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## SCRUTINY BOARD (CHILDREN'S SERVICES)

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Meeting to be held in Civic Hall, Leeds on  
Thursday, 17th January, 2008 at 10.00 am

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

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### **MEMBERSHIP**

#### **Councillors**

C Campbell	-	Otley and Yeadon
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
D Morton	-	Headingley
T Murray	-	Garforth and Swillington
K Renshaw	-	Ardsley and Robin Hood

#### **Co-opted Members (Voting)**

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

#### **Co-opted Members (Non-Voting)**

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

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## **CONFIDENTIAL AND EXEMPT ITEMS**

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

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

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

### **9.2 Confidential information means**

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

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

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

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

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

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

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

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

# A G E N D A

Item No	Ward/Equal Opportunities	Item Not Open		Page No
1			<p><b>APPEALS AGAINST REFUSAL OF INSPECTION OF DOCUMENTS</b></p> <p>To consider any appeals in accordance with Procedure Rule 25 of the Access to Information Rules (in the event of an Appeal the press and public will be excluded).</p>	
2			<p><b>EXCLUSION OF THE PUBLIC</b></p> <p>To agree that the public be excluded from the meeting during consideration of Appendix 1 and 2 of Item 9 in respect of Confirmed Permanent Exclusions.</p>	
3			<p><b>LATE ITEMS</b></p> <p>To identify items which have been admitted to the agenda by the Chair for consideration.</p> <p>(The special circumstance shall be specified in the minutes.)</p>	
4			<p><b>DECLARATION OF INTERESTS</b></p> <p>To declare any personal/prejudicial interests for the purpose of Section 81(3) of the Local Government Act 2000 and paragraphs 8 to 12 of the Members' Code of Conduct.</p>	
5			<p><b>APOLOGIES FOR ABSENCE</b></p>	
6			<p><b>MINUTES OF LAST MEETING - 6TH DECEMBER 2007</b></p> <p>To confirm as a correct record the attached minutes of the last meeting held on 6<sup>th</sup> December 2007.</p>	1 - 10

7			<b>MINUTES OF OVERVIEW AND SCRUTINY COMMITTEE</b>	11 - 20
			To receive the attached minutes of the Overview and Scrutiny Committee meetings held on 6 <sup>th</sup> November 2007 and 11 <sup>th</sup> December 2007.	
8	All Wards	10.4(2)	<b>DAVID YOUNG COMMUNITY ACADEMY</b>	21 - 40
			To consider a report from the Head of Scrutiny and Member Development on the issues raised at the recent briefings relating to the David Young Community Academy.	
			Appendix 1 and 2 of this report is designated exempt under Access to Information Procedure Rule 10.4 (2).	
9	All Wards		<b>SERVICES FOR 8-13 YEAR OLDS</b>	41 - 48
			To receive a report from the Head of Scrutiny and Member Development following the inquiry into Services for 8-13 year olds. A copy of the agreed terms of reference is attached as appendix 1.	
10	All Wards		<b>EDUCATION STANDARDS INQUIRY</b>	49 - 182
			To consider a report from the Head of Scrutiny and Member Development including outline information requested from Education Leeds at the first session of this Board's inquiry into Education standards.	
11	All Wards		<b>LEEDS STRATEGIC PLAN</b>	183 - 198
			To consider the report from the Head of Scrutiny and Member Development outlining the revised draft Strategic Plan, the next steps in agreeing the Plan and the draft Business Plan.	



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**WORK PROGRAMME**

199 -  
216

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.

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**DATE AND TIME OF NEXT MEETING**

Thursday 14<sup>th</sup> February 2008 at 10.00 am in the Civic Hall, Leeds

(Please note that a pre-meeting is scheduled for all members of the Board at 9.30 am)

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# Agenda Item 6

## SCRUTINY BOARD (CHILDREN'S SERVICES)

THURSDAY, 6TH DECEMBER, 2007

**PRESENT:** Councillor W Hyde in the Chair

Councillors C Campbell, J Chapman, J Elliott,  
R D Feldman, S Hamilton, R Harington, A Lamb,  
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)  
Mrs S Knights - Parent Governor Representative  
(Primary)

**CO-OPTED MEMBERS:  
(NON-VOTING)** Mr T Hales - Teacher Representative  
Ms C Foote - Teacher Representative  
Ms J Morris-Boam - Leeds VOICE Children and  
Young People Services Forum  
Representative  
Ms T Kayani - Leeds Youth Work Partnership  
Representative

### 66 Chair's Opening Remarks

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

### 67 Late Items

In accordance with his powers under Section 100B(4)(b) of the Local Government Act 1972, the Chair admitted to the agenda draft terms of reference for the Board's inquiry into education standards in Leeds, which were to be considered as part of agenda item 10. The draft terms of reference were not available at the time of the agenda despatch and needed to be considered for approval, as the first session of the inquiry was to take place at the next meeting of the Board, which was scheduled for 17<sup>th</sup> January 2008 (Minute No. 74 refers).

The Chair also admitted to the agenda a copy of the Leeds Play Strategy, which was to be considered as part of agenda item 12 entitled, 'Inquiry into Services for 8-13 Year Olds'. The document was not available at the time of agenda despatch and needed to be considered alongside the range of other evidence which had been submitted to the meeting as part of the third and fourth formal sessions of the Board's inquiry (Minute No. 76 refers).

**68 Declaration of Interests**

Councillor Murray declared a personal interest in relation to agenda item 8 entitled, 'Support for Parents and Families in Leeds', due to being Chief Executive of the Learning Partnerships organisation. He also declared a personal interest in relation to agenda item 10 entitled, 'Education Standards - Draft Terms of Reference', due to being a Director of igen and Chief Executive of the Learning Partnerships organisation. Finally, Councillor Murray declared a personal interest in relation to agenda item 12 entitled, 'Inquiry into Services for 8-13 Year Olds', due to being an LEA Governor of Garforth Community College and a Trustee of the School Partnership Trust (Minute Nos. 72, 74 and 76 refer respectively).

Mrs S Knights declared a personal interest in relation to agenda item 8 entitled, 'Support for Parents and Families in Leeds', due to her position as Chair of the North West Specialist Inclusive Learning Centre (SILC) Parents' Forum, which was currently working with the Parent Partnership Service (Minute No. 72 refers).

**69 Apologies for Absence**

Apologies for absence from the meeting were received on behalf of Councillors B Lancaster, J Langdale, Mr I Falkingham and Mrs S Hutchinson.

**70 Minutes of Previous Meeting - 8th November 2007**

**RESOLVED** - That the minutes of the previous Scrutiny Board (Children's Services) meeting held on 8<sup>th</sup> November 2007 be approved as a correct record, subject to Councillor S Hamilton's apologies for absence from the meeting being included within Minute No. 53.

**71 Minutes of the Overview and Scrutiny Committee**

**RESOLVED** - That the minutes of the Overview and Scrutiny Committee meeting held on 9<sup>th</sup> October 2007 be noted.

**72 Support for Parents and Families in Leeds**

The Board received a report from the Director of Children's Services which introduced the new Family Support and Parenting Strategy for Leeds, and provided Members with a summary of the work currently being undertaken by the **Parent Partnership service** throughout the city.

A copy of the '**Family Support and Parenting Strategy**' was appended to the report for Members' consideration.

Barbara Newton, Strategic Leader - Partnership and Participation, Children's Services, and Wendy Winterburn, Parent Partnership Co-ordinator, Education Leeds, were both in attendance to present the report and answer Members' questions.

Having received an overview of the key issues detailed within the report, in addition to a summary of the work which had been undertaken to produce the parenting strategy, a question and answer session then ensued. The main areas of debate were as follows:-

Draft minutes to be approved at the meeting  
to be held on Thursday, 17th January, 2008

### Promoting and Consulting upon the Support Available to Parents and Carers

- Members acknowledged the range of support which was currently available to parents and carers in Leeds, and enquired how **parents' awareness of such provision** could be maximised. In response, the Board noted that via a range of initiatives, such as an **advocacy service** which operated throughout the city, parents and carers were provided with as much information and support as possible, in a format that was easily accessible;
- Having noted the level of consultation with parents and carers which had been undertaken throughout the development of the Family Support and Parenting Strategy, Members referred to the 335 questionnaires which had been completed by parents as one element of the consultation, and asked what the number of respondents was as a proportion of all parents and carers residing in Leeds. In response, Members were advised that this information would be provided;
- Members further discussed the range of methods used to publicise the support available to parents and carers, and learned that **face to face contact** was still most parents' preferred method of interaction.

### Meeting the Needs of Parents and Carers

- Members emphasised the importance of ensuring that appropriate provision was being delivered to **meet the needs of all parents and carers** throughout the city. In response, the Board noted that a more systematic understanding of parents' needs was being developed, which would enable the range of needs across the city to be mapped and addressed more consistently and effectively;
- Following Members' enquiries, the Board learned that the parenting strategy aimed to enable a **fully integrated and multi-agency approach** to be taken towards the delivery of provision, so that the needs of the family as a whole, rather than just the needs of the individual young person, were fully addressed;
- In response to the Board's enquiries, Members were assured that the aim of the advice and guidance given to parents and carers was to **inform and empower** them, in order to enable them to make informed decisions.

### Performance Monitoring Issues

- The Board made enquiries into the extent to which the progress made by those parents, carers and young people receiving support was monitored. In response, the Board learned that although feedback was already being received from parents and carers, longer term **tracking mechanisms**, which would monitor the impact of the provision, were to be developed in order to enable the service to be improved. Members then highlighted the considerable length of time it could take to receive data from any such long term monitoring mechanisms, and noted that the timescales for such monitoring would depend upon the indicators which were used.

### General Observations

- Members received further information relating to the **independent mediation service**, and the circumstances in which such a service would be provided;

- The Board discussed how the provision which was being established for parents and carers was working towards the Government's **localisation agenda**;
- Following Members' enquiries, the Board noted that further information relating to the availability of the '**Parent Line Plus**' advice service would be submitted to Members for information.

In conclusion, the Chair acknowledged that further consideration of this issue was required, and proposed that the matter was re-scheduled into the Board's work programme.

**RESOLVED -**

- (a). That the report and information appended to the report be noted;
- (b). That the additional information requested be forwarded to Members for consideration;
- (c). That the issue of support for parents and families in Leeds be re-scheduled into the Board's work programme for further consideration.

**73 Young People's Scrutiny Forum**

A report was submitted by the Head of Scrutiny and Member Development which updated Members on the progress which had been made in relation to young people's participation levels in the scrutiny process.

The Board was advised that following the recent **Youth Council** elections, the full Youth Council was scheduled to meet on 15<sup>th</sup> December 2007 to identify a topic which would be the subject of an inquiry by the **Young People's Scrutiny Forum**. Members noted that once an inquiry topic had been chosen, volunteers to sit on the Young People's Scrutiny Forum would be sought from the Youth Council and via the **Reach Out and Reconnect (ROAR)** organisation.

Members learned that with support from youth work staff and the Scrutiny Support Unit, draft terms of reference would be drawn up by the Young People's Scrutiny Forum, and later submitted to the Scrutiny Board for endorsement.

A volunteer from the Scrutiny Board was then sought to attend the December meeting of the Youth Council, in order to discuss potential scrutiny topics with the young people.

**RESOLVED -**

- (a). That the contents of the report be noted;
- (b). That Councillors Lamb and Renshaw be identified as the Board's representatives to attend the December meeting of the Youth Council, in order to discuss potential scrutiny topics with the young people.

**74 Education Standards - Draft Terms of Reference**

Members considered a report from the Head of Scrutiny and Member Development which sought the Board's approval of draft terms of reference

for the inquiry into education standards in Leeds. A copy of the draft terms of reference had been circulated to Members prior to the meeting.

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

The Board then proposed that issues previously raised by Her Majesty's Inspectorate in respect of Leeds' educational attainment levels when compared with the national average, were incorporated into the terms of reference.

**RESOLVED -**

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

**75 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 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 1<sup>st</sup> December 2007 to 31<sup>st</sup> March 2008 which related to the Board's remit, together with the minutes from the Executive Board meeting held on 14<sup>th</sup> November 2007.

Further to a report considered at the November meeting which briefed Members on the **David Young Community Academy**, and how the Academy fitted into the provision of children's services in Leeds, the Board noted that the Principal of the Academy had agreed to attend the January meeting of the Board in order to provide further details on any related matters.

Members enquired when further consideration could be given to the issues relating to the levels of **support given to parents and families** in Leeds, a topic which had been discussed earlier in the meeting. In response, the Board was assured that the issue would be incorporated into an appropriate space within the Board's work programme.

**RESOLVED -** That subject to the above comments, the Board's Work Programme, as appended to the report, be approved.

**76 Inquiry into Services for 8-13 Year Olds**

Further to Minute No. 47, 11<sup>th</sup> October 2007, the Board received a report from the Head of Scrutiny and Member Development which introduced the evidence to be considered as part of the third and fourth formal sessions of the Board's inquiry into services for 8-13 year olds.

Sally Threlfall, Acting Chief Officer, and Jason Tabor, Programme Officer – Out of School Activities Project, both of Early Years and Youth Service, Maggie Smith, Deputy Manager, and Wendy Gledhill, both of Youth Offending Service, Barbara Newton, Strategic Leader - Partnership and Participation, Children's Services, Mark Hopkins, Strategic Manager – Study Support, Education Leeds, Deborah Howe, Children's Involvement Advocate, Mark Law, Chief Executive of Bramley and Rodley Community Action (BARCA), Chris Finnigan, Social Care, Frank O'Malley, Leeds Play Network and Jody Sheppard, Leeds Children's Fund, were all in attendance to introduce the range of evidence which had been submitted and to answer Members' questions.

Appended to the report for Members' information were the agreed terms of reference for the inquiry, a range of information regarding current summer holiday provision being delivered in Leeds, and a briefing paper entitled, 'Use of PFI Schools by Community Groups and Third Party Groups'. This was in addition to a summary of the 'short break' services provided for disabled children in the city, a briefing paper which related to the 'all relative' programme, a copy of the 'Leeds Children and Young People's Participation Strategy 2007', and a copy of the 'Leeds Play Strategy'.

The evidence which had been submitted was then introduced and presented to the Board by relevant officers, together with representatives from the voluntary, community and faith sector. A wide ranging discussion then ensued, which was divided into several different aspects of service provision for 8-13 year olds. The main areas of debate were as follows:-

#### Voluntary Sector

- The Chief Executive of **BARCA** provided Members with an overview of the range of services which were provided for 8-13 year olds by the voluntary sector in Leeds. The Board learned that voluntary sector organisations were significant providers of extended services in Leeds, and remained vital in respect of plugging any gaps in provision;
- Members noted that overarching organisations such as BARCA provided a framework for smaller service providers within the voluntary sector, and that effective communication between such voluntary sector organisations was essential in order to ensure that a co-ordinated service was delivered;
- The Board was also advised of the **innovative approach** taken by many organisations within the voluntary sector, when attempting to address issues, such as meeting the needs of the family unit as a whole.

#### Extended Services/Holiday Schemes

- Members received a summary of the work being undertaken to deliver extended services, holiday schemes and out of hours provision in Leeds, which included an overview of the **Breeze initiative** and the progress which was being made in respect of **clustering arrangements** throughout the city;
- The Board learned that Leeds was one of the top performing Local Authorities in respect of the proportion of schools providing the core extended services offer, with 76% of schools within Leeds currently



- delivering such provision, compared to the national average of 63%;
- Members discussed attendance levels at the series of Breeze events which had been held throughout the summer, and the ways in which such attendances could continue to be improved. Members then noted that by 2010, every young person in Leeds should have access to **extended services**, as there would be greater and more varied levels of provision available;
- The Board enquired about the extent to which the public was aware of the clustering arrangements being developed throughout Leeds. In response, Members' comments were acknowledged, and the Board was advised of the actions being taken to promote the initiative, which included the development of **Advisory Boards** including parent representation, and a range of work being undertaken via the '**Family Hub**' and the Breeze initiative. The Board then discussed the monitoring role that Education Leeds played in relation to the development of the clusters;
- Members sought further details relating to those schools which currently did not provide out of school activities in Leeds, and made enquires into the actions which were being taken to encourage such schools to extend their provision. In response, the Board learned that there were 114 schools currently delivering such provision in Leeds, and that those schools which currently did not provide such services were being encouraged to do so. Members then requested that further statistical information relating to this issue was submitted to the Board for consideration;
- The Board referred to those young people who were educated within a specialist setting which was not located within the vicinity of their home, and enquired about the access such young people had to their local clusters. In response, the Board learned that there was evidence that such individuals were accessing extended provision within their own locality, and it was agreed to provide some case studies;
- The Board discussed the levels of access that young people residing in certain areas of the city had to the series of events organised as part of the Breeze initiative. In response, Members learned that the Breeze programme was promoted in every school throughout the city, and that wherever possible, neutral venues were used for the main events. With regard to Breeze cards, Members noted that such cards were not only used to access Breeze events, but could also be used to engage in a number of leisure activities throughout the city;
- Members then received further information relating to the line management and staff development arrangements in place for the Cluster Co-ordinators who had been appointed.

#### Provision for Children with Disabilities

- Members received an overview of the provision which was currently being delivered in Leeds to those 8-13 year olds with disabilities.

#### 'All Relative' Scheme

- The Board noted that the '**All Relative**' scheme delivered a parenting programme to parents of 8-13 year olds who were at risk of engaging in **anti-social behaviour**;

- In response to the Board's enquiries, Members learned that although referrals to the scheme were often received through various agencies, such as schools and the anti-social behaviour unit, it was a **voluntary programme**, which the parents themselves agreed to undertake;
- Members discussed the geographical area which was covered by the scheme;
- Having noted that research conducted by the University of Bangor had concluded that the scheme had led to participants' **parenting skills being 'improved'**, the Board considered whether in the correct circumstances, certain elements of the scheme could be made compulsory;
- Members learned that the course was of 18 weeks duration, and in response to their enquiries, noted that it was hoped for a monitoring mechanism to be established, in order to **track the progress of the participants and their children** over a longer period of time;
- The Board then discussed the **funding arrangements** in place for the scheme.

#### Participation

- The Board received a brief summary of the work which had been undertaken to develop and produce the **Leeds Children and Young People's Participation Strategy**, and learned of the range of work currently being carried out throughout the city to improve the engagement and participation levels of children and young people, such as the '**5-13 Crew**' and '**Youth on Health**' initiatives;
- Following Members' enquiries into the '5-13 Crew' and 'Crew on the Move' initiatives, which aimed to engage with young people via the publication and circulation of a magazine composed and designed by the group's membership, the Board noted that the scheme was publicised via schools, the Breeze initiative and young people themselves. Members then discussed the broad age range of the young people involved, and how they worked together in producing the magazine;
- Having discussed the range of young people's views which were detailed within the participation strategy, Members emphasised the importance for all young people to be convinced that their views would be listened to and taken into consideration and that they would receive feedback.

#### Play Strategy

- Having received a brief overview of the actions taken to develop the **Leeds Play Strategy**, Members made enquiries into the proposed appointment of an individual officer who would be responsible for the wide ranging task of developing play facilities across the city, and the level of support which would be available to that individual. In response, the Board noted that through the establishment of the Play Strategy, the authority was now better placed to take a more **co-ordinated and multi-agency approach** towards developing play facilities in Leeds, and that there would be a range of agencies who would assist the authority in developing its play provision throughout the city.

## Conclusions

- The Acting Chief Officer, Early Years and Youth Service, welcomed the Board's consideration of the range of issues associated with the provision of services for 8-13 year olds, assured Members that where it had been requested, further information would be provided, and emphasised the importance of the series of **site visits** that the Board was undertaking across a range of facilities as part of the inquiry;
- With regard to the development of services for 8-13 year olds, it was acknowledged that although every venue throughout Leeds would not be capable of delivering a full complement of **extended provision**, over time, a wide range of services would be developed across each locality;
- Members praised the range of **comments made by children and young people** which had featured within the participation strategy.

In conclusion, the Chair thanked all officers who had contributed to the inquiry for their time, and noted that further information which related to the findings from the series of site visits which were being undertaken by the Board, would be considered at the next meeting in January.

### **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.

(Councillors Chapman, Renshaw and S Hamilton left the meeting at 11.00 a.m., 11.55 a.m. and 11.57 a.m. respectively, during the consideration of this item)

### **77 Date and Time of Next Meeting**

Thursday, 17<sup>th</sup> January 2008 at 10.00 a.m. in the Civic Hall, Leeds.  
(Pre-meeting scheduled for 9.30 a.m.)

(The meeting concluded at 12.10 p.m.)

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## OVERVIEW AND SCRUTINY COMMITTEE

TUESDAY, 6TH NOVEMBER, 2007

**PRESENT:** Councillor P Grahame in the Chair  
Councillors S Bentley, B Gettings,  
T Hanley, A McKenna, W Hyde, E Minkin  
and R Pryke

Apologies Councillor B Anderson and S Golton

### 49 Councillor Andrea McKenna

On behalf of the Committee, the Chair congratulated Councillor Andrea McKenna and welcomed her to her first OSC meeting following her recent marriage to Councillor Jim McKenna.

### 50 Declaration of Interests

No declarations of Members' interests were made.

### 51 Minutes - 9th October 2007

- (i) Leeds Strategic Plan 2008-2011(Minute No 42 refers)  
The Committee agreed to slightly amend this minute, so that the penultimate bullet point referred to the role of Members not only as 'Community Champions' and 'Leaders of Change' but also that the Strategic Plan should make specific reference to the leadership role of Members in planning matters and the design and quality of the built environment.
- (ii) Debt Rescheduling (Minute No 40(a) refers)  
Further to the Committee's previous discussions on this matter, it was agreed that the Head of Scrutiny and Member Development would arrange a separate meeting with relevant officers of the Resources Department to which all OSC Members would be invited, to receive further detailed explanation of the issues raised by Councillor Hanley.
- (iii) Work Programme and Draft Terms of Reference for Proposed Inquiries (Minute No 40(b) refers)  
It was reported that the working group would meet on 14<sup>th</sup> November 2007 at 9.00 am to consider the proposed terms of reference for the ALMO Inquiry.
- (iv) Group Offices (Minute No 40 refers)  
Further to Minute No 37, 11<sup>th</sup> September 2007, and Minute No 40, 9<sup>th</sup> October 2007, it was reported that the information previously supplied by the Chief Democratic Services Officer to Councillor Hanley when he

was Labour Chief Whip, relating to the costs of operating political Group Offices, had now been circulated to OSC Members. Councillor Hanley indicated that if this information was in its original form, it may require to be further refined for the purposes of highlighting the costs per Member of each group.

**RESOLVED** – That subject to (i) above, the minutes of the meeting held on 9<sup>th</sup> October 2007 be confirmed as a correct record.

(NB: Councillor Gettings joined the meeting at 10.10 am during this item)

## **52 Minutes - Executive Board, 17th October 2007**

Several issues were discussed arising from consideration of the minutes of the Executive Board meeting held on 17<sup>th</sup> October 2007:-

- Holt Park District Centre and Tinshill Recreation Ground (Minute No 87 refers) – following debate at the City Council meeting on 31<sup>st</sup> October 2007, Councillor Minkin stated that she was pursuing with the Director of City Development issues surrounding the proposal to fence two pitches at Tinshill Recreation Ground in association with the development of the new Ralph Thoresby High School. The Chair indicated that she required a report to OSC regarding which Scrutiny Board had considered this matter, following a referral from the Plans Panel (West) on 12<sup>th</sup> July 2007, or an explanation regarding why this matter had not been referred to the appropriate Scrutiny Board;
- The Mansion, Roundhay Park (Minute No 88 refers) – It was suggested that the issues surrounding the redevelopment of The Mansion, Roundhay Park and the timescales involved, might be suitable for scrutiny by the Scrutiny Board (Culture and Leisure);
- City Varieties Music Hall – Redevelopment and Refurbishment (Minute No 90 refers) – Similarly, it was suggested that the Scrutiny Board (Culture and Leisure) might wish to investigate the current arrangements whereby this venue was managed as part of the Leeds Grand Theatre Board set-up, and whether separate management arrangements for the City Varieties Music Hall might be appropriate;
- Council Meeting Arrangements – Frustration was expressed regarding a lack of opportunity at Full Council meetings, due to procedural time limitations, to properly discuss and ask questions on minutes of Committee and Board meetings. Rotating the order of the minutes in the book of proceedings was not regarded as a solution. The Chair stated that she had recently written to the Chief Executive, suggesting that Scrutiny Board minutes should be a separate agenda item on the Council agenda, in order to try to address this problem, and the Chair's action was endorsed by the Committee,

A suggestion was also made that Members indicating a wish to comment or ask questions on submitted minutes should be required to make the nature of their enquiry or comment known prior to the meeting, in order that appropriate responses might be provided, and to avoid officers and

Chairs spending abortive time preparing responses to anticipated comments or questions.

**RESOLVED** - That subject to the above comments, the minutes of the Executive Board meeting held on 17<sup>th</sup> October 2007 be received and noted.

### **53 Performance Report - Quarter 2 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, and containing 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:-

- Planning performance and the percentage of appeals allowed against the authority's decision to refuse planning applications – Further to Minute No 32, 11<sup>th</sup> September 2007, and Minute No 43, 9<sup>th</sup> October 2007, the predicted improvement in the Council's performance by Quarter 4 in 2007/08 was welcomed. Members expressed frustration at being hidebound to a large degree by Government directives and guidelines on planning matters. The presumption in favour of approval and the restriction of local discretion in planning matters was not widely understood by the public, who often regarded Plans Panels as undemocratic if they did not accede to local objections, and did not appreciate the limited nature of Panels' powers in these matters. The initiatives outlined by the Chief Planning Officer at the last meeting (Minute No 43 refers) were referred to. Greater cognizance of local issues/conditions, and more Ward Member consultation, on the part of planning officers would be helpful;
- Abandoned Vehicles – The use of a contractor based in Doncaster was queried, in view of the time limits imposed for the removal of abandoned vehicles in order to meet this performance indicator. Steve Clough undertook to pursue this issue, in terms of whether there were more local qualified contractors, and whether more than one contractor should perhaps be engaged;
- Graffiti – The information set out in Paragraph 5.3.2 of the report was noted. It was suggested that the work schedule of the so-called 'hot spot' graffiti removal team should be reviewed in order that the frequency of their service matched the requirements of particularly bad areas, although it was accepted that, unfortunately, graffiti seemed to be a never ending problem, and there needed to be an effective response in all parts of Leeds;
- Teenage Pregnancy Rates – The Scrutiny Board (Health and Adult Social Care) had agreed to receive an update report on this issue (OSC Minute No. 31, 11<sup>th</sup> September 2007 refers);
- Direct Payments – Further to Minute No 44, 9<sup>th</sup> October 2007, the improving situation in Paragraph 5.6.1 was welcomed

- Steve Clough drew attention to the information on crime and drugs contained in Paragraphs 5.3.1 and 5.3.2 of his report;
- BV174 and 175 – The number of racial incidents recorded by the authority per 100,000 population and the percentage of racial incidents that resulted in further action – Steve Clough confirmed that this was all about ensuring that the information was available at the correct time for monitoring purposes, and this was being addressed;
- The briefing of Scrutiny Board Chairs prior to the commencement of the formal CPA inspection period.

**RESOLVED** – That subject to the above comments the report be received and noted.

#### **54 Leeds Strategic Plan 2008 - 2011**

Further to Minute No 33, 11<sup>th</sup> September 2007, and Minute No 42, 9<sup>th</sup> October 2007, the Committee considered a composite official response proposed to be submitted, which contained the official comments and recommendations of all the Scrutiny Boards following detailed consideration of the draft Leeds Strategic Plan 2008/2011 by all Boards in the October cycle.

Jane Stageman, Chief Executive's Department, was in attendance and responded to Members' queries and comments. In brief summary, the main points discussed were:-

- Jane Stageman thanked the Scrutiny Boards for their contributions to the process. All comments and recommendations would be seriously considered. The proposed final Plan should be ready mid-December, and would be reported to OSC and the other Scrutiny Boards in the January cycle;
- OSC Recommendation 1, relating to the budget making process, was already being acted upon, in terms of preparation of the latest updated Business Plan and service prioritisation;
- It was agreed to add an additional point to the comments of OSC, to incorporate the points made at the last meeting (Minute No 42 refers) regarding the important role of Members in the process, as 'Community Champions', and also as 'Leaders of Change', for instance on planning matters and the design and quality of the built environment;
- The number of recommendations emanating from the Scrutiny Board (Children's Services) reflected that Board's concerns regarding the need to establish links between the Strategic Plan and 'Every Child Matters' and other specific areas of concern.

**RESOLVED** –

- (a) That subject to the above comments, the composite response set out at Appendix 1 to the report now submitted be approved as the official statement of OSC on the draft Leeds Strategic Plan 2008-2011
- (b) That further reports on this subject be submitted to OSC and the other Scrutiny Boards in the January 2008 cycle.



## 55 Call-In Arrangements

Further to Minute No 35, 11<sup>th</sup> September 2007, when the Committee had discussed issues surrounding who could sanction a request for a matter to be called-in by OSC, the Committee further considered under what circumstances a matter could or should be called-in.

The Head of Scrutiny and Member Development submitted a report regarding Government advice and good practice, and recommending changes to the existing arrangements as set out in Scrutiny Guidance Note 3. The suggested changes would mitigate against someone seeking to Call-In a decision merely because they did not agree with that decision per se, and would place an obligation on the applicant to justify the request on the grounds that the decision had not been taken in accordance with Article 13 of the Council's Constitution – decision making and principles of decision making. In effect, the onus would be on the applicant to prove that the decision was procedurally flawed, that particular evidence had not been taken into account, that erroneous evidence had been taken into account or that viable options had not been considered. The initial arbiter ('Proper Officer') in the event of a dispute would be the Head of Scrutiny and Member Development and, ultimately, the Assistant Chief Executive (Corporate Governance) in her role as Monitoring Officer.

As a result of a Member's query regarding whether the suggested changes to Guidance Note 3 sufficiently took account of the Government's good practice guidance, in particular where relevant issues did not appear to have been taken into account in reaching a decision, it was agreed that the Head of Scrutiny and Member Development should add some wording to cover this particular aspect.

**RESOLVED** – That subject to the above comment, the proposed amendments to the Call-In procedure, as contained in the revised Scrutiny Board Procedure Rules Guidance Note 3, be approved.

## 56 Work Programme

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 1<sup>st</sup> November 2007 to 29<sup>th</sup> February 2008. It was reported that consideration of the Council's Business Plan would be added to the agenda for the 8<sup>th</sup> January 2008 meeting, in order that the Business Plan, the proposed final Leeds Strategic Plan 2008-2011 and the Council's draft Budget Statement could all be considered at the same meeting.

## 57 Dates and Times of Future Meetings

Tuesday 11<sup>th</sup> December 2007  
Tuesday 8<sup>th</sup> January 2008  
Tuesday 5<sup>th</sup> February 2008

Tuesday 11<sup>th</sup> March 2008  
Tuesday 8<sup>th</sup> April 2008

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

## OVERVIEW AND SCRUTINY COMMITTEE

TUESDAY, 11TH DECEMBER, 2007

**PRESENT:** Councillor P Grahame in the Chair

Councillors S Bentley, B Gettings,  
T Hanley, A McKenna, E Minkin and  
R Pryke

### 58 Chair's Welcome

The Chair welcomed everybody to the December meeting of the Overview and Scrutiny Committee and thanked Tonia Bowden and Simon Turner of Primrose High School for allowing the meeting to be held at the school and helping with the arrangements. Primrose High School, as part of the Central Leeds Learning Federation, had been selected as the venue due to its good work with migrant children and their families, which was the focus of today's meeting.

Members of the Committee and Officers introduced themselves. Councillor Chapman was welcomed to the meeting. It was explained that Councillor Chapman would be taking the place of Councillor Golton on the Committee at future meetings and was attending today's meeting as an observer only until her appointment as Chair of Scrutiny Board (Health and Social Care) had been approved by Council.

### 59 Late Items

The Chair indicated that in accordance with her powers under Section 100B(4)(b) of the Local Government Act 1972, she had agreed to accept as a late item of urgent business the report on 'Responding to the Needs of Migrants and their Families', which had not been ready at the time of agenda despatch in order to supply Members with the most up to date information available.

### 60 Declaration of Interests

No declarations of Members' interests were made.

### 61 Apologies for Absence

Apologies for absence were submitted on behalf of Councillors Anderson and W Hyde.

### 62 Minutes - 6th November 2007

- (i) Minutes – 9<sup>th</sup> October 2007 (Minute No 51 refers) - (i) Leeds Strategic Plan 2008-2011 (Minute No 42 refers)

Draft minutes to be approved at the meeting  
to be held on Tuesday, 8th January, 2008

The Committee agreed to amend this minute again, so that the penultimate bullet point referred to the role of Members not only as 'Community Champions' and 'Leaders of Change' but also that the Strategic Plan should make specific reference to the leadership role of Members in planning matters and the design and quality of the built environment.

(ii) Minutes – 9<sup>th</sup> October 2007 (Minute No 51 refers) - (iv) Group Offices (Minute No 40 refers)

Members were advised that when the information relating to the operating costs of the Group Offices was available, it would be circulated to Members.

(iii) Minutes – Executive Board, 17<sup>th</sup> October 2007 - The Mansion, Roundhay Park

Members were advised that this issue was in the process of being scrutinised by the Scrutiny Board (Culture and Leisure).

**RESOLVED** – That subject to (i) above, the minutes of the meeting held on 6<sup>th</sup> November 2007 be confirmed as a correct record.

**63 Minutes - Executive Board - 14th November 2007**

Minutes 107 – Tinshill Recreation Ground

In response to a query by Members, officers confirmed that there had been no call-in request on this issue and that the matter would therefore be considered by Scrutiny Board (City Development).

**RESOLVED** – That the minutes of the Executive Board meeting held on 14<sup>th</sup> November 2007 be received and noted.

**64 Scrutiny Inquiry - Terms of Reference - Responding to the need of Migrants and their Families**

The Head of Scrutiny and Member Development submitted a report attaching the terms of reference for the Inquiry into 'Responding to the Needs of Migrants and their Families'. The report also explained that a number of interested parties had been invited to this first session of the Inquiry to contribute to the discussion on this topic by way of an 'open forum'. The Committee would also be pleased to hear from any other contributors.

Various people addressed the Committee including Liz Talmadge, Head of the Primrose Federation, Primrose High School, Tonia Bowden, Headteacher, Primrose High School, Julian Gorton, Headteacher, Shakespeare Primary School, Jan Spencer, Inner East Primary Schools and Alison Mander, Assistant Head Teacher, Carr Manor High School.

The Committee was particularly pleased to hear the experiences of a sixth form student from City of Leeds High School.

Liz Talmadge talked to a paper she had prepared which highlighted a number of issues and particular challenges that schools were facing.

A full debate took place between contributors from the floor and the Committee, the substance of which would be fed into future meetings of the Inquiry and be included in the final report.

Various further information was requested of officers and contributors, some of which was statistical data, which would help to inform future sessions of the Inquiry.

The Chair thanked everyone for their contributions.

## **65 Scrutiny Inquiry - Responding to the Needs of Migrants and their Families**

The Director of Environment and Neighbourhoods submitted a report providing Members with information and data for today's first session of the Inquiry into 'Responding to the Needs of Migrants and their Families'. The report focused on:

- Contextual information about new migration in the UK
- An overview of the data and intelligence available to the Council and its partners on new migrants in Leeds
- An overview of the current position in Leeds
- A summary of current work to develop an improved understanding of the situation and respond to emerging needs
- An outline of issues to consider when assessing local impacts of migration

Sue Wynne, Head of Policy and Planning, and Martyn Stenton, Partnerships Manager, both from Environment and Neighbourhoods, attended the meeting to present the report and respond to Members' queries and comments. Ken Morton, Locality Enabler (East), Children's Services and Tom Wiltshire, Manager - Housing Needs, were also in attendance.

Various additional pieces of information were requested from officers to feed into the Inquiry.

The Chair thanked officers for their report and for attending the meeting.

## **66 Work Programme**

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 1<sup>st</sup> December 2007 to 31<sup>st</sup> March 2008.

With regard to the ALMO Working Group, it was reported that when the information requested had been received, that another meeting of the Group would be held.

**RESOLVED –**

- (a) That the Work Programme be noted.
- (b) That the Forward Plan of Key Decisions be received and noted.

**67 Dates and Times of Future Meetings**

Tuesday 8<sup>th</sup> January 2008  
Tuesday 5<sup>th</sup> February 2008  
Tuesday 11<sup>th</sup> March 2008  
Tuesday 8<sup>th</sup> April 2008

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



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## Report of the Head of Scrutiny and Member Development

### Scrutiny Board (Children's Services)

Date: 17 January 2008

Subject: David Young Community Academy

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**Electoral Wards Affected: All**

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

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## 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 board's inquiry into services for 8-13 year olds.
- 1.3 The board considered a briefing on the David Young Community Academy in November, and decided to schedule a further discussion, inviting the Principal of the Academy to attend. Officers from Education Leeds and Children's Services will also be in attendance.
- 1.4 In order to assist the discussion, the following documents are attached:
  - A note of the board's discussion in November 2007
  - The briefing provided to the board in November
  - A briefing note provided by the Principal of the Academy in response to issues raised in November
  - A report produced by Education Leeds in response to issues raised in November

## 2.0 Recommendation

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

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## David Young Community Academy – Scrutiny Board Discussion – November 2007

Pat Toner (Strategic Manager, Education Leeds) attended to discuss the report with members.

He began by highlighting two issues. Firstly that the DYCA has a different school year to the Local Authority, with holidays at different times. Secondly that the report was produced with cooperation from the DYCA and that they had undertaken to provide any additional information requested by members.

Members asked questions on the following issues:

- The process by which it is decided whether a student will follow either an academic or a vocational route
- The number of permanent exclusions
- The level of attendance
- How 'Session Three' fits in to the school's offer
- The impact of the new school year structure
- The issue of Unions and staff turnover
- The role of the Extended Schools Coordinator
- The level of support in place for parents.

Pat Toner responded to these points as follows:

**Academic or vocational route** – It was pointed out that the students themselves generally make the decision as to which course they will take. The DYCA is not alone in attempting to 'personalise' courses of study for students. Any issues around the relative value of academic or vocational qualifications are more likely to come from adults than from the students themselves. The DYCA is asked to provide a more detailed response on how the options system works for their students, and whether there are any significant variations from the systems in place in other secondary schools in the city.

**Permanent exclusions** – While some members felt that the high level of exclusions was understandable, others were concerned about the validity of these exclusions and the impact which they may have on the young people themselves and the wider community. The board requested more detailed information on the reasons for each exclusion, and the current placement of each excluded student.

**Attendance** – It was explained that the low attendance figures were partly caused by a significant number of persistent non-attendees at Braim Wood and Agnes Stewart Schools. The DYCA has worked closely with Education Leeds to track down these individuals and help them to integrate into the school where possible.

**Session Three** – It was explained that although the session is optional, a high number of pupils do attend, and there is a strong expectation within the school that they will do so. It was also pointed out that the purpose of session three is to provide an additional 'off-timetable' opportunity for learning, particularly geared towards those students who might not receive a great deal of support for their studies at home. Therefore making the session compulsory would be contradictory.

**School year structure** – The DYCA is the first school in the city to introduce a different holiday structure. However, as the number of academies is likely to increase this situation may be repeated, and important lessons can be learnt from the way that the DYCA has handled the situation. There is a particular potential problem where children from the same family are at both the DYCA and a primary school with a different holiday structure. However, the DYCA has worked hard to establish good relationships with nearby primary schools on this and other issues. For its part, Education Leeds has undertaken to carry out some research on the impact of different holidays, and also to liaise closely with any new academies when they are developing a holiday structure.

**Union representation** – The DYCA has a different relationship to unions compared with other schools in the city. While some members of staff do belong to a union members can only call on a union representative on site if they are involved in a disciplinary or grievance procedure. Board members requested figures for staff turnover.

**Extended Schools Coordinator** – Pat Toner was unable to provide any information on the involvement of the Extended Schools Coordinator with the DYCA. The board would appreciate further information on this.

**Support available to parents** – Again, Pat Toner was unable to comment, and the board would like to request some more detailed information from the DYCA.

In conclusion, it was established that while the DYCA does differ significantly from other secondary schools in Leeds, in most cases attempts are being made to ensure that the relationship with Education Leeds and the rest of the Leeds schools ‘family’ runs smoothly. One member of the board suggested that it was not just a case of the DYCA fitting in with the rest of the city, but that this should be a two way process, with Leeds schools learning lessons from the DYCA – particularly in view of the school’s greatly improved GCSE results.

The board concluded that a further session, attended by a representative from the Academy, would be extremely useful.

# 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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## **Information for Scrutiny Board**

I have read the notes from the meeting and thought you may find the following helpful:

### **Support for Learning**

We don't have a traditional pastoral structure. We have a Support for Learning Manager who runs a team of 18 Team Leaders (including 3 "seniors / office co-ordinators"), Family Liaison Officer and a Chaplain.

Students are members of "Teams" – these are actually Houses (as in the old public school model). Teams are vertical so you are in the same Team as your siblings and tutor groups are family groups, so families are tutored together.

Each of the 18 Team Leaders has responsibility for around 50 students but obviously this will be only about 20 – 30 families. This means that every family has one point of contact and that the Team Leaders know the family very well. They are loved by their students and are effectively "house parents".

Team Leaders are responsible for attendance, all aspects of guidance, physical, emotional and mental well-being, and Academy-home liaison. They support families through illness, bereavement, family breakdown and are the signposts to support services. It is not unusual for the Team Leaders to be involved in feeding and dressing the students, accompanying them to medical appointments etc. Team Leaders are not teachers or TAs and they come from a wide range of backgrounds. Some have post-graduate qualifications: some are single mothers from the Seacroft estates. They are on first name terms with their families and have a high status with the students.

This department in the Academy means that every single student and family is very well-known and issues are thoroughly understood.

All students in the Academy receive breakfast as part of the normal day's routine, and our chefs prepare exceptional high-quality food. Our take-up of dinners is over 90%. Students are looking a lot healthier!

Chef works with the Team Leaders as necessary and "food parcels" home are not unheard of. (My catering budget doesn't balance and I need to seek external sponsorship to maintain current levels, but governors and staff recognise the huge difference quality eating is making)

### **Supporting students**

The Academy has a large number of very challenging students, including many who have been previously excluded from other Leeds schools, been in receipt of "alternative provision", or simply not attended school for a long time. The vast majority of our students have responded extremely positively to the ethos and organisation of DYCA and in a recent extensive and lengthy survey

of **all** students, amongst other things, they were asked how effective they thought the Academy was at the key outcomes. Results were:

	<b>brilliant or good</b>	<b>satisfactory</b>
<b>support for healthy lifestyle</b>	<b>75%</b>	<b>20%</b>
<b>support to stay safe</b>	<b>75%</b>	<b>19%</b>
<b>support to enjoy and achieve</b>	<b>75%</b>	<b>20%</b>
<b>support to make positive contribution</b>	<b>74%</b>	<b>20%</b>
<b>support to prepare for future</b>	<b>80%</b>	<b>15%</b>

DYCA has a clear “Removing the Barriers to Learning” strategy, which applies to behaviour in lessons which spoils learning and is about making the right choice. The language of personal choice and the ability to put right a poor choice are endemic across the Academy.

In addition to academic assessment, every 6 weeks students are assessed in each area on “Learning Power” – Resilience, Respect, Resourcefulness and Reflectiveness. This gives a total LP score, in addition to academic levels of attainment. Students understand that a high LP score is about their ability to learn and make further progress.

DYCA is moving to a 2 year Key Stage 3 and as part of the transition all students finishing Year 7 and 8 in May 2007 were assessed according to Learning Power and Learning Behaviours. 250 students moved to the Final year of KS3, regardless of age and 150 students moved to a Mid-Year KS3, again regardless of age. Attendance in the Mid-Year KS3 cohort is significantly lower than in the Final Year KS3 cohort, Team Leader support to the cohort is greater, class sizes are smaller and considerable progress is being made.

We have further identified a group of students in this Mid-Year KS3 cohort whose behaviour is so seriously disruptive to the learning of others and is such a major health and safety risk at lunch times that they are likely to be permanently excluded. We have placed them into a special class, known as the Principal’s Target Group. They attend the Academy from 7.30am – 11am each day and are taught by myself and my most senior colleagues. There are 15 in the class with 3 members of staff. They have breakfast and lunch in the classroom. They are escorted to the toilets if necessary. Despite this we have had 2 permanent exclusions from the group. The majority of these students are, however, responding exceptionally well and their parents attend a weekly “Caring and Sharing” meeting in the Academy along with some parents of students in KS4 on alternative timetables.

### **Permanent Exclusions from the Academy**

Academic year 2006-07	14 in total
	6 for assault on staff
	3 for assault on student
	4 for assault on staff and student
	1 for extortion, robbery and violence



## Curriculum Personalisation

We do not have “academic routes” and “vocational routes”. The KS4 curriculum is personalised for each student according to aptitude and ability.

From June 2008 KS4 will be a 3 year programme with 3 menus to select from.

- over 3 years            2 BTeC level 2 programmes  
Adult Literacy and Numeracy  
GCSE in Core Subjects  
Work Experience
- over 2 years            1 BTeC Level 2 programme  
Adult Literacy and Numeracy  
GCSE in Core subjects  
Duke of Edinburgh Awards Scheme  
and one additional year of work experience
- over 2 years            Mix of GCSEs and BTeC Level 2 programmes  
GCSEs in Core subjects  
and one additional year of AS / BTeC Level 3

It is unlikely any 2 students will have the same diet and the particular diet for each individual is determined in discussion with the Team Leader. The menu they are given to choose from is determined by our Data Team in discussion with Team Leaders.

## DYCA Year and “Day”

Our academic year begins in June, immediately after the traditional May holiday. We work for 6 weeks and then take a 4 week summer holiday. By the time most students start high school, DYCA students have already had 8 weeks of KS3. We do this because KS2 ends with testing in May.

Our working pattern is 7 terms of roughly 6 weeks (although we do follow the traditional pattern from Xmas to Easter). This is to avoid the exhaustion and bad temper due to 7 and 8 week long teaching blocks (from students and staff!). The pattern is very popular with our parents and staff – the only complaint we get is that it is difficult with siblings in other schools. However, when further asked by a journalist recently whether they would prefer DYCA to be in line with the other schools, they replied “No, we want the other schools to come in line with DYCA”. One of the most popular aspects with parents and staff is the ability to take cheaper holidays.

The Academy Day is structured into 3 sessions. Session 1 lasts from 0835 to 1110 and includes breakfast in the restaurant. There is then form time from 1110 to 1150. Session 2 lasts from 1150 to 1450 and includes lunch in the restaurant. At 1450 on Mon – Weds Session 3 begins. This is extra-curricular and non-compulsory. Around 25%-40% students participate each night. All staff offer at least one Session 3. The classes range from all the usual

sporting and performing arts activities, to “dissection club” and “preparation for driving theory test”. There are also “Girls only groups”, revision classes, and Homework Clubs. On Thursdays staff are in meetings. The Academy Day finishes at 1635, with community activities taking place in the evenings.

### **Staff Turnover**

In our first academic year we had 5% of teaching staff leave, (either during or at the end), but a further 3% of our teaching staff during that year were “agency” (none are now). We also had 5% of non-teaching staff leave during the same timescale.

We have had no queries or complaints from Trade Unions.

### **Support for Parents**

In addition to the huge family support provided by Team Leaders, our PSA (known in DYCA as Family Liaison Officer) acts as the signpost to all agencies and support services, supports and counsels parents in distress and operates the following:

- “Caring and Sharing” group for parents of students with behaviour necessitating alternative timetabling. Weekly.
- Parents “drop-in” sessions after school and into the evening. Twice a week.

I hope the above information answers most of the questions asked by Board members. The issue of where the permanently excluded students now are is one I cannot answer. I also have no knowledge of the Extended Schools Co-ordinator (DYCA has a Community Plan which has come into operation only recently once the VAT problem – which only applied to Academies – was removed). I believe Pat Toner is looking into both these points for you.

**Ros McMullen**  
**Principal**  
**David Young Community Academy**

**November 2007**



**Not for Publication: Appendix 1 and 2**  
**Exempt/confidential under Access to Information Procedure Rule 10.4 (2)**

**Report of the Head of Scrutiny and Member Development**

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

**Date: 17 January 2008**

**Subject: David Young Community Academy**

**Electoral Wards Affected:**

Ward Members consulted  
(referred to in report)

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

**Background**

A report produced by Education Leeds detailing the contribution being made by the David Young Community Academy (DYCA) to Children Services in Leeds was considered at the meeting of Scrutiny Board on the 8<sup>TH</sup> November. The request for this was prompted by a wish for members to better understand the issues raised by the emerging mixed economy of school provision, and how these can be addressed in the context of the children's services.

Following a range of questions the meeting resolved to receive additional information including;

- From Education Leeds
  - a summary of the reasons for each permanent exclusion and the current placement of permanently excluded students,
  - the involvement of the relevant extended schools coordinator with the Academy,
- and from DYCA
  - an opportunity to explore the Academy's role in a little more depth with the Academy Principal, in particular on the choice of academic or vocational route; the relationship with neighbouring schools around issues such as the school year; and the support available to parents
  - figures for staff turnover with contextual data that added value to the raw statistics.

The information below provides information on the current provision being made for young people excluded from DYCA (Appendix 1), the support provided to parents (Appendix 2), and the involvement of Education Leeds with the Academy's extended services developments.

The information contained in Appendix 1 and 2 is exempt because it could reveal the identity of an individual.

## **1 Exclusions at David Young Community Academy**

### **1.1 General Involvement**

1.1.1 Prior to opening in September 2006 two senior managers of Education Leeds, the Team Leader and Exclusions Manager for Integrated Children's Services, visited the David Young City Academy (DYCA) to see the building, meet the staff, outline roles and responsibilities and to offer support and guidance. This activity led to the attendance of a representative from the DYCA at a team meeting held by the Pupil Planning Team. This gave a further opportunity to build relationships and share ideas around joint working practice.

### **1.2 Permanent Exclusions (See Appendix 1)**

1.2.1 Where a pupil is permanently excluded, schools, including academies, must inform their Local Authority (LA) within one school day. The Pupil Planning Team (Education Leeds) have agreed a process for this with the DYCA. The DYCA notifies the LA Exclusion Manager of all permanent exclusions by email within one school day. Each pupil and their family is then allocated a reinclusion worker from the Pupil Planning Team and are also referred to the Parent Partnership Service who can offer arms length advice and support.

1.2.2 When hearing the case for permanent exclusion, unlike the governing body of a maintained school, the governing body of an academy are not expected to seek the advice of an LA officer during the hearing. Nevertheless, the Pupil Planning Team have agreed a process with the DYCA to share information around decisions taken by the academy governors in respect of permanent exclusions.

1.2.3 Following confirmation of a permanent exclusion in a maintained school, LAs must make arrangements for an Independent Appeal Panel to hear any appeal lodged by parents or carers. In the case of an Academy, the governing body are responsible for convening the panel and arranging suitable training for appeal panel members and clerks. Unlike an independent appeal convened by the LA, the panel convened by an academy are not expected to seek the advice an LA officer. DYCA has not set up its own independent appeals panel – they buy this service as and when needed from the LA. To date only one such panel has been required.

1.2.4 Throughout the process outlined above the DYCA have access to the Education Leeds 'Exclusion Team' via the exclusions telephone advice line and they regularly use this service. This team have agreed a named 'Exclusion Contact' within the DYCA with whom a regular audit of permanent exclusion data is conducted in order to ensure that no child falls through the net. The Education Leeds Exclusion Manager ensures that the DYCA Exclusion Contact is informed of any changes to legislation and procedure.

### **1.3 Fixed Period Exclusions**

1.3.1 Academies are not required to release fixed period exclusion data directly to their LA. This data must however be reported directly to the DCSF. Notwithstanding this, the DYCA are currently working with Education Leeds to agree a method to capture their fixed period exclusion data.

## **2 Parent Support Advisor (see appendix 2)**

- 2.1 The Parent Support Advisor (PSA) at David Young Academy has been in post since January 2007. The current data collection timeframe means that the current data held by the PSA project is accurate for input between January and July 2007 and further data collection will take place in January 2008.
- 2.2 Between January and July, the PSA supported the parents/carers of 42 young people attending the David Young Community Academy through work including one-to-one support, family work, work with parents and children, family support training and signposting. Reasons for requests for such support were varied and comprised attendance/ punctuality (11 cases), behavioural difficulties (29 cases), child protection concerns (1 case) and support with friendships/self esteem (1 case).
- 2.3 Of the children and young people whose parents/carers received support, one had been Permanently Excluded from another school prior to PSA involvement and one was Permanently Excluded from DYCA during PSA involvement. 22 children and young people whose parents/carers received support had a fixed term exclusion prior to PSA support, with 15 young people receiving a fixed term exclusion during PSA involvement.

## **3 Involvement of Education Leeds Extended Schools Co-ordinator with DYCA**

- 3.1 Seacroft Manston extended schools cluster operates through the long established family of schools which has been the main vehicle for development of the Extended Services agenda in this area. DYCA, represented usually by the Principal or Vice-principal, hosts and attends meetings of the family of schools. DYCA has therefore been able to play a full part in the development of extended services through schools.
- 3.2 The Seacroft/Manston Extended Services Cluster is subdivided into three neighbourhood groupings of primary schools with the three secondary schools standing outside of this arrangement. The multi-agency support team (MAST) in the area is engaged in each of these sub-divisions providing a range of restorative provision for children and young people who require it. This is supplemented by the excellent arrangements with the local children's centres that enable the schools to deliver on the full extended services offer.
- 3.3 Funding has been used to employ 3 neighbourhood workers (who started in October 07) to focus particularly on the development of activities for young people, universal support for parents and community access. This is linked to the Youth Service provision in the area. The DYCA will benefit from the support of one of these workers if they wish although the initial focus has been on providing additional capacity to the primaries.
- 3.4 Each neighbourhood has its own local multi-agency partnership group but the overall steer for the work is provided through a strategic multi-agency group called the **Seacroft Manston Children & Young Peoples' Services Group**. This group meets for the second time on Monday 26 November and DYCA was represented at the first meeting by Inclusion Manager, Alan Bolton

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Originator: Kate Arscott

Tel: 247 4189

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## Report of the Head of Scrutiny and Member Development

### Scrutiny Board (Children's Services)

Date: 17 January 2008

Subject: Services for 8-13 year olds

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

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## 1.0 Introduction

- 1.1 At the board's first meeting in June, members agreed to carry out an inquiry into services for 8-13 year olds as one of their major pieces of work this year. A copy of the agreed terms of reference is attached as appendix 1.
- 1.2 The first and second formal sessions of the inquiry were held in October. Session three and part of session four were held in December.
- 1.3 An important feature of most of the Board's major inquiries is a programme of visits, which enable Members to gain first hand experience of the services being scrutinised. Unfortunately, it was not possible to complete the programme of visits before the Board's December meeting. Therefore the sharing of findings from the visits, and discussion of the emerging conclusions and recommendations from the inquiry, were postponed until this meeting.
- 1.4 The following visits were organised as part of the inquiry:
  - Ireland Wood Primary School – ESNW extended services cluster
  - Weekenders Club – play scheme for disabled children
  - Leeds City Athletics Club Junior Disability Group
  - Information – including the Hub and Breeze websites
  - Hillside reception centre – Play is Sorted provision through BARCA

- Bankside Primary School - School Council

- 1.5 The members who took part in these visits have produced notes, which will be circulated to Board members in advance of the meeting.
- 1.6 The Acting Chief Officer for Early Years and the Youth Service will attend the meeting to discuss any emerging issues with members.
- 1.7 The above evidence completes the scheduled activities for the board's inquiry. The board is therefore requested to consider whether it now has sufficient information to complete its inquiry and to consider the conclusions and recommendations to be incorporated into the draft inquiry report.

## **2.0 Recommendations**

- 2.1 The board is requested to consider the issues raised by the visits undertaken as part of the inquiry.
- 2.2 The board is requested to consider the emerging conclusions and recommendations to be reflected in the draft report of the board's inquiry.

## **Scrutiny Board (Children's Services)**

### **Inquiry into services for 8-13 year olds in Leeds**

#### **Terms of reference**

#### **1.0 Introduction**

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

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

## **2.0 Scope of the inquiry**

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

- Meeting the requirement to provide information for children, young people and families
- The use of assets, particularly schools but also other buildings, to deliver services
- Governance models in relation to extended schools
- The role of councillors in supporting and promoting local delivery of services for 8-13 year olds
- The opportunities that are available for young people aged 8-13 to participate in decision-making and influence issues that affect them
- The infrastructure required to deliver the play strategy

## **3.0 Comments of the relevant director and executive members**

- 3.1 The following comments were received and have been reflected in the terms of reference:  
*"Thank you for deciding to look into this issue for your review. We look forward to working with Members and supporting this work. The terms of reference provide a helpful starting point. May I suggest that to strengthen the impact the review can make you might like to include in*

*the scope of the inquiry a specific reference to looking at what opportunities are available for young people aged 8-13 to participate in decision-making and influencing issues that affect them. Increasing young people's participation is a key aspect of how we want to develop children's services and an area where, whilst there is a range of existing good practice that members can look at, we also know that we can do more. Members' ideas around opportunities to do this would be helpful."*

#### **4.0 Timetable for the inquiry**

- 4.1 The inquiry will take place between October and December 2007, with a view to issuing a final report in spring 2008.
- 4.2 It is envisaged that the inquiry will take place over four sessions. The inquiry will conclude with the publication of a formal report setting out the board's conclusions and recommendations.
- 4.3 It is planned that the inquiry will include a range of visits to service providers to complement the evidence gathered in formal sessions.

#### **5.0 Submission of evidence**

- 5.1 The following evidence will be considered by the Board

##### **5.2 Session One – 11<sup>th</sup> October 2007**

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

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

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

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

##### **5.3 Session Two – 11<sup>th</sup> October 2007**

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

##### **5.4 Visits**

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

### 5.5 **Session Three – 6<sup>th</sup> December 2007**

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

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

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

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

### 5.6 **Session Four – 6<sup>th</sup> December 2007**

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

To consider any issues arising from sessions one and two

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

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

## 6.0 **Witnesses**

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

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

## **7.0 Monitoring Arrangements**

- 7.1 Following the completion of the scrutiny inquiry and the publication of the final inquiry report and recommendations, the implementation of the agreed recommendations will be monitored.
- 7.2 The final inquiry report will include information on the detailed arrangements for monitoring the implementation of recommendations.

## **8.0 Measures of success**

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

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Originator: Kate Arscott

Tel: 247 4189

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**Report of the Head of Scrutiny and Member Development**

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

**Date: 17 January 2008**

**Subject: Education Standards Inquiry**

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**Electoral Wards Affected:**

**Specific Implications For:**

Ethnic minorities

Women

Disabled people

Narrowing the Gap

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**1.0 Introduction**

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

**2.0 Recommendation**

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

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## **Scrutiny Board (Children's Services)**

### **Inquiry into education standards in Leeds**

#### **Terms of reference**

#### **1.0 Introduction**

- 1.1 At its first meeting of the year, the Scrutiny Board identified education standards as a topic for one of its major inquiries for the forthcoming year.
- 1.2 The choice of this topic accords with priorities in the Vision for Leeds and the Children and Young People's Plan, and also reflects a recurrent theme identified from the Board's regular consideration of performance management information. It builds on the inquiry into secondary achievement conducted by scrutiny on 2005/06, and the inquiry report published in April 2006.
- 1.3 In order to decide on an appropriate and manageable focus for the inquiry, the board commissioned a small working group from amongst its membership to scope the inquiry. The working group met with officers from Education Leeds School Improvement team on 19<sup>th</sup> September 2007.
- 1.4 The working group began by exploring the extent to which the issue of education standards could potentially encompass a whole range of activity under each of the five Every Child Matters outcomes. However it was recognised that, in order to be effective, the inquiry would need to identify a specific area of focus.
- 1.5 The working group were concerned to identify areas where the Scrutiny Board's input could add value to work already underway to improve education standards in Leeds, having regard to the proposed timescale for the inquiry.
- 1.6 The group identified two particular areas which were strong contenders for the focus of an inquiry: the 14-19 age group, and early years and primary transition. Having considered the two areas, the working group decided to recommend that the Board's inquiry this year focuses on trying to help break the cycle of underachievement at the 14-19 stage of the education system and to reduce the numbers of young people not in education, employment or training.
- 1.7 However this is accompanied by a strong recommendation that an inquiry is prioritised in the next year on those entering the education system.

## **2.0 Scope of the inquiry**

2.1 The purpose of the Inquiry is to make an assessment of and, where appropriate, make recommendations on current support for young people at risk of becoming NEET (not in education, employment or training) in Leeds. The inquiry will focus on the following areas:

- How pupils are identified as at risk of becoming NEET
- The support provided to individual pupils in schools to support their attainment and to prepare them for adult life
- The role of school improvement services and curriculum development in supporting the achievement of this group of pupils
- Attendance, behaviour and exclusion strategies to encourage pupils to engage in their education
- The role of other services such as extended services and study support, and family support services
- Tracking of pupil destinations and achievement post-16

## **3.0 Comments of the relevant director and executive member**

3.1 To be sought from Cllr Harker, Rosemary Archer and Chris Edwards.

## **4.0 Timetable for the inquiry**

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

4.2 It is envisaged that the inquiry will take place over three sessions. The inquiry will conclude with the publication of a formal report setting out the board's conclusions and recommendations.

4.3 It is planned that the inquiry will include a range of visits to service providers to complement the evidence gathered in formal sessions.

## **5.0 Submission of evidence**

5.1 The following evidence will be considered by the Board

### **5.2 Session One – 17<sup>th</sup> January 2008**

To consider background information from Education Leeds on the strategic framework to support the following key areas of the inquiry:

- The role of school improvement services and curriculum development in supporting the achievement of this group of pupils
- Attendance, behaviour and exclusion strategies to encourage pupils to engage in their education

#### 5.4 **Visits**

A number of visits will be organised to enable the Board to meet with relevant service providers, and where possible with pupils. Exact locations to be confirmed.

#### 5.5 **Session Two – 13<sup>th</sup> March 2008**

To consider background information from relevant providers on the following key areas of the inquiry:

- How pupils, particularly those from vulnerable groups, are identified as at risk of becoming NEET
- The support provided to individual pupils in schools to support their attainment and to prepare them for adult life
- The role of other services such as extended services and study support, and family support services
- Tracking of pupil destinations and achievement post-16

#### 5.6 **Session Three – 13<sup>th</sup> March 2008**

To consider any outstanding issues arising from session one

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

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

#### 6.0 **Witnesses**

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

- Education Leeds staff
- School representatives
- Providers of relevant support services including council services, other statutory providers and voluntary agencies
- Young people

#### 7.0 **Monitoring Arrangements**

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

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

## **8.0 Measures of success**

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



**REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS  
REPORT TO SCRUTINY BOARD  
DATE: 17 January 2008**

**SUBJECT: Education Standards – Support for young people at risk of not engaging in education, employment or training**

**Electoral Wards Affected:**

**Specific Implications For:**

Ethnic Minorities  
Women  
Disabled People


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

**Resource Implications:**

Finance  
Personnel  
Accommodation/Buildings


**Policy Implications:**

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**1.0 PURPOSE**

- 1.1 To inform Scrutiny Board members of the support provided for young people at risk of not engaging in education, employment or training.
- 1.2 The report aims to provide an overview of the developments and challenges associated with this area of work and supply sufficient information to help inform the planning of subsequent sessions and associated visits.

**2.0 BACKGROUND**

- 2.1 The local authority has responsibility for providing overall strategic leadership for 14-19 provision and in Leeds this is discharged by Education Leeds on behalf of Children’s Services. As the statutory responsibilities for 14-19 learning are currently shared by the Local Authority and the Learning and Skills Council, both parties have been working closely together to develop a shared strategy for post 14 learning in Leeds. The aim is to transform levels of achievement: increasing participation in post-16 learning; reducing the number of young people not in employment, education or training; and developing the highly skilled workforce the city needs to compete in a global economy.
- 2.2 The local authority currently has legal responsibility for the funding and delivery of 14-16 provision. Responsibility for 16-19 funding currently lies with the LSC, but will pass to the local authorities from 2010/11, with the exception of post 16 Apprenticeships which will continue to be funded through the LSC.

**2.3** The new Education and Skills Bill gives local authorities the responsibility for delivering Connexions services from April 2008 and developing a new integrated youth support service and targeted youth support provision. Local authorities will be required to promote young people's participation and to support them to find appropriate education and training opportunities. Since February 2007 Leeds has been working on a Transition Plan to reconfigure three major areas of support so they better meet the needs of young people; these are:

- The provision of high quality impartial IAG and transition support.
- The provision of youth work support and positive activities.
- The provision of targeted support for young people in need or at risk.

**2.4** The recent DCSF announcement on raising the participation age will have a profound impact on the way we view NEET in future. Implementing the raising of the education or training leaving age to 17 by 2013 and to 18 by 2015 will be a major priority for the local authority over the coming years. No young person will be forced to stay at school, there will be a range of opportunities including new Diplomas, part-time training alongside employment, work based learning and apprenticeships. The DCSF proposals for raising the participation age are detailed in the "Raising Expectations" document attached as Appendix 1.

### **3.0 KEY AREAS OF WORK**

#### **3.1 *A partnership approach to NEET***

The work to reduce the number of young people who are NEET in Leeds takes place across a wide range of organisations. Young people's education, employment or training (EET) situations are intrinsically linked to other factors in their lives, reducing NEET is part of a much wider agenda around 'closing the gap' and reducing social exclusion. The input from services, to reduce the number of young people NEET, takes place across the public, private, voluntary, community and faith sectors. Organisations work together through formal strategic and operational groups, and informal practitioner networks.

Work is focused on both the prevention of young people becoming NEET and work to get those who are NEET back into education, employment or training.

#### **3.2 *Leeds NEET Strategy***

In April 2007 Leeds appointed a NEET Coordinator to ensure a joint strategic and operational approach to reducing the number of young people NEET across Leeds. The NEET Coordinator is based within the 14-19 Team in Education Leeds and works across Children's Services to reduce NEET.

The NEET Coordinator oversees the work set out in the NEET Strategy and Action plan for Leeds. These documents are included as Appendix 2 and Appendix 3.

#### **3.3 *General 14-19 developments that help support the reduction of NEET***

Education Leeds are working with and supporting partners in the city on a range of general 14-19 developments that support the engagement of young people in employment, education and training. These include the introduction of the new 14-19 curriculum, in particular the Diplomas programme; development of a city-



wide 14-19 timetabling framework to improve access; 14-19 Area Prospectus and Common Application Process and the implementation of electronic Individual Learning Plans (e-ILPs).

- 3.3.1** The breadth of the vocational curriculum offer in Leeds is one of the best in the country and continues to expand. At Key Stage 4 secondary schools are working in partnership with other providers ranging from FE colleges, Family Learning Centres, City Learning Centres, training providers and voluntary, community and faith sector organisations to ensure young people have access to the widest possible range of vocational and work-related learning programmes. Over 2,500 Key Stage 4 learners now have a programme of study delivered in partnership between their base school and another provider.
- 3.3.2** The widening of curriculum pathways and greater use of vocational qualifications is having a positive impact on learners disengaged with a traditional academic curriculum. The speed of the introduction of a more vocational curriculum in Leeds has been rapid. In 2004 only 6% of the total Section 96 points accrued by students in Leeds came from “non-GCSE” qualifications; in 2007 this figure has increased to 19%.
- 3.3.3** The introduction of the new Diplomas is the most significant curriculum development in decades. This commences in Leeds with the piloting of Diplomas in Construction and Creative and Media and will grow in subsequent years until all 17 of the Diploma lines are available to all young people in Leeds by 2013. Diplomas should have a significant positive impact on young people engaging in learning pre 16 and progressing to further learning post 16.
- 3.3.4** The 14-19 Area Prospectus supports Information Advice and guidance (IAG) delivery and progression planning for learners. This can be found at [www.leedspathways.org.uk](http://www.leedspathways.org.uk). There is comprehensive advice and guidance information for young people on the prospectus, including local labour market and progression information.
- 3.3.5** The web based e-ILP allows young people to access the e-ILP at any time via any internet-enabled computer and to be at the centre of development for their personalised learning, with IAG services and support processes following the young person, not the institution.
- 3.3.6** In addition to information available through the 14-19 Area Prospectus a wide range of materials are produced by igen/Leeds Careers, for young people, parents/carers and staff to support the IAG process
- Moving On, Where Next, Decisions, Get that Job and Checkout handouts for pre 16 learners
  - Jobfaqs 18+ and Unifaqs for post-16 students
  - West Yorkshire Careers News for school and college staff
  - The Directory of Agencies for PAs, school/college staff and other agencies
  - The Labour Market Bulletin, Summary for PAs and annual LMI conference
  - The website for young people which includes details of current apprenticeship and employment opportunities – [www.wyzup.net](http://www.wyzup.net)
- 3.3.7** Our annual ‘Careers on Show’ event attracts over 3000 Year 11 learners over 2 days, with an additional 500 young people and 500 parents and carers attending

the evening session. The 'Buzz' careers event aimed at young people with Learning Difficulties and/or Disabilities and their parents attracted over 400 young people from 26 schools, including SILCs and FE specialist provision.

### **3.4 *Specific curriculum programmes aimed at preventing young people becoming NEET***

- 3.4.1** Leeds has been successful in a number of funding bids over recent years to support provision for lower achieving young people and those at risk of disengaging. Over the last 3 years the 14-19 Team has been awarded grants in excess of £2 million for this provision. This includes European Social Funding to support learners on vocational programmes at risk of disengagement, KS4 Engagement Funding, and European Social Funding to support activities for lower achieving young people through the West Yorkshire Investment Plan (WYIP project). Those learners who benefited from the WYIP project achieved 12% more than was estimated in Year 9.
- 3.4.2** The KS4 Engagement Funding is currently in its second year. One aspect of the project targeting year 11 learners has seen strong links develop between Central Leeds Federation, Leeds College of Building and HEAT (HEAT are a Belfast based company who have been awarded a contract to upgrade plumbing and heating systems in properties within Leeds North West ALMO Arms Length Management Organisation). From this element of the programme 94% of learners were retained on programme, 87% of learners achieved a full level 1 BTEC Introductory Certificate in Construction and 7% a partial qualification all with positive progression routes. Current year 11 learners are expected to achieve at comparable levels.
- 3.4.3** The FE sector was awarded funding via Education Leeds WYIP project during 2006/07 to broaden the skills of learners on their pre-16 L1 college programmes, with the primary aim of improving performance for lower level learners and supporting progression onto level 2 programmes post-16. Skills enhancement activity days, ranging from bakery enterprise to windsurfing leadership days, were planned to suit the progression needs of each group. Focusing primarily on employability skills, communication skills and personal/social development, the days aimed to equip learners with the skills needed to make a smooth transition into level 2 education, or training post-16. The days were supported by local employers and the connexions service. Learners reported an increase in self-esteem and confidence, which are likely to be important factors in progression. The activities had a positive impact upon achievement, with an additional 4.5% of them gaining 5+A\*-G.
- 3.4.4** In addition to the wide range of 14-16 vocational programmes offered by FE Colleges, Leeds Further Forward co-ordinates a programme of FE taster events for learners to promote vocational pathways, support transition and decision-making. Tasters are offered as part of recruitment and selection processes at some colleges, and schools can book groups of learners onto enterprise activity taster days at a number of FE colleges.
- 3.4.5** The voluntary, community and faith sector in Leeds is extremely effective and provides a wide range of alternative provision for disengaged learners to build confidence, self esteem and improve their employability skills. Education Leeds is

working with these providers to ensure that, where appropriate, the courses lead to nationally recognised qualifications, which will support progression to further learning and employment.

- 3.4.6** The EOTAS Alternative Programmes Service was set up by Education Leeds a number of years ago to broker placements for pupils who are on the roll of PRUs and of the BESD SILC. Virtually all pupils referred to the EOTAS Alternative Programme Service have failed to engage with formal education in their previous educational career but have subsequently achieved well in the “alternative” element.
- 3.4.7** An E-Inclusion Programme was initiated in South Leeds in 2005, with the aim of raising the engagement in education of several key groups of students. The programme has developed across a number of years and has been used with a variety of other situations where students had been unable to follow mainstream education, including those who have medical reasons for non-attendance, and those who are not on any school roll. It has since been adopted by the Computers for Pupils (CfP) initiative in Leeds, with a specific focus on the NEET (“Not currently engaged in Employment, Education or Training”) category foremost, with LAC (Looked-After Children) and Primary Carers following on later in the two-year period allocated to CfP.
- 3.4.8** Our Aimhigher Stepping Stones programmes for looked after children supports choice and progression and includes a mentoring.
- 3.4.9** The Junior Windsor Fellowship programme delivered by REEMAP supports progression and raising attainment and aspiration for BME learners. Leeds REACH targets young African/Caribbean people who are less likely to make effective use of Local Authority Pupil Referral Schemes. Each young person has access to the Duke of Edinburgh and several other alternative curriculum activities.

### **3.5** *Other preventative work*

- 3.5.1** Integrated Youth Support Service/Connexions Personal Advisers (PAs) are deployed to provide IAG and transition support to young people aged 13-19 (and up to 25 for those with Learning Difficulties and/or Disabilities) in schools, colleges and other educational establishments, the Connexions Centre, community locations and with those in training and employment. There is a network of 100+ Connexions Access Points locations across the city.
- 3.5.2** Provision in schools and colleges includes universal access to impartial careers information, advice and guidance from Personal Advisers qualified in careers guidance. Targeted support is delivered according to assessed need, focusing on ‘at-risk’ pupils and students in Years 9, 10, 11 and in post-16 education. This includes IAG to support young people in making effective life and career decisions, and to aid transition to employment, training, and further and higher education.
- 3.5.2** Personal Advisers undertook guidance interventions with 5,589 young people in Years 9-11 who are at risk of not remaining in learning April 06 - March 2007. A further 1,740 guidance interventions were undertaken with ‘at risk’ students in post-16 education.

- 3.5.3** The Effective Transitions (ET) project, where PAs are based in specific schools and Colleges, has improved work in those institutions to reduce the number of young people who become NEET. It has also had an impact on the number of young people continuing in learning Post-16. The ET PAs located in 14 high schools, as part of multi-disciplinary teams, support young people at risk of becoming NEET on leaving school.
- 3.5.4** The targeted work of the Education Leeds Teenage Pregnancy and Parenthood Team and Connexions PAs has significantly increased the number of teenage mothers in learning. The success of this input is reflected in the take up of Care to Learn funding, which pays for childcare provision for teenage parents accessing learning opportunities.
- 3.5.5** A Reintegration Officer and Specialist learning mentors provide support to: school-age parents and parents-to-be; parents and parents-to-be in school sixth form. At the Leeds Teaching and Learning Centre a crèche is available to teenage parents to allow them to access provision. Connexions PAs provide support to 16-19 year old parents to access EET.
- 3.5.6** Each Youth Offending Service (YOS) area team has an Education Officer who works with school aged young people to ensure they are accessing appropriate education. Each YOS area team has a Connexions PA working with young people aged 16-19 to ensure they access employment, education and training (EET).
- 3.5.7** Work to increase the number of young offenders in EET has had an impact. Connexions have increased the numbers of PAs employed by the YOS to 4 from April 2007; this is expected to improve outcomes for young people on orders. Links between the YOS and Connexions network are well established, with a YOS manager attending Connexions LMC and Operations Group. Targeted provision for young people over 16 is being developed, with several new schemes funded by the LSC.
- 3.5.8** Barnardos Willow young carers service is a partnership with Leeds Social Services, who support 250 young carers aged between 5 and 17. A variety of supporting resources e.g. CD-ROM Toolkit and DVDs have also been produced and distributed to all schools in Leeds. Barnardos Willow also has a Connexions PA to help young carers aged 16-19 enter EET.
- 3.5.9** The Education Leeds Travellers Education Service work directly with the communities: visiting, advising and supporting young people and their families. There is also a Connexions PA for Leeds Gypsy and Traveller Exchange. The roadside mobile unit provides resources for distance learning and a point for initial contact on circus / fairground and other traveller camps. Additional educational opportunities are provided through the delivery of an outreach community learning programme.
- 3.6** ***Programmes targeted at 16-19 year olds***
- 3.6.1** A number of different programmes for lower achieving young people have been supported by the LSC including Entry to Employment (e2e), Entry to Vocational Programme (E2V, precedes e2e), and Young Parents programme. The LSC and

Leeds providers are also engaged in developing a phased implementation of the Foundation Learning Tier which will develop a more focussed and strategic approach to entry level and level 1 for learners aged 14 and over in order to raise participation, achievement and progression amongst learners at these levels.

**3.6.2** The Budget pilots have been running in Leeds since April 2006. The Activity Agreement works to reduce the number of young people NEET by working intensively with young people to engage them in activities. Since the start of the project the Activity Agreement has signed up 235 young people. 202 have completed their programme, 113 (56%) left to a "positive outcome" (defined as EET or a PDO), and 89 (44%) left back to NEET. 89 young people did leave the project back to NEET, however 30 of them were found to have moved into EET/PDO within 13 weeks.

The Learning Agreement works with young people who are in employment without training and Employers to enable young people to engage in learning. Since the start of the project the Learning Agreement has worked with 65 young people, 40 of whom have signed up to learning.

**3.6.3** The vacancy service, run by igen on behalf of Connexions West Yorkshire, works with employers to gather vacancies for young people. The emphasis on employment with training has had an impact on the number of young people accessing learning post 16. The vacancy service discuss training with employers, to ensure young people are able to access appropriate learning. Igen also refer young people who are entering employment without training to the Learning Agreement.

### **3.7 *Attendance, behaviour and exclusion***

**3.7.1** Over recent years we have introduced strategies that have led to significant improvements in attendance, behaviour and exclusions. The 'No Child Left Behind' project is starting to embed and make a real difference for those young people most at risk of achieving low outcomes at Key Stage 4. No Child Left Behind has become a DCSF example of best practice and a pathfinder for school partnerships to improve behaviour and tackle persistent truancy. The work of NCLB has resulted in a narrowing of the gap between levels of unauthorised absence in secondary schools in deprived areas and the national average; a fall in the number of fixed term exclusions, and a fall in permanent exclusions. The number of BME pupils permanently excluded has also significantly reduced.

**3.7.2** Further detail on this area of work is provided in the Attendance and Exclusion Report 2006/7 attached as Appendix 4.

## **4.0 OUTCOMES**

**4.1** The two main indicators used to measure the engagement of young people in education, employment and training are the annual survey of Year 11 destinations undertaken in November each year and the on-going monthly monitoring of 16-18 year old NEET figures.

**4.2** The percentage of young people progressing to learning at age 16 has increased in recent years and is currently around 85%. Lately there has been a significant shift towards young people progressing to full-time learning in schools and FE

colleges at age 16 rather than following apprenticeships. If this trend continues it could present a significant problem for Leeds, as the only growth in post 16 learner numbers that the government will fund will be for young people entering apprenticeships. The percentage of young people progressing to EET at age 16 is improving slowly and currently stands at around 92%. A summary of Year 11 destinations is included as Appendix 5.

**4.3** The key 16-18 NEET indicator shows around 9% of young people in Leeds are not engaged in education employment or training. The NEET figure varies significantly on a month to month basis as a result of learner transition and tracking difficulties. The percentage of 16-18 year olds who are long-term NEET is small with the majority of young people in the category for only a short period. A graph summarising 16-18 NEET is included as Appendix 6.

**4.4** The link between low KS4 achievement and NEET is very clear.

With regard to NEET the most important indicator is not 5+A\*-C, but A\*-G performance. After a number of years of little progress the percentage of pupils achieving 5+A\*-Gs at GCSE has recently started to show an above average improvement compared to both statistical neighbours and the national figures.

The percentage of pupils achieving any GCSE equivalent pass has risen by 0.9 percentage points in Leeds since 2005, compared to a rise of only 0.3 percentage points nationally. There has however, been a more significant increase amongst our statistical neighbours.

**4.5** Strategies to improve outcomes for pupils from Black heritage backgrounds are starting to work. The average total points achieved by Black Caribbean heritage students rose by 49 points compared to an increase of 31 points for all pupils. Black African heritage pupils' results points rose by more than twice the average rate and the results for pupils of Other Black heritages rose by more than three times the average. An attainment gap for these specific groups remains, as well as for Black and Minority Ethnic pupils as a whole, but this gap has been significantly reduced over the last three years.

**4.6** 11 Leeds secondary schools have failed to improve KS4 outcomes over the last three years. While it is true to say that about half of these schools already had high standards and/or progress rates in 2005, the remainder are struggling to keep pace with the improvements which have been observed both nationally and in most of our local schools. A key area of development will be to learn from the successes observed elsewhere in Leeds and to work with those schools where improvement has not yet been observed to implement proven strategies for success.

**4.7** Outcomes for pupils with special needs are a concern. In 2007 21% of these pupils were not entered for any Key Stage 4 qualifications. The average total points achieved by statemented pupils has improved from 98 pts in 2005 to 115 in 2007, but the proportion not being entered for qualifications (21%) remains a worry. However, of 230 statemented pupils who were entered for qualifications only 13 failed to achieve any Section 96 points. While outcomes for pupils with SEN, but no statement, have improved at a faster than average rate, they remain significantly below average.

**4.8** Outcomes for Looked After Children are also poor. 16 out of the 104 LAC cohort were not entered for any KS4 qualification in 2007 and the trend in total points does not show an increase over the last three years, with LAC pupils achieving about half the number of points than the “average”.

**4.9** The improvement in outcomes for pupils eligible for Free School Meals has not kept pace with the average improvement seen across the city. However, the improvement in results for pupils living in the 10% most deprived areas (as measured by the Index of Multiple Deprivation) has shown a faster than average improvement. Outcomes for both groups however still remain well below average.

## **5.0 FURTHER WORK ON NEET**

**5.1** Further analysis of the cohort of young people NEET is needed in Leeds. Priority groups have been identified from the national Connexions targets: teenage mothers, young offenders, looked after children and young people with LDD. Further work needs to be done to ensure all young people who are vulnerable to being NEET are given the support they need early on. A piece of research funded through the LSC LIF fund will track young people, who are or have been NEET over the last 3 years, to establish the key indicators for young people in Leeds. This will build on the work already done by Education Leeds around indicators and the mapping of the NEET cohort by Super Output Area.

**5.2** Further work needs to be done to improve the level of young people whose current situation is Not Known. This percentage has reduced significantly over the last few years, with specific Connexions resource targeted at tracking. The fall in Not Known has not led to an increase in the NEET figure, as we are improving our tracking of young people in EET situations. Further developments to improve the tracking of young people need to be undertaken. Discussion about ways forward is taking place at the Connexions local delivery planning group.

## **6.0 CONCLUSIONS**

**6.1** The extensive work on a wide number a fronts to address the complex issue of NEET is at last starting to bear fruit. However, there is still a long way to go if we are to ensure that all young people are to remain profitably engaged in learning until the age of 18 and make the successful transition into employment.

## **7.0 RECOMMENDATIONS**

**7.1** Members of Scrutiny Board are asked to:

- i) Comment on the content of the report
- ii) Consider what further information they require to assist in their inquiry.

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# Raising Expectations: staying in education and training post-16



From policy to legislation



## Foreword



The world that we live in is constantly changing. Changes in technology and trade, the rapid growth of emerging economies and the rise of high-tech industries bring huge opportunities, but also new challenges. It is our responsibility to ensure that every young person is equipped to face these challenges and seize these opportunities.

Education is pivotal to this. Standards are continuing to rise and many more young people are achieving good level 2 qualifications (five good GCSEs or their equivalent) – the threshold for employability. Participation in education or training post-16 is also on the increase, and in 2005 we set ourselves an aspiration to get 90% of 17 year olds in learning by 2015. This is challenging, but we need to go further. The demands of the economy, and our ambition for social justice, mean that we must

do more. We need excellence in education and training not just for some but for all young people.

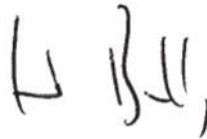
We cannot allow a lack of education or training to remain a barrier to better life chances. I believe that all children and young people should have the same opportunities, regardless of background or circumstance. That is why the decision to raise the participation age is so important. It will give young people of all abilities the time to reach the best level of qualification they can before moving into adulthood. By providing them with an exciting 14–19 curriculum, with a learning route for everyone, and the support they need to succeed, we will ensure that those who are most at risk of not participating, and therefore with the most to gain, are not left to fall behind.

Ensuring that there are engaging and valuable learning options and appropriate support for all is key to ensuring that as many young people as possible benefit from the

new expectation. But these new rights must be matched by new responsibilities. We know from the experience of other countries that, if the policy is to have the impact we want, we must be able to enforce it if necessary.

We need to raise the expectations and aspirations that we have for our young people and that they have for themselves. Legislating now means that we can build expectations early on with those young people who will be the first to benefit as well as with their teachers and parents, ensure the right provision and support is in place in time and galvanise the system to deliver.

This is an age of opportunity. And it should be so for all our young people. It will take hard work to deliver this challenging agenda, and this has already begun. I pay tribute to the dedication and commitment of all those in the world of education and training and look forward to working with you to turn this vision into reality.

A handwritten signature in black ink, appearing to read 'Ed Balls'.

**Ed Balls,  
Secretary of State for Children,  
Schools and Families**

# Introduction

- 1.1** We want all young people to have the opportunity to gain the knowledge and develop the skills they need to succeed in life, whatever their background. The changing nature of our society and the economy mean that this is now more important than ever.
- 1.2** We first outlined our proposals to raise the participation age so that all young people stay in education or training at least until the age of 18 in our Green Paper *Raising Expectations: staying in education and training post-16*, in March 2007. During the consultation, we sought the views in particular of young people, parents, employers and those who deliver education and training. We published a summary of their views in July.
- 1.3** Following the consultation, we have developed these proposals further. This document sets out why we are raising the participation age for all; what this means for young people; the roles and responsibilities of different individuals and organisations; what we will do in practice to make a reality of this policy; and which aspects require a change in the law.

## 2. Raising the participation age will give every young person the best chance to achieve and succeed

**2.1** The benefits of participating in learning post-16, both to individuals and to the economy and society at large, are significant and growing. Our ambition is to realise those benefits for all young people.

**Participation post-16 has a clear impact on life chances, and we want to ensure everyone benefits**

**2.2** Continuing in learning has clear economic benefits, for individuals and the country. Young people who stay on in education or training after 16 are more likely to gain further qualifications by 18 than those who do not, and they are likely to earn more in the future. Those with level 2 qualifications in particular (the

equivalent of five GCSEs A\*–C) earn an average of around £100,000 more over their lifetime than those who leave learning with qualifications below level 2. Individuals with higher levels of qualifications have better chances of finding, keeping and progressing in employment.

**2.3** Studies show that increasing participation benefits society as a whole as well. Young people who participate between the ages of 16 and 18 are less likely to experience teenage pregnancy, behave anti-socially, be involved in crime or go to prison. They are more likely to be healthy and to develop good social skills, which makes it easier for them to find work and succeed in life.

**2.4** We want everyone to benefit from these advantages. Every young person should have the right to start their adult life with the skills, qualities and attributes they will need to succeed.

### **It is time to make a reality of our long held ambition for all young people to stay in learning until 18**

**2.5** As a nation, we have long believed that young people should be in some form of education or training until the age of 18. The Education Act of 1918 not only raised the compulsory school leaving age to 14, but also included a provision for all young people to participate in learning at least part time until they were 18. This provision was never successfully implemented, due to the cuts deemed necessary following the First World War. The 1944 Education Act included measures to raise the compulsory school leaving age to 16, which was finally delivered in September 1972. The 1944 Act also re-enacted

the aspiration of the 1918 Act that everyone should participate at least part time until the age of 18, but again this was never implemented.

**2.6** There has been no substantial change to the requirements to participate since then, yet the world has changed a great deal since 1972. At that time, nearly half of the UK economy was accounted for by sectors such as manufacturing, construction and agriculture, and the jobs which existed in these areas were mostly low skilled. These sectors now make up less than a fifth of our total output, and occupations within them have become much more highly skilled. Changes in technology and trade are breaking down national barriers to economic activity. The rapid growth of emerging economies means that the strength of the UK economy increasingly lies in the skills of its people rather than low labour costs or geographical factors.

**2.7** The *Leitch Review of Skills*, published in December 2006, shows just how important it is

to continue to build on this strength by improving workers' skills and preparing young people for the labour market of the future. As globalisation continues to fuel an increasingly competitive international environment, the Leitch Review projects a sharp decline in low skilled jobs up to 2020 whilst the importance of high-tech jobs increases. By 2020 there will only be around 600,000 jobs undertaken by those without qualifications, compared to around 3.2 million such jobs now. And as global economic change continues, people's economic security will be best delivered by ensuring their flexibility. We know that skills are fundamental to creating a workforce that is better able to adapt quickly and effectively to change. Never before have the benefits of remaining in education or training been more apparent.

**2.8** So although participation rates are now rising, we must do more. In England 77% of 17 year olds (the second year after compulsory education)

participate in education or work-based learning, but international measures place the UK only 24th out of 30 countries in the OECD (the Organisation for Economic Cooperation and Development). Other countries are also recognising the importance of ensuring everyone can benefit from participating for longer. Raising the participation age from 15 to 16 in Western Australia, for example, has seen their participation rate at 16 rise from 80% to 98% and they are set to build on this success by raising the participation age by another year. The Netherlands has now similarly changed the law too and we will look to learn from their experience.

**2.9** In the 2005 *14–19 Education and Skills* White Paper we outlined our aspiration for 90% of 17 year olds to be participating in education and training by 2015. It is one of the key aims of the changes we are currently making to the 14–19 phase. Yet achieving 90% will still not put



us amongst the leaders of the OECD, even if other countries do not improve. If we are to retain our economic competitiveness and give our businesses the skills they need, we must include all young people up to the age of 18 in some form of education or training.

**2.10** As we progressively increase participation and move towards our original aspiration that 90% are in learning, the group that is missing out will become smaller and more marginalised. And this group is likely to comprise the very people that are most vulnerable – those with lower aspirations and increased barriers to learning. That is why we believe that, to galvanise the system to provide better for this group, we must go further, and a different approach is needed.

**2.11** By setting an expectation for all young people to remain in education or training until they are 18 we believe we can ensure that everyone is given the best chance to achieve and succeed and that no one is left behind.

# 3. We need everyone in the system to play their part to provide better for all young people

**3.1** The new requirement we are planning to introduce will be broad enough to enable all young people to choose a worthwhile and engaging education or training option that suits their needs and interests. It will aim to ensure that their learning enables them to progress, by meeting the needs of higher education and employers, and that their achievements are recognised.

## We want all young people to continue their learning until the age of 18

**3.2** Our aim is that from 2013, all young people will continue to participate in education or training post-16. They will be able to do so in a number of ways, including:

- **full time education**, including school, college and home education;
- **work-based learning**, such as an apprenticeship, including traditional contracts of apprenticeship; or
- **part time education or training**, if they are employed, self-employed or volunteering more than 20 hours a week.

**3.3** Young people will continue to be able to work if they choose to, because we recognise the value that employment can bring to a young person. But a young person who is working at 16 or 17 should also be getting education or training. To support this, the employer of a 16 or 17 year old working

over 20 hours a week will be required to provide or arrange accredited training, or to release them from work for the equivalent of one day a week to train elsewhere.

**3.4** The learning young people are doing must enable them to progress and recognise their achievements. We believe young people should work towards recognised qualifications, although we will not make curriculum requirements of independent providers or home education. All learning should include functional skills in English and maths, at least up to level 2. These will be requirements in publicly funded courses.

**3.5** Young people should participate until their 18th birthday or until they have completed their A Levels or equivalent level 3 programme, whichever is sooner. The small number of young people who achieve this before their 18th birthday would therefore still be able to take a gap year before going into higher education, for instance.

## Success will depend on everyone playing their part

**3.6** To achieve our ambitions and realise the potential benefits, we need to focus all of our efforts on encouraging and enabling more young people to participate in learning and achieve.

The primary responsibility for participating will rest with **young people** – and this will apply to all young people resident in England. Young people can expect a choice of worthwhile and engaging learning options, and will need high quality information advice and guidance (IAG) to help them understand what is on offer and make good choices. Where they need it, they can also expect financial support so that money is not a barrier to participation, and targeted support to overcome individual barriers to learning – helping, for example, those young people who have special educational needs, those who are homeless, and those who have caring responsibilities, including teenage parents.

**Parents** and carers play a crucial role in their child's education and will be responsible for helping their

child participate. Our recent *Every Parent Matters* strategy set out our plans to make sure parents have access to a full range of information, advice and support about children's services. As part of this, they can expect up-to-date and practical information about the options available locally and the opportunities they lead onto.

**Providers** will be responsible for the quality of their provision and for ensuring young people attend, by helping them if they encounter problems with or during their learning. They will also help local authorities ensure everyone in their area participates, by letting them know if young people drop out of education or training.

**Local authorities** will be responsible for ensuring that young people resident in their area participate and for providing the support they need to overcome any barriers to learning. They will do this by maintaining up-to-date and accurate information about what young people are doing and responding quickly to provide support if they drop out. They will also have to make suitable arrangements for transport, manage support services, and assess young

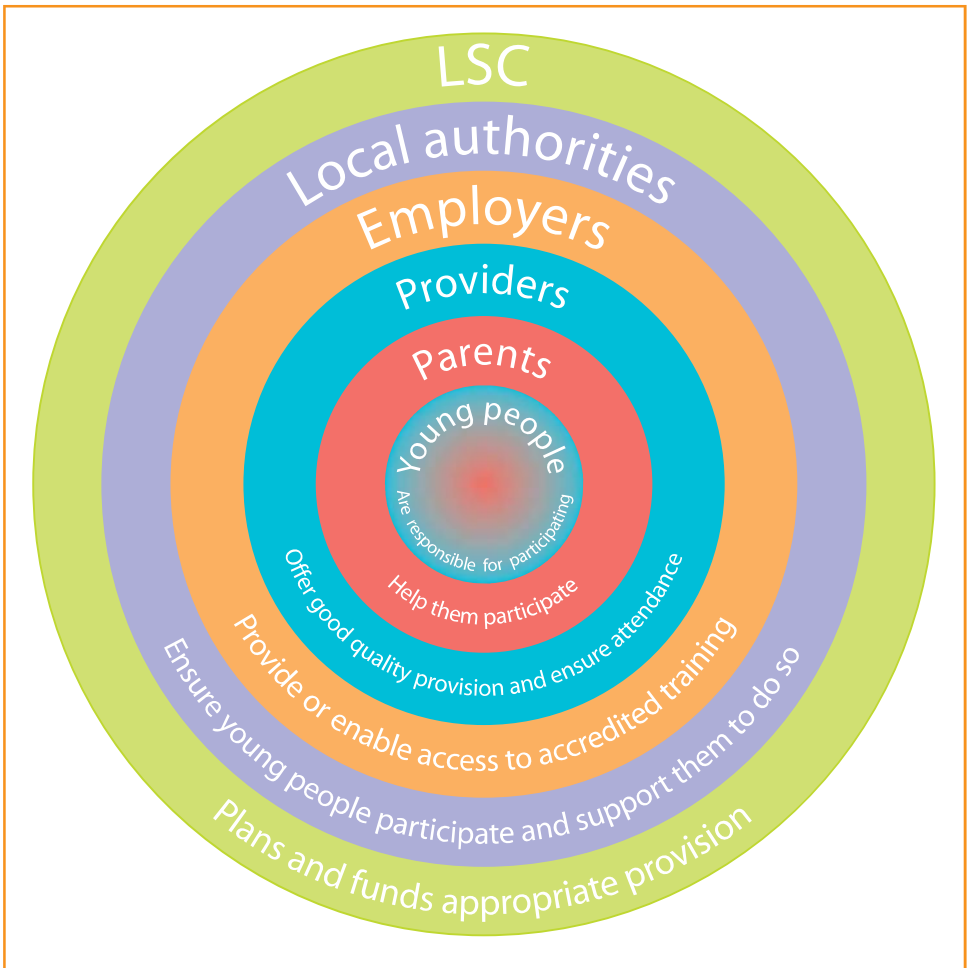
people's special educational needs.

The **Learning and Skills Council (LSC)** is responsible for planning and funding 16–19 provision. As part of the Machinery of Government changes announced on 28 June we said that 16–19 funding will be transferred to local authorities, subject to full consultation and the passing of the necessary legislation. We are working closely with the LSC, local authorities and others to look at the implications of this change.

**Employers** have a central role, providing work-related learning opportunities and Apprenticeships. There will be no requirements on them if they employ a 16 or 17 year old for less than 20 hours per week, or if they provide accredited training. If they employ a young person for more than that, without training, the young person will need to provide evidence that they are in learning before they can start employment, and the employer will need to check this. The employer will also need to release the young person for the equivalent of a day each week so that they can train elsewhere. Employers will not be required to pay the young person for that time. To help them,

employers can expect support to get their own training schemes accredited where they are of good quality; and a brokerage service to help them to choose appropriate training for their employees.

### Everyone playing their part: key roles and responsibilities



## 4. Making a reality of our ambitions for every young person

**4.1** Having a clear set of responsibilities and a shared understanding of roles are essential first steps to ensure that these proposals are implemented effectively. For more young people to learn and achieve we must ensure that the right mix of provision is available and the right level of support is in place.

**We will make sure that there is a suitable, worthwhile post-16 learning opportunity for every young person**

**4.2** For young people to make the most of their right to stay in learning until they are 18, they must have a choice of learning routes that are interesting and relevant, that are available in a range of settings and respond to different learning styles.

That is why, through the curriculum and qualifications reforms announced in the *14–19 Education and Skills* White Paper, we are consolidating and expanding the range of opportunities available, not only in schools and colleges, but also through work-based learning providers and in the workplace. From 2013, all young people will have access to learning that suits their needs and interests and that will provide them with the skills they need for adulthood.

**At every level, wherever they are in the country, young people will be able to choose something that suits their needs and interests**

**4.3** For young people at all levels of ability motivated and engaged by learning related to the world of work, we are

introducing a new range of qualifications for the 14–19 phase. The Diplomas will be available at all three levels – Foundation, Higher and Advanced – in 17 lines of learning.

**4.4** 14 of these will cover all the major sectors of the economy. The first five - Engineering; Society, Health and Development; IT; Construction and the Built Environment; and Creative and Media – will be taught in some areas from next September. They have been developed and supported by employers and the higher education sector and will guarantee all the skills and personal qualities that young people value and need, offering excellent preparation for further study, work or an Apprenticeship. From 2013 all 14–19 learners will have an entitlement to study any of the Diplomas at the most appropriate level for them.

**4.5** We have announced our intention to expand this offer by developing a new set of subject-based Diplomas in

science, languages and the humanities, which will be available to young people for the first time from 2011. We are confident that these new subject-based Diplomas will secure the benefits of Diplomas for more young people. They will provide a wider curriculum offer for those young people on a general route, who want to secure both the theory and practical skills they need to excel in study, work and life.

**4.6** As we are introducing Diplomas, we are strengthening GCSEs and A Levels. As well as incorporating functional maths, English and ICT skills into GCSE, at A Level we are reducing the assessment burden, introducing greater stretch and challenge and developing an extended project.

**4.7** Some young people are keen to go into employment at 16 and continue their learning whilst working. We think the most appropriate route for most young people looking to train for a specific occupation

is an Apprenticeship. There are currently 150,000 16–18 year olds on an Apprenticeship, but although this is many more than a few years ago, we recognise that at the moment there are not enough places for all those who would like one. We will expand the number of Apprenticeships available so that by 2013, there is an entitlement to a place for everyone who wants one and meets the entry requirements. For those who do not meet the entry criteria, there will be a place on a pre-Apprenticeship programme to help them progress quickly onto an Apprenticeship.

**4.8** Young people will still be able to enter other forms of employment, as long as their employer provides training towards an accredited qualification or releases them for the equivalent of a day each week to attend training elsewhere. In addition to an accredited occupational qualification, training should include functional skills in English and maths for those who have not achieved this to

level 2 standard. Where employers are providing good quality training – and many are – we will work with them so that it can be accredited in a low burden way. A wide range of employers, from the Armed Services to major supermarket chains, already provide accredited training for 16 and 17 year olds.

**4.9** For young people not yet working at level 2, it is essential that there are good quality qualifications available at level 1 and below that recognise their achievements and enable progression to the next level. We are replacing and rationalising the complex mix of units and qualifications currently available at this level to simplify what is on offer – both for learners and for employers. This work will create a new ‘Foundation Learning Tier’, with clear ‘progression pathways’, which will be routes to higher levels of learning.

**4.10** It is essential that we work closely with a range of voluntary sector organisations to make use of their expertise



in providing for some of the hardest to reach young people in our society. In *Aiming High for Young People: A Ten Year Strategy for Positive Activities*, we committed to continue to invest in a wide range of opportunities beyond mainstream education. We will also expand the availability of provision for the hardest to reach by investing to support the sustainability and expansion of third sector organisations that have developed effective approaches to working with disengaged young people.

### **We will ensure that there is enough of each type of provision**

**4.11** We were already planning on the basis of our existing aspiration for 90% participation amongst 17 year olds by 2015. Increasing the participation age takes us beyond this and means we need to provide enough places for the entire cohort. However, the total number of 16 and 17 year olds in each year group decreases after

2007/8. So although the proportion of young people participating will increase significantly, the increase in actual numbers will not be as large.

**4.12** In addition, our modelling suggests that, in moving from 90% to full participation, the majority of additional learners would be in the FE sector, with some in school – and we will plan for that expansion. The changes that we are already making to the curriculum, including the introduction of the new Diplomas, require excellent facilities. We are already investing substantially in this, with unprecedented levels of capital funding, both pre- and post-16, from sources such as the Building Schools for the Future and Academies programmes, and the Learning and Skills Council's 16–19 capital fund.

**4.13** Demographic changes will vary between local areas, of course, as will the nature of demand from young people, and local authorities will need to use their own projections

to plan accordingly. In addition, local authorities will need to think strategically when drawing upon capital funding streams in order to ensure that sufficient appropriate provision is available for 100% of young people in their area.

**4.14** The Apprenticeship entitlement will mean that, from 2013, every young person who wants to train on an Apprenticeship and meets the entry criteria will be able to do so. We envisage that, compared to now, there will be 90,000 more 16-18 year olds in an Apprenticeship in 2013, and we will be expanding the number of places available from 2008. Sector Skills Councils have a key role in this and we will work with them to generate further places, by developing new frameworks in sectors where they do not currently exist; working with group training associations to engage more small employers; and through additional marketing activity.

**4.15** We are considering what further steps we could take to engage new employers and make it easier for them to take part in Apprenticeships and what role the public sector could play in delivering the entitlement. We will report back on this later in the autumn.

### **We will ensure young people get the support they need to access these opportunities**

**4.16** We want to ensure that all young people, including the most vulnerable, can benefit from participating in learning and develop the skills that will enable them to better adapt to the challenges and opportunities of later life. Some young people do not currently access the opportunities for learning available and, when we raise the participation age, these young people will be the ones with the most to gain. It is important to recognise the additional barriers some of these young people face and

ensure they are not prevented from participating, achieving and progressing.

## **We will provide financial support for those who need it**

**4.17** It is vital that we make sure that financial circumstances are not a barrier to participation and that every young person, whatever their background, is able to benefit from the opportunities available.

**4.18** Currently 16–19 year olds in education or unwaged training in households with an income of less than £30,810 are eligible for an Education Maintenance Allowance (EMA), subject to satisfactory attendance. This has been a success in enabling and encouraging more young people to participate post-16, and we are now making changes so that it is more closely linked to young people’s attainment and behaviour as well. In addition, we will now extend EMA to include all educational provision that is approved by local authorities, including

provision that they commission from the voluntary sector, so that young people can be financially supported to take a wider range of courses.

**4.19** EMA was introduced to incentivise more 16–19 year olds to participate and ensure that those from low-income families have the opportunity to do so. When we raise the participation age it will still be essential to ensure that financial circumstances are not a barrier to participation. EMA will continue and we will look at the structure of financial support to make sure that it continues to be as effective as possible.

**4.20** We will learn from the lessons of Activity Agreements pilots, which are testing a range of approaches for 16 and 17 year olds currently not in education, employment or training (NEET) with the aim of engaging them in a structured programme of activities in order to help them then progress into education, training, or employment with training. Similar approaches

for all 16 and 17 year olds on Jobseeker's Allowance (Severe Hardship) were announced in the 2007 Budget and we plan to implement them from April 2009.

### **We will support young people facing barriers to participation**

**4.21** Intervening early with targeted youth support when there are problems is critical if young people are to remain engaged and achieve worthwhile qualifications. New evidence set out in *Aiming High for Young People: A Ten Year Strategy for Positive Activities* showed that what young people do outside formal learning has a significant impact on their chances of success in education. *Aiming High* sets out our commitment to get more young people involved in valuable leisure-time activities, with a clear focus on the most disadvantaged and least likely to participate.

**4.22** The *SEN Code of Practice* sets out a framework for supporting young people

with special educational needs in school, so that they can achieve, progress and contribute to society. The range of provision that will be available from 2013 – general qualifications, Diplomas, Apprenticeships and entry and level 1 courses – will enable them to progress in learning. Connexions partnerships and local authorities will continue to offer support to young people with learning difficulties up to their 25th birthday.

**4.23** We want young people in care making the transition to adulthood to have the same opportunities to continue their education as other young people. The local authorities looking after them must ensure that they get the support and guidance that they need to do so. In the *Care Matters: Time for Change* White Paper, published in June 2007, we made a number of proposals, including:

- piloting ways to give these young people a greater say over when they leave care;

- providing an entitlement to support from a personal adviser until the age of 25, for those who remain in education and training or who wish to return to an education or training pathway; and
- requiring local authorities to provide a bursary for all care leavers who go on to university.

**4.24** For teenage parents to participate in learning, they need access to childcare and provision that is flexible and suited to their needs. Support for childcare whilst parents are in learning will continue.

**4.25** We also want to ensure that young people with caring responsibilities will receive the support they need to participate and the cross-Government review of the *National Strategy for Carers* now underway will inform our thinking on this.

**4.26** For young people supervised by the youth justice system, including those in custody, engagement in education and training can play a critical role in helping them to develop the skills they need for life and work, and this is a key factor in reducing re-offending. Young people supervised in the community will have access to the same provision and support as all other young people. For young people in custody, learning and training opportunities will be aligned as far as possible with those in the community, within the constraints of the custodial environment; and local authorities will be responsible for providing information, advice and guidance (IAG) to all young people in their area, including those in custodial establishments. Following a cross-Government review of education for young people supervised by the youth justice system, we will publish plans for improving education and training for this group of young people by the end of 2007.

## We will make sure that everyone participates

**4.27** Key to making sure that all the potential benefits of increased participation can be realised will be:

- Ensuring that there is appropriate, interesting, engaging provision for every single young person, and that we are encouraging flexible start dates so that provision is available throughout the year.
- Ensuring that all young people have the support they need to overcome barriers to learning, stay in their chosen route and succeed in it. This includes having appropriate support for young people with special educational needs; having the right level of financial support in place; and being able to provide advice, help and support with specific problems or when things go wrong.
- Local authorities and their guidance services maintaining accurate, up-to-date information on

whether young people are participating, what they are doing if they are and what action has been taken to re-engage them if they are not. A significant amount of work is already going into identifying those who are not participating and offering them support and appropriate learning places, as part of efforts to reduce the number of young people who are NEET, and we are stepping up our strategy to address this issue. Connexions use and maintain a database locally to support this work. We will work with local authorities between now and 2013 to improve its accuracy and coverage; and schools, colleges and other providers will be required to let the system know if a young person drops out of learning.

- Ensuring that young people's aspirations are raised throughout their education, preparing them to stay in learning until at least 18; and that they

receive high quality, comprehensive and impartial IAG on the range of options they can choose. This should include challenging and innovative careers education and guidance in schools which helps young people to explore learning and career opportunities in new and interesting ways (for example through visits to different types of providers or through ‘tasters’ of possible options). We will help local authorities to commission and deliver high quality IAG that meets the recently published Quality Standards.

### **We will establish clear principles in our approach to compulsion**

**4.28** Ensuring that there are engaging and valuable learning options and appropriate support for all is key to ensuring that as many young people as possible benefit from the new expectation. But these new rights must be matched by

new responsibilities. The experience of other countries suggests that, if the policy is to have the impact we want, we must be clear that it can be enforced if necessary.

**4.29** There are some important principles to our approach:

- Responsibility for participating rests primarily with the young person but parents will be expected to do what they can to help, support and enable their child to participate and they will be held to account if they are found to be part of the problem.
- Everyone’s focus will be on engaging many more young people in learning, so that they are supported to find a high quality learning option that suits them.
- If things go wrong, support and guidance will be the first step.

- Where there are significant barriers to young people's engagement (such as homelessness or drug or alcohol problems), support services will focus on overcoming these first and then taking steps towards re-engagement in education and training.
- Although the information system will help support services and the local authority to identify who is not participating, as it does now, in order to offer support as soon as possible, it will not automatically trigger more formal action. The system will be designed to ensure that each individual is treated fairly and to take full account of their personal circumstances so that formal action does not take place unless it is justified. That is why the local authority will decide on a case by case basis when it is appropriate to take further, more formal action to ensure that a young person participates.

### **We will create an effective enforcement system, focused on support and re-engagement**

**4.30** If a young person encounters problems, or shows signs of disengaging from learning, the first step will be for the learning provider to try to identify and address the issues by providing additional support or identifying an alternative learning programme. Of course some young people will have chronic health problems which may prevent them from participating for a period of time.

**4.31** If the young person drops out of learning altogether, the learning provider will be required to inform the local authority's registration system. The local authority's guidance service will then contact the young person and work with them over a period of time to identify an appropriate alternative learning option and provide support to take up the opportunity. If the young person still does not engage they will be given a formal last chance to engage



voluntarily, making clear that if they do not, the local authority will take further steps to ensure that they participate.

**4.32** The local authority will decide when the time is appropriate for this and will then have the power to issue an Attendance Notice, specifying precisely the provision the young person must attend and where and when they must do this.

**4.33** If the young person wished to challenge the Attendance Notice it would be referred to an independent adjudication panel, which the local authority will set up. The panel would review the steps the local authority had taken to ensure that there had been sufficient opportunity and support to engage voluntarily. As part of that, the panel would take advice from the guidance service and information on the young person's and their family's circumstances. The panel would have powers to confirm or dismiss the Attendance

Notice and to recommend the local authority to take action to meet the needs of the young person.

**4.34** If the young person subsequently did not meet the terms of their Attendance Notice, the local authority would be able to issue them with a Fixed Penalty Notice. The young person could appeal again to the same panel, which would be able to confirm or dismiss it. If the FPN is unpaid the local authority could bring the case before the Youth Court, where the penalty on conviction would be a fine. We expect that it would only be as a last resort that a case would reach this stage. If a fine is unpaid, the Youth Court cannot use custody as a means of enforcing it, although it has a number of other options, including taking the money from wages or imposing an unpaid work requirement.

**4.35** The vast majority of parents will of course want to encourage and support their children to participate in education or training. Where a young person is not participating and parents are part of the problem, the local authority would be able to enter into a Parenting Contract, setting out what the parent agrees to do and the support the local authority provides. It would also be able to apply to the Magistrate's Court for a Parenting Order obliging the parent to comply with certain requirements.

## 5. Legislative Changes

- 5.1** We propose to raise the participation age in stages. From 2013 young people will participate until the end of the academic year in which they turn 17; and then until the age of 18 from 2015. The first cohort of young people to be affected will start secondary school in September 2008 and so it will be clear to them early on what they are expected to do and the system can focus on supporting them to do that. They will be the first to be taught under the new Secondary Curriculum and benefit from the flexibilities it offers, and so they will be better engaged and prepared for Key Stage 4. They will then be the first to have the entitlement to a Diploma or an Apprenticeship place in 2013 at age 16, as well as being the first to benefit from staying longer in learning.
- 5.2** We have already begun the work required to implement this policy effectively by 2013, building on everything we are doing to meet our existing targets for participation and attainment. This includes the major qualifications and curriculum reform from the *14–19 Education and Skills White Paper* and the September Guarantee of an offer of a place in learning for every young person leaving Year 11. From 2013 the Diploma and Apprenticeship entitlements will be in place, enabling us to raise the participation age.
- 5.3** To make a success of this policy we will need to bring about a cultural change. We need to raise the expectations and aspirations that we have for our young people and that they have for themselves – so that they can all benefit from learning for longer and achieving. We are legislating now to build expectations early on with those who will be the first to benefit; to ensure that the provision and

support is in place; and to galvanise the system to deliver. Following legislation we will be working with a range of our education partners, to develop and produce an implementation plan.

## **We will legislate through the Education and Skills Bill**

**5.4** Some aspects of this policy require legislative changes. We will propose these to Parliament in the Education and Skills Bill this autumn and this is subject to approval through the Parliamentary process.

**5.5** A number of duties create the expectation for all young people to participate until they are 18:

- A duty on young people to participate.
- Duties on employers, if they are not providing accredited training, to check the young person's evidence that they are in learning and to release them to train elsewhere.

These duties are designed to incentivise young people who want to work to get into learning.

- A duty on local authorities to ensure that young people participate.
- A duty on local authorities to take action if they believe that a young person is not receiving suitable education or training.

**5.6** Other duties will help to implement this successfully:

- A duty on providers to inform the local authority if a young person drops out.
- A clarification of local authorities' existing duties in relation to transport, and ensuring that, in devising their transport policies for 16–18 year olds, they consider travelling time.
- As proposed in *Youth Matters*, a transfer of duties from the Secretary of State to local authorities to provide the Connexions service, including a duty to maintain the registration system that supports it and

a duty on the local authority to assess the education and training needs of young people with special educational needs.

**5.7** Finally, we need to create duties and powers to ensure that everyone does participate:

- Powers for the local authority to issue Attendance Notices and Parenting Contracts and apply for Parenting Orders; a duty to set up an independent panel; powers to issue Fixed Penalty Notices and take young people to the Youth Court.
- Powers for the independent panel to confirm or dismiss Attendance Notices, and give advice to the local authority to meet the needs of the young person.

**5.8** These powers would allow the local authority to take progressive steps to ensure a young person participates, but only where: everything has been done to support and re-engage the young person and

identify appropriate provision; there are no extenuating circumstances or barriers to learning; and the young person is refusing to participate.

**5.9** As well as the changes necessary to raise the participation age, the Education and Skills Bill will seek to deliver improvements to the country's adult skills base by taking forward policy set out in *World Class Skills: Implementing the Leitch Review of Skills in England*. This legislation will significantly strengthen current adult funding entitlements for basic literacy and numeracy skills, adult first full level 2 qualifications and first full level 3 qualifications for learners aged between 19 and 25. These new provisions will contribute to dramatically driving up demand for skills, enabling the UK to achieve world class skills by 2020. Individuals and their communities will benefit through a better path to sustained employment, career progression, and increased

income. Employers will benefit through higher productivity, competitiveness and profitability. The country will be better able to compete in the rapidly changing global economy, leading to increased productivity and employment rates and decreased poverty and disadvantage.

## Annex of Publications

*Every Child Matters: Next Steps*, February 2004

[http://www.everychildmatters.gov.uk/\\_files/A39928055378AF27E9122D734BF10F74.pdf](http://www.everychildmatters.gov.uk/_files/A39928055378AF27E9122D734BF10F74.pdf)

*14-19 Education and Skills White Paper*, February 2005

<http://www.dfes.gov.uk/publications/14-19educationandskills/>

*Youth Matters Green Paper*, July 2005

[http://www.everychildmatters.gov.uk/\\_files/Youth%20Matters.pdf](http://www.everychildmatters.gov.uk/_files/Youth%20Matters.pdf)

*Leitch Review of Skills: Prosperity for all in the Global Economy – World Class Skills*, December 2006

<http://www.dfes.gov.uk/furthereducation/uploads/documents/2006-12%20LeitchReview1.pdf>

*Every Parent Matters*, March 2007

<http://www.teachernet.gov.uk/wholeschool/familyandcommunity/workingwithparents/everyparentmatters/>

*Raising Expectations: staying in education and training post-16 Green Paper*, March 2007

<http://www.dfes.gov.uk/publications/raisingexpectations/>

*Care Matters: Time for Change White Paper*, June 2007

<http://www.dfes.gov.uk/publications/timeforchange/>

*World Class Skills: Implementing the Leitch Review of Skills in England*, July 2007

<http://www.dius.gov.uk/publications/publications-leitchreview.htm>

*Aiming High for Young People: A Ten Year Strategy for Positive Activities*, July 2007

<http://www.dcsf.gov.uk/publications/tenyearyouthstrategy/index.shtml>

Copies of this publication can be obtained from:

DCSF Publications  
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## Appendix 2

### NEET and Not Known Action Plan

This document identifies the developmental actions to be taken by Connexions partners to reduce the number of young people who are Not in Education, Employment or Training (NEET) or whose current situation is Not Known. This Action Plan does not document all the work that takes place in Leeds to reduce the number of young people NEET. Work takes place within statutory, voluntary, community and faith organisations to reduce NEET. There are a number of plans for Leeds that identify actions that will help to reduce the number of young people who are NEET, including the Children and Young People's Plan, the 14-19 Strategy, the Children Missing Education procedures, the Teenage Pregnancy and Parenthood Strategy, the Multi Agency Looked After Plan, the Youth Justice Plan and individual organisational plans.

Theme	Action	Partners	Lead responsibility	Progress to date	Target date
<b>Ownership and recognition of NEET Strategy</b>	NEET Strategy and Action Plan to be agreed by Leeds Local Management Committee (LMC) and 14-19 Strategy Group	LMC and 14-19 Strategy Group Members	JP GM		Nov 07
	Responsibility of NEET Strategy Group to review NEET Action Plan.	NEET Strategy Group Members	MB		Quarterly
	NEET targets (for Year 11 leavers) to be identified for each school and included in their Partnership Agreements with Connexions, building on formative target setting agreements in 2007	igen, Schools, Education Leeds	TW		Oct 08
	Regular analysis of NEET and Not known cohort is undertaken by Connexions in partnership with igen and the LDP group. Analysis is used to inform operational practice.	CxWY, igen, LDP Group	GH	Connexions Management Information used to provide monthly	Monthly

Theme	Action	Partners	Lead responsibility	Progress to date	Target date
<b>Partnership Working</b>	Schools will be supported to identify models of good practice and improve multi agency working (including the context of extended services) in order to enable young people to progress into and remain in post-16 learning. Appropriate referral systems will be identified.	Schools, igen, Youth Work Partnership, Education Leeds, VCFS	TW	analysis.	June 09
	Colleges will be supported to identify models of good practice and improve multi agency working in order to enable young people to remain in post-16 learning. Appropriate referral systems will be identified.	Colleges, igen, Youth Work Partnership	TW		June 09
	Training Providers will be supported to identify models of good practice and improve multi agency working, in order to enable young people to remain in post-16 learning. Appropriate referral systems will be identified.	WYLP, igen, Youth Work Partnership	TW		June 09
	Connexions West Yorkshire project to ascertain quality of inputting into CCIS by PAs and identify any gaps and training needs.	Cnx WY	GH	Project started	Jan 08
	Establishment of referral protocols between Connexions Providers, taking in to account the young person's view and role in the	Cnx providers	MB		March 08

Theme	Action	Partners	Lead responsibility	Progress to date	Target date
	referral. 1 <sup>st</sup> stage: Models of good practice identified for referral and handover of young people, who are NEET, to most appropriate Connexions PA and other Support Services.				
	Development of an integrated management information system for Connexions PAs that is used by all providers, to improve data sharing and tracking of young people's situation.	IYSS, Cnx Providers	JP	Continue with existing system during 08/09 whilst integrated system is put in place.	April 09
	Providers of Connexions Services encouraged to sign up to protocols around data exchange and tracking mechanisms within the partnership.	Cnx West Yorkshire, Cnx Providers	GH		Ongoing to March 08
	Year 11 annual Activity Survey takes place to accurately record young people's situation. Connexions providers input their information in to Activity Survey	igen supported by other Cnx providers.	TW		July-Dec 07
	There will be increased joint working between PAYP keyworkers and Connexions PAs. PAYP keyworkers will be encouraged to attend Connexions Knowledge Network sessions.	PAYP Team Cnx providers	SC HW		Ongoing

Theme	Action	Partners	Lead responsibility	Progress to date	Target date
	The PAYP manager will attend the Connexions PA Managers Forums. PAYP workers details to be placed in the Connexions directory. Exploration of joint training activities to promote PAYP to Connexions PAs.				
	Links made with the Worklessness Groups. Attendance at Joint Worklessness Partnership Meeting by NEET Coordination Officer. Ensure communication between strategies targeting workless adults and young people NEET.	Ed Leeds, JobCentre Plus	MB		Ongoing
<b>Information/ Resources</b>	Geographical map of Connexions services produced and made available for Partners and young people	Cnx WY, Cnx providers	PB		Dec 07
	Establish a protocol for the sharing of job vacancy information and vacancy submissions between Connexions providers, enabling easy access to information for all young people and providers. Ensure young people can access vacancy information both online and in person.	Cnx Providers	TW		Oct 07
	Connexions PAs involved in the development of the Common Application Process to ensure it meets the needs of young people who are NEET.	Education Leeds, Cnx providers	AC		Ongoing

Theme	Action	Partners	Lead responsibility	Progress to date	Target date
	Connexions PAs and school staff trained in the use of the Common Application Process to explore opportunities available and track the applications made by young people.	Education Leeds, Cnx providers, schools	AC		Dec 08
	Further development of a resource listing all Personal Development Opportunities (PDOs) available to be used by workers. Resource placed on Connexions West Yorkshire site. Updated regularly.	Education Leeds, Providers of PDOs	MB	Use of table produced by Igen as basis of resource	September 07 – initial resource. Ongoing updates
	Geographical mapping of NEET young people to establish super output areas where levels of NEET are high.	Cnx West Yorkshire	MI		Oct 07
	Staff working with young people are involved in the development of the electronic Individual Learning Plan (eILP) including Connexions, Youth Services, Social Care, Schools, Colleges and Training Providers. Ensuring that the eILP can be used as a tool to encourage young people to participate in learning.	Education Leeds, Cnx Providers, Youth Work Partnership, Social Care, Schools, Colleges, WYLP	RH		Ongoing
	Training for staff on the use of the eILP and how it can help to engage young people in planning and decision making to remain in learning. Training for Connexions PAs, Youth Workers, Social Care, school, college,	Education Leeds, Cnx Providers, Youth Work Partnership,	RH		Dec 08

Theme	Action	Partners	Lead responsibility	Progress to date	Target date
	training provider and Education Leeds staff.	Social Care, Schools, Colleges, WYLP			
<b>Staff Development</b>	PA training session to share good practice on "how we prepare our clients for EET". Review of event to establish ways of sharing good practice between PAs.	Cnx Providers	HW	Workshop scheduled for November 07.	Review of workshop – Dec 07
<b>Provision of Opportunities for young people</b>	The September Guarantee to be monitored by Cx WY and LSC. September Guarantee Liaison Officer to identify gaps in provision.	Cx WY, LSC, Igen	RM		Jan 08
	Engagement Programme run in specific schools in Leeds. Targeted at learners in Years 10 and 11 not engaged in mainstream education to enable participation and progression in to EET post-16.	Ed Leeds, Schools	GM		June 08
<b>Vulnerable Groups</b>	Analysis of NEET cohort to identify other groups over-represented in the NEET cohort. Work done to establish if there are high numbers of NEET young people within: <ul style="list-style-type: none"> <li>Gypsy, Roma and Traveller Communities</li> <li>Young Carers</li> <li>Refugee/ Asylum Seekers</li> <li>Homeless Young People and young people whose families are in temporary or refuge accommodation.</li> </ul>	Ed Leeds, Connexions providers	MB		March 08

Theme	Action	Partners	Lead responsibility	Progress to date	Target date
Teenage Parents	Promotion of Care to Learn to Training Providers, development of case studies to highlight use of the scheme to Providers.	igen, Ed Leeds WYLP Teenage Pregnancy and Parenthood (TPP) Partnership	MB		March 08
	Training developed for Health visitors and Centre Managers in Children's Centres about working with Teenage Parents to include information about Connexions PA support for Teen Parents.	TPP Partnership	KS		March 08
	Consultation with young parents about development of a range of courses for young parents including part-time and taster courses at FE Colleges.	Ed Leeds, Colleges, Cnx WY	MB		June 08
Young Offenders	Clear guidelines established with FE Colleges and Training Providers about how they deal with a disclosure of an offence by a young person. Young person friendly leaflet produced which explains when a young person must disclose a conviction. Leaflets distributed to workers to use when advising young people.	FE Colleges, Training Providers, YOS, Cnx WY	MB SM		March 08

Theme	Action	Partners	Lead responsibility	Progress to date	Target date
	Dance United project run for young offenders across West Yorkshire to access. Dance project engaging hard-to-reach young people and leading to participation in full-time education. Secure further funding for YOS referrals from Leeds to the programme.	YOS	JH		Ongoing
	Cnx PAs based in YOS teams. One PA to take a lead on young offenders accessing arts based provision, with a record of success in engaging hard-to-reach young people.	YOS, igen	JH		Ongoing
	Keeping Young People Employed (KYPE) service to support young offenders into Education, Training and Employment (ETE). Primary focus of the KYPE programme is the prevention of custody (or return to custody) through enhancing the activity of Leeds YOS ISSP team. The service will develop and support a number of volunteer mentors.	YOS	JH		March 08
Young people with LDD	Contact with LSC to engage in ongoing discussions around the provision of appropriate FE courses and WBL to young people with LDD.	Cnx WY, Cnx Providers, LSC	PH		Ongoing
Young people in-care/ Care leavers	Establish protocol with Colleges for how they exchange information with Pathway Planning Team, to ensure similar communication to	Colleges, Pathway Planning, Ed	MB, PS		Jan 08



Theme	Action	Partners	Lead responsibility	Progress to date	Target date
	that between Colleges and parents re young people's attendance, behaviour etc.	Leeds			
	To improve availability of work experience and preparation for work for young people In Care. Evaluate practice from Princes Trust programme in Bradford and The Hub in Kirklees. Produce model for West Yorkshire LAs	NEET Care Leavers project advisory group	JC		Oct 07
	Improve study support available for young people In Care/Care Leavers for KS4 and beyond. Evaluate practice from Middlesbrough, Calderdale and Wakefield. Produce a model for West Yorkshire Local Authorities.	NEET Care Leavers project advisory group	JC		Oct 07
	Improve education, training and employment aspirations of young people from care. Produce a guide to financial support and incentives for achievement at school and in further and higher education for young people in-care/care leavers.	NEET Care Leavers project, Pathway Planning Team, igen, Young people	JC		Jan 08
	Work experience / employment opportunities for care leavers. Establish a written protocol on preferential treatment by LCC. Testing of a protocol by young people wanting employment	NEET Care Leavers project, Pathway Planning	JC, PS		Jan 08

## Future Developments

Work needs to be developed with partners around the following areas, to establish specific actions:

- Building on the results of the analysis of the NEET cohort to inform improved ways of working with those vulnerable groups of young people identified.
- Engaging with parents/carers in work to increase the number of young people in EET.
- Training developed with, and delivered by, young people to enable the wider professional network to understand the needs of groups most likely to become NEET.
- Considering the range of mentors working with young people in Leeds and how we can use that resource to promote young people entering EET.
- Develop a strategy for engaging and working with Employers which will take in to account the needs of young people with LDD.
- Look at how becoming a parent affects young men and affects decision making in relation to EET options. Use this to establish if there is a need for staff training around teenage fathers.

## Key

AC = Andrea Cowans, 14-19 Project Manager, Education Leeds  
GH = Gerry Hudson, Area Manager, Connexions West Yorkshire  
GM = Gary Milner, 14-19 Team Leader, Education Leeds  
HW = Hannah Williams, Connexions Training and Development Coordinator, igen  
JC = Jo Coles, NEET Care Leavers Project Manager, National Leaving Care Advisory Service/ Connexions West Yorkshire  
JH = Jim Hopkinson, YOS Manager, Youth Offending Service  
JP = John Paxton, Head of Youth Services, Leeds City Council  
KS = Kiera Swift, Teenage Pregnancy Coordinator, Education Leeds  
MB= Mary Brittle, NEET Coordination Officer, Education Leeds  
MI = Manni Imiavan, MIS Manager, Connexions West Yorkshire  
PB = Paul Baker, Area Manager, Connexions West Yorkshire  
PH = Pat Heron, Partnership Director, Connexions West Yorkshire  
PS = Paul Skidmore, Pathway Planning Team, Children and Young People's Social Care  
RA = Richard Amos, Leeds Partnership Manager, LSC  
RH = Rob Hodgson, Personalisation Projects Coordinator, Education Leeds  
RM = Ruth Morris, September Guarantee Liaison Officer  
SC = Sally Coe, Out of School Activities Team Leader, Youth Service  
SM = Steve Maw, Operational Manager (West), Youth Offending Service  
TW = Terry Walsh, Director, Leeds Careers, igen

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## **Leeds NEET Strategy (2007-2010)**

### **1) Vision**

It is our vision that all young people in Leeds, aged 13-19 (up to 25 for young people with learning difficulties and/or disabilities (LDD)) are able to make positive choices about their future and are given the support they need to achieve the five outcomes of Every Child Matters, particularly Economic Well Being.

### **2) Introduction**

a) The number of young people aged 16-18 who are Not in Education, Employment or Training (NEET) is an indicator of the number of young people who will be unemployed for long periods in their lives. Long-term unemployment can have a significant negative impact on people's lives. The vision is that all young people will have the skills and support they need to engage in learning, in order to build better futures.

b) The development of an Integrated Youth Support Service (IYSS) presents an opportunity to take a more holistic approach to the needs of children and young people and see the current Connexions strategy in the context of a wider 0-19 agenda. Targeted Youth Support, as a key element and expectation of the IYSS, will be a driving influence for resource deployment. Every Child Matters, Youth Matters and the 14-19 Strategy all combine to create an opportunity to develop the way organisations work together to achieve the five outcomes, increase participation in learning and reduce the number of young people who are NEET. Furthermore, as we move towards the raising of the participation age, in 2013, the engagement of 16-18 year olds in learning will increasingly influence policy. Based on the principle of 'Something for everyone and more for those who need it' targeted work will be part of the Universal Service available to all young people.

c) The NEET Strategy supports the Children and Young People's plan, the Teenage Pregnancy and Parenthood Strategy, the Multi Agency Looked After Plan, the Local Area Agreement, the 14-19 Strategy, the Youth Justice Plan and the Education Leeds Inclusion Strategy. The strategy will take place in the context of the 14-19 Area Review.

d) The development of the Connexions service necessitated the development of joint ways of working across Leeds. Organisations from the public, private and third sector came together to inform, drive forward and deliver the Connexions strategy, supported at a sub-regional level by Connexions West Yorkshire. The participation of young people was and continues to be a key part of the establishment, design and review of the Connexions service.

e) The Leeds NEET Plan 2006-08 analysed the NEET cohort in detail and identified groups of young people who are most likely to be NEET. This updated strategy and the attached NEET Action Plan build on this work and set out the way forward for Leeds to 2010.

### **3) Where we are**

As a result of successful partnership working in Leeds the following has been achieved:

- a) A reduction in the percentage of young people who are NEET from 9.3% (2,096 individuals) in November 2004 to 9.0% (2,078) in November 2006<sup>1</sup>. (Comparison between Leeds and its Statistical Neighbours is attached as Appendix 1).
- b) A significant reduction in the percentage of young people whose situation is Not Known from 9.8% (2,366 individuals) in November 2004 to 7.8% (1,918) in November 2006.
- c) Partnership Agreements and Information Sharing Protocols are in place between most of the key organisations that work with young people.
- d) An increased number of 16-19 year olds in learning (by approximately 2,000 in the last 3 years).
- e) Groups of young people who are more likely to become NEET have been identified and resources targeted at these groups. The priorities are: young offenders, teenage mothers, care leavers and young people with LDD.
- f) Excellent training is in place to ensure Connexions PAs have the necessary skills and knowledge to engage with and support young people.

The progression of young people from Year 11 into Education Employment or Training (EET) continues to be a priority. Resources have been targeted at key transition points and the percentage entering EET has been maintained during a period when the number of young people in the cohort has risen. The number of young people who are NEET at age 17 is an area of concern to be considered in the development of targeted actions.

### **4) Where we want to be**

a) The 2010 Public Sector Agreement (PSA) percentage NEET target is designed to measure the progress that Leeds makes over the next 3 years in reducing the size of this group. The target for Leeds is set at 6.8%.

b) It should be the expectation for all young people, and those working with them, that they will be engaged in learning<sup>2</sup> post-16. Young people will be given support to help them overcome barriers.

c) It is acknowledged that there are situations where not engaging in EET is a necessary choice and young people will be given the support they need to negotiate a route back into EET at the appropriate time.

### **5) What next?**

This updated NEET Strategy is a reflection of the partnership's evaluation of where we've come from, achievements to date and assessment of gaps in provision.

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<sup>1</sup> Using the Local Authority NEET definition.

<sup>2</sup> In learning includes young people in full-time education, work based learning and employment with training.

In order to ensure we continue to improve we will:

- a) Produce an Action Plan to increase participation in learning and reduce NEET, in which all partners are aware of their role and responsibilities. The plan will contain both early preventative measures and remedial actions. The plan will be reviewed and updated quarterly.
- b) Ensure young people continue to be involved in the development of services, so that their views, experiences and aspirations become part of the solution to reducing NEET.
- c) Ensure the involvement of all organisations working with young people age 13-19 (up to 25 for young people with LDD) in the development and review of the NEET Strategy and Action Plan.
- d) Use the available Management Information to fully understand the characteristics of the NEET and potential NEET cohort and inform provision of resources, by location as well as type of service.
- e) Establish ownership by all relevant organisations of their role in reducing the number of young people who are NEET.
- f) Contribute to developing strategies to raise the expectations of young people, families and communities.
- g) Seek to ensure that the opportunities are available for all young people to access appropriate Education, Training or Employment together with support to help them sustain that activity.
- h) Seek to ensure that preparatory support, including personal development and volunteering opportunities, is available to young people to enable progression to long term EET outcomes.

**Leeds compared to Children's Services Statistical Neighbours<sup>3</sup>**

% of 16-18 year olds NEET, 2006 <sup>4</sup>

	NEET %	Not Known %
Leeds	9.1	7.7
Bolton	12.7	5.6
Bury	8.0	3.7
Calderdale	9.7	6.8
Darlington	6.7	4.1
Derby	8.4	5.4
Kirklees	9.7	6.4
North Tyneside	11.4	7.5
Sheffield	10.5	6.7
Stockton on Tees	9.9	4.9
St Helens	10.0	2.8

**Leeds compared to Core Cities**

% of 16-18 year olds NEET, 2006 <sup>5</sup>

	NEET %	Not Known %
Leeds	9.1	7.7
Birmingham	11.4	3.9
Bristol	7.8	5.5
Liverpool	13.2	4.5
Manchester	11.4	5.3
Newcastle	9.4	8.7
Nottingham	8.0	6.8
Sheffield	10.5	6.7

<sup>3</sup> The Children's Services Statistical Neighbours tool was commissioned by the DFES. It is designed so that statistical neighbours assigned to each Local Authority are appropriate for comparing performance in terms of the five Every Child Matters outcomes. The model uses recent census information (2001).

<sup>4</sup> Figure used is the average of the NEET figure for the end of November 2006, December 2006 and January 2007.

<sup>5</sup> Figure used is the average of the NEET figure for the end of November 2006, December 2006 and January 2007.



**ITEM No:**

Originator: Carol Jordan

Tel: 0113 2475584

**REPORT TO EDUCATION LEEDS BOARD**

**SUBJECT: Attendance and Exclusion Report 2006/2007**

**Executive Summary**

**PURPOSE OF THE REPORT**

- 1 The annual report on attendance and exclusions is intended to provide a summary with regard to authorised absences, permanent and fixed term exclusions.
- 2 The following is a summary of the key issues arising from the analysis of attendance and exclusions data for the 2006/07 academic year. A full report is provided in Appendix 1.

**BACKGROUND**

- 3 After improving considerably in previous years, attendance in Leeds primary schools fell by 0.35% in 2005/06 and the equivalent to 27,000 school days. 2006/07 saw a return to the positive trends demonstrated previously with a rise of 0.49%, the equivalent of 37,000 school days.
- 4 Attendance in Leeds primary schools is now at its highest level and has shown significant improvement since we started systematically measuring levels of attendance in 1996/97 when the figure recorded was 93.87%. Attendance at the end of 2007 has risen to 94.8%.
- 5 Unauthorised absence increased in 2006/07 in Leeds primary schools; this was replicated nationally and in comparative authorities. Initial analysis indicates that this is partially due to the introduction of statutory attendance codes for all schools across the country.
- 6 In the 2006/07 academic year, 72% (160 schools) of primary schools improved their attendance. Just over half, 53% of primary schools achieved their attendance targets.
- 7 58%, 127 primary schools are in the top quartile and 81.5%, 177 schools are in the top two quartiles for attendance. 15.8%, 6 secondary schools are in the top quartile and 42.1% are in the top two quartiles for secondary attendance.
- 8 A key focus of our work over the next year will be to work in partnership with these schools to disseminate best practice using the No Child Left Behind framework.
- 9 Primary attendance improved in all wedges in 2006/07. Attendance remains the highest in the North East wedge with the North West wedge a close second. Attendance remains lower than the Leeds average in the East and South wedges

however both have demonstrated significant increases on last years figures with the South showing their best attendance figures in the last three years.

- 10 Significant improvements can be seen in the attendance of primary age pupils in receipt of FFI funding, level 1 with an increase of 11% from 85% in 2005/06 to 96% in 2006/07, placing this cohort group above the Leeds average by 2%.
- 11 The attendance of Looked after Children in primary schools also showed a significant increase in levels of attendance from 88% in 2005/06 to 94% in 2006/07, placing them in line with the Leeds average.
- 12 After improving considerably in previous years, attendance in Leeds secondary schools fell by 0.8% in 2005/06, the equivalent to 37,000 school days. In 2006/07 the downward trend was halted and secondary attendance stable at 90.9%.
- 13 Across Leeds secondary schools unauthorised absence has increased by 0.71%. Some of the increase in unauthorised absence will be explained by improved data quality through the introduction of the new national attendance codes in September 2006, this is reflected in the increase in unauthorised absence seen nationally and in statistical neighbours
- 14 Of the pupils that had attendance below 80% in 2005/06, only 13.6% achieved 5 or more GCSEs at grades A\*-C, compared to 52.2% for all pupils and 65.9% for pupils with attendance greater than 95%. The percentage achieving 5 or more A\*-C increases as attendance increases.
- 15 In the 2005/06 academic year, 15 Leeds secondary schools were identified as target schools; this has risen to 18 in 2006/07. Two of the 2005/06 cohort of schools have made significant progress and are no longer target schools. An additional five schools have been added to the target schools list due to the change in criteria.
- 16 Of the 15 target schools in 2005/06, eight reduced the number of persistent absentees, by more than 10 and overall the target schools achieved a 10% reduction in the number of persistent absentees. Of the five schools that have become target schools in 2006/07, 3 enter due to the change in criteria and two due to significant increases in persistent absentee pupils.
- 17 Secondary attendance remained static in the South, rose slightly in the West and North East and declined in the North West and East.
- 18 Attendance in SILCs has fallen in 2006/07. This is mainly due to the impact of one SILC, five of the six SILCs have attendance above 88%, but attendance at the citywide BESD SILC fell to 66% in 2006/07.
- 19 Reduction of permanent exclusions has been a key driver of the 'No Child Left Behind' agenda. Brilliant results have been achieved over the last three years in reducing permanent exclusions

- 20 The number of permanent exclusions in Leeds schools has fallen significantly. The percentage of pupils permanently excluded in Leeds has been below national levels since 2004/05, the percentage of pupils excluded in Leeds in 2006/07 is half the national rate for 2005/06.
- 21 In the 2006/07 academic year there were no permanent exclusions from Leeds primary schools or SILCs. The percentage of pupils permanently excluded from primary schools and SILCs in Leeds has been consistently below national levels over the last three years.
- 22 The percentage of permanent exclusions in Leeds that was for persistent disruptive behaviour decreased in 2006/07 and is now lower than the national average. The proportions of exclusions for 'Other' reason and 'Verbal Abuse of Staff' are lower in Leeds than nationally.
- 23 The number of schools with five or more permanent exclusions decreased once again in 2006/07, with only four schools having this level of exclusions. These four schools accounted for 45% of all permanent exclusions. Over a quarter of schools (10) had no permanent exclusions in the 2006/07 academic year.

### **MAIN ISSUES**

- 24 Leeds schools are increasingly high achieving, inclusive learning places. They do not exclude children and young people easily and make every effort to ensure they find creative positive solutions rather than exclude. Increased inclusive learning opportunities are being found through a more personalised flexible approach and increasingly the range of support and opportunities are opening up to ensure that young people will be listened to and their needs met. The 14 – 19 agenda will further support this journey.
- 25 Extended services and increasingly multi-agency working at a local level, right in the heart of our learning communities, is supporting children and families to raise their aspirations and hopes and actively choose to attend, learn and be fully included. In Leeds we now have 32 extended school clusters and are well on our way to meeting our target of half of primary schools and one third of secondary schools providing the core offer by September 2008.
- 26 The introduction of the Common Assessment Framework (CAF), lead professional and more recently lead budget holding professional demands that services and agencies work differently to support children, families and schools. Multi-agency conferencing and action planning around the needs of the child and family requires rapid response from services once their representative returns with the agreed actions that will be commissioned from individuals and services. Leeds has piloted and evaluated their implementation of this approach in the West of the City and is now well placed to build upon this learning and action across the City. At this time 217 CAFs have been initiated and 239 people have been trained to take on the Lead Professional role from across all agencies.
- 27 Over the last year services have been evaluating how they work and their core purpose and functions. Many have re-aligned or in some cases restructured themselves to deliver in a Children Service's world.

- 28 The Attendance Service has recognised the need for new ways of integrated working in localities that is responsive to the needs of children, families and schools and is increasingly most effective when working in partnership with other services and agencies across the Council. Key objective 4 of the refreshed Inclusive Learning Strategy will focus on the shift to increased localised delivery across clusters and localities.
- 29 At the same time they have strengthened their central monitoring and support role through increased partnership working with the National Strategies team to identify, develop and disseminate best practice. Attendance Advisers are increasingly working with secondary school advisers and services at a local level using the framework established through 'No Child Left Behind', to identify need and target resources as required. Increasingly this work will be increase through attendance officers located in and working with other services in a more integrated way at a localised level within extended service clusters.
- 30 Joint target setting for Attendance and exclusions are now well embedded in the School Improvement Partners (SIP's) visits.
- 31 The partnership and collaborative approach used through 'No Child Left Behind' is now well established and has given schools, as the main deliverers of learning in their local communities, a platform to plan and craft the future with services and agencies across Children Leeds that will reflect local need yet meet the needs of all children and families across the City.
- 32 53 Parent Support Advisers (PSA's) are supporting 79 primary and secondary schools, pupil referral units and Specialist Inclusive Learning Centre's (SILC's). Of the 1121 young people supported by PSA involvement, 125 had been fixed term excluded immediately prior to PSA support. Following PSA support, 54 of these children and young people have not received a further fixed term exclusion up to July 2007.
- 33 All PSA's are working to improve the attendance and punctuality of children and young people by supporting parents and carers at Stage 1 of the Attendance Improvement Strategy 5 stage process. Attendance has improved by at least 485 of children and young people whose parents/carers have been supported by Parent Support Adviser, between January and July 2007. Attendance was recorded as the primary reason for referral in 392 cases (34% of all cases).
- 34 All partners across the City have signed up to the shared vision of high quality inclusive learning across the continuum of need, whatever it takes.
- 35 Whilst the LPSA targets for 2008 are challenging 40 permanent exclusions; 25 fixed term exclusions per thousand pupils and increased levels of attendance to 92.3%. all partners recognise it is the minimum we would want to aspire to for children and young people in Leeds as high attendance, low exclusions and raised achievement and inclusive learning, through a personalised approach, is our ultimate aim.
- 36 Scrutiny has endorsed our next steps and offered to work with us to re-focus the work of our schools and services across the behaviour continuum and craft a future for our Specialist Inclusive Learning Centre.
- 37 The strategies employed to date and the impact they have already achieved ensures we are well placed to escalate progress over 2007/08 and meet our agreed targets. Our refreshed inclusive learning strategy will focus over this year on building to

progress to data to achieve high achievement for all in high quality learning places.

## **RECOMMENDATIONS**

- 38 The Board is asked to:
- a. Note the contents of the report.
  - b. Celebrate and endorse the continued success of schools and services in Leeds and the range of innovative strategies in place.

# Attendance and Exclusions Report 2006/2007

## 1. Attendance and Absence In Primary Schools

### 1.1 Comparative Attendance Data: Primary Schools

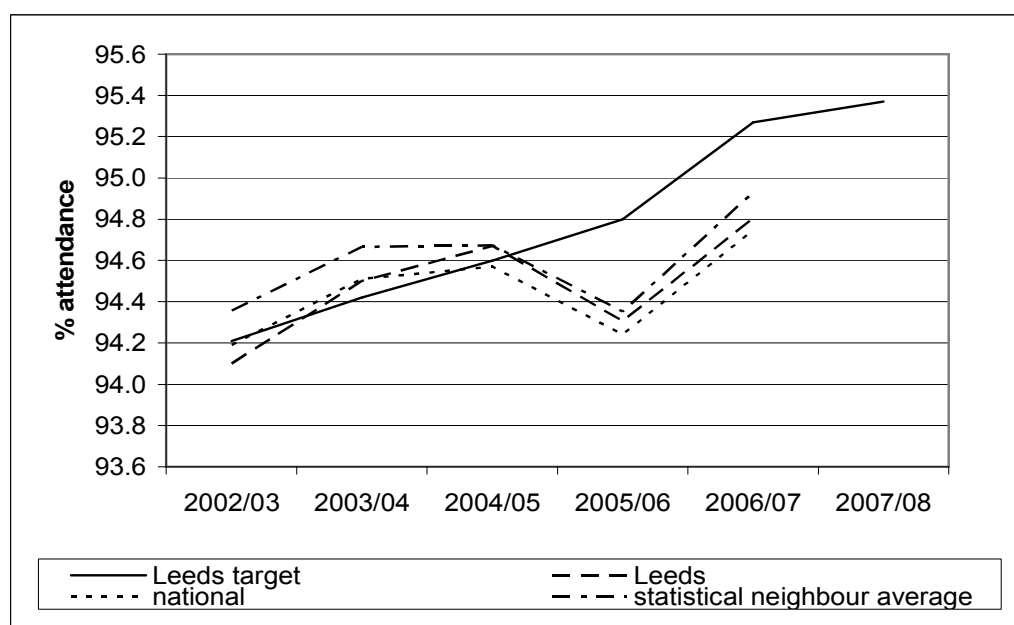
1.1.1 The comparative attendance and absence indicators for Leeds primary schools from 2002/03 to 2006/07 are shown in the tables below.

*Table 1.1.1 Percentage attendance in primary schools*

	Leeds target	Leeds	National	Statistical Neighbour Average
2002/03	94.2	94.10	94.19	94.36
2003/04	94.4	94.50	94.51	94.67
2004/05	94.6	94.67	94.57	94.67
2005/06	94.8	94.31	94.24	94.35
2006/07	95.3	94.80	94.75	94.93

Source: Forvus returns

*Table 1.1.2*



1.1.2 After improving considerably in previous years, attendance in Leeds primary schools fell by 0.35% in 2005/06, the equivalent to 27,000 school days. 2006/07 saw a return to the positive trends demonstrated previously with a rise of 0.49%, the equivalent of 37,000 school days.

1.1.3 Attendance in Leeds primary schools is now at its highest level and has shown significant improvement since we started systematically measuring levels of attendance in 1996/97 when the figure recorded was 93.87%. Attendance at the end of 2007 has risen by 94.8%.

1.1.4 The target set for 2006/07 of 95.03% was not achieved however Leeds primary attendance figures remain higher than the national levels of attendance by 0.5%, and continues to rise at a steady rate.

1.1.5 As can be seen in Table 1.1.2 authorised absence from Leeds primary schools fell by 1.45% in 2006/07 and remains lower than the national average.

*Table 1.1.3 Percentage authorised absence in primary schools*

	Leeds	National	Statistical Neighbour Average
2002/03	5.45	5.38	5.30
2003/04	5.08	5.08	4.98
2004/05	4.91	5.00	4.94
2005/06	5.26	5.30	5.22
2006/07	4.71	4.73	4.60

*Source: Forvus returns*

1.1.6 Unauthorised absence increased in 2006/07 in Leeds primary schools, this was replicated nationally and in comparative authorities. Initial analysis indicates that this is partially due to the introduction of statutory attendance codes for all schools across the country.

*Table 1.1.4 Percentage of unauthorised absence in primary schools*

	Leeds	National	Statistical Neighbour Average
2002/03	0.43	0.43	0.35
2003/04	0.40	0.41	0.36
2004/05	0.42	0.43	0.39
2005/06	0.43	0.46	0.42
2006/07	0.48	0.52	0.47

*Source: Forvus returns*

## **1.2 Reasons for Absence**

*Table 1.2.1 Reasons for absence in primary schools: autumn and spring term 2006/07*

Reason for absence	% of absences	% of all possible sessions
<i>Authorised absence</i>		
Illness	61.5	3.2
Medical/Dental appointments	5.4	0.3
Religious observance	0.1	0.0
Study leave	0.0	0.0
Traveller absence	0.3	0.0
Agreed family holiday	14.8	0.8
Agreed extended family holiday	1.0	0.1
Excluded	0.3	0.0
Other authorised reason	5.0	0.3
<i>Unauthorised absence</i>		
Not agreed family holiday	1.0	0.1
Arrived after registers closed	1.4	0.1
Other unauthorised reason	5.0	0.3
No reason yet provided	1.9	0.1

*Source: School Census*

1.2.1. The table above shows that almost two thirds, of absence from primary schools is due to illness. Approximately 16% of absences were due to agreed, or not agreed family holidays and that holidays taken in term time contributed to 0.9% of the total absence figures in Leeds primary schools. 5% of absences from primary schools were for 'other unauthorised reason', the equivalent of truancy under the old coding system.

1.2.2. Increasingly the attendance team are able to collect individual pupil level data and work in a more integrated partnership way with other services and agencies across Children Leeds to target efforts at preventative work early at those children and families with the highest level of need. This will be a key focus of our work over 2007/2008.

### 1.3 Distribution of Pupils by Attendance Band and the link between Attendance and Attainment

1.3.1. Table 1.3.1. below shows that 85% of pupils in Leeds primary schools had attendance above 95% in the autumn and spring terms of the 2006/07 academic year. 15% had attendance below 90%, a factor that will have had a significant impact on their achievement, attainment, health and well being.

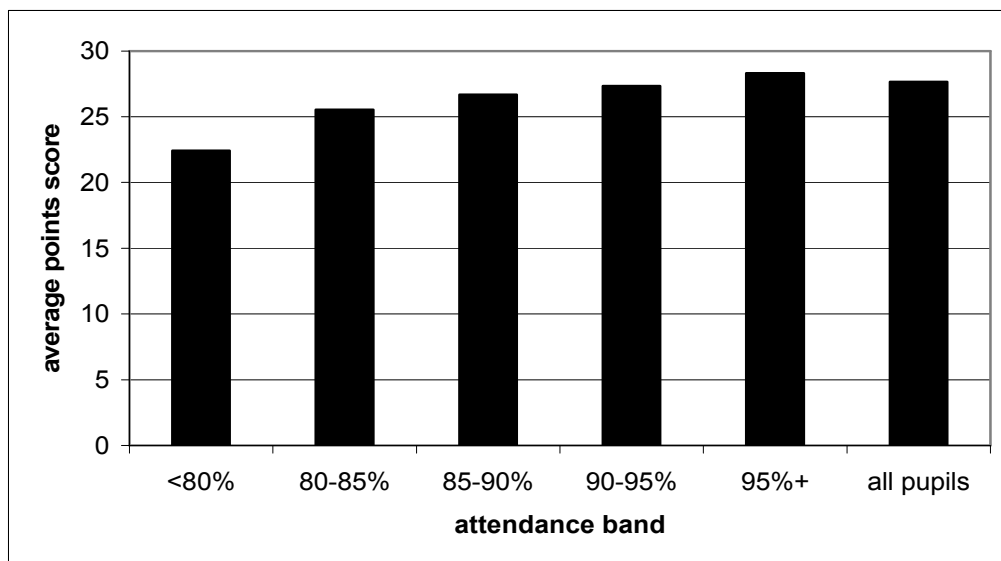
*Table 1. 3.1. Distribution of pupils by attendance: Autumn and Spring term 2006/07*

Attendance Band	Percentage of pupils
<80%	3.0
80-85%	3.2
85-90%	8.5
90-95%	23.6
95%+	61.8

Source: School Census

1.3.2. The chart below shows attainment at Key Stage 2 by attendance bands and demonstrates clearly the impact of attendance on attainment, with pupils with lower attendance achieving lower average points scores in Key Stage 2 in 2007.

*Table 1.3.2. 2007 Key Stage 2 attainment by attendance band*



Source: School Census and NCER KeyPas



## 1.4 1.4 School Performance

1.4.1 In the 2006/07 academic year, 72% (160 schools) of primary schools improved their attendance. Just over half, 53% of primary schools achieved their attendance targets.

1.4.2 The DCSF released new target setting guidance for schools at the end of September 2007. This document contains information on the median, lower and upper quartile of absence for schools with the same percentage of pupils eligible for free school meals (as opposed to the old methodology which split schools into quintiles based on their free school meal eligibility). Schools are expected to set targets to achieve levels of absence at or below the median level of absence for the free school meal percentage.

1.4.3 The table below shows the numbers and percentages of primary schools in each quartile when their 2006/07 absence is compared to quartile performance for each school's free school meal percentage.

*Table 1.4.1 Primary school performance against schools with the same free school meal eligibility*

	Number of schools	% of schools
Top quartile	127	58.5
Second quartile	50	23.0
3rd quartile	26	12.0
Bottom quartile	14	6.5

1.4.4 Analysis of the table shows that 82% of primary schools already have levels of absence lower than the median for the free school meal percentage. Only 14 schools are in the bottom quartile of performance.

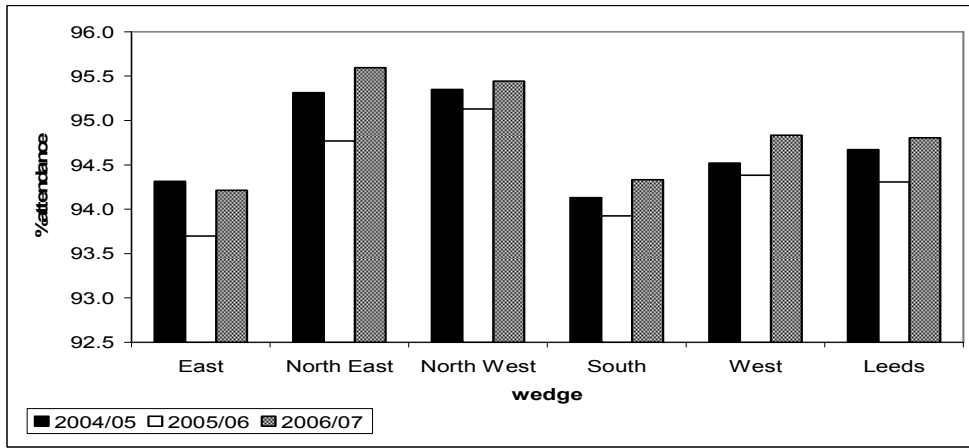
1.4.5 Education Leeds have categorised schools and identified those requiring most support to raise their levels of attendance. 33 primary schools with the highest proportions of pupils with attendance below 85% have been identified for additional support through Attendance Champions and the National Strategies Programmes.

1.4.6 52% of primary schools that have been inspected under the new framework were good or better for attendance. A key focus of our work over the next year will be to work in partnership with these schools to disseminate best practice.

## 1.5 Wedge Based Attendance Figures

1.5.1 Primary attendance improved in all wedges in 2006/07. Attendance remains the highest in the North East wedge with the North West wedge a close second. Attendance remains lower than the Leeds average in the East and South wedges however both have demonstrated significant increases on last year's figures with the South showing their best attendance figures in the last three years.

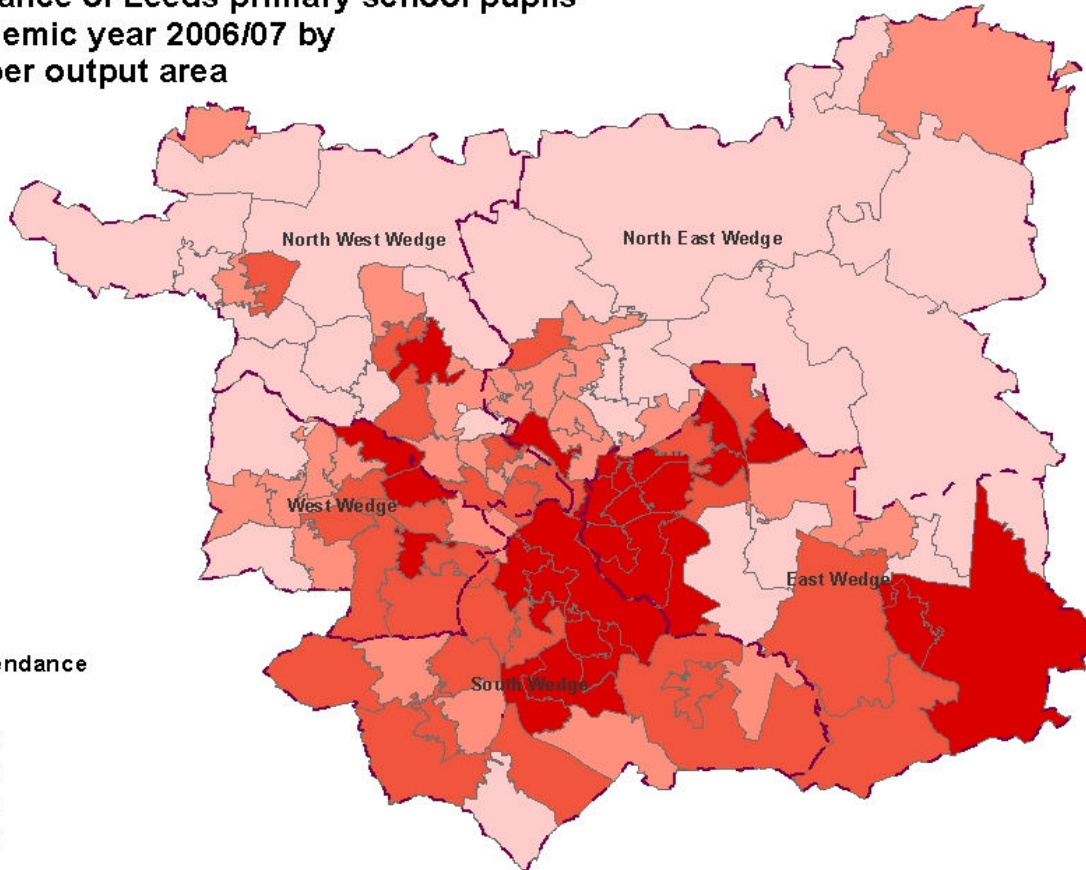
### 1.5.1 Primary attendance by wedge



Source: Forvus returns

1.5.2 There is considerable variation in levels of attendance within wedges as demonstrated in the map below which shows the link between attendance and deprivation, with lower levels of attendance in the more deprived areas of the city.

The attendance of Leeds primary school pupils in the academic year 2006/07 by middle super output area



Source: Education Leeds - pupil level attendance data

Produced by the Performance Management and Information Team, Education Leeds

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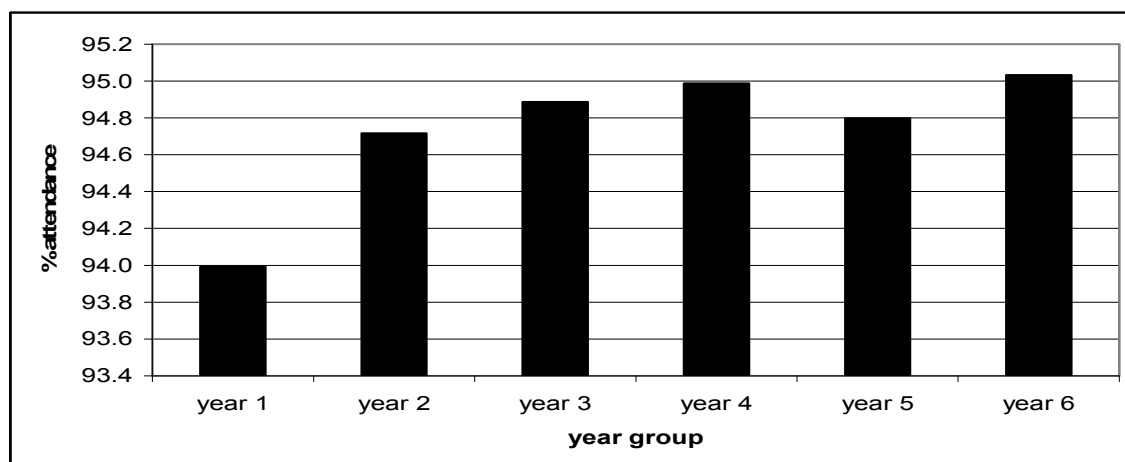
Performance Management & Information Team  
**Education Leeds**

1.5.3 Considerable resources have been targeted through the Excellence in Cities Initiative at the most deprived areas across the city. Education Leeds are strengthening our monitoring framework and the impact of this resource as part of our Inclusive Learning Strategy.

## 1.6 Attendance by Pupil Group

1.6.1. There is less variation between attendance of year groups in primary than in secondary schools. One notable pattern is lower attendance in year 1 which, other than a slight dip in year 5, continues to improve year on year.

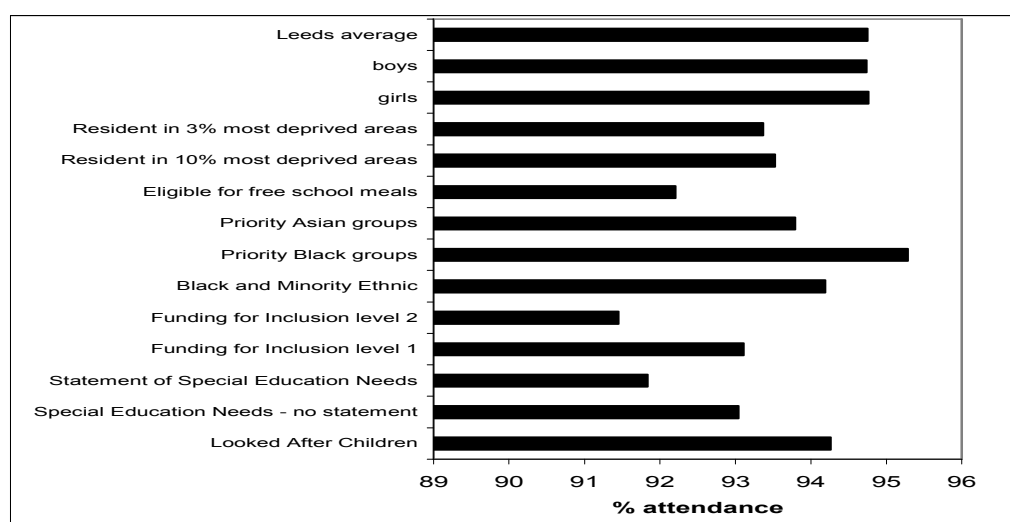
Table 1.6.1. Attendance by year group



Source: School Census

1.6.2. Table 1.6.2 shows that in 2006/07 there was no difference in the attendance between boys and girls in primary schools. The overall attendance of pupils of Black and Minority Ethnic heritage was slightly lower than the Leeds average whilst pupils of Black heritage had attendance above the Leeds average. Detailed analysis of attendance by ethnic group is shown in the table below.

Table 1.6.2. Attendance by pupil group



Source: School Census

1.6.3. The lowest levels of attendance were for pupils eligible for free schools meals, pupil with statements of Special Education Needs (SEN) and pupils in receipt of level 2 Funding for Inclusion (FFI) however even within these figures an upward trend is observable for both SEN, and those pupils in receipt of FFI level 2 funding.

1.6.4 A strengthened monitoring framework is a key theme of our re-structured SEN Monitoring, assessment and planning team. Individual pupil reviews and pupil tracking will focus on both pupil progress, attendance and unauthorised absences. For the first time in 2006/07 we have been able to collect accurate individual pupil level data in relation to attendance and ethnicity as can be seen in Table 1.6.3.

*Table 1.6.3. Attendance by ethnicity*

Ethnicity	% attendance
<i>Asian or Asian British</i>	
Bangladeshi	91.7
Indian	94.9
Kashmiri Other	93.2
Kashmiri Pakistani	94.6
Other Pakistani	94.1
Other Asian	93.2
<i>Black or Black British</i>	
Black African	96.4
Black Caribbean	95.3
Other Black Background	94.8
Chinese	96.5
<i>Mixed Heritage</i>	
Other Mixed Background	93.7
Mixed Asian and White	94.4
Mixed Black African and White	95.4
Mixed Black Caribbean and White	94.0
Other Ethnic group	93.3
<i>White</i>	
White British	94.9
White Irish	95.3
Other White Background	93.5
<i>Traveller Groups</i>	
Traveller Irish Heritage	77.7
Gypsy Roma	85.5

*Source: School Census*

1.6.5 Attendance in primary schools is significantly lower for pupils of Traveller heritage than the Leeds average. Pupils of Bangladeshi heritage attendance is well below the Leeds average whilst pupils of Other Pakistani heritage had a level of attendance 0.7 percentage points below the Leeds average. The attendance of Black Caribbean pupils is equal to the Leeds average, and above average for pupils of Black African heritage.

## **2 ATTENDANCE IN SECONDARY SCHOOLS**

### **2.1 Comparative Attendance and Absence Data: Secondary Schools**

2.1.1 Analysis of secondary attendance and exclusion figures excludes figures from the David Young Academy as these are returned directly to the DCSF.

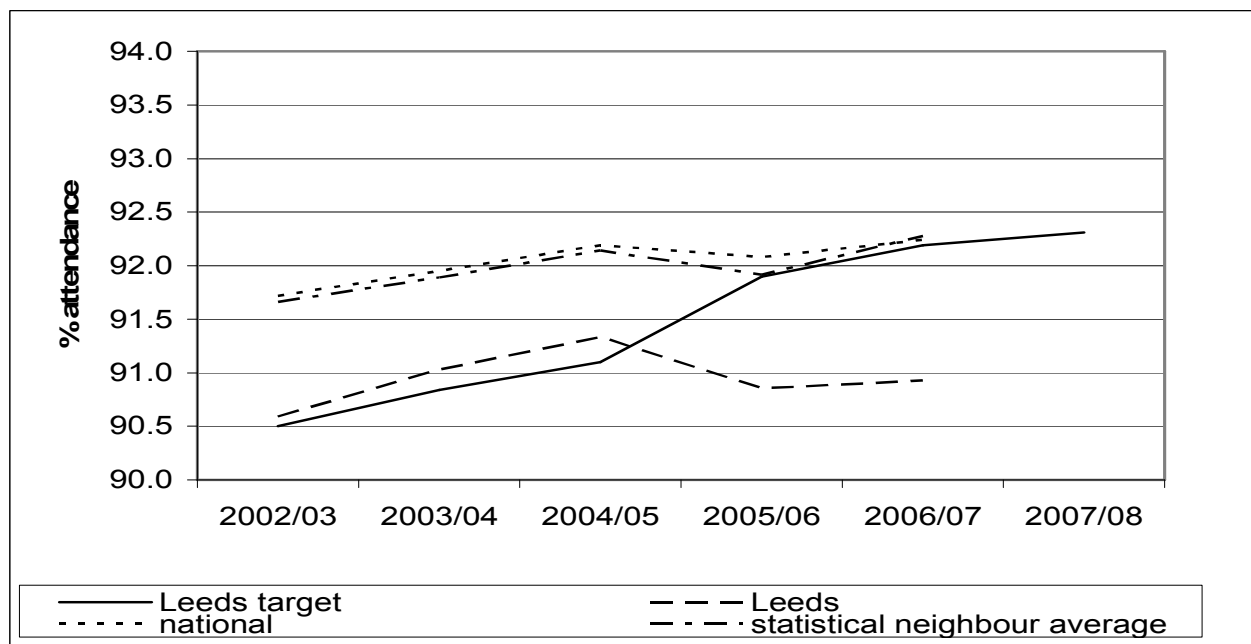
2.1.2 The comparative attendance and absence figures for Leeds primary schools from 2002/03 to 2006/07 are shown in the table below.

Table 2.1.1. Percentage attendance in secondary schools

	Leeds target	Leeds	National	Statistical Neighbour Average
2002/03	90.5	90.59	91.72	91.66
2003/04	90.8	91.03	91.95	91.89
2004/05	91.1	91.33	92.19	92.14
2005/06	91.9	90.85	92.08	91.92
2006/07*	92.2	90.93	92.24	92.28

Source: Forvus returns; \* 2006/07 data from Forvus equivalent returns provided by schools

Table 2.1.2



2.1.3 After improving considerably in previous years, attendance in Leeds secondary schools fell by 0.8% in 2005/06, the equivalent to 37,000 school days. The rise was slightly less than that achieved nationally and by statistical neighbours, hence widening the gap, however the downward trend was halted and secondary attendance stable at 90.9%.

2.1.4 The target set for 2006/07 of 92.2% was not achieved. A significant step change in secondary attendance is required to meet the Local Public Service Agreement target of 92.3% attendance in the 2007/08 academic year.

2.1.5 The addition of the Parent Support Advisers is already having an impact. Further integrated work between PSA's and attendance advisers over 2007/2008 will be a key strand of the strategy. As illustrated in the table below authorised absence fell in 2006/07 and is now lower than in any of the last five years.

*Table 2.1.3 .Percentage authorised absence in secondary schools*

	Leeds	National	Statistical Neighbour Average
2002/03	7.48	7.21	7.25
2003/04	6.94	6.92	6.96
2004/05	6.75	6.58	6.51
2005/06	7.29	6.70	6.72
2006/07	6.51	6.30	6.16

*Source: Forvus returns; \* 2006/07 data for Forvus equivalent returns provided by schools*

2.1.6 Attendance is everybody's concern. The Common Assessment Framework (CAF) and lead budget hold professionals are fully operational and will be used where individual attendance figures are low. Across Leeds secondary schools unauthorised absence has increased by 0.71%. Some of the increase in unauthorised absence will be explained by improved data quality through the introduction of the new national attendance codes in September 2006, this is reflected in the increase in unauthorised absence seen nationally and in statistical neighbours

*2.1.4. Percentage unauthorised absence in secondary schools*

	Leeds	National	Statistical Neighbour Average
2002/03	1.92	1.07	1.09
2003/04	2.03	1.13	1.16
2004/05	1.91	1.23	1.35
2005/06	1.85	1.22	1.37
2006/07	2.56	1.46	1.56

*Source: Forvus returns; \* 2006/07 data for Forvus equivalent returns provided by schools*

2.1.7 All Leeds secondary schools are now using the new codes resulting in data being more robust than that reported previously.

2.1.8 The increase in Leeds is higher than national or comparative authorities. Some of this additional increase is explained through local issues with recording attendance in three high schools. These schools each had 50% or more of their absences recorded as 'N – reason not yet provided', which counts as an unauthorised absence. Each of these three schools showed an increase in unauthorised absence of over 4% compared to 2005/06.

2.1.9 Inaccurate data has been identified as a leadership and management issue as the responsibility for tracking and improving attendance and pupil outcomes lies with the headteacher and Governing body. Accuracy of data collection and the use of it to track and safeguard pupils is key to a successful school. Lead responsibility for Attendance on the Senior Leadership Team and accurate use of data has been built into our school improvement policies and procedures. To not have these things in place will result in the school being placed in an extended partnership.

2.1.10 Guidance has been widely circulated to schools on using these codes, and a Registration Coding Escalation Policy produced to address emerging concerns.

2.1.11 Following a pilot in the South of the City and extensive consultation including the South Area Management Board the Attendance service was restructured over the last academic year to build in greater scrutiny and challenge through the introduction of the Attendance Adviser role. The new structure has still to embed in practice therefore results of this change will not be evident in this years figures.

2.1.12 The Structure will enable attendance advisers to work across clusters and areas in more integrated ways with other services and agencies ensuring that they target their efforts at these children and families requiring the most support with attendance.

## 2.2 Reasons for Absence

2.2.1 Reasons for absence in secondary schools in the autumn and spring term of 2006/07 are shown in the table below.

*Table 2.2.1 Reasons for absence in secondary schools: autumn and spring term 2006/07*

Reason for absence	% of absences	% of all possible sessions
<i>Authorised absence</i>		
Illness	45.4	4.3
Medical/Dental appointments	5.1	0.5
Religious observance	0.1	0.0
Study leave	0.6	0.1
Traveller absence	0.1	0.0
Agreed family holiday	5.4	0.5
Agreed extended family holiday	0.1	0.0
Excluded	3.8	0.4
Other authorised reason	7.5	0.7
<i>Unauthorised absence</i>		
Not agreed family holiday	0.8	0.1
Arrived after registers closed	1.4	0.1
Other unauthorised reason	15.3	1.4
No reason yet provided	11.0	0.9

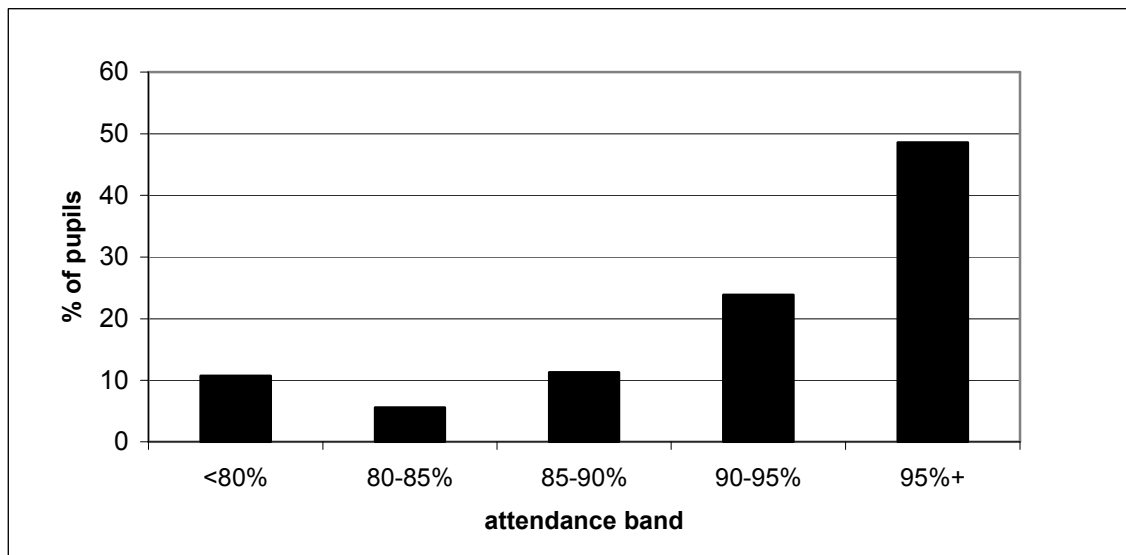
Source: School Census

2.2.2 As the table indicates the high use of the code 'N' as discussed above, is not a widespread problem across all schools, but concentrated in a few. 45.4% of absences were due to illness which is significantly lower than the figure of 61.5% seen in primaries. 5.4% of holidays are taken in term time compared with 14.8% in primary schools whilst the levels of 'Other unauthorised reason' (closest equivalent to truancy) are higher in secondary than primary and accounting for 15% of all absences in secondary.

## 2.3 Distribution of Pupils by Attendance Band and the link between Attendance and Attainment

2.3.1 The table below illustrates that in 2006/07, just over 10% of pupils in secondary schools had levels of attendance below 80% and a quarter of pupils had attendance below 95%. Only 48% of pupils had attendance over 95%. National research demonstrates that for every 17 days lost to non attendance is equivalent to the loss of one grade in the end of Key Stage 4 examinations.

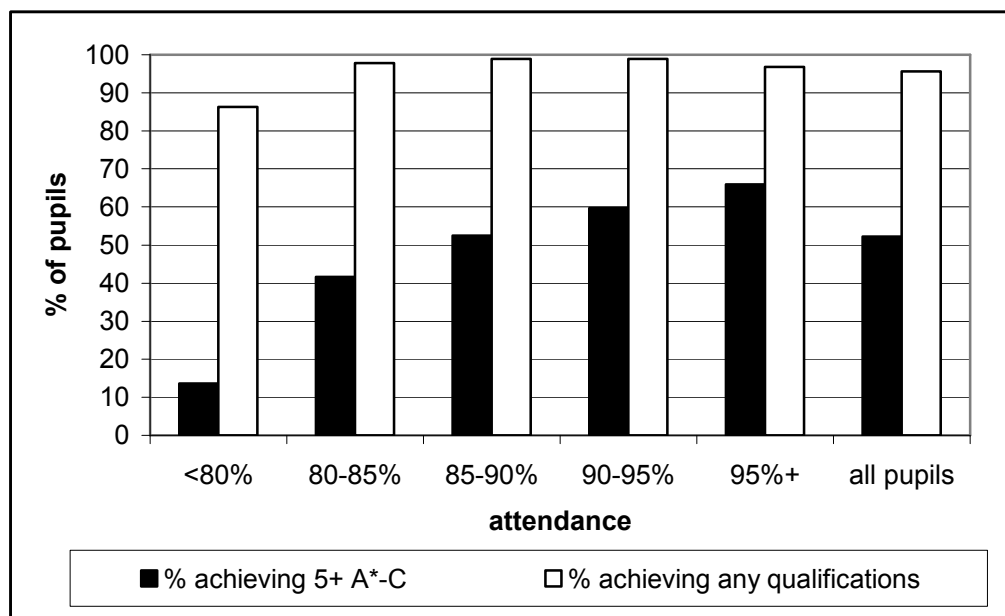
Table 2.3.1. Distribution of pupils by attendance: Autumn and Spring term 2006/07



Source: School Census

2.3.2 The table and chart below indicates clearly the link between attendance and outcomes for children and young people in Key Stage 4 in 2006 (2007 data is not available at the time of publication).

Table 2.3.2. 2006 Key Stage 4 results by attendance band



Source: Secondary School Census and NCER EPAS

2.3.3 Of the pupils that had attendance below 80% in 2005/06, only 13.6% achieved 5 or more GCSEs at grades A\*-C, compared to 52.2% for all pupils



and 65.9% for pupils with attendance greater than 95%. The percentage achieving 5 or more A\*-C increases as attendance increases.

2.3.4 Only 86.3% of persistently absent pupils achieved any qualifications, compared to 95.6% for all children in Leeds. The pattern of increasing percentages of pupils attaining any qualification as attendance increases, with the exception of pupils with 95% or higher attendance, is very evident. These figures are further influenced by high numbers of pupils taking vocational qualifications in colleges that are either not recorded or not achieved. For example, in 2006, 13.4% of pupils with 95%+ attendance in the School Census took vocational qualifications, the highest percentage of any attendance band. These pupils are likely to be marked as 'Based Off Site', therefore present.

*Table 2.3.3 2006 Key Stage 4 results by attendance band*

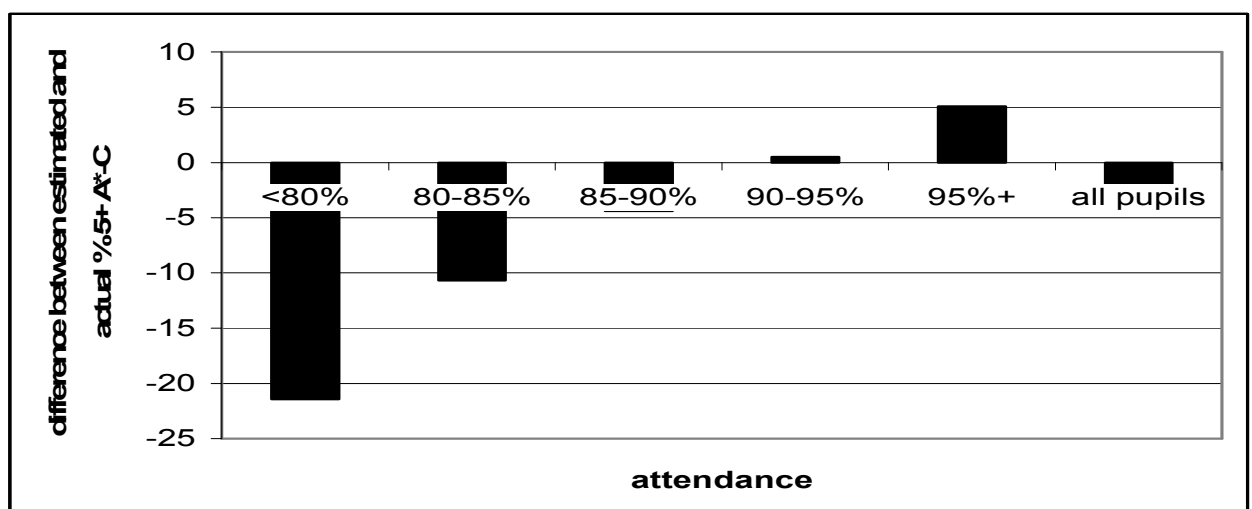
attendance	5+ A*-C	Any qualifications
<80%	13.6	86.3
80-85%	41.7	97.9
85-90%	52.5	98.9
90-95%	59.7	98.9
95%+	65.9	96.8
All pupils	52.2	95.6

*Source: Secondary School Census and NCER EPAS*

2.3.5 Education Leeds are working closely with partners to develop the 14-19 strategy which will ensure that the full range of vocational programmes, diplomas and learning pathways are embedded from the beginning. Hence impacting on levels of attendance and attainment.

2.3.6 The chart below indicates the difference between the percentage of pupils estimated (using Fischer Family Trust) to achieve 5 or more A\*-C at GCSE and the percentage of pupils that actually achieved this benchmark in 2006. As the chart illustrates not only do pupils with the lowest attendance have the lowest levels of attainment, they also perform worst in relation to expectations. For persistent absentee pupils, 21% less achieved 5 or more A\*-C than were expected to, compared to 3% less for all pupils. Five percent more pupils with 95% or more attendance achieved 5 or more A\*-C than were estimated to.

*Table 2.3.4 Difference between estimate and actual percentage 5+ A\*-C at GCSE*



*Source: Secondary School Census and Fischer Family Trust*

## 2.4 Persistent Absence

2.4.1 In November 2006, the DCSF announced a new drive to tackle persistent absence (PA) in schools. Persistent absence was defined as pupils who miss 20% or more of the school year. The figure of 20% absence was chosen as it is a widely-used threshold for intervention, recognising the significant impact that such low attendance has on outcomes for young people, illustrated throughout this report.

2.4.2 Persistent absence is now the DCSF criteria for identifying target secondary schools and local authorities for attendance. The criteria are based around the number and percentage of pupils that are persistent absentees in a school.

2.4.3 In the 2005/06 academic year, 15 Leeds secondary schools were identified as target schools, this has risen to 18 in 2006/07. Two of the 2005/06 cohort of schools have made significant progress and are no longer target schools however an additional five schools have been added to the target schools list due to the change in criteria as shown below:

### 2005/06 criteria

- at least 80 or more persistent absentee pupils
- these pupils formed 10% or more of each school's population

### 2006/07 criteria

- at least 70 or more persistent absentee pupils
- these pupils formed 9% or more of each school's population

2.4.4 Nationally, in the autumn and spring term of the 2005/06 academic year, 7.8% of pupils in secondary schools were persistent absentees. These pupils accounted for nearly one-third of absence and nearly two-thirds of unauthorised absence in secondary schools.

2.4.5 As can be seen in the table below 10.7% of the secondary cohort in Leeds in 2005/06 were persistent absentees. This is greater than the 7.8% of pupils nationally. This 10% of pupils accounted for 38% of all absence from Leeds secondary schools, 29% of authorised absence and 78% of unauthorised absence. The percentage of pupils that were persistent absentees in Leeds secondary schools reduced by almost 1% in 2006/07. The 4055 pupils that were persistent absentees in 2006/07 contributed to 30% of authorised absence and 72% of unauthorised absence. National data is not yet available for 2006/07.

2.4.6 It is this group of children and young people that the service will be focussing on over 2007/2008. Increased data sharing and working in a more integrated way across Children Leeds will be a key focus of future working in localities and across extended school clusters.

*Table 2.4.1 Number and percentage of persistent absent pupils in secondary schools<sup>1</sup>*

	number of persistent absentee	% of pupils that were persistent absentees
2005/06	4625	10.7
2006/07	4055	9.8

Source: School Census

Notes: 1 - pupils with 51 or more absence sessions in the autumn and spring terms

## 2.5 School Performance

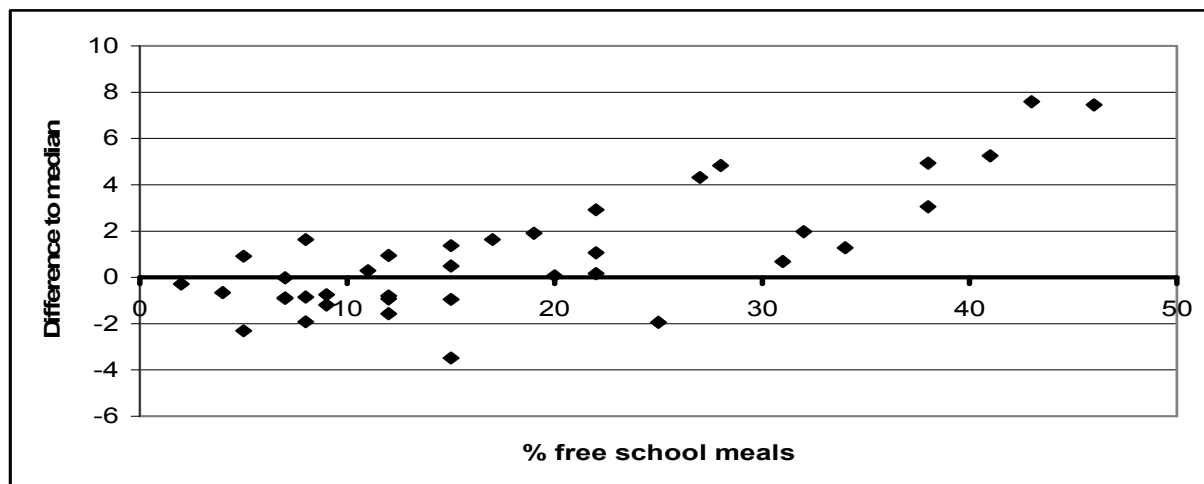
- 2.5.1 In the 2006/07 academic year, 20 secondary schools (53%) improved their attendance, 10 schools achieved their attendance targets.
- 2.5.2 At the end of September 2007 the DCSF released new target setting guidance for schools. This document contains information on the median, lower and upper quartile of absence for schools with the same percentage of pupils eligible for free school meals (as opposed to the old methodology which split schools into quintiles based on their free school meal eligibility). Schools are expected to set targets to achieve levels of absence at or below the median level of absence for the free school meal percentage.
- 2.5.3 The table below shows the numbers and percentages of secondary schools in each quartile when their 2006/07 absence is compared to quartile performance for each school's free school meal percentage.

*Table 2.5.1 Secondary school performance against schools with the same free school meal eligibility*

	Number of schools	% of schools
Top quartile	6	15.8
Second quartile	10	26.3
3rd quartile	9	23.7
Bottom quartile	13	34.2

- 2.5.4 Analysis of the table above shows that only 57.9% of secondary schools have levels of absence lower than the median for the free school meal percentage. Thirteen schools, over one third, are in the bottom quartile of performance.

*Table 2.5.2. Difference to the median level of absence for secondary schools*



- 2.5.5 The chart above shows the distribution of secondary schools by free school meal eligibility and the difference to the median level of absence. This indicates that schools in Leeds with higher levels of free school meal eligibility show the worst performance on comparison to similar schools nationally, having the largest differentials to the national medians
- 2.5.6 The table below illustrates the target schools for persistent absence

Table 2.5.3 Number and percentage of persistent absentees in target schools

	2005/06		2006/07	
	Number of PA	% of pupils who were PA	Number of PA	% of pupils who were PA
<i>Target schools in 2005/06 and 2006/07</i>				
Lawnswood School	225	17.0	209	15.6
City of Leeds School	120	22.1	177	28.8
Allerton Grange School	185	12.6	182	12.2
Primrose High School	170	25.6	191	22.8
John Smeaton Community High School	208	20.3	178	19.0
Cockburn College of Arts	184	17.7	118	10.8
Intake High School Arts College	202	17.8	201	18.8
Wortley High School	128	15.8	126	15.6
West Leeds High School	179	17.4	163	15.8
Parklands Girls' High School	125	17.5	143	20.1
Rodillian School	141	11.7	136	11.1
Mount St Mary's Catholic High School	141	11.5	113	10.0
South Leeds High School	390	29.2	251	19.4
<i>Target schools in 2005/06 but not in 2006/07</i>				
Ralph Thoresby High School	100	11.5	77	8.8
Morley High School	128	10.2	102	8.0
<i>New target schools for 2006/07</i>				
Carr Manor High School	83	12.1	75	12.0
Temple Moor High School	96	8.3	104	9.2
Farnley Park High School	47	6.3	98	12.8
Royds School	106	8.7	149	12.5
Bruntcliffe School	122	9.1	131	9.7

Source: DCSF and School Census

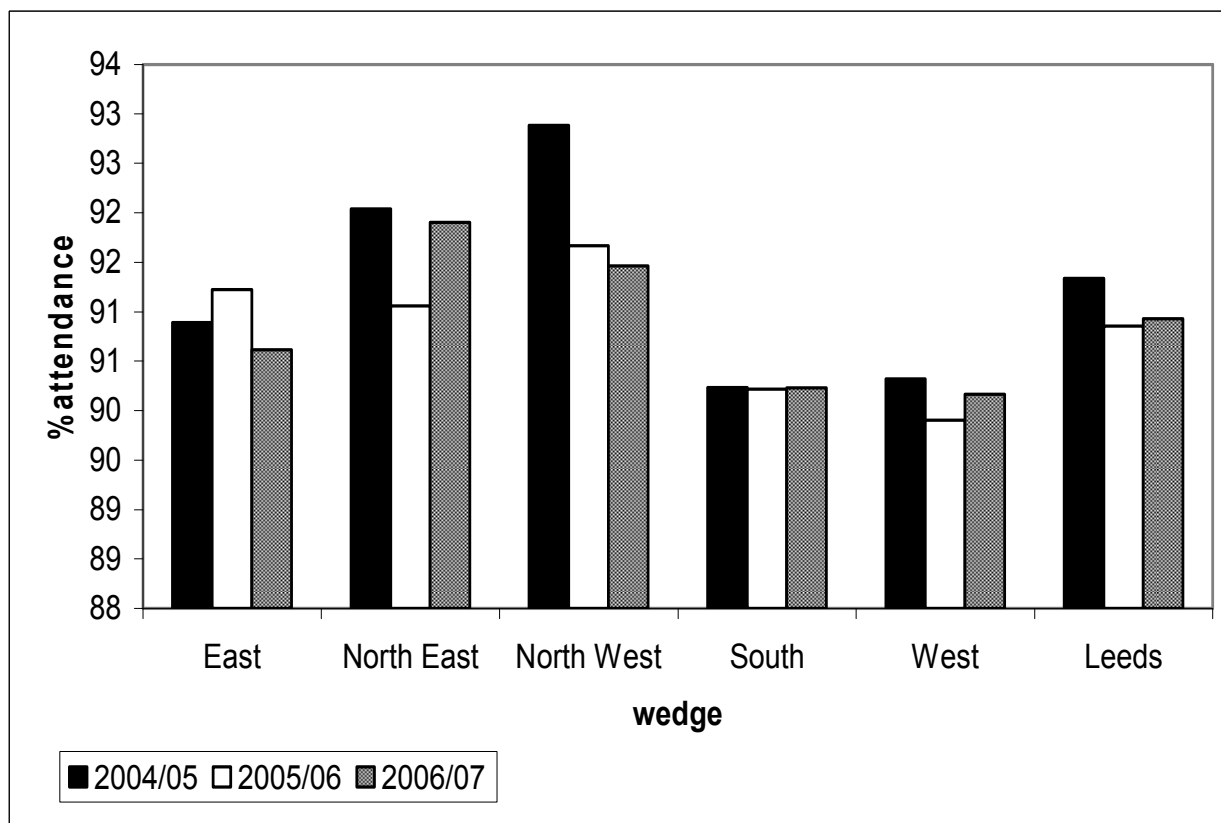
2.5.7 Of the 15 target schools in 2005/06, eight reduced the number of persistent absentees, by more than 10 and overall the target schools achieved a 10% reduction in the number of persistent absentees. Of the five schools that have become target schools in 2006/07, 3 enter due to the change in criteria and two due to significant increases in persistent absentee pupils.

2.5.8 It is clear from all our data and analysis that to meet the step change required and raise expectations in relation to attendance greater focussed integrated work is required at an individual pupil and family level. The planned move to increased localised integrated delivery models is extended clusters by all

2.5.9 services across children Leeds will be a key focus of our revised strategy over 2007/2008.

## 2.6 Wedge Based Attendance and Persistent Absence

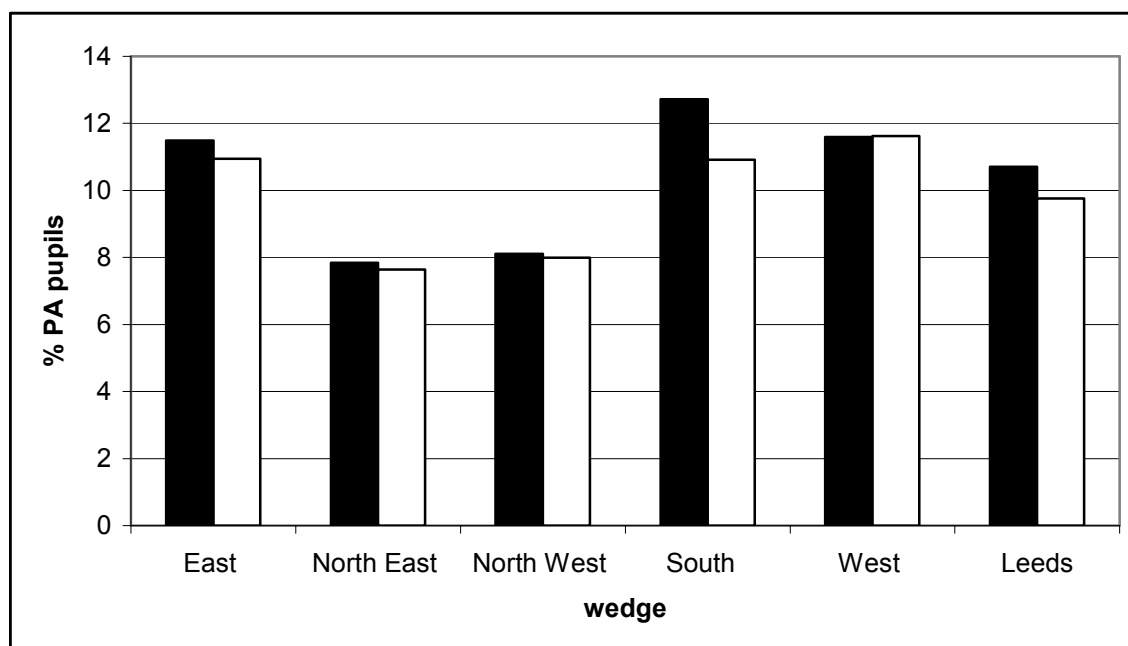
Table 2.6.1 Secondary attendance by wedge



Source: Forvus returns

- 2.6.1 Secondary attendance remained static in the South, rose slightly in the West and North East and declined in the North West and East.
- 2.6.2 Across the city the decline in attendance at secondary levels is a significant cause for concern and a focus for targeted action in 2007/08.
- 2.6.3 Significant improvements are evident in a quarter of secondary schools across the city. Focussed work will be developed across the wedges to show examples of best practice that are impacting on secondary attendance figures.

Table 2.6.2 Secondary Persistent Absence By Wedge.



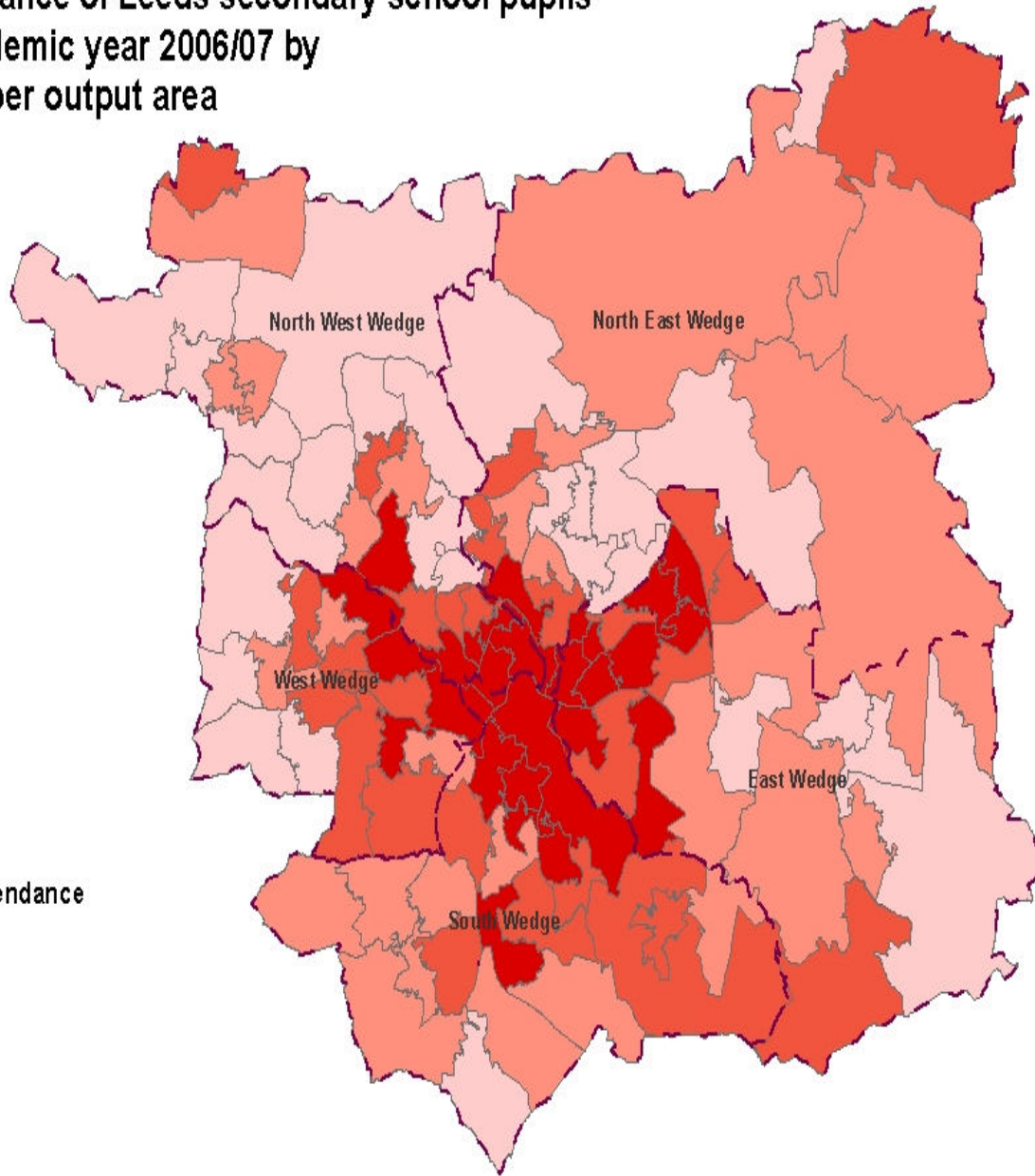
Source: School Census

2.6.4 The percentage of pupils that are persistent absentees is highest in the West wedge in 2006/07. The South and East wedges are also above the Leeds average percentage of persistent absent pupils decreased in all wedge except West.

2.6.5 There are significant variations within wedges in levels of attendance and persistent absence, as shown in the maps below. The geographical pattern of attendance shows the link between areas of deprivation and lower attendance, with lower percentage attendance for pupils living in the inner area of the city. The pattern of persistent absenteeism across the city is similar to that for attendance with higher levels of persistent absentees in the more deprived areas of the city.

2.6.6 It is evident from our data and individual pupil trajectory that to achieve the improvements in attendance and persistent absences that we aspire to requires a co-ordinated approach with key partners across Children's Leeds at an individual school, cluster, area and city-wide level. A key focus of our work over 2007/08 is to work with partners across Children's Leeds in health, children's social care, housing, CAMMS, youth offending service and the police to target those children and families requiring additional support to attend school. This is the next planned stage in our No Child Left Behind Agenda.

**The attendance of Leeds secondary school pupils  
in the academic year 2006/07 by  
middle super output area**



**Percentage attendance**

- Wedge
- 84.30 - 87.92
- 87.93 - 91.12
- 91.13 - 93.40
- 93.41 - 95.67

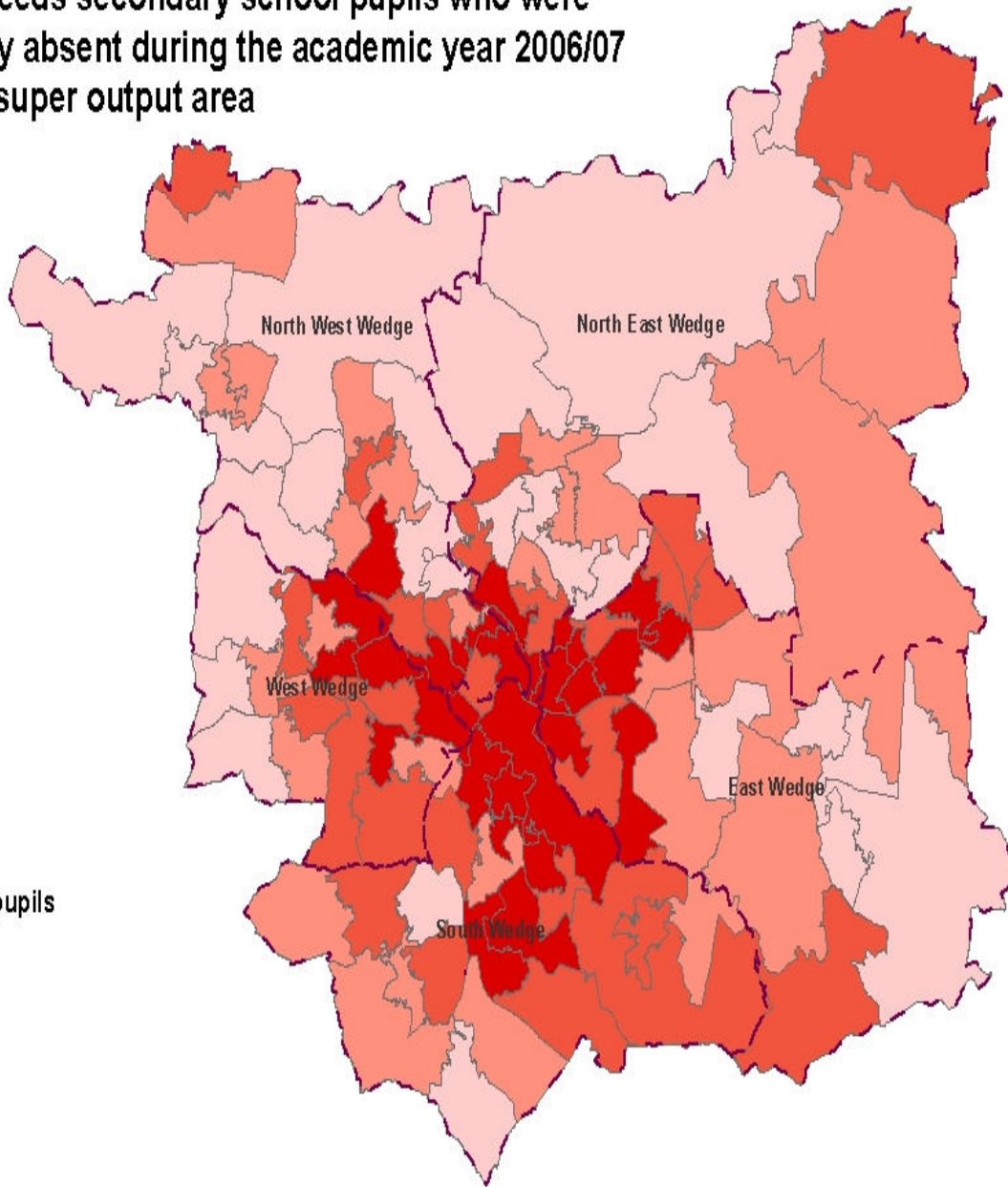
Source: Education Leeds - pupil level attendance data

Produced by the Performance Management and Information Team, Education Leeds

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**The % of Leeds secondary school pupils who were persistently absent during the academic year 2006/07 by middle super output area**



**Percentage of pupils**

- Wedge
- 0.59 - 4.69
- 4.70 - 8.61
- 8.62 - 14.15
- 14.16 - 22.49

Source: Education Leeds - pupil level attendance data



Produced by the Performance Management and Information Team, Education Leeds

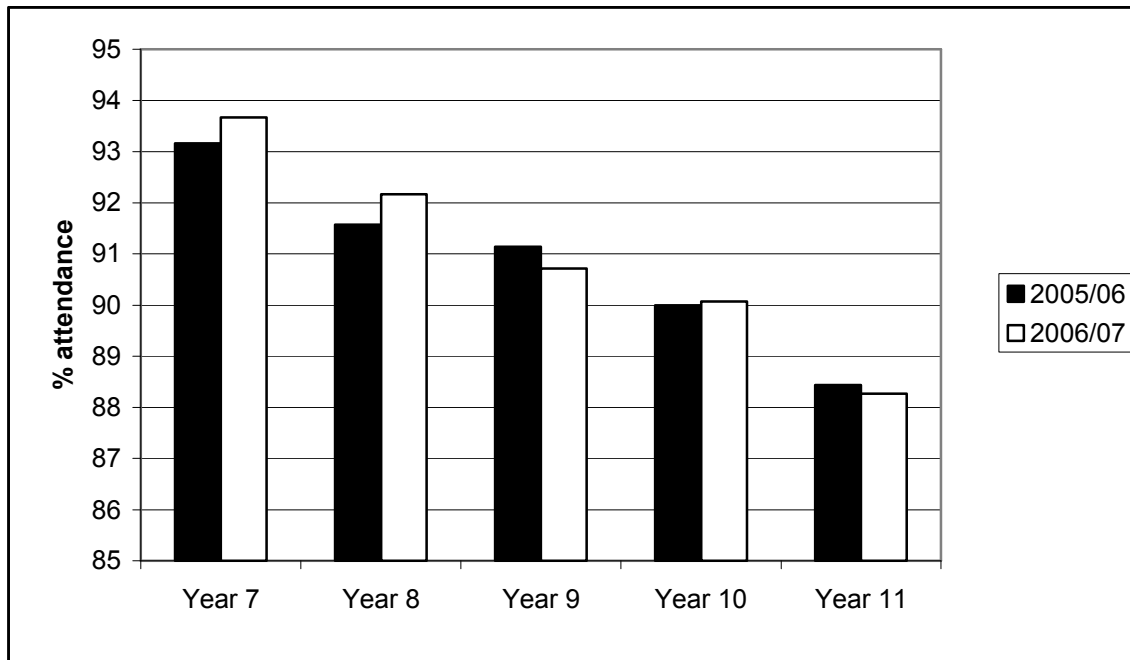
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## 2.7 Attendance and Persistent Absence of Pupil Groups

Table 2.7.1 Attendance by year group



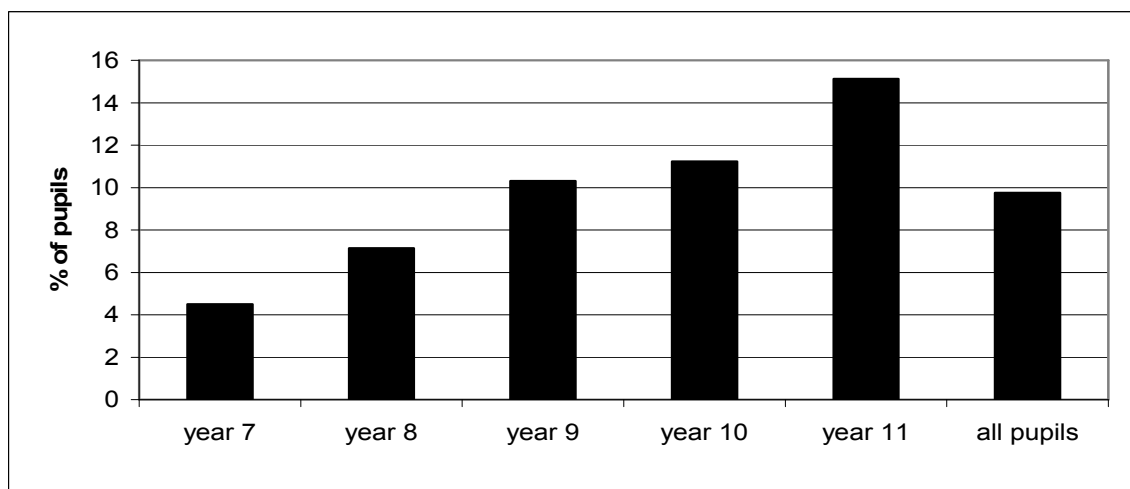
Source: School Census

2.7.1 The chart above shows that attendance falls as pupils progress through secondary school, with attendance across Leeds secondary schools 5% higher in Year 7 than in Year 11.

2.7.2 This is in contrast to primary attendance figures where we see attendance rising significantly year on year.

2.7.3 Whilst the gap is narrowing between attendance in 95% in year 6 to 93.06% in year 7, there is still a considerable dip across the transition period.

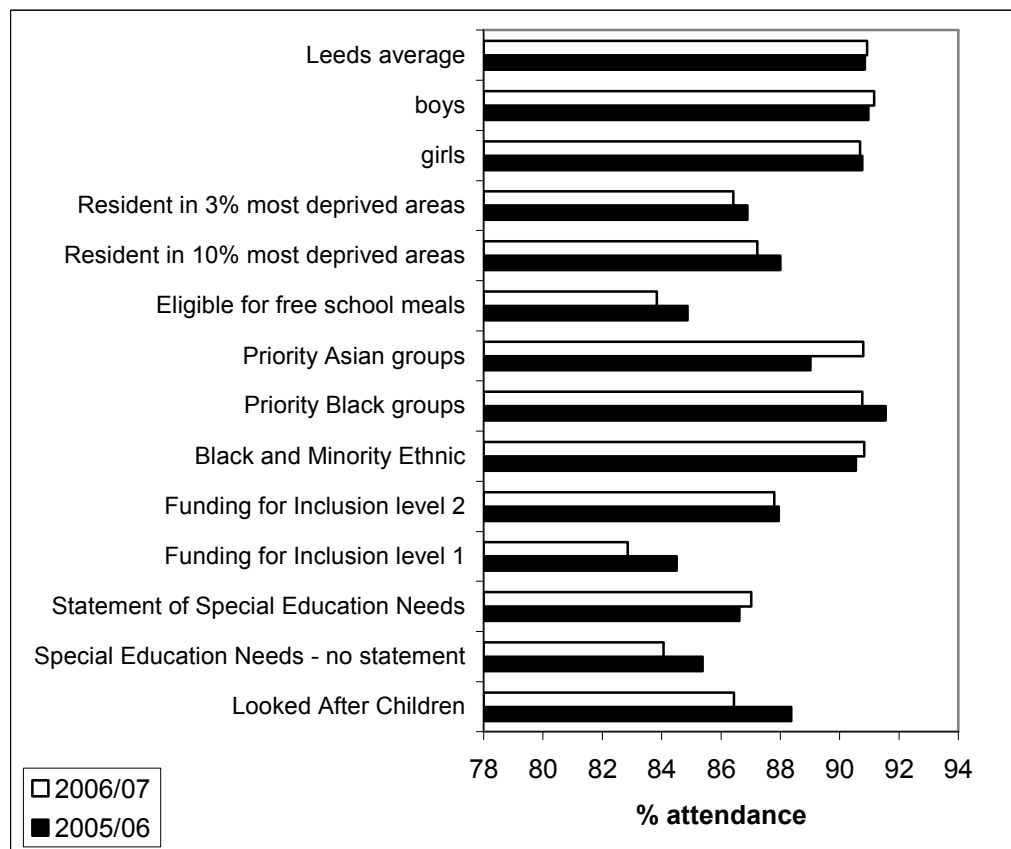
Table 2.7.2 Persistent absence by year group



Source: School Census

2.7.4 Levels of persistent absence are low in Year 7, but increase as pupils progress through secondary school. 15% of year 11 pupils were persistent absentees in 2006/07.

Table 2.7.3 The chart below shows attendance of pupil groups.



Source: School Census

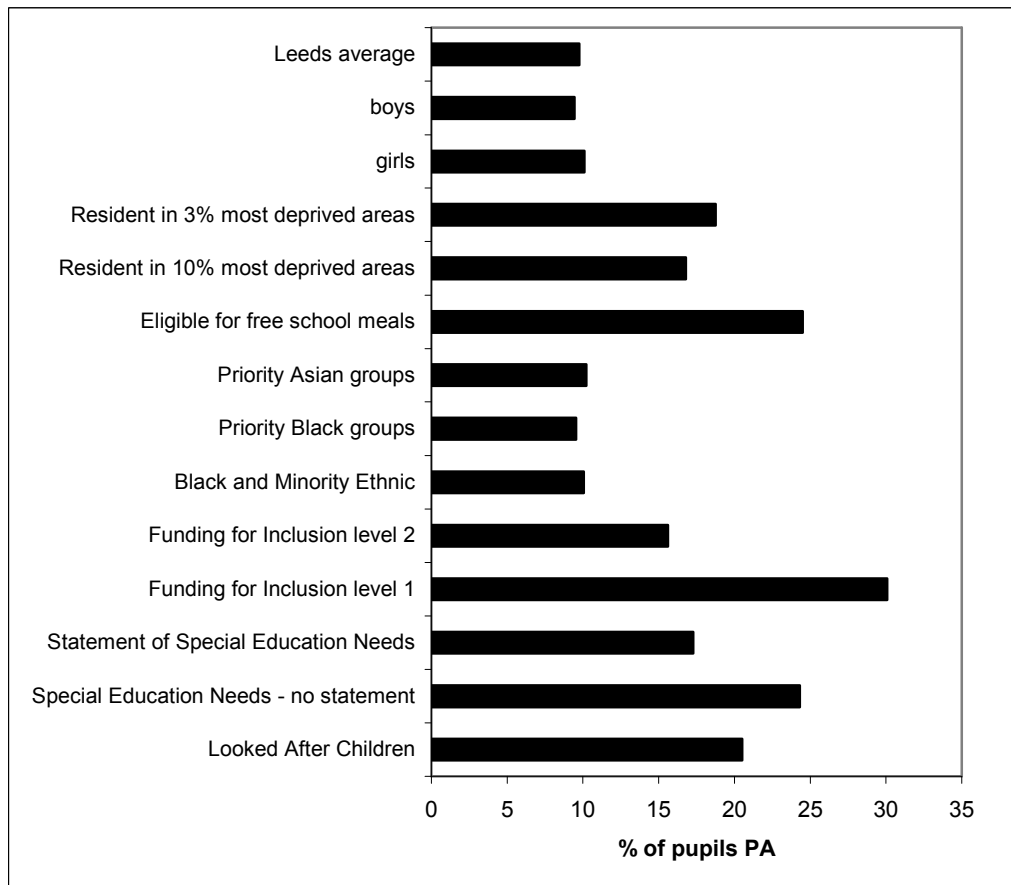
2.7.5 As the chart above illustrates, boys have slightly higher levels of attendance than girls. Pupils resident in deprived areas of the city and those eligible for free school meals have low levels of attendance when compared to the Leeds average, attendance fell for each of these groups in 2006/07. Pupils with SEN and in receipt of Funding for Inclusion also have lower levels of attendance. Attendance of pupils of Black and Minority Ethnic heritage is equivalent to the Leeds average and the attendance of the priority Asian groups has improved in 2006/07 to be in line with the Leeds average.

2.7.6 As the chart below shows there remain differences in levels of attendance for individual ethnic groups.

2.7.7 Despite significant improvements in primary attendance for Looked After Children to just about 94%, the attendance of Looked After Children in secondary schools fell in 2006/07 to an all time low of 86%. Attendance for this group was 4.5% below the Leeds average.

2.7.8 The need to make a significant difference for Looked After Children across the was recognised in 2006 and resources re-aligned to appoint a head of a virtual school for Looked After Children. A key focus of this appointment is to raise levels of attendance and attainment for all Looked After Children. Given the successful candidate only started in September 2007 it is too early measure the impact of this appointment on 2006/07 figures.

*Table 2.7.4 Percentage of Persistent Absentees by Pupil Groups.*



*Source: School Census*

2.7.9 In the autumn and spring terms of 2006/07, more girls than boys were persistent absentees (10.1% compared to 9.4%). Almost a quarter of pupils eligible for free school meals were persistent absentees (two and a half times the Leeds average), pupils resident in deprived areas also had higher levels of persistent absence. Pupils with SEN, particularly those in receipt of level 1 Funding for Inclusion have high levels of persistent absence (2.7.12). The percentage of Looked After Children that were persistent absentees was twice as high as the Leeds average at 20% (2.7.13). The percentage of pupils of Black and Minority Ethnic heritage that were persistent absentees was not significantly higher than the Leeds average, including the priority Asian and Black groups. However, this does hide variations for individual groups, as demonstrated in the table below.

Table 2.7.5 Attendance and Persistent Absence by Ethnicity

Ethnicity	% attendance		% of pupils PA
	2005/06	2006/07	2006/07
<i>Asian or Asian British</i>			
Bangladeshi	87.1	88.3	14.3
Indian	92.8	93.4	5.1
Kashmiri Other	88.0	88.7	10.7
Kashmiri Pakistani	88.9	90.7	9.7
Other Pakistani	89.7	91.7	7.9
Other Asian	91.0	91.4	8.5
<i>Black or Black British</i>			
Black African	95.5	94.7	3.6
Black Caribbean	91.2	90.0	11.6
Other Black Background	90.3	88.9	13.4
Chinese	96.5	97.1	0.5
<i>Mixed Heritage</i>			
Other Mixed Background	90.3	88.9	14.8
Mixed Asian and White	90.3	90.6	10.4
Mixed Black African and White	91.5	89.7	11.3
Mixed Black Caribbean and White	88.9	88.4	14.9
Other Ethnic group	90.8	91.6	8.6
<i>White</i>			
White British	91.0	91.0	9.8
White Irish	91.1	92.3	7.6
Other White Background	89.8	90.6	9.5
<i>Traveller Groups</i>			
Traveller Irish Heritage	75.9	69.4	44.7
Gypsy Roma	73.3	71.0	45.3

Source: School Census

2.7.10 Almost half of Gypsy/Roma and pupils of White Irish Traveller heritage were persistent absentees in 2006/07, pupils of Bangladeshi, Other Mixed and Mixed Black Caribbean and White heritage also has higher proportions of pupils persistently absent than the Leeds average. Attendance increased in 2006/07 for all Asian or Asian British groups, but dropped for pupils of Black or Black British heritage.

2.7.11 Increased tracking and localised integrated working with children and families over 2007/2008 across extended school clusters will result in increased early preventative work and raised levels of attendance and attainment.

## 2.8 ATTENDANCE IN SPECIALIST INCLUSIVE LEARNING CENTRES (SILCs)

2.8.1 As the table below illustrates, attendance in SILCs has fallen in 2006/07. This is mainly due to the impact of one SILC, five of the six SILCs have attendance above 88%, but attendance at the city-wide BESD SILC fell to 66% in 2006/07.

Table 2.8.1

	% Attendance	% Authorised Absence	% Unauthorised Absence
2003/04	87.93	9.64	2.43
2004/05	88.39	9.39	2.22
2005/06	88.76	9.02	2.22
2006/07	85.72	10.56	3.73

Source: half-termly attendance data collections

### MAIN ISSUES

- The capacity to improve further in Leeds is good. Although absence still remains a concern amongst Secondary schools, in particular the 18 target Secondary schools for persistent absence, robust and joined up action to address concerns is in place and overall there is evidence of progress.

**A standards meeting review of progress on the 21<sup>st</sup> September 2007 reported that “The LA has good and sound capacity to continue with these improvements”.**

- Local and national data shows us that to achieve pupils need to be attending school. Raising levels of attendance and unauthorised absence are key targets for staff across Children’s Services. Localised integrated delivery with key agencies is built upon in our refreshed Inclusive Learning Policy and will be strengthened in our Children Services Attendance Policy.
- Challenging but realistic attendance targets are being agreed for 2007/08 in partnership with schools at an individual, cluster, area and city-wide level.
- Future target setting for attendance to be incorporated in to the single school improvement partners (SIP) conversation.
- The restructuring of the Attendance Advisory Team over 2006/2007 has built in a layer of increased challenge and scrutiny that will further impact on levels of unauthorised absence and persistent absence figures as demonstrated through the RAG process.
- The new model will increase opportunities for increased localised integrated working at a school and cluster level for those children and families identified as most at risk.
- Increased jointed up, multi-agency approach will be built into our refreshed Children Services attendance strategy and attendance will be strengthened as an indicator in our school improvement policy.

- Greater sharing of data across Children's Services about children, families, schools and communities will support children and families and promote attendance.
- Education Leeds hold excellent data at an individual and whole school level which will enable them to target resources to children, families, schools and communities as required to support raising levels of attendance and reducing persistent absence. This data will be shared with other agencies to facilitate multi-agency action.
- The Area Management Board framework is now well established and is emerging into multi-disciplinary accountability Boards on an area basis. Building upon the successes demonstrated with exclusions and the fair access policy they are well placed to work in partnership to improve levels of attendance and reduce persistent absence. The Boards are well placed to identify and share best practice across schools and localities.
- Emerging good practice at a locality and cluster level through the extended services model and parent support advisers (PSA's) facilitate increased joined up targets of those children and families identified as having the greatest need.
- School Improvement Advisers; School Improvement Partners and The Attendance Advisers are all promoting the fact that Attendance is a Governors and Senior Management issue and as such requires a named Governor and Senior Leader to take responsibility for promoting positive attendance across the school.
- A step change and a more joined up approach is required across Children's Services to reduce the number of secondary schools now requiring intensive targeted support (18 PA target secondary schools out of 38). This is incorporated into plans to refresh our Children Services attendance policy.
- A key focus of the Attendance Service work over the Autumn term will be to work in partnership with schools still experiencing difficulties in collecting attendance data and recording absence.
- Key strategies on Anti-bullying, Children Missing Education, parenting, No Child Left Behind, the Inclusive Learning Strategy, Emotional Health Strategy and the 14-19 review will all impact on levels of attendance and persistent absence.
- Closer working across improvement and integrated children's services are now in place. Inclusion of behaviour and attendance as a regular item on the School Improvement Partnership Board and at Standards meetings with the DCFS will further support the agenda.
- Systems and procedures are well established to extend the use of Parenting Contracts, Parenting Orders and Penalty Notices for attendance and behaviour.
- The work of the PSA's with target pupils and families is already having an impact on Persistent Absence rates. A key focus of these terms work is to consolidate this work and clarify roles and responsibilities of each partner, the PSA and the school attendance adviser.
- Target setting at a school, cluster, area and whole city level and rigorous monitoring by the attendance advisory team and the school improvement advisers will raise levels of attendance further.

- Attendance and persistent absence targets are in both the Children and Young People’s Plan and the Area plans.
- Opportunities will be built in to share best practice and at Attendance Leaders in schools network meetings and ‘good practice’ events.
- The LPSA funding has been targeted to appoint two additional posts for improving attendance of Looked after Children and children and young people accessing alternative education provision and at the BESD SILC.
- Focussed work will continue with target schools and will include:
  - Use of LPSA2 funding to support 12 target secondary schools to continue ‘keep kids safe’ attendance messaging pilot September-December 2007.
  - Greater focus on primary persistent absence schools including targeted interventions with pupils and parents by Attendance Champions Team with 12 target primaries 2007/2008.
  - Targeted attendance champions campaigns aimed at reducing primary level holidays in term time and absence due to illness/medical reasons.
  - Focused and robust interventions in the 18 target schools by Attendance Strategy Team, National Strategies, School Improvement and SIPS & PSA’s.
  - Continue with revised RAG (red, amber, green) monitoring and action planning and focused support and challenge for schools causing concern through RAG escalation process.
  - Implement the BECTA funded Attendance Messaging systems in 18 target secondary schools by January 2008
  - Work with schools and providers to identify “best practice”.
- A key driver for change will be through the actions identified in the refreshed inclusive learning strategy
- The move towards localised service delivery and the extension of the extended services agenda will, over time, impact on attendance figures.

### 3 EXCLUSIONS

#### 3.1 PERMANENT EXCLUSIONS

3.1.1 Reduction of permanent exclusions has been a key driver of the ‘No Child Left Behind’ agenda. Significant results have been achieved over the last years in reducing permanent exclusions as demonstrated in the table below.

*Table 3.1.1*

	Leeds			National
	Target	Number of Exclusions	Percentage excluded	of pupils
2003/04		166	0.15	0.13
2004/05		120	0.11	0.12
2005/06	100	85	0.08	0.12
2006/07	70	65	0.06	

*Source: Leeds data: Education Data Management System; National Data: Statistical First Release*

- 3.1.2 The number of permanent exclusions in Leeds schools has fallen significantly, resulting in a 61% reduction since 2003/04. This pattern of reducing exclusions is not matched nationally, where the percentage of pupils permanently excluded has not reduced significantly. The percentage of pupils permanently excluded in Leeds has been below national levels since 2004/05, the percentage of pupils excluded in Leeds in 2006/07 is half the national rate for 2005/06.
- 3.1.3 The Leeds target for the number of permanent exclusions has been achieved for the last two academic year, however we are not complacent and recognise that to meet the Local Public Service Agreement target of 40 exclusions in the 2007/08 academic year requires the same concerted, targeted approach.
- 3.1.4 It should be noted that our highest excluding school was David Young Academy in 2006/2007 with 14 exclusions which is well above the Leeds average. Although these figures do not count in the figures for Leeds maintained schools, this has an impact on other schools in the area in terms of the high numbers of permanently excluded pupils that require school places
- 3.1.5 In the 2006/07 academic year there were no permanent exclusions from Leeds primary schools or SILCs. As demonstrated in the table below, the percentage of pupils permanently excluded from primary schools and SILCs in Leeds has been consistently below national levels over the last three years.

*Table 3.1.2*

	Primary		Secondary		Special	
	Leeds	National	Leeds	National	Leeds	National
2003/04	0.01	0.03	0.33	0.25	0.00	0.33
2004/05	0.00	0.03	0.25	0.24	0.00	0.31
2005/06	0.00	0.02	0.17	0.24	0.00	0.23
2006/07	0.00		0.14		0.00	

*Source: DfES statistical first release*

- 3.1.6 One significant factor contributing to the reduction in the number of permanent exclusions has been the number of exclusions that have been successfully challenged and overturned by the Pupil Planning Team. A total of 38 permanent exclusions were avoided through partnership working between the Pupil Planning Team, schools, Area Management Boards (AMBs) and families. A further 13 permanent exclusions were withdrawn by headteachers before governors as alternatives solutions had been found through working in partnership with the exclusions team. 18 primary permanent exclusions were avoided by collaborative working with the Pupil Support Centre at Oakwood and 2 exclusions were overturned by governors and a further 6 overturned at Independent Appeal Panel.



Table 3.1.3 Reasons for Permanent Exclusions.

Reason for Exclusion	% of Permanent Exclusions		
	Leeds		National
	2005/06	2006/07	2005/06
Physical Assault – Pupil	20	15	16
Physical Assault – Staff	13	17	9
Bullying	4	9	1
Dangerous Behaviour*	14	14	
Persistent Disruptive Behaviour	26	18	30
Damage to Property	1	6	2
Drug and Alcohol Related	7	6	6
Other	4	8	17
Racial Abuse	1	0	0
Sexual Misconduct	1	0	1
Theft	4	5	3
Verbal Abuse – Pupil	0	2	4
Verbal Abuse – Staff	6	0	11

Source: DfES statistical first release

Notes: \* Leeds local reason for exclusion

- 3.1.7 The percentage of permanent exclusions in Leeds that were for persistent disruptive behaviour decreased in 2006/07 and is now lower than the national proportion. The proportions of exclusions for 'Other' reason and 'Verbal Abuse of Staff' are lower in Leeds than nationally.
- 3.1.8 The proportion of permanent exclusions in Leeds that were for 'Physical Assault on Staff' is higher in Leeds than nationally, however this is consistent with the reducing number of permanent exclusions in Leeds, where we are clear that those that do lead to exclusion are the most serious cases.
- 3.1.9 Schools in Leeds no longer exclude pupils as a matter of course. They have significantly improved outcomes for children and young people through creative, innovative approaches that are making a difference to children's lives.
- 3.1.10 The proportion of exclusion for bullying is higher in Leeds than nationally, with 6 permanent exclusions for bullying in 2006/07.
- 3.1.11 Anti-bullying has been identified as a key project strand in our refreshed Inclusive team Strategy and a focus for targeted work over 2007/08.

## 3.2 School Performance

- 3.2.1 As can be seen in the table below, the number of schools with five or more permanent exclusions decreased once again in 2006/07, with only four schools having this level of exclusions. These four schools accounted for 45%

of all permanent exclusions. Over a quarter of schools (10) had no permanent exclusions in the 2006/07 academic year.

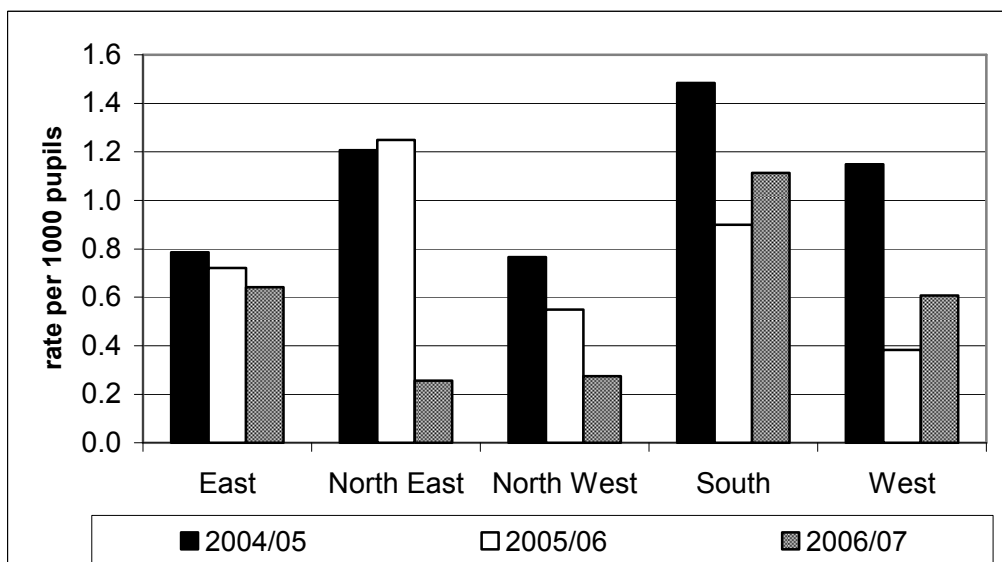
Table 3.2.1

Number of exclusions	Number of schools			% of exclusions		
	2004/05	2005/06	2006/07	2004/05	2005/06	2006/07
5+	10	6	4	72	45	45
2-4	10	12	10	21	41	40
0-1	22	24	25	8	13	15

Data Source: Education Data Management System

3.2.2 The rate of permanent exclusions has fallen in three wedges between 2005/06 and 2006/07, the East, North East and North West wedges. The fall in exclusions was particularly stark in the North East, where the number of exclusions dropped from 26 in 2005/06 to 5 in 2006/07. The rate of exclusions increased in the South and West wedges.

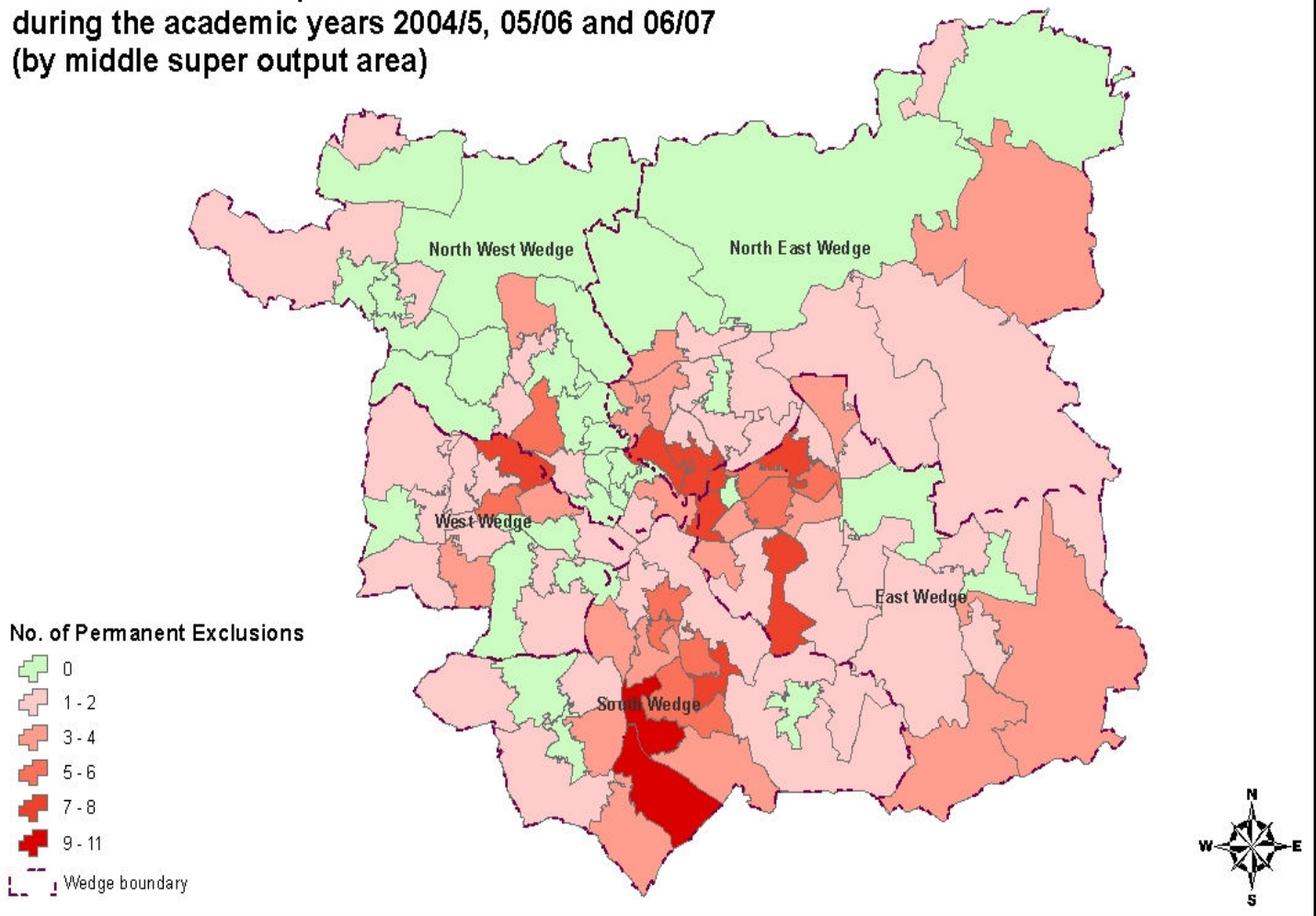
Table 3.2.2



Source: Education Data Management System

3.2.3 The variations in permanent exclusions across the city are shown in the map below. This map shows the number of permanent exclusions by middle super output area that have occurred over the last three academic years (2004/05 to 2006/07). As can be seen higher number of exclusions tend to coincide with the more deprived areas of the city, particularly the inner East and the South.

**The total number of permanent exclusions in Leeds during the academic years 2004/5, 05/06 and 06/07 (by middle super output area)**



Produced by the Performance Management and Information Team, Education Leeds

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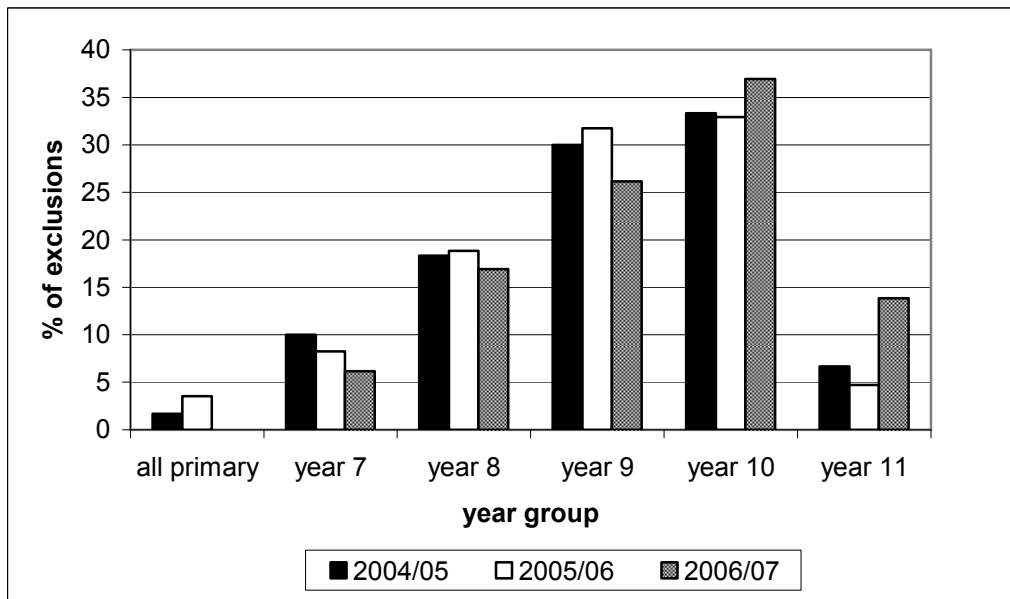
3.2.4 Resources are targeted to these areas in order to address the higher level of need.

3.2.5 A key strand of our refreshed inclusive learning strategy is to strengthen our monitoring framework to link outcomes to the resource allocation and pupil program.

### 3.3 Permanent Exclusions of Pupil Groups

3.3.1 The peak year groups for permanent exclusions are years 9 and 10, these two year groups accounting for 63% of exclusions in 2006/07. The percentage of exclusions that were for pupils in year 7 has reduced in the last two years. The number of year 11 pupils excluded more than doubled from 4 to 9 between 2005/06 and 2006/07.

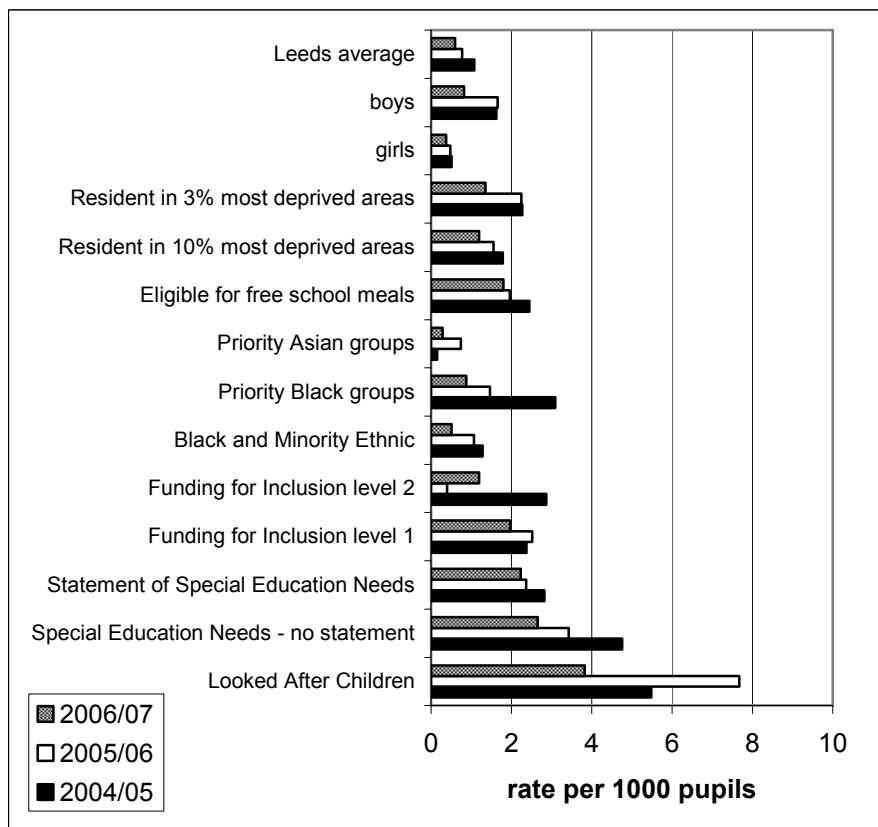
Table 3.3.1 Permanent Exclusions by Pupil Groups.



Source: Education Data Management System

- 3.3.2 Boys still have a higher rate of permanent exclusion than girls, although the rate for boys has fallen more than has been seen for girls. Rates of exclusion have also fallen for pupils eligible for free school meals and those living in deprived areas, although these groups are still twice as likely to be excluded than the Leeds average (three times more likely for those eligible for free school meals).
- 3.3.3 Looked After Children had the highest rate of permanent exclusion in each of the last three years, although the rate has dropped in 2006/07.
- 3.3.4 Pupils with SEN still have rates of exclusion higher than the Leeds average (around 4 times higher). However, as in all groups these are beginning to fall.
- 3.3.5 The rate of permanent exclusion for pupils of Black and Minority Ethnic heritage is now lower than the Leeds average, although this hides variations for individual groups, the number of permanent exclusions is now too small to enable analysis by individual ethnic group, although some patterns are notable, particularly that the groups that previously had the highest rates of permanent exclusion – Traveller groups and pupils of Black Caribbean heritage – had no pupils permanently excluded in 2006/07.

**Table 3.3.2 Permanent Exclusions by Pupil Group**



Source: Education Data Management System

### 3.4 FIXED TERM EXCLUSIONS

3.4.1 The number of fixed term exclusions reduced by 13% in the 2006/07 academic year and have decreased by 21% since 2003/04.

3.4.2 Whilst good progress has been made over 2006/2007, the challenging target of 39 was achieved in 2006/07 and a significant reduction in the number of fixed term exclusions is required to achieve the Local Public Service Agreement target of 25 exclusions per 1000 pupils in the 2007/08 academic year.

**Table 3.4.2 Comparative fixed term exclusion data<sup>1</sup>**

	Leeds			National <sup>2</sup>
	Number of exclusions	Target (rate of exclusion)	Rate of exclusion per 1000 pupils	
2003/04	8310		73.74	44.9
2004/05	7612		68.26	51.2
2005/06	7513		68.09	
2006/07	6527	39	60.15	

Source: Leeds data: Education Data Management System; National Data: Statistical First Release

Notes: 1: not including exclusions from Pupil Referral Units; 2: national data is not available for 2005/06 or 2006/07

- 3.4.3 Due to changes in collection methods, comparative fixed term exclusion data is only available for secondary schools for 2005/06. 2006/07 data will be published in June 2008.
- 3.4.4 The rate of fixed term exclusion in primary schools has continued to fall in Leeds and is now just over half the national rate in 2004/05.
- 3.4.5 The rate of exclusion from secondary schools in Leeds fell by 10% in 2006/07, however the rate of exclusion in Leeds remains higher than the national rate for secondary schools in 2005/06.
- 3.4.6 The rate of exclusion for SILCs more than doubled in 2006/07, the majority of these exclusions were from the BESD SILC.

*Table 3.4.3 Comparative fixed term exclusions by school type*

	Primary		Secondary		Special (SILCs)	
	Leeds	National	Leeds	National	Leeds	National
2003/04	12.0	9.7	153.7	86.6	164.9	174.5
2004/05	9.4	10.4	145.3	99.4	43.2	189.1
2005/06	6.0		144.8	104.0	79.9	
2006/07	5.5		129.6		162.2	

*Source: Leeds data: Education Data Management System; National Data: Statistical First Release*

- 3.4.7 As can be seen from table 3.4.9 below, the number of pupils that have been excluded for a fixed period has also reduced, by 7% in the 2006/07 academic year, and by 17% since 2003/04.

*Table 3.4.4 Number of pupils with fixed term exclusions*

	Number of pupils	% of pupils
2003/04	4052	3.6
2004/05	3666	3.3
2005/06	3603	3.3
2006/07	3336	3.1

*Source: Education Data Management System*

- 3.4.8 New regulations relating to fixed term exclusions came into effect in September 2007. From this data schools have a statutory responsibility to provide education after the fifth day of a fixed term exclusion. In the 2006/07 academic year there were 923 exclusions with a duration in excess of 5 days and the total number of days provision that would have been required was 5656.5 days.
- 3.4.9 The pupil planning tea are working in partnership with schools and the Area Management Boards to monitor and track individual pupils in order to ensure this requirement is met over 2007/2008.

3.4.10 As illustrated in the table below, the distribution of fixed term exclusions across reason for exclusion has remained relatively unchanged in Leeds between 2005/06 and 2006/07. The distribution of exclusions by reason is in line with the national pattern with the exception of a smaller proportion of pupils in Leeds excluded for 'Other' reason.

*Table 3.4.4 Reasons for fixed term exclusions*

Reason for Exclusion	% of Fixed Term Exclusions		
	Leeds		National
	2005/06	2006/07	2005/06
Physical Assault – Pupil	16	17	18
Physical Assault – Staff	4	5	2
Bullying	2	2	2
Dangerous Behaviour*	6	6	
Persistent Disruptive Behaviour	29	25	21
Damage to Property	4	3	3
Drug and Alcohol Related	2	2	2
Other	10	10	21
Racial Abuse	1	2	1
Sexual Misconduct	1	1	1
Theft	2	3	2
Verbal Abuse – Pupil	3	3	4
Verbal Abuse – Staff	19	23	23

Source: DfES statistical first release

Notes: \* Leeds local reason for exclusion

### 3.5 School Performance

3.5.1 The percentage of primary schools with a rate of fixed term exclusion of more than 30 per 1000 pupils remained at 7% in 2006/07 (16 schools). The percentage of schools with no exclusions increased to two thirds of primary schools.

*Table 3.5.1 Primary school analysis of fixed term exclusions*

Rate of exclusion	% of schools			% of exclusions		
	2004/05	2005/06	2006/07	2004/05	2005/06	2006/07
30+	10	7	7	61.5	42.2	47.9
<30	35	31	27	38.5	57.8	52.1
0	55	62	66	0	0	0

Data Source: Education Data Management System

3.5.2 The number of schools with a rate of exclusion in excess of 150 per 1000 pupils decreased in 2006/07, these 13 schools accounting for 60% of exclusions. The number of schools with less than 50 exclusions per 100 pupils dropped, for the first time in 2006/07. There were three secondary schools with no fixed term exclusions.

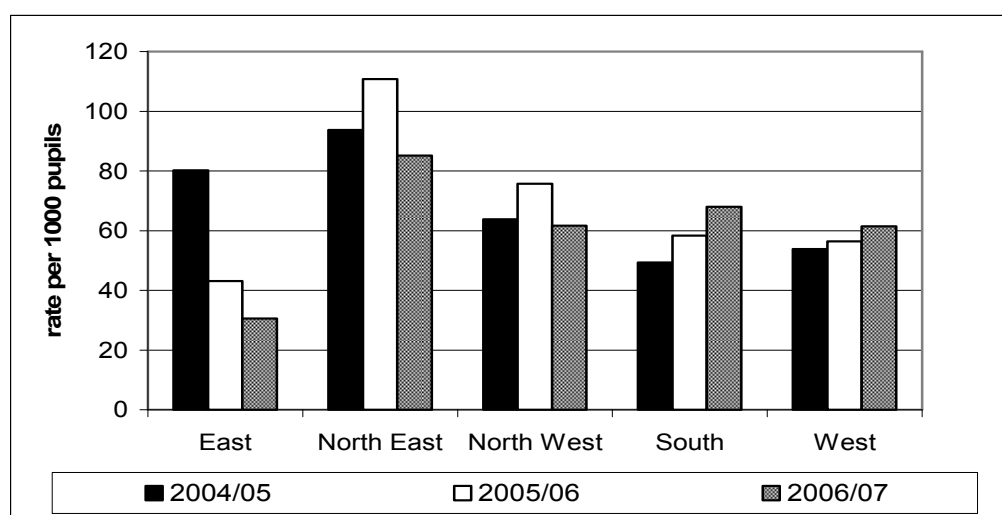
*Table 3.5.2 Secondary school analysis of fixed term exclusions*

Rate of exclusion	Number of schools			% of exclusions		
	2004/05	2005/06	2006/07	2004/05	2005/06	2006/07
150+	16	18	13	68.3	69.2	59.9
50-150	16	13	18	25.8	25.7	37.6
<50	10	11	8	5.9	5.0	2.5

*Data Source: Education Data Management System*

### 3.6 Wedge Based Fixed Term Exclusions

*Table 3.6.1 Fixed term exclusions by wedge*



*Source: Education Data Management System*

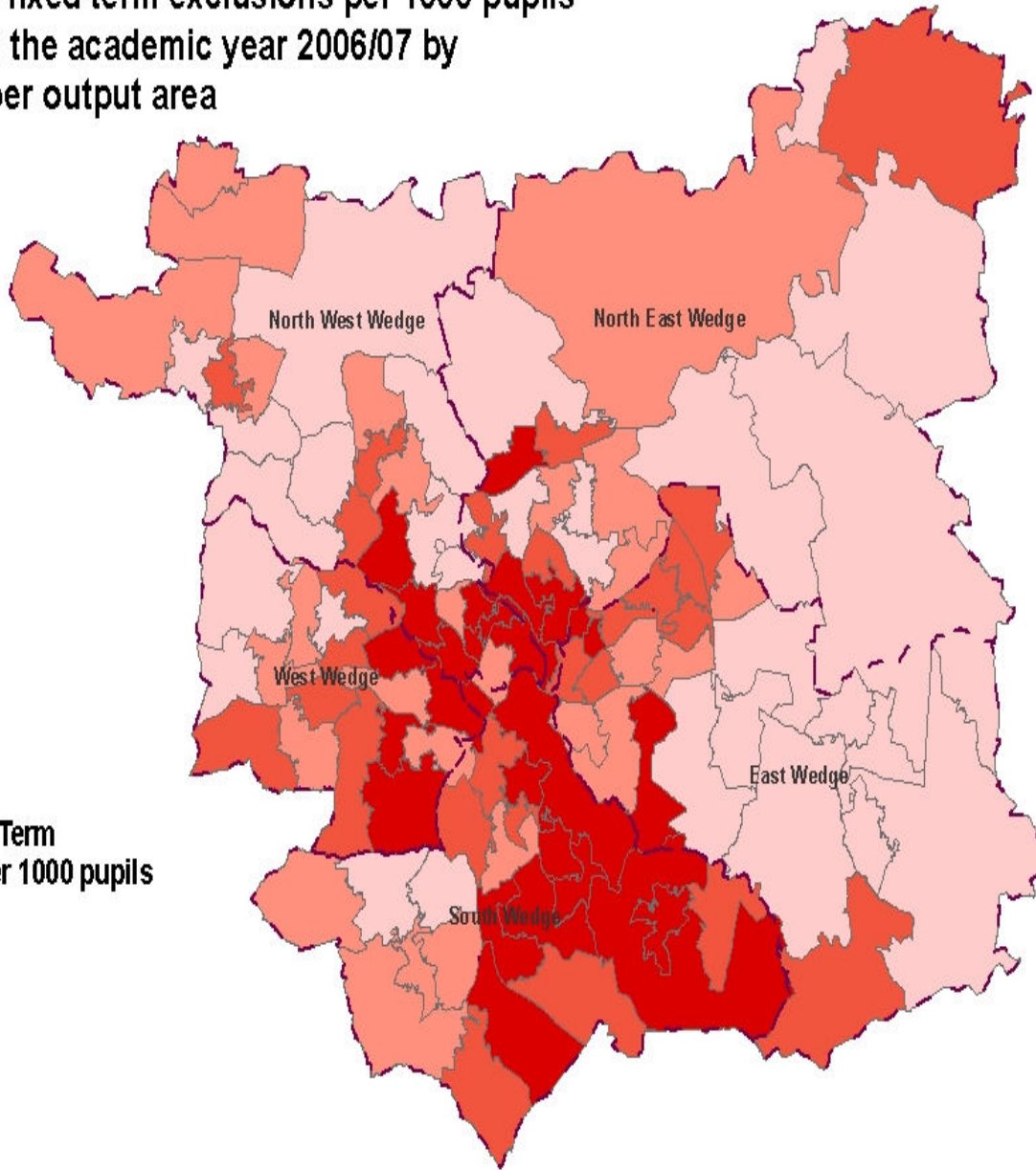
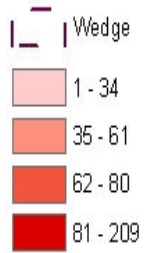
3.6.1 As can be seen in the chart in 3.7.1, the rate of fixed term exclusions has decreased in three of the five wedges over 2006/2007. The most dramatic decrease has been seen in the East, where the rate of exclusions has more than halved over the last two years. Reductions also occurred in the North East and North West wedges.

3.6.2 The map on the following page shows the variations in the rate of fixed term exclusion across the city by middle super output area. Again the link to areas of deprivation can be seen, with higher rates of exclusions for the inner city area and the south of the city.



The rate of fixed term exclusions per 1000 pupils  
in Leeds in the academic year 2006/07 by  
middle super output area

Rate of Fixed Term  
Exclusions per 1000 pupils



Source: Education Leeds - pupil level attendance data

Produced by the Performance Management and Information Team, Education Leeds

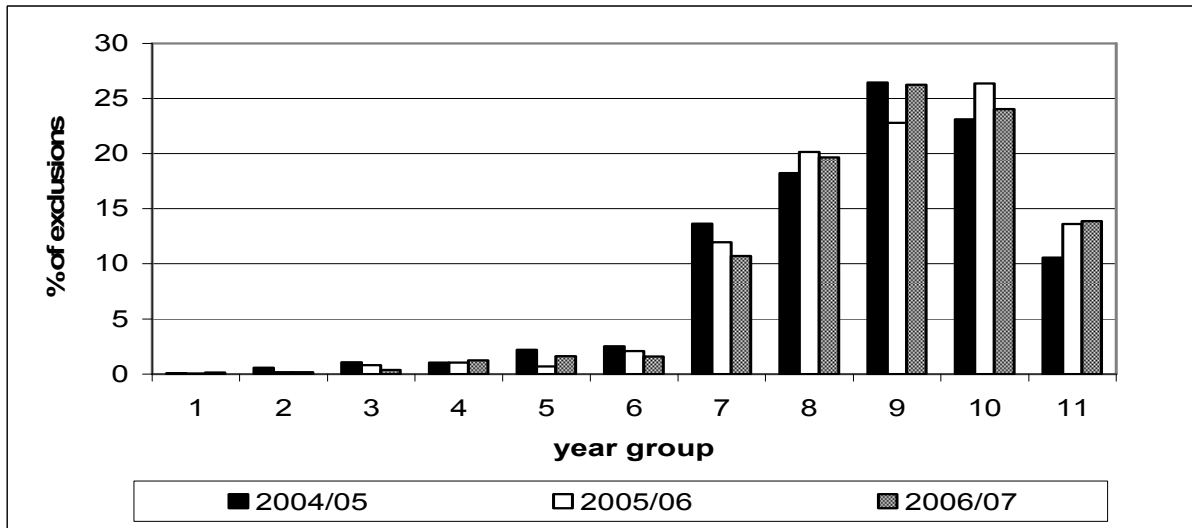
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### 3.7 Fixed Term Exclusions of Pupil Groups

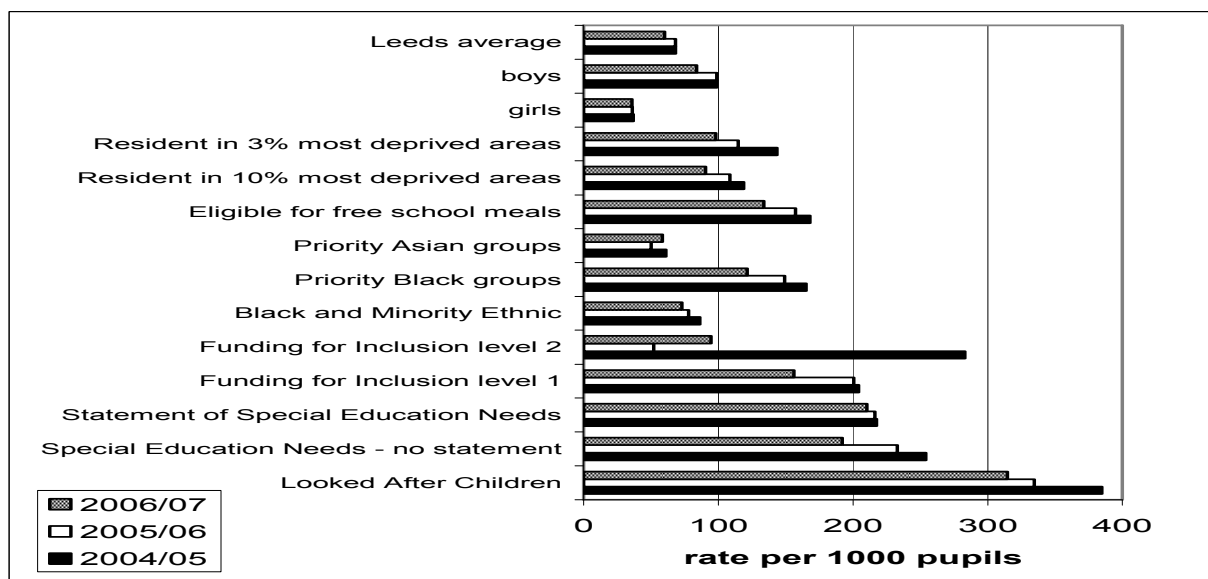
3.7.1. The highest levels of exclusions continue to occur in years 9 and 10, there is a trend of increasing proportion of exclusions through the year groups, up to year 9, then a slight decrease in year 10 followed by a larger drop in year 11.

Table 3.7.1 Fixed term exclusions by year group



Source: Education Data Management System

Table 3.7.2 Fixed term exclusions by pupil group



Source: Education Data Management System

3.7.2. As seen in the chart above, the rate of fixed term exclusions is higher for boys than for girls. Pupils eligible for free school meals and those who live in deprived areas have higher levels of fixed term exclusions than the Leeds average, although the rate of exclusion has fallen for each of these groups, the rate of exclusion remains 1.5 times higher than the Leeds average (2 times higher for pupils eligible for free school meals).

3.7.3. Pupils with SEN have relatively high rates of exclusion, pupils with statements remain 3.5 times more likely to be excluded.

3.7.4. Although the rate of fixed term exclusion for Looked After Children has fallen slightly in 2006/07, the rate of exclusion for this group of pupils was five times higher than the Leeds average and remains a focus for targeted action through the appointment of the Headteacher of a virtual school for Looked After Children.

3.7.5. The rate of exclusions for pupils of Black and Minority Ethnic heritage has fallen, however these pupils still have a rate of exclusion 1.2 times higher than the average for all pupils in Leeds, pupils of black heritage are twice as likely to be excluded than the Leeds average, however there are variations in rates of exclusions for ethnic groups, as shown in the table below.

Table 3.7.3 *Fixed term exclusions by ethnicity*

Ethnic group	Rate of exclusion per 1000 pupils		Ratio to Leeds average rate of exclusion	
	2005/06	2006/07	2005/06	2006/07
<i>Asian or Asian British</i>				
Bangladeshi	52.4	56.5	0.8	0.9
Indian	20.8	19.2	0.3	0.3
Kashmiri Other	110.1	44.2	1.6	0.7
Kashmiri Pakistani	66.5	74.6	1.0	1.2
Other Pakistani	40.3	51.9	0.6	0.9
Other Asian	45.3	42.2	0.7	0.7
<i>Black or Black British</i>				
Black African	46.5	38.0	0.7	0.6
Black Caribbean	222.7	196.7	3.2	3.3
Other Black Background	137.9	115.8	2.0	1.9
Chinese	0.0	4.0	0.0	0.1
<i>Mixed Heritage</i>				
Other Mixed Background	107.4	104.1	1.6	1.7
Mixed Asian and White	66.9	37.7	1.0	0.6
Mixed Black African and White	107.0	101.4	1.6	1.7
Mixed Black Caribbean and White	217.2	179.2	3.2	3.0
Other Ethnic group	19.3	32.0	0.3	0.5
<i>White</i>				
White British	65.6	56.3	1.0	0.9
White Irish	61.0	56.3	0.9	0.9
Other White Background	39.2	38.2	0.6	0.6
<i>Traveller Groups</i>				
Traveller Irish Heritage	162.2	228.8	2.4	3.8
Gypsy Roma	175.0	153.5	2.6	2.6

Source: Education Data Management System

3.7.6. Pupils of traveller heritage, Black Caribbean and Mixed Black Caribbean and White pupils are the ethnic groups with the highest rates of fixed term exclusion. The rate of exclusion for these groups has consistently been 2.5-3 times higher than the Leeds average over recent years.

### **3.8 MAIN ISSUES**

- Whilst the LPSA targets for 2007/2008 are challenging, particularly for fixed term exclusions we are confident that the progress made to date, the proven effectiveness of the team and the effective partnerships in place will enable us to meet the required figures.

### **3.9 DEVELOPMENT WORK AND CAPACITY TO IMPROVE**

- The capacity to improve is very good
- Monitoring systems for permanent exclusions are robust. Over 2007/2008, we are tightening up our monitoring arrangements for fixed term exclusions to match those already in place for permanent exclusions.
- Further realigning of resources has taken place to focus on reducing fixed term exclusions.
- Focussing on vulnerable children and cohort groups has had an impact in reducing exclusions. Further focussed work will continue with partners over 2007/2008.
- Insufficient, inaccurate or incomplete data returns do not provide crucial information at pupil level or in schools. The pupil planning team are working with schools to address this.
- Building upon the positive work to date and the area accountability frameworks established through 'No Child Left Behind' we are confident that we are well placed to continue and exceed performance over the next academic year.
- Closer working partnerships are being developed with all partners across Education Leeds that will have a positive impact on better joined up work in relation to further reduction in rates of exclusions.
- Information sharing through area Management Boards is now good and supporting the process.
- Intensive training for Headteachers, Governors and stakeholders, voluntary and statutory are in place.
- The rollout of the 6 day guidance and the appointment of a dedicated member of staff to support schools in the development of Parenting Contracts with the purpose of supporting their child's behaviour in school is in place.
- The 'Exclusions Helpline' for parents and carers has been re-launched.
- Robust monitoring and challenge systems are in place for tracking fixed term exclusions.
- Collaborative partnerships are well established with the Attendance Strategy Team to enhance involvement of fixed term exclusions under the persistent absence umbrella.
- Collaborative partnerships with the Police under the safer schools partnerships are in place to roll out restorative justice as an alternative to fixed term exclusion, particularly where there are high incidents of bullying or assaults on other pupils.

- Good working partnerships are established with the National Strategies with a particular focus on the reduction of black Caribbean exclusions. These will be built on over the year to include other identified cohort groups.
- Ongoing training of key partners to raise awareness for vulnerable groups and the provision of alternatives to exclusion.
- The management of the Parent Support Adviser Pilot Research Project with a preventative focus on exclusion. Data collected is already demonstrating the impact parent support advisers are making. 53 Parent Support Advisers (PSA's) are supporting 79 primary and secondary schools, pupil referral units and Specialist Inclusive Learning Centre's (SILC's). Of the 1121 young people supported by PSA involvement, 125 had been fixed term excluded immediately prior to PSA support. Following PSA support, 54 of these children and young people have not received a further fixed term exclusion up to July 2007.
- A Parent Partnership Officer has been appointed with the specific responsibility to advise parents and carers of their rights following their child's exclusion from school.
- The re-configuration of the behaviour continuum over 2007/2008 will support rapid response and preventative area based approaches.
- Local integrated service delivery through extended school clusters and shared data will support children and families in their localities.
- All members of the Pupil Planning Team are trained as lead budget holding professionals and are trained through the common assessment framework to chair multi-disciplinary meetings and pull together multi-disciplinary action plans to support children and families.
- Protocols are in place for young people leaving secure and Educational Officers attached to the team are focussed on re-inclusion of young people onto the most appropriate programmes and pathways.
- Increased work on building inclusive schools and celebrating best practice has been strengthened through the refresh of the Inclusive Learning Strategy.

#### **4 BEHAVIOUR IMPROVEMENT PROGRAMME (BIP)**

- 4.1.1 Analysis of the BIP school data (see appendix 2) demonstrate, that over time, localised multi-disciplinary teams are impacting on levels of exclusion.
- 4.1.2 The BEST team has a service level agreement linked to outcomes and further development work. As part of these agreements annual evaluations are conducted that demonstrate the impact the teams are having. (See appendix 3)
- 4.1.3 The work of the teams is making a significant contribution to the emotional health and wellbeing of children and is a key factor of the emotional health developed in partnership with the CAMH's Service. The Intake Cluster are undertaking pilot Webster Stratton programmes at Stanningly primary schools with clear outcomes built into the SLA so that we can measure the impact the programme is having. This is linked to other Webster Stratton programmes conducted across the teams.
- 4.1.4 A key development for being the 'at risk' web based application details of which can be seen in (appendix 4). The register identifies those children and families least resilient and therefore potentially most vulnerable under the five outcomes. This enables the team to further target their work. Further evaluation of the register will be undertaken over 2007/2008 as we have just completed the trial period over this year. This will be completed over 2007/2008 and available to all schools and clusters. This will be build into objective 2 on the Inclusive Learning Strategy, the behaviour continuum.
- 4.1.5 Impact on attendance is less significant however the focus on their initial work was on behaviour and it is only since our recent re-structure of the attendance service that we are in a position to review the level of attendance advisers and Parent Support Advisors into the teams. However a recent visit by the DCSF to John Smeaton High School identified attendance as the best practice they have seen nationally and they requested it be written up as a case study. This is well integrated both with the BEST team and to the curriculum developments established throughout the school!
- 4.1.6 Further re-alignment of resource to localise integrated delivery teams will be considered as part of moving forward objective 4 of the refreshed Inclusive Learning Strategy.

**APPENDIX 2**  
**BIP school data**

**3 year attendance for BIP primary schools**

<b>Dfes Number</b>	<b>School</b>	<b>2004/05% attendance</b>	<b>2005/06% attendance</b>	<b>2006/07 % attendance</b>
2444	Beechwood Primary School	94.40	92.81	94.40
2445	Brownhill Primary School	92.14	91.56	92.14
2446	Ebor Gardens Primary School	91.67	91.11	91.67
2451	Richmond Hill Primary School	92.14	91.75	92.14
2452	Seacroft Grange Primary School	92.15	92.20	92.15
2462	Shakespeare Primary School	93.32	93.55	93.32
2471	Windmill Primary School	93.46	92.12	93.46
2472	Cottingley Primary School	91.66	91.43	91.66
2474	Hunslet Carr Primary School	92.02	90.92	92.02
2477	Middleton Primary School	91.68	92.55	91.68
2481	Low Road Primary School	94.11	93.25	94.11
2482	Clapgate Primary School	94.35	93.24	94.35
2485	Bramley Primary School	94.16	94.48	94.16
2489	Raynville Primary School	94.55	93.86	94.55
2490	Stanningley Primary School	94.62	94.66	94.62
2491	Summerfield Primary School	94.58	93.93	94.58
3054	Bramley St Peter's Church of England Voluntary Controlled Primary School	93.63	93.76	93.63
	<b>Total</b>	<b>93.22</b>	<b>92.78</b>	<b>93.17</b>

**3 year attendance for current BIP primary schools who joined the BIP programme in 2006/07**

2409	Brudenell Primary School	90.91	92.19	94.40
2412	Little London Community Primary School and Nursery	94.94	95.20	92.14
2449	Harehills Primary School	93.73	92.46	91.67
<b>Total</b>		<b>93.34</b>	<b>93.04</b>	<b>93.97</b>

**3 year attendance for BIP secondary schools**

DfesNum	School	2004/05% attendance	2005/06% attendance	2006/07 % attendance
4050	Merlyn Rees John Smeaton Community High School	85.86	83.45	-
4045	School	85.98531	85.83	87.46
4064	Braim Wood Boys' High School	86.149784	86.73	-
454	Intake High School Arts College	87.392519	87.16	86.01
<b>Total</b>		<b>86.39</b>	<b>85.635801</b>	<b>86.68</b>

**3 year attendance for current BIP secondary schools who joined the BIP programme in 2006/07**

DfES Number	School	2004/05% attendance	2005/06% attendance	2006/07 % attendance
4851	South Leeds High School	-	-	85.57
4031	City of Leeds School	84.93	83.45	82.80
4044	Primrose High School	84.37	84.48	82.85
<b>Total</b>		<b>84.609622</b>	<b>84.678029</b>	<b>84.130584</b>



**BIP School Exclusions 2004/05 to  
2006/07**

DfesNum	School	FTEX Rate per 1,000			PEX Rate per 1,000		
		2006/07	2005/06	2004/05	2006/07	2005/06	2004/05
2444	Beechwood Primary School	14.8	9.0	11.7	0.0	0.0	0.0
2445	Brownhill Primary School	0.0	2.7	20.8	0.00	0.0	0.0
2446	Ebor Gardens Primary School	0.0	5.0	49.5	0.0	0.0	0.0
2451	Richmond Hill Primary School	0.0	0.0	0.0	0.00	0.0	0.0
2452	Seacroft Grange Primary School	32.3	111.1	148.0	0.0	0.0	0.0
2462	Shakespeare Primary School	5.8	0.0	24.6	0.0	0.0	0.0
2471	Windmill Primary School	0.0	13.6	3.3	0.0	0.0	0.0
2472	Cottingley Primary School	8.1	4.0	0.0	0.0	0.0	0.0
2474	Hunslet Carr Primary School	0.0	5.4	0.0	0.0	0.0	0.0
2477	Middleton Primary School	16.9	7.9	10.8	0.0	0.0	0.0
2481	Low Road Primary School	0.0	0.0	7.8	0.0	0.0	0.0
2482	Clapgate Primary School	0.0	0.0	0.0	0.00	0.0	0.0
2485	Bramley Primary School	0.0	0.0	0.0	0.0	0.0	0.0
2489	Raynville Primary School	0.0	0.0	0.0	0.0	0.0	0.0
2490	Stanningley Primary School	0.0	0.0	0.0	0.00	0.0	0.0
2491	Summerfield Primary School	0.0	0.0	0.0	0.00	0.0	0.0
3054	Bramley St Peter's	0.0	0.0	3.2	0.00	0.0	0.0
4851	South Leeds High School	407.3	292.2	197.5	9.0	1.5	5.1
4045	John Smeaton	4.9	3.8	85.6	0.0	5.7	5.4
4054	Intake High	50.7	46.4	103.1	0.0	1.8	8.8

**Appendix 3**

**BIP Term Assessment Form**

<b>BIP:</b>	Intake West Cluster	<b>Term:</b>	Summer 07
<b>Completed by:</b>	Alison Moorhouse	<b>Date:</b>	23/08/07

**1. Overview:** please provide a brief summary of performance in the last term focusing on your impact on improving outcomes for children and young people.

Last term we worked with 10 new individual high school pupils and 3 new primary pupils on a range of issues such as classroom behaviour, self harm, separation, conduct disorder, routines. Many pieces of individual work were carried over from the previous term. Records of work are recorded, monitored and evaluated on the Leeds InfoBase Personalised Learning Tracker. 92% of these records show an improvement from baseline data and 8% show no change.

We delivered 7 groups in the schools including: Yr 8 Youth Award, Yr 9 Youth Award ASDAN, Incredible Years, and Seasons for Growth. Recording and monitoring is via SDQ, PSI and the tracker database. Again improvements are evident in all participants of the groups.

4 pieces of whole school work was delivered to the cluster of schools : Classroom management, Screening of in coming year 6, MASH clinic and Second step support.

A support group for women and children who suffered from domestic violence was also run in the West of Leeds co- delivered by a member of the BEST team.

The team continues to support the PSCHE enrichment days at Intake and delivered a very successful package of work on Weapons Awareness to the whole of year 10.

**2. Performance against indicators:** provide a summary of performance against the indicators on page 2. Highlight successes and areas of concern, including both where targets are not being achieved and where there is a significant risk that future targets won't be achieved

*Exclusions.* **All** the primaries achieved both the PX and FT exclusion target. This was achieved via using the Primary Response 1<sup>st</sup> day cover manager in a preventative manner who worked with pupils at risk on a weekly basis. The work of the Primary 1st response manager is proving to be very effective. Numbers who accessed the facility dropped from last year, this is indicative of the excellent preventative work that occurs in each of the primaries.

The High school **did not achieve** the fixed term target, exceeding it by 13 for the term and 22 for the whole year. Plans are in place to refurbish 1<sup>st</sup> Day cover and staff it more effectively to ensure that this year the target is met and more importantly that the pupils are offered their entitlement of 1<sup>st</sup> day cover. In total 6 children on a fixed term exclusion accessed 1<sup>st</sup> day cover, but unfortunately 51 pupils who were fixed termed did not. Again plans have been made to ensure all pupils on a fixed term exclusion are offered 1<sup>st</sup> day cover in 2007/8. Intake **did not achieve** the target for PX for the term and consequently for the year exceeding it by 4. Of the 5 PX students BEST only worked with one of them. In response to this changes have been made by the school to the referral route to ensure the most appropriate children are referred to the service. The Deputy Head and SENCO will gate keep referrals from year managers to ensure appropriate referrals are made.

*Attendance.* **3/5** primaries reached or exceeded the target for the summer term, unfortunately 2 were slightly below target. The impact this had had on the year end target is that **2/5** school achieved the target with **3/5** below.

The high school missed the summer target by 3.42% but continued to maintain attendance rates compared to previous years where summer attendance usually declines, hence it failed to reach the target attendance of 88.42 but ensured to keep the drop to only 2.42% over the year.

*At risk register.* Schools are beginning to use at "At risk system". Several report it is a very useful tool for highlighting pupils in need and allows schools to ensure plans are in place to address the needs. This is a major priority for the next academic year.

Performance Indicators

Indicator	Term Target	Annual Target	20?? Target	Performance this term	Target met	Performance year to date	Target met	Risk	Changes to Risk
Number of permanent exclusions	High 0	0		5	No	5	No	Red	Higher
	Prim 0	0		0	Yes	0	Yes	Green	Same
Number of fixed term exclusions	High 5	35	18		No	57	No	Red	Higher
	Prim 0	0	0		Yes	0	Yes	Green	Same
Number of days of fixed term exclusions	N/A	N/A	678.5		N/A	678.5	N/A	N/A	
Number of schools achieving attendance targets	High 1/1	1/1	0		No	0	No	Red	Higher
	Prim 4/5	4/5	2/5		No	2/5	No	Red	Higher
Number of schools achieving unauthorised absence targets	N/A	N/A	N/A		N/A	N/A	N/A	N/A	N/A
Number of schools not achieving permanent exclusion targets	High 1				No			Red	Higher
	Prim 0				Yes			Green	Same
Number of schools not achieving fixed term exclusion targets	High 1				No			Red	Higher
	Prim 0				Yes			Green	Same
Percentage of exclusions where first day supervised education was offered	High 10%				No			Red	Higher
	Prim 100%				Yes			Green	Same
Number of pupils on the risk register in secondary schools.									
<i>School not yet completed this</i>									
Number of pupils on the risk register in primary schools. <i>Not all</i>									
<i>School not yet completed this</i>									
Percentage of at risk pupils where named key workers are in place – secondary schools									

Percentage of at risk pupils where named key workers are in place – primary schools

Percentage of at risk pupils from previous term where level of risk has reduced – secondary

Percentage of at risk pupils from previous term where level of risk has reduced – primary

- Term, annual, long term target – specify existing targets where they exist
- Performance this term – detail the number / percentage figure for this term
- Target Met – enter yes or no
- Performance year to date - detail the number / percentage figure for the year to date. Autumn term this will be the same as the term, response and Summer be the whole year figure.
- Risk – please state appropriate colour
  - Red – target missed and / or significant chance of future targets not being achieved
  - Amber – uncertainty as to whether the target will be achieved, there is progress but may not be sufficient to achieve the target
  - Green – targets have been achieved and confidence that future targets will be achieved
- Changes to risk – indicate if the risk has changed from the previous term, enter lower, same, higher

**3a. Improvement Plan Performance: Successes** evaluate progress with the activities in your improvement plan, what have been the successes over the previous term. Have any activities now been completed and are able to be removed?

Activity 1 To support schools in implementing strategies that increase positive behaviour and emotional well being, and to monitor, challenge and intervene where agreed targets are in danger of not being met.

Focussed work by primary 1<sup>st</sup> day cover manager ensured all primaries met their PX and fixed term target for exclusions. Due to the consistency of the position the 1<sup>st</sup> day cover manager is now able to work in a preventative manner and work is going extremely well.

Tracker database in full use to monitor and report BEST activities.

Activity 2 To support schools in implementing strategies that increase attendance and to monitor, challenge and intervene where agreed targets are in danger of not being met.

Close working with attendance leader, EWO and Nat Strats in the high school ensured the decline in attendance was halted. Attendance action plans in place and monitored closely and regularly by all partners

Activity 3 To integrate and sustain a range of strategies and activities that improve behaviour, emotional well-being and attendance, and which increase capacity in BEST schools to meet challenges and targets in these areas.

Successful funding bid to deliver Teacher Classroom management training to the whole cluster in the Autumn term. This will mean that over 31 staff are skilled in the Webster Strattan Classroom management techniques. This programme has a wide evidence base of successfully transforming classrooms.

All schools had delivered their choices from the menu of activities.

Second Steps Social and Emotional package of work successfully delivered to a primary partner and now adopted and implemented by the school to the whole school.

Healthy Young Peoples Clinic proving extremely successful and now held up as an example of excellent practice across the city.

Activity 4 To promote multi agency working and integrated services through dissemination and modelling of good practice, based upon local and national evaluations and research.

BEST manager on WAMB and beginning to shape the development of provision in the west wedge.

Transition improved again with all pupils being scored on an SDQ rating scale to help the high school set and plan for provisions prior to the young people starting the school.

Delivery of Incredible year's with Wildfire, delivery of Bridge project with NSPCC and delivery of Advance Webster Strattan with All Relative all indicate established sharing of work and steps towards sustainability.

Activity 5 To actively promote and support BIP/BEST schools in working in extended schools partnerships and contributing to the core offer in these partnerships.

Development of extended services going well with regular meetings with extended services project manager.

**3b. Improvement Plan Performance: Concerns** evaluate progress with the activities in your improvement plan, what have been the areas of concern over the previous term, what areas of concern are there looking ahead to next term

Attendance in several of the primaries along with that of the high school

At risk data base behind schedule, not all schools accessing this fully as yet.

1<sup>st</sup> Day cover not being fully accessed by the High School pupils who are excluded from school.

**4. Improvement Plan Performance: Areas for development** Considering you answers to questions 2 and 3 a/b list any proposed new activities resulting from these, including embedding success, sharing good practice and addressing underperformance and issues of concern

<b>Action</b>	<b>Responsibility</b>	<b>Timescale</b>
1 <sup>st</sup> Day cover in the High offered to all pupils excluded from school. Re-launch to the school with new policies, procedures and protocols.	PBFL leader and BEST	Sept
At risk database full roll out across all schools. Additional training opportunities for the schools.	Nominated school leader with BEST	Sept
Attendance in several of the schools. Attendance audit work with EWO and attendance leaders as a priority.	Attendance leader, EWO and BEST manager	Sept

**5. Other issues** Please outline any other issues that are or could potentially affect performance. Consider personnel, budget, partnership issues and sustainability for example.

Personnel – Youth worker resigned in July to go work for high schools. Not looking to replace until budget clear but have appointed a sessional art therapist to work in the schools 1 say per week. Project worker had dislocated his knee, could be lengthy absence.

Admin staff reduced hours to 4 days per week. Still manageable and saves some munch needed money.

High school 1<sup>st</sup> day cover 2 days per week of staff shortage. Looking to do 7.5 hours each Mon – Wed to ensure children have their entitlement.

Budget – Very tight.



**Appendix 4**  
**At Risk Pupil Monitoring System**

Graded on a -2 to +2 scale with 0 being neutral, negative indicators relating to risk and positive indicators relating to resilience

	-2	-1	0	1	2
<b>BEING HEALTHY</b>					
Eating habits	Evidence of poor nutrition/resistant to healthy eating provision and messages */ poor dental health	Some evidence of poor nutrition	No concerns	Accessing healthy eating curriculum and other provision	Individual and family targeted for specific support
Substance abuse (drugs, alcohol, tobacco)	Suspected or Known instances of use of illegal drugs, alcohol or volatile substances	Smoking, experimenting with alcohol, known or suspected of being in risky social environment	No concerns	Engages with drugs education and routine pastoral support	Engages with targeted support
Sexual Activity	Displays inappropriate sexualised behaviour,	Disengagement, non-attendance, known to be in risky social environment	No concerns	Engages with Sex and Relationships Education (SRE) and routine pastoral support	Engages with targeted support
Obesity	Medically identified as obese	Medically identified as overweight - see also 'physical activity' 'eating	No concerns	Differentiation in PE curriculum. Accessing healthy eating curriculum	Specialised support programme

		habits' and 'emotional health'		and other provision	
Emotional Health	Displays extremes of emotion or can be consistently low in mood and withdrawn or expresses emotions inappropriately	A marked change in emotional state, causing concern	No concerns	Referred to and engaged in work with BEST/LM/Counselor/pastoral team/consultation with EP. Regular in-school support. Regular liaison/discussion with family	Referred to and engaged with specialist outside service/agency - CFU/social services/PAS. Regular liaison between school/agency/family
Physical Activity	Little or no participation in curriculum, OOSH, or playground	Specific or generalised difficulties in curriculum, little activity outside the curriculum	No concerns	Differentiation in PE curriculum	Parents contacted, individual support plan in place
Specific Health issues/Disability	Medical condition has significant impact on ability to access learning	Medical condition has affects ability to access learning	No concerns	Some support in place	Support matches identified needs
<b>STAYING SAFE</b>					
Child Protection	Child protection conference	Previous child protection issues	No concerns	Has open case and current social worker	On at risk register and appropriate support in place

				involvement	
Looked After Children	Currently Looked After	Previously Looked After or in respite care	Not looked after	Has named social worker and PEP	Making progress against PEP targets and/or consistent home or school placement
Accidents/risk taking behaviour	Puts self at risk frequently	Has put self at risk	No concerns	Offered support regarding protective behaviour	Accessed and responding to support
Bullying/discrimination	Victim of bullying/discrimination	Socially isolated/vulnerable at school	No concerns	Restorative process available/support networks identified	Reparation received. Support networks effective
Social services referrals	Open case	Previous case or concerns discussed with parents	No concerns	Named social worker and plan in place	Child and family responding to support
Home circumstances (e.g. young carer/asylum seeker/refugee)	Home circumstances have significant impact on access to learning	Home circumstances impact on ability to access learning	No concerns	Support provided	Support accessed and having a impact
<b>ENJOY AND ACHIEVE</b>					
Attendance	Attendance below 80%	Attendance below school average	No attendance issues	EWS involvement (for below 80%), other support for	EWS involved and support making impact

				above 80%	
Unauthorised absence	More than 12 unauthorised sessions in previous term	Any unauthorised absence in previous term	No concerns	Support offered	Support making impact
SEN	Level 2 FFI, statement or School Action Plus	Level 1 FFI or School Action	No SEN	Support offered	Support making impact
Achievement against expectations	Below estimated performance in all areas	Below in some areas	In line with expectations	Targeted additional support in place	Support making impact on progress
Reading Age	Reading age significantly below expected for key stage	Reading age at least 1 year below chronological age	Reading age=age	Additional support available	Support making impact on progress
<b>POSITIVE CONTRIBUTION</b>					
Exclusions	More than 5 days excluded in previous term or previous history of permanent exclusion	5 or less days excluded in previous term	No exclusions	Support available	Responding positively to support
Behaviour	School Action Plus for behaviour	Triggered school discipline procedure beyond class teacher/form tutor level	No concerns	Individual Behaviour Plan in place	Responding positively to support
Participation in school life	Actively chooses	Withdraws from/	No concerns	Involvement in	Takes full and

	not to engage in school life	does not participate in school activities		some school/after school activities	active part in all elements of school life
Self esteem/confidence/relationships	Finds it difficult to make stable and positive relationships/low levels of social responsibility/lacks confidence	Confidence/relationships and social responsibility are inconsistent across aspects of school life	No concerns	Offered individual/group support to improve confidence/self esteem etc	Responding positively to support
Crime/criminal behaviour	Persistent and/or serious offending	More than one offence committed or concerns regarding criminal behaviour	No concerns	Identified 'at risk' of offending and appropriate support offered	Appropriate support accessed and having an impact
Anti-Social behaviour	Subject of an ASBO or under investigation by Anti-Social Behaviour Unit	Concerns regarding anti-social behaviour	No concerns	Subject of Acceptable Behaviour Contract (ABC) and/or receiving additional support	Complying with ABC
<b>ECONOMIC WELL-BEING</b>					
KS4 FFT estimates	Less than 20% chance of 5+ A*-C	20-40% chance of 5+ A*-C	40+ chance of 5+ A*-C or no concerns	Post 16 plan in place and support provided	Accessing support and clear post 16 path identified
Post 16 activity	No engagement with Connexions\Careers	No clear route post 16, but willingness to engage	No concerns	Taken some steps to plan post 16	Clear path outlined

Home circumstances	Parents through extreme poverty are unable to meet basic needs	Parents suffering economic difficulty, e.g. debt/ worklessness	No concerns	Parents actively seeking support, e.g. debt counselling etc	As a result of support, family managing economic situation
Financial literacy	Not making progress as in -1 and lacks confidence/capacity to work with others	Not making adequate progress in literacy/ numeracy/ ICT	No concerns	Programmes in place to build literacy/numeracy /ICT skills	Engages in programmes offered and understands the need for personal budgeting (age appropriate)

Positive Contribution		
Self Esteem / Confidence / Relationships	-0	0
Crime/Criminal Behaviour	-0	0
Anti-Social Behaviour	-0	0
Exclusions	-0	0
Behaviour	-1	2
Participation in School Life	-1	1
Economic Well-Being		
Home Circumstances	-1	0
Financial Literacy	-0	0
KS4 FFT Estimates	-0	0
Post 16 Activity	-0	0

**Ratings Summary Datagrid**

Outcome	Aggregate Score		Standardised Score	
	Risk	Protective	Risk	Protective
Being Healthy	-0	0	-0.0	0.0
Staying Safe	-2	1	-0.3	0.2
Enjoy & Achieve	-0	0	-0.0	0.0
Positive Contribution	-2	3	-0.3	0.5
Economic Well-Being	-1	0	-0.3	0.0
<b>OVERALL</b>	<b>-5</b>	<b>4</b>	<b>-0.2</b>	<b>0.1</b>

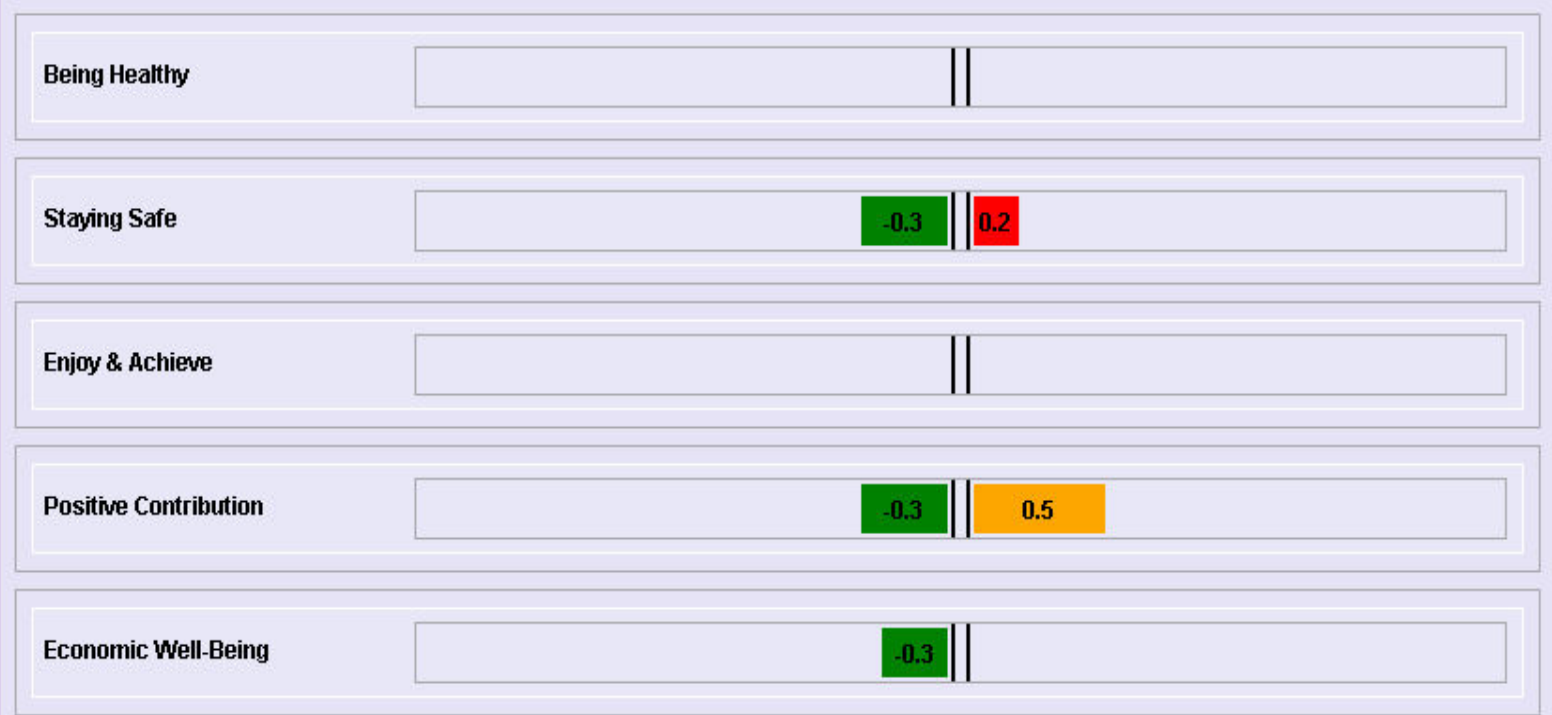
  

Outcome	Risk		Protective	
	-2	-1	1	2
Being Healthy	0	0	0	0
Staying Safe	0	2	1	0
Enjoy & Achieve	0	0	0	0
Positive Contribution	0	2	1	1
Economic Well-Being	0	1	0	0
<b>OVERALL</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>1</b>

**Outcome/Factor Ratings**

Outcome	Risk		Protective	
	-2	-1	1	2
Being Healthy	0	0	0	0
Staying Safe	0	2	1	0
Enjoy & Achieve	0	0	0	0
Positive Contribution	0	2	1	1
Economic Well-Being	0	1	0	0
OVERALL	0	5	2	1

**Outcome/Factor Ratings**



[Select Another AtRisk Pupil](#)



AtRiskTest

09 Nov 2006

What do you want to do?

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View Pupil At Risk Details

Pupil:

Name	Date Of Birth	UPN
Freya Garbett	05/12/1992	U383390297012

Being Healthy

Eating Habits	-1		
Substance Abuse	-1	1	2
Sexual Activity	-2	-1	1
Obesity		-1	1
Emotional Health	-2	-1	1 2
Physical Activity		-1	1
Specific Health Issues/Disability			1

Staying Safe

Child Protection			
Looked After Children		-1	1 2
Accident/Risk Taking Behaviour	-2	-1	
Bullying/Discrimination		-1	1 2
Social Services Referrals			1
Home Circumstances	-2	-1	1 2

Enjoy & Achieve

Attendance	-2	-1	
Unauthorised Absence		-1	1 2
SEN			1
Achievement Against Expectations		-1	1
Reading Age	-2	-1	1

Positive Contribution

Exclusions		-1	1 2
Behaviour	-2	-1	
Participation in School Life	-2	-1	1 2
Self Esteem / Confidence / Relationships		-1	1
Crime/Criminal Behaviour	-2	-1	
Anti-Social Behaviour		-1	

Economic Well-Being

KS4 FFT Estimates		-1	
Post 16 Activity	-2	-1	1
Home Circumstances		-1	1
Financial Literacy	-2	-1	1 2

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**Destinations 1996 - 2007: Year 11 Leavers**

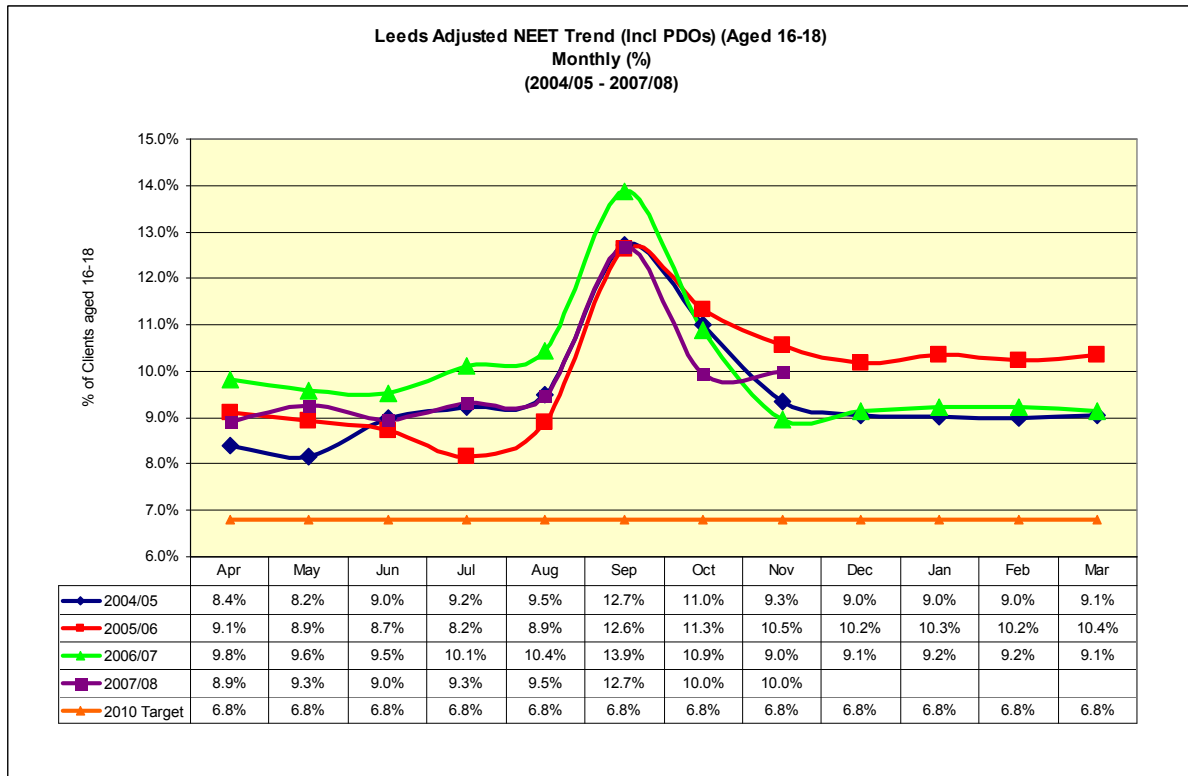
	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Stayed at school	36.99	38.33	38.40	39.42	38.47	37.09	35.71	35.03	35.75	36.07	39.38
Further Education	24.90	24.94	25.28	27.88	28.07	30.40	32.26	31.30	31.31	33.08	34.09
Employment with training	8.12	7.70	11.04	9.87	13.07	13.47	12.79	14.01	14.28	12.64	8.95
Work based training	7.35	8.56	6.36	7.26	3.20	2.74	2.05	2.59	2.64	3.01	2.48
Employment without training	5.12	4.80	3.27	4.51	3.91	1.59	3.10	3.53	2.91	1.61	1.79
Voluntary and part-time activities										1.32	0.94
NEET	8.69	7.43	3.53	3.89	6.83	7.11	6.84	8.25	7.67	8.15	8.19
Other	4.06	3.31	7.90	5.31	4.02	3.37	4.95	3.41	3.63	2.38	2.96
Not known	4.78	4.94	4.21	1.86	2.43	4.25	2.28	1.88	1.81	1.75	1.23
<b>Number in cohort</b>	<b>8031</b>	<b>8018</b>	<b>8072</b>	<b>8045</b>	<b>8033</b>	<b>8100</b>	<b>8477</b>	<b>8450</b>	<b>8725</b>	<b>8745</b>	<b>8764</b>
<b>Full-time education</b>	<b>61.89</b>	<b>63.27</b>	<b>63.68</b>	<b>67.30</b>	<b>66.54</b>	<b>67.49</b>	<b>67.97</b>	<b>66.33</b>	<b>67.06</b>	<b>69.15</b>	<b>73.47</b>
<b>In learning</b>	<b>77.36</b>	<b>79.53</b>	<b>81.08</b>	<b>84.43</b>	<b>82.81</b>	<b>83.71</b>	<b>82.81</b>	<b>82.93</b>	<b>83.98</b>	<b>85.08</b>	<b>85.07</b>

Percent

Percent

<b>2007</b>
40.24
34.70
8.79
2.43
1.55
0.18
7.94
2.97
1.20
<b>8942</b>
<b>74.94</b>
<b>86.34</b>

**%NEET Trend (LA Definition): Leeds (Monthly Figures)**



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## Report of the Head of Scrutiny and Member Development

### Scrutiny Board (Children's Services)

Date: 17 January 2008

Subject: Leeds Strategic Plan

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**Electoral Wards Affected:**

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

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## 1.0 Introduction

- 1.1 In October 2007, the Scrutiny Board commented on the draft strategic outcomes and improvement priorities to be included in the new Leeds Strategic Plan 2008-2011.
- 1.2 The Board asked to see the revised draft in order to see how its comments had been taken into account. A summary of the comments made by the Scrutiny Board is attached for Members' reference.
- 1.3 The attached report sets out the revised draft and presents the next steps in agreeing the Leeds Strategic Plan. The report also presents the draft Council Business Plan.
- 1.4 In October, Members also expressed an interest in the indicators and targets which would form the next level of detail for implementing the plan. All Scrutiny Boards are due to receive a report in February to enable members to contribute to the development of the indicators and targets.

## 2.0 Recommendation

- 2.1 The Scrutiny Board is recommended to:
  - i. comment on the revised strategic outcomes and improvement priorities for the Leeds Strategic Plan to enable negotiations on the LAA to commence;
  - ii. comment on the draft business outcomes and improvement priorities.

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## Scrutiny Board (Children's Services)

### Comments on the Draft Strategic Plan

The Scrutiny Board recognised the strong links between the priorities set out in the Children and Young People's Plan and the draft strategic outcomes, whilst acknowledging that in the context of the strategic plan most of the outcomes were applicable to the general population of Leeds rather than children and young people specifically.

This was seen to reflect the hierarchical nature of the planning framework, and the respective positions of the two plans within that hierarchy.

Members stressed that they were particularly interested in the more detailed targets and measures showing how these outcomes would be achieved.

In terms of specific observations, the Board made the following comments:

- The 'Every Child Matters' agenda is so important and so widely recognised that consideration should be given to finding some way of referencing it explicitly in the Plan. (This is notwithstanding the Board's recognition that the aims of Every Child Matters are consistent with the draft strategic outcomes and improvement priorities.)
- The Board asked that consideration be given to a specific reference to improved outcomes for Looked After Children, possibly under the health and wellbeing theme relating to assessment and care management.
- Learning is a route to cultural wellbeing, through better understanding of both one's own culture and the diverse cultures that make up the city. Members felt that this should be reflected in the draft strategic outcomes and improvement priorities.
- The Board was disappointed that there was no mention of the private sector's impact on the environment. Members felt that the draft plan should take a broader focus, recognising the need for the behaviour of all sectors to change in order to improve the city's environment.

The Board decided that it wished to see the revised draft of the Plan, in order to see how its comments had been taken into account. This will be scheduled for the January 2008 meeting of the Scrutiny Board.

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

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

**Date: 17<sup>th</sup> January 2008**

**Subject: Leeds Strategic Plan and Council Business Plan: Outcomes and Priorities**

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**Electoral Wards Affected:**

Ward Members consulted  
(referred to in report)

**Specific Implications For:**

Equality and Diversity	<input checked="" type="checkbox"/>
Community Cohesion	<input checked="" type="checkbox"/>
Narrowing the Gap	<input checked="" type="checkbox"/>

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**Executive Summary**

1. The Leeds Strategic Plan and Council Business Plan outcomes and Improvement priorities together with the financial strategy set out the strategic approach of the Council that will underpin service delivery for the period 2008-11. The Budget and Policy Framework requires the initial proposals for such plans to be reviewed by Scrutiny so that they have the opportunity to shape policy and make recommendations for change.
2. This report sets out the initial proposals for the Local Strategic Partnership, alongside the processes already undertaken for the development of these significant plans. It also clarifies the next stages for the full development of both plans in line with statutory and constitutional requirements.

## 1.0 Purpose Of This Report

- 1.1 The Leeds Strategic Plan and Council Business Plan outcomes and improvement priorities together with the five year financial strategy set out the strategic approach of the Council that will underpin delivery of services in the period 2008-11. This report outlines the progress to date in the development of the Leeds Strategic Plan and Council Business Plan.
- 1.2 The report updates Overview and Scrutiny Committee on the findings of the stakeholder consultation undertaken between September and November 2007 to determine the strategic outcomes and improvement priorities for the Leeds Strategic Plan 2008-11. The Committee is asked to receive and comment upon changes made based on feedback received.
- 1.3 The draft business outcomes and improvement priorities are presented to Scrutiny for the first time and feedback is sought on these to help shape and develop the Council's business transformation and development agenda which will support the delivery of the Leeds Strategic Plan.

## 2.0 Background Information

- 2.1 Members of Executive Board approved a revised corporate planning framework for the city in July 2007. The strategic element of this framework includes two high level plans which set the strategic level outcomes and priorities for both the city and the organisation for a three year period. These are:
  - **Leeds Strategic Plan 2008-11** - sets out the strategic outcomes and improvement priorities that will guide delivery of what the Council needs to focus on across the city either on its own, or in partnership with others, during the period 2008-11. This plan includes the statutory requirements regarding Leeds' Local Area Agreement as detailed in the Local Government and Public Involvement in Health Act 2007.
  - **Council Business Plan 2008-11** - sets out what the council needs to do organisationally to achieve the outcomes and priorities in the Leeds Strategic Plan. This includes outlining the business development, organisational change, business transformation and financial planning activities that we plan to undertake over the next three years. The five year financial strategy was considered by members of Executive Board in December and will be integrated into the Council Business Plan.
- 2.2 The agreed framework specified that these strategic level plans not only set out the overarching priorities but also include the mechanisms for measuring success in achieving these priorities. The Budget and Policy framework specifies that the initial proposals contained in both of these plans are to be published at least two months in advance of adoption and that Scrutiny is allowed at least six weeks to respond to these initial proposals.
- 2.3 A three year planning timeframe has been adopted for both the Leeds Strategic Plan and Council Business Plan based on the fact that the Local Area Agreement, required by statute, spans three years and the Comprehensive Spending Review 2007 provides a three year funding settlement. However, we recognise that for some aspects of our work there is a need for a longer term view. The Vision for

Leeds 2004-20 provides the longer term ambitions of the city for the three year Leeds Strategic Plan. We have also developed longer term visions for some of our Business Plan priorities and therefore it is our intention to reflect these within the Council Business Plan where appropriate eg inclusion of our five year financial strategy.

### **3.0 Leeds Strategic Plan**

#### **Feedback on Stakeholder Consultation**

- 3.1 During July and August 2007 a draft set of strategic outcomes and improvement priorities were compiled that described what the Council and, where relevant its partners, aim to focus attention on during the period 2008-11. The draft outcomes and priorities are organised around the eight themes of the long term vision for the city – the Vision for Leeds 2004-2020. Evidence of where we need to focus our efforts was drawn from:
- The Annual Citizens Survey;
  - The council's and partners' performance management systems;
  - Current demographic and economic trends of the city; and
  - Local knowledge of Members, council officers and partners.
- 3.2 During September to November 2007 a wide range of stakeholders were consulted across the city to provide the opportunity to 'check' whether the right improvement priorities had been identified, highlight any gaps and explore views on how delivery can best be achieved over the next three years. The following stakeholders were consulted:
- All Elected Members (Executive Members, Scrutiny Boards, Area Committees, Members' Seminar)
  - Statutory partners
  - Voluntary, Community and Faith Sector
  - Representatives of the business community
  - Representatives of the Trade Unions
  - Council Staff
  - Equality Groups
  - Citizen Focus Groups
- 3.3 The general messages to emerge from the consultation were as follows:
- General support for the strategic outcomes and improvement priorities as drafted. It was commonly felt that the appropriate themes had been identified, and the balance in terms of 'Going up a League' and 'Narrowing the Gap' was judged to be about right.
  - Some concern that the priorities in the areas of 'Environment' and 'Transport' should be strengthened and a stronger emphasis be placed on Children and Young People and Older People.
  - Generally felt that the themes and priorities were strongly interdependent and that this should be both strengthened in places and communicated throughout the planning framework.

- Whilst the priorities were judged to have generally targeted the right areas, respondents often noted that their wording would benefit from the use of more positive, simple and clear language.

A full report summarising comments from the consultation is available for more detailed information.

### **Changes to Strategic Outcomes and Improvement Priorities**

- 3.4 The feedback from the consultation has resulted in a series of changes and improvements to the draft strategic outcomes and improvement priorities.
- 3.5 It is intended that the context to the Leeds Strategic Plan provides an explanation of the importance placed on:
- Children and Young People
  - Older People (with the recognition that we wish to rise to the challenges and opportunities presented by an ageing society)
  - Interconnectivity between our strategic themes and priorities

Further proposed changes are:

<b>Our Ambition</b>	<p>Our Mission is to bring the benefits of a prosperous, vibrant and attractive city to <b>all</b> the people* of Leeds. We want:</p> <ul style="list-style-type: none"> <li>• people to be happy, healthy, safe, successful and free from the effects of poverty;</li> <li>• our young people to be equipped to contribute to their own and the city's future well being and prosperity;</li> <li>• local people to be engaged in decisions about their neighbourhood and community and help shape local services;</li> <li>• neighbourhoods to be inclusive, varied and vibrant offering housing options and quality facilities and free from harassment and crime, and;</li> <li>• a city-region that is prosperous, innovative, attractive and distinctive enabling people, business and the economy to realise their full potential.</li> </ul>
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Strategic Outcomes	Improvement Priorities
<p><b>Culture</b></p> <p>Increased participation in cultural opportunities through engaging with all our communities.</p> <p>Enhanced cultural opportunities through encouraging investment and development of high quality facilities of national and international significance.</p>	<p>Enable more people to become involved in sport and culture by providing better quality and wider ranging activities and facilities</p> <p>Facilitate the delivery of major cultural schemes of international significance.</p>
<p><b>Skills and Economy</b></p> <p>Increased entrepreneurship and innovation through effective support to achieve the full potential of people, business and the economy.</p> <p>Increased international competitiveness through marketing and investment in high quality infrastructure and physical assets, particularly in the city centre.</p>	<p>Increase innovation and entrepreneurial activity across the city</p> <p>Facilitate the delivery of major developments in the city centre to enhance the economy and support local employment</p> <p>Enhance the skills of the workforce to fulfil individual and economic potential.</p> <p>Increase international communications, marketing and business support activities to promote the city and attract investment.</p>
<p><b>Learning</b></p> <p>Enhance the current and future workforce through fulfilling individual and economic potential and investing in learning facilities.</p>	<p>Enhance the skill level of the workforce to fulfil individual and economic potential</p> <p>Improve learning outcomes for all 16 year olds, with a focus on narrowing the achievement gap.</p> <p>Improve learning outcomes and skill levels for 19 year olds.</p> <p>Increase the proportion of vulnerable groups engaged in education, training or employment.</p> <p>Improve participation and early learning outcomes for all children, with a focus on families in deprived areas.</p>
<p><b>Transport</b></p> <p>Increased accessibility and connectivity through investment in a high quality transport system and through influencing others and changing behaviours</p>	<p>Deliver and facilitate a range of transport proposals for an enhanced transport system.</p> <p>Improve the quality, use and accessibility of public transport services in Leeds.</p> <p>Improve the condition of the streets and transport infrastructure by carrying out a major programme of maintenance and improvements.</p> <p>Improve road safety for all our users, especially motor cyclists and pedal cyclists.</p>

<p><b>Environment</b></p> <p>Reduced ecological footprint through responding to environmental and climate change and influencing others.</p> <p>Cleaner, greener and more attractive city through effective environmental management and changed behaviours.</p>	<p>Reduce the amount of waste going to landfill.</p> <p>Reduce emissions from public sector buildings, operations and service delivery, and encourage others to do so.</p> <p>Undertake actions to improve our resilience to current and future climate change.</p> <p>Address neighbourhood problem sites; improve cleanliness and access to and quality of green spaces.</p>
<p><b>Health and Wellbeing</b></p> <p>Reduced health inequalities through the promotion of healthy life choices and improved access to services.</p> <p>Improved quality of life through maximising the potential of vulnerable people by promoting independence, dignity and respect.</p> <p>Enhanced safety and support for vulnerable people through preventative and protective action to minimise risks and wellbeing.</p>	<p>Reduce premature deaths from circulatory diseases.</p> <p>Reduce the number of people who smoke.</p> <p>Reduce rate of increase in obesity and raise physical activity for all.</p> <p>Reduce teenage conception and improve sexual health.</p> <p>Improve the assessment and care management of children, families and vulnerable adults.</p> <p>Improve psychological and mental health services for children, young people and families.</p> <p>Increase the number of vulnerable people helped to live at home.</p> <p>Increase the proportion of people in receipt of community services enjoying choice and control over their daily lives.</p> <p>Embed a safeguarding culture for all.</p>



<p><b>Thriving Places</b></p> <p>Improved quality of life through mixed neighbourhoods offering good housing options and better access to services and activities.</p> <p>Reduced crime and fear of crime through prevention, detection, offender management and changed behaviours.</p> <p>Increased economic activity through targeted support to reduce worklessness and poverty.</p>	<p>Increase the number of “decent homes”.</p> <p>Increase the number of affordable homes.</p> <p>Reduce the number of homeless people.</p> <p>Reduce the number of people who are not able to adequately heat their homes.</p> <p>Increase financial inclusion in deprived areas.</p> <p>Reduce crime and fear of crime.</p> <p>Reduce offending.</p> <p>Reduce the harm from drugs and alcohol to individuals and society.</p> <p>Reduce anti-social behaviour.</p> <p>Reduce bullying and harassment.</p> <p>Reduce worklessness across the city with a focus on deprived areas.</p> <p>Reduce the number of children in poverty.</p> <p>Develop extended services, using sites across the city, to improve support to children, families and communities.</p>
<p><b>Stronger Communities</b></p> <p>More inclusive, varied and vibrant communities through empowering people to contribute to decision making and delivering local services.</p> <p>Improved community cohesion and integration through meaningful involvement and valuing equality and diversity.</p>	<p>An increased number of local people engaged in activities to meet community needs and improve the quality of life for local residents.</p> <p>An increase in the number of local people that are empowered to have a greater voice and influence over local decision making and a greater role in public service delivery.</p> <p>Enable a robust and vibrant voluntary, community and faith sector to facilitate community activity and directly deliver services.</p> <p>An increased sense of belonging and pride in local neighbourhoods that help to build cohesive communities.</p>

#### **4.0 Measuring success in achieving Strategic Outcomes and Improvement**

##### **Priorities**

4.1 As part of the Government’s intention to reduce the performance management burden for local government, it has recently reduced the estimated 1,200 indicators for assessing performance to 198. This national indicator set of 198 measures will be the only measures on which central government will performance manage outcomes delivered by local government working alone, or in partnership with others, from April 2008.

4.2 These measures will, where appropriate, be included in the final version of the Leeds Strategic Plan, matched against the relevant strategic outcomes and improvement priorities. In addition a number of local measures will also be required to adequately measure progress in areas not captured by the national indicator set.

## **5.0 Local Area Agreement requirements**

5.1 The Local Government and Public Involvement in Health Act 2007 formalised the Local Area Agreement (LAA) as a key statutory tool in exercising the place shaping responsibility of the local authority. The LAA will be the only place from April 2008 onwards where central government will agree targets with local authorities and their partners against the set of national indicators. Each LAA will include 'up to 35' targets developed from the national indicators, supplemented by 17 statutory targets on educational attainment and early years.

5.2 Our LAA proposals for negotiation with Government are being drawn from the improvement priorities that are agreed as part of the Leeds Strategic Plan. 'Up to 35' improvement priorities will be selected and aligned with the 'best fit' national indicators. Targets will then need to be developed for each improvement priority/indicator and negotiated and agreed with Government. The final sign off of the LAA requirements with Government will take place in June 2008.

5.3 The local authority has a statutory duty to consult with partners named in the Local Government and Public Involvement in Health Act 2007 in identifying improvement priorities and targets and partners have a statutory duty to co-operate in the delivery of the agreed targets.

## **6.0 Council Business Plan 2008-11**

### **Development of the Plan**

6.1 The purpose of the Council Business Plan 2008-11 is to set out the business outcomes and improvement priorities for the next three years. This is to ensure that the council is 'fit for purpose' and to support the delivery of the Leeds Strategic Plan. Therefore the process for the development of both plans has been closely linked.

6.2 The first phase of work to develop the Council Business Plan 2008-11 involved a series of meetings with senior officers to seek their views, with reference to the first draft of the strategic outcomes and improvement priorities, on what issues the business plan needed to address. From these meetings a wide range of potential improvement priority areas were identified and from these CLT identified four key outcome areas:

- Business intelligence
- One council – cultural change
- Service prioritisation
- Democratic and community engagement

6.3 From these inputs, and with reference to projects already underway through the Smarter Working: Better Results change programme, an initial set of outcomes and improvement priorities were developed. These were then tested and challenged alongside the strategic outcomes and improvement priorities. This process ensured that the developing business outcomes were fully aligned to, and supported the

delivery of, the Leeds Strategic Plan. The final element of this initial consultation process was two staff focus groups in December.

### **Business Plan Outcomes and Improvement Priorities**

6.4 The resultant draft business plan outcomes and improvement priorities are shown below.

<b>Business Outcome 1 - We are an intelligent organisation, using good quality information to commission better outcomes</b>	
<b>Delivered through</b>	<b>Business Improvement Priorities</b>
Information and knowledge management	<ul style="list-style-type: none"> <li>• Improve our systems and processes to enable us to use our information effectively and efficiently</li> <li>• Use our information to shape service provision, provide constructive challenge and improve our decision making at all levels</li> <li>• Ensure we have the right intelligence to inform our strategic planning</li> <li>• Develop arrangements to protect and share information in line with legislative and regulatory requirements</li> </ul>
Customer involvement, choice and satisfaction	<ul style="list-style-type: none"> <li>• Improve our understanding of our customers</li> <li>• Increase the provision of choice</li> <li>• Improve our services based on customer feedback</li> <li>• Manage customer expectation and deliver on our promises</li> </ul>
<b>Business Outcome 2 - We are a values led organisation and our staff are motivated and empowered</b>	
<b>Delivered through</b>	<b>Business Improvement Priorities</b>
Looking after Leeds	<ul style="list-style-type: none"> <li>• Reduce the carbon emissions arising from our buildings, vehicles and operations</li> <li>• Increase the proportion of socially responsible goods and services that we procure</li> <li>• Promote our narrowing the gap agenda through our Corporate Social Responsibility programme</li> </ul>
Putting Customers First	<ul style="list-style-type: none"> <li>• Develop joined up and person centred services designed around the needs of our customers</li> <li>• Enhance the links between front and back office services to deliver excellent end-to-end services</li> </ul>
Treating People Fairly	<ul style="list-style-type: none"> <li>• Ensure colleagues reflect the diversity of our communities</li> <li>• Ensure fair access to all our services</li> </ul>
Valuing colleagues	<ul style="list-style-type: none"> <li>• Empower, support and develop our staff</li> <li>• Improve understanding and transparency of our decision-making and accountability processes</li> <li>• Ensure we have the right staff, in the right place with the right skills at the right time</li> </ul>

Leadership	<ul style="list-style-type: none"> <li>• Improve leadership at all levels including officers and elected members</li> <li>• Strengthen communication at all levels</li> <li>• Enhance our leadership of the city</li> </ul>
<b>Business Outcome 3 - Our resources are clearly prioritised to provide excellent services and value for money.</b>	
Delivered through	Business Improvement Priorities
Resource Prioritisation	<ul style="list-style-type: none"> <li>• Increase the proportion of resources used to support our priorities by redirecting resources away from our non-priorities</li> <li>• Embed sustainability in our resource management processes</li> </ul>
Efficiency/Value for Money	<ul style="list-style-type: none"> <li>• Improve the efficiency of our services</li> <li>• Embed value for money at all levels</li> </ul>
Service Improvement	<ul style="list-style-type: none"> <li>• Enhance service improvement capacity to deliver excellent and sustainable services</li> </ul>
Partnerships	<ul style="list-style-type: none"> <li>• Develop sustainable and effective partnership governance framework</li> </ul>
Income generation	<ul style="list-style-type: none"> <li>• Maximise our income</li> </ul>
Commissioning	<ul style="list-style-type: none"> <li>• Improve service provision through an effective commissioning process</li> </ul>
Support services	<ul style="list-style-type: none"> <li>• Improve quality and efficiency of support services</li> </ul>
<b>Business Outcome 4 - Our citizens, businesses and communities are empowered and involved in decision making</b>	
Delivered through	Business Improvement Priorities
Democratic engagement	<ul style="list-style-type: none"> <li>• Strengthen our democratic processes to improve governance and policy making</li> <li>• Increase member involvement in policy development decision making and accountability</li> </ul>
Stakeholder Engagement	<ul style="list-style-type: none"> <li>• Increase involvement, engagement and participation of all communities</li> <li>• Build trust with local communities to encourage greater engagement</li> </ul>

## 7.0 Next Steps

- 7.1 **Leeds Strategic Plan** – the next step is to align the national indicator set and develop relevant local indicators to ensure robust measures are in place for all our agreed strategic outcomes and improvement priorities. A series of negotiations, commencing in January 2008, will be undertaken with partners and with the Government Office of Yorkshire and Humber to agree the Local Area Agreement requirements outlined in 4.2.
- 7.2 **Council Business Plan** - the next step is for the draft business outcomes and improvement priorities to be revised based on Scrutiny feedback. At the same time work will also continue to develop performance indicators and targets to monitor our

progress in delivering this plan. The new national indicator set contains very few relevant measures so these will need to be locally determined. The five year financial plan will also be incorporated into the Council Business Plan.

- 7.3 A format for both the Leeds Strategic Plan and Business Plan is being developed that will clearly link both these key strategy documents. An appropriate accountability framework will be outlined in both documents highlighting responsibilities of senior council officers, partners and Elected Members.

## 8.0 Implications for Council Policy and Governance

- 8.1 The Leeds Strategic Plan and Council Business Plan form part of the Council's Policy and Budget Framework as set out in the Constitution. This requires Scrutiny to have the opportunity to provide input on the initial proposals in order to shape the development of these key plans prior to endorsement to by Executive Board and approval by Full Council. It is proposed that this is undertaken in a staged approach as outlined below:

Task	Date
OSC and Scrutiny Boards commented on draft Strategic Outcomes and Improvement Priorities of the Leeds Strategic Plan	October 2007
OSC and Scrutiny Boards receive feedback on the revised Strategic Outcomes and Improvement Priorities of the Leeds Strategic Plan and comment on the draft Business Plan Outcomes and Improvement Priorities. OSC considers the overview of 5 year Financial Plan	January 2008
Executive Board considers annual budget 2008/9 and 5 year Financial Plan	8 <sup>th</sup> February 2008
Full Council considers annual budget 2008/9 and 5 year Financial Plan	20 <sup>th</sup> February 2008
Executive Board considers full draft Leeds Strategic Plan and Council Business Plan 2008-11	12 <sup>th</sup> March 2008
Full Council considers full draft Leeds Strategic Plan and Council Business Plan 2008-11	9 <sup>th</sup> April 2008

- 8.2 The targets linked to the LAA requirements of the Leeds Strategic Plan will continue to be negotiated with Government beyond the formal approval date identified above. It is proposed that authority is delegated to the Chief Executive to agree the final formulation of these targets and that the final agreed targets be reported retrospectively to members.

## 9.0 Legal And Resource Implications

- 9.1 A key element of the Council Business Plan is the five year financial plan which underpins the delivery of the Strategic and Business Plans. In order to comply with the legislative requirements for the annual budget it is proposed that an overview of the financial elements of the Business Plan will be approved alongside the budget for 2008-9 at Full Council on 11th March 2008 as outlined in the timetable above.

## **10.0 Recommendations**

10.1 The Scrutiny Board is recommended to:

- i. comment on the revised strategic outcomes and improvement priorities for the Leeds Strategic Plan to enable negotiations on the LAA to commence;
- ii. comment on the draft business outcomes and improvement priorities.

Originator: Kate Arscott

Tel: 247 4189

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## Report of the Head of Scrutiny and Member Development

### Scrutiny Board (Children's Services)

Date: 17 January 2008

Subject: Work Programme

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**Electoral Wards Affected:**

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

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### 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 December meeting.

### 2.0 Work programming

- 2.1 Also attached to this report are the current Forward Plan of Key Decisions (appendix 2) and the minutes of the council's Executive Board meeting held on 19 December (appendix 3), which will give members an overview of current activity within the board's portfolio area.

### 3.0 Recommendation

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

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Scrutiny Board (Children's Services)  
 Work Programme 2007/08  
 Last updated 8 December 2007

Item	Description	Notes	Type of item
<b>Meeting date – 17<sup>th</sup> January 2008</b>			
<b>Education Standards</b>	To consider evidence as the first session of the board's inquiry		RP/DP
<b>Leeds Strategic Plan 2008-2011</b>	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
<b>David Young Community Academy</b>	To receive a briefing from the principal of the DYCA	A follow-up to November's briefing from Education Leeds, looking at several issues in more depth	B
<b>8-13 year olds</b>	To consider evidence as part of session four of the board's inquiry	This session will consider the findings from the board's visits	DP

**Scrutiny Board (Children's Services)**  
**Work Programme 2007/08**  
**Last updated 8 December 2007**

<b>Item</b>	<b>Description</b>	<b>Notes</b>	<b>Type of item</b>
<b>Meeting date – 14<sup>th</sup> February 2008</b>			
<b>Performance Management</b>	Quarter 3 information for 2007/08 (Oct-Dec)	All Scrutiny Boards receive performance information on a quarterly basis	PM
<b>School performance and Ofsted Inspections</b>	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
<b>Children's Services and the Children and Young People's Plan</b>	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
<b>Leeds Strategic Plan 2008-2011</b>	To consider the draft indicators and targets to be included in the Plan	This is the next stage, following the Board's earlier consideration of the draft priorities	DP
<b>Recommendation Tracking</b>	This item track progress with previous Scrutiny recommendations on a quarterly basis		MSR
<b>Scrutiny by Children and Young People</b>	To approve terms of reference for the chosen inquiry by children and young people	The Youth Council selected the environment as their chosen topic.	DP
<b>Fountain Primary School</b>	To receive the formal response to the Board's inquiry report		MSR

**Scrutiny Board (Children's Services)**  
**Work Programme 2007/08**  
**Last updated 8 December 2007**

Item	Description	Notes	Type of item
<b>Meeting date – 13<sup>th</sup> March 2008</b>			
<b>8-13 year olds</b>	To agree the final report arising from the board's inquiry		DP
<b>Education Standards</b>	To consider evidence as the second session of the board's inquiry		RP/DP
<b>Meeting date – 10<sup>th</sup> April 2008</b>			
<b>Family support and parenting strategy</b>	To receive an update on progress in implementing this strategy	The Board requested a further opportunity to consider this topic when the strategy was first presented in December 2007.	PM
<b>Annual Report</b>	To agree the Board's contribution to the annual scrutiny report		
<b>Education Standards</b>	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 8 December 2007

Working Groups			
Working group	Membership	Progress update	Dates of meetings
<b>'Catching the Bus' Monitoring progress</b>	Councillor Lancaster Councillor Renshaw Tony Britten	The young people have met to prepare for the joint working group.	31 January 2008
<b>Inclusion</b>	Councillor Hyde Councillor Hamilton Councillor Langdale Tony Britten Ian Falkingham Celia Foote Peter Gosden Sandra Hutchinson Sue Knights	This working group will look at two of the four strategic objectives of the Inclusion Strategy: <ul style="list-style-type: none"> <li>• The further development of specialist provision, including the role of the SILCs;</li> <li>• The further development of the behaviour continuum and provision, including the role of the pupil referral units</li> </ul>	5 December 2007  23 January 2008

**LEEDS CITY COUNCIL**

**FORWARD PLAN OF KEY DECISIONS**

For the period 1 January 2008 to 30 April 2008

<b>Key Decisions</b>	<b>Decision Maker</b>	<b>Expected Date of Decision</b>	<b>Proposed Consultation</b>	<b>Documents to be Considered by Decision Maker</b>	<b>Lead Officer (To whom representations should be made)</b>
Leeds Children's Homes Request to enter into an interim contract with Catholic Care in respect of the Children's Homes at Lanshaw Crescent, Harrison Crescent and Moor Road, Leeds	Director of Children's Services	21/1/08		Panel report	Director of Children's Services
Provision of Community Living Project for Children and Young People based at Claremont Lodge by NCH - Action for Children Delegated decision required to extend the existing contract with NCH whilst a service review and procurement exercise are undertaken	Director of Children's Services	21/1/08		None.	Director of Children's Services

Care of Looked After Children - Independent Fostering Agencies Request to enter into a tendering exercise and framework contract with Independent Fostering Agencies	Director of Children's Services	21/1/08	Full tender exercise involving young people who are looked after	Full Tender Exercise and Panel Report	Director of Children's Services
Care of Looked After Children - Pathway Planning Review Request to enter into a full tendering exercise and framework with a range of housing and support providers for looked after children over the age of 16	Director of Children's Services	21/1/08	Full tender exercise involving young people who are looked after	Full tender exercise and Panel Report	Director of Children's Services
Fountain Primary School Approval to carry out capital works and to incur expenditure in respect of the scheme to provide additional accommodation and to carry out internal alterations at Fountain Primary School.	Executive Board (Portfolio: Children's Services)	23/1/08		The report to be issued to the decision maker with the agenda for the meeting	Director of City Development
Capital Injection of BSF and Existing PFI ICT Funding To approve the injection of the capital and to provide the authority to spend	Executive Board (Portfolio: Children's Services)	23/1/08		The report will be sent to the decision maker with the agenda for the meeting	Chief Executive of Education Leads

## **NOTES**

Key decisions are those executive decisions:

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

### **Executive Board Portfolios**

### **Executive Member**

Central and Corporate	Councillor Richard Brett
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 Stewart Golton
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.

LEEDS CITY COUNCIL

BUDGET AND POLICY FRAMEWORK DECISIONS

Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be considered by Decision Maker	Lead Officer

**NOTES:**

The Council's Constitution, in Article 4, defines those plans and strategies which make up the Budget and Policy Framework. Details of the consultation process are published in the Council's Forward Plan as required under the Budget and Policy Framework.

Full Council ( a meeting of all Members of Council) are responsible for the adoption of the Budget and Policy Framework.



## EXECUTIVE BOARD

WEDNESDAY, 19TH DECEMBER, 2007

**PRESENT:** Councillor A Carter in the Chair

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

### 125 Chair's Opening Remarks

The Chair welcomed Councillor Golton to his first meeting of the Executive Board.

### 126 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) The appendix to the report referred to in minute 138 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that the public interest in maintaining the exemption outweighs the public interest in disclosing the information by reason of the fact that it contains commercially sensitive information which, if disclosed, could be prejudicial to contract negotiations.

### 127 Declarations of Interest

Councillor Wakefield declared a personal interest in the item relating to the Children's Services Annual Performance Assessment and half year update on progress and performance (Minute 134) as a member of the Learning and Skills Council and as a Governor of Ashtree School and Brigshaw School.

Councillor Harker declared personal interests in the items relating to North and South Gipton Children's Centres (Minute 132), Leeds Building Schools for the Future (Minute 133) and the Children's Services Annual Performance Assessment and half year update on progress and performance (Minute 134) as a governor of Moortown Primary School and a member of the Children Leeds Partnership. He also declared personal interests in the items relating to the Leeds Local Development Framework Annual Monitoring Report 2007 (Minute 140) and the proposed changes to the Regional Spatial Strategy (Minute 141) as a Trustee of the Thackray Medical Museum which is sited on the edge of the proposed EASEL Area Action Plan.

Councillor Brett declared a personal interest in the item relating to the Annual Performance Report for Adult Social Care (Minute 135) as a member of Burmantofts Senior Action Management Committee.

Draft minutes to be approved at the meeting  
to be held on Wednesday, 23rd January, 2008

Councillor Smith declared personal interests in the items relating to the Home Energy Conservation Act (Minute 129) and the Leeds Climate Change Strategy (Minute 144) as a member of Greenpeace.

Councillor Golton declared a personal interest in the item relating to Options for Building Council Houses (Minute 130) as a member of Aire Valley Homes.

Councillor Andrew Carter declared a personal interest in the item relating to Options for Building Council Houses (Minute 130) as a member of the ALMO Outer West Area Panel.

Councillor Harrand declared a personal interest in the item relating to the Annual Performance Report for Adult Social Care (Minute 135) as a governor of the Leeds Mental Health Trust and a member of Moor Allerton Elderly Care.

Councillor Blake declared personal interests in the items relating to Options for Building Council Houses (Minute 130) as a member of the Belle Isle North Estate Management Group; Children's Services Annual Performance Assessment and half year update on progress and performance (Minute 134) as a non executive director of Leeds North West Primary Care Trust. Councillor Blake also declared a personal interest in the item relating to the Annual Performance Report for Adult Social Care (Minute 135) as a member of Middleton Elderly Aid.

## **NEIGHBOURHOODS AND HOUSING**

### **128 Queenswood Heights Tenant and Residents Association**

The Director of Environment and Neighbourhoods submitted a report responding to the deputation from Queenswood Heights Residents Association to full council on 31<sup>st</sup> October 2007.

**RESOLVED** – That the report be noted.

### **129 Home Energy Conservation Act 11th Report**

The Director of Environment and Neighbourhoods submitted a report presenting the 11<sup>th</sup> Progress Report as required under Section 2 of the Act.

**RESOLVED** – That the report be noted.

### **130 Options for Building Council Houses**

The Director of Environment and Neighbourhoods submitted a report on options available to the Council for the building of homes.

**RESOLVED** –

- (a) That the Director of Environment and Neighbourhoods work with other officers as appropriate to bring forward the results of work on the following points to the March 2008 meeting of this Board:

- Explore Housing Corporation grant to two star ALMOs from 2008/9
  - Review the availability of land for housing development
  - Review Council contributions via the capital programme and capital receipts from Council owned land
  - Explore other public sector land in government ownership made available to the Council to support development initiatives
  - Lobby government to retain income streams to fund borrowing from rents on existing and new build
- (b) That an early report be submitted upon the identification of a suitable site for a small scale scheme

### **DEVELOPMENT AND REGENERATION**

#### **131 Deputation to Council - Local Residents concerned about Britannia Quarry**

The Director of City Development submitted a report in response to the deputation made to Council on 29<sup>th</sup> October 2007 by local residents concerned about Britannia Quarry, Morley.

**RESOLVED** – That it be noted that the site will continue to be monitored on a similar frequency to other minerals and waste sites within Leeds and that where breaches of the planning permission are identified, enforcement action will be taken where it is considered by officers expedient to do so.

### **CHILDREN'S SERVICES**

#### **132 North and South Gipton Children's Centres**

The Acting Chief Officer for Early Years and the Youth Service submitted reports on proposed new modular builds to create:

- (a) a new North Gipton Children's Centre on a site adjacent to Oakwood Primary School and,
- (b) a new South Gipton Children's Centre on a site adjacent to Wykebeck Primary School both schemes to be 100% funded by Children's Centre Capital Grant.

#### **RESOLVED –**

- (a) That approval be given for the transfer of £853,400 from the Phase 2 Children's Centre Parent Scheme and that authority be given to incur total expenditure in the same amount on construction of the North Gipton Children's Centre.
- (b) That approval be given for the transfer of £885,000 from the Phase 2 Children's Centre Parent Scheme and that authority be given to incur total expenditure in the same amount on construction of the South Gipton Children's Centre.

**133 Leeds Building Schools for the Future - Modification to scope of the Outline Business Case for Phases 2 and 3**

The Director of Children's Services and the Chief Executive of Education Leeds submitted a joint report on the proposed removal of Intake High School from Phase 3 of the Leeds BSF project to enable further consideration of the options available for the school, including the possibility of it becoming an academy, and on a proposal that the school form a new Phase 4 to be subject to a separate business case when its status is confirmed

**RESOLVED** – That approval be given for the removal of Intake High school from the Outline Business Case for BSF Phases 2 and 3 and that this school will form part of a new Phase 4 once the status of the school, whether as an academy or a High School in Leeds, has been confirmed.

**134 Children's Services Annual Performance Assessment and Half Year Update on Progress and Performance**

The Director of Children's Services submitted a report providing an overview of half yearly performance against the Every Child Matters outcomes across key themes and areas within children's services, on a number of internal and external audit inspections conducted recently, including the latest Annual Performance Assessment providing a basis to consider progress against the Children and Young People's Plan priorities.

**RESOLVED** – That the report and the Annual Performance Assessment letter attached as appendix A be noted.

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

**ADULT HEALTH AND SOCIAL CARE**

**135 The Annual Performance Report for Adult Social Care**

The Director of Adult Social Services submitted a report on the annual performance review report of the Commission for Social Care Inspection, providing a brief summary of the key points raised by the Commission, and areas identified by Inspectors where further improvements can be made which will form the basis of the adult social care services improvement plans for the coming year.

**RESOLVED** – That the report and the Performance Review Report from the Commission for Social Care Inspection attached as Appendix 1 be noted.

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

**CENTRAL AND CORPORATE**

**136 Developing the Financial Plan 2008 - 2013**

The Director of Resources submitted a report on the financial position in the current year, the likely impact of the Comprehensive Spending Review 2007

and their impact on the methodology for the new Financial Plan. The report was intended to form the basis of the initial budget proposals for 2008/09.

**RESOLVED** – That the allocation of resources to services as outlined in the report be approved as the basis for the new Financial Plan and that the report be approved for consideration by the Overview and Scrutiny Committee.

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

- 137 Provisional Local Government Finance Settlement 2008/09 to 2010/11**  
The Director of Resources submitted a report giving details of the provisional Local Government Revenue Support Grant Settlement for 2008/09, 2009/10 and 2010/11 which was announced by the Department of Communities and Local Government on 6<sup>th</sup> December 2007.

**RESOLVED** – That the report be noted and that representations be made to the Department on a cross party basis, expressing the Council's disappointment and concern.

#### **DEVELOPMENT AND REGENERATION**

- 138 Advertising on Lamp Posts**  
The Director of City Development submitted a report providing an update on the lamp post advertising city centre trial and its findings, providing an update on the existing lamp post advertising sites and seeking approval to award a contract for lamp post advertising across the city (excluding the defined City Centre area) for the period 2008-2023.

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

**RESOLVED** –

- (a) That the intention to bring a further report to this Board in relation to City Centre advertising sites be noted.
- (b) That the basis of the contract procurement for the rest of the City be noted and approval given for the award of the contract for advertising on street lighting columns 2008-2023.

- 139 Development of Delivery Proposals for Leeds/Bradford Corridor**  
The Director of Environment and Neighbourhoods submitted a report on the developing collaboration between officers from Leeds and Bradford Councils, overseen by Senior Elected Members from both authorities and on the case for setting this collaboration on a more structured and long term basis.

**RESOLVED** –

- (a) That the progress made on the Leeds Bradford joint working to date be noted.

- (b) That the principle of joint working between Leeds and Bradford councils and the work programme project plan in Appendix A to the report be approved.
- (c) That a budget of £100,000 over two years from Leeds City Council to take forward the work programme be approved.

**140 Leeds Local Development Framework- Annual Monitoring Report 2007**

The Director of City Development submitted a report presenting the Annual Monitoring Report for the Leeds Local Development Framework prior to its submission to the Secretary of State.

**RESOLVED** – That approval be given to the Annual Monitoring Report for submission to the Secretary of State pursuant to Regulation 48 of the Town and Country Planning (Local Development) (England) Regulations 2004.

**141 Proposed Changes to the Regional Spatial Strategy - Leeds City Council representations**

The Director of City Development submitted a report on the proposed City Council's detailed representations and formal response to the Regional Spatial Strategy "Proposed Changes".

**RESOLVED** – That the schedule of representations contained in Appendix 1 to the report be approved as the City Council's formal response to the Proposed Changes, in the preparation of the Yorkshire and Humber Plan (Regional Spatial Strategy).

**142 Re-opening of Sweet Street Bridge.**

The Director of City Development submitted a report on progress to date on re-opening Sweet Street Bridge and describing how this project is a key scheme for Holbeck Urban Village.

**RESOLVED** – That approval be given to the scheme design proposal and brief and to the scheme estimates and cash flows as presented and that scheme expenditure of £636,000 be authorised.

**143 Proposed Chinese Gate of Friendship**

The Head of International Relations submitted a report on a proposal that the Council accept the Gate of Friendship from Hangzhou, on the intention that it be erected on Quarry Hill as detailed in the report and at the associated costs.

**RESOLVED** –

- (a) That the Council accepts the Gate of Friendship from Hangzhou and that it be erected on Quarry Hill as detailed in the report.
- (b) That expenditure of £200,000 on the erection of the Gate, funded from Section 106 Public Realm Works within the City Centre, be authorised.

## **ENVIRONMENTAL SERVICES**

### **144 Leeds Climate Change Strategy**

The Director of City Development submitted a report outlining the key issues contained within the consultation draft of the Leeds Climate Change Strategy, how it had been developed, the implications and plans for consultation.

**RESOLVED** – That the approach taken be endorsed and that the consultation draft of the Leeds Climate Strategy be published for consultation in January 2008.

DATE OF PUBLICATION: 21<sup>ST</sup> December 2007  
LAST DATE FOR CALL IN: 2<sup>ND</sup> January 2008 (5.00 pm)

(Scrutiny Support will notify Directors of any items called in by 12 noon on Thursday 3<sup>RD</sup> January 2008).

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