships, closed schools, merged schools and replaced leadership teams. We have linked our strongest schools with those facing significant challenges, poor attendance and behaviour and low standards.

Our results have improved steadily from a very low baseline until we now have around 55% of our 16 year olds achieving 5A* - C grades at GCSE. However that means that we still have 45% leaving school at 16 without level 2 qualifications. More worryingly around 8% of our school leavers have no qualifications at all.

Attendance has improved but on any day we still have around 5000 secondary age young people not at school. Behaviour has also improved and permanent exclusions have reduced by around 75% but we still have huge numbers of fixed-term exclusions.

The future economic and social well-being of the City of Leeds critically depends on our success with this agenda. We have therefore set ourselves very challenging targets which should enable more of our young people to gain the skills and qualifications needed to go on to further and higher education and the world of work.

What works

We already know what works:

- strong leadership, management and governance;
- highly effective teaching;
- high expectations;
- individualised curriculum pathways;
- positive discipline and behaviour management;
- tracking, monitoring and intervention;
- coaching and mentoring;
- partnership with parents, partners and communities.

Education Leeds is working with schools and other partners to review the place of skills in the curriculum. The Qualifications and Curriculum Authority has published a Personal Learning and Thinking Skills Framework for 11-18 year olds and is keen to work with local authorities on how to further this agenda. We believe that the development of these 'soft skills' is central to the transformation we are seeking.

We want all our young people to have the skills they need to succeed in the world of work: literacy and communication; numeracy; ICT; creativity; adaptability; innovation; design; enterprise; self and peer coaching; teamwork and empathy.

We will work with partners to establish a learner entitlement. This will represent a powerful statement of our commitment to place the learner at the heart of the process and the need to equip all our young people with the skills, knowledge and understanding they need to achieve the 'five outcomes'.

The Central Leeds School Improvement and Learning Alliance

These arrangements will be further strengthened for inner Leeds schools through the creation of a Central Leeds School Improvement and Learning Alliance that will complement existing arrangements and galvanise the support of key strategic partners for schools facing the greatest challenge.

The 'Central Leeds School Improvement and Learning Alliance' will:

- sponsor and support educational programmes and initiatives;
- have a role in the governance of the proposed Post 14 Centres;
- play a major role in developing the Leeds post 14 Learning Strategy;
- oversee the implementation of the transformational learning strategy;
- create a framework to maximise funding streams to support learning;
- harness the talents of everyone who shares the vision for learning in Leeds;
- be a strong partner for schools and other providers across the whole of Leeds;
- to provide critical challenge to Education Leeds and Leeds City Council on student achievement and school improvement strategies.

14 – 19 provision

Delivering the major improvements in achievement and progression that will ensure Leeds has the highly skilled workforce it needs to continue to compete in a global economy is only possible through major transformational change in our secondary schools particularly in terms of 14 – 19 provision.

The 14 - 19 review is part of an ambitious series of elements which provide us with the best opportunity we will ever have to transform learning in Leeds and deliver the step change in outcomes required to secure the long term prosperity of our great city.

The key strategies proposed within the 14 – 19 review are:

- Developing the curriculum in Key Stage 3 with a greater emphasis on functional skills, literacy and numeracy and social skills;
- Developing a coaching and mentoring framework to support all learners through their secondary learning;
- Developing new models of leadership and governance to support this new approach to locality working;
- Developing a number of Centres between the LA/school sector and the LSC/FE sector to deliver significant elements of Post 14 vocational provision on a local basis
- Ensuring that Post 16 provision in schools is high quality, viable, sustainable, cost effective and linked to the new FE infrastructure.
- Strengthening and further developing 14-19 Partnerships across the city including the development of these new arrangements for Central Leeds.
- Re-structuring the FE sector to reduce duplication and improve co-ordination, planning and the use of resources.

Academies

“Academies are all-ability independent state schools with a mission to transform education where the status-quo is simply not good enough”.

DCSF Prospectus for Sponsors and Local Authorities.

Academies are rapidly becoming part of the learning landscape across the country and with the Government’s commitment to establishing 400 Academies by 2010, Leeds is being encouraged to include Academies to address issues of underachievement and where other more traditional approaches to school improvement have not had the impact or made sufficient progress. The DCSF requires local authorities to consider the Academy option wherever a school becomes a cause for concern.

Academy sponsors come from a wide range of backgrounds, including universities, philanthropists, businesses, the charitable sector, private schools, educational foundations, faith communities and trusts.

Increasingly the role of the Local Authority is changing from ‘provider’ of services and schools to the ‘commissioner’ of provision to serve the communities it serves. Most Academies are jointly commissioned by the DCFS and the Local Authority on a partnership basis. The Academies are established through an agreement between the DCFS, the Local Authority and the sponsor on the size, specialism and age range of the Academy and agreements around essential elements such as admissions and special educational needs provision. Local Authorities can act as co-sponsors of Academies but the Government insists that the private sector, the charitable sponsor or the partners always appoint the majority of the governors. This is intended to provide clear responsibility and accountability for the ethos and leadership of the Academies.

The partnerships we want to develop

Leeds City Council is looking for partners and sponsors to work with Education Leeds to help drive educational standards and outcomes in the central area of the city. We are looking for dynamic, energetic and committed partners and sponsors who can help us drive this agenda faster and achieve a step change in outcomes.

The Council is particularly interested in working with organisations who share the vision and values outlined in this document.

The Council is particularly interested in working with local businesses who work within the following key growth areas for the city:

- Financial and professional services;
- Creative and performing arts;
- Health, social care and life-sciences;
- Media and communications;
- Construction and the built environment;
- Service and retail industries.

The Council is seeking partners and sponsors able to commit to the development of the Central Leeds School Improvement and Learning Alliance and in consultation with the DCSF to the development of potential Academies in Leeds.

What we are trying to achieve

This ambitious programme seeks to support a step-change in outcomes for our young people attending the central area schools.

By 2009

60 % achieve 5 A* - C GCSE grades or Level 2 qualifications;
48% achieve 5 A* - C GCSE grades including English and maths;
96% achieve 1A* - G GCSE grades.

By 2012

70% achieve 5 A* - C GCSE grades or Level 2 qualifications;
56% achieve 5 A* - C GCSE grades including English and maths;
98% achieve 1A* - G GCSE grades.

By 2015

80% achieve 5 A* - C GCSE grades or Level 2 qualifications;
65% achieve 5 A* - C GCSE grades including English and maths;
100% achieve 1A* - G GCSE grades.

The benefits for partners and sponsors

Businesses and other organisations who become partners and sponsors will see the following benefits:

- Engaging and being involved with developing and improving the relevance and quality of provision and the outcomes young people are achieving in secondary schools in Leeds.
- Influencing and shaping the specific and generic skills young people acquire and helping to address the local skill shortages to support the economic and social well-being of the city.
- Supporting the development of a truly world class education and training system within a learning city by building on best practice to become a national and international example of brilliant learning in an urban context.
- Continuing to attract and retain talented colleagues and their families to Leeds to support local businesses and organisations.
- Helping businesses and other organisations meet their corporate and social responsibility goals and build strong, dynamic relationships with communities.

Our existing partners

We are already working with the following partners who share our aspirations and ambitions for our young people.

- BBC;
- E4L;
- liC;
- Leeds Metropolitan University;
- Leeds Primary Care Trust;
- Leeds FE Colleges;
- RM;
- The University of Leeds;
- The West Yorkshire Learning and Skills Council;
- Leeds Trinity and All Saints College.

Support for partners and sponsors

Education Leeds on behalf of Leeds City Council will co-ordinate the Central Leeds School Improvement and Learning Alliance.

Education Leeds on behalf of Leeds City Council will work with schools, partners and sponsors to build learning pathways and centres of excellence linked to the skill sectors outlined above.

Education Leeds on behalf of Leeds City Council will ensure that relevant skill developments and achieving high standards and outcomes will be among the key corporate objectives of the Council and given a high priority within the Children and Young People's Plan for Leeds.

Getting involved as a partner or a sponsor

Businesses, Trusts and other interested organisations are invited to contact Education Leeds in the first instance to discuss their involvement with the Central Leeds School Improvement and Learning Alliance and their interest in becoming potential sponsors of Academies in Leeds.

Education Leeds will help interested parties develop outline proposals for consideration by Leeds City Council.

All proposals will be expected to clearly demonstrate how organisations believe they can contribute to driving up standards in Central Leeds schools and what additional expertise and resources they will bring as a potential sponsor of an Academy in Leeds.

Leeds City Council will also select a number of partners and in conjunction with the DCSF identify sponsors to work with Education Leeds to develop formal expressions of interest around a number of potential Academies in Leeds.

Commitments

We would expect our partners and sponsors to commit to the following:

- Join TEAM LEEDS!
- Work with us on transforming learning in Leeds;
- Agree to overall and school targets for 2015;
- Agree to overall and school milestones for 2009 and 2012;
- Work with us to develop and agree a NEW 'Leeds Learner Entitlement';
- Work with us to develop and agree NEW approaches to:
 - admissions;
 - exclusions;
 - 11- 16 provision;
 - post-16 provision;
 - locality working;
 - partnership.
- Work with us to develop and agree new approaches to leadership, governance, curriculum and timetabling arrangements within localities;
- Work with us to develop and agree incentives around pathways and outcomes.

Expressions of interest

We would expect any expressions of interest to clearly demonstrate the following:

- How your organisational values align with those outlined in this document.
- How you will bring passion, commitment, drive and enthusiasm to the Central Leeds School Improvement and Learning Alliance.
- What additional skills, knowledge and expertise you will bring to any Academy developments here in Leeds.
- What you would bring to the governance and leadership of schools.
- What ideas you would bring to help us inspire and engage our young people, our staff, our governors, our parents and the communities we serve.
- What ideas you would bring to help us transform learning provision.
- How you would help us challenge traditional thinking on what our young people can achieve.
- Your vision for school improvement and learning in Leeds.
- Your vision for any Academy developments and how this will contribute to the economic and social well-being of Leeds.

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PARTNER LOGOS TO GO HERE

CONSULTATION DRAFT

ACADEMIES IN LEEDS

...making a real difference to young people ...
...whatever it takes!

INTRODUCTION

Academies are rapidly becoming part of the learning landscape across the country and with the Government's commitment to establishing 400 Academies by 2010 Local Authorities are being encouraged to include Academies with their Building Schools for the Future proposals particularly to address issues of underachievement and where other more traditional approaches to school improvement have not had the impact or made sufficient progress.

WHAT ARE ACADEMIES?

"Academies are all-ability independent state schools with a mission to transform education where the status-quo is simply not good enough".

DCSF Prospectus for Sponsors and Local Authorities.

The Government believes that independent status is crucial in enabling Academies to succeed. Strong, ambitious leadership, effective management, high aspirations for all students and good teaching are essential ingredients of any successful school.

ACADEMY SPONSORS

Increasingly Academy sponsors come from a wide range of backgrounds, including universities, philanthropists, businesses, the charitable sector, private schools, educational foundations, faith communities and trusts. Some are established educational providers and all of them bring a record of success in other enterprises which they are able to apply to their Academies in partnership with experienced school leaders and managers.

The idea is that sponsor will challenge the traditional thinking about how schools are run and what they should be like for their students. They aim to break with cultures of low aspiration and low expectations which condemn too many young people in too many communities to underachievement.

ACADEMY FEDERATIONS

We have significant experience here in Leeds of successful schools working with schools facing the greatest challenges. These include formal federations and the Government is encouraging the most successful schools and Academies to work with other schools to change their culture, expectations and outcomes. Strong schools linking with schools facing additional challenges, sharing their best practice to help raise standards and secure improvement.

LOCAL AUTHORITIES AND ACADEMIES

Increasingly the role of the Local Authority is changing from 'provider' of services and schools to the 'commissioner' of provision to serve the communities it serves. Academies are independent schools whose success the Government believes critically depends on the absolute responsibility given to their sponsors, their governing bodies and their principals. However, most Academies are jointly commissioned by the DCFS and the Local Authority on a partnership basis. The Academies are established through an agreement between the DCFS, the Local Authority and the sponsor on the size, specialism and age range of the Academy and agreements around essential elements such as admissions and special educational needs provision.

THE "MANCHESTER MODEL"

"The Academies will be at the heart of regenerating secondary education in the City"
Sir Richard Leese, Leader Manchester City Council

Local Authorities are increasingly becoming engaged in the strategic planning of Academies. The "Manchester Model" is based on an ambitious multi-Academy programme between Manchester City Council and the DCSF. This agreement will lead to the development of eight Academies, six geared to skill sectors which are priorities for the city. Manchester City Council has secured sponsors from these skill sectors and the Academies are intended to become "hubs" for its specialist centre of excellence. Manchester City Council is underwriting the sponsorship for the Academies and is establishing a city-wide 'Transforming Educational Outcomes Trust'.

The Government is keen to work with other local authorities who have similarly ambitious plans for transforming educational standards, improving progression rates to further and higher education and regenerating communities.

ACADEMY GOVERNANCE

Local Authorities can act as co-sponsors of Academies but it is the responsibility of the lead sponsor, be they from the private sector, the charitable sponsor or the education sector, to appoint the majority of the governors. This is intended to provide clear responsibility and accountability for the ethos and leadership of the Academies.

Academy Governing Bodies are accountable to the Academy Trust set up by the sponsor which is accountable to the Secretary of State with whom it is bound by the terms of the formal funding agreement.

It is expected that they are relatively small 'professional' bodies with responsibility for:

- ◆ the appointment of the Principal;
- ◆ the employment of the Academy Staff;
- ◆ the employment and terms and conditions of the Academy staff.

- ◆ the administration of the Academy's finances;
- ◆ the approval of the curriculum and personnel policies and procedures;
- ◆ an admissions policy in accordance with the requirements of the Code of Practice on Admissions

ACADEMY BUILDINGS

The Academy building programme is now an integral part of the Building Schools for the Future programme and involves a combination of new build projects and refurbishments.

A core element of the Government's vision for extended services is providing access for the community. Academies are expected to provide their facilities for the use of their communities and develop as extended services providers.

THE DAVID YOUNG COMMUNITY ACADEMY

Education Leeds, on behalf of Leeds City Council, worked with the DCSF to commission the David Young Community Academy which opened in East Leeds in September 2006. The Academy is sponsored by the Church of England.

The David Young Community Academy is oversubscribed and its first year results show real progress working in one of the most challenging communities in Leeds. Education Leeds is working to develop a stronger relationship with the Academy and to use the developing leadership, curriculum and behavioural expertise within the Academy more widely in Leeds.

A STRATEGIC APPROACH TO ACADEMIES IN LEEDS

We are exploring a cluster model for the development of further Academies here in Leeds. We aim to develop, with partners and stakeholders and our children and young people, the potential of establishing Academies in South Leeds, West Leeds and the Centre of Leeds to complement the existing David Young Community Academy in East Leeds. These Academies would work within area clusters and establish strong, dynamic partnerships with other local schools. The twelve central area schools will be encouraged to work together and be supported by the development of the Central Leeds School Improvement and Learning Alliance.

POLICIES AND PROTOCOLS

We have been working with colleagues at the DCSF to develop and agree a framework within which any Academies could be developed. This includes collaborative approaches to:

- admissions;
- exclusions;
- 11- 16 provision;
- post-16 provision;

- locality working;
- partnership;
- school improvement.

We have agreed with the DCSF that any further Academy in Leeds will sign up to an agreed set of policies and protocols for these aspects of provision providing that their 'independent state school status' is not compromised. These policies and protocols will be included within Expressions of Interest and Memorandums of Understanding for any Academies which are establish here in Leeds.

THE CENTRAL LEEDS SCHOOL IMPROVEMENT AND LEARNING ALLIANCE

These arrangements will be further strengthened for inner Leeds schools through the creation of a Central Leeds School Improvement and Learning Alliance that will complement existing arrangements and galvanise the support of key strategic partners for schools facing the greatest challenge. This is a hugely ambitious and challenging agenda and we are looking for partners who are equally ambitious for Leeds, driven and committed to make Leeds a Learning City and passionate, enthusiastic and determined to see our young people achieve the skills, the knowledge and understanding they need to bring economic and social success to our great city.

Education Leeds has secured the interest of several existing and potential partners for this agenda. We aim to develop partnership arrangement which will capture, nurture, engage and strategically direct programmes to transform attainment across the city of Leeds. We will pursue interest from the following partners.

- Leeds FE colleges;
- Leeds Metropolitan University;
- University of Leeds;
- Leeds Trinity and All Saints College;
- Leeds Primary Care Trust;
- BBC;
- RM;
- liC;
- E4L;
- Leeds Chamber of Commerce;
- business organisations;
- Yorkshire Forward.

It is envisaged that the 'Central Leeds School Improvement and Learning Alliance' would:

- sponsor and support educational programmes and initiatives;
- have a role in the governance of the proposed Post 14 Centres;
- play a major role in developing the Leeds post 14 Learning Strategy;
- create a framework to maximise funding streams to support learning;
- harness the talents of everyone who shares the vision for learning in Leeds;
- be a strong partner for schools and other providers across the whole of Leeds

Appendix to Item 19

Transforming Secondary and Post-16 Provision in Leeds The Development of Academies in Leeds

The Department for Children, Schools and Families (DCSF) aims to develop 400 Academies across the country and has set a benchmark to identify schools which could potentially become Academies. The DCSF benchmark is that any school achieving less than 30% of its students achieving 5A* - C GCSE grades including English and mathematics.

This means that here in Leeds on the basis of this year's unpublished data the following schools could become Academies:

- Bruntcliffe High School;
- John Smeaton Community College;
- Parklands Girls High School;
- City of Leeds School;
- Primrose High School;
- Carr Manor High School;
- South Leeds High School;
- Cockburn College;
- Rodillian School;
- West Leeds High School;
- Wortley High School;
- Intake High School.

Education Leeds has looked at all these schools and is currently preparing option appraisals regarding their school improvement options looking at their overall standards, the quality of leadership and governance, the quality of teaching and learning and standards of behaviour and attendance.

Following meetings with Lord Adonis and DCSF colleagues in Leeds and London we agreed to consider the next steps regarding the development of strategic approach for Leeds. We asked for time to plan, organise and manage the further development of secondary and post -16 provision in Leeds, including Academies and 14 - 19 provision, so that we could take all the key partners and stakeholders with us.

COMMITMENTS FROM THE DCSF

We asked for the following commitments from the DCSF:

1. Support for the development of a Central Leeds School Improvement and Learning Alliance;
2. Formal agreement to the additional capital allocation for Intake High School to be rebuilt as an Academy;
3. That any new Academies in Leeds should fit within a Strategic Framework for Secondary Provision in the central areas of Leeds;
4. That any new Academies would be required to sign up to a series of policies and protocols around the following:
 - admissions;
 - exclusions;

- governance;
 - 11 - 16 provision;
 - post-16 provision;
 - partnership with other local schools.
5. That we could be reassured about the implications for the Council if any new Academies were in our PFI buildings;
 6. Support to encourage the David Young Community Academy to become part of these developments.

We also asked if our slot within Wave 13 of Building Schools for the Future could be fast-tracked to make best use of the LEP and the arrangements we have put in place to manage and deliver Wave 1.

ACTIONS AGREED AND NEXT STEPS

1. Education Leeds to produce a prospectus for the Central Leeds School Improvement and Learning Alliance and for potential Academy sponsors outlining the 'Leeds Model'.
2. Education Leeds to produce briefing papers for all central area schools with a focus on the three schools which could become Academies. These briefings to provide an outline of the work we have done so far to drive the leadership, standards and attendance and behaviour agendas in the school, the options now available to us and a clear rationale for using the Academy route for our future school improvement work at the schools.
3. The DCSF to facilitate a meeting between Education Leeds, Leeds City Council and KPMG to discuss the Central Leeds School Improvement Alliance and potential sponsorship of an Academy in Leeds.
4. The DCSF to facilitate a meeting between Education Leeds, Leeds City Council and Egton to discuss the Central Leeds School Improvement Alliance and potential sponsorship of an Academy in Leeds.
5. Education Leeds to continue to work with Paul Edwards and the Garforth Learning Trust to explore their role in the Central Leeds School Improvement Alliance and potential sponsorship of an Academy in Leeds.
6. Education Leeds to continue to work with the University of Leeds, Leeds Metropolitan University and Trinity and All Saints College to explore their role in the Central Leeds School Improvement Alliance and potential sponsorship of all the Academies in Leeds.
7. The DCSF to ensure that all potential sponsors that they identify to work with us meet with Education Leeds to agree their involvement in the Central Leeds School Improvement and Learning Alliance and any contacts with individual schools.
8. Partnerships for Schools will discuss with Education Leeds and Leeds City Council the strategic, operational and financial implications of Intake High School being removed from the Leeds BSF Programme with an earmarked capital allocation being made available to support a rebuild if an Academy project is approved.
9. Partnerships for Schools will discuss with Education Leeds and Leeds City Council the strategic, operational and financial implications for any of our PFI schools which may become Academies.
10. Partnerships for Schools will discuss with Education Leeds and Leeds City Council how we might secure Wave 13 provision earmarked for Leeds more

rapidly as part of discussions PfS is having with all Wave 7 and beyond authorities.

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LEARNING AND SKILLS COUNCIL WEST YORKSHIRE

LEEDS REVIEW

- REPORT TO COUNCIL 03 OCTOBER 2007

1. CONTEXT

As part of the Strategic Area Review in West Yorkshire, Cambridge Education produced a report in 2006 that focused on the 14-19 provision in the city. The report concluded that the current configuration of provision in the city did not meet the needs of learners and that the status quo was not an option for the Further Education (FE) sector moving into the future. The Learning and Skills Council (LSC) Council accepted this report and requested a formal Strategic Options Review of Further Education in Leeds to inform decision making on the way forward. This was completed in April 2007 and presented to Council on 4 May 2007.

1.1. *The resolution from the LSC Council On 4th May, as Minuted, is set out below:*

Item 5 The Leeds Review

Agreed by members

- A) LSC West Yorkshire Council accept the report and support Option Three : a Type A Merger between Joseph Priestley College, Park Lane College Leeds, Leeds College of Technology and Leeds Thomas Danby, with an agreement from Leeds College of Building to enter a formal federation with the new institution. Leeds College of Art and Design and Notre Dame Catholic Sixth Form College to be invited to act as partners.
- B) The Strategic Options Review report, produced by Jim Aleander, to be circulated as a consultation document subject to amendments to improve the robustness of the report's content.

1.2 The following points are extracts from the full FE Strategic Options Review:

Option One: A Federation of Colleges

In order to meet the demanding future circumstances outlined in this review and - more importantly - to respond better to the needs of learners and employers, one option is for all or most of the Leeds FE colleges to join a formal federation. (Para 84)

Option Two: Merger

This option would see Notre Dame Catholic 6th Form College remain independent, as a good specialist provider in an otherwise unsuccessful inner

Leeds sixth form environment. The College of Art and Design would also remain independent as it is close to becoming a HEFCE institution. (Para 88)

Option 3: Merger without the College of Building

The College of Building has made a case to be exempted from any city wide merger on the basis of three main considerations. One is its unique position as the only College of Building in England. The second is its success: it had a good inspection report in 2006, graded as good in all areas except Capacity to Improve, which was outstanding. Its overall success rates in 2006 were above the sector norm. The third, related to its first, is its specialism; its mission is to deliver a comprehensive range of high quality learning opportunities related to construction and the built environment- although it does make limited provision in other areas. It had a good inspection report in 2006, graded as good in all areas except Capacity to Improve, which was outstanding. Its overall success rates in 2006 were above the sector norm. (Para 104)

The review concludes by recommending merger for Joseph Priestley, the College of Technology, Park Lane and Thomas Danby. The College of Building, which is seeking to maintain its independence, should do so only if it will commit to a formal federated arrangement with the newly merged college in Leeds. This should extend to joint governance arrangements as made possible by the Further Education and Training Bill, to become law this year. Joint management arrangements should be developed for programme delivery, facilities, learner access and support, appropriate back office functions and other services as appropriate. These elements would be acted upon once a decision is made by the LSC and after the response by the College Corporations. (Para 122)

(Excerpts end here)

2. National Changes since May 2007

2.1. At the time the Strategic Options review was produced the subsequent changes to government departments could not have been forecast. In brief, with the change of Prime Minister came the division of education responsibilities into two Departments: the Department of Children, Schools & Families (DCSF) and the Department of Innovation, Universities and Skills (DIUS). The former has all 0-19 education and welfare responsibilities except for apprenticeships. The latter has apprenticeships and all post 19 learning and skills. FE estate responsibilities rest with DIUS.

2.2. The implications of these national changes include:

- Funding as well as strategic responsibilities for 0-19 education will be with Local Authorities from 2010, moving resources from the LSC
- Curriculum changes 14-19 will therefore be implemented through a single planning and funding body, the Local Children's Services Authority, rather than two as is the case currently

- 19+ learning and skills is with DIUS, with a primary focus emerging on skills for the economy and employer engagement
- The consultation on demand led funding has led to a confirmed implementation plan for 16-19 funding which will result in a common system for school and college learner finances from 2008, along with a demand-led model for adult learning, against priorities
- The Leitch Implementation Plan was published in July and confirms an approach to meeting skills needs based on priorities and incentives for learners and employers, with the Train to Gain model being endorsed and the accreditation of company training schemes being planned
- Confirmation of the raising of the participation age to 18 by 2013 will require integrated school, college and WBL provision in the 14-19 phase
- An expansion of Foundation Degrees and vocational HE will require more and better progression routes from L2 to L4/5, linking the new Specialised Diplomas to HE in a new schools/FE/HE interface
- The Comprehensive Spending Review (CSR) settlement is due by the end of October 2007. This will inform the new national LSC Statement of Priorities directly and this will be published soon after. Taking these together, there are expected to be fewer and more focused objectives for the use of public funding in FE. A continuing impact on funded adult learner numbers may be expected (these have already reduced), with more emphasis on the collection of fees. Both these are risks to FE in Leeds, which has a high level of subsidised adult learning.
- There is a new focus on the English regions with Ministers named for each of the regions, whose responsibilities will include aspects of the work of the Regional Development Agencies
- The Further Education and Training Bill is expected to become law during October 2007: it returns to the House of Lords on 11th October. It may be modified, but powers for greater formal collaboration between FE Corporations are expected to remain as planned currently; these complement the powers of schools to enter into Trust arrangements which were subject to law in 2006
- Plans are being developed nationally to enable and support “new models of delivery” to benefit 14-19 learners in particular; essentially these are formal collaborative arrangements between institutions and providers across sectors which are currently subject to their own separate planning, funding and inspection regimes

3. LSC Actions since May 2007

- 3.1. Following the acceptance of the Strategic Options Review by LSC West Yorkshire Local Council in May the report has been the subject of an informal consultation process involving all of the colleges within Leeds and its bordering authorities and key partners and stakeholders within the city and beyond. Hard copies of the report were widely distributed and the report has also been made available on the LSC West Yorkshire website.
- 3.2. The Chair of LSC West Yorkshire Council, the Regional Director for Yorkshire and the Humber, senior members of LSC West Yorkshire staff and the author

of the report have all made themselves available to discuss the findings of the report and the implications of the options included within it. The offer was made to attend any meetings as and when required with any interested party in the city to ensure clarity and to answer any questions that would assist partners and stakeholders to respond to the informal consultation process.

- 3.3. Briefings have been provided to Leeds MPs and local Councillors to ensure they are fully apprised of the findings included within the report and to clarify the process for arriving at a final decision of the reconfiguration of FE provision in the city.
- 3.4. Presentations have been made to each of the five College Corporations in scope, the Leeds Skills Board, the 14-19 Strategy Group, Leeds Secondary Heads and the Executive Board of Leeds City Council. Individual meetings have taken place with Yorkshire Forward, representatives of the Church of England and Catholic Diocese, the then Department for Education and Skills, individual departments of the Local Authority, Education Leeds and two of the Universities within the city.
- 3.5. The Regional Director has held individual meetings with the Chairs of the College Corporations and the Chair of the LSC Council, supported by LSC Officers, has held a number of meetings of the Chairs as a group to enable open and frank discussion on the issues they felt needed to be addressed to inform decision making.
- 3.6. In order to ensure there was no misinterpretation in press interest in the Review a meeting was held with a senior journalist from the Yorkshire Evening Post.
- 3.7. There has been a heartening amount of public interest in this review and support for a programme of action. In summary - the details are reported elsewhere - all those responding have supported the view that the status quo is not an option; either change must happen to the configuration of FE colleges through large-scale merger (the majority view) or the LSC must use different contractual procedures to commission or purchase provision closer to its requirements and to the needs of learners, employers and the wider community.
- 3.8. None of the direct evidence provided in the Options Review has been challenged, although there has been some disagreement with the conclusions drawn. This is to be expected in a situation whereby the LSC was proposing re-configuration rather than this coming from the colleges themselves, collectively.
- 3.9. All interested parties were required to respond in writing to the LSC by 14th of September 2007. A full overview of the responses is included in Appendix 1, however, in summary:

OPTION 1

There were not any responses in favour of Option 1 'A Federation of Colleges'

OPTION 2

From the 25 respondents there were 7 (28%) that expressed support for Option 2 'Merger'. The highest number of responses in support for this option came from FE Colleges (43%). However it should be noted that key partners and stakeholders including Leeds Skills Board, Yorkshire Forward and Education Leeds were in favour of Option 2.

OPTION 3

There were 14 respondents (56%) in support of Option 3. Employers constituted more than half of the responses that were in favour of this option (64%) with all bar one of these being from the construction/building industry.

4. Estates

- 4.1. A unique opportunity exists now to create the best modern, integrated 21st century FE estate of any city in England. This is because the LSC's National Capital Strategy has a once in a generation resource and a plan to meet the needs of all priority learners. Leeds is recognised as requiring a huge investment in the renewal of college facilities across the city, to be based on a unified FE plan to meet the needs of learners, employers and communities.
- 4.2. The National LSC Capital Strategy has been updated since the May Council meeting (at the National Council in July 2007). It covers the period 2007 to 2011. The following quotes from the strategy set the context relevant to Leeds:

The Learning and Skills Council (LSC) is implementing a major programme of capital investment. This programme will further accelerate the modernisation and renewal of the further education (FE) estate, provide new places in colleges for 14-19 learners and adults, new places in leading schools for 16-19 yr olds, and assist other post-16 providers to increase their levels of capital investment. Over the four year period to 2010-11 the LSC expects to invest over £2 billion in capital projects and promote £4-5 billion of development by colleges, schools and other providers. If the annual level of capital funding currently projected to 2010-11 continues into future years the modernisation and renewal of the FE estate would be substantially complete by 2014-15. (Para 1.2)

The LSC strongly believes that all learners should experience teaching and learning in modern, fit for purpose, learning environments appropriate to the learning paths they are following. The LSC has a duty to help ensure that learning opportunities are maximised through the investment of capital funds, in order to raise the participation, retention and attainment of young people. (Para 1.3)

The FE White Paper, *Further Education: Raising Skills, Improving Life Chances*, published in March 2006 set out a comprehensive programme to transform the FE system into an efficient and effective powerhouse for economic prosperity and social mobility. Capital investment is, therefore, a vital part of implementing the key reform principles and outcomes set out in the FE White Paper to develop a further education system that is focused on equipping people with the skills needed for employment and in which institutions are more specialised. (Para 1.4)

4.3. Priorities for the Capital Strategy are as follows:

The LSC believes that its capital strategy as described in these pages will achieve its strategic priorities (Para 1.7):

- Priority 1 –Raise the quality and improve the choice of learning opportunities for all young people to equip them with the skills for employment, further or higher learning, and for wider social and community engagement.
- Priority 2 —Raise the skills of the nation, giving employers and individuals the skills they need to improve productivity, employability and social cohesion.
- Priority 3 –Raise the performance of a world class system that is responsive, provides choice and is valued and recognised for excellence.
- Priority 4 –Raise our contribution to economic development locally and regionally through partnership working.

The primary role of the LSC in this context, therefore, is to invest capital funds to support Government priorities and objectives for 14-19 and adult learners. But capital investment in schools and colleges also contributes to the achievement of wider Government objectives and often acts as a catalyst for regeneration and encourages others to invest in that community. The LSC believes that its strategic priorities for investment in educational premises and equipment reflect the range of challenges set out in both the FE White Paper and the Leitch report. (Para 1.8)

A principal action will be increasing the rate of renewal and modernisation of the FE estate. The capital programme will also contribute to the outcomes of other important initiatives such as the FE Review, Agenda for Change and the Framework for Excellence. (Para 1.9)

The substantial increase in project volumes and changes outlined in this document may require changes to the LSC as an organisation, in order to deliver an enlarged capital programme. The following changes are likely during 2007-08 (Para 1.10):

- a more strategic role for the LSC's National Capital Committee in overseeing capital policy, the implementation of the National Capital Strategy and determining very large capital applications;

- delegation to the proposed Regional Councils, possibly via dedicated regional capital committees, to approve the majority of capital project applications;
- changes in due course to management lines for regional property resources –moving to regional line management and functional/professional management from the National Office; and
- enhanced policy development and programme management capability combined with increased major projects’ management resource at National Office. This would better support those regional and area teams dealing with very large projects requiring specialist input and better address infrastructure policy issues and a programme to enhance colleges’ client capabilities.

4.4. *Relationship to Current Estates planning in Leeds:* LSC WY believes the revised national strategy is fully consistent with and supportive of the planned major investment in an integrated FE estate for the city. The following points are particularly relevant:

- The priorities: creating an estate to support young people’s learning and achievement, meeting skills requirements and enhancing the economy
- Investment to benefit 14-19 year olds and adults
- The link to regeneration
- The opportunity to renew and modernise the FE estate.

4.5. The strategy also notes that changes may be necessary to the working of the LSC itself, with growing regionalisation of decision making alongside growing project management capability.

4.6. LSC WY has been assured by managers responsible for the national Capital Strategy that its objectives for the FE review in Leeds can be supported by major investment. Resources have been earmarked for a single integrated capital strategy for the city. They will be allocated to Leeds on the basis of local and regional LSC approval of a learner-led education plan for the city linked to renewal and modernisation of its FE estate. This will take place in several stages. The LSC will approve a reorganisation plan for FE that seeks to align Corporations more effectively and efficiently with the learning and skills needs of learners, adults, employers and communities. Once this is done an application in principle can be made for LSC capital support, probably in spring/early summer 2008, based on an education case, outline estates strategy and financial plan for the major capital project. Once endorsed, this plan can be taken through formal procedures to the application in detail stage by early 2009. The intention will be to start some work on site(s) before the end of 2009 and have the new estate for FE in Leeds delivered in phased projects from 2011 onwards, with completion intended by 2013. Some priority projects may be funded in the interim.

4.7. This initial plan is also fully consistent with the revisions currently underway to the Regional Capital Strategy for Yorkshire and Humber, which will be the planning vehicle for delivery of the integrated FE estate in Leeds.

5. Moving Forward from the Review Options

5.1. The review options are laid out in section 1.2 above. The current position and context for the Council's decision is described from paragraph 5.5 onwards, below. However, it is important to recognise the principles and opportunities informing the decision about reorganisation of FE in Leeds. These were addressed in detail in both the Strategic Options Review of FE in Leeds (May 2007) and the Cambridge Education Post 16 Review (October 2006). They may be summarised as follows:

There are *requirements* to ensure that:

- Young people aged 14-19 have the best possible opportunity to optimise their learning and achievement based on excellent guidance and coordinated provision of outstanding school, college and work based programmes
- Adult learning meets the needs of priority groups, with a focus on skills for life and qualifications for careers
- Employers are able to utilise the right level of workforce skills to respond well to the challenges and opportunities of their sectors
- The economy becomes more competitive and sustains its success on the basis of knowledge and skills, nationally and internationally
- Communities benefit well from efficiently-resourced and available learning opportunities for life and work, promoting social cohesion
- The system for 14-19 and adult learning in Leeds is coherent and of excellent quality, with clear progression routes from schools to colleges, Higher Education and valued careers
- All provision is inclusive and is designed to promote equality of access and achievement, meeting the needs of priority groups
- Provision for Further Education is made in facilities that are inspirational for learners, staff and communities, attracting learners, enhancing learning and enabling achievement.

There are *opportunities* to ensure that:

- Provision made through Further Education colleges is entirely congruent with that made through schools from 11-19
- Learning programmes are integrated and pathways are progressive for 14-19 programmes, within and between types of institution and provider
- Disadvantaged individuals and communities receive substantial benefits from a reconfigured FE system and its modernised facilities
- Leeds develops as a learning city, with the primary, secondary and post 16 phases of learning planned, connected and resourced to maximise individual economic and community benefits
- Leeds meets and exceeds the objectives for L2 and L3 achievements set currently for young people and adults, with milestones at 2015 and 2020

In summary, the people of Leeds should be enabled by the Further Education system to celebrate learning for its own sake; to gain the best qualifications

they can; to enjoy good careers and be prized by their employers; and to enjoy living in cohesive communities.

- 5.2. In the context of these aims and an emerging consensus on the need for change, if not the details of its implementation, there would follow a new framework for FE in Leeds.
- 5.3. In order to promote coherence, the sector should establish a “Leeds standard” of excellence in provision, transform progression routes into and from colleges, maintain and enhance specialisms, and eliminate wasteful competition and unnecessary duplication. To ensure this, there should be a unified FE service operating under a new overarching Further Education Strategic Board for Leeds, which includes the elements set out in the Strategic Options Review. The unification would be brought about most effectively if supported by a reorganisation of provision, reducing the number of FE Corporations. The new configuration of colleges would then form the proposed Strategic Board. The existing colleges are acknowledged as operating competitively in the current climate in ways not directly inspired by benefits for learners. The new model of funding from 2008 may well increase such competition. Unlike competitive behaviour in the private sector, which is seen to improve service but is itself regulated, competition by publicly-funded FE Colleges often results in wasteful duplication whilst leaving some learner and employer markets poorly served.
- 5.4. A reorganisation of provision in Leeds would ensure that a larger FE entity was positioned to:
 - Meet the needs of learners of all ages and at all levels, from Entry to L3 and on to Higher Education
 - Promote diversity in access, learning and achievement, reducing stereotyping in choice of programmes by visibly making effective provision for all groups in campuses across the city
 - Complement the provision made by the city’s schools, which are themselves likely to be re-configured through the planning of Education Leeds
 - Resource learning for the most disadvantaged groups in the community
 - Meet the requirements of a funded FE market place which will be financed on the basis of core and commissioned provision in future, through national and regional priorities
 - Respond as “the voice of FE” in Leeds to demand in meeting the skills requirements of employers, with a comprehensive range of provision offered through comprehensive city and sub-regional networks
 - Plan more confidently for medium and long term innovative projects requiring either revenue or capital resources
 - Manage a major, integrated capital strategy for the city, renewing and modernising the Leeds FE estate to 21st century standards of delivery and sustainability: the most exciting opportunity to renew FE colleges anywhere in England.

5.5. On this basis it would appear that, subject to available resources, the larger the entity created by reorganisation the more effectively and efficiently these goals could be met. It has been recognised by previous studies that the College of Music and the College of Art & Design would not be expected to join a reorganisation through merger as they have substantial HE provision. The former is a designated HE institution and the latter has around half its provision as HE and could be re-designated within the current planning period. Nonetheless, these two colleges would be expected to join the city wide FE planning forum described here as a Strategic Board along with Notre Dame RC 6th Form College.

6. Working with Leeds City Council and Education Leeds

6.1. The main strategic responsibility for 14-19 provision, under the Education and Inspections Act 2006, is with Leeds City Council's Children's Services Authority (CSA). This responsibility, which includes an entitlement for learners, is managed through Education Leeds. It is expected that the City Council will have funding as well as strategic powers from 2010/11. Currently 16-19 funding responsibility resides with the LSC, which is implementing a significant national reform of revenue funding for colleges and school 6th forms from 2008.

6.2. The Strategic Options Review of May 2007 specifically left for later consideration the issue of whether another 6th Form College or Post 16 Centre should be established in Leeds. This followed the findings of the Cambridge Education Post 16 Review that a number of inner city schools should no longer operate 6th forms due to concerns about their quality, size and the narrow curriculum offered to young people. The reason that consideration of this matter was postponed was because Education Leeds was itself developing a reconfiguration plan that could include reducing the number of inner city 6th forms. There was, and continues to be, discussion about more Academies being established in Leeds. To date, Education Leeds has not concluded its discussions on either some form of schools reconfiguration or the creation of more Academies. In its response to the FE Review it supported Option 2 and noted the following:

“The Board would like to see the joint development of a number of Post 14 Centres between the LA/school sector and the LSC/FE sector to deliver significant elements of Post 14 vocational provision on a local basis.

The Board recognise that current Post 16 provision in many inner Leeds schools delivers below average outcomes and inadequate choice, largely due to the very low student numbers that in most cases are unlikely to ever reach viable levels. The Board are mindful of the imminent changes to post 16 funding arrangements for schools that means that current delivery arrangements in many inner Leeds schools will not be financially sustainable in future...

The Board is of the opinion that there is still a strong case for the creation of a state-of-the-art new Post-16 Centre to serve a number of inner Leeds schools and bring focus to the AS/A2 and general L3 provision currently delivered by the existing colleges. Any such Post 16 Centre could either be part of the new merged FE College, but with its own distinct identity, or be a separate institution.”

- 6.3. There are two issues here. The more significant strategically is the preference for a new Post 16 centre, with options for its status within or outside a merger (final paragraph above). The second is the suggestion of joint development of Post 14 centres. For both potential developments the guiding principle should be that decisions are taken in the best interests of learners. Regarding the new Post 16 centre, it is clear that such a centre could be created through both the reorganisation of FE in Leeds and the major capital investment to accompany it. The centre would accommodate GCE A level and all similar general education students (including the International Baccalaureate) from the contributing colleges. An example would be students from the Park Lane College 6th form centre if it is part of the reorganisation (in its response to consultation, Park Lane favoured a single FE institution for the city). If established within FE the centre could readily meet the need identified by Education Leeds, above. As a centre within a wider FE college it would also be ideally positioned to link general education and vocational programmes for the benefit of learners, in coherent progression pathways. For this to happen there would need to be further discussion with key stakeholders in the city, including the schools, City Council, Education Leeds and Notre Dame RC 6th Form College, which has a significant number of non-Catholic students. It also has a substantial group of vocational students.
- 6.4. With regard to Post 14 centres, it will be necessary to define these more clearly before decisions are taken. Questions would include whether they are intended to be 14-16, 14-19, or for all ages. Educationally, the best progression pathways should be developed, ideally, from 11-19 with 14+ being a milestone. Evidence from elsewhere suggests that free-standing vocational skills centres tend to be costly and have uncertain long-term education and business plans (see for example the University of Leeds research for the then DfES on 14-19 Pathfinders, published between 2003 and 2006). If the key requirement is for vocational provision made locally for the 14-19 age group then this could be made within the reorganised FE network, that is through the colleges but with an agreed governance and funding model that ensures their future financial and educational viability. One of the principles informing an integrated capital strategy will be a distributed model of campuses. These could accommodate Post 14 vocational provision in local centres.
- 6.5. In addition to its recognition of the FE Options Review, Education Leeds is also developing a plan for more Academies, to supplement the David Young Community Academy (DYCA). There have been indications from Education

Leeds that these could have vocational themes; the DYCA has a construction curriculum theme. The LSC is supportive of the wish of Leeds City Council to improve school performance and learning outcomes for young people by means of establishing additional Academies, probably from 2009. The LSC will work with the City Council and Education Leeds to clarify how any new Academies can best be integrated with provision made by the re-configured FE system for all schools in local areas.

- 6.6. The LSC will address proposals for additional Academies as these are ratified by the City Council and supported by government, via the new Department for Children, Schools and Families (DCSF). In doing so the LSC will also work with the colleges in a reformed system to seek ways in which 14-16 vocational programmes can be developed in school-college partnerships. It will work similarly with all stakeholders to explore ways in which the new college system can support the delivery of 16-19 provision directly, in and for the Academies and their students.
- 6.7. The intention of the LSC is to work with the City Council, Education Leeds, schools and colleges to ensure that a genuine 14-19 phase of learning can be developed in Leeds so as to maximise the benefits of major 11-19 curriculum reforms for young people. This phase should be centred on the needs of learners rather than institutions and provide integrated 14-19 progression pathways within and across schools, colleges and other providers. In getting this right the partners involved will also strengthen progression to HE and serve the needs of the Leeds economy.
- 6.8. The LSC has sought to work closely with Education Leeds throughout the process of conducting both the Cambridge Education Post 16 Review, 2006, and the subsequent FE Strategic Options Review this year. It has always been accepted that the development of a new configuration of schools was a complex exercise predicated on learners' entitlements and needs.

At the time of writing this report there is no clear picture of future plans for the city's schools although deadlines for submissions to both the City Council and the DCSF are imminent. The plan when finalised must inform at least three stakeholders: the City Council, the DCSF and the LSC. This has meant that the LSC has acted on the basis of the best knowledge of a policy which has yet to reach a conclusion but which will have within it key elements that impact on any reconfiguration. An example is the developing preferences for Academies in the city, which should be planned closely with the plans for colleges. Open discussion between the LSC and Education Leeds is necessary if the best interests of learners are to be served and it will be vital that regular clear communication channels are put in place to ensure the LSC is well informed of future plans and does not have to interpret for itself the implications of the developing Education Leeds views on a new 6th Form Centre and on Post 14 centres.

7. The Scale of Reorganisation

- 7.1. The scale of a reorganisation of FE is the wider strategic issue for the LSC, in terms of the number of colleges joining it. It has been noted already that, if one main aim is that of unifying FE 14-19 and adult skills provision in Leeds, then the more colleges in the reorganisation the better, subject to good governance and management. In the new climate of strategic commissioning of provision, a robust, high quality, well resourced entity with a single set of management overheads is attractive. Employers expect ease of access to the best workforce development. If a unified college can extend its specialist centres of excellence whilst resourcing and delivering general and vocational provision to a high standard, i.e. combine effectiveness with efficiency, then success and sustainability are likely. If a new college is to be established through reorganisation then it should be on this basis, which will position it well for the emerging national FE Framework for Excellence and, in due course, self-regulation.
- 7.2. The FE service in Leeds has centres of vocational excellence (CoVEs) and other specialist provision. It is either committed to the emerging National Skills Academies (already in Financial Sector and plans for a role in the 'virtual' Construction Sector) or will be, as these are extended nationally. It makes some provision outside the city (recently including Keighley), sub-regionally and nationally, with growing international links. It remains, however, strongly committed to the Leeds conurbation and the communities within it. Any reorganisation must therefore work for Leeds and "tick the boxes" of maintained services beyond the city, within a system of priorities.
- 7.3. At the time of the FE Options Review in May it looked as though the regional and national role of the LSC would allow it to promote the specialisms of the Leeds colleges across England, if there were client benefits. This particularly applied to the College of Building and was addressed in Option 3 of the Review. In the known policy environment of October 2007 this role looks much less likely. It is known that the LSC will not have responsibility for 16-19 learning after 2010/11. The LSC's future responsibilities for the skills needs of the economy are uncertain. The changes made to regional responsibilities, such as the establishment of Ministers in each English region along with regional skills planning, raise questions about the LSC's responsibilities longer term. With regard to adult skills these may increase, reduce or simply change. In any event, to plan a model of support for FE in Leeds which might require LSC activity out of the region now looks problematic.
- 7.4. In this context it should still be confirmed that an important criterion of any reorganisation would be its capacity to support and enhance specialist provision. This exists in all the FE colleges, although only one claims specialist status for the college as a whole, the College of Building. Although this college has sought to retain its independence in its response to consultation on the grounds of maintaining its specialism as a service to learners and employers, it should be emphasised that any model of reorganisation would set out to do this for the whole FE service in Leeds. Any other approach would be retrograde.

8. A Decision on the Further Education Service for Leeds

8.1. The Council is requested to consider its position on the Leeds Review in the light of:

- the requirements of learners and employers for excellent provision, meeting the needs of the 14-19 age group and priority adults
- the related factors evident in the planned reconfiguration of schools, particularly in the inner city
- the response to consultation
- LSC local and regional priorities
- the opportunities presented for a major integrated capital project to renew the FE estate in Leeds: the largest and most exciting investment opportunity for a grouping of colleges in England.

8.2. If a decision to reorganise provision is taken, subject to necessary procedures, then formal consultation would follow. The timeline identified in the report presented in May remains attainable but challenging. Formal consultation would need to lead to a final LSC decision by the end of the calendar year for a reorganisation to be feasible for August 2008. It is expected that the current regulations would pertain for a Leeds reorganisation if set in train formally from October. Any significant delay could make a reorganisation subject to new procedures arising from or supportive of the current FE and Training Bill as it becomes an Act, or other relevant legislation and/or regulation.

The Council is requested to decide the preferred way forward for the reorganisation of Further Education Colleges serving Leeds and the sub-region.

(ENDS)

LSC WEST YORKSHIRE COUNCIL MEETING 3 OCTOBER 2007

THE LEEDS REVIEW

Resolution

In the light of current and known future circumstances for learning and skills in Leeds the Council confirmed that it was committed to a unified Further Education system for the city, in the interests of learners, employers and communities. The development of new college campuses in a unified system would recognise the need for good access for learners in all main areas of Leeds Metropolitan District. Specialist provision should be maintained and extended. The Council concluded that unification could best be delivered by a merger of the five Colleges which had been identified in the Strategic Options Review as being at the heart of any reorganisation, namely: Leeds College of Building; Leeds College of Technology; Joseph Priestley College; Park Lane College Leeds; and Leeds Thomas Danby.

Taking account of learning and skills priorities and the full spectrum of views presented through informal consultation, the Council **resolved** to conduct a formal public consultation on a reorganisation of the Leeds Colleges, to bring about a unification of Further Education in Leeds. This consultation would seek support for the following actions:

1. A commitment by the Corporations of Leeds College of Building, Leeds College of Technology, Joseph Priestley College, Park Lane College Leeds and Leeds Thomas Danby to create a new city-wide College for Leeds, by dissolution of the existing Corporations.
2. The Corporations of Notre Dame Catholic 6th Form College and the Leeds College of Art & Design to agree to establish a formal partnership with the new entity created by merger.
3. Leeds College of Music to be invited to join this partnership, with consideration to be given to other organisations and providers of Further Education to join in membership.

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Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 8 November 2007

Subject: Inquiry regarding Fountain Primary School

Electoral Wards Affected: All

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

- 1.1 In July 2007, the Scrutiny Board (Children's Services) agreed to a request for scrutiny, relating to the circumstances which had led to the need for redundancies at Fountain Primary School in Leeds.
- 1.2 The Board established a working group to gather evidence on its behalf from representatives of the school, Education Leeds and trade unions.
- 1.3 The working group has now completed its work and the Board is now in a position to report on its conclusions and recommendations resulting from the evidence gathered.
- 1.4 The draft final report is attached for consideration.

2.0 Consultation

- 2.1 Scrutiny Board Procedure Rule 16.3 states that "where a Scrutiny Board is considering making specific recommendations it shall invite advice from the appropriate Director(s) prior to finalising its recommendations. The Director shall consult with the appropriate Executive Member before providing any such advice. The detail of that advice shall be attached to the report".
- 2.2 The relevant Directors have indicated that there is no specific advice that they wish to provide at this stage, before the Board finalises its report.
- 2.3 Once the Board publishes its final report, the appropriate Directors will be asked to formally respond to the Scrutiny Board's recommendations within three months.

3.0 Recommendations

3.1 The Board is requested to:-

- (i) Agree the Board's final report and recommendations.
- (ii) Request that officers formally respond to the Scrutiny Board's recommendations in February 2008.



Leeds
CITY COUNCIL

Fountain Primary School

Draft Scrutiny Inquiry Report

Introduction and Scope



Introduction

Fountain Primary School was formed in September 2005 from the amalgamation of two former infant schools and a junior school in Morley. These were Elmfield Infants, Cross Hall Infants and Cross Hall Junior School.

However, despite only operating for a short period of time, this new school was soon faced with a situation of declining pupil numbers and an anticipated budget shortfall that consequently triggered the need to make significant staff reduction proposals in early 2007 for implementation in September 2007.

In response to such proposals, the teachers' unions NUT, NASUWT and ATL, as well as UNISON and GMB, all supported industrial action by staff at Fountain School Primary in June 2007.

However, to prevent further industrial action, the five unions made a number of demands to Education Leeds, one of which involved an independent inquiry to look objectively into the way that the school's transition had been handled by Education Leeds.

This was formulated into a request for a scrutiny inquiry, which was considered by the Scrutiny Board (Children's Services) in July 2007.

In consideration of this request, we agreed to set up a working group to carry out the majority of the work, thus

enabling the Scrutiny Board to conclude its findings as quickly as possible. The membership of this working group was drawn from the membership of the Board and included Councillor Hyde (Chair of the Scrutiny Board), Councillor Renshaw and two of the Board's co-opted members, Sandra Hutchinson (Early Years Development and Childcare Partnership representative) and Celia Foote (Teacher representative).

The inquiry commenced in early September 2007 with evidence submitted by, and meetings held with, Education Leeds, the five Unions and the Headteacher and Vice-Chair of Governors at Fountain Primary School.

We are very grateful to everyone who gave their time to participate in this inquiry and for demonstrating a real commitment in taking forward lessons learned from this particular case to ensure that such a situation does not recur in the future for any school.

Scope of Inquiry

As the Scrutiny Board is not permitted to look at the individual circumstances of staff being made redundant, the scope of our inquiry focused on the background to the need for such staff reductions at Fountain Primary School.

We therefore set out to explore the roles of various parties, including Education Leeds, in managing the budgetary and staffing situation since the formation of the school.

Conclusions and Recommendations



We are aware that significant staffing reductions were made at Fountain Primary School from 1st September 2007 involving teachers, teaching assistants, administration, nursery nurses and kitchen assistants. These reductions had been made through loss of hours for groups of staff, early retirement, resignations and compulsory redundancies.

The focus of our inquiry was to explore the circumstances surrounding this particular primary reorganisation scheme that consequently led to the need for such staffing reductions after only two years of this new school being in operation.

However, before setting out our conclusions, we would first like to take this opportunity to acknowledge the recently published Ofsted report for Fountain Primary School following an inspection in July 2007. This Ofsted report recognises that Fountain Primary School has rapidly established itself as a good school since opening in 2005, with some features of its work already being regarded as outstanding, which includes the quality of teaching.

We believe that such an achievement is a real testament to the commitment of the staff and the Leadership Team at the school in continuing to put the needs of their pupils first and raising standards even when faced with challenges and difficult periods at the school.

When we met with Union representatives, we noted that many of the issues being raised referred to some of the earlier budgetary and staffing decisions that were taken by the school's Leadership Team, which we pursued during our inquiry.

However, we made particular note of the serious questions that were being asked by Unions about the validity of the demographic data and projected pupil numbers presented by Education Leeds as part of the initial primary school review proposals for the Morley Central area.

It was clear that in order to carry out our inquiry effectively, we first needed to gain a better understanding of the rationale behind this particular primary school review.

The initial need for change

We noted that the proposal relating to the Morley Central area in 2004 was just one of a series relating to a review of primary provision across the city.

The review sought to remove surplus places from the city to ensure that primary phase schools are sustainable and provide high quality education in quality learning environments.

Before the Morley Central primary review, we noted that there were five primary age schools serving the Morley Central area, with a combined admissions limit of 195 and net capacity of 1371.

Conclusions and Recommendations



Education Leeds explained that the demographic situation at that time was as follows:

- There was an overall surplus of 104 places in the area (8%), and predicted to be around 86 places (6%) by 2007.
- Initial demand for Sept 2004 was for 152 places from siblings and first preferences.
- Elmfield Infant School was particularly vulnerable, with only 55 pupils on roll and projected intakes of between 17 and 19 for the next 4 years.
- Around 15 children per year were travelling from outside of Morley Central/Morley North into these schools.
- New housing was predicted to generate around 10 extra primary aged children per year group.
- Newlands Primary was regularly exceeding its admission number through appeals. Recent reception intakes had been between 52 and 60 pupils, so it had already been operating in effect as a two-form entry school.

The proposal for the Morley Central area, as recommended by Education Leeds, was to close Morley Elmfield Infant School and amalgamate Cross Hall Infant School and Cross Hall Junior School to form a new two-form entry primary school. This new school, which would be based on the existing Cross Hall sites, would offer 60 places

per year and have a 26 place nursery offering 52 part-time places.

Education Leeds intended to explore a permanent building solution to consolidate the new primary school onto a single site, which would involve the extension and remodelling of the Cross Hall Junior School building. It was envisaged that this would be undertaken once sufficient funds became available through the capital programme. As it was uncertain at that stage when this would be, detailed plans had not been drawn up.

The proposal also included an increase in the admission number at Newlands Primary School from 45 to 60, making it a two-form entry school in view of the fact that it was already regularly exceeding its admission number through the appeals process. Seven Hills Primary School remained unaffected.

It was considered that this proposal would reduce overall provision in the area by 0.5 form of entry, whilst expanding the most popular school and leaving pupil numbers distributed evenly across the remaining schools.

In September 2004, a public consultation was undertaken on the primary school review proposals in relation to the Morley Central area.

A range of concerns were raised during the consultation period regarding the financial planning and logistics of the proposal and also the

Conclusions and Recommendations



disruption to the children's education during the change.

Following the consultation, the Council's Executive Board agreed to publish a Statutory Notice relating to the reorganisation proposal, which was published on 23rd November 2004.

During the Statutory Notice period, two objections were received which focused on insufficient nursery provision within the proposal; the suggestion that the proposal was counter productive when new housing in the area had increased; and concerns that plans for a permanent building solution had not been identified.

The Statutory Notices were considered by the Executive Board on 11th February 2005 and referred to the School Organisation Committee on 28th February 2005 for final determination.

Whilst the School Organisation Committee agreed that the proposal was justified, there were concerns raised over the short timeframe to implement the proposal and have the new school ready for opening by September 2005.

However, in view of the community unrest about the proposal and the detrimental effect that any delay could have on the Elmfield Infant School, it was considered more prudent to proceed with the implementation timeframe.

Specific factors associated with this particular school reorganisation scheme

As a result of our inquiry, we have identified a number of factors associated with this particular school reorganisation scheme, which we believe have contributed to the current financial and staffing difficulties at Fountain Primary School.

We have summarised these separately and, where appropriate, have made recommendations based on where we feel lessons must be learned.

It is clear that the most fundamental factor has been the collection and analysis of the demographic data providing pupil projections for the Morley Central area.

The continuing decline in pupil numbers has had a significant impact on the budgetary and staffing situation at Fountain Primary School and therefore we sought to address this issue first.

Demographic projections

In making recommendations for school organisation, Education Leeds look at demographic projections for the planning area.

We learned that the primary information that Education Leeds uses for demographic projections is the birth rate in the area.

Conclusions and Recommendations



The birth rate data is then compared to the proportions of pupils from different postcode areas entering the schools over time so that it reflects shifting preference patterns.

We noted that the 3 key drivers that affect projections each year are:

- Live births by postcode areas (*births in the latest year generate reception cohort projections 4 years hence*)
- The historical ratio, by postcode area, of children entering reception in each school to the births 4 years previously (*trends from the latest 3 years are applied to births, to update reception projections for the next three years and create the new reception projection for 4 years hence*)
- The historical transfer ratios of cohorts between years within each school (*trends from the last 3 years are applied to current numbers on roll to update projections for years 1 to 6 for the next 4 years*)

However, it was explained that step changes (eg new housing) cannot easily be modelled and therefore form part of the additional intelligence to be used to interpret projections.

In relation to this particular school reorganisation scheme, we noted that during the initial consultation period, the combined projected numbers on

roll relating to Elmfield Infants, Cross Hall Infants and Cross Hall Junior schools were 522 for 2005/06, 520 for 2006/07 and 511 for 2007/08.

The reception projections for Elmfield Infants were 17 in 2005, 17 in 2006 and 19 in 2007, whilst the projections for Cross Hall Infants were 51 in 2005, 50 in 2006 and 46 in 2007.

In view of the projected figures, the amalgamation of these three schools meant that the proposed new school would be established as a two-form entry school with an admission level of 60 places each year.

We learned that in March 2005, the initial budget for the new school was based on 493 pupils on roll and 52 nursery places. However, in May 2005 the budget base was further revised following advice from admissions that suggested that there would only be 479 pupils on roll and 52 nursery places.

In fact we learned that the Pupil Level Annual School Census (PLASC) return figures for January 2006 were showing 455 pupils on roll and 46 nursery places filled. This meant that the new school was already starting in a disadvantaged position by having to account financially for less children on roll than expected.

We understand that there was some expectation by the school and Education Leeds that pupil numbers may fall slightly in the first year of

Conclusions and Recommendations



operation in view of the earlier concerns expressed within the community about the future of the new school, as this could have affected preference patterns. However, this does not explain why pupil numbers have continued to decline since.

We were informed by the Headteacher of Fountain Primary School that whilst the intake to reception at the school in September 2005 and September 2006 was around 50 pupils, the intake to reception in September 2007 was just 39 children.

On reflection it appears that something was very seriously wrong with the initial demographic projections for the Morley Central area. In view of the fact that such projections are primarily based on birth rate data, then those children born in the area and expected to attend Fountain Primary School must have gone somewhere. The question is where?

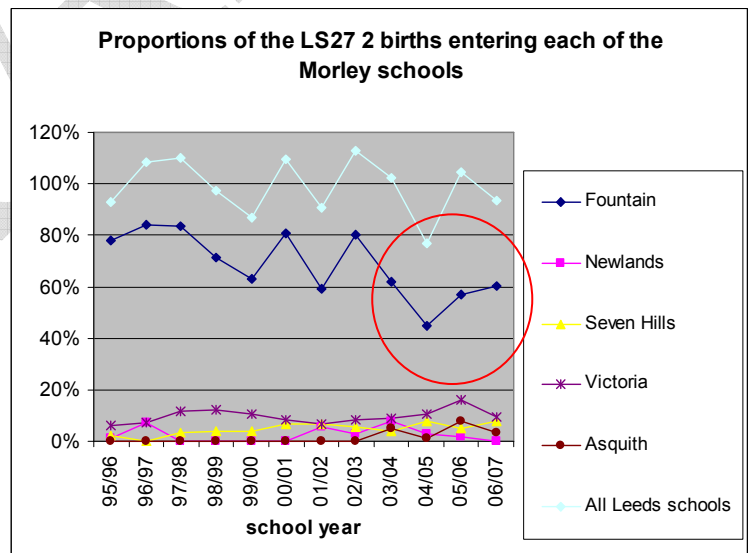
Our initial suspicion, which was shared by the Unions, was that Education Leeds had underestimated the impact that the increased admission level at Newlands Primary and the newly established Asquith School would have on preference patterns. We therefore challenged Education Leeds to provide an explanation for why the projections had changed so significantly over the last two years.

Education Leeds explained that Fountain Primary School and its predecessor schools take the vast

majority of their intake from 3 postcode areas (LS27 2, LS27 8 and LS27 9). The LS27 2 postcode area forms 60-70% of this intake.

The information provided by Education Leeds indicated some volatility in the ratio of births to reception cohorts and that in the school year 04/05 this ratio was unpredictably low. It was therefore not simply a matter of shifting preference patterns within other Leeds schools, but that an unusually low proportion of children in the area had actually entered Leeds schools.

The chart below shows the proportions of the LS27 2 births entering each of the Morley schools, as well as all Leeds schools.



This chart also confirms that in the school year 04/05, there was an unusually low proportion of children entering Leeds schools from this area, and Fountain Primary School had

Conclusions and Recommendations



experienced the greatest impact of this.

As it is clear that other schools in the Morley Central area did not draw abnormally large proportions from this area in this year, it appears that a one off event had happened in this year resulting in pupils going outside of the Leeds area to attend schools. This could not be explained by Education Leeds and was regarded as something that could not have been foreseen in the projections.

However, in view of such a significant step change, we questioned whether the birth rate data was indeed correct in the first instance.

Education Leeds explained that when dealing with an area that is based on the edge of the city, this further complicates the demographic projection process due to the potential for children to migrate to schools outside of Leeds, and vice versa.

Ensuring that the birth rate data received cross border from the different health authorities is correct can be problematic, despite requests made by Education Leeds for verification of this data. We were therefore informed by Education Leeds that it would be difficult to state categorically that the significant changes in the projected pupil numbers were not due to inaccuracies in the birth rate data and that these children had in fact chosen to attend a school outside of Leeds.

When such an occurrence happens, we find it astonishing that mechanisms are not in place to be able to track where these children have gone outside of the Leeds area, or indeed to know for certain whether these children were actually in the system in the first place. Education Leeds should therefore explore a more robust system to ensure that all children identified within the system are tracked.

Education Leeds emphasised the importance of recognising that the demographic projections process is not an exact science. When dealing particularly with the establishment of a new school that does not have its own historic patterns from which to base projections, the validity of the assumptions about pupil numbers are much more fragile. The fact that Fountain Primary School was also based in an area on the edge of the city simply added to the complexity of the demographic projections process in this case.

However, Education Leeds also acknowledged its own role in communicating to schools, the Council and the School Organisation Committee about the demographic projection process and identified the need to be clearer and more open about the assumptions that are being made during this process.

Conclusions and Recommendations



Recommendation 1:

That Education Leeds should always show a full analysis of the factors it has taken into consideration in its projections of demand for pupil places, and that it reports back to the Scrutiny Board within 3 months as to how this will be achieved, using Fountain Primary School as a particular example to demonstrate this.

Recommendation 2:

That Education Leeds explores a more robust system to ensure that all children identified within the demographic data system are tracked.

As part of our inquiry, we received a briefing paper from Education Leeds setting out a timeline of key events and/or actions taken by Education Leeds and the school's Leader Management Team since the establishment of the new school. We also received a separate briefing paper from Fountain Primary School.

In consideration of these briefing papers, and following our discussions with Education Leeds and the Headteacher and Vice-Chair of Governors at Fountain Primary School, we have drawn out a number of factors relating to some of the earlier budgetary and staffing decisions made, which we believe are significant.

The setting of the initial staffing structure for the school

Education Leeds had originally identified that a team of 17 FTE teaching staff (including leadership) would be required for the new two-form entry school. However, Human Resources had acknowledged that this did not take account of the fact that the school would not have two classes in each year at the point of opening.

There were 29 FTE teaching staff in the three former schools combined and whilst one Headteacher and one Deputy Headteacher were due to leave as part of the closure, this still left 27 FTE teaching staff. This meant a potential maximum loss of 10 FTE teachers.

We were informed that Education Leeds had provided two example structures for the new school; one included 20 teachers and 12 teaching assistants and the other 22 teachers and 9 teaching assistants. These models represented the theory that savings made in two teacher salaries could pay for additional teaching assistants. However, the staffing structure that was agreed by the school's Temporary Governing Body included 22.2 teachers and 12 teaching assistants, which meant that no trade off was made.

Whilst this staffing structure was considered financially viable in year 1 due to the higher levels of funding provided to new schools on inception, Education Leeds had advised the

Conclusions and Recommendations



school that this staffing structure would not be sustainable in the future due to the fact that funding mechanisms would inevitably stabilise and given that the school would have higher numbers of children at Key Stage 2, this meant that the numbers on roll were also expected to fall.

Whilst the school had acknowledged this fact, it still felt that this staffing structure was required at that time to meet the anticipated demand for 18 classes and a nursery.

However, in anticipating an intake of 60 children into reception each year and numbers in excess of 70 leaving each year, the school had planned to reduce from 18 classes to 14 classes over a four year period.

The Governing Body at that stage was confident that the subsequent staff reductions required for the new structure could be achieved through natural wastage.

However, the continuing decline in pupil numbers since 2005 had resulted in the school needing to reduce its class organisation structure to 14 classes plus a nursery over a two year period, instead of the planned four year period, in order to meet demand.

The assimilation of existing staff into the new staffing structure

We learned from Education Leeds that in February 2006, the school had overspent by £62,000, which resulted in a £52,000 deficit. Although they had

kept to the agreed staffing levels in terms of the number of FTE teachers, they had paid staff at higher grades than had been costed for due to pay progression and leadership pay spine increments.

However, when we addressed the issue of staffing with the Headteacher and Vice-Chair of Governors, their explanation for why the staffing structure was considered expensive was due to the high salaries of many of the experienced staff coming from the predecessor schools, who had to be assimilated to the structure.

We also discussed the decision made by the school to advertise externally for a Leader of Learning post given the financial position of the school. We were informed that after interviewing existing staff it was clear that they had only gained experience in either Key Stage 1 or Key Stage 2 and in view of the fact that this was a key post in driving up standards, the Governing Body had taken the decision to appoint externally.

We were also informed that the Governing Body had sought advice on the appointment from the school's advisor and that the school was still basing its figures on the fact that it would be taking in 50 children and therefore it was considered financially viable at the time.

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The impact of other budget areas

At the end of its first financial year, Fountain Primary School had a deficit of £52,000. As a result, we learned that Education Leeds had received an action plan from the school which effectively stabilised its deficit, keeping it at a reasonable level with a view to paying it back in future years.

However, despite having this deficit plan, the school had ended the 2006/07 financial year with a deficit of £117,000.

Education Leeds highlighted that, separate from some of the key decisions taken by the school about staffing, there were also unexpected overspends made by the school on a range of other budget headings. The most significant of these areas were supply staff, recruitment costs, administration costs, building repairs, cleaning contracts, utilities, capitation, and catering. It was also highlighted that some of these costs continue to generate problems in the next financial year.

The justifications for such spending costs were outlined by the Headteacher and Vice-Chair of Governors and we noted in particular that the costs of repairs and the duplication of resources required to operate from two separate school buildings was proving to be a significant drain on the school's budget.

However, the Headteacher and Vice-Chair of the Governing Body emphasised the fact that, notwithstanding the current financial deficit of the school, it would still have had to make substantial staffing reductions due to the reduction in expected pupil numbers.

Operating from two separate school buildings

As part of the initial reorganisation proposal, it was envisaged that a permanent building solution would be found to consolidate the new primary school onto a single site. However, at that stage Education Leeds considered the existing buildings at the Cross Hall Infant and Juniors school as a good temporary solution as the sites are linked.

We learned that the school had actually applied to the Education Leeds Finance Department for extra funding as a split site school. This was refused as the school did not meet the criteria for split site schools as specified in the Leeds Funding Formula – i.e. Primary schools affected by a main road. This formula factor is consistent with those used by other Local Authorities. However, Education Leeds did offer an extra £4,000 a year to help the school operate two dining rooms.

After visiting the Fountain Primary School site, we also found it difficult to comprehend how this site was not considered to be a split site.

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With regard to the original proposal to extend and remodel the former Cross Hall Junior School building (currently the Key Stage 2 building), we were pleased to note that building works have now been carried out to refurbish the administration area and provide a new staff room.

We understand that considerable work has also been undertaken on costings for the remaining work and that a completion date is expected to be end of 2008.

In recognising the clear advantages to having this school on one site, we urge that this particular building project be given priority and sufficient funding by Education Leeds and the Council.

Recommendation 3:

That the Fountain Primary School building project be given priority and sufficient funding by Education Leeds and the Council.

That a progress report relating to this project is reported back to Scrutiny within 3 months.

However, we also recognise the need to ensure that sufficient funding is allocated to all new school building projects in future. We therefore recommend to the Executive Board that any funds made available from the disposal of assets as a result of a school reorganisation scheme is used to offset any capital costs associated

with the reorganisation scheme, which may involve the costs of funding a new school.

Recommendation 4:

That the Executive Board ensures that any funds made available from the disposal of assets as a result of a school reorganisation scheme is used to offset any capital costs associated with the reorganisation scheme.

Communication with parents about the new school

The key challenge facing any new school is that it does not have an established history or reputation within the community. The perception of parents about a new school is therefore a vital factor that needs to be considered seriously.

In this particular case, we learned that there was considerable anxiety locally about the impact of establishing a large primary school and replacing three relatively smaller infant and junior schools. The fact that this proposal also involved the merger of two existing schools and did not include detailed plans of a new school building, may have also gone against all expectations of parents when referring to the establishment of a new school.

In merging infant and junior schools together, it is important to also factor in that, as well as dealing with

Conclusions and Recommendations



admissions into reception, parents will also have a choice at the end of year 2 where to send their child in year 3.

Given the amount of unrest within the community surrounding this particular proposal, parents may have decided to take their children to what they perceived to be a more secure and established school rather than risk their child's junior phase in a new school where the reputation may or may not be established.

We noted that Education Leeds has worked successfully with a number of 'new' schools to promote them positively to parents and communities. This involved developing branding and identity, prospectuses, developing communication plans and providing advice on communicating with parents. Admission decisions are communicated to parents at the beginning of March and the admissions process requires parents to submit an admission request for schools at the end of October for the following September.

During the Autumn term in 2004 there was significant uncertainty about the schooling arrangements that were going to be established in this school.

As the School Organisation Committee did not determine until February 2005 that the new school would be established, there is an issue about the admission information Education Leeds had between October and February and what that information

was telling them about parental preference.

Whilst Education Leeds was confident about the potential of the new school being a thriving and successful school, as evidenced with the recent Ofsted report, there was an acknowledgement from Education Leeds that its efforts in conveying its professional confidence about the new school to parents were not successful. We therefore recommend that Education Leeds strengthens its communication with parents around the expectations and future potential of a proposed new school.

Recommendation 5:
That Education Leeds sets out a plan within 3 months on how it intends to strengthen its communication with parents around the expectations and future potential of a proposed new school.

Support and advice provided by Education Leeds to the school's Governing Body

Both the Headteacher and Vice-Chair of the Governing Body acknowledged the high level of support received from Education Leeds when first establishing the new school. There has also been a significant degree of input into the school particularly over the last academic year and currently.

Conclusions and Recommendations



However, the Governing Body do not feel that this same level of support and input from Education Leeds had been continuous throughout the last two years and Education Leeds have also acknowledged this as a missed opportunity by them.

In relation to the pupil projection figures, Education Leeds explained that there were a number of occasions when they had alerted the school that the numbers on roll were declining and likely to continue to decline faster than previously anticipated. However, it was felt that the school had not reacted quickly enough to those alerts.

There was an acknowledgment from Education Leeds that outside the School Improvement Service, there is a lack of professional confidence in parts of the organisation to alert Governors directly to any emerging concerns. We were therefore pleased to note that this has been recognised at a strategic level and will be addressed in a revision of the protocols supporting the School Improvement Policy. We feel that details on how this will be addressed should be reported back to Scrutiny.

Recommendation 6:
That Education Leeds reports back to the Scrutiny Board within 3 months on how the revision of protocols supporting the School Improvement Policy will address the need to directly alert Governors to any concerns raised by Education Leeds.

However, in ensuring that Governors in future are constantly kept informed of financial advice in particular and alerted to any concerns raised by Education Leeds, we recommend that regular meetings are held between the Education Leeds Finance Officer and a school's Finance Sub-Committee of the Governing Body.

Recommendation 7:
That regular meetings are held between the Education Leeds Finance Officer and a school's Finance Sub-Committee of the Governing Body to ensure that Governors are kept informed of the financial advice and alerted to any concerns raised by Education Leeds.

Withdrawal of the Organisation Change Team support from the school

The role of the Organisation Change Team at Education Leeds is to co-ordinate support into new schools to help them to devise project plans on what is needed in the school.

In view of an earlier recommendation made by Scrutiny in March 2003 following an Inquiry into School Reorganisation, we are pleased to note that Education Leeds are continuing to provide ongoing support to schools following the reorganisation process.

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However, we learned that in October 2005, the offer of ongoing support from the Organisation Change Team to the school was declined by the Headteacher as it was considered that this support was no longer needed. In hindsight, given the financial position of the school, we believe that Education Leeds should have insisted that this support continued to be provided, but we are equally disappointed that the school had rejected this offer. We would therefore recommend to all Governing Bodies that the offer of continuing services provided by the Organisation Change Team at Education Leeds is taken advantage of in future.

Recommendation 8:
That the offer of continuing services provided by the Organisation Change Team at Education Leeds is taken advantage of by Governing Bodies in future.

Moving forward

We have to acknowledge that the establishment of this new school was amongst the most technically complex in the primary sector as it involved two infant schools and a junior school coming together in an area based on the edge of the city.

We also acknowledge the challenges faced by the Temporary Governing Body in establishing the school as

there were a number of major decisions to be made within a six month period, including the appointment of a Headteacher and setting the staffing structure.

Clearly the responsibility of any school is to deliver the best quality of education they can with the resources allocated to the number of children they are responsible for.

Whilst Fountain Primary School was established as a two-form entry school, it is evident that the decline in pupil numbers over the last two years has meant that this school has effectively been operating as a 1.5 form-entry school.

In view of this, we would strongly recommend to the Governing Body of Fountain Primary School that it enters into early budgetary discussions with Education Leeds to review the school's current position so that any necessary further readjustments to class organisation and staffing structures are carried out with the least amount of disruption possible.

As issues around the Extended Schools agenda were also raised during our inquiry, we would suggest that these be explored further as part of any budgetary discussions.

Conclusions and Recommendations



Recommendation 9:

That the Governing Body of Fountain Primary School enters into early budgetary discussions with Education Leeds to review the school's current position so that any necessary further readjustments to class organisation and staffing structures are carried out with the least amount of disruption possible.

We would also strongly advise that the school now uses its recent Ofsted report in establishing the school's reputation and proactively uses this to market itself in attracting new pupils. It is important for this school to continue with the success it has achieved over the last two years and seeks to meet the needs of its community.

Evidence



Monitoring arrangements

Standard arrangements for monitoring the outcome of the Board's recommendations will apply.

The decision-makers to whom the recommendations are addressed will be asked to submit a formal response to the recommendations, including an action plan and timetable, normally within two months.

Following this the Scrutiny Board will determine any further detailed monitoring, over and above the standard quarterly monitoring of all scrutiny recommendations.

Reports and Publications Submitted

- Briefing note from Fountain Primary School dated 6th September 2007
- Minutes and agenda papers of the School Organisation Committee meeting dated 28th February 2005
- Briefing note from Leeds NASUWT on behalf of ATL, GMB, NASUWT, NUT and UNISON dated 3rd September 2007
- Briefing note from Education Leeds on Fountain Primary School, September 2007
- Supplementary Briefing Note from Education Leeds, September 2007.

Evidence



Witnesses Heard

- Pat Toner – Strategic Manager (Human Resources), Education Leeds
- Lesley Savage - Senior Planning and Bids Manager (School Organisation Team), Education Leeds
- Pat Fletcher – Team Leader (Financial Services), Education Leeds
- Michelle Nettleton, Principal Personnel Adviser (Schools), Education Leeds
- Alan Birkenshaw – Vice Chair of Governors, Fountain Primary School
- Tony Mallard – Head Teacher of Fountain Primary School
- Jack Jackson – NASUWT
- Richard Martin – ATL
- Pat Murphy – NUT
- Sheila Hemingway – UNISON
- Lynne Brooke - GMB

Dates of Scrutiny

5th July 2007	Scrutiny Board Meeting
14th September 2007	Scrutiny Board Working Group Meeting with Trade Unions
14th September 2007	Scrutiny Board Working Group Meeting with Education Leeds
14th September 2007	Scrutiny Board Working Group Meeting with Headteacher and Vice Chair of Governors at Fountain Primary School
25th September 2007	Scrutiny Board Working Group site visit to Fountain Primary School
27th September 2007	Scrutiny Board Working Group Meeting with Education Leeds

Originator: Kate Arscott

Tel: 247 4189

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 8 November 2007

Subject: Education Standards - Draft Terms of Reference

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

- 1.1 At the board's first meeting in June, members agreed to carry out an inquiry into an aspect of education standards in Leeds as one of their major pieces of work this year.
- 1.2 The board appointed a small working group to draft terms of reference for the inquiry. The working group met with officers for Education Leeds School Improvement Service on 19th September to discuss the potential scope for the inquiry.
- 1.3 The draft terms of reference will be circulated in advance of the board meeting, once members of the working group have been consulted on the draft prepared by the Principal Scrutiny Adviser.

2.0 Views of the director and executive member

- 2.1 The Scrutiny Board Procedure Rules Guidance Notes also require that, before embarking on an inquiry, the board seeks and considers the views of the relevant director and executive member. These views will need to be taken into account in finalising the terms of reference.

3.0 Recommendation

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

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Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 8 November 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 October meeting.

2.0 Work programming

2.1 Also attached to this report are the current Forward Plan of Key Decisions (appendix 2), the minutes of the council's Executive Board meeting held on 17 October (appendix 3) and the minutes of the Leeds Admissions Forum meeting held on 26th September (appendix 4), which will give members an overview of current activity within the board's portfolio area.

2.2 At the October meeting, Members agreed to set up a working group to look at two of the four strategic objectives of the Inclusion Strategy. Mrs Knights, who was unable to attend the October meeting, has asked to be appointed to the working group.

3.0 Recommendations

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

3.2 The board is asked to agree to add Mrs Knights to the membership of the Inclusion working group.

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Scrutiny Board (Children's Services)
Work Programme 2007/08
Last updated 11 October 2007

Item	Description	Notes	Type of item
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
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
Leeds Strategic Plan 2008-2011	To consider the final draft of the Plan	The Board asked to see how its comments on the draft in October 2007 had been reflected in the final draft	DP

**Scrutiny Board (Children's Services)
Work Programme 2007/08
Last updated 11 October 2007**

Item	Description	Notes	Type of item
Meeting date – 14th February 2008			
Performance Management	Quarter 3 information for 2007/08 (Oct-Dec)	All Scrutiny Boards receive performance information on a quarterly basis	PM
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's Services and the Children and Young People's Plan	To maintain an overview across the Board's portfolio, and to monitor the development of the Children's Services arrangements in Leeds	The Board has agreed to monitor progress against the priorities in the Plan on a quarterly basis	PM
Recommendation Tracking	This item track progress with previous Scrutiny recommendations on a quarterly basis		MSR
8-13 year olds	To agree the final report arising from the board's inquiry		DP
Fountain Primary School	To receive the formal response to the Board's inquiry report	Subject to agreement of the final report at the Board's meeting in November	MSR

Scrutiny Board (Children's Services)
Work Programme 2007/08
 Last updated 11 October 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 11 October 2007

Working Groups			
Working group	Membership	Progress update	Dates of meetings
'Catching the Bus' Monitoring progress	Councillor Lancaster Councillor Renshaw Tony Britten	This working group will meet after the Youth Council elections in October	
Inclusion	Councillor Hamilton Councillor Langdale Tony Britten Ian Falkingham Celia Foote Peter Gosden Sandra Hutchinson	This working group will look at two of the four strategic objectives of the Inclusion Strategy: <ul style="list-style-type: none"> • The further development of specialist provision, including the role of the SILCs; • The further development of the behaviour continuum and provision, including the role of the pupil referral units 	

LEEDS CITY COUNCIL

FORWARD PLAN OF KEY DECISIONS – Extracts relating to Children’s Services

For the period 1 November 2007 to 29 February 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>

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)
Fountain Primary School Approval to be requested to ringfence capital receipts generated from proposed land sales, for reinvestment in identified building priorities at Fountain Primary School	Executive Board (Portfolio: Children's Services)	14/11/07		The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds
Phase Two Children's Centres in Gipton Obtain authority to incur expenditure	Executive Board (Portfolio : Children's Services)	19/12/07	Full local consultation has been going on for 2 years	The report to be issued to the decision maker with the agenda for the meeting	Director of Children's Services

NOTES

Key decisions are those executive decisions:

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

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

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

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EXECUTIVE BOARD

WEDNESDAY, 17TH OCTOBER, 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

84 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 ground 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) Appendix 1 to the report referred to in minute 90 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 the information relates to the financial or business affairs of a third party and of the Council and the release of such information would be likely to prejudice the interests of both parties.
- (b) The annexe to the report referred to in minute 91 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that the information relates to the financial or business affairs of the Council. It is considered that the release of such information could prejudice the Council's commercial interests 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 will be publicly available from the Land Registry following completion of this transaction and consequently the public interest in maintaining the exemption outweighs the public interest in disclosing this information at this point in time.
- (c) The final appendix to the report referred to in minute 101 under the terms of Access to Information Procedure Rule 10.4(1) and (2) and on the ground that the public interest in maintaining this appendix as exempt outweighs the public interest in disclosing the information because it refers to matters at a preliminary stage which may at some future point have a significant impact on certain schools. Disclosure of the information at this time could lead to speculation prejudicial to the

duty of Education Leeds to secure improvement and increased confidence in schools which would be prejudicial to the public interest.

- (d) Appendices 1 and 2 to the report referred to in minute 88 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that the information relates to the financial or business affairs of a particular person and of the Council. This information is not publicly available from the statutory registers of information kept in respect of certain companies and charities. It is considered that since this information was obtained through inviting offers for the property/land then it is not in the public interest to disclose this information at this point in time as this could lead to random competing bids which would undermine this method of inviting bids and affect the integrity of disposing of property/land by this process. Also it is considered that the release of such information would or would be likely to prejudice the Council's commercial interests in relation to other similar transactions in that prospective purchasers of other similar properties could obtain information about the nature and level of offers which may prove acceptable to the Council. It is considered that whilst there may be public interest in disclosure, much of this information will be publicly available from the Land Registry following completion of this transaction and consequently the public interest in maintaining the exemption outweighs the public interest in disclosing this information at this point in time.

85 Declaration of Interests

Councillors Blake, Harrand and J Procter declared personal interests in the item relating to City Varieties Music Hall (minute 90) as members of the Grand Theatre Board of Management.

Councillors Blake and Harrand declared personal interests in the item relating to Local Implementation of the National Framework for Continuing NHS Care (minute 89) as a PCT member and as a governor of Leeds Mental Health Trust respectively.

Councillor Wakefield declared a personal interest in the item relating to Secondary and Post 16 Provision in Leeds (minute 101) as a member of the Learning and Skills Council and Councillor Finnigan a personal interest in the same item as a governor of Joseph Priestley College.

86 Minutes

RESOLVED – That the minutes of the meeting held on 11th September 2007 be approved.

DEVELOPMENT AND REGENERATION

87 Holt Park District Centre and Tinshill Recreation Ground

Referring to minute 34 of the meeting held on 6th July 2005 the Director of City Development submitted a report on public consultation on the Holt Park District Centre regeneration proposals, proposed progression of the

proposals, issues with regard to the proposed fencing of 2 pitches at Tinshill Recreation Ground in association with the new Ralph Thoresby High School, including a response to the deputation to Council and seeking endorsement to the fencing of the pitches.

RESOLVED –

- (a) That the development of regeneration options at Holt Park District Centre be progressed on the basis of the inclusion of the former Ralph Thoresby High School site within the overall redevelopment area
- (b) That the outcome of public consultation on the proposed regeneration of Holt Park District Centre and the fencing of two pitches at Tinshill Recreation Ground be noted
- (c) That a 1.8 metre high, steel mesh fence with four gates to the two pitches at Tinshill Recreation Ground adjacent to Farrar Lane, be procured and erected.
- (d) That a report be brought back to this Board detailing the terms for access to the two fenced pitches both for organised sport and general public access.

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

LEISURE

88 The Mansion, Roundhay Park - Offers for Redevelopment Opportunity

The Director of City Development submitted a report on the outcome of the marketing exercise of the Roundhay Mansion seeking a third party operator for the café/restaurant/bar/function rooms at the property.

The report gave detail in relation to the following options:

- 1 Do nothing
- 2 Accept an offer from one of the offerors, subject to agreement on the lease
- 3 Repeat the marketing exercise for a third party operator
- 4 Expend further Council capital on stripping out and providing a shell for the commercial element of the development and then repeat the marketing exercise for a third party operator
- 5 Consider and pursue alternative uses for the Mansion
- 6 Consider the remarketing of the opportunity on the basis that the Council will make a contribution towards the cost of the initial capital fit out works.

Following consideration of appendices 1 and 2 (appendix 2 being circulated at the meeting) designated as exempt under Access to Information Procedure Rules 10.4(3), which were considered in private at the conclusion of the meeting, it was

RESOLVED – That the site be remarketed on the basis of option 6 as referred to above and as set out in the report, following further investigation of costs of

refurbishment and that a further report on offers received be brought to this Board at the appropriate time.

ADULT HEALTH AND SOCIAL CARE

89 Local Implementation of the National Framework for Continuing NHS Care

The Director of Adult Social Services submitted a report on the adoption of the new national framework by the Health and Social Care Community in Leeds with effect from 1st October 2007.

RESOLVED – That the report be noted and that the formal local adoption of the National NHS Continuing Care Policy with effect from 1st October 2007 be endorsed.

DEVELOPMENT AND REGENERATION

90 City Varieties Music Hall

Further to minute 178 of the meeting held on 9th February 2007 the Director of City Development submitted a report on the successful Stage 1 bid to the Heritage Lottery Fund for £3,000,000 to assist with funding the refurbishment of the City Varieties Music Hall and on proposals to progress the scheme.

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

RESOLVED –

- (a) That the successful £3,000,000 Stage 1 bid to the Heritage Lottery Fund be noted and that preparation of the Stage 2 application be commenced.
- (b) That work on the project be continued during the Stage 2 application assessment period.
- (c) That the issues with regard to the acquisition of third party property be noted and that agreement be given to the principle of making a Compulsory Purchase Order should progress on outstanding matters be not satisfactory, subject to a report being brought back to this Board should it become necessary for the Council to pursue such a course of action.
- (d) That the Leeds Grand Theatre and Opera House Ltd Board of Management be invited to commence their fundraising campaign.

(The urgent need to progress the Stage 2 bid to the HLF precluded this decision from eligibility for Call In).

91 Otley Civic Centre

The Director of City Development submitted a report on the alternatives available to address the future of Otley Civic Centre and offering a proposal as to how the City Council could support the Town Council in the implementation of the Town Council's preferred option.

The report outlined a number of options:

- 1 To do nothing
- 2 To undertake repairs to the external fabric of the Civic Centre independent of any action by the Town Council
- 3 To progress one of the following options identified in the feasibility study:
 - Refurbishment of the existing Civic Centre in its present form
 - Refurbishment and expansion of capacity of the existing Civic Centre (the Town Council's preferred option)
 - Building a new Civic Centre on an, as yet unidentified site
 - Partial conversion and new build of a property at North Parade
 - To split the existing centre and construct a new hall at North Parade

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

RESOLVED –

- (a) That the Director of City Development make a formal approach to Otley Town Council with an offer from the City Council to transfer the freehold of the Civic Centre following its refurbishment on the basis of the costs of the refurbishment programme being shared by the two Councils as set out in the confidential annexe to the submitted report.
- (b) That the Director of City Development report back to this Board with the outcome of that approach and, if appropriate, submit a request for a fully funded injection into the Capital Programme for the refurbishment works.
- (c) That approval be given to the ring-fencing of the capital receipt from the disposal of the North Parade site towards the implementation of the refurbishment works subject to the Town Council agreeing to share this cost as set out in the confidential annexe to the report.

CENTRAL AND CORPORATE

92 Creation of the Leeds Award

The Chief Democratic Services Officer submitted a report on the proposed creation of the 'Leeds Award' to recognise people who have brought credit to the City.

RESOLVED – That the creation of the 'Leeds Award' be approved and that the administration of the Award be as detailed in the submitted report.

93 A Memorials Policy

The Director of City Development submitted a report on the proposed adoption of a policy on honouring citizens of Leeds with a memorial.

RESOLVED –

- (a) That a Memorial Panel as described in paragraph 4.1 of the submitted report be established to agree the criteria for honouring Leeds citizens with a memorial and to consider applications for memorials.
- (b) That all memorials take the form of a suitable inscription engraved in the flagstones of Merrion Gardens.
- (c) That these arrangements should not preclude an alternative memorial in the specific circumstances of a given case.

94 Single Managed Fraud Team

The Director of Resources submitted a report on a proposal to establish a single-managed Counter-fraud Service for Leeds in conjunction with Job Centre Plus and in relation to the full range of benefits administered by the two organisations.

RESOLVED – That approval be given to the establishment of a single managed fraud team that will see operational management provided by Job Centre Plus and strategic management provided by a Joint Management Board.

95 Progress Report on the PPP/PFI Programme in Leeds

The Deputy Chief Executive submitted a report giving a 6 monthly update on progress of PPP/PFI project and programmes and the implementation of the governance framework.

RESOLVED – That the current status of PPP/PFI projects and programmes together with the information on management of attendant risks be noted.

NEIGHBOURHOODS AND HOUSING

96 Burley Lodge Group Repair

The Director of Environment and Neighbourhoods submitted a report on the Burley Lodge Group Repair external enveloping scheme intended to extend the life of 52 properties by 30 years. The report further indicated that it was also anticipated that 11 miscellaneous ALMO properties within the area would also be similarly improved subject to approval by the West North West Housing Ltd Board.

RESOLVED –

- (a) That the injection into the Capital Programme of £2,311,163 of Regional Housing Board funding and £256,959 from owner occupiers be approved.
- (b) That Scheme Expenditure to the amount of £2,567,959 be authorised.
- (c) That a report on progress of the scheme be brought to a future meeting of this Board.

97 Home Improvements

The Director of Environment and Neighbourhoods submitted a report on progress to help homeowners to improve their homes and on a proposal to

spend £1,300,000 government grant for the remaining elements of the scheme.

RESOLVED – That expenditure of £1,300,000 of Regional Housing Grant funding for this scheme be authorised.

CHILDREN'S SERVICES

98 Time for Change White Paper

The Director of Children's Services submitted a report on the significant reforms proposed for Looked After Children in the White Paper and on the current position in Leeds in terms of both current work and work planned for the future in response to this.

RESOLVED – That the report, tabulation of impact assessment and proposed future actions be noted.

CENTRAL AND CORPORATE

99 Arrangements Post the Abolition of the Schools Organisation Committee

The Assistant Chief Executive (Corporate Governance) submitted a report on options available to the Council to decide upon proposals formerly dealt with by the School Organisation Committee.

The report presented the options of

- Executive Board to make the decision
- Executive Board to make the decision following recommendation of an Advisory Board
- An officer to whom the authority has been delegated to make the decision or
- An officer to whom authority has been delegated to make the decision following recommendation of an Advisory Board

RESOLVED –

- (a) That the Executive Board makes decisions on all statutory proposals where they have the responsibility to do so as set out in appendix A to the report.
- (b) That where there are objections to proposals they be first referred to an Advisory Board for a recommendation to be made to the Executive Board.
- (c) That an Advisory Board be set up to advise the authority on proposals
- (d) That the draft Standing Orders at appendix B of the report be adopted as the Standing Orders for the Advisory Board.

CHILDREN'S SERVICES

100 Annual Report on the September 2007 Admission Round for Community and Controlled Schools

The Chief Executive of Education Leeds submitted a report giving statistical information in relation to the admissions process and highlighting issues which need to be addressed for the 2008 admission round.

RESOLVED – That the report be noted.

101 Transforming Secondary and Post-16 Provision in Leeds

The Director of Children's Services and the Chief Executive of Education Leeds submitted a joint report on proposed consultation on an approach to the transformation of secondary and post-16 provision in Leeds.

A four page appendix, circulated with the agenda as exempt, was circulated at the meeting in a revised form which included two pages of open information and two pages of exempt information. In introducing the item the Executive Member (Learning) indicated that all references to "The Central Leeds School Improvement and Learning Alliance" should be amended to read "The Leeds Learning Alliance".

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

RESOLVED –

- (a) That consultation be undertaken on the following:
 - The Transforming Secondary and Post-16 Provision in Leeds paper
 - The Academies in Leeds paper
- (b) That the publication of the Central Leeds School Improvement and Learning Alliance prospectus be approved.
- (c) That the progress being made with the Learning and Skills Council Review be noted and that a further report be brought to this Board in November commenting as part of the formal consultation on the Learning and Skills Council preferred way forward.
- (d) That further reports be brought to this Board outlining the outcome of consultation and expressions of interest in joining the Alliance and sponsoring any Academies in Leeds.

102 Progress of South Leeds High School, October 2007

The Chief Executive of Education Leeds submitted a report summarising the recent progress of South Leeds High School.

RESOLVED –

- (a) That the report and the need for continued support for the school be noted.

- (b) That the Scrutiny Board (Children's Services) be requested to examine the processes whereby Key Stage Four results are initially published with a view to ensuring that the level of risk that incorrect results may be published are minimised.

DATE OF PUBLICATION: 19TH OCTOBER 2007
LAST DATE FOR CALL IN: 26TH OCTOBER 2007 (5.00 PM)

(Scrutiny Support will notify Directors of any items called in by 12 noon on Monday 29th October 2007)

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Leeds Admissions Forum

26th September, 2007

PRESENT: Councillor Gruen in the Chair

Councillors M Coulson, P Gruen and
R Harker

Councillor M Coulson
Councillor R Harker
Mrs S Knights – Parent Governor (Special)
Mr I Faulkingham – Parent Governor (High)
Mr J Young – Igen
Ms P Hill – Leeds primary Care Trust
Mr J Daulby – School Member
Mr H Browes – Leeds Thomas Danby
Mr B Stott – Community School
Mr S Camby – Jewish Aided School
Mrs L Bryan – Other member
Mrs G Ladden – Joseph Priestly College
Mr M Woods – Aided Schools

In Attendance

Mr K Burton – Deputy Director Children's Services
Mrs V Buckland – Education Leeds
Mr C Wrench – Education Leeds
Ms L Savage – Education Leeds
Mrs D Leonard – Legal Services
Mr J Grieve – Governance Services

1 CHAIR'S OPENING REMARKS

The Chair welcomed John Daulby, Howard Browes, Simon Camby and Gill Ladden to their first meeting of the Leeds Admission Forum. The Chair said it was good to see that so many different organisations were represented, the work of the Forum was interesting and challenging and contributions from new Members was encouraged.

2 APOLOGIES FOR ABSENCE

Apologies for absence were received from Mr P Forbes, Mr J Fryett, Mr N Pyke, Mr D Shipley, Mr J Steel and Mrs V West

It was reported that Mrs West was retiring in December 2007 and would therefore not be attending future meetings of the Forum.

It was the wish of Members that a letter of appreciation be sent to Mrs West thanking her for her contribution to the work of the Forum and it's Sub Committees over several years and best wishes in her future retirement

3 MEMBERSHIP OF LEEDS ADMISSION FORUM

Members considered a report by the Secretary to the Forum setting out the current position regarding Membership of the Admission Forum and to invite nominations from Core Members for the appointment of further Members

The Secretary to the Forum reported that Mr Simon Camby the new Head Teacher at Brodetsky Voluntary Aided Primary School will now serve on the Forum in place of Mrs Elizabeth McAllister

In terms of new appointments, the Secretary to the Forum reported that the following has been approached on behalf of the Forum and had expressed an interest in being appointed to the Forum as "Other Members":

Mr John Fryett – Project Director for No Child Left Behind North West Area Management Board

Mr Howard Browes – Director of Learning and Enrichment Services, Thomas Dandy College

It was further reported by the Secretary to the Forum that Mr Ian Faulkingham had recently been appointed as the Parent / Governor representative on Scrutiny Board (Children's Services). As a result Mr Faulkingham was one of very few eligible to be a Parent/ Governor representative on the Forum, Mr Faulkingham was agreeable to transferring from the category "Other Member" to Parent /Governor on the Leeds Admission Forum to fill one of the two longstanding Parent/Governor vacancies

RESOLVED –

- (i) To note the appointment of Mr Simon Camby as the Jewish Aided School Representative
- (ii) That Mr John Fryett and Mr Howard Browes be appointed to the Forum in the "Other Member" category
- (iii) To recommend to the Authority that Mr Ian Faulkingham transfers categories and assumes the vacant Parent / Governor Representative position

4 TERMS OF REFERENCE AND PROCEDURES OF THE LEEDS ADMISSION FORUM

Members considered a report by the Secretary to the Forum which set out the necessary changes to the Forum's Terms of Reference and Procedures in order that they comply with the amendments made by the Education and Inspection 2006

Draft minutes to be approved at the meeting
to be held on Date Not Specified

("EIA") and the Education (Admission Forums) (England) (Amendment) Regulations 2007 ("the Regulations")

Addressing the report, the Secretary to the Forum referred to the following sections;

- The role of the Forum
- The option to produce an Annual Report
- The new category of School Members
- Voting arrangements

In passing comment Mr Young sought clarification on his assigned category

The Secretary to the Forum in referring to Members Appointments stated that Mr Young was categorised as "Local Community Representative" provided under the Regulations but would refer back to the appointment document and clarification would be confirmed.

RESOLVED – That the revised Terms of Reference and Procedure be approved

5 MINUTES OF THE PREVIOUS MEETING

RESOLVED - The minutes of the previous meeting held on 19th April 2007 be accepted as a true and correct record

6 MATTERS ARISING

- (i) Online Applications for School Admission - Inclusion of Specialist Inclusive Learning Centres (Silc's) - Minutes 60 refers
Mrs Knights asked about the inclusion of Silcs as part of the online application process for school admission.

In providing a response Mr Wrench said that the review of the criteria for admission into the Silc's had not been completed, no procedure had been approved, therefore it was not yet possible to apply online for a place at a Silc

Mrs Knights expressed concern that parents of children with special education needs were not always made aware of the different types of education provision on offer (mainstream and specialist). Mrs Knights suggested that information and advice on mainstream schooling was easily accessible, while advice on specialist provision was not so readily available.

Speaking in support of Mrs Knights, Mr Faulkingham suggested that parents often had to know what questions to ask to get information on accessing special school non-mainstream provision.

In passing comment Mr Stott said that it was a very widely held view amongst Headteachers that children should as far as possible and using specialist support have their educational needs met through a mainstream setting

Councillor Harker said parents in Leeds would have a full spectrum of specialist education to choose from.

In bringing the debate to a conclusion the Chair stated that issues around Silc's provision were a matter for the Director of Children's Services, and that the issues raised should be referred to her.

RESOLVED – That the concerns around the admission to Silc's be referred to the Director of Children's Services with a view to considering whether parents are provided with all the necessary advice and information in order for them to make an approach to Education Leeds about the most suitable type of education provision for their child

(ii) The breaking of the of the link between siblings going to sixth form and those transferring into year 7 (Minute 60 refers)

The Chair in referring to the decision taken at Executive Board to reject the proposal said that the Admission Forum had sought an explanation as to why the proposal had been rejected but no response had been forthcoming.

In offering an explanation Councillor Harker said that the report was amended by the Executive Board because there was concern that if the link was removed some children would not get the school of their choice.

RESOLVED – To note the explanation offered by Councillor Harker

7 CHALLENGING AND VULNERABLE CHILDREN SUB COMMITTEE

The minutes of the last meeting of the Challenging and Vulnerable Children's Sub Committee held on 11th September 2007 were submitted for Members information.

The Sub Committee Chair, Bob Stott gave a brief resume of the In Year Fair Access Protocols and the response received a part of the consultation exercise. An update on Permanent Exclusion Figures 2006/07 was also provided

RESOLVED –

- (i) That the minutes of the Challenging and Vulnerable Children's Sub Committee held on 11th September 2007 be noted
- (ii) To note that the Attendance and Exclusion Annual Report will be presented to this Forum at it's meeting in February 2008

8 SCHOOL ADMISSION APPEALS - SUMMER 2007 – UPDATE

The Chief Democratic Services Officer submitted a report providing an update on School Admission Appeals for the period summer 2007

In Addressing the report John Grieve provided details of the number of the appeals heard:

Draft minutes to be approved at the meeting
to be held on Date Not Specified

	Total	Not Granted	Granted	% Granted
Secondary	539	436	103	19.0
Primary	148	138	10	6.8
Total	687	574	113	16.4

In comparison to the previous year the number of appeals was approximately the same although the number of successful appeals had fallen significantly.

It was reported that there were fewer complaints referred by the Local Government Ombudsman, 10 this year compared to 18 received for the same period last year. Of the 10 complaints received : 7 were recorded as No or insufficient evidence of maladministration, 1 was terminated by the Ombudsman on insufficient grounds, 2 local settlements (second appeal offered)

Mr Grieve made reference to the Ombudsman's Annual Letter 2006/07 recently received by the City Council. The letter provides a summary of the complaints received by the Local Government Ombudsman about Leeds City Council over the past year and comments on the authority's performance and complaint handling arrangements. School Admission Appeals received some very favourable feedback, with comments such as: "I am encouraged by the way that the Council has responded generally to complaints about school admissions". On the issue of training and the use of an action plan to identify training needs for appeals panels, the Ombudsman said "This was a commendable and positive response which ought to reduce still further any maladministration. (These comments refer to the past 12 months and do not take into account the appeals recently undertaken (summer 2007) so it is anticipated that the feedback will be even better next year)

Mr Grieve said overall the appeals went very well, there were no major problems, fewer complaints than last year and positive feedback received from the office of the Local Government Ombudsman.

In passing comment the Chair said that it was a very positive report

RESOLVED – That the contents of the report be noted

9 UPDATE ON THE ADMISSION ROUND FOR 2007/08

The Chief Executive Education Leeds submitted a report providing an update on the Admission Round for 2007/08

In addressing the report Mrs Buckland said that the Admission and Transport Team manage transfers into Reception and Year 7 for approximately 16,000 families each year and offer each parent the highest preferenced school available within the admission policy.

It was reported that this years figures were broadly in line with expectations with nine out of ten parents receiving the school of their first preference. Although over 90% of first preferences was achieved, due to the large numbers in the round meant that 1947 children were not offered their first preference school.

Percentage of first preferences achieved

	2007	2006	2005	2004
Secondary	86.6	86.9	89.3	91.5
Primary	94.5	93.3	96.4	94.7
Junior	94.6	97.4	99.3	98.3
Total	90.5	90.1	92.5	93.1

Mrs Buckland said that the admission policy within Leeds allows parents to request their favourite school, despite knowing their chances may not be high, without prejudicing their chance at obtaining a place in their nearest school, so long as they put it on the preference form.

On the issue of School Admission Appeals the introduction of the on-line service has proved popular with parents and is a very positive addition to the customer service provided by the team. A great deal of preparatory work was put into providing a good quality product and the target for parents using the service in the first year was exceeded. The Choice Adviser service in Leeds was established in September 07 and had quickly become a model of good practice ensuring that around 300 parents who would not otherwise have expressed any preferences, were able to engage in the process in time to have their views considered.

RESOLVED – That the contents of the report be noted and welcomed

10 DEMOGRAPHIC INFORMATION AND FUTURE PROJECTIONS

The Chief Executive Education Leeds submitted the School Population Tables for Leeds 2007. The report incorporated information on the schools and school-age population, past and predicted trends, school and area forecasts and information and commentary on related information. Using this information Education Leeds are able to plan school places across the maintained sector.

In addressing the report Ms Savage, School Organisation Team within Education Leeds said that predictions show that Secondary School provision will be on the decline up to 2014-2015, the creation of Trust Schools and Academies all add to the impact on maintained school places.

In passing comments on the report Members suggested that it was a very useful document and it would be of benefit to property developers and the Primary Care Trust

Bob Stott suggested that the document be also made available to the Head teachers Forum and the Governors Forum

Mike Woods asked if historic data on net migration trends could be incorporated within the document.

Providing a response Ms Savage explained that no such data exists, however, a report on work to date attempting to measure migration trends was available on the School Organisation Webpage within the Education Leeds Website

In summing up the Chair said the document was very informative and useful and should be circulated as widely as possible

RESOLVED –

- (i) That the contents of the report be noted and welcomed
- (ii) That the document be made available to the Head Teachers Forum and also the Governors Forum

11 PROPOSED ITEMS FOR CONSULTATION RELATING TO THE 2009 ADMISSION ROUND

The Chief Executive Education Leeds submitted a report identifying the proposed items for consultation relating to the 2009 Admission Round which included:

- Changes in the admission numbers at: Barwick in Elmet C of E School, Swillington Primary School, Allerton Grange Secondary School and Intake High School
- Catholic Voluntary – Aided Schools, issues around waiting lists and appeal arrangements
- The breaking of the sixth form link between siblings going into the sixth form and those transferring into year 7

RESOLVED – That the proposals for consultation in the 2009 admission round be noted

12 REVIEW OF PUBLISHED ADVICE TO PARENTS AND CHOICE ADVICE

The Forum considered guidance material prepared for parents on how to apply for a place in Leeds Schools (2008 to 2009)

Mrs Buckland explained the contents of the published materials which included:

- The admission policy for Leeds Community and Voluntary Controlled schools
- Top tips for parents
- Appeals and the waiting list
- Special Education Needs
- Information and useful contacts
- School Transport
- Map of Leeds showing the position of all secondary schools
- Maps for oversubscribed primary schools

It was also reported that Education Leeds had used the services of a graphic designer during the production of the materials and also Plain English approved

Commenting on the maps for secondary schools Mrs Bryan asked if the scale of the maps could be increased so that street names may be displayed

In providing a response Mrs Buckland said that the matter of street names had been considered in the past. Without an officer present to explain the meaning of the maps in detail, it was considered that including street names could raise expectations unrealistically and give false hope to parents about admission to a particular school

RESOLVED – That the guidance to parents on how to apply for a place in Leeds Schools (2008 to 2009) be noted and welcomed

13 UPDATE ON ADMISSIONS POLICY REVIEW

Members considered a report by the Chief Executive Education Leeds which provided an update on the Admission Policy Review

Addressing the report Mrs Buckland said that the current local admissions policy for community and voluntary controlled schools in Leeds had been based on distance and proximity to the school (nearest school). However, as more schools choose to become Foundation Schools or Academies, then the nearest school criteria is in danger of becoming meaningless.

Mrs Buckland reported that initial exploratory discussions with David Young Community Academy and Garforth Community College on retaining the “nearest” criteria within their school admission policy been received positively. If adopted it would ensure that children were not unduly disadvantaged as diversity of provision was established within their area.

RESOLVED – To note how the Local Authority are seeking to request that all foundation schools and academies will incorporate the “nearest” criteria within their own admission policy

14 FINAL REPORT OF THE VOLUNTARY AIDED SCHOOL ADMISSIONS POLICIES

Members considered a report by the Chief Executive Education Leeds providing the final report on the Voluntary – Aided School Admissions Policies

In addressing the report Mr Wrench said that there were no serious concerns to be reported back to the Admissions Forum. However the following points should be noted:

- Education Leeds make available all the Voluntary Aided Admission Policies online via the Education Leeds Admission web page

- The Voluntary Aided Admissions Policies Sub Committee should examine the supplementary information form used by voluntary aided schools to ensure it complies with the Admissions Code
- To note that further discussions are required with schools on the use of plain English

RESOLVED –

- (i) To note that there are no major concerns over the Voluntary – Aided Admissions Policies
- (ii) That the Voluntary Aided Admissions Policies Sub Committee examine supplementary information forms alongside the admission policies for the next admission round
- (iii) That the Voluntary Aided Admissions Policies Sub Committee discuss the comments from the plain English campaign with the secondary aided schools

15 ANY OTHER BUSINESS

There were no issues raised under any other business

16 ADMISSION FORUM WORK PROGRAMME FOR 2007 AND 2008

Members received and considered the Forum's Work Programme for the period 2007/2008

The Chair requested that the draft Admission Forum Annual Report be included on the agenda for the next meeting

RESOLVED –

- (i) To note the scheduled Work Programme for 2007/08
- (ii) To update the Work Programme to reflect the inclusion of the draft Admission Forum Annual Report

17 DATE AND TIME OF NEXT MEETING

RESOLVED – To note that future meetings of the Leeds Admission Forum had been scheduled as follows:

Tuesday 26th February 2008

Wednesday 23rd April 2008

All meetings to commence at 4.00pm in the Civic Hall, Leeds

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