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## SCRUTINY BOARD (CHILDREN'S SERVICES)

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Meeting to be held in Civic Hall, Leeds on  
Thursday, 14th February, 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 the consideration of Annex 2 – Primary Schools in Extended Partnerships and Annex 3 – Secondary Schools in Extended Partnerships of Item 12, Update on Ofsted Inspections and Schools Causing Concern.</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 - 17TH JANUARY, 2008</b></p> <p>To confirm as a correct record the attached minutes of the last meeting held on 17<sup>th</sup> January, 2008.</p>	1 - 8
7	<p><b>MINUTES OF OVERVIEW AND SCRUTINY COMMITTEE</b></p> <p>To receive the attached minutes of the Overview and Scrutiny Committee meeting held on 8<sup>th</sup> January, 2008.</p>	9 - 12
8	<p><b>QUARTER 3 PERFORMANCE REPORT 2007/08</b></p> <p>To consider a report from the Head of Policy, Performance and Improvement on the key areas of under performance at the end of Quarter 3 (1<sup>st</sup> October to 31<sup>st</sup> December 2007).</p>	13 - 24
9	<p><b>CHILDREN'S SERVICES AND THE CHILDREN AND YOUNG PEOPLE'S PLAN: UPDATE (3RD REPORT)</b></p> <p>To receive a report from the Director of Children's Services outlining the key developments in Children's Services and progress against specific priorities in the Children and Young People's Plan.</p>	25 - 48
10	<p><b>RECOMMENDATION TRACKING</b></p> <p>To consider a report from the Head of Scrutiny and Member Development on establishing a formal system of recommendation tracking.</p>	49 - 64
11	<p><b>FOUNTAIN PRIMARY SCHOOL INQUIRY REPORT - FORMAL RESPONSE</b></p> <p>To receive a report from the Head of Scrutiny and Member Development following the Inquiry into Fountain Primary School. A formal response is attached as appendix 1.</p>	65 - 72

12	10.4 (1, 2)	<p><b>UPDATE ON OFSTED INSPECTIONS AND SCHOOLS CAUSING CONCERN</b></p> <p>To receive a report from the Head of Scrutiny and Member Development on the recent Ofsted inspection results.</p> <p>Annex 2 – Primary Schools in Extended Partnerships and Annex 3 – Secondary Schools in Extended Partnerships, have been designated exempt under Access to Information Procedure Rule 10.4 (1) (2).</p>	73 - 272
13		<p><b>WORK PROGRAMME</b></p> <p>To consider a report from the Head of Scrutiny and Member Development, which details the Scrutiny Board's Work Programme for the remainder of the municipal year.</p>	273 - 290
14		<p><b>DATE AND TIME OF NEXT MEETING</b></p> <p>Thursday 13th March, 2008 at 10.00 am in the Civic Hall, Leeds.</p> <p>(Please note that a pre-meeting is scheduled for all Members of the Board at 9.30 am)</p>	

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# Agenda Item 6

## SCRUTINY BOARD (CHILDREN'S SERVICES)

THURSDAY, 17TH JANUARY, 2008

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

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

### CO-OPTED MEMBERS (VOTING):

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

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

Ms C Foote	- Teacher Representative
Mrs S Hutchinson	- Early Years Development & Childcare Partnership Representative
Ms J Morris-Boam	- Leeds Voice Children and Young People Services Forum Representative

## 78 Chair's Opening Remarks

The Chair welcomed all in attendance to the January meeting of the Scrutiny Board for Children's Services. The Chair also wished to place on record his thanks to Councillor J Chapman who had previously served as a Member on the Board and wished her every success in her new role as Chair of the Scrutiny Board for Health and Adult Social Care.

## 79 Exclusion of the Public

The Chair reported that appendices 1 and 2 of agenda item 8 in respect of the David Young Community Academy – Confirmed Permanent Exclusions – was considered exempt, although it was not considered that the item would be dealt with in exempt session.

## 80 Declaration of Interests

Councillor Murray declared a personal interest in relation to agenda items 9 and 10 entitled 'Services for 8-13 Year Olds' and 'Education Standards Inquiry' on the basis of being Chief Executive of Learning Partnerships (Minute No's. 85 and 86 refer).

Draft minutes to be approved at the meeting  
to be held on Thursday, 14th February, 2008

Further declarations of interest were made at later points in the meeting (Minute No's. 84 and 85 refer).

### **81 Apologies for Absence**

Apologies for absence were submitted by Mr T Hales and at the meeting on behalf of Ms T Kayani and Councillors S Hamilton and J Langdale.

### **82 Minutes of Last Meeting - 6th December 2007**

**RESOLVED** – That the minutes of the meeting held on 6<sup>th</sup> December 2007 be approved as a correct record.

### **83 Minutes of Overview and Scrutiny Committee**

**RESOLVED** – That the minutes of the Overview and Scrutiny Committee meetings held on 6<sup>th</sup> November 2007 and 11<sup>th</sup> December 2007 be noted.

### **84 David Young Community Academy**

Further to Minute No. 60, 8<sup>th</sup> November 2007, when the Board received a report in relation to how the David Young Community Academy fitted into the provision of children's services in Leeds, the Board considered issues raised within the various briefings, which had been submitted together with a note of the Board's discussion in November 2007 and a report produced by Education Leeds. Ros McMullen, Principal of the David Young Community Academy (DYCA) was in attendance at the meeting to provide information about the DYCA and highlight some of the key issues, which it was intended would address some of the Board's previous concerns.

The Principal of the Academy informed the Board that the DYCA had 'started from a blank piece of paper' and had developed a unique approach to the curriculum, focussing on vocational and academic opportunities and introducing a 3 year Key Stage 4 programme.

Some of the main issues discussed were as follows:

#### Admissions

- The Board was informed that DYCA was exempt from accepting in-year admissions during its first full two years of operation due to the potential de-stabilising effect. The Board noted that the exemption ceased to apply after 31<sup>st</sup> August 2008. Members also noted that the DYCA had admitted a number of unaccompanied asylum seekers as in-year admissions.



### Exclusions

- Members of the Board expressed concern regarding the high number of permanent exclusions and the effect that transferring students had on the other schools in the area.

### Support for Learning

- The Board was advised that the DYCA provided a professional pastoral support system, referred to as 'support for learning', which considered the whole needs of the students and relied on a dedicated staff of Team Leaders. Members were interested in the success of this approach compared to those mentoring systems being adopted by other high schools and including all staff.

### Supporting students

- The Board acknowledged that DYCA had a large number of challenging students, including many that had been excluded from predecessor schools and some that had not attended school for a long time.

### School Year and Timetable

- It was reported that DYCA had introduced a shift in the start of their school year, from September to June, which was different to other schools in the community.
- The Board considered the effect this had on parents who had children that attended a school with different arrangements.
- It was acknowledged that free-time was only provided to students when a high level of supervision could be maintained.

### Targets

- The Board considered that DYCA had set some challenging targets, in particular the target for all students to achieve 5 GCSE's at A\*-C (not including Maths and English) by 2011. The Board also considered interim projections.

### Other Issues and Comments

- The Principal of the Academy invited Members of the Board to visit DYCA at the start of the academic year to talk to new pupils about the transition process.

(Councillor Lancaster declared a personal interest in this item due to her being Vice-Chair of Carr Manor High School)

## 85 SCRUTINY INQUIRY – Services for 8-13 Year Olds

Further to Minute No.76, 6<sup>th</sup> December 2007, the Board received a report from the Head of Scrutiny and Member Development, which requested the Board to consider whether it had sufficient information to complete its Inquiry into services for 8-13 year olds in Leeds.

Appended to the report were the agreed terms of reference for the Inquiry. In addition, Members also considered information in relation to notes of the visits that had been undertaken, and 2 case studies from extended schools.

Sally Threlfall, Acting Chief Officer for Early Years and Youth Service, and Salena Riley, Cluster Manager for Education Leeds, attended the meeting to discuss emerging issues and respond to Members' questions.

The Chair invited Mr Britten to update the Board on some of the recent visits that had taken place with relevant service providers. The Board noted the findings and the range of activities that had taken place.

Some of the main areas of debate were as follows:

### Access to Services

- Members noted the lack of available transport provision for 8-13 year olds. It was stated that public transport for older children should be safe and accessible.

### Funding

- The Board was advised that funding was required to help develop services to meet children's needs.
- Members considered various funding options, including the Children's Fund and the Sure Start grant.

### Information

- Members discussed information and publicity relating to the range of services available for 8-13 years olds and the importance of keeping the information up to date.

The Principal Scrutiny Advisor summarised the main issues, which the Board had considered. It was reported that the next step would involve producing a draft Inquiry report, which would be considered at the meeting in March.

In conclusion, the Chair thanked Sally Threlfall and Salena Riley for attending the meeting and for their contribution to the Inquiry.

**RESOLVED** – That the Board note the emerging conclusions and recommendations and that these be reflected in the draft report of the Board's Inquiry.

Draft minutes to be approved at the meeting  
to be held on Thursday, 14th February, 2008

(Mr Falkingham declared a personal interest in this item due to being a Parent Governor of North West SILC Parents Forum)

## **86 Education Standards Inquiry**

Further to Minute No. 74, 6<sup>th</sup> December 2007, a report was submitted by the Head of Scrutiny and Member Development, which requested the Board to consider the issues raised by the first session of the Inquiry.

Appended to the report were the draft terms of reference for the Inquiry, together with a report in relation to Education Standards and other supporting information.

The Board was provided with an overview of the main developments and challenges associated with young people at risk of not engaging in education, employment or training.

Gary Milner, 14-19 Strategy Co-ordinator, together with Dorothy Smith and Mary Brittle from Education Leeds and Cristina George, Learning and Skills Council, Area Director for Leeds, attended the meeting to present information and respond to Members' questions and comments. Members were particularly referred to Appendix 3 - Leeds NEET Strategy (2007-2010) and Appendix 4, which contained information relating to the destinations of Year 11 leavers.

The main issues discussed were as follows:

- The volatile nature of the NEET group at this age.
- Members noted the greater use of vocational qualifications and the positive impact this had had on students disengaged with the traditional academic curriculum.
- The Board discussed targets for Maths and English and incorporating elements of it through the vocational curriculum.

The Chair advised that the next step would involve Members of the Board undertaking visits with relevant service providers and reporting back to the Board. Professor Gosden, Mr Britten, Ms Foote, Councillors A Lamb and B Lancaster agreed to assist with this.

**RESOLVED** – That the Board note the issues raised at the first session of the Inquiry.

## **87 Leeds Strategic Plan**

Further to Minute No. 45, 11<sup>th</sup> October 2007, the Board considered a report on the Revised Draft Strategic Plan. The Plan had been submitted in order for the Board to see how its comments had been taken into account.

Appended to the report was a summary of the comments made by the Scrutiny Board together with the Revised Draft Strategic Plan and Council Business Plan: Outcomes and Priorities and the Leeds Strategic Plan – Consultation report.

Jane Stageman, Senior Project Manager, and Heather Pinches, Performance Manager, attended the meeting to update the Board and answer Members' questions.

The main areas of debate were as follows:

- The Board expressed concern that there was no explicit reference to the 'Every Child Matters' agenda and improved outcomes for Looked After Children.
- The Board suggested strengthening the referencing in both these areas.

The Performance Manager introduced the Draft Council Business Plan 2008-11, which set out the business outcomes and improvement priorities for the next three years. Members' views and comments were sought. It was agreed that the Principal Scrutiny Advisor would e-mail all Members of the Board with the information and that Members would respond with their views and comments at their earliest convenience.

#### **RESOLVED -**

- a) That subject to the above comments the Board notes the revised strategic outcomes and improvement priorities for the Leeds Strategic Plan.
- b) That the Draft Council Business Plan 2008-11 be forwarded to Members for further consideration.

### **88 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 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> January 2008 to 30 April 2008, which related to the Board's remit together with the minutes from the Executive Board meeting held on 19<sup>th</sup> December 2007.

The Principal Scrutiny Advisor reported an amendment that the Leeds Strategic Plan would next be considered at the meeting to be held on 13<sup>th</sup> March, 2008 and not 14<sup>th</sup> February, 2008 as previously stated.

**RESOLVED** – That subject to the amendment above, the Board’s Work Programme, as appended to the report, be approved.

**89 Date and Time of Next Meeting**

Thursday, 14<sup>th</sup> February 2008 at 10.00 am in the Civic Hall, Leeds.  
(Pre-meeting scheduled for 9.30 am)

(The meeting concluded at 12.45 pm)

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## OVERVIEW AND SCRUTINY COMMITTEE

TUESDAY, 8TH JANUARY, 2008

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

Councillors B Anderson, S Bentley,  
J Chapman, B Gettings, T Hanley,  
A McKenna and E Minkin

Apologies Councillor W Hyde and R Pryke

### 68 Chair's Welcome

The Chair welcomed Members and officers to the first meeting of the Committee in 2008, and wished everyone a Happy New Year. The Chair also welcomed Councillor Chapman to her first formal meeting of the Committee, following her appointment as Chair of the Scrutiny Board (Health and Adult Social Care).

### 69 Declarations of Interest

The following Members made personal declarations of interest in respect of the following items:-

Councillor Anderson – Agenda Item 9 (Minute No 74 refers) – Developing the Financial Plan 2008-2013 – Chair of West North West Homes Leeds ALMO Board.

Councillor Chapman – Agenda Item 9 (Minute No 74 refers) – Developing the Financial Plan 2008-2013 – Director of West North West Homes Leeds ALMO Board.

### 70 Apologies for Absence

Apologies for absence from the meeting were submitted on behalf of Councillors W Hyde and Pryke.

### 71 Minutes - 11th December 2007

**RESOLVED** – That the minutes of the meeting held on 11<sup>th</sup> December 2007 be confirmed as a correct record.

### 72 Minutes - Executive Board - 19th December 2007

**RESOLVED** – That the minutes of the Executive Board meeting held on 19<sup>th</sup> December 2007 be received and noted.

## 73 Leeds Strategic Plan and Council Business Plan 2008 - 2011- Outcomes and Priorities

Further to Minute No 42, 9<sup>th</sup> October 2007, and Minute No 51, 6<sup>th</sup> November 2007, the Assistant Chief Executive (Planning, Policy and Improvement) submitted a report updating Members on the proposed final Outcomes and Priorities to be included in the Leeds Strategic Plan 2008-2011, following the extensive consultation exercise carried out last year. The report also outlined the proposed business outcomes and improvement priorities contained in the draft Council Business Plan 2008 – 2011, which would support the delivery of the Leeds Strategic Plan.

In attendance at the meeting to respond to Members' queries and comments were:-

James Rogers, Assistant Chief Executive (Planning, Policy and Improvement)  
Alan Gay, Director of Resources  
Doug Meeson, Chief Officer (Financial Management)  
Jane Stageman, Chief Executive's Department  
Heather Pinches, Chief Executive's Department

In brief summary, the main areas of discussion were:-

- It was agreed that the Council Business Plan 2008 – 2011 should be referred to **all** Scrutiny Boards for consideration and possible comment, not just OSC;
- The proposed final outcomes and priorities of the Leeds Strategic Plan did not currently reflect the Committee's views, finally agreed at the last meeting (Minute No 51 refers), relating to the role of Members as 'Community Champions' and 'Leaders of Change', nor the specific reference to the leadership role of Members in planning matters and the design and quality of the built environment. This latter point was an important issue, close to the heart of Councillors and the public, and needed to be reflected in the document. Some suggested amendments were discussed, and James Rogers undertook to circulate to Members some proposed final amended wording for comment;
- 'Looking After Leeds' – reduced vehicle emissions, and the harmful effect caused by sometimes minor roadworks which seemed to overrun, leading to stationary traffic queues and greater pollution. It was reported that a Change Strategy linked to this theme was currently being worked on, and would be the subject of Member consultation.
- 'Leadership' – improving leadership at all levels, and how this must be linked to ongoing training, lifelong learning and personal development plans.

**RESOLVED** – That subject to the above comments and requests for amendments, and any others which may be forthcoming from other Scrutiny Boards, the current proposed outcomes and priorities associated with the



Leeds Strategic Plan and the Council Business Plan 2008 – 2011 be received and noted, for forwarding to the Executive Board in March 2008.

#### **74 Developing the Financial Plan 2008 - 2013**

The Committee considered a report submitted by the Director of Resources regarding the Council's Medium Term Financial Plan for the period 2008 – 2013, which was linked to the Council's Business Plan 2008 – 2011. The report set out the Council's current financial position, the likely impact of the 2007 Comprehensive Spending Review, and would form the basis for the initial budget proposals for 2008/09, to be considered by Council in February 2008.

The Director of Resources responded to Members' queries and comments. In brief summary, the main issues highlighted were:-

- The review of Service Areas currently being undertaken, and comparisons being made with authorities of a similar size, to identify where under-provision needed to be addressed;
- The forecast budget pressures for 2008/09 and beyond, including pay awards and the effect of equal pay legislation, the impact of the Integrated Waste Strategy and Gershon efficiency savings (which were now 3% per annum, up from 2.5%). Members requested details of the outcome and costs of the current job evaluation exercise being carried out by the Council when the final outcome was known;
- The impact of early retirement packages, especially for senior Council managers;
- Proposed rent increases next year, in the order of 7% - 8%, against a backdrop of seemingly constantly changing priorities on the part of ALMOs, which left tenants frustrated and disappointed when proposed improvement schemes were either cancelled or postponed;
- The newly-merged ALMOs, which had previously been successful in obtaining 2\* status, giving them access to £403m of additional capital funding, and concerns regarding what might happen if their status was reduced. Members also noted that since April 2004, 75% of receipts guaranteed through the Right to Buy (RTB) scheme were required to be paid over to the central government, and requested to be supplied with details of the RTB figures for the past three financial years, including how much the remaining 25% was worth, and what it was utilised for;
- The current review of Council income levels and charging policy, and the need for transparency where in effect the Council was subsidising a particular service e.g. sports charges;
- The review of the Council's physical assets e.g. buildings/service points, which would involve Member and service user consultation;
- The best value review of the Council's role as service provider, or service commissioner, which was outcomes - focussed.

- Members expressed disappointment that presently the Council would lose money as a result of the Government's decision to replace the Neighbourhood Renewal Fund with a Working Neighbourhoods Fund, with changed criteria. The detailed reasons for the Council's predicament were explained, and the Council was actively lobbying the Government regarding what it regarded as unfair anomalies which had an adverse effect on Leeds.

**RESOLVED** – That subject to the above comments and requests for further information, the report be received and noted.

## 75 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> January to 30<sup>th</sup> April 2008.

The Head of Scrutiny and Member Development made reference to several proposed changes to the work programme:-

- Subsequent to the Committee's 11<sup>th</sup> December 2007 meeting, when the Committee had considered initial evidence for its 'Responding to the Needs of Migrants and their Families' Inquiry, it had been suggested that the Inquiry should in effect be held in abeyance in view of the work currently being undertaken by, amongst others, the Director of Environment and Neighbourhoods. It was agreed that the Director be invited back to the February Committee meeting to update Members;
- The Committee also agreed to add to the February agenda a report back on the views or any comments of other Scrutiny Boards regarding the Council Business Plan 2008 – 2011 (see Minute No 73);
- Reference was also made to the agreed further meeting of the Committee's ALMO working group, looking at the proposed Terms of Reference for an Inquiry (Minute No 40, 9<sup>th</sup> October 2007 refers), and the length of time being taken to supply Members with the requested details of the staffing levels and operating costs of the Group Offices (Minute No 40, 9<sup>th</sup> October 2007, Minute No 51, 6<sup>th</sup> November 2007 and Minute No 62, 11<sup>th</sup> December 2007 refer).

**RESOLVED** – That subject to any changes necessary as a result of today's meeting, the Committee's work programme be received and noted.

## 76 Dates and Times of Future Meetings

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).



Originator:  
Marilyn Summers  
Tel: 395 0786

**Report of the Head of Policy, Performance and Improvement**

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

**Date: 14 February 2008**

**Subject: Quarter 3 Performance Report 2007/08**

**Electoral Wards Affected:**

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

**1 Executive Summary**

1.1 This report discusses the key performance issues considered to be of corporate significance identified for the Children and Young People Scrutiny Board as at 31<sup>st</sup> December 2007.

**2 Purpose of the Report**

2.1 The purpose of this report is to present the key areas of under performance at the end of Quarter 3 (1<sup>st</sup> October to 31<sup>st</sup> December 2007).

**3 Background Information**

3.1 This 'highlight report' has been prepared in readiness for the Accountability process, which includes the CLT meeting on 29<sup>th</sup> January 2008, Leader Management Team on 31<sup>st</sup> January 2008, Overview and Scrutiny Committee on 5<sup>th</sup> February 2008 and each of the scrutiny boards for the February cycle of meetings.

3.2 The issues discussed in this report have been identified because performance in these areas impacts upon one or more of the following; the delivery of effective services, the delivery of our corporate priorities; our CPA score; or our ability to deliver efficiency savings. This report is supported by detailed PI information.

3.3 Any improvement in service assessment scores should potentially have a positive impact on the council's Direction of Travel assessment and overall CPA Star Rating.

## **Performance Issues**

### **Enjoy and Achieve – GCSE results for Looked After Children and Young People**

Looked After Young People achieved the local target for **BV50**, the proportion of those leaving care with at least one GCSE or GNVQ. However, the proportion of young people Looked After achieving five or more higher grade GCSEs (**CP-CF51**) was well below target, despite some improvement since 2006. Whilst these young people are generally more likely to have special educational needs and other barriers to learning than the population as a whole they are the direct responsibility of the Council and as such should be expected to make better progress than the current data suggests.

To address this key issue Education Leeds has employed an experienced local secondary headteacher to lead a 'virtual school' for Looked After Children and Young People, working to provide leadership and challenge across the local educational community. He is working closely with Children and Young People's Social Care, School Improvement Partners and wider agencies to agree further strategies for improvement.

### **Make a Positive Contribution – youth services participation and outcomes**

As the attached data show, the indicators relating to participation and outcomes in youth services are flagged as causing concern. At present it is estimated that there may be a considerable shortfall in performance and targets may not be fully reached, however accurate assessments and estimates are difficult due to ongoing data management problems.

As reported in Quarter 1, there are longstanding data quality issues within youth services that are only now starting to be fully resolved. A new management information system has now been implemented but as is common with such changes, there is a considerable lag between new IT systems and improved data quality as staff and partners are supported in changing their recording and reporting processes. As such it is now estimated that data will only become more reliable later in this year. Senior managers in the service are involved and an audit will be undertaken in Month 10 to assess progress and target further action.

### **Stay Safe – Adoptions**

As the data for **BV163** show, current estimates suggest that the authority will not achieve its target for raising the rate of adoptions for Looked After Children and Young People. As the commentary explains, service managers believe that this is largely due to the continuing high numbers of children in care in the city. Whilst managers expect that adoption numbers will be increased over 2007/08, the number of children in care is expected to remain higher than planned, and as such this indicator will not improve.

Action to improve performance against this indicator is being considered as part of wider plans for reducing the overall number of Looked After Children and Young People, as mentioned in Quarter 2. It is also expected that the impact of additional resources for this area, agreed as part of recent investments in children's social care services, will also contribute to improved performance in 2008 and future years.

### **Recommendation**

That the Scrutiny Board (Children's Services) notes the Quarter 3 performance information and highlights any areas for further scrutiny.

# Accountability Reporting Guidance

Column No.	Column Title	Description	Column No.	Column Title	Description	Colour Code
<b>Indicator Explanations</b>						
1	Reference	The reference column describes which basket each indicator belongs to. A basket is a set of indicators which we use to report on progress relating to different plans or frameworks, such as Best Value or BV which we report to the Audit Commission. We have listed below the initials we use to refer to these different baskets. CPA - These indicators are part of our Comprehensive Performance Assessment BV - We report these indicators to the Audit Commission LKI - These are local key indicators for Leeds CP - These indicators show what progress we are making against the Corporate Plan LAA - These indicators show progress on the Local Area Agreement PAF - We report these indicators to the Commission for Social Care Inspection (CSCI) as part of the Performance Assessment Framework.	9	Predicted Full Year Result	The green light shows that the Directorate predicts this indicator <b>WILL</b> meet its target. The Directorate uses current performance information to make this forecast.  An amber traffic light shows that the Directorate predicts this indicator will not meet its target. However, the performance for this indicator is still acceptable and will not result in significant problems. The Directorate uses current performance information to make this forecast.  The red lights shows that the Directorate predicts this indicator <b>WILL NOT</b> meet its target at the end of the year. The Directorate uses current performance information to make this forecast.  This compares how we expect to perform this year compared to last year. We use this section to explain whether the indicator is getting better, getting worse or staying the same as last year. You need to read this section together with column 9 to understand how we are performing.  The Directorate predicts that this indicator will <b>DO BETTER</b> than in the last financial year. They are using current performance information (column 9) to make this forecast. The Directorate predicts that this indicator will <b>BE THE SAME</b> as in the last financial year. They are using current performance information (column 9) to make this forecast.  The Directorate predicts that this indicator will <b>BE WORSE</b> as in the last financial year. They are using current performance information (column 9) to make this forecast.	
2	Title	The title column describes the indicator. The Audit Commission provides the description for the Best Value Indicators and CSCI sets the description for PAF indicators.	10	Year on Year Improvement		<p style="text-align: center;"><b>Information for Comparisons</b></p> <p>The Council compares its performance against the performance of all councils in England (known as All England). The Council also takes part in the Core Cities benchmarking group and we compare our performance against these cities of a similar size. The Core Cities are Birmingham, Bristol, Leeds, Liverpool, Manchester, Newcastle, Nottingham and Sheffield. The Audit Commission audits the year end results and provides the information for the public to compare. This comparison information is only available for Best Value indicators (see 1). The Audit Commission will only provide the comparison information for 2006/07 at the end of December, so we are currently comparing performance against the 2005/06 year end position for All England and the Core Cities.</p> <p>The Directorate predicts that this indicator will be in the <b>TOP</b> performance range. They are using current performance information (column 9) to make this forecast. The Directorate predicts that this indicator will be in the <b>MIDDLE</b> of the top and bottom performance range. They are using current performance information (column 9) to make this forecast. The Directorate predicts that this indicator will be in the <b>BOTTOM</b> performance range. They are using current performance information (column 9) to make this forecast.</p> <p>This column shows the All England Bottom performance range. The traffic light in column 11, to the left of this, highlights the predicted Leeds position.</p> <p>This column details the average result of the Core Cities for each indicator.</p> <p>This column details the Leeds position for each indicator compared to the eight Core Cities.</p> <p>To know we can rely on the information in these reports, it has to be of good quality. Directories use this column to identify indicators where they have concerns about the quality of the information or data in the report. If a Directorate has Some or Significant concerns regarding Data Quality there will be an explanation in the comments field.</p> <p>No Concerns indicates that the Directorate has signed off the data as accurate. If Some Concerns has been chosen, the Directorate has concerns about the data and are working to ensure it is accurate and reliable. If Significant Concerns has been chosen, the Directorate thinks that the quality of the data may not be good or that maybe they have not got the correct data. Directories add a comment here to explain what their concern is, if they have any.</p> <p>The comments for each indicator should explain why performance varies. They should also highlight if there are any problems with the quality of the data and what steps the Directorate is taking to improve it. This section will also focus on what will be done to improve the actions and state what outcomes they have achieved.</p>
3	Service	The service column identifies which team within the Council is responsible for service delivery, monitoring the performance and data quality of each indicator.				
4	Frequency & Measure	The top line in this column identifies how often we collect this information. This may be every month, every three months (quarterly) or once a year (annually). We only report annual indicators at the end of quarter 4 (after the end of March).  The second line in this column identifies what measure we use to check on progress. For example, we might measure this result in the number of days or weeks we should take to finish something, such as a planning application. In another case, we might measure the percentage, such as the percentage of enquiries we respond to within five minutes.				
5	Good Performance	The good performance column identifies if the results should go up or down to show whether we are doing well. For example, if this is set to rise, you would expect the figures to increase.				
<b>Targets and Results</b>						
6	2006/07 Year End	This column displays the result at the end of the previous financial year (31 March 2007)				
7	2007/08 Target	This column shows the target we have agreed for this financial year.				
8	Current Position	The current position identifies the result at the end of each quarter. We include the month we stop reporting on this in the heading of this column.				

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1	2	3	4	5	6	7	8	9	10	11	11a	11b	12	13	14
Reference	Title	Service	Frequency & Measure	Good Performance	2006/07 Year-End	2007/08 Target	Current Position as at 31st December 07	Predicted Full Year Result	Year on Year Improvement Trend	All England Top Quartile (Based on 2006/07 Year-End data)	All England Bottom Quartile (Based on 2006/07 Year-End data)	All England Quartile Position	Core City Average (Based on 2006/07 Year-End data)	Core City position 1 = Top 8 = Bottom (Based on 2006/07 Year-End data)	Data Quality Issues
CYP-BME4	The ratio of the percentage of the priority Black cohort permanently excluded to the overall percentage for Leeds	Children and Younger People	Annually Number	Fall	1.90	1.60	1.50	1.50	↑	N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	This indicator has shown improvement and is now exceeding this year's target. Pilot funding is in place to work on a project targeted specifically at Black Caribbean pupils, this is reflective of ongoing partnership work with schools and Area Management Boards to focus on improving outcomes for vulnerable groups including reducing exclusions.														
CYP-EcW7	The percentage of primary schools providing the core offer of extended schools services.	Children and Younger People	Annually %	Rise	8.00	25.00	40.00	40.00	↑	N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	Leeds compares very favourably with regional comparators, being ahead in 4 of 6 categories.														
CYP-EcW8	The percentage of secondary schools providing the core offer of extended schools services	Children and Younger People	Annually %	Rise	18.00	23.00	64.00	64.00	↑	N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	Leeds has exceeded the national target for secondary schools offering full core provision one year ahead of schedule. Leeds also compares very favourably with regional comparators, being ahead in 4 of 6 categories.														
BV-221a	Percentage of young people aged 13-19 gaining a recorded outcome compared to the percentage of young people who participate in youth work in the local authority area.	Early Years and Youth Service	Quarterly %	Rise	48	54	14	16	↓	63	38	Bottom	48	5	Significant concerns
<b>Comments</b>	At present there are a number of issues that are prohibiting the service from providing comprehensive data on the youth work activity which is believed to be being undertaken across the city. Issues include delays in the roll out and embedding of the new Management Information System (MIS); delays in inputting data into the new system; and the non receipt of information on youth work activity from some voluntary sector organisations. There is an action plan in place to address these issues and a month 10 audit will be carried out to assess the impact of the action plan.														
BV-221b	Percentage of young people aged 13-19 gaining an accredited outcome compared to the percentage of young people aged 13-19 participating in youth work.	Early Years and Youth Service	Quarterly %	Rise	22	30	3	8	↓	30	12	Bottom	23	3	Significant concerns
<b>Comments</b>	At present there are a number of issues that are prohibiting the service from providing comprehensive data on the youth work activity which is believed to be being undertaken across the city. Issues include delays in the roll out and embedding of the new Management Information System (MIS); delays in inputting data into the new system; and the non receipt of information on youth work activity from some voluntary sector organisations. There is an action plan in place to address these issues and a month 10 audit will be carried out to assess the impact of the action plan.														
CP-EY50a LKI-EY3a	Number of families supported with childcare, including before and after school clubs where parents are in work	Early Years and Youth Service	Quarterly Numerical	Rise	1724.00	2140.00	1623.00	2200.00	↑	N.A.	N.A.	Blank	N.A.	N.A.	Some concerns
<b>Comments</b>	The reported figure represents the three month period September to November as previously agreed with the performance management team. It is anticipated that the service will exceed the annual target for this indicator as Q4 result will include the last four months data for 07/08 which, when added to the year to date figure, is likely to exceed 2140 families.														
CP-EY50b LKI-EY3b	Number of families supported with childcare including before and after school clubs where parents are in work based learning, training or further education.	Early Years and Youth Service	Quarterly Numerical	Rise	470.00	583.00	482.00	625.00	↑	N.A.	N.A.	Blank	N.A.	N.A.	Some concerns
<b>Comments</b>	The targets have been set, based on an additional 8 centres opening before April 2008 and then approx another 5 opening before April 2009, with the remaining 19 due to open before April 2010.														
CP-EY51a LKI-EY2a	Number of places in children's centres	Early Years and Youth Service	Quarterly Numerical	Rise	1796.00	2231.00	1783.00	2231.00	↑	N.A.	N.A.	Blank	N.A.	N.A.	Some concerns



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<b>Comments</b>	The completion of the 26 Phase Two Children's Centres will increase the total numbers of CC Places across the city. The year end target is based on the anticipated CC places in both Phase 1 and Phase 2 centres. The actual figures cannot be confirmed until all Phase 2 centres have received OFSTED Registration.														
CP-EY52 LKI-EY6	Percentage of schools offering FFIP (Fully Flexible Integrated Provision)	Early Years and Youth Service	Quarterly %	Rise	N.A.	60.00	39.00	60.00		N.A.	N.A.	Blank	N.A.	N.A.	Some concerns
<b>Comments</b>	The calculation is now based on 135 schools. With the previous delays in processing now filtering through and the momentum of work carried out by Lead Operational Staff in Q2 and Q3, the uptake of FFIP amongst primary schools is increasing. The service expects that the annual target will be met.														
CP-YS50 LKI-YS1	The level of reach into the resident 13-19 population (against a benchmark of 25%)	Early Years and Youth Service	Quarterly %	Rise	47.20	25.00	17.20	20.00	↓	N.A.	N.A.	Blank	N.A.	N.A.	Significant concerns
<b>Comments</b>	At present there are a number of issues that are prohibiting the service from providing comprehensive data on the youth work activity which is believed to be being undertaken across the city. Issues include delays in the roll out and embedding of the new Management Information System (MIS); delays in inputting data into the new system; and the non receipt of information on youth work activity from some voluntary sector organisations. There is an action plan in place to address these issues and a month 10 audit will be carried out to assess the impact of the action plan.														
LKI-YS2	The level of participation of the resident 13-19 population in youth work (against a benchmark of 15%)	Early Years and Youth Service	Quarterly %	Rise	25.0	15.0	4.1	6.0	↑	N.A.	N.A.	Blank	N.A.	N.A.	Significant concerns
<b>Comments</b>	At present there are a number of issues that are prohibiting the service from providing comprehensive data on the youth work activity which is believed to be being undertaken across the city. Issues include delays in the roll out and embedding of the new Management Information System (MIS); delays in inputting data into the new system; and the non receipt of information on youth work activity from some voluntary sector organisations. There is an action plan in place to address these issues and a month 10 audit will be carried out to assess the impact of the action plan. It is recognised that we will not meet the target this year.														
BV-225	Action against domestic violence (DV) provision and effectiveness of LA services designed to help victims of DV and prevent DV	Community Safety	Quarterly %	Rise	100.0	100.0	100.0	100.0	↑	N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	All actions have been achieved - by the end of 2006/07														
BV-183b CPA-H15	The average length of stay in hostel accommodation of households which include dependant children or a pregnant woman who are unintentionally homeless and in priority need	Homeless and Advisory Service	Monthly Weeks	Fall	0	0	0	0	↑	0	14	Middle	6	1	No concerns
<b>Comments</b>	Target set at zero as LCC does not have any hostel accommodation as defined in BV183b.														
BV-43a CYP-BeH17	Percentage of proposed statements of special educational need issued by the authority in a financial year and prepared within 18 weeks excluding exceptions under the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001	SEN and School Attendance	Quarterly %	Rise	100.0	97.0	100.0	100.0	↔	100.0	97.5	Middle	96.4	1	No concerns
<b>Comments</b>	Improvements to the statementing process including a strengthening of partner engagement are continuing to maintain performance at 100% and on target. Includes 21 statements during quarter 3.														
BV-43b CYP-BeH18	Percentage of proposed statements of special educational need issued by the authority in a financial year and prepared within 18 weeks including 'exceptions' set out in the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001	SEN and School Attendance	Quarterly %	Rise	88.4	83.9	87.5	89.4	↑	98.5	80.5	Middle	87.5	4	No concerns
<b>Comments</b>	Includes 48 statements during quarter 2														

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BV-45 CYP-PoC8 LAA-CYP8	Percentage of half days missed due to total absence in secondary schools maintained by the local education authority	SEN and School Attendance	Annually %	Fall	9.20	7.80	9.20	9.20	↔	7.40	8.39	Bottom	9.56	3	No concerns
<b>Comments</b>	Secondary absence levels have remained constant since 2006. In 2006/07 there were 15 target secondary schools for reducing persistent absence and 11 of these did achieve reductions in levels from the previous year. However in 2007/08 academic year there are now 18 target schools, as the DCSF has changed the criteria by which these schools are defined. In consultation with the DCFS an integrated plan of activity has been agreed taking a more holistic approach on issues that influence attendance. This includes improved management information and monitoring processes, allowing quicker identification and timely responses.														
BV-46 CYP-PoC9	Percentage of half days missed due to total absence in primary schools maintained by the local education authority.	SEN and School Attendance	Annually %	Fall	5.70	4.70	5.20	5.20	↑	5.34	6.2	Top	6.47	1	No concerns
<b>Comments</b>	Comparative performance is good and levels of primary absence have reduced since 2006, but not to the target level, which remains challenging. To address this a new initiative has been developed called Attendance Champions, where a team will target the 18 primary schools that have high levels of persistent absence. An initiative is also being developed targeted at reducing sickness absence (the highest cause of primary absence). Links are being made with Area Management Boards to produce policies within wedges on absence for family holidays. The Attendance Strategy Team will increasingly focus on schools with high levels of absence, thereby targeting resources to need.														
CYP-POC5 LAA-CYP7	The number of fixed term exclusions from schools maintained by the Local Education Authority, per 1,000 pupils	SEN and School Attendance	Annually Numerical	Fall	68.10	39.00	60.15	60.15	↑	N.A.	N.A.	Blank	N.A.	N.A.	Some concerns
<b>Comments</b>	The rate of fixed-term exclusions remains a very challenging target. LPSA2 funding has been granted to address this issue, electronic monitoring will be used for earlier identification of pupils, so that this resource is targeted most appropriately. Partnership working continues with Headteachers and Area Management Boards.														
CYP-POC6 LAA-CYP6	The number of permanent exclusions from schools maintained by the Local Education Authority	SEN and School Attendance	Annually Numerical	Fall	84.00	70.00	65.00	65.00	↑	N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	There has been a fall in permanent exclusions from 2006 to below this year's target. This has been achieved through closer partnership working with Area Management Boards and with Headteachers. Electronic monitoring systems have improved and there is earlier identification of pupils likely to be excluded for cumulative incidents.														
BV-181a CYP-EnA17	Percentage of 14-year old pupils in schools maintained by the local education authority achieving Level 5 or above in the Key Stage 3 test in English	School Improvement	Annually %	Rise	70.00	74.00	71.00	71.00	↑	76.55	68.00	Middle	62.37	1	No concerns
<b>Comments</b>	All results are provisional until Q4. English at KS3 has shown a slight improvement over the last three years, whilst national trends have returned to 2005 levels after a drop in 2006. The gap in English between Leeds and its statistical neighbours has closed slightly over the past three years and was maintained in 2007 at the level seen in 2006. In 2007/08 the allocation of consultant support (National Strategies consultants) is being changed to boost achievement at Key Stage 3.														
BV-181b CYP-EnA18	Percentage of 14-year old pupils in schools maintained by the local education authority achieving Level 5 or above in the Key Stage 3 test in Mathematics	School Improvement	Annually %	Rise	75.00	74.00	73.00	73.00	↓	80.00	72.25	Middle	68.33	1	No concerns
<b>Comments</b>	All results are provisional until Q4. Following successive improvements up to 2006, 2007 saw a fall in maths performance in Leeds, its statistical neighbours and nationally. This drop has resulted in the gap to Statistical Neighbours remaining at 2%, and the gap to national performance widening to 3% in 2007. However, it is still the second highest attainment in maths at KS3 seen in Leeds. In 2007/08 the allocation of consultant support (National Strategies consultants) is being changed to boost achievement at Key Stage 3.														
BV-181c CYP-EnA19	Percentage of 14-year old pupils in schools maintained by the local Education Authority achieving Level 5 or above in the Key Stage 3 test in Science	School Improvement	Annually %	Rise	69.00	72.00	69.00	69.00	↔	76.95	66.68	Middle	61.68	1	No concerns
<b>Comments</b>	All results are provisional until Q4. Science has seen several year on year improvements, but these have slowed in 2007. Leeds performance maintained 2006 levels, with Statistical Neighbours recording a minimal improvement. Nationally, performance improved by a further 1%, the gap to Leeds performance now standing at 4%. This is a reversal of the trend where previously the gap between Leeds' and national performance was narrowing. In 2007/08 the allocation of consultant support (National Strategies consultants) is being changed to boost achievement at Key Stage 3. This remains the second best year for KS3 results and is not inconsistent with long term incremental improvement.														
BV-181d CYP-EnA20	Percentage of 14-year old pupils in schools maintained by the Local Education Authority achieving Level 5 or above in the Key Stage 3 test in ICT	School Improvement	Annually %	Rise	68.00	72.00	70.20	70.20	↑	75.00	65.00	Middle	61.50	1	Some concerns
<b>Comments</b>	Result is based only on schools who submitted results. For 2007 this is 5220 pupils out of 8210 (64%) The reliability of data should improve from next year as results will then be collected directly from schools.														



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BV-194a CYP-ENA21	The percentage of 11 year old pupils achieving Level 5 in Key Stage 2: English	School Improvement	Annually %	Rise	32	33	32	32	↔	35	27	Middle	27	1	No concerns
<b>Comments</b>	Performance remains the same as in 2006 with results improving by 1% point for statistical neighbours and national maintained schools average results. Leeds performance is now in line with statistical neighbours and marginally behind national levels.														
BV-194b CYP-EnA22	% of pupils achieving level 5 or above in Key Stage 2 Maths	School Improvement	Annually %	Rise	33	34	30	30	↓	35	29	Middle	29	1	No concerns
<b>Comments</b>	Performance has declined since last year, performance has also declined amongst statistical neighbour authorities and for maintained schools nationally, although these are by lesser amounts than in Leeds and the Leeds average is now 2% points below these.														
BV-38 CYP-EnA13 LAA-CYP4	Percentage of 15 year old pupils in schools maintained by the local education authority achieving five or more GCSEs at grades A*-C or equivalent.	School Improvement	Annually %	Rise	52.2	56.5	55.9	55.9	↑	61.9	52.2	Middle	50.7	4	No concerns
<b>Comments</b>	The headline percentage at 5+ grades A*-C has increased again from 2006 by 3.7 percentage points. This is a significant improvement, and a rise that exceeds that seen nationally. In addition, the gap towards the LPSA target has been halved, making achievement of this target more realistic, due to improved interventions with schools.														
BV-39 CYP-EnA14 LAA-CYP3	Percentage of 15 year old pupils in schools maintained by the local education authority achieving five or more GCSEs or equivalent at grades A*-G including English and Maths.	School Improvement	Annually %	Rise	85.0	89.0	86.1	86.1	↑	91.5	86.4	Bottom	81.8	2	No concerns
<b>Comments</b>	Performance on this PI shows a slight increase on 2006, but remains a priority for further improvement. Performance is strongly connected to the 14-19 planned curriculum developments across the city and ongoing improvements targeting young people at risk of low achievement or NEET.														
BV-40 CYP-EnA15	Percentage of pupils in schools maintained by the local education authority achieving Level 4 or above in the Key Stage 2 Mathematics test.	School Improvement	Annually %	Rise	76.0	80.0	77.0	77.0	↑	78.0	73.0	Middle	72.2	1	No concerns
<b>Comments</b>	KS2 outcomes have risen by 1% from last year. This rise has been mirrored nationally and Leeds remains in line with national attainment. Schools who have participated in the Intensifying Support programme have made strong improvements, with maths results have risen by 6.6% in these schools.														
BV-41 CYP-EnA16	Percentage of pupils in schools maintained by the local education authority achieving Level 4 or above in the Key Stage 2 English test.	School Improvement	Annually %	Rise	79.0	79.0	81.0	81.0	↑	81.3	76	Middle	74.4	1	No concerns
<b>Comments</b>	KS2 outcomes have risen by 1% from last year. This rise has been mirrored nationally and Leeds remains in line with national attainment. Schools who have participated in the Intensifying Support programme have made strong improvements, with english results have risen by 7.1% in these schools.														
CP-SI50 CYP-BeH7 LAA-CYP11	Increase in the percentage of pupils who participate in at least 2 hours of PE/ Sport each week	School Improvement	Annually %	Rise	83.00	85.00	86.00	86.00	↑	N.A.	N.A.	Blank	N.A.	N.A.	Some concerns
<b>Comments</b>	Leeds remains above the West Yorkshire average of 84% and is in line with the national average.														
CYP-BME1	The percentage of pupils from priority Asian cohorts achieving 5 or more grades A*-C or equivalent at GCSE	School Improvement	Annually %	Rise	N.A.	N.A.	See Comments	See Comments		N.A.	N.A.	Blank	N.A.	N.A.	Significant concerns
<b>Comments</b>	The result for this indicator is not available yet as we are awaiting a response from the Department for Children Schools and Families (DCSF) on the accuracy of pupil-level datasets.														

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CYP-BME2	The percentage of pupils from priority Black cohorts achieving 5 or more grades A*-C or equivalent at GCSE	School Improvement	Annually %	Rise	N.A.	N.A.	See Comments	See Comments		N.A.	N.A.	Blank	N.A.	N.A.	Significant concerns
<b>Comments</b>	The result for this indicator is not available yet as we are awaiting a response from the Department for Children Schools and Families (DCSF) on the accuracy of pupil-level datasets.														
CYP-BeH6 LAA-CYP12	The proportion of schools that have achieved the National Healthy Schools Standard	School Improvement	Annually %	Rise	46.00	50.00	62.00	62.00	↑	N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	Performance is on target to achieve the LPSA target. The work of the Healthy Schools team is now highly targeted to SOA target schools in order to support the narrowing the gap agenda and to address the critical issue of quality of PSHE in secondary, especially focussed on SRE and substance misuse prevention.														
CYP-ENa11b	Proportion of pupils in schools maintained by the authority achieving five or more GCSEs at grades A* - C or equivalent, including Maths and English	School Improvement	Annually %	Rise	40.00	46.00	42.10	42.10	↑	N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	The 5+A*-C including English and maths indicator shows that Leeds performance has improved by two percentage points. The gap between the percentage of pupils getting 5 good GCSEs and those getting 5 good GCSEs including English and maths has been smaller in Leeds compared to the national and statistical neighbour averages in previous years. As this indicator will become a key measure of performance in 2009, maximising outcomes in English and maths remains a priority.														
CYP-EY1	The percentage of primary schools not attaining the 2008 Key Stage 2 floor targets of 65% Level 4 and above in English	School Improvement	Annually %	Fall	14.00	9.00	10.50	10.50	↑	N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	Performance has improved since 2006 and equates to 4 fewer primary schools being below the floor target. Schools who have participated in the Intensifying Support programme have made good improvements. This target is being changed from 2008 onwards to be a combined target for both English and Maths at Key Stage 2.														
CYP-EY2	The percentage of primary schools not attaining the 2008 Key Stage 2 floor targets of 65% Level 4 and above in Maths	School Improvement	Annually %	Fall	22.00	14.00	12.90	12.90	↑	N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	Performance has improved since 2006 and equates to 14 fewer primary schools being below the floor target. Schools who have participated in the Intensifying Support programme have made good improvements. This target is being changed from 2008 onwards to be a combined target for both English and Maths at Key Stage 2.														
CYP-EY3	The proportion of 5 year olds achieving 6+ in core elements of the Foundation Stage Profile (FSP)	School Improvement	Annually %	Rise	N.A.	47.00	47.30	47.30		N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	This indicator demonstrates an upturn in outcomes in Leeds. The percentage of pupils who reached this level of achievement has risen by over 4 percentage points and is now at its highest recorded level in Leeds. The Leeds figure is also slightly higher than the national figure and reflects the exceptional increases in performance in the CLLD strands this year.														
CYP-EY4	The gap between the average Foundation Stage Profile scores of the lowest 20% of results and the median	School Improvement	Annually %	Fall	N.A.	37.10	38.20	38.20		N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	The Leeds median figure for the full cohort has not changed from 2006 to 2007, however the average total point score of the lowest achieving cohort has been raised. The gap between the outcomes for our lowest achievers and the average has therefore been reduced.														
CYP-EcW2 LAA-CYP19	The percentage of 16-18 year olds that are NOT in education, employment or training (NEET)	School Improvement	Annually %	Fall	8.80	8.40	See Comments	See Comments		N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	The data for this PI is not available until February 2008														
CYP-EcW5	The proportion of 19 year olds with level 2 qualifications	School Improvement	Annually %	Rise	63.00	64.00	See Comments	See Comments		N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	The data for this PI is not available until Spring 2008														
CYP-EcW6	The proportion of 19 year olds with Level 3 qualifications	School Improvement	Annually %	Rise	41.00	45.00	See Comments	See Comments		N.A.	N.A.	Blank	N.A.	N.A.	No concerns

## Children and Young People Quarter 3 Performance Report 2007/08

Reference	Title	Service	Frequency & Measure	Good Performance	2006/07 Year-End	2007/08 Target	Current Position as at 31st December 07	Predicted Full Year Result	Year on Year Improvement Trend	All England Top Quartile (Based on 2006/07 Year End data)	All England Bottom Quartile (Based on 2006/07 Year End data)	All England Quartile Position	Core City Average (Based on 2006/07 Year-End data)	Core City position 1 = Top 8 = Bottom (Based on 2006/07 Year-End data)	Data Quality Issues
<b>Comments</b>	The data for this PI is not available until Spring 2008														
CYP-EnA11c LAA-CYP22	The percentage of pupils in schools maintained by the authority achieving 5 or more GCSEs at grade A* - G or equivalent.	School Improvement	Annually %	Rise	87.00	88.00	88.00	88.00	↑	N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	Performance on this PI shows a slight increase on 2006. Performance is strongly connected to the 14-19 planned curriculum developments across the city and ongoing improvements targeting young people at risk of low achievement or NEET. This measure is a key contributor to contextual value-added scores, and new national targets about levels of progress will ensure this remains a priority.														
CYP-EnA11d	The percentage of pupils in schools maintained by the authority achieving any qualification at the end of Key Stage 4.	School Improvement	Annually %	Rise	96	97	96	96	↑	N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	There has been a small rise in the number of pupils achieving any qualification. This PI is strongly related to attendance, so the revised attendance strategy will make an impact on this PI, as will work within the 14-19 strategy focused on young people at risk of being NEET.														
CYP-EnA6	The proportion of schools that were scored 2 or better by OfSTED for overall effectiveness.	School Improvement	Quarterly %	Rise	59.0	63.0	53.0	65.0	↑	N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	This performance is volatile being dependent on the cohort of schools inspected. The quarter three figure is based on 15 inspection reports, over the course of a year the number of inspections will be around 100, current performance is therefore unlikely to be representative of the whole year with the potential for significant change as the number of inspections increases. This judgement is the overarching judgement on individual school performance. As such it reflects the collective contribution of all school improvement related activity and the wider contribution of all children's services activity.														
CYP-ECW1 LAA-CYP21	The percentage of pupils leaving year 11 that are NOT in education, employment or Training (NEET)	School Improvement	Annually %	Fall	8	7	See Comments	See Comments		N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	The data for this PI is not available until Spring 2008														
LKI-NR2	Number of schools in disadvantaged communities with less than 30% of pupils achieving 5 or more GCSEs at grade A* to C	School Improvement	Annually numerical	Fall	5.00	3.00	1.00	1.00	↑	N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	The national floor target for 2008 is no school below 30%. Considerable progress has been made on this indicator to reduce this to only 1 school below the floor target from 7 in 2005.														
BV-161 CP-CF54 A4	The ratio of the percentage of those young people who were looked after on 1st April in their 17th year (age 16) who were engaged in education, training or employment at the age of 19 to the percentage of young people in the population who were engaged in education, training or employment at the age of 19.	Children and Young People's Social Care	Quarterly %	Rise	0.87	0.90	0.88	0.90	↑	0.91	0.65	Middle	0.69	4	No concerns
<b>Comments</b>	We have maintained the stepped improvement in performance made between 2006 and 2007. We remain just short of our target, and are continuing with a range of efforts, including the implementation of our 'Stepping Stones' action plan and PAs (based in our Pathway Planning team) offering support to residential units. There is other similar support, such as from Connexions PAs at Eastmoor Secure Unit and linking into the Youth Offending service. 37 care leavers from Leeds are currently in higher education, 5 of whom are post-graduates.  For the future we have a collaborative effort being made between the National Care Leaving Care Advisory Service and Connexions West Yorkshire to focus specifically on increasing the numbers of young people from care in education, training and employment and improving the opportunities available to them. The result of this collaboration is the Life's 2 Short project. The first stage of the project was to carry out an initial assessment of the five West Yorkshire local authorities, looking at their strengths and weaknesses. The next stage looked at the good practice that would make a difference in West Yorkshire. The third stage will be to enable each local authority to improve the support they give to young people from care.														
BV-162 CP-CF55 LAA-CYP13 C20	The percentage of child protection cases which were reviewed regularly as a percentage of those cases that should have been reviewed during the year.	Children and Young People's Social Care	Quarterly %	Rise	98	100	98	99	↑	100	100	Bottom	99	3	No concerns
<b>Comments</b>	Current performance is outlined in the Quarter 3 report. This reports a performance of 98% at December 07 with a forecast of 99% at the end of the financial year.  The current "failures" represent 4 children in 2 families. Two meetings have been late out of a total of approx 1000 over a year. The 4 children are all due for Review again before 31.3.08, so may disappear from the cohort if a CP plan is viewed to be no longer necessary. The review of 1 sibling group was overdue by 1 week. The review of the other sibling group was over due by 3 weeks.														



## Children and Young People Quarter 3 Performance Report 2007/08

Reference	Title	Service	Frequency & Measure	Good Performance	2006/07 Year-End	2007/08 Target	Current Position as at 31st December 07	Predicted Full Year Result	Year on Year Improvement Trend	All England Top Quartile (Based on 2006/07 Year End data)	All England Bottom Quartile (Based on 2006/07 Year End data)	All England Quartile Position	Core City Average (Based on 2006/07 Year-End data)	Core City position 1 = Top 8 = Bottom (Based on 2006/07 Year-End data)	Data Quality Issues
BV-163 CP-CF56 C23	The number of children who ceased to be looked after during the year as a result of the granting of an adoption or special guardianship order, as a percentage of the number of children looked after at 31st March (excluding unaccompanied asylum seekers) who had been looked after for 6 months or more on that day.	Children and Young People's Social Care	Quarterly %	Rise	7.9	8.0	6.7	7.0	↓	9.5	5.6	Middle	7.5	5	Some concerns
<b>Comments</b>	In 2006-07 Leeds had 84 children who were adopted or subject to Special Guardianship Order. At Quarter 3 in the current financial year it has had 64 recorded. Previous experience suggests that this is very likely to represent an undercount in performance and it is expected that the total number of children adopted or made subject to special guardianship will equal or exceed last year's total when the information is validated during Quarter 4.														
<b>Comments</b>	Although the service is likely to meet its aspirations for the numbers of adoptions and special guardianship orders undertaken during the year, the increase in the overall numbers of looked after children adversely affects the performance indicator as this measures the adoptions and special guardianship orders as a proportion of the total number of looked after children. In general terms, the cohort of children who are currently placed for adoption entered the care system in the first half of 2006-07. The increase in the numbers of looked after children since this time adversely affects the indicator by adding to its denominator and with little impact upon the numerator.														
BV-50 CP-CF53 LAA CYP13 A2	The percentage of young people leaving care aged 16 or over with at least one GCSE at Grade A* - G or a GNVQ.	Children and Young People's Social Care	Annually %	Rise	55	60	60	60	↑	59	46	Top	51	2	No concerns
<b>Comments</b>	This is reported on annually in November. There is no in year data available. The next report will be available for November 2008.														
CP-CF51 LAA-CYP14	Ensure 15% of children looked after by the council achieve the equivalent of 5 or more GCSEs at grade A* to C	Children and Young People's Social Care	Annually %	Rise	8.00	15.00	7.80	7.80	↓	N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	This is reported on annually in November. There is no in year data available. The next report will be available for November 2008.														
CP-CF57	Number of children coming into care for the first time in the year	Children and Young People's Social Care	Annually Numerical	Fall	387	254	257	350	↑	N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	Numbers of looked after children in the city remain high. There are a significant number of unaccompanied asylum seekers, which is adding to the pressure on numbers of looked after children. It should be noted that social care also provides support to large numbers of asylum seeking young people who are over 18 years old or are younger and living with their families.														
LKI-SS1 A3	The percentage of children registered during the year on the Child Protection Register who had been previously registered.	Children and Young People's Social Care	Quarterly %	Fall	12.90	12.50	19.10	19.10	↓	N.A.	N.A.	Blank	N.A.	N.A.	Some concerns
<b>Comments</b>	Re-registration cannot be anticipated at the point of Child Protection Conference. Research is being undertaken into a sample of cases in Leeds focussing on what services were provided between de-registration and re-registration.														
LKI-SS29 C64	The percentage of Core Assessments that were completed within 35 working days of their commencement	Children and Young People's Social Care	Quarterly %	Rise	57.80	75.00	74.00	75.00	↑	N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	The biggest impact on this indicator has come from a much improved staffing situation, backed by continued performance management.														
LKI-SS32 C63	The number of children and young people who communicated their views specifically for each of their statutory reviews as a percentage of the number of children and young people who had been looked after at March 31st for more than four weeks.	Children and Young People's Social Care	Quarterly %	Rise	74.60	85.00	86.00	86.00	↑	N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	The significant improvement between 05/06 and 06/07 has been sustained. The target has been exceeded and there are plans for continued improvement.														

## Children and Young People Quarter 3 Performance Report 2007/08

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LKI-SS34	Percentage of initial assessments within 7 working days of referral	Children and Young People's Social Care	Quarterly %	Rise	73	80	78	79	↑	N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	<p>The biggest impact on this has come from a much improved staffing situation, backed by continued Performance Management.</p> <p>The projected year outturn figures for timeliness of initial assessments is 79% against a target of 80% and up from 73% in 2006/07. The average performance for statistical neighbours for 2006/07 was 72.7%</p>														
LKI-SS37	Number of looked after children	Children and Young People's Social Care	Quarterly Numerical	Fall	1359	1360	1368	1380	↓	N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	<p>There has been the expected seasonal drop in the number of looked after children before Christmas. The number of asylum seeking children entering Leeds has fallen during this quarter however this remains the most unpredictable element of the total cohort. The intergrated Strategic Commissioning Board has agreed that the reducing the number of looked after children is a priority for Children's Services.</p>														
LKI-SS38 C68	Timeliness of reviews for looked after children	Children and Young People's Social Care	Quarterly %	Rise	33.80	70.00	64.24	60.00	↑	N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	<p>This indicator is calculated on the basis of the numbers of children who have had all of their statutory reviews completed on time in the year. In general terms the indicator is therefore expected to decline from a high point during the year as children are required to have further reviews. The indicator can only show improvement as the cohort changes. Improvements which were noted in Qtr 2 were, for example, attributable to a number of unaccompanied asylum seeking children becoming 18 and therefore leaving the care cohort. The maintenance of the current percentage rate at 64% suggests month on month improvements in the overall percentage of looked after children reviews being completed in a timely fashion.</p> <p>A setback was encountered following the admission of 58 children into care in June generating 28 day reviews in July. Some recovery was made and the number of reviews completed on time within each month has continued to rise (92% in November and 95% in December). This improvement can be attributed to the additional staff in place.</p>														
CP-CSP52b	Increase the take up of cultural and sporting opportunities amongst 5-19 year olds - S&AR	Sport	Quarterly Numerical	Rise	1,031,050	1,000,000	804,775	1,097,685	↑	N.A.	N.A.	Blank	N.A.	N.A.	No concerns
<b>Comments</b>	<p>The result for Q3 07/08 was 280,524 which is 5.89% higher than the same period last year. This increase can be attributed to John Smeaton Leisure Centre, South Leeds Sports Centre and the new Aquatics Centre being open this year. These centres contributed 13 618; 4,886; 557 visits respectively. This increase was achieved despite Leeds International Pool closing in Q3 which only had 363 visits instead of the usual 3,000 visits per quarter.</p>														

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**Report of the Director of Children’s Service**

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

**Date: 14th February 2008**

**Subject: Children’s Services and the Children and Young People’s Plan: Update (3<sup>rd</sup> Report)**

**Electoral Wards Affected: All**

**Specific Implications For:**

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

**1.0 Background**

- 1.1 As set out in its 2007-08 work plan, over the course of the year the Children’s Services Scrutiny Board receives regular update reports providing an overview of some key developments in children’s services and details of progress against specific priorities in the Children and Young People’s Plan (CYP Plan).
- 1.2 The first of these reports, received in September 2007, provided a detailed update on the children’s trust arrangements and a number of key developments within services. It focused on the CYP Plan priorities of: Improving the assessment and care of children in need; and reducing the proportion of vulnerable groups not in education, employment or training. The second report, received in November 2007 provided a more brief overview of developments and focused on the CYP Plan priorities of: reducing teenage conception; and enabling the engagement of parents and young learners in early years and primary schools.
- 1.3 This report again provides a brief overview of developments, taking a particularly strategic approach given the recent learning from our Annual Performance Assessment, the initial key learning from our Joint Areas Review Inspection and a variety of other performance monitoring work, such as the 6 month children’s services progress review presented to the December Executive Board. It again focuses on two specific CYP Plan priorities, which are:
  - Reducing bullying
  - Improving services for children, young people and families with additional mental health needs
- 1.4 It is important to note from the outset that work on child and adult mental health services (CAMHS) is primarily within the remit of the Health and Adult Social Care

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

- 1.5 This report complements the quarter three performance report also being presented to the Children's Services Scrutiny Board, which includes specific information about performance against the Children and Young People's Plan Priorities. A full table of the priorities is included at appendix 1.

## **2.0 Update on the Children's Trust Arrangements**

- 2.1 Between the last update report to Scrutiny and this one a wide variety of activity has taken place across the children's trust arrangements. The Open Forum event for parents discussed in the November report took place successfully and received positive feedback. More recently, the first Open Forum event of 2008 was held at the end of January, at which over 140 people attended. This event was used to both share initial learning from the recent inspections and performance assessment that have taken place and to look ahead to the work on refining the 2008 Children and Young People's Plan and the more significant review of the Plan for 2009, taking into account the DCSF's Children's Plan, the Leeds Strategic Plan and key local developments. More details of this process are discussed later in this report.

### The Integrated Strategic Commissioning Board (ISCB)

- 2.2 The integrated strategic commissioning board has met on a number of occasions since the last update to scrutiny. It has been particularly heavily involved in budget planning work for 2008/09, utilizing its capacity to bring senior leaders from partners across children's services in Leeds together to agree a co-ordinated approach to budget issues.
- 2.3 Other issues that the Board have taken forward recently include performance management, through a detailed quarter 2 performance update across children's services work. The Board has highlighted a small number of priority areas it will particularly concentrate attention on to ensure collective focus. The Board has agreed a commissioning strategy to support improved integration of children's service work, which will be followed up with a commissioning plan in April 2008. The Board has also looked at the issue of workforce development and the future provision of the budget holding lead professional role. The ownership and awareness of these issues amongst senior leaders that the ISCB fosters continues to add significant value in terms of moving them forward.

### An Example of ISCB's Impact – Development of the Market Place

- 2.4 One of the issues that ISCB was recently updated on and where its progress so far and potential for future impact is demonstrated is around the 'Market Place' facility for young people in the city. The Market Place is an independent voluntary sector charity that offers a wide range of support to young people to help them through issues and challenges they face growing up. ISCB Members have previously focused their collective attention on looking at the needs and potential of this facility (and the wider issue of city centre provision) to build on the positive work it does. On the back of this



focus, the Market Place Management Board has confirmed its intention and ability to purchase the former chest clinic building in the city centre. This means that the major strategic objective of establishing a large, quality base for work with vulnerable young people is being met. This achievement results from excellent collaborative work by commissioners, as instigated by the Integrated Strategic Commissioning Board, and by partner youth organisations within Children Leeds.

#### The Children Leeds Partnership

- 2.5 At its January meeting the Children Leeds Partnership received a presentation from Simon Flowers, Head Teacher of Carr Manor High School and Chair of the North East Area Management Board. Simon challenged delegates to discuss the ongoing issues around integrating the work of schools with wider children's services and a particularly strong theme to emerge was the need for rapid response when schools identify a young person with a significant need. There was broad agreement about the need to collectively focus on this rapid response approach, but recognition of the ongoing challenges around this. The key points from this discussion will be fed into those working around this agenda.
- 2.6 The Partnership also discussed teenage pregnancy, looking at the way different agencies can contribute to addressing this priority. The ideas arising from this discussion will be taken forward by the relevant officers.
- 2.7 Following the changes within the Leeds Liberal Democrat Party, Councillor Stewart Golton was selected as the new Executive Lead Member for Children's Services in December 2007 and as such Councillor Golton is now the Chair of the Children Leeds Partnership. He replaces Councillor Richard Brett who is now Deputy Leader of Leeds City Council.

#### The Leeds Safeguarding Children Board (LSCB)

- 2.8 The Leeds Safeguarding Children Board has now agreed its business plan, which is available on the LSCB website. In addition to the ongoing formal work of the Board itself, as part of its wider activities LSCB also provides free child protection & safeguarding training to all practitioners within Leeds who work with children and young people, including the Council, Education Leeds, the Voluntary & Community Sector and private organisations.
- 2.9 This includes child protection training (3 levels from a two hour Raising Awareness session through to a two day Multi-agency Safeguarding training), as well as specialised training sessions such as Child Protection & Children with Disabilities, Child Protection and the Links with Violence Towards Women, and Safer Recruitment. It also provides access to an on-line training session which covers the Raising Awareness course - this has been accessed by over 200 people since its introduction in July 2007 including West Yorkshire Police, the Youth Offending Service and Neighbourhoods & Environments, who all have a policy to put all their appropriate staff through the training.
- 2.10 Since 2006 over 2,900 participants have accessed face to face training. A full training calendar of events has been issued for 2008 with the specialist courses running at

least 3 times and the Child protection courses running more often. Already demand is high with many courses fully booked and the need to add extra sessions is possible.

- 2.11 A training pool of approximately 40 trainers, many of whom are volunteers from partner agencies such as health, CYPSC and the Voluntary Sector support the courses.

### Locality Working

- 2.12 Making progress and strengthening partnership locally continues to be a major area of attention within the children's trust arrangements, including links with area committees, to increase ownership, understanding and integration around the Children Leeds agenda. Central to this is the development of five local Children and Young People's Plans, which link to the city-wide plan, but provide a specific local focus on need and capacity. These plans feed into the wider planning and prioritisation work taking place locally through area delivery plans. Locality enablers and a variety of stakeholders are also currently focusing on developing new arrangements for bringing the Children Leeds wedge partnerships and local Area Management Boards together to rationalize and strengthen collective work around children and young people locally. More detail on a specific area of local working (the Leadership Challenge) are included below.

## **3.0 Progress of the Joint Preventative Commissioning Partnership**

- 3.1 In both its September 2007 and November 2007 update reports the Scrutiny Board were given details of the work of the Joint Preventative Commissioning Partnership (JPCP), which reports through the ISCB and enables partners to 'pool' budgets and undertake an integrated commissioning process to secure the delivery of a 0-19 universal offer for Leeds children and young people as outlined in the Children and Young People's Plan.
- 3.2 The partnership managers involved have now developed a shared set of commissioning principles incorporated into the new Commissioning Strategy for Children's Services and a clear strategy for the joint commissioning of preventative services for children and young people aged 0 to 19 and their families. All services will be commissioned through Leeds City Council Central Procurement Unit tendering processes over the next two years commencing from April 2008. Current service users have been given clear timetables, advice and support and extensions of funding to ensure there are no breaks in service provision for children and families pending the procurement process. Particular support has been provided to the voluntary sector partners and a dedicated post to support the sector has been created within Leeds Children's Fund.
- 3.3 Pre qualification questionnaires have been developed and work is now underway on the detailed specifications for the services to be commissioned. It is a principle of the JPCP that the procurement process should:
- reflect the size and scope of the contract awarded
  - Generate efficiencies through commissioning across the partnership and
  - ensure providers have one service level agreement and monitoring requirement.

It is hoped that more partnerships will align their commissioning practice with the JPCP to secure more integrated and co-ordinated services for children and families in Leeds.

#### **4.0 Key Performance Feedback – the APA and the Joint Area Review**

##### The Annual Performance Assessment (APA)

4.1 The Council's Annual Performance Assessment for Children's Services was published on 30<sup>th</sup> November 2008. The assessment was across each of the five Every Child Matters themes and also on service management and capacity to improve. The APA's judgment was in line with those made when the Children and Young People's Plan was reviewed in 2007. As such Leeds was assessed as follows:

- Be Healthy – good
- Stay Safe – adequate
- Enjoy and Achieve – good
- Make a positive contribution - good
- Economic Well-being – good
- Service management – good
- Capacity to improve - good

4.2 The APA letter is attached at appendix 2. This detail was combined with wider performance information to enable a half yearly performance report to be presented to the Executive Board in December 2007, (this was complemented by a more detailed report on schools performance to the February Executive Board). The Annual Performance Assessment is also being used to inform service planning and work to refine the Children and Young People's Plan for 2008.

##### The Joint Area Review

4.3 The process of preparing for and then being the subject of the Joint Area Review inspection in December 2007 provided a significant learning experience right across children's services. During the inspection itself more than 120 events or meetings took place including around 40 site visits and 20 focus groups and involving between 500 and 600 people in total with many more providing background support.

4.4 At the time of writing this report the only feedback we have received is the information shared by the inspectors at the end of their on-site inspection. The detail of this is still subject to change through the Ofsted quality control process and as such it is confidential at present, but broad initial messages can be shared:

- The inspectors acknowledged the considerable energy, commitment and determination they witnessed throughout their fieldwork. They recognised the self awareness and honesty of staff and the willingness to listen and learn.
- There was also recognition of the pace of improvements in many service areas and the wider pace of change across children's services. The inspectors felt we recognize that there is still a lot to do and that there is variation across the outcomes we are dealing with.

4.5 The final report is due to be published in June 2008 (due in part to the local election purdah period). More detailed feedback will be provided to scrutiny through a formal report detailing the action plan from the JAR once the final report is published.

## **5.0 Significant National Developments – the Children’s Plan**

5.1 On 11<sup>th</sup> December 2007 the government launched its first Children’s Plan, called ‘Building Brighter Futures’. The Children’s Plan has been developed in view of the introduction of the new Department for Children, Schools and Families and following a national consultation in 2007, which included a variety of work in Leeds.

5.2 The Plan outlines the strategic approach that the government wishes to see across children’s services work by identifying five principles that underpin it. These are:

- Government does not bring up children – parents and families do –so government needs to do more to back parents and families.
- All children have the potential to succeed and should go as far as their talents can take them.
- Children and young people need to enjoy their childhood as well as grow up prepared for adult life.
- Services need to be shaped by and responsive to children, young people and families, not designed around professional boundaries.
- It is always better to prevent failure than tackle a crisis later.

5.3 A range of targets are outlined as the ‘goals for 2020’. The Plan also identifies areas where funding is to be targeted over the next three years and where more specific policy reviews are scheduled or underway to inform more detailed strategies. Key themes within the Plan that are particularly important for planning ahead in Leeds include:

- The central role of parents and families and the impact of poverty.
- A new emphasis on enjoyment, emotional well-being and risk.
- New approaches to schools, putting them at the centre of communities
- The leadership role for Councils, through their children’s trust arrangements.
- An emphasis on commissioning.

5.4 The Plan covers a diversity of issues and is too detailed to go into a full analysis within this report, however the full report and a summary are available on the Department for Children, Schools and Families website and a more detailed report has also been submitted to the Council’s Executive Board. The Plan offers both challenges and opportunities for Leeds and will be an important influence on work to refine our Children and Young People’s Plan (discussed further below).

## **6.0 Local Progress**

6.1 There are a wide variety of positive initiatives taking place locally across Leeds to help meet specific local challenges to improve outcomes. As this report provides a broad overview, the following highlights one specific area of development – a project of

national significance called the Leadership Challenge that the Council has proactively developed with the Improvement Development Agency (the IDeA).

### The Leadership Challenge

- 6.2 An important aspect of improving outcomes involves strengthening ownership and integration of services for children and their families locally. The 'leadership challenge' is an important means to focus on this. It is a collaborative project between the Council's equality team, Children Leeds and the IDeA (on behalf of a range of leadership organisations) that concentrates attention on a specific local aspect of inequality, with a view to wider learning both in Leeds and nationally. It will do this by developing a better understanding of strategic commissioning, partnership skills and local leadership capacity.
- 6.3 Those involved in the challenge have been looking at the people, behaviours, resources and intelligence needed locally to lead improvements. It uses a network including local schools, elected members and a variety of key services to take forward the process. The work is being done in the northeast area of Leeds across several ward boundaries. Those involved have identified a specific area they want to focus on – preventative work around young people at a high risk of becoming NEET (not in education employment or training) – and will concentrate efforts around working with the families that need support in this area. In this way attention is very much on commissioning and integrating services to meet the families needs, rather than trying to 'fit' families around the services available.
- 6.4 So far, a variety of work has taken place to get 'buy in' and plan the training for and timetabling of this work. Schools are currently working with the identified families to get their permission for involvement and local schools and children's centres have identified the staff that will be involved in this work (and will receive training to support it). Work directly with the families moves to the next stage in February when a common assessment will take place to identify their specific level and nature of need for each family. From this, a multi-agency team will agree the next steps, including the identification of a lead professional to support the families. The multi-agency teams will start working with the families from March, with an assessment of progress in June.
- 6.5 This project has been highlighted because as well as the direct benefits to young people's lives that it aims to achieve, it will also provide important learning about the role and nature of local leadership and crucially local collaboration. It is an opportunity to both develop and showcase good practice in Leeds and strengthen understanding of those, including local elected members, whose involvement is crucial for improving outcomes. Should they wish, scrutiny will be kept informed of the learning from this work.
- 7.0 Looking Ahead: The Children and Young People's Plan**
- 7.1 Leeds first Children and Young People's Plan was originally written in 2006 as a three year plan for children's services in the city. A review of the Plan was conducted in 2007 to ensure the original priorities and approach remained relevant to Leeds' needs and changing context. As such the original Plan was refined where appropriate. In 2009 a fresh plan will be developed to run for 3-5 years.

- 7.2 Knowing that a major review will be needed offers an excellent opportunity to begin planning for that process now. Doing this will provide a greater opportunity to align budget and service planning with the priorities emerging for the new Plan. With this in mind the importance of preparing for this process was highlighted and discussed at the January 2008 Open Forum. Delegates were encouraged to complete, implement and review their service and financial planning between now and September 2008 so that in September those across children's services are well prepared to start contributing to a full consultation and review process for 2009. They were asked to take into account key national, city-wide and local developments in doing this (such as the Children's Plan, Strategic Plan and local Children and Young People's Plans mentioned elsewhere in this report).
- 7.3 Before that major review takes place it will be necessary to refresh the current Children and Young People's Plan for 2008/09 to make sure the existing priorities have the appropriate focus and the identify any significant areas now adequately covered at present. This 'lighter touch' refresh will take into account a range of learning and inputs, including the Joint Area Review, Annual Performance Assessment, Leeds Strategic Plan (reported separately to Scrutiny at previous meetings) performance data and crucially, local area plans. The January Open Forum was also used to launch this 'refresh' and a consultation form is to be made available on the Children Leeds website for anyone who wants to contribute. More details will be provided for Scrutiny as this work progresses.

## **8.0 The Children and Young People's Plan: Priorities and Progress**

- 8.1 The information above briefly provides members with an update on a selection of important children's services related work and developments since the last update report to the Scrutiny Board in November 2007. This section provides a reminder of the priorities detailed in the first review of our Children of Young People's Plan and talks about the work being done around these. As discussed above it focuses on two priorities specifically in doing this:
- Reducing bullying
  - Improving services for children, young people and families with additional mental health needs

### Progress

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

## **9.0 Work to Reduce Bullying**

- 9.1 Bullying is a particularly significant priority within Leeds Children and Young People's Plan because it is one of the issues most regularly identified by young people as a

significant concern for them. Within this context a number of linked initiatives have been developed:

### Strategy Development

- 9.2 Throughout the summer of 2006 over 200 children and young people in Leeds, were consulted on the issue of bullying. They were asked why and where they think bullying happens, what the word means to them and most importantly, what they think should be done to tackle it. The DVD 'Talking Leeds 06' launched the work for the Leeds Anti Bullying Strategy. The young people involved with the DVD were asked to be involved in forming the children and young people's participation group for the anti-bullying strategy. A group of young people met regularly and discussed the outcomes from the adult strategy group, including the definition of bullying, aims and objectives of the strategy and current gaps in provision. The learning from this work was central to informing how the anti-bullying strategy developed.
- 9.3 Some of the key messages that arose from consultation with children and young people were:
- Children and young people know that if they are being bullied the right thing to do is to tell someone.
  - They often felt that the people they tell, including adults and children, aren't fully equipped with the skills and/or knowledge to deal with the situation.
  - It was also felt that there aren't enough schools practising positive strategies to prevent bullying happening in the first place.
- 9.4 Various work is in place to focus on these and other areas relating to bullying.

### Activities

- 9.5 To respond to the need to make people better equipped to address bullying when they learn about it, anti-bullying training for staff is being provided by the Regional Co-ordinator for the Anti-Bullying Alliance, John Stead. Three courses have run to date with more planned for 2008/09.
- 9.6 In addition, an Anti-Bullying Information Day attracted 150 children, young people and adults to the Headingley Experience to take part in specialised anti-bullying workshops. These included cyberbullying, practising immediate responses, restorative justice, introduction to peer support and positive breaktimes. Speakers included: John Stead, Anti-Bullying Alliance and NSPCC Education Adviser, Chris Edwards, Education Leeds, Mariana Pexton, Children's Services and Barrie McDermott, ex Leeds Rhinos, who spoke about his personal experience of bullying.

### Launching the Strategy: The Power of Me – a city-wide anti-bullying campaign for Leeds

- 9.7 During anti-bullying week 2007, the city-wide anti-bullying campaign for Leeds launched the anti-bullying strategy, using the theme of 'The Power of Me'. The campaign appeared on buses city-wide and posters, postcards and sticker sheets were distributed to schools, libraries, leisure centres and youth groups. The campaign

communicated a positive message, that we all have the power to tackle bullying and prevent it from happening.

#### Young people's ongoing involvement

- 9.8 A key factor in the development of the strategy was the successful involvement of young people in the decision making process. We are now working in partnership with the Project, West Yorkshire Youth Association to develop ways in which young people can be part of the ongoing role out and development of the strategy, for example...
- 9.9 *The Anti-bullying Ambassadors Programme* – The aim of this programme is to pilot a participation programme within 10 high schools, training and enabling young people to actively support and raise awareness of the Anti-bullying Strategy. They will promote the existing work being undertaken by their school and through networking with other schools explore new ideas to feedback to their school council and their wider school community.
- 9.10 Each participating school is invited to send two members of yr8 and two members of yr10 to join the programme. Participants will attend four training and networking meetings during this academic year, which will be facilitated by Hilary Farmery of Education Leeds and the Project, with guest speakers where appropriate.

#### Widening Ownership - The Anti-Bullying Pilot

- 9.11 During the academic year 07/08, Ralph Thoresby school and five of its feeder primary schools are taking part in an anti-bullying pilot. The objective of this pilot is to measure and evaluate positive anti-bullying intervention strategies. This pilot illustrates how partnerships can work together. Ralph Thoresby have had peer support training from ChildLine, West Yorkshire Police and the Youth Offending Service have delivered restorative justice to the SMT. Leeds Rugby Foundation will launch a positive breaktime activities program in spring and a group of year seven students have benefited from performing in 'Mission Transition' a musical production on the change between primary and high school. This was performed back in the student's old primary schools. The primary schools, together with Ralph Thoresby, are engaging with a community arts project with ArtForms on how to stay safe and will receive ChildLine training for peer supporters in the summer term.

#### Successes and Next Steps

- 9.12 So far over 1,250 children and young people from 50 schools have engaged with anti-bullying activities since the beginning of the strategy development. There has clearly been some success, but bullying remains and a key concern for children and young people and as such an ongoing, integrated focus of resources and expertise will be needed to build on the good work described above.
- 10.0 ***Improving services for children, young people and families with additional mental health needs***
- 10.1 Young people's mental health is increasingly being recognized by the government as an area of significant importance in terms of the overall quality of life that young



people experience and their success in other areas, such as academic achievement. In Leeds, national prevalence rates indicate that around 15,000 children under the age of 18 will have significant emotional health/ mental health difficulties. (Currently only about 3500 referrals a year can be accepted by Child and Adult Mental Health Services). Both the numbers affected, and the links between emotional health and other areas of children's lives, have made it a priority area in the Children and Young People's Plan.

### Some background information

- 10.2 There are two meanings to the term "CAMHS" The first meaning covers all emotional health services ("comprehensive CAMHS") and is used to describe the broad spectrum of all emotional health services ranging from the universal to highly specialist. The other meaning of "CAMHS" is used to describe those services which focus exclusively on addressing emotional /mental health problems, and advising others on promoting emotional well being. Both meanings are discussed below, using the terms "emotional health" and "CAMHS" to make the distinction where appropriate.
- 10.3 Supporting children and adolescents to maintain emotional health is the responsibility of everyone involved in a child's life – from parents, family members and carers, to professionals within voluntary and statutory organisations. For the vast majority of young people their emotional well being needs will be met without any contact with CAMHS services.
- 10.4 Promoting emotional health can, and does, promote resilience and reduce the chances of experiencing emotional health problems. However it is important to note that rates of emotional/mental health problems clearly differ according to the types of environment in which children live. Children in some situations (i.e. those looked after, those with learning difficulties) are much more likely to experience such difficulties.

### CAMHS service in Leeds

- 10.5 CAMHS services are principally provided by PCT Care Services - in health care settings. Services are also delivered by other providers including Children's Social Care, in a range of social care, education and voluntary sector settings.
- 10.6 The following types of condition are managed by CAMHS services:
  - autism, attachment difficulties, Conduct disorders, depression, eating disorders, emotional disorders, habit disorders, hyperkinetic disorders (ADHD), parenting work, psychosis, and self harm. The two largest categories of referral are emotional problems, and conduct disorders.
- 10.7 The main types of intervention are: brief solution focused interventions, cognitive behaviour therapy (CBT), family therapy, child psychotherapy, parenting interventions, play therapy, creative therapies, group work and medication.
- 10.8 Short term interventions consist of up to three appointments including an initial assessment. These are offered by CAMHS locality teams. About a third of children and young people require longer term interventions. These may last for a few weeks through to years and are again offered by locality teams.

- 10.9 Specialist teams operate in specific settings providing a range of services suited to their particular client group: Examples are: CAMHS staff in BEST Teams. Paediatric Psychology in the hospitals, The Market Place – a voluntary organisation, Therapeutic Social Work Team in Social care, Youth Offending CAMHS staff, and Wetherby Youth Offending Institution CAMHS team.

### Current Strengths

- 10.10 Leeds has just completed an Emotional Health Strategy. This covers the whole spectrum of emotional health services – from health promotion, through early intervention, to specialist services. It will serve to re-enforce that emotional health is “everybody’s business”, and will clarify referral routes, and what should be dealt with at what level. One of the key areas for action is to develop the expertise of staff working in generic children’s services settings so that they are better equipped to address emotional health problems.
- 10.11 There are a growing range of emotional health promotion services across most agencies. Schools, especially, have seen a significant expansion of services (e.g. SEAL (Social and Emotional Aspects to learning) training being rolled out to staff in schools. Also, the Waved approach in schools ([www.leedsehwb.org.uk](http://www.leedsehwb.org.uk)) sets out the range of services those contribute to emotional health.
- 10.12 Leeds has also recently become one of the Pilots for Multi Systemic Therapy (MST) - working with children and their families at risk of becoming looked after or going into custody, as well as being one of 25 sites nationally to pilot a DCSF initiative around enhancing mental health capacity in a small number of clusters of schools

### Opportunities for Improvement and Development in the Future

- 10.13 Outcome measurement - Leeds CAMHS has pioneered measuring outcomes in the CAMHS service and this work will be developed in the light of the Central Government focus on outcomes, rather than outputs. An overall emotional health indicator is being developed by the DCSF nationally and this will enable Leeds to track this dimension across its whole child population.
- 10.14 Waiting times have been too long for CAMHS services. Two years ago more than 300 children were waiting more than 13 weeks for services. Currently 40 are waiting for initial interventions for more than 13 weeks, and a further 80 for follow up interventions for longer than 13 weeks. By April 09 no one will wait more than 18 weeks for initial and follow up interventions combined. (in line with NHS overall limits)
- 10.15 If fewer children and their families are going to be referred to specialist CAMHS services (to meet waiting time targets), then early intervention emotional health services in general settings will need to be developed and more generic staff trained up.
- 10.16 There also remains a lack of clarity as to when referral to CAMHS is appropriate, and frustration that most referrals need to come through a GP. This will change, and most referrals will in future come as a result of a CAF (Common Assessment Framework).

## Strengthening Commissioning

- 10.17 The commissioning of emotional health services is to be strengthened by the development of an Emotional Health Commissioning Executive. This will both commission CAMHS services, as well as influence the development of emotional health aspects to services in universal children's services (such as education, early years and youth services.)
- 10.18 Balancing two different areas of need will be a key task. Firstly, to ensure that the emotional health needs of vulnerable groups are clearly articulated, and resources diverted to meeting them if necessary. Secondly, to ensure that early intervention services are in place to ensure that difficulties are tackled when they are still manageable. This is particularly important in Early Years services – in the light of the increasing research around the emotional health needs of this group, and their parents /carers.

## Looking Ahead

- 10.19 Emotional health services now have a much higher priority – nationally and in Leeds. There are two overriding priorities:
- to ensure limited resources are allocated across the spectrum of services (so that neither early intervention services nor service targeted at vulnerable groups are neglected.)
  - to ensure that all children's services staff have a better awareness of emotional health issues, and are better equipped to address less complex difficulties.
- 10.20 CAMHS was one of the key lines of inquiry focused on in particular detail by the inspectors during the Joint Area Review. The learning from this will complement the awareness and initiatives discussed above to help us continue to improve the support we provide in this key area for children and young people.

## **11.0 Conclusions**

- 11.1 This report has provided a further update on some key areas of progress across children's services and in particular on work around two priorities in Leeds Children and Young People's Plan. Taken together with the other performance information presented to Members and the other update reports over the course of the year, the scrutiny board will receive a broad overview of the full range of priorities and the initiatives in place to address these. The report reflects the range of progress made, but also the challenges remaining and the opportunities to continue addressing these through learning from recent activities and the review of the Children and Young People's Plan.

## **12.0 Recommendations**

- 12.1 It is recommended that members note and comment on the content of this report and identify any areas where further information would be helpful.

## Appendix 1

### **LEEDS CYP PLAN PRIORITIES**

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

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

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

## Priorities for Improving Services

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



26 November 2007

Mrs Rosemary Archer  
Director of Leeds Children's Services  
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Dear Mrs Archer

## **2007 ANNUAL PERFORMANCE ASSESSMENT OF SERVICES FOR CHILDREN AND YOUNG PEOPLE IN LEEDS CITY COUNCIL**

This letter summarises the findings of the 2007 annual performance assessment for your local authority. The judgements in the letter draw on your review of the Children and Young People's Plan (CYPP) where it was available, and the evidence and briefings provided by Ofsted, other inspectorates and relevant bodies. We are grateful for the information you provided to support this process and for the time given by you and your colleagues during the assessment.

### **Overall effectiveness of children's services**

**Grade 3**

Leeds City Council delivers a good level of service overall for children and young people. The capacity for further improvement is good and children's services are well led and managed. Good progress has been made in bringing together professionals from across the partnership to deliver high quality services that are built around the needs of children and young people. There has been significant change within the council's social care arrangements and some of these have yet to have a full impact on outcomes for children and young people. However, the council is making a good contribution in all other outcome areas in a city facing social and economic challenges.

### **Being healthy**

**Grade 3**

#### **Summary of strengths and areas for development**

The contribution of services to improving outcomes for children and young people in this aspect is good.

The CYPP identifies clear strengths and priorities toward improving the health of children and young people in Leeds and there is a wide range of multi-agency strategic and operational groups in place to progress service development, which have led to gradually improved outcomes for children.

Strategies to improve school meals and to reduce childhood obesity were launched in 2006/07 and 40,000 children were involved in the 'Leeds be Healthy' challenge. A 'Wake Up and Shake Up' initiative enabled staff in 90% of primary schools to be trained to provide daily exercise sessions. The Primary Care Trust (PCT) is leading in the development of a physical activity strategy.

The PCT has developed a single plan to increase immunisations, which remain below national levels. General practitioners have been given increased incentives to increase the promotion of immunisation and the team responsible for looked after children and young people has commissioned services to get immunisations up to date. A campaign to raise awareness of immunisation was launched in 2007.

The proportion of mothers who breast-feed has gradually improved but it remains below the national average. Midwives and health visitors have received additional training to encourage uptake.

A well-managed and well-coordinated healthy schools programme has achieved beacon status. A very high proportion of schools have achieved healthy schools status, exceeding national targets. Most schools provide a good range of activities and most of the children responding to the Tellus2 survey indicated that they regularly undertook sport and other activities and did not smoke.

A small improvement in dental health outcomes has resulted from targeting services in areas of high deprivation where levels of tooth decay are at their highest. A new service has been commissioned for dental assessment of vulnerable groups, including looked after children and improved outcomes are projected. However, the level of tooth decay is still above average.

A review of the teenage pregnancy strategy resulted in the appointment of a Teenage Pregnancy Champion and there has been an increase in commissioned services to tackle fluctuations in teenage conception rates, which remain higher than average at 49 per thousand of 15-17 year olds. This was identified as an area for improvement in the annual performance assessment last year.

The Child and Adolescent Mental Health Service (CAMHS) has made steady progress towards developing a comprehensive provision and offers good support to vulnerable groups including looked after children and those with disabilities. The service provides 24-hour access to assessment and has made good progress in reducing waiting times which are lower than the national average. Good links between the CAMHS and the Youth Offending Service (YOS) facilitate the prompt referral and treatment of young offenders with mental health needs. The YOS has significantly increased the proportion of young people with substance misuse who receive screening, assessment and treatment; this was an area for development identified in the annual performance assessment last year.



The major reorganisation which unified the five Leeds Primary Care Trusts is leading to improved commissioning and consistency across services with more robust links to council and partner agencies. A new Commissioning Board is reviewing contracts for all services. Health staff working with children are more closely identified as part of integrated children's services and there are good examples of multi-agency working within children's centres and extended schools to promote children's health.

### **Areas for development**

- Reduce the incidence of teenage conception.
- Increase annual health and dental checks for looked after children and young people.
- Increase take-up of immunisations.

## **Staying safe**

**Grade 2**

### **Summary of strengths and areas for development**

The contribution of services to improving outcomes for children and young people in this aspect is adequate. Most schools provide good support to help pupils stay safe and build resilience. Most of the children who responded to the Tellus2 survey indicated that they felt safe around the area, on public transport, going to school, in school and at home.

A high proportion of referrals (73%) for children in need results in timely initial assessments. However, only 58% receive timely core assessments within timescales. Repeat referrals and re-registrations on the child protection register are low. This indicates good performance. All children on the child protection register are allocated qualified social workers. The timeliness of initial child protection conferences is slightly below that of similar councils at 31%, compared to 35% nationally.

The implementation of the Local Safeguarding Children Board (LSCB), with its new constitution and structures, is now complete. The recent appointment of a new safeguarding manager and an independent chairperson to the LSCB has enabled the new strategic arrangements for safeguarding to be progressed. For example, an LSCB business plan has now been developed and ratified. The LSCB and executive now have a clear constitution and good representation by a variety of agencies including the voluntary sector. A wider range of LSCB operational sub-groups have been established, which are well attended by diverse agencies and able to progress LSCB priorities.

Good arrangements are in place to establish the whereabouts of missing children. An initiative by Education Leeds, for example, resulted in a reduction in the number of children registered as missing from education.

The number of looked after children and young people has increased and remains significantly higher than the national average. A multi-agency partnership to support looked after children was established in 2006/07 and has contributed to improved outcomes for looked after children. There has been an improvement in placement stability and the incidence of teenage conception amongst looked after children and young people has reduced. The number of adoptions of looked after children has increased from 4.5% to 7.9% and looked after children are increasingly involved in their reviews.

Inspections of the residential care for looked after children found that standards had improved following a review of residential care. However, three residential establishments were judged inadequate in 2007. One has been subsequently closed and the resources that were released have been reassigned to support the other establishments. An additional 25 permanent staff are being appointed and regular agency staff have provided the intervening cover. There has been investment in the refurbishment and improvement of the remaining establishments. A very high proportion of looked after children are placed locally.

The timeliness of reviews for looked after children and young people is significantly worse than found nationally and there has been a deterioration this year. Only 34% of reviews were held within timescales and this is poor despite the latest data showing some improvement. The proportion of looked after children who are from minority ethnic groups is significantly higher than average and has risen sharply this year with a growing number of unaccompanied asylum seekers.

An inter-agency group has been formed to commission and oversee services for those with learning difficulties and/or disabilities and a new jointly funded manager post has been created to support this work. The authority has also appointed a coordinator to lead work across the local partnership on implementing the Early Support Programme, which integrates services for disabled young children and their families. The transition teams for children and young adults with learning difficulties and/or disabilities have ensured that more than 90% have transition plans in place.

### **Areas for development**

- Improve the timeliness of reviews of looked after children and young people.
- Improve the completion of core assessments within timescales.
- Review provision of services to prevent the need for children and young people to be looked after.

## Enjoying and achieving

Grade 3

### Summary of strengths and areas for development

The contribution of services to improving outcomes for children and young people in this area is good. School improvement work is effective and focused. The proportion of schools placed in a category of concern by Ofsted is lower than in similar authorities. The quality of the post-inspection action plans produced by the local authority has improved considerably and the schools that are in a category are well supported. They are all making satisfactory or better progress. The latest results from national tests indicate that a number of the secondary schools with a notice to improve have made outstanding progress in raising standards. Education Leeds has a strong record of moving schools above national floor targets.

Early years provision continues to be a strength and there are indications of further improvements in performance. The high number of actions that were imposed on childminders when they first registered has now been reduced. Standards in Key Stages 1 and 2 continue to be in line both with similar authorities and national averages. In 2006, there were considerable improvements in attainment at Key Stage 3 and the average points score in national tests in all three core subjects increased. Standards at Key Stage 3 are now in line with comparable authorities and national averages. GCSE results continue to improve. The proportion of students achieving five or more GCSEs at grades A\* to C, is increasing faster than nationally and is now in line with similar authorities. However, despite the proportion of students achieving at least one GCSE pass increasing at a faster pace than elsewhere, there are still more young people leaving school without any GCSE passes than in comparable authorities.

There has been a considerable reduction in the number of permanent exclusions from school and there are now significantly fewer than average. A wide range of innovative strategies have been introduced to improve attendance and there is evidence of improvement but the number of unauthorised absences in secondary schools remains high.

There is a very good range of recreational activities and voluntary learning provision for young people to enjoy. Large scale events in the holidays, staged by the council in partnership with voluntary organisations, have attracted over 45,000 young people and families since they started in 2004. The Leeds Breeze card encourages participation in sports and other activities by offering discounts to young people and the Maxcard gives looked after children free entry to museums and galleries around the district. There has been investment in creative play environments in children's centres and additional facilities have been provided for older children including BMX tracks and sports pitches. Arts provision for young people continues to flourish across the city.

### Areas for development

- Reduce the number of unauthorised absences in secondary schools.
- Reduce the number of young people leaving school with no passes at GCSE.

## **Making a positive contribution**

**Grade 3**

### **Summary of strengths and areas for development**

The contribution of services to improving outcomes for children and young people in this area is good. Leeds has been at the forefront of a number of initiatives to support the personal and social development of young people. It has a well-established and effective mentoring scheme that supports children and young people from disadvantaged areas and from minority ethnic backgrounds. The Investors in Pupils Award and the Stephen Lawrence Educational Standard both originated in Leeds and are nationally recognised for developing engagement and supporting cultural change.

Leeds has a very dynamic youth council that is well supported by active student councils in almost every school. Youth council members have been consulted on the distribution of funding for youth, major plans for city centre development, and on the appointment of senior managers in children's services.

Very good efforts are made to involve young people who are traditionally hard to reach, including those with learning difficulties and/or disabilities, young carers and young Travellers. They are being encouraged to engage with service providers at many different levels and to take part in decision-making. The very successful Reach Out and Reconnect (ROAR) project has tripled its membership this year and now has over 650 members.

Key strategies to divert those at risk of anti-social behaviour have been successful and the number of anti-social behaviour orders has been more than halved over the last three years. There is a range of innovative and successful strategies to prevent youth crime and the number of first time offenders is falling. The Signpost project offers intensive parenting support for families of children at risk of offending and there is early evidence of success. There is still a high proportion of looked after children and young people involved in the Youth Justice System.

Good progress has been made on increasing the number of looked after children who participate in reviews. The proportion involved is still slightly below average but is rapidly increasing. Additional trained staff are making effective use of interactive information technology to encourage the children to communicate their views.

### **Area for development**

- Reduce the number of looked after children and young people involved in the youth justice system.

## **Achieving economic well-being**

**Grade 3**

### **Summary of strengths and areas for development**

The contribution of services to improving outcomes for children and young people in this area is good. There is very good support for families and a wide range of successful joint initiatives have been introduced, including Sure Start. The provision of childcare is expanding faster than in other comparable authorities. Childcare is well planned and all parents, who live in areas of high deprivation and want to access training or employment, have a childcare guarantee. Leeds has a Beacon Status Award for its innovative work to help people tackle debt.

There are many well-established and effective learning partnerships across the city. Despite significant delays in the major reconfiguration of post-16 education and training across Leeds, the provision of vocational education for students in Key Stage 4 has rapidly increased. Good progress has been made in developing a common city-wide application process and an on-line area prospectus, including a prospectus for students with learning difficulties and/or disabilities. The colleges in Leeds provide good educational and training opportunities both pre- and post-16. The local authority is working hard to improve the quality of vocational education offered by training providers and to make certain that it leads to worthwhile accreditation. There is still further work to do, however, to ensure that every young person has access to a good range of vocational opportunities from the age of 14.

The proportion of young people aged 16-18 who are not engaged in education, employment or training has been reduced and is now 1% below that in comparable authorities. The proportion of 19 year olds re-engaging in employment, education or training is improving in line with similar authorities. The qualifications of students leaving school are improving year on year. The proportion of school leavers achieving at least five GCSEs at grades A\* to C, including mathematics and English, has improved rapidly and is now around the national average. In Leeds, the proportion of young people achieving Level 2 by the age of 19 is increasing at a faster pace than elsewhere and at 63% is approaching the average of 66% for comparable authorities. The proportion of young people achieving a Level 3 qualification by the age of 19 is also increasing faster than elsewhere and at 41% is already comparable with similar authorities. Inspection evidence shows that 70% of schools are rated good or outstanding for enabling students to achieve economic well-being.

Good progress has been made on providing decent housing for children, young people and families, and Leeds has an excellent record of providing suitable accommodation for care leavers. There is good support for children and young people who are looked after as they make the transition to adulthood and a very high proportion are still engaged in education, training or employment at the age of 19. The creation of the new post of headteacher of the virtual school for looked after

children is a key development in the continued drive to improve educational outcomes for these young people.

### **Area for development**

- Ensure that every young person has access to a good range of vocational provision from the age of 14.

## **Capacity to improve, including the management of children's services**

**Grade 3**

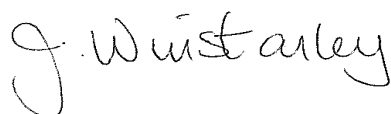
### **Summary of strengths and areas for development**

The council has good capacity to improve its services for children and young people and management of these services is strong. The team of leaders and managers is dedicated and energetic with a shared vision and a clear long term strategy. A thorough review of the children and young people's plan shows that good progress is being made in many areas and there are shared priorities for further development with focused targeted outcomes. A significant number of new strategies have been introduced that are being implemented effectively but it is too early to see the full impact in a number of areas.

There is effective integration of services. Key joint appointments between health and children's services, for example, have strengthened joint working and 'locality enablers' are supporting multi-disciplinary arrangements on a more local level. A good range of strategic and operational management groups, for example, the Local Safeguarding Children's Board bring together the major players. Good performance management systems are being developed that align with those of partner agencies, and effective joint commissioning strategies are ensuring quality and value for money.

The children's services grade is the performance rating for the purpose of section 138 of the Education and Inspections Act 2006. It will also provide the score for the children and young people service block in the comprehensive performance assessment to be published by the Audit Commission.

Yours sincerely



Juliet Winstanley  
Divisional Manager  
Local Services Inspection

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: 14 February 2008

### Subject: Recommendation Tracking

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

## **2.0 Next Steps**

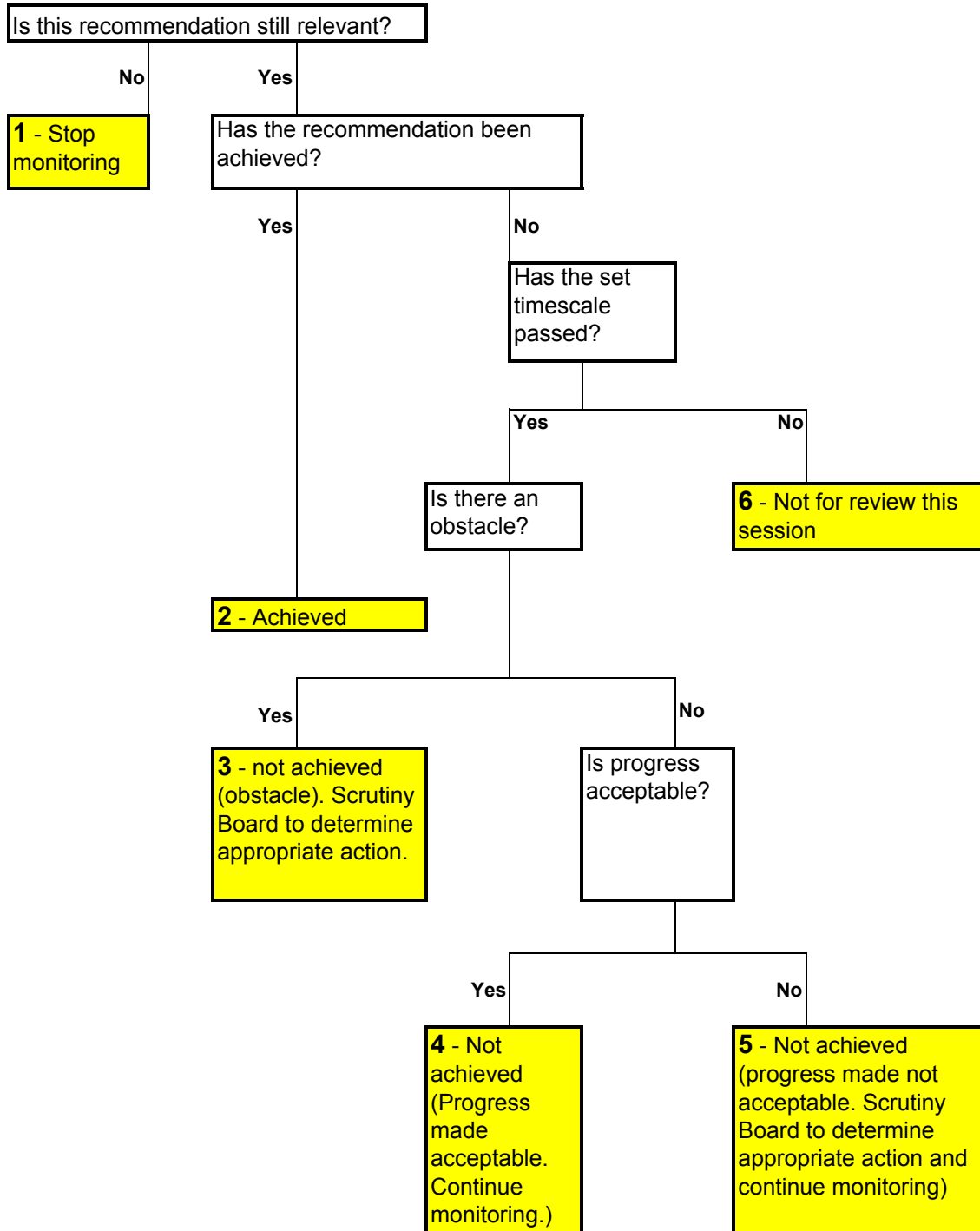
- 2.1 In March the Overview and Scrutiny Committee will receive a composite report which draws together any issues raised by each of the Scrutiny Boards during the recommendation tracking process, and decide any appropriate action.
- 2.2 The next cycle of quarterly recommendation tracking reports will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

## **3.0 Recommendations**

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



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



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	Recommendation	Where we are up to	Stage	Complete
2	<p>We recommend that the Director of Social Services reports back to us within three months on action that will be taken to reduce administrative delays in the adoption process</p>	<p><u>July 2007 position</u>            Recommendations for administrative support to the Fostering &amp; Adoption Service will arise out of the full review of the service  <b>Timescale: October 2007</b>  <u>October 2007 update</u>            The timescale for the review to be completed is now January 2008. An additional temporary post has been agreed in the interim.  <b>January 2008 update</b>  <b>The timescale for completion of the review is now March 2008.</b></p>	<p><b>4</b>            (Not achieved. Progress made acceptable)</p>	
3	<p>We recommend that the Director of Social Services considers whether a similar organisational approach to that taken in Liverpool would benefit adoption in Leeds, and reports back to us with a view within three months</p>	<p><u>July 2007 position</u>            This proposal will be considered as part of the full review of the service as it represents a significant change to current practice and has budgetary implications  <b>Timescale: October 2007</b>  <u>October 2007 update</u>            The timescale for the review to be completed is now January 2008.  <b>January 2008 update</b>  <b>The timescale for completion of the review is now March 2008.</b></p>	<p><b>4</b>            (Not achieved. Progress made acceptable)</p>	
5	<p>We recommend that the Director of Children's Services explores, with the inter-agency group, the case for change in adoption processes to make more effective use of combined resources, whilst protecting the integrity of decision-making in the child's best interests. We request a report back within three months</p>	<p><u>July 2007 position</u>            This proposal will be taken to the next Family Justice Council to begin discussion on how the court process might be streamlined.  <u>October 2007 update</u>            Discussions are still continuing.  <b>January 2008 update</b>  <b>Discussions with judges have resulted in some improvements in timetabling and more efficient use of split proceedings. In April, the government will introduce tougher requirements for all assessment work to be completed prior to court hearings for care orders etc and also tougher timetabling oversight. This will have the effect of freeing time for a quicker adoption process.</b></p>	<p><b>2</b>            (Achieved)</p>	

	Recommendation	Where we are up to	Stage	Complete
6	<p>We recommend that the Director of Social Services reports back to us within three months on the potential for the regional consortium to develop a more strategic role to complement its successful 'marketplace' function</p>	<p><u>July 2007 position</u> The Adoption Consortium has invited the Coordinator of Adoption 22 to come to one of their meetings to discuss the suitability of a more strategic approach by the local Consortium.</p> <p><u>October 2007 update</u> Discussions on taking a more strategic approach are continuing.</p> <p><u>January 2008 update</u> The consortium is discussion with the neighbouring consortium how they have adopted a more strategic approach. The consortium has also begun a regional campaign to increase the number of BME adopters and support them. This is the first time this has been done on a regional basis.</p>	2 (Achieved)	✓
9	<p>We recommend that the Director of Social Services commissions appropriate activity to raise general awareness of the range of people who can adopt children and reports back to us on initiatives proposed within three months</p>	<p><u>July 2007 position</u> Consideration will be given to increasing the recruitment budget. The current budget has not been increased for several years and is probably insufficient. The service review will report on this and make recommendations. <b>Timescale: April 2008</b></p> <p>Continue current involvement with the Adoption Consortium on raising awareness about adoption at a regional level particularly about BME children needing adoption</p> <p><u>October 2007 update</u> A regional approach to the recruitment of BME adopters and awareness raising is now taking place.</p>	6 (Not for review this session)	

	Recommendation	Where we are up to	Stage	Complete
12	<p>We recommend that the Director of Children's Services considers the appointment of an independent reviewing officer for adoption, and reports back to us with a view within three months</p>	<p><u>July 2007 position</u> The manager of the Independent Reviewing Officers will consider this proposal and make recommendations. <b>Timescale: July 2007</b></p> <p><u>October 2007 update</u> A review of the reviewing service is underway and the manager has been made aware of this proposal.</p> <p><u>January 2008 update</u> <b>This issue is being looked at as part of the general review and restructuring of the adoption and fostering section and is not due to be complete until the end of March.</b></p>	<p><b>4</b> (Not achieved. Progress made acceptable)</p>	
13	<p>We recommend that the Director of Social Services and the Chief Executive of Education Leeds produce an action plan within three months for improving the education support to adopted children, in order to ensure a more consistent quality of experience for adoptive families. This should cover awareness raising for schools; social services staff awareness of education resources; and parental awareness of education support particularly for special educational needs</p>	<p><u>July 2007 position</u> There is a piece of work currently being undertaken to develop practice in respect of the education of looked after children. The proposals regarding the education of adopted children will be similarly considered and added to the current piece of work. <b>Timescale: April 2008</b></p> <p><u>October 2007 update</u> <b>A 'virtual headteacher' for looked after children has been appointed and will consider this as part of his brief.</b></p>	<p><b>6</b> (Not for review this session)</p>	

The Implications of Trust Schools for the Local Authority

Last update received November 2007

	Recommendation	Where we are up to	Stage	Complete
1	<p>That the Chief Executive of Education Leeds and the Director of Children's Services take a pro-active strategic approach to maximise the potential that Trust Schools might have for improving outcomes for children in deprived communities in Leeds by</p> <ul style="list-style-type: none"> <li>• exploring potential trust models for clusters of schools in deprived areas with a view to instigating trusts</li> <li>• issuing advice to strategic partners about how to target their partnership support to schools and areas most in need</li> <li>• informing our proactive approach to wider planning issues (BSF, 14-19 review, etc).</li> </ul>	<p><u>July 2007 position</u> Proposals for the development of a Central Leeds Learning Trust were agreed by Executive Board in June 2007. This is to be a formal partnership as opposed to 'Trust Schools' as defined in the Act.</p> <p><u>October 2007 update</u> A further report on the development of 'The Leeds Learning Alliance' is elsewhere on the agenda (see 14-19 review).</p>	2 (Achieved)	✓
3	<p>That the Director of Children's Services has regard to this report when responding to any school consulting on becoming a Trust School.</p> <p>In particular the points raised in this report regarding</p> <ul style="list-style-type: none"> <li>• proposed partner organisations sharing the same vision for the school</li> <li>• any proposed changes to the school's admissions policy</li> <li>• potential for the proposals to help or hinder "narrowing the gap"</li> <li>• balance of trust appointed governors on the governing body</li> </ul> <p>and to consider how the individual proposals will contribute to community cohesion and delivering the Every Child Matters agenda.</p>	<p>Commitment given</p> <p>No further formal proposals received to date</p>	6 (Not for review this session)	

Recommendation	Where we are up to	Stage	Complete
<p><b>1</b></p> <p>In light of the evidence presented during our inquiry, we recommend that the youth offer for Leeds needs to address the following key findings:</p> <ul style="list-style-type: none"> <li>The need for a more equal distribution of universal youth services on offer across the city</li> <li>The need to include advice and signposting within universal provision</li> <li>The need to recognise that some groups of young people (for example carers, looked after children and young people with disabilities) may need a different approach or extra assistance to enable them to access the types of opportunities included in the universal youth offer</li> </ul>	<p>The youth offer's entitlement statements cover a very wide range of service provision and are designed to ensure universal access to opportunities and support.</p> <p>The youth offer will reinforce universal access to information, advice and guidance services and will seek to ensure entitlement to a Connexions Personal Adviser.</p> <p><b>January 2008 update</b>  <b>Signposting to universal provision is also being added to the Breeze website.</b></p> <p>The Department of Children, Schools and Families has published a 'Targeted Youth Support Strategy'. The aim is very much to pursue this recommendation in the coming months and years.</p> <p><b>January 2008 update</b>  <b>Children's Services Leadership Team has agreed an overall approach to Targeted Youth Support in Leeds. The first of a series of workshops is scheduled for February. Development of TYS will be a key responsibility of the Integrated Youth Support Service from April.</b></p>	<p><b>4</b> (Not achieved. Progress made acceptable)</p> <p><b>4</b> (Not achieved. Progress made acceptable)</p> <p><b>4</b> (Not achieved. Progress made acceptable)</p>	

Recommendation	Where we are up to	Stage	Complete
<ul style="list-style-type: none"> <li>The need to recognise young people's expressed desires for venues and spaces to undertake their own (unstructured) activity</li> <li>The important role of inter-generational/all age activities as well as specific young people's activities</li> </ul>	<p>The Youth Opportunity and Youth Capital Funds have been used to channel funds into venues and spaces identified by groups of young people. The government's Ten Year Youth Strategy sets targets for the percentage of provision which should be run directly by young people so further development work will be taking place.</p> <p>There are plenty of examples of this type of work but it has not previously been collated into a summary document. This could be done as a one-off exercise for Scrutiny Board if required.</p> <p><b>January 2008 update</b>  <b>A summary of this work was circulated to Board Members in December 2007.</b></p>	<p><b>4</b>                      (Not achieved. Progress made acceptable)</p> <p><b>4</b>                      (Not achieved. Progress made acceptable)</p>	
<p>We ask the Director of Children's Services to report to us within 3 months on how each of these issues will be addressed in the published youth offer.</p> <p>That the Director of Children's Services finds ways of promoting positive relationships between the police and youth services more widely, building on the good examples that exist in some parts of the city.</p>	<p>972 young people were consulted during the summer about the contents of the draft youth offer. The results led to the production, by the Youth Council and ROAR, of an excellent DVD introducing the Breeze Youth Promise. The consultation highlighted the need to change some elements of the youth offer. This is being done at present, meaning that the Breeze Youth Promise can be finalised by the end of March. Leeds is recognised nationally as being the most advanced authority in the country regarding the youth offer.</p> <p>The position remains that there are good local examples but no strategic discussions have as yet taken place. This would be a useful starting point and will be followed up.</p> <p><b>January 2008 update</b>  <b>This will be followed up once the Integrated Youth Support Service is in operation.</b></p>	<p><b>4</b>                      (Not achieved. Progress made acceptable)</p>	



**Youth Services Last update received September 2007**

<p><b>7</b></p> <p><b>We recommend that the Director of Children's Services ensures that, in addition to existing consultation with service users, specific efforts are made to consult with non service users about their views on the Youth Service.</b></p>	<p>The Youth Service will be conducting its second annual user survey in October 2007. This is specifically designed to assess customer feedback and satisfaction ratings. Extensive public consultation with young people about the youth offer has been taking place during the summer as part of Breeze on Tour.</p> <p><b><u>January 2008 update</u></b>  <b>The annual user survey will now take place in February 2008.</b></p>	<p><b>4</b> (Not achieved. Progress made acceptable)</p>	
<p><b>8</b></p> <p><b>We also recommend that the Director of Children's Services considers how the examples of young people's involvement in the management of governance of services can be more widely applied across children's services.</b></p>	<p>West Yorkshire Youth Association has operated the "Particip 8" initiative on behalf of Children's Services. It has delivered 42 programmes of work and worked with 30 agencies. 96% of schools had an active school council as at December 2006. A Participation Evaluation Toolkit (PET) has been piloted with youth agencies and is now being rolled out across Children Leeds Partnership. Work is under way to adopt and implement the "Hear By Right" national standards across all Children's Services. Both PET and Hear By Right are key elements of a participation strategy which was published in autumn 2007 and which involved children and young people in its development.</p>	<p><b>2</b> (Achieved)</p>	<p>✓</p>

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

	Recommendation	Where we are up to	Stage	Complete
1	<p>That First Bus review its fare structure so that the fare paid better matches the distance travelled. That First Bus review its fare structure in the light of the forum's findings on the barrier cost represents to young people. And, that First Bus report its conclusions/intentions to Scrutiny Board (Children's Services) in July 2007.</p>	<p>First has agreed to re-examine this issue when fares are next reviewed, although the scope for change may be limited.</p> <p><u>January 2008 update</u>  <b>The issue will be raised when the young people attend Metro's 'Operator meeting' on 4<sup>th</sup> March.</b></p>	<p><b>6</b>            (Not for review this session)</p>	
2	<p>That Metro should investigate the possibility of developing a concessionary scheme whereby young people pay for the first few journeys in the usual way and then get one/two free (buy four, get one free for example but avoiding the need to pay up front) and report their findings/actions to Scrutiny Board (Children's Services) in July 2007.</p>	<p>Metro has agreed to consider this approach.</p> <p><u>January 2008 update</u>  <b>This type of scheme is conditional on the introduction of smart cards. Metro will keep the Scrutiny Forum informed of progress in this area.</b></p>	<p><b>4</b>            (Not achieved. Progress made acceptable)</p>	
3	<p>That Metro and the bus companies should co-operate to develop a day pass which can be used on all buses and that Metro report progress to Scrutiny Board (Children's Services) in July 2007.</p>	<p>Practical issues may present obstacles to progress.</p> <p><u>January 2008 update</u>  <b>Metro has concluded that this is not achievable.</b></p>	<p><b>1</b>            (Stop monitoring)</p>	<p>✓</p>
4	<p>That Metro reviews the effectiveness of its marketing strategies with regard to young people's concessionary schemes and report its progress to Scrutiny Board (Children's Services) in July 2007.</p>	<p>Metro has offered to work with the Director of Children's Services on this issue.</p> <p><u>January 2008 update</u>  <b>Some progress has been made in this area. Metro now provide information to young people at key times in their lives eg. Age 11 and 16. A new website, <a href="http://www.generationm.co.uk">www.generationm.co.uk</a> has been launched and is proving successful.</b></p>	<p><b>4</b>            (Not achieved. Progress made acceptable)</p>	

	Recommendation	Where we are up to	Stage	Complete
5	That Metro develop a text messaging comments and complaints system, promote this amongst young people and report progress to Scrutiny Board (Children's Services) in July 2007.	Metro will consider this further following the launch of their young people's website <u>January 2008 update</u> The website has now been launched and complaints/comments can be submitted by email. Metro are still considering the possibility of introducing a text message system at some point in the future.	4 (Not achieved. Progress made acceptable)	
6	That Metro and First Bus investigate the possibility of developing CCTV systems on buses to record sound as well as pictures and report their findings to Scrutiny Board (Children's Services) in July 2007.	Metro and First are willing to consider this further, but warn that cost is an issue here. <u>January 2008 update</u> Metro have concluded that this will be too expensive to enforce. They also feel that vision-only CCTV is adequate.	1 (Stop monitoring)	✓
7	That the Director of Children's Services ensures that the barriers young people face with regard to transport are taken into account by ALL decision makers and that they are a key part of the Child Impact Statement process. We ask that she report back to Scrutiny Board (Children's Services) in July 2007.	The Director of Children's Services has given a commitment to this recommendation. The scrutiny working group is one way of promoting progress.	2 (Achieved)	✓
8	That the Director of Children's Services investigates adding travel concessions to the other benefits of the Breeze card and reports back to Scrutiny Board (Children's Services) in July 2007.	There are some technical issues that need to be addressed. Metro and Leeds City Council have agreed to closer joint working on publicity, events and discounts. <u>January 2008 update</u> Investigations into this are ongoing. This scheme will also depend on the introduction of a smart card. Metro will keep the Scrutiny Forum informed of progress in this area.	4 (Not achieved. Progress made acceptable)	

	Recommendation	Where we are up to	Stage	Complete
9	<p>That the Director of Children's Services orders a review of how school transport monies are being spent in Leeds to see if there is a better way in which it could be spent and reports back to Scrutiny Board (Children's Services) in July 2007.</p>	<p>A review is taking place.</p> <p>Metro is developing a pathfinder bid for November 2007.</p> <p><u>January 2008 update</u>  <b>The School Transport Team within Education Leeds are involved in an ongoing review of transport costs and implications. This is set within the context of the statutory obligations that must be met under government legislation. The team has been liaising closely with Metro as part of this work, with a strong emphasis on taking forward the recommendations from the scrutiny review, particularly using the Breeze card to widen access to bus transport. Ongoing updates on this progress can be provided.</b></p>	<p><b>4</b>                      (Not achieved. Progress made acceptable)</p>	
10	<p>That the Youth Council and ROAR lead a campaign with one aim - to achieve free bus travel for all young people - and that everyone who works with and for young people joins with and supports them in achieving it.</p>	<p>The Youth Council and ROAR are carrying out a campaign.</p> <p><u>January 2008 update</u>  <b>The campaign is ongoing. Further input from Scrutiny is not needed.</b></p>	<p><b>2</b>                      (Achieved)</p>	<p>✓</p>

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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: 14 February 2008

### Subject: Fountain Primary School Inquiry Report - Formal Response

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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 During the autumn of 2007, the Scrutiny Board (Children's Services) carried out an inquiry into Fountain Primary School. The board issued a final report setting out its conclusions and recommendations in November 2007.
- 1.2 It is the normal practice to request a formal response from departments to the board's recommendations, once a final report has been issued.
- 1.3 A formal response to the final report has now been received. This is attached as appendix 1.
- 1.4 Members are asked to consider the responses provided, and to decide whether any further scrutiny involvement is required.
- 1.5 Any recommendations which have not yet been completed will be included in future quarterly recommendation tracking reports to enable the Board to continue to monitor progress.

## 2.0 Recommendation

- 2.1 Members are asked to consider the responses provided and to decide whether further scrutiny involvement is required.

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**‘Fountain Primary School Scrutiny Inquiry Report’  
Action Plan in Response to Scrutiny Inquiry Report (November 2007)**

Recommendations	Actions proposed	Responsibility	Timescale	Progress
<p><b>Recommendation 1</b></p> <p><b>That Education Leeds should always show a full analysis of the factors it has taken into consideration in its projections of demand for pupil places, and that it reports back to the Scrutiny Board within 3 months as to how this will be achieved, using Fountain Primary School as a particular example to demonstrate this.</b></p>	<p>In addition to utilising the existing systems which have proved to be robust during the closure and opening of almost 80 schools Education Leeds will develop a transparent system for reporting the demographic planning risks associated with a proposed school reorganisation. This could include for example the number of schools involved, their location in the city, the past reliability of projections in the area etc.</p>	<p>School Organisation Team</p>	<p>Within 3 months</p>	<p><i>An officer within the school organisation team has been identified to progress this work. The system for assessing risk will be reported to Scrutiny at its June meeting.</i></p>
<p><b>Recommendation 2</b></p> <p><b>That Education Leeds explores a more robust system to ensure that all children identified within the demographic data system are tracked.</b></p>	<p>Education Leeds will ensure that when demographic data is required from cross border agencies that an officer of Education actual visits that agency to confirm as far as possible the quality and accuracy of the data and that this is referred to in any school organisation recommendation made the Council.</p>	<p>School Organisation Team</p>	<p>Already implemented</p>	<p><i>Completed</i></p>

Recommendations	Actions proposed	Responsibility	Timescale	Progress
<p><b>Recommendation 3</b></p> <p><b>That the Fountain Primary School building project be given priority and sufficient funding by Education Leeds and the Council.</b></p> <p><b>That a progress report relating to this project is reported back to Scrutiny within 3 months.</b></p>	<p>Education Leeds, through it's representation to Asset Management Group, has secured approval to access a capital receipt to be generated for the disposal of the current Fountain Infants Building. The receipt will be supplemented with an allocation from the Education Leeds Capital Programme and will provide the funding to extend the main building and bring the school onto one site. The scheme is currently in design and will be the subject of an Authority to Spend report to the Executive Board in March or April 2008.</p>	<p>Education Leeds Capital Projects Board</p>	<p>Already actioned</p>	<p><i>As progress is made an update could be included in a report to the June meeting of Scrutiny Board.</i></p>
<p><b>Recommendation 4:</b></p> <p><b>That the Executive Board ensures that any funds made available from the disposal of assets as a result of a school reorganisation scheme is used to offset any capital costs associated with the reorganisation scheme.</b></p>	<p>Education Leeds will continue to work within the confines of the capital receipts policy agreed with Leeds City Council. This will ensure that any capital project arising from a school reorganisation, and which caters for the displaced pupils, can access identified capital receipts.</p> <p>The final decision on any future use of a site remains the responsibility of Leeds City Council.</p>	<p>School Organisation Team, Learning Environments Team, Education Leeds Capital Projects Board</p> <p>Scrutiny enquiry into disposal of assets ongoing</p>	<p>Already actioned</p> <p>Already actioned</p>	<p><i>Completed</i></p> <p><i>Completed</i></p>

Recommendations	Actions proposed	Responsibility	Timescale	Progress
<p><b>Recommendation 5</b></p> <p><b>That Education Leeds sets out a plan within 3 months on how it intends to strengthen its communication with parents around the expectations and future potential of a proposed new school.</b></p>	<p>At the first meeting of a temporary and subsequent permanent governing body established to oversee the opening of a new school a copy of this enquiry report will be circulated and a communication strategy for securing parental confidence considered</p>	<p>Governor Support Service</p>	<p>Already implemented</p>	<p><i>Completed</i></p>
<p><b>Recommendation 6</b></p> <p><b>That Education Leeds reports back to the Scrutiny Board within 3 months on how the revision of protocols supporting the School Improvement Policy will address the need to directly alert Governors to any concerns raised by Education Leeds.</b></p>	<p>The Education Leeds School Improvement Strategy Group considered and agreed revisions to the protocols supporting the School Improvement Policy at its December meeting. The responsibility on individual services to alert initially the head teacher, then the chair of governors and ultimately the whole governing body to emerging and persistent serious concerns is confirmed in these revisions and was communicated by e-mail to every service manager in December.</p>	<p>Deputy Chief Executive &amp; Heads of Services to Schools</p>	<p>Already implemented</p>	<p><i>Completed</i></p>

Recommendations	Actions proposed	Responsibility	Timescale	Progress
<p><b>Recommendation 7</b></p> <p><b>That regular meetings are held between the Education Leeds Finance Officer and a school's Finance Sub-Committee of the Governing Body to ensure that Governors are kept informed of the financial advice and alerted to any concerns raised by Education Leeds.</b></p>	<p>For newly established schools the link finance officer already makes direct input at meetings of the temporary governing body prior to the school opening. During the first year of operation of a new school the link finance officer will attend either a finance committee or full governing body meeting to advise with budget setting.</p>	<p>Financial Services to Schools</p>	<p>Already implemented</p>	<p>Completed</p>
<p><b>Recommendation 8</b></p> <p><b>That the offer of continuing services provided by the Organisation Change Team at Education Leeds is taken full advantage of by Governing Bodies in future.</b></p>	<p>If any governing body involved in a re-organisation rejects this offer the Head of Governor Support will notify the relevant lead officer within the school improvement service, initiate a school review and formally notify the school of the outcome. Continued failure to respond will lead to a visit to the school by an Executive Director. If concerns persist then through the application of the School Improvement Policy appropriate formal warnings may be issued to the school.</p>	<p>Governor Support &amp; School Improvement Services &amp; Executive Director</p>	<p>Already actioned</p>	<p><i>Education Leeds are co-ordinating its support to Fountain at present through the Strategic Manager (HR) rather than through the OCT.</i></p>

Recommendations	Actions proposed	Responsibility	Timescale	Progress
<p><b>Recommendation 9</b></p> <p><b>That the Governing Body of Fountain Primary School enters into early budgetary discussions with Education Leeds to review the school's current position so that any necessary further readjustments to class organisation and staffing structures are carried out with the least amount of disruption possible.</b></p>	<p>Support continues to be provided through the school's link finance, HR, Team Leader of Financial Services and school improvement advisors. Detailed plans for managing staffing reductions are implemented and an acceptable revised financial recovery plan produced by the governing body.</p>	<p>Strategic Manager (HR), School link, finance, HR, &amp; School Improvement officers, School Headteacher and governors.</p>	<p>Already actioned</p>	<p>3 school visits by finance officer since 13/12/2007. 2 school visits by HR adviser since 14/12/2007 with 2 further visits planned during MSR process. 0 school visits by school improvement adviser. Meeting convened in December involving senior manager of Education Leeds, school representatives, and relevant elected members to consider full range of actions available to governors and appropriateness of support from Education Leeds.</p>

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## Report of the Head of Scrutiny and Member Development

### Scrutiny Board (Children's Services)

Date: 14 February 2008

Subject: Update on Ofsted inspections and schools causing concern

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**Electoral Wards Affected:**

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

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## 1.0 Background

- 1.1 At the board's October 2006 meeting, members requested that the regular reports from Education Leeds to Executive Board which detail any recent Ofsted inspection results be submitted to this board for information.
- 1.2 Executive Board is considering the attached reports which are now submitted for this board's consideration:
- Annual Standards Report - Primary
  - Annex 1: Ofsted inspection summaries
  - Annex 2: Primary schools in extended partnerships
  
  - Annual Standards Report - Secondary
  - Annex 1: Overview of 2007 performance at KS3 and KS4
  - Annex 2: Ofsted inspection summaries
  - Annex 3: Secondary schools in extended partnerships
- 1.3 Annex 2 of the primary report and Annex 3 of the secondary report are confidential under Access to Information Procedure Rules 10.4 (1,2) as set out in the attached reports.
- 1.4 An officer from Education Leeds will be present at the meeting to respond to members' questions and comments.

## 2.0 Recommendation

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

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## **REPORT TO THE CHIEF EXECUTIVE OF EDUCATION LEEDS**

**EXECUTIVE BOARD: 8<sup>th</sup> February 2008**

**SUBJECT: Annual Standards Report - Primary**

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### **EXECUTIVE SUMMARY**

#### **1.0 PURPOSE OF THE REPORT**

- 1.1 The report provides an overview of the performance of primary schools at the end of 2006-7 as demonstrated through statutory national testing, Ofsted inspections and the Education Leeds emerging concerns protocols. It also outlines the action taken by Education Leeds to fulfil its responsibilities to the Board and schools.
- 1.2 This report also summarises some of the current key challenges and priorities for primary schools.
- 1.3 The public interest in maintaining the exemption of Appendix 2 on this subject outweighs the public interest in disclosing information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned. This would be adversely affected by disclosure of the information.

#### **2.0 SUMMARY**

2.1 Progress made over the last year can be summarised as follows:

- The increasing accuracy of assessment at Foundation Stage has resulted in an increase in the number of children achieving a good level of overall achievement, i.e. 78 points across all strands and at least 6 points in Communication Language and Literacy and Personal and Social and Emotional Development.
- Performance at Level 4+ at the end of Key Stage 2 has improved slightly in all subjects. In English, schools performed above target. The number of schools performing below the floor target of 65% has reduced dramatically in English and mathematics.
- The performance of children in public care rose, following a drop in 2006.
- The performance of FSM eligible pupils improved in 2007 in all three subjects, reversing the decline in 2005 and 2006.

- The performance of pupils on the SEN register improved in all three subjects
- Overall standards for BME groups remained broadly static, locally and nationally for the last three years. Outcomes for some BME groups have improved over this period; most significantly the percentage of Black Caribbean heritage pupils achieving the expected level has improved by 8% points and is now above average.
- Schools supported by improvement programmes such as BCAP and ISP made significant gains over other schools .
- In this academic year there were no permanent exclusions and the rate of fixed term exclusions continued to fall and is now just over half of the national rate.
- Attendance in Leeds primary schools is now at its highest level since systematic recording began in 1996-97.
- Leeds has less than the national average of schools judged by Ofsted to be unsatisfactory.
- Leeds has been commended by the National Strategies as having good practice in relation to the implementation of the school improvement partner programme.
- Leeds' assessment processes have been commended nationally for their rigour, systems and moderation processes.

There remain many challenges, particularly in relation to:

- the achievement of BME groups and for many children in Key Stage 1;
- mathematics at Key Stage 2;
- the significant numbers of schools still performing below floor target;
- support for schools vulnerable to unfavourable Ofsted inspections.

### **3.0 KEY ISSUES**

#### **3.1 STANDARDS AND ACHIEVEMENT**

##### **Foundation Stage**

- 3.1.1 This year has seen a change in the trend seen for the last three years at the Foundation Stage. Rather than outcomes continuing to decline, there has been an increase in the average of the percentages of pupils achieving 6 or more points across all areas of learning. This is a significant change. The improvement in outcomes in Leeds has been reflected to a lesser extent nationally; where results have also risen, but only by 0.5 percentage points compared to 2 percentage points in Leeds.

##### **Key Stage 1**

- 3.1.2 Key Stage 1 results have shown a drop in 2007 in all subjects. The largest fall was in writing, where 3% fewer pupils achieved a Level 2 or better than in 2006. There was also a 2% drop in science. Reading and mathematics both fell 1% compared to results in 2006. Attainment is 2% below national for reading, 3% for writing and mathematics and 4% below for science. In relation to Level 3 standards,

performance in Leeds dropped significantly for a second successive year. Reading dropped 4% following a 3% fall the previous year. Writing fell 3%, repeating the drop of the previous year. Performance in mathematics fell 2% following a reduction of 3% in 2006, and science fell 1%, after a 4% fall previously.

- 3.1.3 Guidance regarding the awarding of a Level 3 has been changed in recent times and disseminated heavily across schools and this will have had an impact in this year's figures again. Issues relating to high mobility and changing demographics could also be impacting negatively on performance at this key stage.
- 3.1.4 Results for most BME groups have also been fairly static, with the exception of Pakistani heritage pupils, pupils from Other White backgrounds and Other Ethnic backgrounds; these groups have also seen a decline in outcomes. Other groups which remain well below the Leeds average level of attainment include Black African, Other Black and Gypsy/Roma and traveller heritage cohorts.
- 3.1.5 Although standards at the end of Key Stage 1 appear to be in decline, this is due in part to the new assessment regime which since 2005 has required teachers to assess and moderate performance within and across schools. There is no national testing at the end of Key Stage 1. Additional factors affecting performance are increased mobility, and demographical changes.

## **Key Stage 2**

- 3.1.6 Performance at Key Stage 2 shows a slight improvement on previous years at Level 4+. Statistical neighbour authorities and national averages have also improved in the same time period, and Statistical Neighbours are above Leeds performance in mathematics and science. In terms of Level 5+, performance in mathematics fell in Leeds and for Statistical Neighbours, English performance was maintained and science performance improved marginally.
- 3.1.7 Following regular drops in the number and percentage of schools below Key Stage 2 floor targets, there has been a fall in 2007, after an increase in 2006. The change in floor target definition to include both English and mathematics performance together shows that almost three in ten Leeds schools are below the floor target, but there have been significant falls since 2005.
- 3.1.8 The performance of FSM eligible pupils improved in 2007 in all three subjects, reversing the decline seen in 2005 and 2006. The increase is greater for these groups than the overall average due to the performance of pupils whose eligibility is 'Unknown', whose performance has fallen in 2007.
- 3.1.9 Outcomes for some BME groups have improved over this period; most significantly the percentage of Black Caribbean heritage pupils achieving the expected level has improved by 8 percentage points and is now above average. However, the outcomes for Kashmiri and Pakistani heritage pupils have fallen and are now well below average. Pupils from Other Ethnic backgrounds as well as GRT heritage pupils also have significantly lower than average attainment. Differentials in attainment for BME groups in Leeds are generally in line with the national picture of differing outcomes for BME groups.
- 3.1.10 Schools in the Intensifying Support programme (ISP) in 2006-07 made 7-8% improvement at Level 4+ in English and mathematics. There are 36 schools in ISP in 2007-08 plus an additional school involved as part of a federation and five

schools engaged in an exit programme with partnership leader support.

## 3.2 TARGET SETTING

3.2.1 Following an improvement in the data provided to schools to support the target setting process, the gaps to the aggregate of targets set by schools has closed significantly. In English, schools performed above target and closed the gap to FFT 'D' estimates, whilst in mathematics performance was 3% below aggregate, down from 10% in 2006.

## 3.3 OFSTED INSPECTIONS

3.3.1 Eighty-seven primary schools have been inspected since January 2007. 11.5 % were judged as outstanding, 50.6% as good, 34.5% as satisfactory and 2.3% unsatisfactory. No schools were judged to require special measures or a notice to improve during the autumn term. Leadership was judged as outstanding in 15%, good in 60%, and satisfactory in 25%. This compares to a national picture of 13% outstanding, 48% as good, 34% as satisfactory and 5% unsatisfactory.

	outstanding	good	satisfactory	unsatisfactory
Leeds	11.5%	50.6%	34.4%	2.3%
National	13%	48%	34%	5%

## 3.4 SCHOOLS CAUSING CONCERN

3.4.1 There are three schools in an Ofsted category (Bracken Edge with a notice to improve and Grimes Dyke and Austhorpe judged to require special measures). All of these schools have been visited by HMI in the autumn term and were judged to be making good progress. These schools are supported through an extended partnership. Miles Hill which also required special measures has now closed. No schools went into an Ofsted category in the autumn term.

3.4.2 There are six schools causing concern supported by an extended partnership (Brodetsky, Chapel Allerton, Hugh Gaitskell, Micklefield, Morley St Francis, and Quarry Mount). There are a further six schools who have recently moved onto an exit strategy and are now in a focused partnership (Bramham, Holy Rosary, Little London, Seacroft Grange and Woodlands). Hollybush is no longer in an Ofsted category but will remain in an extended partnership until improvements have been consolidated.

## 3.5 SCHOOL LEADERSHIP

3.5.1 In September, 20 schools began the school year with new headteachers. Many of these were new to headship while some were filled by experienced headteachers seeking larger schools or different challenges. Many posts were advertised more than once before a shortlist could be secured.

## 4.0 IMPROVEMENT STRATEGIES

### 4.1 SCHOOL LEADERSHIP

4.1.1 An induction programme, consisting of a residential conference and half termly

networks and seminars, runs throughout the year. The focus for these sessions is based on a needs analysis of the new headteachers.

- 4.1.2 To improve the quality and quantity of headteacher applicants, a 'Trainee urban headteacher' programme is being piloted. This involves aspiring headteachers being placed, one day a week for the school year, in an urban school in which there is an outstanding leader.
- 4.1.3 There are seven schools identified by the DCSF as 'hard to shift', i.e. consistently performing below floor target in English and mathematics. An ex HMI has been appointed by Education Leeds to consider the effectiveness of each of these schools and their capacity to improve.
- 4.1.4 As part of The Leeds Challenge (TLC), schools are being offered the opportunity to take part in a Leeds collaborative for the NCSL programme, Leading from the Middle. This is being offered to schools that do not have the capacity to coach their participating middle leaders themselves. The Leeds Challenge also provides termly meetings for headteachers and leadership teams to address developments in the Intensifying Support Programme.
- 4.1.5 Termly seminars are held for all primary headteachers. All headteachers come together to receive briefings on key issues, to share good practice and to network between families.

#### 4.2 **STAFFING (Newly Qualified and Advanced Skills Teachers )**

- 4.2.1 Teachers are supported in their role through an induction programme for Newly Qualified Teachers (NQTs). Training is also provided for their induction tutor. At a recent meeting of the Headteacher Forum it was agreed that a service level agreement would be established to support this work.
- 4.2.2 A team of approximately 40 Advanced Skills Teachers (ASTs) are employed to provide inreach and outreach work in schools particularly those experiencing difficulties.

#### 4.3 **EARLY YEARS FOUNDATION STAGE**

- 4.3.1 Education Leeds now has the duty to host the Early Years Foundation Stage (EYFS) Outcomes. This is led by the Early Years Outcomes Duty (EYOD) board consisting of strategic leaders from Education Leeds and Leeds City Council Early Years Service. This board leads the work of the EYOD strategic group which represents city wide stakeholders working in EYFS.
- 4.3.2 To ensure Education Leeds has the capacity to develop this work further, a joint appointment (i.e. Education Leeds and Leeds City Council) is being made to establish an operational leader.

#### 4.4 **SCHOOL IMPROVEMENT PARTNERS AND SCHOOL IMPROVEMENT ADVISERS**

- 4.4.1 School improvement partners (SIPs) have been introduced into primary schools since April 2007 following the New Relationship with Schools legislation. All SIPs are nationally accredited. SIPs have been deployed across the city with each school receiving five days support.

4.4.2 A key addition to the role has been the adviser to the governing body for headteachers' performance management. Early evaluations from headteachers are extremely positive about all aspects of the role.

#### 4.5 **NATIONAL STRATEGIES**

4.5.1 The primary national strategy provides funding for a range of programmes aimed at improving leadership and raising standards. These programmes are aligned with the school's needs and provide a bespoke package of support. There is a significant body of evidence to demonstrate improved outcomes for children through improvements in the quality of teaching and leadership.

#### 4.6 **THE LEEDS CHALLENGE**

4.6.1 The Leeds Challenge has been established as a way of providing a coherent approach to school improvement in some of the most challenging schools. Schools in this category often find themselves subject to initiative overload and yet still feel they are not able to access the support they need in the way they want it, and at the time they need it. The Leeds Challenge attempts to bring coherence to the support offered by ensuring that teams engage with each other prior to engaging with schools. There are 40 schools in The Leeds Challenge including most of the schools causing concern.

### 5.0 **RECOMMENDATIONS**

- 5.1 Members are asked to:
- note the progress that has been made in recent years;
  - note the key issues and challenges that are currently being addressed.

## REPORT TO THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD: 8<sup>th</sup> February 2008**

**SUBJECT: Annual Standards Report - Primary**

<p><b>Electoral wards Affected: ALL</b></p>	<p><b>Specific Implications For:</b></p> <p>Ethnic Minorities <input type="checkbox"/></p> <p>Women <input type="checkbox"/></p> <p>Disabled People <input type="checkbox"/></p> <p>Narrowing the Gap <input type="checkbox"/></p>
<p>Eligible for Call-in <input checked="" type="checkbox"/></p>	<p>Not Eligible for Call-in <input type="checkbox"/></p>

### 1.0 PURPOSE OF THE REPORT

- 1.1 The report provides an overview of the performance of primary schools at the end of 2006-7 as demonstrated through statutory national testing. It also outlines the action taken by Education Leeds to fulfil its responsibilities to the Board and schools. Evidence is drawn from national and local performance data, monitoring activities undertaken by school improvement advisers and Ofsted reports on schools inspected since June 2007.
- 1.2 This report also summarises some of the current key challenges and priorities for primary schools.

### 2.0 BACKGROUND INFORMATION

- 2.1 The terminology 'schools causing concern' refers to those schools that have been identified by Ofsted as being subject to special measures or as requiring significant improvement and given a notice to improve. In addition schools are also identified by Education Leeds (School Improvement Policy 2006) as needing immediate intervention and support due to them being a cause for concern which if not addressed would result in them being placed in an Ofsted category. Schools may also be a cause for concern due to temporary or short term circumstances that leave them vulnerable.

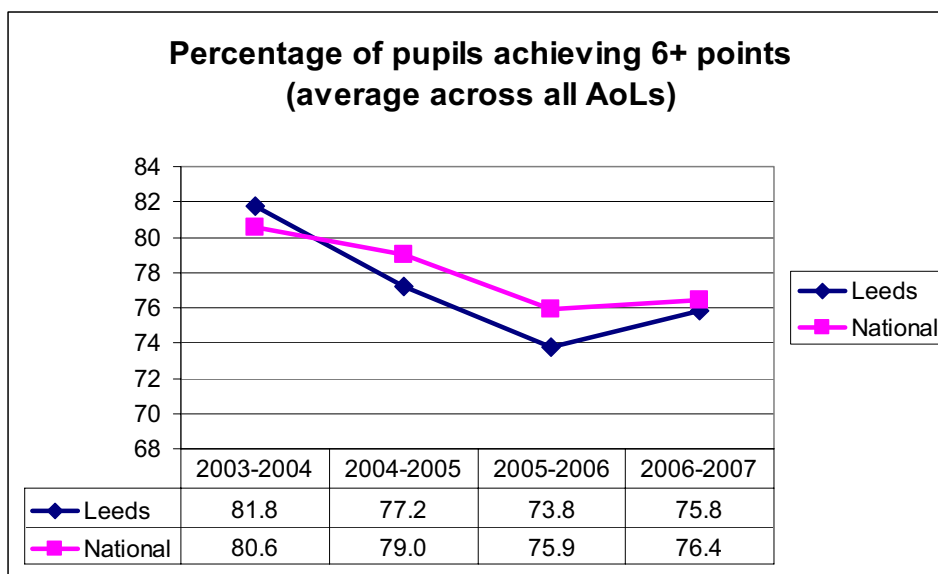
**3.0 MAIN ISSUES**

**OVERVIEW OF 2007 PERFORMANCE AT FOUNDATION STAGE, KEY STAGE 1 AND KEY STAGE 2**

**3.1 2007 provisional school outcomes and benchmarks at Foundation Stage**

**Overall Results**

3.1.1 The returns from schools were aggregated to produce overall scores for Leeds. The table below summarises the aggregated results for Leeds over the last three years with national data for comparative purposes where available. The Department for Children, Schools and Families has produced a number of new benchmark indicators for the measurement of outcomes at the Foundation Stage and we have included these indicators in this report in tables 2 and 3.



*Leeds Historical Data Source: NCER – KEYPAS*

*National Data Source: DfES Statistical First Releases (SFR03/2006 & SFR03/2007 & SFR 32/2007)*



**Percentage of Leeds pupils achieving 6+ points at the Foundation Stage 2005 to 2007, with national comparators**

	2005		2006		2007	
	Leeds	National	Leeds	National	Leeds	National
<b>Personal and Social Development:</b>						
Dispositions and Attitudes	87	90	84	88	85	87
Social Development	81	83	79	80	80	80
Emotional Development	78	81	74	77	74	76
<b>Communication, language and literacy:</b>						
Language for communication and thinking	79	81	76	78	77	78
Linking sounds and letters	63	63	60	61	70	65
Reading	72	72	67	68	71	69
Writing	59	61	56	57	60	58
<b>Mathematical Development:</b>						
Numbers as labels for Counting	85	87	83	87	86	87
Calculating	70	73	66	69	67	70
Shape, space and measures	82	84	78	80	78	80
<b>Knowledge and understanding of the world</b>	79	81	74	77	73	77
<b>Physical development</b>	88	90	86	88	89	88
<b>Creative Development</b>	81	81	76	78	76	78

Leeds Historical Data Source: NCER – KEYPAS

National Data Source: DfES Statistical First Releases (SFR03/2006 & SFR03/2007 & SFR 32/2007)

- 3.1.2 This year has seen a change in the trend seen for the last three years at the Foundation Stage. Rather than outcomes continuing to decline, there has been an increase in the average of the percentages of pupils achieving 6 or more points across all Areas of Learning. This is a significant change; it is thought that the decline in results seen in previous years was due to a natural “bedding – in” of the assessment, with assessments becoming more accurate (and therefore lower) over time. This year’s increase may indicate that we have reached a stage where the assessments are now more reliable and we can look forward to using them as a trusted measure of performance and improvement.
- 3.1.3 The improvement in outcomes in Leeds has been reflected to a lesser extent nationally; where results have also risen, but only by 0.5 percentage points compared to 2 percentage points in Leeds.
- 3.1.4 The overall increase in outcomes hides some significant variations in the changes for specific strands and Areas of Learning. Some strands have shown little change in outcomes and in one case there has been a decrease (Knowledge and Understanding of the World). However all of the strands in the CLL Area have shown increases, one by 10 percentage points in the proportion of children achieving 6 or more points (Linking Sounds and Letters). This pattern could provide evidence of the impact of strategies employed to improve teaching and learning around CLL. There have also been improvements nationally in these areas, but not to the same extent as in Leeds.

**Percentage of pupils achieving a good level of overall achievement at the Foundation Stage 2005 to 2007.**

	2005		2006		2007	
	Leeds	National	Leeds	National	Leeds	National
% of pupils with 78+ points and 6+ in all PSED and CLLD strands	46	48	43	45	47	46

Leeds Historical Data Source: NCER – KEYPAS

National Data Source: DfES Statistical First Releases (SFR03/2006 & SFR03/2007 & SFR 32/2007)

3.1.5 The new benchmark indicator displayed in the table above has been used by DCSF as part of the LA target setting process. For a child to reach “a good level of overall achievement” they need to have gained at least 78 points across all strands of the FSP, but also need to have at least 6 points in each of the PSED and CLLD strands. This indicator also demonstrates an upturn in outcomes in Leeds. The percentage of pupils who reached this level of achievement has risen by over 4 percentage points and is now at its highest recorded level in Leeds. The Leeds figure is also slightly higher than the national figure and reflects the exceptional increases in performance in the CLLD strands this year.

3.1.6 A second “target” indicator looks at the gap between the average overall performance of the full cohort and the overall performance of the “lowest 20% of achievers”. The DCSF have not released any national data against this indicator, therefore the table below only provides Leeds outcomes.

**The gap between outcomes for the lowest achievers and the average for all pupils, Leeds 2005-2007.**

	2005	2006	2007
	Leeds	Leeds	Leeds
A) Average (Median) Total points for the full Leeds Cohort	91	88	88
B) Average (Mean) Total points for the lowest 20% of achievers in Leeds	54	52	54
Low Achievers Gap (A-B as a percentage of A)	40	41	38

Leeds Historical Data Source: NCER – KEYPAS

3.1.7 The Leeds “median” figure for the full cohort has not changed from 2006 to 2007, however the average total point score of the lowest achieving cohort has been raised. The “gap” between the outcomes for our lowest achievers and the “average” has therefore been reduced.

**Results from Leeds Schools**

3.1.8 There remains a significant degree of variation in the level of achievement reported by individual schools in Leeds. The table below shows the distribution of 6+ scores for each AoL. The 6+ scores for multiple-strand AoLs have been averaged for the purpose of this analysis. This analysis should be of use to schools as it provides a measure of how significant the difference is between a school’s outcomes and the “average”. For example it could be useful for a school to know that although 96% of their pupils achieved 6 or more points in Physical Development, they are still within the range which the middle 50% of Leeds schools occupy, while it would be equally useful for a school to know that a score of 64% on the same indicator would put them in the lowest 5% of schools in Leeds.

**The distribution of school level outcomes**

<b>Distribution of 6+ percentage scores for each AoL</b>	<b>PSE (Avg)</b>	<b>CLL (Avg)</b>	<b>MD (Avg)</b>	<b>KUW</b>	<b>PHY</b>	<b>CRE</b>
Highest	100	95	100	100	100	100
95 <sup>th</sup> Percentile	97	91	96	100	100	100
Upper Quartile	92	83	91	93	97	95
Median	84	72	81	80	91	83
Lower Quartile	73	58	68	62	83	68
5 <sup>th</sup> Percentile	42	40	44	30	65	28
Lowest	30	0	0	0	50	0

Data Source: KEYPAS - FSP assessment returns from Leeds schools)

- 3.1.9 The range of 6+ percentage scores for the middle 50% of schools varies from 14 percentage points on the Physical Development scale to 31 percentage points on the Knowledge and Understanding of the World scale.
- 3.1.10 If we look at the middle 90% of schools, the range of scores varies from 35 percentage points to 72 percentage points, with Physical Development again showing the least variation between schools, but Creative Development showing the most variation between schools.
- 3.1.11 While variation between schools is to be expected given their differing demographic profiles, the extent of the variation exceeds that seen at Key Stage 1. For example the range of Key Stage 1 Level 2+ outcomes varies by a maximum of 20 percentage points at Key Stage 1 for the middle 50% of schools. The maximum variation for the middle 90% of schools at the Foundation Stage is 46 percentage points. The greater variation in the outcomes reported by schools could indicate that there are still some issues around the reliability of assessments made by some schools.

**Pupil Groups**

**Outcomes by Gender**

<b>Percentage of children achieving a scale score of 6 + on each scale.</b>	<b>Boys</b>	<b>Girls</b>
<b>Personal and Social Development (PSE)</b>		
<i>Dispositions and attitudes</i>	82	88
<i>Social development</i>	75	84
<i>Emotional development</i>	69	79
<b>Communication, language and literacy (CLL)</b>		
<i>Language for communication and thinking</i>	73	81
<i>Linking sounds and letters</i>	66	75
<i>Reading</i>	66	76
<i>Writing</i>	51	69
<b>Mathematical Development (MD)</b>		
<i>Numbers as labels for counting</i>	84	88
<i>Calculating</i>	65	69
<i>Shape, space and measures</i>	76	80
<b>Knowledge and understanding of the world</b>	73	74
<b>Physical development</b>	85	92
<b>Creative development</b>	70	83

Data Source: KEYPAS - FSP assessment returns from Leeds schools)

3.1.12 Girls have higher levels of attainment in the Foundation Stage for all assessment foci in 2007. The gap is largest for writing and creative development.

**Outcomes for Looked After Children**

Percentage of children achieving a scale score of 6 + on each scale.	LAC
<b>Personal and Social Development (PSE)</b>	
<i>Dispositions and attitudes</i>	79
<i>Social development</i>	79
<i>Emotional development</i>	54
<b>Communication, language and literacy (CLL)</b>	
<i>Language for communication and thinking</i>	63
<i>Linking sounds and letters</i>	63
<i>Reading</i>	67
<i>Writing</i>	46
<b>Mathematical Development (MD)</b>	
<i>Numbers as labels for counting</i>	83
<i>Calculating</i>	42
<i>Shape, space and measures</i>	67
<b>Knowledge and understanding of the world</b>	54
<b>Physical development</b>	71
<b>Creative development</b>	63

Data Source: KEYPAS - FSP assessment returns from Leeds schools

**Outcomes for Pupils with Special Education Needs**

Percentage of children achieving a scale score of 6 + on each scale.	Action	Action +	Statement of SEN
<b>Personal and Social Development (PSE)</b>			
<i>Dispositions and attitudes</i>	63	58	21
<i>Social development</i>	55	48	18
<i>Emotional development</i>	45	43	15
<b>Communication, language and literacy (CLL)</b>			
<i>Language for communication and thinking</i>	53	42	9
<i>Linking sounds and letters</i>	42	36	12
<i>Reading</i>	38	36	15
<i>Writing</i>	26	27	9
<b>Mathematical Development (MD)</b>			
<i>Numbers as labels for counting</i>	64	59	35
<i>Calculating</i>	34	34	21
<i>Shape, space and measures</i>	53	44	12
<b>Knowledge and understanding of the world</b>	49	44	3
<b>Physical development</b>	68	59	18
<b>Creative development</b>	54	45	18

Data Source: KEYPAS - FSP assessment returns from Leeds schools)

**Outcomes for Pupils Eligible for Free School Meals**

<b>Percentage of children achieving a scale score of 6 + on each scale.</b>	<b>Eligible for FSM</b>	<b>Not Eligible for FSM</b>
<b>Personal and Social Development (PSE)</b>		
<i>Dispositions and attitudes</i>	74	87
<i>Social development</i>	68	82
<i>Emotional development</i>	57	78
<b>Communication, language and literacy (CLL)</b>		
<i>Language for communication and thinking</i>	61	81
<i>Linking sounds and letters</i>	55	74
<i>Reading</i>	53	75
<i>Writing</i>	39	65
<b>Mathematical Development (MD)</b>		
<i>Numbers as labels for counting</i>	74	89
<i>Calculating</i>	45	72
<i>Shape, space and measures</i>	61	82
<b>Knowledge and understanding of the world</b>	55	78
<b>Physical development</b>	81	90
<b>Creative development</b>	62	79

*Data Source: KEYPAS - FSP assessment returns from Leeds schools)*

- 3.1.13 Proportionately fewer pupils who were eligible for Free School Meals were assessed at 6+ points on every scale compared to non-eligible pupils. The biggest gaps in attainment levels for FSM eligible pupils was on the Writing and Calculating scales (22 and 26 percentage points respectively).

### Outcomes by Ethnicity

% good level of achievement at Foundation Stage			Cohort
<b>ASIAN or ASIAN BRITISH</b>			
Bangladeshi	ABAN	18.0	111
Indian	AIND	54.1	122
Kashmiri Pakistani	AKPA	35.4	96
Kashmiri Other	AKAO	25.0	8
Other Pakistani	AOPK	34.2	345
Other Asian background	AOTA	42.9	70
<b>BLACK OR BLACK BRITISH</b>			
Black Caribbean	BCRB	31.1	45
Black African	BAFR	34.2	149
Other Black Background	BOTH	26.2	42
<b>MIXED</b>			
Mixed Black African and White	MWBA	40.6	32
Mixed Black Caribbean and White	MWBC	41.5	94
Mixed Asian and White	MWAS	52.6	78
Other Mixed Background	MOTH	50.0	96
<b>CHINESE OR OTHER</b>			
Chinese	CHNE	44.8	29
Other Ethnic group	OOTH	31.2	77
<b>WHITE</b>			
White British	WBRI	49.7	5111
White Irish	WIRI	55.6	18
Traveller Irish Heritage	WIRT	0.0	8
Gypsy/Roma	WROM	12.5	16
Other White Background	WOTH	52.9	104
<b>UNKNOWN</b>			
Info Not Obtained / Unknown	NOBT / UNK	41.2	673
Refused	REFU	47.8	23
Total	TOTAL	46.5	7347

Data Source: KEYPAS - FSP assessment returns from Leeds schools)  
(Pupil cohort numbers in brackets)

## 3.2 Key Stage 1

### 2005-2007 Percentage of pupils achieving Level 2 + at Key Stage 1

% pupils achieving level 2+	2005			2006			2007		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
<b>Reading</b>	84	85	85	83	84	84	82	84	84
<b>Writing</b>	81	82	83	80	81	81	77	80	80
<b>Mathematics</b>	88	91	91	88	90	90	87	90	89
<b>Science</b>	87	90	90	87	89	88	85	89	88

2007 data is provisional

3.2.1 Key stage 1 results have shown a drop in 2007 in all subjects. The largest fall was in writing, where 3% fewer pupils achieved a level 2 or better than in 2006. There was also a 2% drop in science. Reading and mathematics both fell 1% compared to results in 2006. Attainment is 2% below national for reading, 3% for writing and mathematics and 4% below for science.

### 2005-2007 Percentage of pupils achieving Level 3 + at Key Stage 1

% pupils achieving level 3+	2005			2006			2007		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
<b>Reading</b>	22	27	27	19	25	25	15	26	25
<b>Writing</b>	12	15	16	9	14	14	6	13	12
<b>Mathematics</b>	16	23	23	13	21	22	11	22	22
<b>Science</b>	17	25	26	13	24	24	12	23	23

Data Source: DCSF Statistical First Release, Leeds school submissions, 2007 data is provisional

- 3.2.2 In relation to level 3 standards, performance in Leeds dropped significantly for a second successive year. Reading dropped 4% following a 3% fall the previous year. Writing fell 3%, repeating the drop of the previous year. Performance in mathematics fell 2% following a reduction of 3% in 2006, and science fell 1%, after a 4% fall previously. Guidance regarding the awarding of a level 3 has been changed in recent times and disseminated heavily across schools and this will have had an impact in this years figures again.

% Level 5+		2005		2006		2007	
	gender	Leeds	Nat	Leeds	Nat	Leeds	Nat
<b>Reading</b>	Girls	87	89	87	89	86	88
	Boys	80	81	80	80	78	80
<b>Writing</b>	Girls	86	88	85	87	83	86
	Boys	76	77	74	76	72	75
<b>Maths</b>	Girls	89	92	89	92	89	91
	Boys	87	90	86	89	85	87

2007 data is provisional

- 3.2.3 In 2007 girls outperformed boys in each subject at Key Stage 1, with the biggest gaps for reading and writing. The gaps in attainment for each subject have been relatively stable since 2005 and in 2007 the gaps in Leeds were the same as seen nationally.

### Attainment of Pupil Groups

#### Percentage attaining level 2 or above in Key Stage 1: Looked After Children

	2005		2006		2007
	Leeds	National	Leeds	National	Leeds
Reading	65	57	68	57	49
Writing	62	52	54	52	51
Maths	74	64	62	65	49

Source: DCSF statistical first release

Notes: 1 – 2004 Key Stage 1 data was not published; 2 – 2007 data is provisional

- 3.2.4 The percentage of pupils attaining level 2 or above in Key Stage 1 has fallen in all subjects, the drop is particularly notable for reading and mathematics. In 2006 outcomes were above national levels for reading and writing, although outcomes for 2007 are below national performance in 2006.

*Percentage of pupils attaining level 5+: Free School Meal Eligibility*

		2005		2006		2007
		Leeds	National	Leeds	National	Leeds
Reading	Non eligible	88	89	88	88	87
	Eligible	66	70	67	69	65
Writing	Non eligible	86	86	85	85	83
	Eligible	62	66	62	65	57
Maths	Non eligible	92	93	91	92	91
	Eligible	76	81	75	80	73

*Note: 2007 data is provisional*

- 3.2.5 The attainment of pupils eligible for free school meals is significantly below that of pupils who are not eligible with the largest gap in attainment for writing. In 2007 the gap between eligible and non-eligible pupils has increased for each subject. In 2006 the gaps in attainment were wider in Leeds than nationally.

*Percentage of pupils attaining level 2+ in Key Stage 1: Special Education Needs*

		2005		2006		2007 <sup>1</sup>	
		Leeds	national	Leeds	national	Leeds	national
Reading	Action	66	57	45	56	42	
	Action +	65	41	45	40	44	
	Statement	51	28	26	26	19	
Writing	Action	61	51	38	49	36	
	Action +	61	34	39	34	36	
	Statement	48	22	15	20	8	
Maths	Action	76	76	59	74	57	
	Action +	73	58	53	56	52	
	Statement	52	33	19	30	25	

*Source: NCER KeyPAS; DCSF statistical first release*

*Notes: 1 - 2007 data is provisional, national 2007 data is not yet available, national comparison data is not available for FFI*

- 3.2.6 The percentage of pupils attaining the expected level of 2 or above in Key Stage 1 has fallen for all SEN groups in each subject, between 2005 and 2007. In 2007 the attainment of School Action and School Action plus pupils are broadly similar, attainment is generally lower in writing than in reading or mathematics. Comparison to national data in 2006 shows that, in reading the percentage of pupils on School Action plus attaining level 2 or above is above national attainment, pupils with statements were in line with national performance. For writing, the attainment of pupils on School Action and with statements in Leeds is below national, but above for School Action plus. In mathematics the attainment of all SEN groups in Leeds was below national levels of performance.



*Percentage of pupils attaining level 2 or above in Key Stage 1 Reading: Ethnicity*

	Leeds				National		
	Cohort(07)	2005	2006	2007 <sup>1</sup>	2005	2006	2007 <sup>2</sup>
<i>Asian Or Asian British</i>							
Bangladeshi	86	73	79	80	78	78	
Indian	141	92	88	86	88	89	
Kashmiri Pakistani	145	71	79	81	77	77	
Kashmiri Other	13	75	75	61			
Other Pakistani	326	80	72	72			
Other Asian background	66	71	80	73	85	80	
<i>Black Or Black British</i>							
Black Caribbean	78	83	82	81	81	80	
Black African	153	67	63	67	78	78	
Other Black Background	44	72	87	75	80	80	
<i>Mixed Heritage</i>							
Mixed Black African and White	36	63	100	89	84	84	
Mixed Black Caribbean and White	110	71	77	86	82	82	
Mixed Asian and White	66	93	93	85	90	88	
Other Mixed Background	92	88	83	77	86	85	
<i>Chinese Or Other</i>							
Chinese	25	87	94	88	90	90	
Other Ethnic group	89	70	73	64	76	74	
<i>White</i>							
White British	5759	85	85	84	86	86	
White Irish	21	96	85	76	86	85	
Other White Background	101	93	80	64	80	78	
<i>Traveller Groups</i>							
Traveller Irish Heritage	8	50	33	25	32	30	
Gypsy/Roma	20	60	13	35	42	40	

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Notes:

<sup>1</sup>2007 Data is provisional

<sup>2</sup> National 2007 data for BME groups not available at time of writing

3.2.7 Overall standards for reading at Key Stage 1 have been fairly stable, both locally and nationally for the last three years. There has been an improvement in outcomes over this period of time for some BME groups, Bangladeshi and Kashmiri Pakistani pupils' achievement in 2007 was close to average, having been well below in 2005; however the largest cohort of Asian pupils, those of Pakistani heritage, have produced falling levels of attainment over the three year period. Black African heritage pupils have consistently poor levels of attainment and the lowest levels of attainment come from Gypsy/Roma and Traveller heritage children. The White Other group has shown falling levels of attainment over the last three years, this could be a reflection of the changing demographic of this group, with an influx of Eastern European families in recent years.

*Percentage of pupils attaining level 2 or above in Key Stage 1 Writing: Ethnicity*

	Leeds				National		
	Cohort(07)	2005	2006	2007 <sup>1</sup>	2005	2006	2007 <sup>2</sup>
<i>Asian Or Asian British</i>							
Bangladeshi	86	73	76	74	75	75	
Indian	141	91	87	86	86	86	
Kashmiri Pakistani	145	67	75	70	73	73	
Kashmiri Other	13	75	63	54			
Other Pakistani	326	77	68	67			
Other Asian background	66	69	75	69	82	81	
<i>Black Or Black British</i>							
Black Caribbean	78	79	74	67	76	76	
Black African	153	65	61	60	73	74	
Other Black Background	44	76	79	68	76	75	
<i>Mixed Heritage</i>							
Mixed Black African and White	36	59	96	86	82	81	
Mixed Black Caribbean and White	110	68	67	80	78	79	
Mixed Asian and White	66	90	86	77	87	86	
Other Mixed Background	92	81	72	72	83	82	
<i>Chinese Or Other</i>							
Chinese	25	87	94	84	88	87	
Other Ethnic group	89	67	64	66	73	71	
<i>White</i>							
White British	5759	82	82	80	84	83	
White Irish	21	92	78	76	84	82	
Other White Background	101	88	76	58	78	75	
<i>Traveller Groups</i>							
Traveller Irish Heritage	8	30	33	25	30	30	
Gypsy/Roma	20	60	13	30	40	36	

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Notes:

<sup>1</sup>2007 Data is provisional

<sup>2</sup> National 2007 data for BME groups not available at time of writing

3.2.8

Overall standards in writing have been falling over the last three years, both locally and nationally. This pattern is reflected for most BME groups, but patterns do vary. Outcomes have fallen significantly for Pakistani heritage pupils, but they have actually improved for Kashmiri Pakistani heritage pupils, with Bangladeshi heritage pupils' results remaining broadly static. Outcomes for all Black groups have fallen at a faster pace than the overall decline, but increases have been observed for pupils of mixed White and Black Caribbean and Mixed White and Black African heritage. It should be recognised that the small cohorts under examination are likely to cause natural fluctuation in outcomes and clear trends may be difficult to identify. What can be said with some certainty is that levels of attainment in Writing at Key Stage 1 are significantly lower for some of the larger BME groups, especially those for whom English is often an additional language.

*Percentage of pupils attaining level 2 or above in Key Stage 1 Maths: Ethnicity*

	Leeds				National		
	Cohort(07)	2005	2006	2007 <sup>1</sup>	2005	2006	2007 <sup>2</sup>
<i>Asian Or Asian British</i>							
Bangladeshi	86	84	87	79	86	84	
Indian	141	92	89	89	92	92	
Kashmiri Pakistani	145	75	86	83	84	83	
Kashmiri Other	13	75	75	69			
Other Pakistani	326	85	78	77			
Other Asian background	66	86	89	82	91	90	
<i>Black Or Black British</i>							
Black Caribbean	78	85	82	83	86	86	
Black African	153	72	72	74	83	84	
Other Black Background	44	83	85	71	86	85	
<i>Mixed Heritage</i>							
Mixed Black African and White	36	74	100	89	89	90	
Mixed Black Caribbean and White	110	83	79	89	89	88	
Mixed Asian and White	66	93	95	88	94	93	
Other Mixed Background	92	94	84	81	91	90	
<i>Chinese Or Other</i>							
Chinese	25	94	100	92	96	96	
Other Ethnic group	89	82	75	74	87	84	
<i>White</i>							
White British	5759	89	89	89	92	91	
White Irish	21	92	78	86	92	91	
Other White Background	101	92	89	78	89	88	
<i>Traveller Groups</i>							
Traveller Irish Heritage	8	60	56	50	52	50	
Gypsy/Roma	20	70	13	65	62	60	

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Notes:

<sup>1</sup>2007 Data is provisional

<sup>2</sup> National 2007 data for BME groups not available at time of writing

3.2.9

Overall standards for mathematics at Key Stage 1 have been fairly stable, both locally and nationally for the last three years. Results for most BME groups have also been fairly static, with the exception of Pakistani heritage pupils, pupils from Other White backgrounds and Other Ethnic backgrounds; these groups have also seen a decline in outcomes. Other groups which remain well below the Leeds average level of attainment include Black African, Other Black and Gypsy/Roma and traveller heritage cohorts. It should be noted however that the performance of BME groups in mathematics is closer to average than it is in reading and writing, and the performance of some BME groups is consistently above average.

### 3.3 Key Stage 2

#### Key Stage 2 Trends and Comparisons

2005-2007 Percentage of pupils achieving Level 4 + at Key Stage 2

% pupils achieving level 4+	2005			2006			2007		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
English	79	79	77	79	79	78	80	80	80
Mathematics	75	75	75	76	76	76	77	77	78
Science	85	86	86	85	87	85	86	87	88

Note: 2007 data is provisional

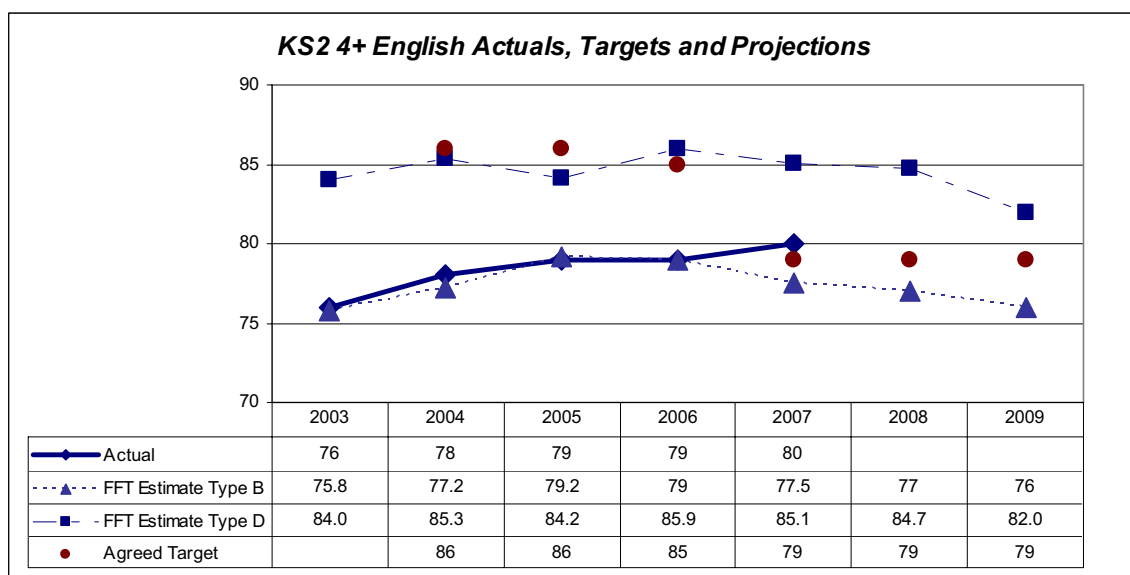
2005-2007 Percentage of pupils achieving Level 5 + at Key Stage 2

% pupils achieving level 5+	2005			2006			2007		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
English	26	26	25	32	32	31	32	33	32
Mathematics	31	30	31	33	33	34	30	33	32
Science	46	46	47	45	46	46	46	46	47

Note: 2007 data is provisional

3.3.1 Performance at Key Stage 2 shows a slight improvement on previous years at Level 4+. Statistical neighbour authorities and national averages have also improved in the same time period, and Statistical Neighbours are above Leeds performance in mathematics and science. In terms of Level 5+, performance in mathematics fell in Leeds and for Statistical Neighbours, English performance was maintained and Science performance improved marginally.

#### Key Stage 2 Trajectories



3.3.2 Following an improvement in the data provided to schools to support the target setting process, the gaps to the aggregate of targets set by schools has closed significantly. In English schools performed above target and closed the gap to FFT

'D' estimates, whilst in mathematics, performance was 3% below aggregate, down from 10% in 2006. Performance is above FFT 'B' estimates, but the challenge of moving to top quartile performance remains a stiff one in both subjects

### Floor Targets

*Numbers and percentages of schools below Key Stage 2 floor targets*

	<65% level 4+ English		<65% level 4+ maths		<65% in both English and Maths	
	number	%	number	%	number	%
2003	49	21.0	59	25.3	90	40
2004	44	19.0	55	23.7	91	40.3
2005	35	15.8	48	21.7	88	39.8
2006	31	14.3	48	22.4	76	34.7
2007	27	12.5	34	15.7	63	29.2

3.3.3 Following regular drops in the number and percentage of schools below Key Stage 2 floor targets, there has been a further fall in 2007, after an increase in 2006.

3.3.4 Schools in the Intensifying Support programme (ISP) in 2006-07 made 7-8% improvement at Level 4+ in English and mathematics. There are 36 schools in ISP in 2007-08 plus an additional school involved as part of a federation and five schools engaged in an exit programme with partnership leader support. Schools receive £6,000 this academic year and up to 40 days support from primary strategy consultants. They also attend network conferences within the umbrella of The Leeds Challenge. Support for these schools remains firmly focussed on raising attainment, accelerating progress and improving teaching and learning. All ISP schools have a school improvement adviser as well as a school improvement partner in order that the schools' self-evaluation is moderated and there is strong challenge as well as support. Data is used intelligently by School Improvement Service to identify schools which would benefit from inclusion in ISP and discussions begin with them as early as possible.

### Attainment of Pupil Groups

*Percentage of pupils attaining level 4+: Looked After Children*

	2005		2006		2007
	Leeds	National	Leeds	National	Leeds
Cohort size	77		66		67
English	44	42	35	43	40
Maths	40	38	35	41	30
Science	53	53	45	57	48

*Note: 2007 data is provisional*

3.3.5 The performance of LAC rose at Key Stage 2 in 2007 after falls were seen in 2006. However less than half of pupils in care achieved the Level 4+ benchmark in the three subjects.

*Percentage of pupils attaining level 4+: Free School Meal Eligibility*

		2005		2006		2007	
		Leeds	National	Leeds	National	Leeds	National
English	Non eligible	87	83	83.8	83	85.0	
	Eligible	60.7	60	59.9	61	62.5	
Maths	Non eligible	80.7	79	80.9	79	80.9	
	Eligible	56.6	57	56.2	58	60.1	
Science	Non eligible	89.1	89	88.9	89	89.9	
	Eligible	70.4	72	70.0	73	72.5	

*Note: 2007 data is provisional*

- 3.3.6 The performance of FSM eligible pupils improved in 2007 in all three subjects, reversing the decline seen in 2005 and 2006. The increase is greater for these groups than the overall average due to the performance of pupils whose eligibility is 'Unknown', whose performance has fallen in 2007.

*Percentage of pupils attaining level 4+: Special Education Needs*

		2005		2006		2007	
		Leeds	National	Leeds	National	Leeds	National
English	Action	43.1	47	42.2	48	44.8	
	Action +	35.1	29	33.9	30	36.5	
	Statement	13.5	16	15.5	17	18.7	
Maths	Action	42.6	45	42.1	47	44.0	
	Action +	40.5	33	39.3	35	39.2	
	Statement	11.8	17	13.5	19	21.2	
Science	Action	62.8	70	61.9	70	63.8	
	Action +	56.6	58	55.3	59	57.0	
	Statement	22.1	32	24.8	34	28.5	

Note: 2007 data is provisional

- 3.3.7 The performance of pupils on the SEN register has improved in 2007 in almost all three subjects. The only exception is for School Action Plus pupils in mathematics where performance fell 0.1%.

*Percentage of pupils attaining level 4 or above in Key Stage 2 English*

	Leeds				National		
	Cohort(07)	2005	2006	2007 <sup>1</sup>	2005	2006	2007 <sup>2</sup>
<i>Asian Or Asian British</i>							
Bangladeshi	79	75	78	77	73	75	
Indian	166	83	80	83	83	85	
Kashmiri Pakistani	136	75	73	65	67	70	
Kashmiri Other	3	83	86	67			
Other Pakistani	325	70	66	68			
Other Asian background	70	75	70	74	75	77	
<i>Black Or Black British</i>							
Black Caribbean	110	74	71	82	71	73	
Black African	167	73	66	74	69	72	
Other Black Background	64	72	63	75	71	73	
<i>Mixed Heritage</i>							
Mixed Black African and White	24	64	88	88	78	81	
Mixed Black Caribbean and White	130	79	70	76	77		
Mixed Asian and White	50	86	74	79	85	77	
Other Mixed Background	73	73	81	75	81	83	
<i>Chinese Or Other</i>							
Chinese	37	100	86	89	84	86	
Other Ethnic group	67	56	59	61	68	69	
<i>White</i>							
White British	6452	80	81	82	80	80	
White Irish	27	94	90	93	84	82	
Other White Background	101	89	81	79	76	75	
<i>Traveller Groups</i>							
Traveller Irish Heritage	9	100	10	67	26	27	
Gypsy/Roma	16	41	31	31	37	35	
All pupils	8205	79	79	80	79	79	79

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Notes: <sup>1</sup>2007 Data is provisional

<sup>2</sup> National 2007 data for BME groups not available at time of writing

## 3.3.8

Overall standards in English at Key Stage 2 have remained broadly static, both locally and nationally, for the last three years. Outcomes for some BME groups have improved over this period; most significantly the percentage of Black Caribbean heritage pupils achieving the expected level has improved by 8 percentage points and is now above average. However, the outcomes for Kashmiri and Pakistani heritage pupils have fallen and are now well below average. Pupils from Other Ethnic backgrounds as well as GRT heritage pupils also have significantly lower than average attainment. Differentials in attainment for BME groups in Leeds are generally inline with the national picture of differing outcomes for BME groups.

*Percentage of pupils attaining level 4 or above in Key Stage 2 maths*

	Leeds				National		
	Cohort(07)	2005	2006	2007 <sup>1</sup>	2005	2006	2007 <sup>2</sup>
<i>Asian Or Asian British</i>							
Bangladeshi	79	75	72	64	68	70	
Indian	166	76	76	78	80	81	
Kashmiri Pakistani	136	73	70	68	62	64	
Kashmiri Other	3	100	86	33			
Other Pakistani	325	68	61	64			
Other Asian background	70	68	74	71	78	76	
<i>Black Or Black British</i>							
Black Caribbean	110	66	62	70	61	62	
Black African	167	64	55	65	62	63	
Other Black Background	64	64	65	54	64	66	
<i>Mixed Heritage</i>							
Mixed Black African and White	24	62	94	92	73	75	
Mixed Black Caribbean and White	130	75	58	72	70	71	
Mixed Asian and White	50	80	80	77	81	83	
Other Mixed Background	73	70	81	70	76	77	
<i>Chinese Or Other</i>							
Chinese	37	100	97	95	90	92	
Other Ethnic group	67	54	63	63	70	70	
<i>White</i>							
White British	6452	77	77	79	76	77	
White Irish	27	94	93	85	80	80	
Other White Background	101	87	81	72	75	74	
<i>Traveller Groups</i>							
Traveller Irish Heritage	9	67	10	33	26	29	
Gypsy/Roma	16	35	31	25	33	32	
All pupils	8205	75	75	77	75	75	76

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Notes:

<sup>1</sup>2007 Data is provisional

<sup>2</sup> National 2007 data for BME groups not available at time of writing

## 3.3.9

Overall standards in mathematics saw an improvement of 2 percentage points in Leeds and 1 percentage point nationally, over the three year period. The performance of individual BME groups has fluctuated over this period, however some groups' outcomes have been consistently lower than average; these include Bangladeshi, Kashmiri and Pakistani heritage groups. Black African and Other Black heritage groups, Other ethnic groups and GRT heritage groups also have low attainment in mathematics. Differentials in attainment for BME groups in Leeds are generally inline with the national picture of differing outcomes for BME groups.

Percentage of pupils attaining level 4 or above in Key Stage 2 science

	Leeds				National		
	Cohort(07)	2005	2006	2007 <sup>1</sup>	2005	2006	2007 <sup>2</sup>
<i>Asian Or Asian British</i>							
Bangladeshi	79	80	78	81	78	79	
Indian	166	89	86	87	87	88	
Kashmiri Pakistani	136	79	77	75			
Kashmiri Other	3	100	100	67			
Other Pakistani	325	74	71	74	73	73	
Other Asian background	70	80	79	80	82	82	
<i>Black Or Black British</i>							
Black Caribbean	110	84	75	83	85	80	
Black African	167	71	70	74	84	76	
Other Black Background	64	75	74	84	87	79	
<i>Mixed Heritage</i>							
Mixed Black African and White	24	68	81	92	84	86	
Mixed Black Caribbean and White	130	82	77	88	85	85	
Mixed Asian and White	50	93	80	85	90	90	
Other Mixed Background	73	78	88	84	87	89	
<i>Chinese Or Other</i>							
Chinese	37	94	94	92	90	91	
Other Ethnic group	67	62	69	75	77	76	
<i>White</i>							
White British	6452	87	87	88	88	88	
White Irish	27	94	98	93	89	89	
Other White Background	101	90	86	85	84	82	
<i>Traveller Groups</i>							
Traveller Irish Heritage	9	100	30	50	39	41	
Gypsy/Roma	16	41	62	44	53	51	
All pupils	8205	85	85	86	86	86	87

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Notes:

<sup>1</sup>2007 Data is provisional

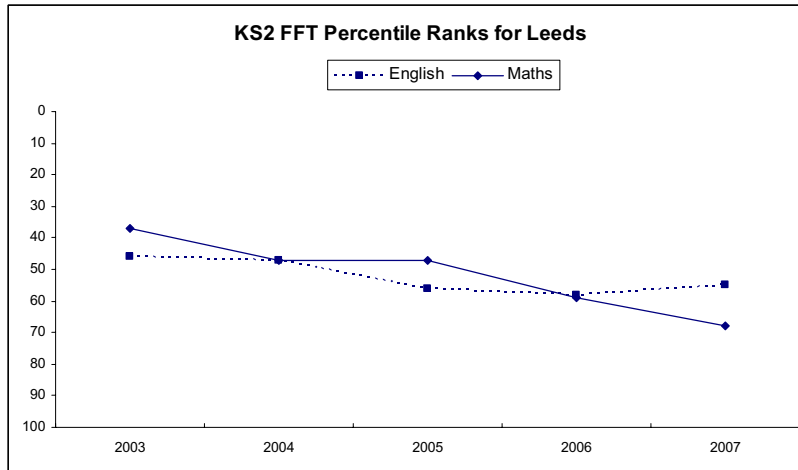
<sup>2</sup> National 2007 data for BME groups not available at time of writing

3.3.10 Overall standards in science have remained broadly static over the last three years, both locally and nationally. Outcomes for most BME groups have also seen little change of this period and results for individual BME groups are broadly in line with the relevant national cohorts.

### 3.4 Contextual Value Added

3.4.1 Performance is between the 50<sup>th</sup> and 60<sup>th</sup> percentile since 2005, but the trend is steadily downwards in mathematics, whilst there has been a slight improvement in English in 2007.





3.4.2 The lower the percentile rank, the greater the progress that pupils make through the key stage. A number of 10 or smaller, places an authority in the highest 10% of all authorities; a number of 75 or greater, puts an authority in the lower quartile.

3.4.3 Overall, performance at Key Stage 2 is in line with FFT estimates, but has fallen significantly from being above estimate in 2004, to below estimate in 2007.

SBJ	Estimate-Actual Difference (%)			LEA Contextual Percentile Ranking			3 year trend
	2005	2006	2007	2005	2006	2007	
English L4+	0.04	-0.51	0.32	58	68	51	↓
Maths L4+	0.65	-0.26	-0.46	45	60	64	
Science L4+	-0.62	-1.21	-0.99	71	85	83	
English L5+	0.73	0.96	0.11	49	38	55	↓
Maths L5+	1.14	0.09	-0.77	37	50	71	
Science L5+	1.08	0.30	0.90	42	48	46	
Mean Grade	0.01	-0.01	-0.75	51	67	63	↓

	Significantly increase over 3 years		Significant fall over three years
	Significantly above 3 year estimate		Significantly below 3 year estimate

3.4.4 Performance in English is in line with expectations and remains steady over the past three years, in mathematics performance in mathematics is also in line, but has seen a significant fall since 2005 and science performance although steady is now significantly below expectation.

### 3.5 Contextual Value Added for groups of pupils

3.5.1 Contextual Value Added can also be used to evaluate the progress of priority pupil groups.

Pupil Group	English			Maths			Science			Trend			
	2005	2006	2007	2005	2006	2007	2005	2006	2007	En	Ma	Sc	Avg Lev
All Pupils	0.04	-0.51	0.32	0.65	-0.26	-0.46	-0.62	-1.21	-0.99		↓	↓	
Boys	0.58	-0.33	-0.13	0.02	-0.83	-0.38	-0.42	-1.22	-0.77			↓	
Boys - Lower	-0.05	-1.12	-1.95	0.35	-3.38	-1.82	-1.66	-4.27	-2.79		↓	↓	
Boys - Middle	0.56	-1.42	0.94	-1.12	0.32	0.29	-0.08	0.08	0.22	↑		↓	
Boys - Upper	1.34	1.69	0.99	0.83	0.79	0.70	0.69	0.81	0.70	↓		↑	
Girls	-0.50	-0.68	0.80	1.28	0.30	-0.54	-0.82	-1.21	-1.22	↑	↓	↓	
Girls - Lower	-3.28	-3.65	-1.02	-1.18	-1.67	-3.43	-5.35	-5.46	-6.04				
Girls - Middle	0.45	0.38	2.09	2.45	0.98	0.01	1.01	0.34	0.68	↑	↓	↓	
Girls - Upper	1.05	0.88	0.89	2.22	1.39	1.59	1.34	1.05	1.02		↓		↓

3.5.2 Performance for both boys and girls is in line with estimates having previously been significantly above estimate. Performance in English is now in line with estimate for both groups, although high ability boys and girls stay significantly above estimate. In mathematics, performance is also in line with estimate having previously been significantly above estimate mainly due to the drop in performance of girls. Science remains below estimate, due in the main, to the performance of low ability pupils being significantly below estimate, although several groups are showing a falling trend.

Pupil Group	English			Maths			Science			Trend			
	2005	2006	2007	2005	2006	2007	2005	2006	2007	En	Ma	Sc	Avg Lev
All Pupils	0.04	-0.51	0.32	0.65	-0.26	-0.46	-0.62	-1.21	-0.99		↓	↓	
Bangladeshi	-9.10	-6.29	-2.83	-2.60	-7.89	-14.28	-3.47	-10.43	-5.02				
Indian	-2.22	-6.13	-1.49	-5.82	-7.72	-4.81	-0.93	-2.91	-3.09				
Pakistani	-4.22	-4.26	-6.01	3.02	-2.58	-2.97	-2.67	-3.94	-5.13		↓	↓	
Other Asian	-0.41	-4.48	5.15	-2.37	2.10	-1.57	2.61	-1.25	0.92				
Black African	2.82	1.13	2.87	5.21	6.05	-3.53	-0.51	2.14	1.63		↓		
Black Caribbean	-1.92	-5.10	-0.31	1.17	-7.41	0.42	-1.07	-4.97	-0.41		↑ ↓		
Chinese	3.17	-1.42	-1.14	3.17	3.92	-0.54	-0.65	1.25	-0.92				
Any Other heritage	-5.30	-2.53	-0.67	-3.10	0.77	-3.48	-5.63	-0.26	-1.62				
White	0.46	0.11	0.75	0.69	0.19	0.05	-0.44	-0.88	-0.73				
No Information	2.32	-2.17	-1.59	1.75	0.20	2.11	1.94	0.80	1.06				

Pupil Group	English			Maths			Science			Trend			
	2005	2006	2007	2005	2006	2007	2005	2006	2007	En	Ma	Sc	Avg Lev
All Pupils	0.04	-0.51	0.32	0.65	-0.26	-0.46	-0.62	-1.21	-0.99		↓	↓	
Bangladeshi	-9.10	-6.29	-2.83	-2.60	-7.89	-14.28	-3.47	-10.43	-5.02				
Indian	-2.22	-6.13	-1.49	-5.82	-7.72	-4.81	-0.93	-2.91	-3.09				
Pakistani	-4.22	-4.26	-6.01	3.02	-2.58	-2.97	-2.67	-3.94	-5.13		↓	↓	
Other Asian	-0.41	-4.48	5.15	-2.37	2.10	-1.57	2.61	-1.25	0.92				
Black African	2.82	1.13	2.87	5.21	6.05	-3.53	-0.51	2.14	1.63		↓		
Black Caribbean	-1.92	-5.10	-0.31	1.17	-7.41	0.42	-1.07	-4.97	-0.41		↑ ↓		
Chinese	3.17	-1.42	-1.14	3.17	3.92	-0.54	-0.65	1.25	-0.92				
Any Other heritage	-5.30	-2.53	-0.67	-3.10	0.77	-3.48	-5.63	-0.26	-1.62				
White	0.46	0.11	0.75	0.69	0.19	0.05	-0.44	-0.88	-0.73				
No Information	2.32	-2.17	-1.59	1.75	0.20	2.11	1.94	0.80	1.06				

3.5.3 In terms of black and minority ethnic (BME) groups, only Pakistani pupils show performance below significantly below estimate. In mathematics, Bangladeshi and Indian pupils are below estimate with falls also seen for Pakistani and Black African pupils although their performance remains in line with expectation. Science performance is below expectation and this is mainly due to the performance of White pupils who are significantly below expectations. Pakistani pupils are in the same situation, albeit with a significant fall over three years.

3.5.4 Performance can be measured for other groups of pupils, based on free school meal (FSM) eligibility, special educational need (SEN) and whether a child is in the care of the authority. For all of these groups, the fact that they are a member of these groups is taken into account when their estimates are created, for example,

the fact that a boy is eligible for free school meals and is a looked after child, is taken into account when the estimate is created to compare the actual result against.

Pupil Group	English			Maths			Science			Trend			
	2005	2006	2007	2005	2006	2007	2005	2006	2007	En	Ma	Sc	Avg Lev
All Pupils	0.04	-0.51	0.32	0.65	-0.26	-0.46	-0.62	-1.21	-0.99		↓	↓	
FSM - No	0.63	-0.20	0.51	0.68	0.16	-0.51	0.08	-0.74	-0.58		↓	↓	↓
FSM - Yes	-2.36	-1.80	-0.47	0.52	-2.06	-0.25	-3.39	-3.18	-2.68		↓		
Looked After - No	-0.04	-0.53	0.29	0.62	-0.29	-0.42	-0.63	-1.17	-0.99		↓	↓	
Looked After - Yes	7.77	2.21	3.23	3.63	3.68	-4.72	0.13	-6.38	-0.60				
No SEN	0.17	-0.62	0.47	0.58	-0.36	-0.61	-0.06	-0.53	-0.11	↑	↓	↓	
School Action	-3.55	-2.22	-3.08	-1.63	-1.06	-1.89	-4.66	-4.85	-6.79				
School Action Plus	2.96	3.14	4.50	6.52	2.88	3.18	-2.96	-3.59	-2.01				
Statemented	6.46	4.88	3.85	2.59	0.50	4.69	2.95	-0.64	1.97				

3.5.5 For FSM eligible pupils, performance has improved against estimate so that it is now in line with expectations. In mathematics performance has dropped against estimate over three years, but remains in line with expectation, whilst in Science the gap below expectation has fallen slightly but it still significantly large.

3.5.6 Children in public care have performed in line with estimates in all three subjects.

3.5.7 Pupils with greater SEN perform in line with estimate all three core. School Action category pupils are below estimates in English and science, whilst School Action Plus pupils perform above expectation in English and in line in mathematics and science.

### 3.6 Exclusions

#### Permanent Exclusions

3.6.1 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.

#### Permanent exclusions

	Leeds			National
	Target	Number of Exclusions	Percentage of pupils excluded	
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

3.6.2 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.

3.6.3 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.

3.6.4 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

3.6.5 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.

*Comparative permanent exclusions by phase*

	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

3.6.6 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. Eighteen primary permanent exclusions were avoided by collaborative working with the Pupil Support Centre at Oakwood and two exclusions were overturned by governors and a further six overturned at Independent Appeal Panel.

**School Performance**

3.6.7 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.

*School analysis of permanent exclusions*

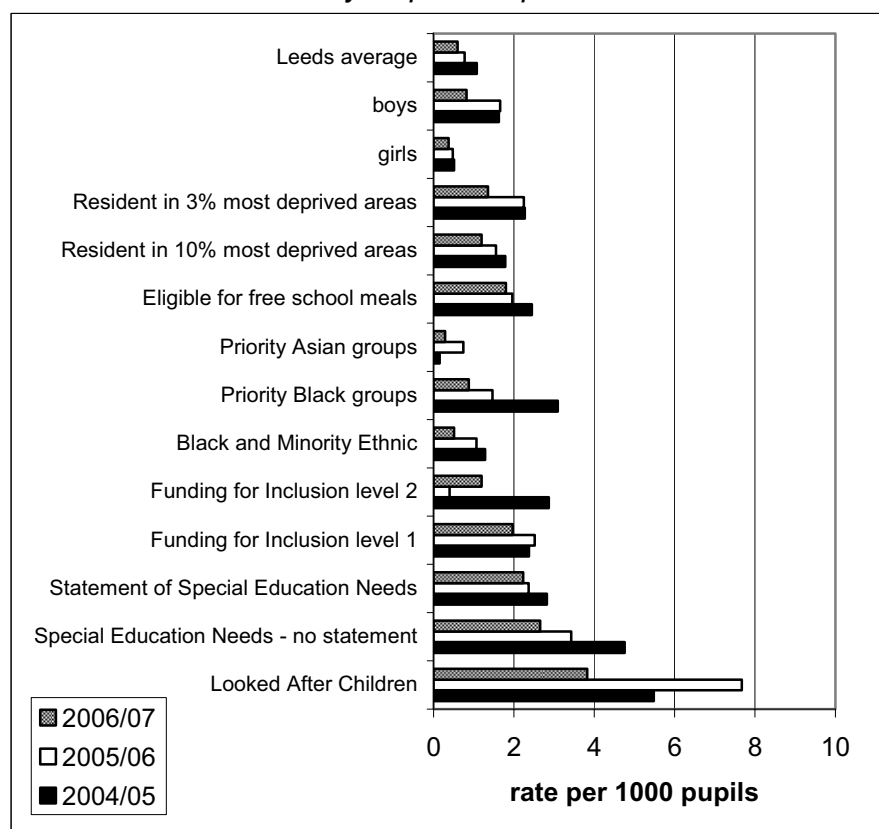
Number of exclusions	Number of schools			% of exclusions		
	2004/05	2005/06	2006/07	2004/05	2005/06	2006/07
5+	10	6	4	72	45	45
2-4	10	12	10	21	41	40
0-1	22	24	25	8	13	15

Source: Education Data Management System

## Permanent Exclusions of Pupil Groups

- 3.6.8 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).
- 3.6.9 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.
- 3.6.10 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.
- 3.6.11 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.

### *Permanent Exclusions by Pupil Group*



Source: Education Data Management System

## Fixed Term Exclusions

- 3.6.12 The number of fixed term exclusions reduced by 13% in the 2006/07 academic year and have decreased by 21% since 2003/04.
- 3.6.13 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.

*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	
<b>2003/04</b>	<b>8310</b>		<b>73.74</b>	<b>44.9</b>
<b>2004/05</b>	<b>7612</b>		<b>68.26</b>	<b>51.2</b>
<b>2005/06</b>	<b>7513</b>		<b>68.09</b>	
<b>2006/07</b>	<b>6527</b>	<b>39</b>	<b>60.15</b>	

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

- 3.6.14 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.
- 3.6.15 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.
- 3.6.16 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.
- 3.6.17 The rate of exclusion for SILCs more than doubled in 2006/07, the majority of these exclusions were from the BESD SILC.

*Comparative fixed term exclusions by school type*

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

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

- 3.6.18 As can be seen in the table 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.

*Number of pupils with fixed term exclusions*

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

Source: Education Data Management System

- 3.6.19 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 five days and the total number of days provision that would have been required was 5656.5 days.

- 3.6.20 The pupil planning team 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.

### 3.7 School Performance

- 3.7.1 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.

#### *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

Source: Education Data Management System

- 3.7.2 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.

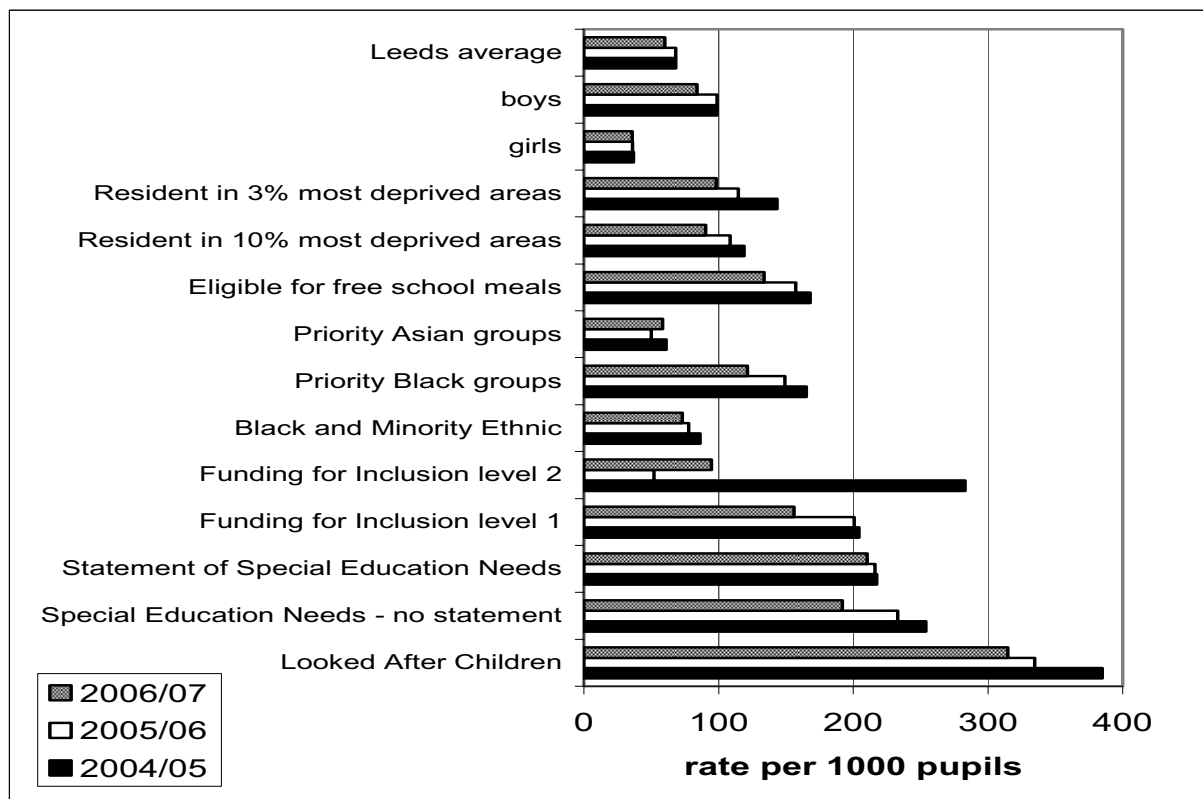
#### *Secondary school analysis of fixed term exclusions*

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

Source: Education Data Management System

## Fixed Term Exclusions of Pupil Groups

*Fixed term exclusions by pupil group*



Source: Education Data Management System

- 3.7.3 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 (two times higher for pupils eligible for free school meals).
- 3.7.4 Pupils with SEN have relatively high rates of exclusion, pupils with statements remain 3.5 times more likely to be excluded.
- 3.7.5 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.
- 3.7.6 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.



*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
<b><i>Asian or Asian British</i></b>				
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
<b><i>Black or Black British</i></b>				
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
<b><i>Mixed Heritage</i></b>				
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
<b><i>White</i></b>				
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
<b><i>Traveller Groups</i></b>				
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*

3.7.7 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 Attendance and Absence In Primary Schools

#### Comparative Attendance Data: Primary Schools

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

*Percentage attendance in primary schools*

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

*Source: Forvus returns*

- 3.8.2 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.
- 3.8.3 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%.
- 3.8.4 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.
- 3.8.5 As can be seen in the table below authorised absence from Leeds primary schools fell by 1.45% in 2006/07 and remains lower than the national average.

*Percentage authorised absence in primary schools*

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

*Source: Forvus returns*

- 3.8.6 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.

*Percentage of unauthorised absence in primary schools*

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

*Source: Forvus returns*

### 3.9 School Performance

3.9.1 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.

3.9.2 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 quartiles 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.

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

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

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

3.9.4 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.

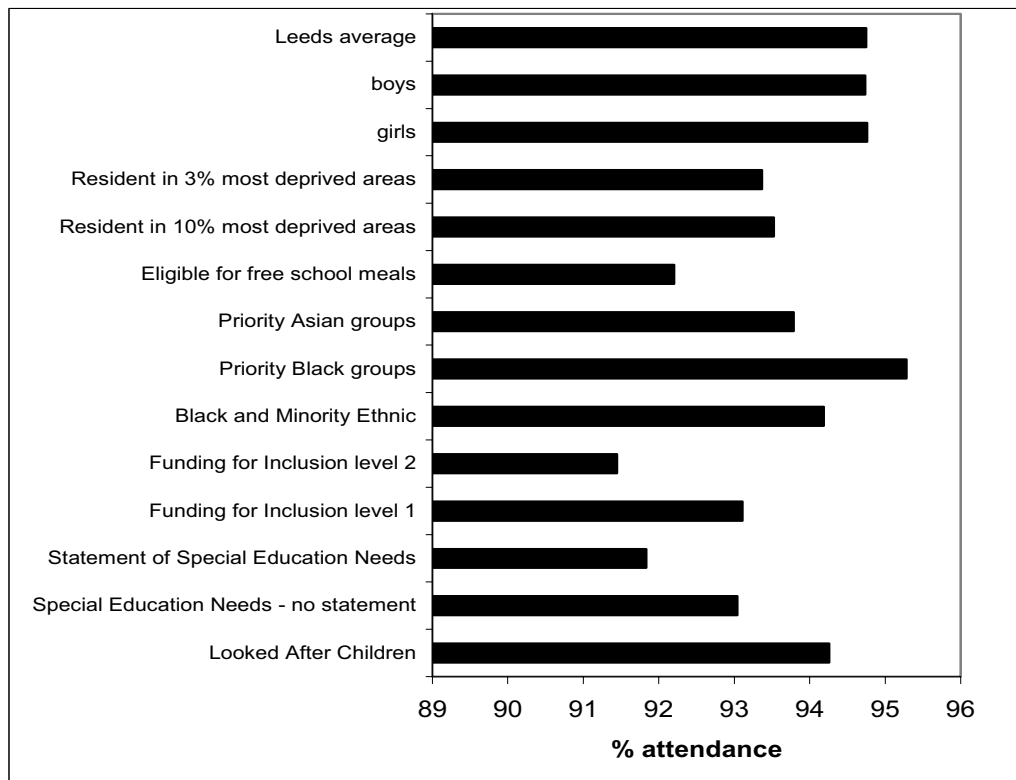
3.9.5 Education Leeds have categorised schools and identified those requiring most support to raise their levels of attendance. 33 primary schools with the highest proportions of pupils with attendance below 85% have been identified for additional support through Attendance Champions and the National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

3.9.6 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.

3.9.7 The chart below 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.

*Attendance by pupil group*



Source: School Census

- 3.9.8 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.
- 3.9.9 A strengthened monitoring framework is a key theme of our restructured SEN monitoring, assessment and planning team. Individual pupil reviews and pupil tracking will focus on both pupil progress, attendance and unauthorised absences.

Table 1.6.3. Attendance by ethnicity

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

Source: School Census

- 3.9.10 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.

### **3.10 The Black Children's Achievement Programme BCAP**

- 3.10.1 This programme involves nine primary schools working in a network to raise the achievement of black pupils. The schools have the largest numbers of black pupils in the city. Four schools receive £4,000 from the National Strategies Programme and the other five receive £1000 from the EMA budget. There are four priorities for the programme:

- Improving pupil engagement with learning
- Extending parental and community involvement
- Developing an inclusive curriculum
- Improving transition and transfer to high schools.

- 3.10.2 A programme to improve Year 6 pupil involvement with their learning has been produced by the EMA team. This has been further developed by the National Strategies Team to be included in the toolkit for the national Black Children's

Achievement Programme.

- 3.10.3 The impact of the programme on Key Stage 2 SATs results for all black groups in all subjects has been significant.

**KS2 % achieving Level 4+**

	English		Maths		Science	
	2006	2007	2006	2007	2006	2007
BC	71.2	81.8	61.5	70.0	75.0	82.7
BA	65.9	74.1	55.1	65.4	70.3	73.5
BO	63	74.6	65.2	54.0	73.9	84.1
MWBA	87.5	87.5	93.8	91.7	81.3	71.7
MBCW	70.1	76.0	58.1	72.9	76.9	87.6

- 3.10.4 BCAP has had significant impact on pupil engagement and parental involvement as evidenced by pupils and parents evaluations.

**3.11 Community Cohesion Programme**

3.11.1 This programme is a comprehensive programme of support to schools to ensure the successful inclusion of international new arrival pupils and their families into Leeds schools. An extensive training and sharing of good practice programme for all levels of staff, senior leaders, teachers, teaching staff and governors is delivered in five good practice school based centres. This locality based approach also offers a family learning programme focused around the development of English classes for parents to ensure all parents are informed how to support their children within the English education system. A partnership approach is employed when experienced schools in the induction of international new arrival pupils are partnered with less experienced schools to share good practice. Consultant support, additional funding and resources on a new EAL Collaboration zone on the Leeds Learning Net Learning Platform are available for schools to access to develop their work in this area.

3.11.2 Schools work is monitored and challenged through the Stephen Lawrence Standard, the Healthy Schools Standard, the Inclusion Chartermark and by school improvement advisers and school improvement partners.

**3.12 OFSTED INSPECTIONS**

3.12.1 Eighty seven primary schools have been inspected since January 2007. 11.5 % were judged as outstanding, 50.6% as good, 34.5% as satisfactory and 2.3% unsatisfactory. This compares to a national picture of 13% outstanding, 48% as good, 34% as satisfactory and 5% unsatisfactory.

	outstanding	good	satisfactory	unsatisfactory
Leeds	11.5%	50.6%	34.4%	2.3%
National	13%	48%	34%	5%

3.12.2 No schools were judged to require special measures or a notice to improve during the autumn term. Leadership was judged as outstanding in 15%, good in 60%, and satisfactory in 25%. Although this is a very favourable picture the challenge is to improve the percentage of schools with outstanding leadership.

### **3.13 SCHOOLS CAUSING CONCERN**

- 3.13.1 There are three schools in an Ofsted category (Bracken Edge with a notice to improve and Grimes Dyke and Austhorpe judged to require special measures). All of these schools have been visited by HMI this term and were judged to be making good progress. These schools are supported through an extended partnership. Miles Hill which also required special measures has now closed. No schools went into an Ofsted category this term.
- 3.13.2 There are six schools causing concern supported by an extended partnership. (Brodetsky, Chapel Allerton, Hugh Gaitskell, Micklefield, Morley St Francis, and Quarry mount. The newly appointed headteacher at Brodetsky is making very good progress and the future of the school is now more secure. The headteacher at Micklefield will leave at the end of term. While the governors are engaged in the recruitment of the new headteacher, the head of East Garforth school has been appointed 'executive' headteacher. He will lead both schools with temporary acting headteachers on both sites. He has been accredited as a nation Leader of Education and has recently received an outstanding Ofsted report. The head at Morley St Francis has also moved on and the school is finding it difficult to recruit. Quarry Mount are in the process of appointing the new headteacher
- 3.13.3 There are a further six schools who have recently moved onto an exit strategy and are now in a focused partnership; Bramham, Holy Rosary, Little London, Seacroft Grange, and Woodlands. Hollybush is no longer in an Ofsted category but will remain in an extended partnership until improvements have been consolidated.

### **3.14 IMPROVEMENT STRATEGIES**

#### **SCHOOL LEADERSHIP**

- 3.14.1 In September 20 schools began the school year with new headteachers. Many of these were new to headship while some were filled by experienced headteachers seeking larger schools or different challenges. Many posts were advertised more than once before a shortlist could be secured.
- 3.14.2 An induction programme consisting of a residential conference and half termly networks and seminars, runs throughout the year. The focus for these sessions is based on a needs analysis of the new headteachers. An experienced headteacher is assigned to act as a mentor. This is a voluntary role. A consultancy team is brokered to undertake a baseline assessment of the school during the first term of headship (Partnership Evaluation). This is highly valued by newly appointed headteachers as it provides an objective view of the school which is very affirming. This is particularly useful in cases where the evaluation identifies aspects for improvement that had not been previously acknowledged.
- 3.14.3 To improve the quality and quantity of headteacher applicants a 'Trainee urban headteacher' programme is being piloted. This involves aspiring headteachers being placed, one day a week for the school year, in an urban school in which there is an outstanding leader. The participant also attends a programme of study with the NCSL. This is already proving effective with the participant and their host headteachers reporting good progress.
- 3.14.4 There are seven schools identified by the DCSF as 'hard to shift, i.e. consistently performing below the floor target of 65% in English and mathematics. An ex HMI

working as a consultant to the 'hard to shift schools' meets with the headteachers on a regular basis to address some of the barriers to progress. Following a monitoring visit to each school, an action plan is in place to provide additional support. Several of these schools are considered to be good and improving and have recently received favourable Ofsted inspection reports.

- 3.14.5 As part of The Leeds Challenge, schools are being offered the opportunity to take part in a Leeds collaborative for Leading from the Middle. This is being offered to schools that do not have the capacity to coach their participating middle leaders themselves. The Leeds Challenge also provided termly meetings for headteachers and leadership teams to address developments in the Intensifying Support programme.
- 3.14.6 Termly seminars are held for all primary headteachers. All headteachers come together to receive briefings on key issues, to share good practice and to network between families.

### **STAFFING (Newly Qualified and Advanced Skills Teachers )**

- 3.14.7 Teachers are supported in their role through an induction programme for Newly Qualified Teachers (NQTs). Training is also provided for their induction tutor. At a recent meeting of the Headteacher Forum it was agreed that a service level agreement would be established to support this work. The intention is to establish leading induction tutors in each family who will provide support and training and networking to induction tutors and NQTs in the family. This will supplement the core offer of city wide training and support.
- 3.14.8 A team of approximately 40 Advanced Skills Teachers (ASTs) are employed to provide inreach and outreach work in schools particularly those experiencing difficulties.

### **EARLY YEARS FOUNDATION STAGE**

- 3.14.9 Education Leeds now has the duty to host the Early Years Foundation Stage (EYFS) Outcomes. This is led by the Early Years Outcomes Duty (EYOD) board consisting of strategic leaders from Education Leeds and LCC Early Years service. This board leads the work of the EYOD strategic group which represents city wide stakeholders working in EYFS.
- 3.14.10 To ensure Education Leeds has the capacity to develop this work further, a joint appointment is being made to establish an operational leader.

### **SCHOOL IMPROVEMENT PARTNERS AND SCHOOL IMPROVEMENT ADVISERS**

- 3.14.11 School improvement partners (SIPs) have been introduced into primary schools since April 2007 following the New Relationship with Schools legislation. All SIPs are nationally accredited. Local authorities are required to appoint some serving headteachers to undertake the role. Leeds now has 12 local authority SIPs who also undertake the work of a school improvement adviser (SIA) with a number of schools causing concern. The local authority has also appointed six serving headteachers to act as SIPs plus four external consultants most of whom are recently retired headteachers. SIPS have been deployed across the city with each school receiving five days support.



- 3.14.12 A key addition to the role has been the adviser to the governing body for the headteacher's performance management. Early evaluations from headteachers are extremely positive about all aspects of the role.

### **THE LEEDS CHALLENGE**

- 3.14.3 The Leeds Challenge has been established as a way of providing a coherent approach to school improvement in some of the most challenging schools. Schools in this category often find themselves subject to initiative overload and yet still feel they are not able to access the support they need in the way they want it and at the time they need it. The Leeds Challenge attempts to bring coherence to the support offered by ensuring that teams engage with each other prior to engaging with schools. This has resulted in teams from several services within Education Leeds, and within Children Leeds coming together to coordinate their work. The main elements are based around the Intensifying Support Programme, with its focus on leadership, standards and teaching and learning, and focus additionally on curriculum innovation, parental involvement and staff and pupil well being. There are forty schools in The Leeds Challenge including most of the schools causing concern.

### **NATIONAL STRATEGIES**

- 3.14.4 The primary national strategy provides funding for a range of programmes aimed at improving leadership and raising standards. These programmes are aligned with a school's needs and provide a bespoke package of support. There is a significant body of evidence to demonstrate improved outcomes for children through improvements in the quality of teaching and leadership.
- 3.14.5 There are 36 schools in ISP in 2007-08 plus an additional school involved as part of a federation and five schools engaged in an exit programme with partnership leader support. Schools receive £6,000 this academic year and up to 40 days support from Primary Strategy Consultants. They also attend Network Conferences within the umbrella of The Leeds Challenge. Support for these schools remains firmly focussed on raising attainment, accelerating progress and improving teaching and learning. All ISP schools have a school improvement adviser as well as a school improvement partner in order that the schools' self-evaluation is moderated and there is strong challenge as well as support. Data is used intelligently by School Improvement Service to identify schools which would benefit from inclusion in ISP and discussions begin with them as early as possible.

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

- 4.1 Members should note the progress that has been made in recent years but also be aware of continuing areas of underachievement. The coordination and combination of efforts from across the service areas of Education and Children Leeds will be necessary to improve outcomes for underachieving groups and to close the gap between the most and the least successful.

## **5.0 LEGAL AND RESOURCE IMPLICATIONS**

- 5.1 Although attainment overall is satisfactory, many schools experience a high level of challenge and struggle to meet floor targets. The achievement of identified groups of pupils also remains a cause for concern. These schools must remain a high

priority when allocating resources.

## **6.0 CONCLUSIONS**

6.1 The School Improvement Policy, and a variety of partnerships and initiatives, have been successful in raising achievement in Leeds. However, further developments will be necessary if the momentum is to be maintained and Leeds is to keep pace with national improvements.

## **7.0 RECOMMENDATIONS**

7.1 Members are asked to:

- note the progress that has been made in recent years;
- note the key issues and challenges that are currently being addressed.

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## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD: 8 February 2008**

**SUBJECT: Annexe 1: Ofsted Inspection Summaries**

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### SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

#### **1 Adel Primary School (July 2007)**

##### **1.1 Grade: 2**

This is a good school with some outstanding features and this judgement matches the school's own evaluation of its effectiveness. It is giving good value for money. Parents are very appreciative of all the school is doing and are justifiably proud of the school's excellent reputation. Pupils love coming to school as shown by their attendance, which is consistently well above average.

1.2 Standards on entry to the Nursery are generally above those typical for this age group. Children make good progress from the moment they start in the Nursery because of the good range of challenging learning experiences that are provided for them both indoors and in the spacious outdoor area. Reception pupils are more limited in what they can do outdoors because of the inadequate outdoor learning area for them. The teacher compensates well and most pupils exceed the standards expected of them well before the end of their Reception year.

1.3 Pupils' good progress continues with standards in Year 2 being consistently above and sometimes well above average. By Year 6, a good curriculum and good quality of teaching and learning successfully engage pupils. As a result, standards are well above average. The school consistently achieves or exceeds all its challenging targets in English, mathematics and science.

1.4 The quality of teaching and learning is good throughout the school. Excellent relationships exist between pupils and their teachers, and pupils are highly motivated to learn. All behave exceptionally well in lessons and around the school. The curriculum is good with strengths in the provision of music, art and design and science. Staff take care to plan the best possible learning opportunities for pupils of all abilities. Their efforts for pupils with learning difficulties and/or disabilities result in these pupils often achieving as well as others. The quality of the curriculum with its good range of after-school clubs makes a significant contribution to pupils' personal development and their enjoyment of school. Pupils enjoy learning to speak French and Spanish and have the opportunity to visit Spain in Year 6. Parents appreciate the high level of care, support and guidance for their children and the close partnership

that they have with staff. 'Nothing but praise for the staff' and 'couldn't have wished for better' are typical comments.

1.5 Leadership and management are good. The very experienced headteacher is busy developing a collaborative and inclusive style of management, ably supported by the new deputy headteacher. Key post holders for English and mathematics have recently been appointed to implement the revised literacy and numeracy strategies which were not previously used in school. All staff share responsibility for managing the different subject areas. They carefully monitor pupils' progress and use the information well to set new challenging targets for literacy, numeracy and on occasions, personal and social skills. However, staff are not sufficiently involved in monitoring the quality and effectiveness of teaching and learning at present and this limits their ability to share good practice or spot areas for improvement in their subjects. The chair of governors visits often and has a very good knowledge of the school. However, most governors are not yet sufficiently involved in monitoring the effectiveness of all aspects of the school with a view to bringing about further improvement.

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

- Improve the outdoor learning opportunities for pupils in the Reception class.
- Develop rigorous procedures to monitor and evaluate school effectiveness and ensure that subject leaders and governors are more involved.

**2 Adel St John The Baptist Church of England Primary School (October 2007)**

2.1 Grade: 3

The school is providing a satisfactory education for its pupils. The staffing difficulties have had a negative impact on its effectiveness, especially on the quality of teaching and learning, leadership and management and aspects of provision such as systems for checking pupils' progress and training for staff. This has resulted in the school not achieving its full potential. However, the new headteacher has very quickly and accurately identified what needs to happen to arrest this decline and to improve the school and she has clear and appropriate plans for taking the necessary action to bring this about.

2.2 The pupils themselves are a strength of the school. They are friendly, articulate, confident and reflective. They behave well and are very keen to learn. They feel safe and well cared for and know that there are adults they can turn to with any worries. They respond well to the school's strong promotion of healthy lifestyles, very much enjoying the daily 'Wake-up and Shake-up', for example. When given opportunities to take responsibility they do so maturely, whether as school council members, undertaking jobs around the school or leading the daily whole school exercise sessions. Their potential to take responsibility, especially for their own learning in lessons, is not fully exploited. Attendance is above average. Pupils enjoy school and work hard, even in lessons they do not find particularly interesting.

2.3 Pupils enter school with standards that are above national expectations. Satisfactory progress during the Foundation Stage results in them continuing to be above national expectations by the time they enter Year 1. Standards at the end of Key Stage 1 have declined over the past few years and they have been broadly in line with the national average. They rose in 2007 to above average, mainly due to an improvement in reading. Standards at the end of Key Stage 2 have been above the national average for several years. They dropped slightly in 2007, but are still above average.

2.4 Pupils' achievement across the school is satisfactory overall. Most individuals perform

in line with expectations, but very few do better than that. This is for several reasons. Pupils' progress has been tracked for some time, but this has not been done comprehensively and the resulting information has not been analysed in depth. As a consequence, there has not been a detailed understanding of how pupils are performing during the course of a year in order that appropriate action can be taken to accelerate progress. Teaching is satisfactory, but the fact that assessment information about pupils has not been used to ensure tasks are precisely enough matched to their individual needs means it is not good. Teachers build positive relationships with pupils which help to create a supportive climate for learning. Teachers plan tasks to which pupils give their full commitment and this enables them to gain sound knowledge and understanding of the topics covered. Occasionally lessons are dynamic and fun, as seen with the oldest pupils. In general, however, pupils are not given enough opportunities to develop their thinking skills in an active and independent way and so their learning tends to be passive. The marking of pupils' work is regular and supportive but does not give pupils enough specific information on how they can improve it.

2.5 Leadership and management is satisfactory overall. In the short time she has been at the school the headteacher's leadership has been good. She provides very clear direction and has brought a sense of drive and determination to the school, underpinned by her well-informed understanding of its current effectiveness and potential to improve. She is promoting staff unity and teamwork and is helping others develop their leadership skills. Middle leadership is under-developed. Staff have played a part in the day-to-day organisation of their subjects, but have not taken responsibility for standards or effectiveness of provision. The chair and vice-chair of governors are knowledgeable about the school and are working closely with the headteacher to oversee its improvement. The school has a deficit budget due to the impact of staff absence, but there is a plan to eliminate it. Governance is satisfactory overall. Parents are supportive of the school, although some express concerns about the areas the school is now working to tackle.

2.6 Although the school has faced difficulties since its last inspection, the impact of the new headteacher has put it in a more positive position and effective steps are now being taken to improve it. It has satisfactory capacity to improve further.

## 2.7 **Effectiveness of the Foundation Stage**

Grade: 3

There is a calm and supportive atmosphere in the Foundation Stage. Children have good relationships with each other and with adults and they feel secure and happy. They have very good social skills for their age and behave extremely well. Teaching is satisfactory. Planning ensures that all of the areas of learning are covered and so pupils acquire the knowledge, understanding and skills required for children of that age. In whole class teaching sessions they give the teacher their full attention and are keen to contribute verbally and practically, even when the pace of the lesson is slow. Although assessments of what pupils know and can do are made, this does not happen systemically and information is not used to inform lesson planning. As a result, work is sometimes pitched at too low a level. Pupils have access to the school's spacious grounds, but there is not a designated outdoor play area for Foundation Stage children. This is in the process of being developed.

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

- Improve the arrangements for tracking pupils' progress and ensure that the information gained is used to accelerate their progress across the school.
- Improve the quality of teaching by ensuring that pupils are more actively involved

in their learning and that tasks are more closely matched to the full range of pupils' abilities.

- Improve the knowledge and skills of middle leaders so that they can play a more effective part in improving the school and monitoring its effectiveness.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### **3 Bankside Primary School (September 2007)**

#### **3.1 Grade: 2**

This is a good school. It is led by an inspirational headteacher who, working alongside a talented and ambitious senior leadership team, sets clear direction for the school. They have a very realistic picture of the strengths and areas for development of the school and a real determination to pursue improvement. There are high expectations of what the staff and children should achieve and a determination to ensure that pupils enjoy all aspects of school life. Everyone is encouraged to do their 'Bankside best!' Parents are generous in their praise, their very positive views summed up by the comments: 'I know I made the right choice sending my son to Bankside School,' 'I find all the staff approachable,' 'The continuous praise the pupils receive gives them lots of encouragement to continue their hard work,' and 'I would recommend this school to any parent'.

3.2 Almost all pupils start school with very low overall standards. The vast majority come from homes where English is not the first language and this is reflected in their limited communication skills. They make swift overall progress through the Nursery and Reception years and this positive trend continues as they move through the school. By time they leave the school in Year 6 they attain standards which are close to the national average. This represents good progress over time. The pupils' personal development is good and promoted well by high quality care, guidance and support and a rich and diverse curriculum. Whilst curricular provision is good overall, pupils' information and communication technology (ICT) skills are underdeveloped. Relationships are particularly strong at all levels. Pupils play enthusiastically, behave sensibly and safely and enjoy the wide range of activities on offer to them.

3.3 The school has detailed arrangements to check staff performance. This contributes well to the good quality of teaching and learning. However, the work set in some lessons is not always matched precisely to the different needs of pupils. Detailed procedures for tracking individual pupil's progress are of high quality. However, these systems have been established only relatively recently and have yet to impact fully on pupils' better progress. The school's self-evaluation systems form an integral part of its everyday practice. They are regularly reviewed and adapted to ensure they are being used to optimum effect in the pupils' best interests. Since the last inspection, under the clarity and vision of the headteacher, the school has made good progress. The governors are supportive and knowledgeable and keep a satisfactory overview of the school. The school has good capacity to continue its improvement and is providing good value for money.

#### **3.4 Effectiveness of the Foundation Stage**

##### **Grade: 2**

Children enter the Nursery with much weaker skills than is the norm, particularly in aspects of communication, language and learning, and personal and social education. Their provision is well managed and the staff team is well led. Children enter a language rich environment, which is maintained throughout their time in school.

Strong bilingual support promotes children's rapid development in their use and understanding of English. Children make good progress through the Nursery and Reception years. However, by the time they enter Year 1 many do not reach the targets set for them nationally in most areas of their learning. The early years unit provides a safe and secure environment for these young children and links with parents are good. Every child receives a home visit before they enter the Nursery. The staff work well in teams and have a good grasp of the children's needs. Support staff are well qualified and experienced. They are integral to the good progress made by the children. Detailed checks on children's progress are made and the results used effectively to track their achievement. Outside play facilities are currently better for Nursery children than for those in Reception. Arrangements are in place for the Reception provision to be improved during the current term.

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

- Raise standards in pupils' literacy and numeracy skills by ensuring that lessons are planned appropriately to meet the needs of pupils of differing abilities.
- Develop further pupils' ICT skills across the curriculum.

## **4 Bardsey Primary School (June 2007)**

### 4.1 Grade: 2

This is a good school. The headteacher is an effective leader who has created a strong team spirit among staff. It is a happy school which cares for, supports and guides its pupils well. Parents really appreciate the way older pupils look after younger ones. Inspectors agree with their comments that the school has a 'friendly and very supportive atmosphere'. The quality of relationships within the school means that the pupils feel they are valued and, consequently, they want to do well. This is reflected in their good attendance and above average standards in English, mathematics and science by the end of Year 6. Pupils know how to take care of themselves and the world around them. They understand the need to adopt healthy lifestyles. The active school council has a positive influence on developing the school's policies and provision, such as playtime routines and a sunflower competition. Homework books known as 'learning logs' provide good links with parents and help boost pupils' confidence in learning. Good academic achievement and strong personal development prepare them well for the future.

4.2 Provision in the Foundation Stage is good and from the time they start in the Reception class, all pupils, including those with learning difficulties and/or disabilities, are treated as individuals and are sensitively encouraged. This secure start underpins pupils' subsequent good progress in Years 1 to 6. Teaching is good and the pupils say teachers are 'kind and helpful' and have the knack of 'finding different ways to help us when we get stuck'. Progress is good for most ability groups. The exception is the small proportion of more capable pupils who do not do as well as expected at the end of Year 6. Marking of work is supportive but does not always involve pupils in checking their own learning and evaluating progress towards their targets. Pupils enjoy the good curriculum with its wide range of additional activities, visits and visitors. This helps extend their experience beyond that of a semi-rural village. New ventures such as 'Friday Funtime', introduced so that every child chooses a club and works with others right across the age range, clearly benefit pupils' personal development.

4.3 The school is doing well because of its good leadership and management. The headteacher has identified the right priorities and is moving the school forward. She is ably assisted by the senior management team, which works hard and willingly to take

on many roles and responsibilities. The school has a team of capable staff who, with the support of the governors, have the vision and determination to build on the school's success and the skills to take it to the next level. For example, by working closely together they correctly identified the need to raise standards of attainment in mathematics. The school's evaluation of its performance is accurate. Its commitment to making it even better shows clearly that the capacity to improve is good.

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

- Ensure that teachers set suitably different work for pupils with different abilities and needs, so that higher achievers in particular work on appropriately challenging tasks.
- Make sure that marking gives clear steps for improvement as well as encouragement, involving pupils in assessing whether they have met their targets.

### **5 Bramhope Primary School (June 2007)**

#### 5.1 Grade: 2

Bramhope Primary is a good school with many outstanding features and it provides good value for money. The school's excellent curriculum and outstanding care, guidance and support effectively lead to pupils' outstanding personal development and well-being. Parents value this when they speak of how effectively the school works to develop 'well rounded' children who thoroughly enjoy their learning.

5.2 Pupils enjoy coming to school and appreciate the many additional activities it provides. This is reflected in their consistently well above average attendance rates. They say they feel safe and happy and that the rare instances of bullying are dealt with swiftly by staff. They add, 'It's a fun place where we know everyone and everyone gets on well together.' Older pupils relish the opportunity to take responsibility to support the younger pupils in their role as 'friends@play.'

Pupils know how to keep safe and are aware of the benefits of healthy eating and exercise. Behaviour in and around school is good. Relationships between staff and pupils are based on a mutual feeling of respect and understanding. Pupils are proud of their school and willingly take on responsibilities as school councillors, where they have real opportunity to help their peers through their regular 'council surgeries'. They have a budget which they use carefully to enhance play provision and plan improvements such as the 'health challenge' on which they are currently working.

5.3 Good teaching results in good progress overall and standards that are well above average. However, results in English have not always been as consistently high as in mathematics and science. This is because not all of the oldest pupils who are capable of attaining at the highest levels in writing always do so. In addition, some pupils at the early stages of learning to write do not always progress fast enough. Pupils across the school receive a great deal of support from very effective teaching assistants, which helps their progress. Provision for children in their Reception Year is good and gives all of them a really good start to their education. The excellent relationships and care result in children making good progress.

5.4 The school's curriculum is excellent in the way it helps promote effective learning and influences pupils' personal development. Its breadth and richness ensure all pupils enjoy a very wide range of interesting and effective activities. Leadership and management are good, and exceptional in their forging of effective partnerships with others to promote learners' personal development. The headteacher shows outstanding energy and commitment and, together with her team, works effectively to ensure that pupils benefit from their time at Bramhope. The governing body offers



outstanding support and is effective in monitoring the school's performance. The school has made good improvement since the last inspection. The self-evaluation of its work overestimates the overall quality of its teaching and its leadership and management. In spite of this, it knows itself well, and, given improvements in its performance, it has excellent capacity for improvement.

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

- Improve attainment in writing with a particular focus on older more able pupils and those at the early stages of writing.

**6 Calverley Parkside Primary School (May 2007)**

**6.1 Grade: 3**

Calverley Parkside is a satisfactory school that is showing good signs of improving. It is a happy, friendly and welcoming place, where pupils enjoy their education. Parents think highly of the school, and appreciate the good standard of care their children receive. The school's overall view of its effectiveness is too generous and reflects the early stage it is at with collecting information about standards and pupils' progress over time, and with using this data to evaluate how well it is doing to raise achievement. Nevertheless, the headteacher has got to grips with the most significant improvements needed. Her positive leadership has ensured that staff fully support her in taking the school forward. Consequently, pupils' progress has started to accelerate, especially in writing.

**6.2** Achievement is satisfactory overall. Pupils make satisfactory progress from their starting points and standards are above average by the end of Year 6. This is because teaching and learning, although variable, are satisfactory overall. Quality and standards in the Foundation Stage are satisfactory overall, but children in Reception make good progress and reach above average standards by the time they start Year 1. From this point, pupils' progress is irregular because of inconsistencies in the quality of teaching and learning between classes. While some of the teaching is good, there are not yet enough good or better lessons to lift pupils' achievement quickly. Teachers do not always expect enough of their pupils, especially the more capable ones, who could sometimes do even better. All pupils benefit from working with well qualified support staff, and pupils with learning difficulties and/or disabilities make good progress towards their learning targets as a result of the extra help they receive.

**6.3** The school is correct to say that pupils' personal development and well-being is good. A strong commitment to ensuring that 'every child matters' is evident in pupils' good behaviour and attitudes, and in their good knowledge and understanding of staying healthy and safe. It is also seen in the broadening and enriching of the curriculum as part of efforts to raise pupils' achievement by increasing their enjoyment and interest in learning. The developing school council and links with the community enable pupils to learn about democracy. Good partnerships with others, for example local schools and outside agencies, help the school in its efforts to meet pupils' individual needs well.

**6.4** The challenges relating to upgrading the school premises make considerable demands on the headteacher's time. Other staff are still in the early stages of developing their leadership and management roles. As a result, the leadership teams that have been set up do not yet ensure a good overview of pupils' achievement and standards in subjects. Plans for improving the school are insufficiently clear to keep everyone on the right course and to enable governors to check that the school is on track. Consequently, improvement since the previous inspection is satisfactory, and

the school has satisfactory capacity to improve in the future. The school provides satisfactory value for money.

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

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

- Improve the consistency of teaching and learning so that more is of good quality in order that all pupils achieve as well as they should.
- Raise expectations of what the more capable pupils should achieve to help them reach their full potential.
- Ensure that all school leaders gain an accurate picture of how well the school is doing and make clear plans to address its most important priorities.

**7 Christ Church Upper Armley Church of England Primary School (July 2007)**

**7.1 Grade: 3**

Christ Church is a satisfactory school with good features. It is a caring school where pupils are well looked after. The majority of parents are very supportive of the school. They speak of the 'welcoming and friendly atmosphere', 'the committed and enthusiastic staff' and the school's 'commitment to family values and the close relationships with the children that have made my children thrive in education and enjoy their time at the school'.

**7.2** Achievement is satisfactory and standards are broadly average. Well-considered initiatives are beginning to have a positive impact in some areas, but difficulties caused by prolonged staff absences mean that progress has not been as rapid as the school would have liked. The school leadership team knows that there is room for improvement and is taking steps to ensure that more challenging targets are set, both for the school and for individual pupils.

**7.3** Children enter the Foundation Stage with skills and abilities that are below those expected for their age. By the time they leave Reception most children reach standards that match expectations in most areas but are just below expectations in language and mathematical skills. At the end of Year 2 standards are broadly average in reading, writing and mathematics, representing satisfactory achievement. During Key Stage 2 all pupils continue to make satisfactory progress and standards at the end of Year 6 match the national average. Good provision for pupils with learning difficulties and/or disabilities, and for those for who English is an additional language, ensures that they are fully integrated into the life of the school and achieve as well as their peers.

**7.4** There are some good features of teaching and learning. Classes are well managed and relationships are good. However, the overall quality of teaching and learning is satisfactory rather than good because there are inconsistencies of practice arising from the recent staffing difficulties. This holds back the achievement of some pupils. The school has dealt well with the situation and more rigorous monitoring of teaching is bringing about improvements, but the full impact across the school is inconsistent because of the frequent staffing changes.

**7.5** Pupils' personal development and well-being are satisfactory overall, although some aspects are good. Their spiritual, moral, social and cultural development is good. In recent years attendance has been below average, but this year the school's rigorous actions and an imaginative range of rewards and incentives have raised the rate of

attendance. It is now satisfactory and very close to average. Behaviour is satisfactory. It is usually good in lessons, but outside the classroom some pupils are not always able to manage their own behaviour without help from an adult. Pupils feel safe and believe that they are treated fairly. They understand the importance of a healthy diet and exercise and are proud of the school's Healthy Schools and Active Sport awards. They speak highly of what the school offers. The curriculum is considerably enriched by a good range of extra-curricular activities that contribute well to pupils' personal development and learning. Strong partnerships with others enhance learning. Specialist provision, for example, for music and physical education makes a good contribution to pupils' progress. Parents and pupils are appreciative of the good care and support that pupils receive. Skilled support for pupils with learning difficulties enables them to make satisfactory, and sometimes good progress. Good relationships between home and school support pupils' learning effectively and the school offers successful family learning courses for parents.

7.6 Leadership and management are satisfactory. Not enough time has elapsed for the action taken by the school's leadership in important areas to show sustained improvement. However, the headteacher's strong leadership provides a clear direction for the school. It is the driving force in bringing about changes that are laying the foundations for future improvement. The headteacher shares with the able acting deputy headteacher a resolute commitment to raise standards. Together, they have a secure understanding of the school's strengths and areas for development because of their accurate view of the school's performance. Effective evaluation has led to the identification of areas for development. During the last two years, partly due to involvement in the intensifying support programme, rigorous monitoring and evaluation by the school's leaders have identified weaknesses in the school's provision. Firm action is being taken to address and remedy the problems. Effective action has been taken to secure improvement since the last inspection, most notably in tracking the progress of individual pupils. As a result there is now a clearer focus on how well pupils achieve. Not all measures are yet fully embedded in everyday practice because consistency has been difficult to achieve during a period of turbulence in staffing and the school has been operating with reduced management capacity. Teachers' experience in management roles is limited and as yet they do not play a sufficient role in developing subject areas. Nevertheless, the school's leaders have achieved much by establishing the necessary structures and procedures to put the school on its way to more rapid improvement. Emerging signs of success indicate a satisfactory capacity for further improvement.

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

- Accelerate the rate of progress of all pupils.
- Improve the quality of teaching and learning so that it is at least good in all classes.
- Develop the management roles of teachers so that they each make an effective contribution to improving the school's performance.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**8 Cross Flatts Park Primary School (October 2007)**

8.1 Grade: 3

This is a satisfactory school. The good arrangements to care, guide and support pupils and involve them in an exciting curriculum successfully promote good personal development and equality for all. The quality of teaching and learning and pupils'

progress and achievement are satisfactory. Significant staff changes have meant that new initiatives have not yet had a full impact. The new headteacher, working closely with the deputy headteacher, has an accurate view of the school's strengths and weaknesses and she is supported well by the senior staff and governing body. Leadership and management are currently satisfactory but there is good capacity for improvement.

- 8.2 Standards are broadly average overall. Children make a good start in the Foundation Stage. When they join the school, many speak very little English and are working at well below average levels in many areas. Pupils often make quick gains in English and by the time they leave school standards are close to, although below, average. Progress is less consistent in mathematics and standards are often below average. Pupils with learning difficulties and/or disabilities achieve at least as well as their peers. Those from different minority ethnic groups all achieve equally satisfactorily. Recently there have been good improvements to the way pupils' learning is measured and these have led to accelerated progress. There remains some way to go to raise English and mathematics standards to a securely average level year on year.
- 8.3 Pupils' personal development, including their spiritual, moral, social and cultural development, is good. They enjoy school. Close monitoring and good support for families has led to much improved attendance. Pupils relish the many good opportunities for them to take responsibilities through the school council, at break times and in classrooms. They have made important decisions about school meals and take a full part in sporting and other activities. The close liaison work of the inclusion staff means pupils are well prepared for moving on to their next school. The quality of teaching and learning is satisfactory because, although there are many good features, these are inconsistently applied. In particular, teachers do not always make the best use of time in lessons or involve pupils enough in their own learning.
- 8.4 There is a good, lively curriculum meeting learners' needs well. Well planned activities and clubs before and after school motivate pupils and help their personal development. There are good procedures to guide and monitor pupils' progress. The inclusion team and support staff, working with both pupils and parents, ensure the most vulnerable pupils benefit well from their learning.
- 8.5 The new headteacher is building effectively on the strengths of her senior staff, but systems to monitor and improve teaching are yet to be fully implemented. The school's self-evaluation is largely accurate. The parents are very supportive of the school and hold staff in high regard. They particularly appreciate the way the school helps them to learn new skills to support their children's education. The impact of new assessment and planning processes on accelerating progress and the clear focus of a strong senior management team indicate that the school has a good capacity to improve. The school gives satisfactory value for money.

8.6 **Effectiveness of the Foundation Stage**

Grade: 2

Good use is made of national guidance to plan exciting learning opportunities for Nursery and Reception children. Frequent observations of children's achievements in all areas of learning, which are clearly recorded, help to ensure that all children make good progress. Children start in the Nursery with well below average skills in many areas. By the time they leave Reception class, standards are still below average, but good achievement is evident. Activities are bright, vibrant and well resourced so that children are keen to learn and quickly become independent and confident. Good outdoor provision creates an exciting setting for children to develop their physical

abilities and curiosity about the world. The teachers and support staff promote early reading, writing and number skills well through tightly planned schemes and excellent questioning and role play. Very good relationships with parents are quickly established through sensitive induction procedures and good information provided. This ensures the children get off to the best start.

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

- Raise standards, especially in mathematics.
- Improve the quality of teaching so that it is consistently good or better.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### **9 Churwell Primary School (September 2007)**

#### 9.1 Grade: 3

The school provides a satisfactory and improving education. It has several good features. The new headteacher has provided good, decisive leadership which has rapidly reversed a trend of declining standards and growing underachievement. Standards by the end of Year 6 are now broadly average and pupils' achievement is satisfactory. Governors and staff are united in moving the school forward and there is a clear focus on improving learning. Parents are strongly supportive of the school and the recent changes which have been made. The challenge for the school, which it fully recognises, is to sustain the momentum of recent advances to further raise standards and achievement. This is within the reach of the school as it has a good capacity to improve.

9.2 Although standards are rising they did not meet the very challenging targets which had been set prior to the new headteacher taking up post. A more robust system of assessment, including the improved tracking of pupils' progress, has now been established to set targets which are realistic and achievable. This process is now being used soundly to stretch pupils' performance. After a good start in the Foundation Stage, all groups of pupils make steady but somewhat uneven progress overall. However, despite the school's efforts to improve, the standards that boys reach in their writing are below average, which is reflected in their performance in national tests.

9.3 More settled staffing has contributed to this improving picture and ensured that the quality of teaching and learning is satisfactory. There is some good teaching across the school but there are also some inconsistencies which restrict pupils' progress. Classrooms are bright and welcoming and teaching is often enthusiastic. However, learning activities are not always tailored effectively to the needs of different ability groups, and some lessons do not include enough opportunities for pupils to think sufficiently for themselves. Teachers are using the new attainment mapping system to set targets but pupils are not always clear about what to do to improve their work. The curriculum meets requirements and is enhanced by some well planned and stimulating activities.

9.4 Very good relationships and sensitive support from a caring staff strongly promote pupils' personal development, which is good. Pupils know that there is always someone to turn to if they need help. Pupils enjoy school a great deal as shown by their eager involvement in lessons and their good rate of attendance. They are keen to participate in the wide range of after-school clubs and activities provided. In lessons and throughout the school they behave maturely and safely. They readily take on

responsibilities, such as participating in the school council. Pupils have a good understanding of how to keep healthy and stay fit, as the school strongly promotes these qualities. Many pupils stay for nourishing lunches in 'Le Caf'.

9.5 Leadership and management are satisfactory and improving. The school has strengthened its self-evaluation procedures and a wider range of staff and governors are involved in systematically checking performance than was previously the case. This has given the school a sound understanding of its strengths and weaknesses. As these systems are at an early stage of being established and some staff are new to their leadership roles, some aspects of provision, such as the curriculum, have not been robustly evaluated. However, the school has pursued its most urgent priorities vigorously and rapid recent progress has been made in strengthening pupils' learning. This has brought about satisfactory improvement since the last inspection. The school provides satisfactory value for money.

9.6 ***Effectiveness of the Foundation Stage***

Grade: 2

Provision in the Foundation Stage is good and enables children to make a secure start to school. When they first enter Nursery, children's knowledge, skills and understanding are typical of the age group. Staff understand the needs of young children well and plan lively activities which stimulate their curiosity and desire to learn. Teaching and learning are good. Children's development is assessed systematically and thoroughly. This information enables staff to provide the challenge and support children need in order to learn effectively and to make good progress. Excellent relationships and constructive guidance provide a solid foundation for children's personal, social and emotional development. Children work and play happily together, follow school routines sensibly and readily participate whenever the opportunity arises. In response to the constant encouragement children receive from staff, they talk, enquire and explain constantly and develop communication and language skills at a good pace. Provision in the Foundation Stage is managed well and there is smooth transition between Nursery and Reception.

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

- Raise standards in boys' writing.
- Improve the quality and consistency of teaching and learning in order that pupils' progress is accelerated and standards are raised.
- Improve the use of assessment information to refine teachers' planning and to provide precise guidance to pupils on how to improve their work.

A small proportion of the schools where overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

10 **Collingham Lady Elizabeth Hastings' Church of England Primary School (June 2007)**

10.1 Grade: 2

This is a good school and some aspects are outstanding, notably children's personal development and well-being. Children enjoy school and they speak enthusiastically about the opportunities they have and the ways in which their teachers and other adults help them. By the time they leave, they have developed into confident and articulate young people who are well equipped for the next stage of their education. They reach high standards in their learning; results in the Key Stage 2 national tests have been significantly above average for the last five years. They make good progress at Key Stage 2. Standards reached at the end of Key Stage 1 are at least in

line with national averages, and are above average in some years. Most children with learning difficulties and/or disabilities achieve well. Children are eager to learn and this contributes to their success, as does their excellent attendance. Teaching is good overall. Some teaching is outstanding; skilful teachers plan interesting and challenging lessons which engage children and enable them to achieve highly. However, a small proportion of teaching does not match the high quality of the rest and children's behaviour slips from its usual excellent standard. The best lessons set out what children are expected to achieve, but this is not yet consistent in all classes.

- 10.2 The school provides a good curriculum, which is enriched by a wide range of visits and extra-school clubs for all children. Very good attention is paid to children's personal development as well as their academic achievement. For example, opportunities are planned for pupils to take responsibility and to develop their understanding of keeping healthy and staying safe. This underpins their outstanding personal development; children are very clear about how to stay safe and keep healthy. Very good provision is made to develop children's basic skills and the school's review of the curriculum is rightly focused on improving the links between the subjects children study.
- 10.3 The school's Christian ethos is reflected in the high quality of care which children receive. Teachers know the children well and children feel secure. Those children with learning difficulties and/or disabilities receive very good care and, for the most part, are enabled to achieve well. The monitoring of their progress is not always sufficiently robust. The school has recently improved its monitoring of the progress of all children by the introduction of a tracking system. This is providing teachers and the school's leaders with a clearer picture of children's rates of progress.
- 10.4 The school has continued to develop since its previous inspection and taken on additional challenges to meet higher expectations. The Foundation Stage has been a focus for improvement, including the assessment of children's progress. Assessments are now accurate. The local authority's analysis shows improvements in the rate at which children are developing knowledge, skills and understanding effectively across all areas of learning. Most children reach the national early learning goals by the end of their Reception year and a small number exceed them. Children enjoy a wide range of interesting activities, both in the classroom and in a well-equipped outdoor area. Good care is taken to help children to settle into school from a wide range of pre-school experiences and to develop good links with parents and carers.
- 10.5 The changes in the school's leadership have been well managed. The new headteacher has quickly acquired a good understanding of the school's strengths and how it could improve. Together with the new deputy headteacher, she has implemented key systems to move the school forward and secure its continued success. There is a clear vision and sense of purpose.
- 10.6 This is reflected in the changes in the roles and responsibilities of middle leaders, although these are too recent to have made a full impact. The school continues to work well with its partners and it enjoys strong support from most of its parents. There is strong commitment to further improvement and good capacity to achieve this has already been demonstrated by the new leadership. The school provides good value for money.
- 10.7 ***What the school should do to improve further***
- Eradicate inconsistencies so that all teaching is good or better.
  - Ensure that the provision for children with learning difficulties and/or disabilities,

and the monitoring of their progress, consistently matches the highest quality which the school provides.

## **11 Farsley Farfield Primary School (September 2007)**

### **11.1 Grade: 2**

This is a good school which enables pupils to achieve well and thrive in their personal development. Pupils' enjoyment and good personal development are enhanced by the provision of the school farm, drama studio and the provision for information and communication technology (ICT). Parents are overwhelmingly supportive of the school and are particularly appreciative of the curriculum enrichment, the care for pupils with special needs and the high level of commitment of staff. One parent summed up the views of many stating, 'The large number of after-school activities is a great example of the staff's dedication.'

11.2 Standards are above average at the end of Year 6 and pupils' achievement is good. Effective teaching and an outstanding curriculum ensure that pupils of all abilities, including those with learning difficulties and/or disabilities, make good progress. Although teaching is good, there are some inconsistencies in its quality; for example, in the way teachers actively engage pupils in their learning and in the marking of work. The care, support and guidance provided for pupils are good. The school's commitment to every child of whatever ability, and from whatever background, shines through. This is an inclusive school and the support for vulnerable pupils and those with learning difficulties and/or disabilities is exemplary. Pupils make a good contribution to the community through the work of the school council, the farm, charity fundraising and taking on responsibilities in school.

11.3 The leadership and management of the school are good. The headteacher provides strong, energetic leadership and is well supported by a conscientious staff team who rise to new challenges with enthusiasm and commitment. The school works extremely well with parents, other schools and agencies to promote pupils' well-being. Managers analyse the progress made by pupils very well and use the information to provide appropriate support for those who need it. The school knows its strengths and weaknesses and makes an honest assessment of where its improvement work has been successful and where it has not. There are outstanding features in the school's work but these are not consistently applied well enough in all classes. The new curriculum teams are progressing well in their work but they have too few opportunities to visit classes and check the impact of their work to raise standards further. This means that an opportunity to widen the discussion about the quality of teaching, and how to share best practice in order to improve progress further and reduce inconsistencies, is missed.

### **11.4 Effectiveness of the Foundation Stage**

#### **Grade: 2**

Good teaching and interesting activities ensure that children in the Foundation Stage make good progress. Children join the Nursery with skills that are below those nationally expected for their age. The extremely positive and supportive atmosphere established by staff ensures that children settle very quickly, enjoy all aspects of their learning and make particularly good progress in their personal and social skills. A wide range of well-focused and resourced activities successfully promotes learning in the classrooms and outdoors. Staff make good observations of how well children are learning and 'know the children inside out', as noted by many parents. However, the extension of this process to identify clearly what individual children need to learn next is not fully established. Most pupils reach the level expected for their age in all areas



of learning by the start of Year 1. The good quality of children's experiences gives them a secure basis for their future learning.

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

- Ensure curriculum leaders monitor teaching to evaluate its impact on pupils' learning in order to raise standards further.
- Use the information gained from monitoring to iron out inconsistencies in teaching in order to improve pupils' progress.

**12 Featherbank Infant School (July 2007)**

12.1 Grade: 1

As several parents agreed, 'This is a fantastic school - truly a little gem within our community.'

12.2 Featherbank Infants' is an outstanding school. Pupils greatly enjoy an excellent, lively curriculum which is enriched extremely well, delivered by a highly effective team of teachers, led by a very experienced headteacher. As a result, pupils' achievement is outstanding. The school's care, guidance and support for pupils are excellent and their personal development is also outstanding. Pupils clearly love coming to school, their attendance is well above average and they are extremely well behaved. They enjoy at least two hours of physical exercise a week, including some additional coaching from external agencies and have a very good knowledge of how to stay fit and healthy.

12.3 Children enter school from a range of pre-school providers, with skill levels that are better than would be expected for this age group and with particular strengths in speaking and listening. They achieve extremely well in Reception where the curriculum has an ideal balance between taught and independent learning activities. By the time they enter Year 1, their skill levels remain higher than is expected, particularly in communication, language and literacy, knowledge and understanding of the world, and creative and physical development. By Year 2, standards in reading, writing and mathematics are high and have been so for several years. Since the previous inspection, standards have risen further, illustrating the school's good capacity to improve. This excellent achievement is due to outstanding teaching and a constantly evolving curriculum. Lessons are very well planned, interesting and lively; they link different subjects together very effectively. Pupils' learning also benefits from a very wide range of trips and visits in the local and wider area. The input of visitors, such as artists, who share their expertise with pupils and staff, also makes an extremely effective contribution to pupils' first hand learning.

12.4 Achievement for the few pupils with learning difficulties and/or disabilities is excellent. This is because teachers set measurable targets for them to reach and because there is a very successful home/school partnership. The large group of gifted and talented pupils also achieve extremely well. Parents help the school to identify these pupils and the school accesses additional expertise to guide staff on how to promote their learning further. As a result, they also make outstanding progress. Teachers' marking is very informative and they set challenging group and individual targets for pupils to reach in reading, writing and mathematics. Pupils and their parents know what they have to do to improve even further. Parental written comments on their children's reports illustrate this partnership very well.

12.5 The successes in all areas of school life are the result of excellent leadership and management by the headteacher, her team of senior staff and the governors who take

a very active interest in the school. The headteacher has, in partnership with staff and governors broadened the curriculum and placed an increased focus on pupils' spiritual, moral, social and cultural development, which is now very impressive indeed. She has forged several close links with external providers to improve the school. For example, the links with the local high school enrich the curriculum very well in sport. Subject leaders include pupils' views within their rigorous monitoring and ensure a detailed analysis of standards, pupil performance and the effect of curriculum development. This monitoring provides them with a keen understanding of the strengths of the school's provision and how it can be improved further.

12.6 Leaders know their school well but sometimes underestimate its performance because they are striving for continuous improvement. Leaders' plans to develop the school further are very well constructed and governors use their expertise effectively to support and challenge the school. The school has a limited budget and provides excellent value for money.

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

There are no significant areas for improvement and the school has correctly identified how it can move further forward.

**13 Fountain Primary School (July 2007)**

13.1 Grade: 2

Fountain Primary School has rapidly established itself as a good school since it opened in 2005. Some features of its work are already outstanding. Attendance is average and improving because pupils enjoy the vibrant curriculum which engages them purposefully in learning. This is having a positive impact on behaviour, which is good.

13.2 Pupils get on well together and are able to negotiate and stick to their own rules for fair play. Pupils are well cared for, especially those who have additional needs, so that all feel valued. Pupils feel that bullying is not a problem and playtimes are safe. By the end of Year 6 pupils have developed good personal skills and are confident about moving on to their next school. Their transition is supported by outstanding links with the high school which help them to prepare well for the next stage of their education. The school council is playing an active role in the drive to raise awareness of the importance of racial tolerance by working towards achieving the Stephen Lawrence Award. Pupils are well aware of the benefits of sensible eating habits and regular exercise. They use the fruit stall at break times and most enjoy healthy servings of fresh vegetables with their lunch.

13.3 Children's abilities are broadly typical for their age when they begin Nursery. Their good progress through the Foundation Stage is reflected in their above average standards by the end of Reception. Effective teaching and learning ensure that good progress continues throughout both key stages. Pupils who began in Year 5 had below expected standards for their age but have now made up the lost ground. Consequently, standards overall are average in English, mathematics and science, but there are weaknesses in writing. A significant factor in the school's early success has been the excellent systems for tracking pupils' progress, sharing information with teachers and providing the right kind of learning support when needed. Nevertheless, there are inconsistencies in the way information is shared with pupils to give them a clear understanding of how well they are doing and what they need to do to improve.

13.4 Teaching is consistently good and lessons are planned with purpose and enjoyment

in mind. There is a strong focus on developing pupils' creativity. This is amply demonstrated in the work pupils produced for their Caribbean project and the impressive dramatic portrayal of Victorian life in Morley. The provision for children in the Foundation Stage is good. Effective teaching and exciting activities challenge both physical and mental skills, making sure children are given the start they need to their education.

13.5 The impact of leadership and management by the headteacher and senior leaders has been excellent. While leaders recognise that there is still some way to go, there has been remarkable progress in the relatively short time since the school came into being. Teaching and learning have been improved and consolidated. Teaching is supported by watertight systems for monitoring and tracking pupils' progress. There is an enriched curriculum which contributes to personal development, enjoyment of learning and pupils' achievement. The headteacher and governors have steered the school very well through a particularly challenging period of amalgamation. Governors support and challenge the school with vigour. Although the governing body is new, it makes considerable use of self-evaluation, including conducting an annual review of its own work. It oversees finances carefully to ensure good value for money. With the governing body's continued support and the quality and strength of management structures within the school, there is good capacity to improve further.

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

- Improve the consistency and quality of guidance given to pupils about their progress and what they must do next to enhance their learning.
- Raise standards in writing at the end of Key Stage 2.

**14 Grange Farm Primary School (November 2007)**

14.1 Grade: 2

This is a good and improving school with notable strengths in the personal development of its pupils and the provision of high quality care and support. As a result, parents place a very high value on the work of the school. They say they are 'impressed with the help and guidance given to each individual child' and they find Grange Farm 'provides a positive attitude to education' and is 'a warm, caring environment for children to grow in'.

14.2 Pupils start school with skills that are generally well below expectations for their age. As a result of good quality teaching, they settle quickly and make good progress. In the Foundation Stage, the quality of education is good. By the end of Year 2 standards have improved significantly in recent years and by the end of Year 6 they broadly match the national average in English and science but in mathematics they are below average. An increase in the proportion of pupils with learning difficulties led to a slight fall in standards overall in 2007. However, pupils achieve well. Throughout the school, they develop their knowledge and skills at a good rate, particularly in science and English. Progress in developing mathematical skills is slower but nonetheless improving. Most pupils achieve well because of good teaching and learning. Teachers manage behaviour well. Consequently, relationships are good and pupil engagement in lessons is high. The pastoral care provided for pupils is a strength, and they receive good guidance to help them improve their work. This is a very caring school. It is highly successful in helping pupils to flourish as demonstrated by the award of the Inclusion Charter Mark. Effective work is undertaken with outside agencies to provide the right support and expertise for vulnerable pupils. The value of attendance is firmly and successfully promoted, resulting in satisfactory attendance. The school has warmly welcomed the many new arrivals into its 'family', helping them

to overcome significant barriers to their learning and make good progress. Pupils' personal development is good. They make a good contribution to the school and wider community by acting as playground buddies, playing a part in the interviewing process for the appointment of staff and by fundraising for chosen charities. Pupils feel really safe at school, mainly because the great majority behave well throughout the day.

14.3 Much of the school's success stems from the strong commitment of the headteacher and all staff to the creation of a positive climate in which pupils' achievements are valued and celebrated. Leadership and management are good. The resolute and experienced headteacher gives clear direction to the work of the school. The school's evaluation of its own work is accurate and has helped to identify areas that could be better. Appropriate action has been taken to secure improvements. School leaders work well as a team. They give a strong lead and are determined to continue to bring about improvements. However, the wealth of assessment information collected is not always analysed as sharply as it could be in order to further the achievement of individual pupils, especially the more able. Improvements in achievement and standards during recent years, particularly in English, have been made against a background of turbulence in the pupil population and indicate a good capacity for further improvement.

#### 14.4 **Effectiveness of the Foundation Stage**

Grade: 2

When children enter the Nursery, their skills and understanding are generally well below expectations for their age, particularly in language and communication. Staff understand the needs of young children well and plan lively activities which stimulate their curiosity and desire to learn. However, limited free access to outside play areas places some restrictions on children's learning experiences. Teaching and learning are of good quality and all learners are valued, cared for and very well supported. Children quickly settle into routines. They behave well and enjoy their learning. They work and play happily together. Excellent relationships and constructive guidance provide a solid foundation for children's personal, social and emotional development. They learn to share and take turns and enjoy taking responsibility. Achievements are assessed systematically and thoroughly, which provides information for planning further challenges. This ensures good progress across the stage so that by the time children start Year 1 many of them are achieving beyond the individual targets set for them and some are well on their way to reaching the goals set for their age. Parents are welcomed and encouraged to be active in their children's learning and, as a result, are well informed as to their progress. Provision is managed well and there is a smooth transition between Nursery and Reception.

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

- Raise standards and levels of achievement in mathematics, particularly in Key Stage 2.
- Analyse assessment data rigorously to set challenging targets for individual pupils, especially higher attaining pupils.

### 15 **Greenhill Primary School (October 2007)**

15.1 Grade: 3

Greenhill Primary School provides a satisfactory education for its pupils. Several areas of provision are good. The school is tackling long-term weaknesses in standards and managing staffing changes effectively. Good leadership and management are resulting in the school providing the good teaching and effective

curriculum needed for pupils to overcome barriers to learning. As a result, achievement is becoming stronger and is satisfactory overall. Key in this improving picture is the way the school monitors the performance of the pupils and identifies those who need extra help and support. Most parents say they have every confidence in the school, they feel welcomed, listened to and their children enjoy their education.

- 15.2 Children start school with skills that are well below the expected levels and leave at the end of Year 6 with standards that are broadly average in English and science but well below average in mathematics. Progress is faster in the Foundation Stage and Years 1 and 2 than in Years 3 to 6, where pupils progress steadily in English and science but over the past few years have lost ground in mathematics. Inconsistencies in teaching allowed progress to falter. However, energetic approaches to improving teaching and learning are beginning to address this issue successfully. Across the school, new teaching approaches are beginning to help pupils reach higher standards, although more remains to be done.
- 15.3 Pupils with learning difficulties and/or disabilities make good progress. They benefit from a range of well-designed programmes to accelerate their learning. Teaching assistants make a very strong contribution by expertly supporting individuals and groups and ensuring their progress is good.
- 15.4 Pupils' personal development is good overall and their cultural awareness is outstanding. They work hard, taking pleasure in the lively and active learning opportunities teachers provide. The school council, eco-council and healthy schools teams work very effectively to improve the quality of school life on behalf of their fellow pupils. One explained, 'we are trying to reduce our carbon footprint'. Initiatives such as the work towards achieving health and fitness awards have contributed extremely well to pupils' pride in their school and their excellent understanding about healthy living. Most pupils behave well and are polite, although a small minority find it difficult to behave consistently well.
- 15.5 The curriculum is good. Active tasks ensure learning is interesting. Literacy and numeracy are given priority in a bid to raise standards but there are many opportunities for pupils' to explore new experiences. For example, pupils watched an exhibition of Asian dancing and some attended workshops so they could try it out for themselves. Pupils' views are sought as to what their interests are and as a result, Year 2 pupils have the opportunity to learn how to tap dance.
- 15.6 Using good leadership and management strategies, the headteacher and senior staff are effectively moving the school forward. They have a clear grasp of the school's strengths and areas for development. Consequently, they know what needs to be done in order to lift standards and enable pupils to do their best. The school has undertaken a detailed review of its strengths and weaknesses and is benefiting from rigorously monitored improvements. For example, senior staff observe lessons and check that pupils are making the expected progress. Teachers are supported to adopt new strategies and inject more pace into lessons. This work is already beginning to improve standards where weaknesses have been identified but staff acknowledge there is still some way to go. There are considerable strengths in the use of assessment to plan new learning and speed pupils' progress. The strong team spirit, bringing together recently appointed and longer serving staff, is a significant factor in the school's good capacity for further improvement.
- 15.7 **Effectiveness of the Foundation Stage**  
Grade: 2

Provision for Foundation Stage pupils is good and children achieve well. The staff team is led well and good teaching ensures children are fully involved in lively activities. For example, working together and learning to count by tossing up a toy in a blanket a given number of times caused intense enjoyment and rapid learning. Children begin school with skills that are usually much lower than the expected levels. By the time they move into Year 1 they still do not reach the expected goals, although they make good progress. Children's progress is tracked closely and lessons are planned to support identified areas of weakness.

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

- Raise standards and achievement, particularly in mathematics.
- Improve the quality of all teaching to the level of the best.
- Ensure that the small minority of pupils who find it hard to behave well consistently are fully engaged in all lessons.

15.9 A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**16 Harehills Primary School (October 2007)**

16.1 Grade: 2

This is a good school. This agrees with the school's judgment about its performance. It is well regarded by parents and has a high profile within the local community, who value the close links forged with it. All stakeholders work hard and successfully to overcome the significant barriers to learning presented by the school's challenging circumstances. Good quality leadership, good teaching and outstanding pastoral care are all strong features of the school's work and help to promote pupils' good personal development. As a result, the needs of its very diverse and constantly changing school population are well met and children achieve well.

16.2 Children enter the Foundation Stage with exceptionally low levels of knowledge, skills and understanding for their age. There are a high number of children at an early stage of learning English. Good Foundation Stage provision enables children to achieve well in all areas, especially in speech and language development. However, standards are still well below national expectations when children move into Year 1. Pupils, including those with learning difficulties and/or disabilities and those for whom English is an additional language, continue to achieve well as they move through Years 1 to 6. As a result they reach standards in English, mathematics and science which are close to national levels by the end of Year 6.

16.3 Leadership and management are good. The headteacher is a strong leader whose drive, determination and high profile approach ensures that the school is well led. She knows the school very well. Senior leadership and management teams and key subject leaders play a vital role in rigorously monitoring the school's performance in the drive to secure improvements. Consequently, they have an accurate view of the school's strengths and weaknesses and it has a good capacity to improve further. There is a very supportive atmosphere in school and a high level of team spirit. The governors make a positive contribution to the school's work.

16.4 Teaching and learning are good. Secure relationships, effective management of pupils, high levels of care and effective support from teaching assistants and other support staff are features of almost all lessons and provide a firm platform for learning. In these good lessons, time is used effectively and work is challenging for all

children. As a result, pupils work hard and value learning. However, in a minority of lessons, time is not used to the best effect and pupils are not always clear what they have to learn. On these occasions progress slows. A minority of pupils do not know how to improve because they do not know their personal targets well enough.

16.5 Pupils enjoy the school's good curriculum, which caters well for their diverse needs. English, mathematics and information and communication technology (ICT) are given good emphasis as separate subjects. However, the school recognises that the development of literacy, numeracy and ICT skills is not yet planned well enough through other subjects to help raise standards further. Speaking and listening skills are not emphasised strongly enough in some classes to help develop children's confidence, initiative and independence. The wide range of visits, visitors and after school activities help to broaden children's horizons. Children's spiritual, moral, social and cultural development is good. They have good knowledge of the importance of healthy lifestyles and feel safe in school. They contribute well to the school community, for example, through the work of the school council and develop satisfactory skills and qualities to help prepare them for the world of work.

#### 16.6 **Effectiveness of the Foundation Stage**

Grade: 2

The overall effectiveness of the Foundation Stage is good. Teamwork is a strong feature of provision. Consequently, teachers, nursery nurses and other adults work closely together to ensure that children have a good balance of carefully planned activities that they either choose themselves or that are directed by the teacher. This helps them to enjoy their learning and achieve well. Children are very well cared for, which helps explain why they make good progress in their personal and social development. Assessment practices are thorough and underpin children's good progress as they move through the Foundation Stage. Children at an early stage of English language acquisition are well provided for and the diverse needs of all children are increasingly well met. As a result, all children make good progress. Links with parents are strongly promoted. The school does all it can to ensure a smooth transition into and from the Foundation Stage. Shared outdoor areas are very well used to extend learning.

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

- Improve the quality of teaching and learning in Years 1 to 6 so that it consistently enables pupils to have a good knowledge of what they are to learn and of their learning targets.
- Implement a consistent approach to the promotion of speaking and listening skills to help pupils develop confidence, initiative and independence.
- Ensure that the skills of literacy, numeracy and ICT are consistently planned in other subjects.

### 17 **Hill Top Primary School (September 2007)**

17.1 Grade: 2

This is a good school. Some aspects of its work are outstanding. School leadership has succeeded in raising standards rapidly within the past two years. Previous areas of weakness have been successfully resolved and the school is providing good value for money.

17.2 By Year 6, standards are above average in English, mathematics and science. Pupils' achievement is good overall. However, standards in English are not as high as they could be because higher attaining pupils do not achieve as well as they should in

writing. The school has concentrated on improving reading with much success as the results in the latest national tests for 11 year olds show. Inspection evidence confirms that pupils are on course to meet their challenging targets in 2008. Pupils with learning difficulties and/or disabilities make good progress.

- 17.3 Excellent relationships throughout the school help to give pupils confidence. They clearly love being at school and attendance is consistently above average. Their very positive attitudes contribute effectively to their outstanding personal development and well-being. A good and well-planned curriculum enables pupils to have a very good knowledge and understanding of religions and cultures different to their own.
- 17.4 The quality of teaching and learning is good overall but occasionally teaching is less effective when tasks lack challenge, especially for higher attaining pupils. Teachers are beginning to place more emphasis on promoting writing skills but do not always plan sufficient opportunities in other subjects as well as in literacy sessions. Teaching assistants provide good support for pupils, especially for those who find learning difficult. Assessment procedures provide accurate information on the standards being reached and this information is used effectively to set new targets for pupils.
- 17.5 Pastoral care and support are strengths and parents showed how much they appreciate this in their mostly positive responses to the inspection questionnaire. Academic guidance and support is good overall although less effective for higher attaining pupils. Parents have plenty of opportunities to meet staff to review their children's progress and there are regular reviews for those who have learning difficulties and/or disabilities.
- 17.6 Leadership and management are good. The headteacher provides strong and dynamic leadership. Staff fully embrace their responsibilities and are fired-up to build on the school's growing reputation. They monitor standards closely, and regularly check the quality of teaching and learning to give them a clearer picture of strengths and priorities for improvement. The governing body, led by a conscientious chair, supports the school effectively. The school's strengths in leadership and the recent rapid pace of improvement show that there is outstanding capacity to improve further.
- 17.7 **Effectiveness of the Foundation Stage**  
Grade: 2  
The overall effectiveness of the Foundation Stage is good. Children enter Nursery with skills that are broadly at the expected levels although their skills are weaker in listening, calculating and elements of personal and emotional development. Good teaching in the Nursery class ensures that children settle in quickly and make good progress overall. However, progress in writing and in developing knowledge of sounds and letters is not as strong as in other areas. In Reception, children are constantly challenged with exciting and stimulating activities and make very good progress. Many planned opportunities are provided for children to practise their writing. By the time they transfer to Year 1, all children at least reach and some exceed the overall standards expected for their age but a small number still lag behind in their emotional development.
- 17.8 The Foundation Stage is well led. Staff work well together to plan a curriculum which interests and engages children. They carefully assess children's standards on entry and track their progress in detail. Children with learning difficulties and/or disabilities are quickly identified and very well supported, enabling them to make good progress.
- 17.9 The spacious and extremely well-equipped outdoor area contributes much to



children's learning. They share, take turns and enjoy the challenge of the large climbing equipment and many other activities, such as 'hunting dinosaurs' and recording how many they find. The indoor accommodation, however, is rather cramped, making it difficult for children to concentrate without being disturbed.

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

- Provide sufficient opportunities across the curriculum for pupils, especially higher attainers, to develop their skills and raise standards in writing.
- Ensure that teaching consistently provides the level of challenge and guidance that will enable all pupils to achieve as well as they should.

18 **Holy Name Catholic Primary School (July 2007)**

18.1 Grade: 2

Holy Name is a good school. Excellent pastoral care reflects in every aspect of pupils' outstanding personal development, a direct result of very strong personal, social, emotional and health education. Parents comment on the school's 'impressive, caring approach' and say that the school exceeds their expectations. The highly focused leadership team has an accurate view of the school's strengths and where it can do better. The headteacher has led the school well since its last inspection. Even though no issues for improvement were identified, the school is not complacent and continues to develop well. An ever-present drive for higher achievement demonstrates that the school has good capacity to improve further. Above average standards, good achievement and successful leadership provide clear evidence that the school gives good value for money. First class links with other organisations, sports colleges and further education establishments ensure pupils benefit greatly from external expertise and resources that consolidate their academic and physical skills.

18.2 Pupils' achievement is good. Standards are above average overall by Year 6, although the most recent test results for 2007 indicate that pupils' attainment in mathematics is lower than in English and science. Similarly, although above average, pupils' standards in mathematics by the end of Year 2 are not as strong as in reading and writing. Children make rapid progress throughout the Foundation Stage from broadly average starting points as a direct result of exhilarating teaching and learning experiences in Reception. Pupils continue to make good progress from Year 1 to Year 6 because of the consistently good and sometimes outstanding teaching and learning that they experience. In outstanding lessons, teachers first ensure that pupils have the knowledge and independent learning skills they require to complete a task and then send them off to work in pairs or groups to find a solution. These are valuable life skills for continued success as they move on to the next stages in their education. Pupils with learning difficulties and/or disabilities and those with particular gifts and talents, work closely with skilful support staff and make good progress. The good curriculum whets pupils' appetite for learning. This enthusiastic approach is reflected in pupils' excellent attendance and wholehearted response to everything they do in school. They embrace responsibility and show sensitivity and care to younger or more vulnerable pupils as 'buddies' and peer mediators. This range of positive characteristics, coupled with good basic skills, is a key element for pupils' future economic well-being.

18.3 The good levels of care, guidance and support enable pupils to flourish here. Many parents make comments such as, 'the love and support my child has been given has been exceptional'. As well as first class care, pupils receive effective academic guidance. The school now uses a far more rigorous method to track pupils' progress and this is helping to identify difficulties quicker and to pinpoint the next steps in

pupils' learning. Nevertheless, teachers' marking does not always provide consistent guidance to pupils on how to improve their work. The school encourages parents to come into school to work alongside children in classrooms and to see what and how children learn. Parents appreciate this and agree that they are welcome partners in their children's education.

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

- Raise pupils' standards in mathematics by Years 2 and 6.
- Ensure that teachers' marking consistently shows pupils how to improve their work.

**19 Holy Rosary & St Anne's Catholic Primary School (November 2007)**

**19.1 Grade: 3**

Holy Rosary and St Anne's is a satisfactory school that is showing clear signs of improvement under the focused and determined leadership of the headteacher. Many of the effective management procedures that have recently been put in place are being implemented rigorously and impacting positively on better achievement.

19.2 After several years of instability resulting from frequent changes of senior staff, the school now has strong and consistent leadership. However, despite the improvements already made, there is much work still to be done. On entry, children's attainment is much lower than is normally expected for their age. Pupils make steady progress as they move through the school. However, this is not enough to raise attainment significantly and standards at the end of Year 6 are below average in English, mathematics and science. There are early signs of improvement, but standards have to rise further.

19.3 Pupils' attendance is satisfactory and most are happy at school. Older pupils, in particular, say that they would like more lessons in which they do things for themselves. Inspectors agree that the curriculum does not provide pupils with enough practical opportunities to develop their skills. Most pupils behave well and try hard with their work, particularly when lessons are lively and interesting. The school is increasingly giving pupils more responsibility for their own behaviour, to which most respond positively.

19.4 Overall, pupils feel safe and secure in school. They have a good understanding of how to lead a healthy lifestyle and the consequences of doing so. Recent changes to better promote pupils' sense of self-worth have resulted in the increased confidence of older pupils, together with a heightened sense of social responsibility. The personal and academic skills pupils develop provide a satisfactory platform for the future.

19.5 While the quality of teaching and learning is satisfactory with some good features, there is a lack of consistency and as a result, teaching promotes satisfactory rather than good progress. The school's productive involvement in the local authority's Intensive Support Programme has helped bring about good improvements in lesson planning, assessment and teachers' marking. There are weaknesses in the way in which lessons are organised for pupils of differing abilities and in the range of teaching approaches used. The school pays careful attention to pupils' care and welfare, and procedures to keep them safe are firmly in place. Systems to track pupils' progress are well structured and produce accurate data.

19.6 The school's management team is relatively new and while the experienced headteacher and deputy headteacher are providing a strong lead, other staff are still

developing the skills they need to make a full contribution. Governors play a full and active part and have supported many of the recent changes with well-considered financial decisions. Strategies are in place to take the school forward but many are new and their impact on pupils' attainment and achievement has still to be fully realised.

#### 19.7 **Effectiveness of the Foundation Stage**

Grade: 3

When they first join the Nursery, many children lack the skills and knowledge normally found at this age. Although they make satisfactory progress, the proportion of children who reach the expected standard by the end of Reception is low. This is especially the case in language and mathematics, particularly in the areas of linking letters and sounds and remembering and using numbers. Most children behave well at school and learn to work and play effectively alongside others, although a minority have difficulty paying attention and lack social skills. Management and the quality of teaching are satisfactory and improving under the clear guidance of the recently appointed Foundation Stage leader. Strategies to improve important aspects, such as the assessment of children's progress and cohesive planning across both Nursery and Reception have been put in place, but require further development. Provision in the Foundation Stage is satisfactory and children are provided with enjoyable activities that interest them. The classrooms have recently been extensively reorganised and refitted and provide a welcoming and spacious environment with new and bright equipment.

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

- Raise standards in English, mathematics and science.
- Improve the quality of teaching and learning so that it is consistently good and meets the learning needs of all groups of pupils.
- Broaden the curriculum in order to give pupils more practical opportunities to learn.

19.9 A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### 20 **Horsforth Newlathes Junior School (July 2007)**

20.1 Grade: 2

This is a good school where pupils are happy and eager to learn. Staff work hard to provide a secure and stimulating environment in which pupils are encouraged to take increasing responsibility for their learning. Attendance is well above average and many pupils enjoy the good range of lunchtime and after-school activities. Parents value highly the school's work. They feel that it is a school in which 'every child matters', where 'children are challenged and achieve highly'.

20.2 Pupils' attainment on entry to Year 3 is above average. When they leave at the end of Year 6 standards are well above average in English, mathematics and science. This represents good achievement for the pupils. Many pupils excel in science, with more reaching the higher levels of attainment than is nationally expected for their age. Attainment at the higher levels in English and mathematics is variable in recent years but, overall, well above national expectations.

20.3 The good quality of teaching is characterised by a careful balance of whole-class and independent activities. This encourages pupils to think for themselves and to work productively in small groups. As a result, pupils' behaviour in lessons and around the

school is good. Teachers' marking is increasingly helpful in indicating what pupils need to do to improve their work in order to reach higher standards. A well planned curriculum offers a good range of cultural, musical and sporting opportunities. Pupils are appreciative of the regular visitors to school who enhance their work through providing practical and realistic contexts for learning. Special weeks and theme days provide creative backdrops for further development of key skills, knowledge and understanding.

20.4 Parents welcome the good care that the school provides for their children. Pupils feel that 'The teachers are always there when we need them.' Systems to check pupils' progress, in all subjects, are at a very early stage of development, teachers having concentrated largely on English in recent times. As a result, academic guidance is satisfactory overall, with work to be done to measure pupils' progress in sufficiently small steps to demonstrate how well they are doing, or to pinpoint exactly where they need help. Pupils are clearly happy in school, saying, 'We do work but it's fun and the surroundings are good.' Their mature attitudes and responsible behaviour mean that they act safely and show respect for the world around them. Their enthusiasm for sport and their strong awareness of how food and exercise affect their bodies gives them an excellent understanding of the importance of living healthily. Strong links with the local community and fundraising for local and national charities help pupils appreciate the value and pleasure to be gained from contributing to a community. Good collaborative skills, well above average academic standards and a good understanding that work can be enjoyable prepare them well for their future lives.

20.5 Although only four terms into her new role, the headteacher, with the full support of a very recently restructured senior leadership team, has made significant progress in developing positive and open relationships with the local community. Parents believe that the 'school is going from strength to strength'. Given the large staffing changes since the last inspection, effective steps have been taken overall to promote continuous improvement. The school's self-evaluation is satisfactory and largely accurate, although leadership has not yet judged with enough rigour the impact that teaching has on pupils' learning. Tracking procedures have not been used widely and systematically, to date, to determine how effectively pupils are learning throughout the school, and to bring about sooner and more effective interventions to boost performance where necessary. Nevertheless, recent initiatives have brought about measurable improvements, for instance in attainment at the higher level in English and in the performance of boys. This, together with the aspiration on behalf of young people shown by the headteacher, key leaders and governors, demonstrates that the school has good capacity to improve further. Horsforth Newlaithes gives good value for money.

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

- Use information on pupils' progress more systematically to identify and implement specific strategies to raise achievement.
- Evaluate the impact of teaching on pupils' learning to ensure that all pupils are sufficiently challenged.

**21 Hunslet Moor Primary School (June 2007)**

21.1 Grade: 3

The way that pupils from such a wide range of backgrounds get on so well together is a striking feature of Hunslet Moor Primary. The school currently provides a satisfactory education, and gives satisfactory value for money. However, there are some significant good features. Pupils behave well and show good attitudes to

learning. They feel very safe and they get huge enjoyment out of their time in school. This is partly because they know that they are valued and well cared for. It is also because the curriculum is well designed to meet their needs and gives them a good understanding of how to develop a healthy lifestyle. One group of pupils described it as 'a really friendly, caring, healthy school'.

- 21.2 Achievement is satisfactory. Standards are very low when children first come into the Nursery. A significant number of pupils join the school later on and many of these have initial difficulty speaking English. The level of challenge is inconsistent for children in the Foundation Stage, though the quality and standards are satisfactory overall. They are being maintained despite the school being without a coordinator for this stage. Across the rest of the school the quality of teaching and learning is satisfactory but improving. There are still too many lessons where the pace of learning slows at times because the level of challenge is not high enough. Standards by the end of Year 6 are well below the national average. They are improving because of an intensive focus on reading, though writing and science are still weaker areas. The rate of pupils' progress is improving rapidly in Years 1 and 2. Pupils who need intensive support to develop their English skills make good progress. Those with learning difficulties and/or disabilities make satisfactory progress.
- 21.3 Pupils make a good contribution to school life through the school council and by supporting others at playtimes, and to local community projects and charity activities. They are developing good collaborative skills, and are competent with information and communication technology. Their preparation for success in the workplace is satisfactory overall because their basic skills are still lagging behind the national average. Their attendance is also poor, and this undermines a lot of the good work that the school is doing. However, this is not the children's fault. Despite the school's efforts to engage parents in the value of supporting their children's learning there has been a steep rise in the number of parents who take their children out of school for extended periods.
- 21.4 A new governing body is being assembled. Some members are still learning their roles, but those with experience have a realistic view of the school and provide good support and challenge. The headteacher and the senior management team monitor the work across the school very carefully. They have a good understanding of the school's strengths and weaknesses. They have set a very clear direction for improvement, and motivated all of the staff to share their aspirations. They are making good use of an outstanding range of external organisations to bring about the developments that they know are needed. The improvements in pupils' behaviour, the curriculum and assessment systems, combined with pockets of rapid improvement of pupils' progress, demonstrate that the school has a good capacity to improve.
- 21.5 ***What the school should do to improve further***
- Raise standards, particularly in writing and science.
  - Improve attendance to give pupils a better chance of developing the skills they need to succeed in adult life.
  - Improve the consistency of teaching and learning so that all teachers make full use of tracking data to adjust the level of challenge to meet individual pupils' needs.
  - Improve the way adults prompt and question children in the Foundation Stage to make their experience more challenging.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **22 Lady Elizabeth Hastings Church of England Primary School, Ledston (July 2007)**

### **22.1 Grade: 2**

This is a good school with outstanding features, and has made strong improvement since its last inspection report. Parents are very supportive of the school. They praise the dedication and the approachability of staff and are very pleased with the progress their children make. Pupils say that they are fully involved in school life, enjoy lessons and the many interesting things they do, and feel that is 'like a big family' in which everyone gets on very well with each other.

22.2 Pupils' personal development is outstanding. Their behaviour is excellent, they feel safe and secure and they report that bullying is very rare. Pupils show maturity, are confident and eagerly take on responsibilities. They have an excellent understanding of what they need to do to keep healthy. They choose healthy options, helped to devise the menus for school lunches and enjoy the many opportunities they have to exercise. Their very good basic skills and excellent personal development enable them to face life's future challenges with great confidence.

22.3 By Year 6 standards are well above average and pupils' achievement is very good in English, mathematics and science. Results in national tests have been above average, and often significantly above average, for several years. All pupils across Key Stages 1 and 2 make good progress because teaching is consistently very good. Progress in the Reception year has been satisfactory but is now accelerating as the recent improvements to the provision here beds down. Effective support is given to pupils who find learning difficult, and those who benefit from additional challenge are strongly encouraged to achieve well. Although teachers ensure that pupils understand the purpose of lessons, and this focuses their efforts well, there is no consistent approach to this across the school. Teachers make very good use of the resources at their disposal to achieve what has been planned. They provide pupils with good advice when marking their work but do not always ensure that pupils act on what they have suggested.

22.4 The very good curriculum provides many opportunities for pupils to apply their skills in literacy and numeracy to other subjects. It is enriched by the strong links with local primary and secondary schools. These links extend sporting opportunities, and the learning of modern foreign languages, and promote very effective curriculum development. For example, teachers weave problem solving wherever possible into the teaching of mathematics. Pupils enjoy the wide range of clubs on offer to them.

22.5 Pupils thrive in this school because of the outstanding care, support and guidance they receive. They feel safe and happy because all adults understand their individual needs extremely well and deal with any problems quickly and effectively. Sensitive and imaginative approaches, including the very effective contribution of outreach workers, are very successful in improving pupils' social skills and their self-esteem. Pupils find the targets they are given in literacy and numeracy helpful, but differences in how they are used between classes limits their overall effectiveness.

22.6 Leadership and management are outstanding. The headteacher has been very effective in sustaining well above average standards and very good achievement over several years and has very successfully developed the contributions made by all teachers, and particularly senior staff, to the process of making the school even better. Governors have a very good understanding of school based on their own evaluations of its effectiveness. Although the school has excellent systems for

evaluating how well it is performing, judgements made on pupils' personal development, their care, guidance and support and on leadership and management are too modest, reflecting the high expectations evident in the school. Improvement since the last inspection has been strong and the school is extremely well placed to make further improvements. It provides good value for money.

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

- Develop consistent approaches to how the purposes of lessons are explained to pupils and to how they are told about what they can do to improve their work.
- Ensure that all pupils respond to the suggestions for improvement that teachers make on their completed work.

**23 Manston Primary School (June 2007)**

**23.1 Grade: 3**

This is a satisfactory and improving school with many good features. Staff work hard to provide a safe and stimulating environment in which children are encouraged to take increasing responsibilities. Behaviour is outstanding and relationships are mutually supportive. Pupils enjoy coming to school, are proud of being a part of their school community and take full advantage of the excellent range of lunchtime and after school activities. Attendance is satisfactory and just below average. Parents value highly the school's work. They feel that it is 'a friendly, well run school, with teachers who are approachable and who treat children as individuals.'

**23.2** Children make satisfactory progress in their work, reaching average standards. They make a good start in Reception, developing good personal and social skills and improving their very low language and communication skills. They generally maintain these good rates of progress across Years 1 and 2, and make overall satisfactory gains in numeracy skills. As a result, they attain average standards by the end of Year 2. Progress is satisfactory across Years 3 to 6. This is largely because the school does not evaluate pupils' gains in learning with sufficient precision and identify whether they are good enough. Marking does not always identify clearly what pupils need to do to improve their work in order to reach higher standards. Nevertheless, the overall quality of teaching is satisfactory and there is good practice across the school. This is characterised by a creative approach that brings learning alive while not neglecting the basic skills.

**23.3** A well-planned curriculum offers an outstanding range of cultural and multi-cultural experiences, as well as excellent sporting opportunities. The Foundation Stage makes good provision with effective teaching of social skills. Parents are very appreciative of the good support and guidance that the school provides for their children. Pupils say that 'the teachers are always there for them and really care.'

**23.4** Pupils' good personal development is a result of open relationships with all staff. Pupils take a lively interest in their school, act maturely and show respect for the world around them. They develop an excellent understanding of healthy lifestyles and an increasingly sophisticated appreciation of the global dimension through their work on different cultures and their learning of a foreign language. The many opportunities afforded to them to take on responsibilities, engage in fund-raising and other public events, ensure that most pupils develop a sense of value gained from contributing to a community. Their good ability to work cooperatively, and their developing literacy, numeracy, and information and communication technology (ICT) skills, prepare them well for their future lives.

23.5 Perceptive leadership by the headteacher has ensured that staff have taken effective steps to address issues for improvement from the last inspection and create a climate where learning can flourish. There is still more to be done to ensure that pupils achieve well throughout the school, particularly across Years 3 to 6. The school's self-evaluation is satisfactory, but has not yet judged with enough rigour the impact that teaching has on pupils' learning. Not enough use is being made of the recently refined tracking procedures to support pupils' progress more quickly. Manston Primary has good capacity to improve further and gives satisfactory value for money.

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

- Improve the rates of pupils' progress across Years 3 to 6.
- Sharpen teachers' practice in assessing the gains in learning made by all pupils.
- Evaluate more rigorously the impact of teaching on pupils' learning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**24 Manston St James Church of England Primary School (June 2007)**

24.1 Grade: 2

In accordance with Section 13 (5) of the Education Act of 2005, HMCI is of the opinion that the school no longer requires significant improvement. Manston St James Church of England (VA) primary is a good school, all previously identified serious weaknesses in leadership and management have been eradicated so that this area is now a strength of the school. Under the outstanding leadership of the headteacher, the school has worked closely with the diocese and local authority to ensure that nothing about the school is short of good and there are significant strengths. The headteacher has been instrumental in galvanising the senior leadership team to work closely with the subject leadership teams. They effectively monitor and evaluate all aspects of school life, reporting directly to governors who provide an exceptional level of informed challenge and support.

24.2 From the outset the school sets the seal on providing the best for the pupils in their care. Good provision in Foundation Stage, with an appropriate emphasis on basic skills, ensures pupils get off to a flying start. Good progress is continued throughout school ensuring that many pupils leave in Year 6 with above average standards in English and mathematics.

24.3 The democratically elected school council have genuine opportunities to influence decisions in the school: many were involved in the selection of the current headteacher. Manners and behaviour in lessons and around school are good. Pupils understand how Christian values help them when dealing with poverty and globalisation issues affecting people living outside the United Kingdom. The proceeds of their fund-raising and charitable donations by the pupils go directly to named organisations worldwide. Pupils gain some understanding of current issues closer to home through well-planned personal social, health and citizenship education (PSHCE), together with a good choice of texts which highlight issues of racism and intolerance. However, direct experiences of the wider British culture in their immediate area are underdeveloped. The vast majority of parents support the school's work and comments such as, 'I feel my children are encouraged to excel, not only academically but also emotionally' are typical of many parents' views. A minority of parents feel that their views are not always sufficiently well sought. The school are aware of this and have plans for further consultation.



- 24.4 Teaching is now good, an improvement since the last inspection. Whilst pockets of bland, satisfactory teaching remain this is certainly not the overall picture as much is consistently good with some that is inspirational and outstanding. This has led to the marked improvement in achievement and standards. Effective lessons are typified by the strength of relationships between pupils and adults, rapid pace and excitement at the prospect of learning. In general pupils are guided as to how to improve their work through closely targeted marking. However, this is not a consistent feature throughout the school so that not all pupils are clear about the next steps in their learning. The leadership team are acutely aware of where weaknesses still remain in teaching and are unstinting in their efforts to ensure all becomes good or better.
- 24.5 Improvements to provision ensure that the curriculum is now good. There is a wealth of exciting opportunities in lessons and after school for pupils to participate in sports, drama and art. Subject leaders and the leadership team have ensured that the school is well placed to implement the revised strategies for literacy and numeracy in September 2007.
- 24.6 Much is done to support children and their families to ensure that they receive outstanding levels of care during their time in school. The work of the learning mentor and outside agencies mean that attendance is good and that any barriers to pupils learning are swiftly actioned.
- 24.7 ***What the school should do to improve further***
- Ensure that all marking consistently gives guidance to pupils as to how to improve their work.
  - Ensure pupils have a wider range of opportunities to explore the cultural diversity within British society.
- 25 Micklefield Church of England Voluntary Controlled Primary School (November 2007)**
- 25.1 Grade: 3  
Since the last inspection a high turnover of personnel and staff absence have caused considerable disruption to this small school. This has had a negative effect on the provision, standards, and the school's effectiveness. Nevertheless, with good support from Education Leeds, the school has turned the corner making this a satisfactory and improving school that provides satisfactory value for money.
- 25.2 Even though this is a small school where standards vary because of small groups, there has been a considerable downward trend since the last inspection. The results of the 2005 and 2006 Key Stage 2 tests were inadequate and pupils made too little progress. During 2006, teachers on temporary contracts taught three of the four classes for most of the year: this had a substantial negative influence on learning. As a result of a more stable staffing and a number of initiatives, teaching and learning have improved and are now satisfactory. This is seen in satisfactory achievement and standards. From a below average baseline, children make satisfactory progress in all age groups. Standards by the end of Years 2 and 6 are now broadly average, but too few higher attaining pupils achieve the levels expected of them, especially in writing and mathematics at Key Stage 2.
- 25.3 Training for staff has had a positive result on improving pupils' standards of behaviour and personal development, which are good. Attendance is broadly average and punctuality has improved. The curriculum is satisfactory. To raise standards, considerable time has been allocated to numeracy and literacy, but teachers have

ensured time is given to physical activities, personal, social, health and citizenship education, and to the arts. Pupils have a positive attitude to their work: the majority enjoy their learning and understand how to keep safe and healthy.

25.4 Parents' views of the school are variable. Most agree with inspection findings that their child receives good care, support and guidance, but some are troubled at how the number of temporary cover teachers has affected their child's education. For a considerable time, links with the community suffered. Relationships are now improving, with the school's contribution to 'Micklefield in Bloom' and the twentieth anniversary celebrations. As in other aspects of school life, there have been significant changes in the leadership and management of the school at all levels. Leadership and management are satisfactory. Difficult staffing decisions have had to be made in order to balance the budget. Policies and procedures have, however, taken too long to be put into place. Progress can now be seen in improvements to standards. Initially, improvement following the last inspection was inadequate, but because of good support from the local authority, improvement and the capacity to maintain this are now satisfactory.

25.5 Governors are willing and give freely of their time, but governance is unsatisfactory. Some positions are empty and constant changes in the chair, vice chair and committees have resulted in a lack of stability. While members have discussed standards and staffing issues, they have taken the headteacher's reports at face value and not challenged sufficiently.

#### 25.6 **Effectiveness of the Foundation Stage**

Grade: 3

A Foundation Stage Unit has been set up since the last inspection. Children benefit from the adapted accommodation. Good improvement has been made to the outside areas for learning.

25.7 Children's attainment on entry to the Nursery is below that expected of this age. It is above average in their physical development, but well below average in language, communication and social development. Progress is, overall, satisfactory. Better progress is made in letter and sound recognition because of the phonic programme recently introduced in the school. However, children's social development remains an area for improvement. Standards by the end of the Reception class have varied since the last inspection. While this is partly attributable to the difference in groups, teacher assessment has not always been accurate. The procedures to record achievement have changed, but still need fine-tuning. Teaching and leadership of the Foundation Stage are satisfactory. Links with parents have improved, with over 80% attending the open afternoon. Staff recognise improvements need to be made to long-term plans for all areas of learning.

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

- Raise standards in writing in all age groups, and mathematics at Key Stage 2.
- Increase the amount of better teaching so all pupils in all age groups learn at the same rate.
- Build on the skills of the senior teachers and ensure senior management supports the governing body in fulfilling its responsibility to hold the school to account.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## 26 **Our Lady of Good Counsel Catholic Primary School (September 2007)**

- 26.1 Grade: 1  
Our Lady of Good Counsel Primary School provides an outstanding education which supports excellent achievement and superb personal development for its pupils. This is because there is an admirable ethos of what parents describe as 'friendly, welcoming care' which really values each individual, combined with a very rich and stimulating curriculum.
- 26.2 Provision in the Foundation Stage is good. Children start school with skills which are below expectations, particularly in communication and language. By the end of Year 2, standards are average and pupils have established a sound basis for further improvement. They reach above average standards by the end of Year 6, having made particularly good progress in English. Children from different backgrounds do equally well and pupils with learning difficulties and/or disabilities make the same excellent progress. Standards are especially high in science where three quarters of pupils exceed the nationally expected level. The school is committed to continuous improvement. Teachers have been working successfully with local authority consultants to ensure that what works so effectively in science also helps drive up standards even more in mathematics and English, including for the most able pupils.
- 26.3 The inspection confirmed the school's judgement that the outstanding progress is as a result of good and often outstanding teaching linked with outstanding care, and an exceptionally motivating curriculum. High quality relationships and the right mix of challenge and stimulation mean that pupils really enjoy their work, and behave superbly in lessons. This was seen when Year 6 worked rapidly to draft a radio script for a science fiction comedy. Teachers offer a range of individual, paired and group activities that enable pupils to develop a variety of different learning and working skills. This flexibility provides extremely good preparation for pupils' future learning and employment. Teachers have high expectations and pupils reciprocate by taking great care with their work. They also respond very well to the consistent way in which teachers set targets. Pupils feel it is their own responsibility to ask for new challenges when they think they have met their current goals. In addition, there is a consistent approach to setting learning targets which pupils understand and recognise as a real partnership between them and adults.
- 26.4 Pupils' exceptional personal development and achievement are underpinned by the outstanding curriculum. A concerted approach to 'Investors in Pupils' empowers children to establish their personal targets and values. The school's ethos also supports extensive opportunities to appreciate and contribute to other people's well-being and fulfilment. The range includes support for a school in Peru, pen pals across the city and coffee mornings held in aid of charity. An extensive variety of challenging, eye-opening and enjoyable extra-curricular activities is available to a wide age range. Well developed links with other schools support the curriculum in offering Spanish, technology and sports development. There are many productive links with business and the voluntary sector which bring material and emotional benefits as well as a glimpse of the world of work.
- 26.5 The result of these remarkable opportunities is that pupils enjoy their learning and their play in equal measure. They know how to develop a healthy lifestyle, and put this into action by making excellent use of the extensive opportunities for sport and playtime games. They quickly gain maturity and independence within the school's very clear expectations. The outstanding quality of care creates a culture where individuals clearly understand how much they are valued.

- 26.6 This all-embracing ethos gives exceptional support to each individual's spiritual development. Rigorous attention to all aspects of safety runs through all of the school's work.
- 26.7 Pupils are highly supportive of each other and contribute significantly to other people's welfare and happiness as councillors, play buddies, fundraisers and learning partners. They develop extremely positive attitudes and several parents commented that this really pays off when their children move on to secondary school. Attendance remains below average, as it was at the time of the last inspection. Most pupils attend well but a small minority do not. This caused the school to miss its local authority target. Vigorous and imaginative work to dissuade parents from taking children on holiday in term time has not yet paid off.
- 26.8 Beneath all this exceptional provision lies outstanding leadership and management at all levels, with good support from the governing body. Leaders are constantly reflecting, evaluating and seeking feedback to maintain improvement, which has been good since the last inspection. The school has good capacity to improve further and gives outstanding value for money.
- 26.9 **Effectiveness of the Foundation Stage**  
Grade: 2  
Children make good progress because of the good range of carefully planned and managed activities, though the outside play area is somewhat limited by its size and slope. Teachers and support staff provide a good level of challenge and track children's progress very carefully. The school is developing its assessment techniques to enable adults to judge even more precisely the right time to move individuals on to the next stage of learning. Children are well cared for and supported. For example, when they are playing, they receive individual support provided by older pupils.
- 26.10 ***What the school should do to improve further***
- Raise levels of attendance to enable all pupils to make rapid progress.

## **27 Richmond Hill Primary School (October 2007)**

- 27.1 Grade: 2  
Richmond Hill is a good school. Pupils are delighted with the school and they thrive on the high levels of care they receive and the learning that they achieve in lessons. This is why their personal development is outstanding. Inspirational leadership by the headteacher is dedicated to providing the best environment possible for the pupils. As a result, they feel happy and achieve well. The vast majority of parents back this up. They observe, for instance, 'my child has done really well and I am pleased with her progress', and, 'staff are friendly, supportive and always willing. I would recommend this school to anyone'. A small number of parents commented adversely on behaviour. Inspection evidence found that behaviour was good and that the pupils take care of each other very well.
- 27.2 Pupils' first-rate personal development and well-being are partly why their progress is good. It is also because of good teaching and visionary leadership. Pupils relish their lessons, especially when they are actively involved, such as in the outstanding lessons seen. Good planning, a range of different activities to engage the pupils and a brisk pace characterise most of the lessons. Pupils are not generally aware of their standards and are not sure precisely what to do in order to improve their work.

- 27.3 There are many barriers to the pupils' learning, including very low communication skills when they join the school. There are also significant changes in the school population because many families in the area only stay for a short time. The school manages these concerns very well owing to its rigorous yet flexible systems to support individual pupils in their learning. These include, for instance, specialist support for pupils who have learning difficulties and/or disabilities and family learning groups. Solicitors from a local firm give exemplary, regular help to a group of readers and have formed excellent and productive relationships with the school.
- 27.4 Pupils acting as peer mediators are active in resolving any problems that other pupils may have and they take their jobs very seriously. Assemblies encourage pupils to reflect and celebrate their lives and achievements. This might include good attendance or the pupils' birthdays. Pupils respect each other's cultural heritage and take part in an excellent range of multi-cultural and cultural activities that reflect the good curriculum. The pupils take an outstanding role in their community and learn to be exceptionally tolerant and sensitive to the needs of others. They develop a strong belief in themselves that prepares them well for the future. The pupils are responsible citizens and are particularly active in environmental and recycling projects. One of the school's 'eco-warriors' is a pupil who composts the school's waste food every day. This is then used by the large number of busy pupil and parent gardeners. Pupils enjoy eating well presented and nutritious food in an attractive, pleasant dining room. Daily 'wake up and shake up' exercises are part of a wide range of physical activity enjoyed by the pupils. Attendance has improved because of the concentrated actions of the school and it is now broadly average. This level of attendance is a success for pupils and the school, and acts as a foundation for their top quality personal development. Despite this, a small number of persistent absences have an adverse effect on the figures.
- 27.5 The pupils' achievement is good and they make good progress from their low starting points. Standards are average and numeracy skills, in particular, are well developed. Standards are not quite as high in writing as they are in science and mathematics. This stems from pupils' communication and language skills being especially low when they join the school. The development of writing creatively from first-hand experience is beginning to improve it.
- 27.6 Nonetheless, teachers do not track pupils' progress in writing closely enough. Similarly, the school does not keep a close enough eye on how well higher attainers are learning. The headteacher and governors acknowledge the need to use assessment more precisely, so that pupils know how to make their work better. Pupils who have learning difficulties and/or disabilities, and pupils at an early stage of learning English make good progress. Their needs are identified very quickly and speedy action is taken including individual support, specialist teaching, close liaison with home and regular reviews involving their teachers and their parents.
- 27.7 All staff appreciate being at the school and want to make it, as one member said, 'a haven for the pupils'. There are good systems to develop learning and meet the needs of the pupils. These spring from the good management and teamwork that are characteristic of the leadership at Richmond Hill. The outstanding headteacher has a clear vision for achieving the best for the pupils and removing the barriers to their learning. The pupils reach challenging targets overall, although, as yet, they are not quite as high as the school expects in writing and for the higher levels in Key Stage 2 tests.
- 27.8 Overall, good leadership and management ensure that arrangements for

safeguarding the pupils are appropriate and the care, guidance and support for the pupils are good. Links with outside supporters, such as educational psychologists, attendance officers, local authority partners and Education Leeds, make an outstanding contribution to the pupils' well-being and achievement. The school understands itself well and judges itself accurately. Self-evaluation is searching and reflects the headteacher's requirement for thoroughness and depth in all the school's actions. Governors are very supportive and knowledgeable and they challenge the school well. The school provides good value for money and has made good improvements since the previous inspection. Richmond Hill has good capacity to improve still further.

#### 27.9 **Effectiveness of the Foundation Stage**

Grade: 2

Children in the Foundation Stage are well provided for and quickly settle into school. Furthermore, there are good procedures to welcome new children at different times in the school year who also settle quickly. Relationships with parents are positive and parents are welcome in school. Teaching and learning are good and the children make good progress from low starting points. The enthusiastic staff team plan a range of activities to promote learning in literacy, in particular, and are especially good at promoting the children's personal development and well-being. The teaching of early writing skills and recognition of numbers is systematic and there are effective programmes to develop speaking and listening. Activities are stimulating and well planned so that the children choose for themselves from a series of activities ranging from outside play to working on the computer. The children have good opportunities to work and play outdoors and this develops their powers of communication and skill at working in pairs. The children develop particularly well when they act in role play. All staff contribute to effective systems to track children's individual progress, although they do not yet provide an overview of the progress made by the class as a whole. The school's judgement of the provision in the Foundation Stage is accurate.

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

- Ensure that the tracking of the pupils' performance focuses on writing and the attainment of higher achieving pupils in order to raise standards.
- Use assessments more precisely so that the pupils are aware of how well they are doing in their work and what they need to do in order to improve it.

### 28 **Robin Hood Primary School (November 2007)**

28.1 Grade: 2

This is a good school with many outstanding features. Parents and pupils justifiably hold it in high regard, as expressed by comments from children such as, 'I like all of school because it's fun and we learn a lot.' Its success is as a result of good quality leadership and management. The dynamic headteacher, supported well by the deputy headteacher and senior management team, leads an energetic partnership that sets high standards in the continual drive for improvement. All staff are motivated and passionate about the school and aim to provide the best for each pupil. There is no complacency as the school continues to build on its strengths to improve standards and achievement. Initiatives put in place impact positively on levels of attainment and governors play their part in this success. The school has a good capacity to improve.

28.2 Good quality teaching helps to ensure that all pupils achieve well and by Year 6 reach standards that are generally above average. This gives them skills to support their future development. In the majority of lessons, learning develops systematically

because work is mostly matched to pupils' abilities. In a few lessons, learning does not progress as fast because pupils are not fully interested and engaged. All groups of pupils make good progress relative to their starting points. The rigorous assessment and tracking of progress is central to the achievement of all pupils. Teachers set them challenging targets and provide extra support to those who need it. Pupils with learning difficulties and/or disabilities are consequently catered for extremely well. Parents understand the need to support their children's education and do so with excellent guidance from the school website.

28.3 Excellent care, support and guidance contribute to pupils' outstanding personal development, helping them to form very good relationships and behave extremely well. The successful personal, social and health education ensures that pupils learn to get on with each other and have an understanding of how to keep healthy and safe. Pupils make an excellent contribution to the community through the active school council, and beyond, in their response to raising money for charities. Pupils are proud of their school. They cite 'very helpful and understanding teachers, friendships with peers, ready access to computers and responsibilities' as the major reasons for this sense of pride. This is a school where each pupil is known and cared for in a way that includes them all in school life. The curriculum meets the needs of all pupils exceptionally well. Links across subjects bring a relevance and excitement to lessons. The provision for ICT and speaking and listening in all lessons gives excellent support for learning.

#### 28.4 **Effectiveness of the Foundation Stage**

Grade: 2

Children enter the Foundation Stage with skills that match national expectations. Staff have a very good understanding of children's individual needs therefore children achieve well. By the time they enter Year 1 many are exceeding the levels expected of them in all areas of learning. Activities effectively capture children's interest and imagination, although the Nursery outside area is not always used to full effect. Children are encouraged to make choices for themselves and this lays a firm foundation for their future development as independent learners. The outstanding pastoral care ensures that children settle in quickly. Parents praise how well this is done, and how happy their children are. They comment that, 'Nursery and reception staff are always welcoming and helpful.' Very good use of adults provides many opportunities for developing speaking and listening skills. This contributes to children's learning as well as their happiness and self-esteem.

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

- Improve the good overall quality of teaching and learning in order that it matches more closely the outstanding models already in place.

### 29 **Rosebank Primary School (July 2007)**

29.1 Grade: 2

This is a good school with some outstanding features, which provides good value for money. The headteacher and deputy headteacher bring out the best in the staff and focus them sharply on meeting the wide variation in pupils' learning and personal needs. The recently extended leadership team is rigorous in its work, linking developments closely to their impact on the pupils' achievement. This is seen in the good progress pupils make and in the rising standards. Staff and governors have an accurate view of the school's qualities, and this is used well to identify priorities for action. This places the school in a good position from which to make further improvement.

- 29.2 There is a very positive climate for learning throughout the school. The pupils' behaviour and enthusiasm make it a happy place in which they can thrive and develop. Good achievement starts in the Foundation Stage. The well structured activities, both indoors and outside, provide children with good opportunities to enjoy their learning. Children settle quickly, and make good strides in their personal, social and emotional skills. Teachers give the youngest children a very good start in the development of spoken and written English. This is built on well in the rest of the school so that pupils learning English as an additional language make good progress. Standards and test results are below average at the end of Year 2, but about average at the end of Year 6. This represents good progress for most pupils from their low starting points on entry, although standards in mathematics remain below average. Learning needs are met well through a good curriculum and teaching which is predominantly good. There is, however, some variation in the quality of learning. This is because pupils are not always encouraged to express their own thoughts, and opportunities to develop and extend pupils' ability to work independently are missed.
- 29.3 The investment in skilled and very effective support staff and bilingual assistants is a major factor in the pupils' progress and enjoyment of school. These staff make an outstanding contribution to lessons, to withdrawal groups of targeted pupils and to lunchtime and other activities. This, along with the excellent links established with external agencies and the use of the support they provide, makes a strong contribution to the pupils' good progress.
- 29.4 The school is particularly successful in engaging parents and making them aware of the contribution they can make to their children's achievement. This is another important factor in pupils' progress. Parents are very pleased with the outstanding care, support and guidance for their children. Pupils feel safe, secure and very confident that there is always an adult to turn to if they are worried about anything. The pupils' personal development and well-being is good. They thoroughly enjoy all aspects of their learning and make a major contribution to school life.
- 29.5 ***What the school should do to improve further***
- Raise standards in mathematics, and provide more opportunities for real-life problem solving in mathematics.
  - Provide more opportunities for pupils to practice their speaking skills
  - Provide more opportunities for pupils to develop as independent learners.

### **30 Rothwell Primary School (June 2007)**

- 30.1 Grade: 2  
This is a good school that has continued to improve since being removed from special measures. This improvement has been helped by moving to a new building and by strong leadership, first from a temporary headteacher, and then from the recently appointed headteacher and deputy headteacher. The school now provides good value for money and it has the full support of the overwhelming majority of parents.
- 30.2 Pupils make good progress during their time in the school. They start in the Foundation Stage with skills typical for their age and when they leave school at the end of Year 6, their standards are above average. Pupils achieve well in the Foundation Stage and Key Stage 2. In Key Stage 1, pupils have not achieved enough in recent years, but standards are rising and they are now in line with the national average. Inspection evidence shows that this rising trend is continuing.



- 30.3 Pupils' progress is good because the quality of teaching and learning is good. Teaching has improved recently with the increasingly effective use of assessment to help pupils understand what they need to do to make good progress in their learning. Assessment is used particularly well in planning to meet the individual needs of lower attaining pupils, those with learning difficulties and/or disabilities and those with English as an additional language. As a result, these pupils make good progress. In some classes, work is not well matched to the needs of higher attaining pupils and they do not achieve as much as they could. This was a weakness identified in the previous inspection. Improvements have been made, but they are not yet completely in place throughout the school. Some marking provides very useful guidance for pupils to help them improve, but again this is not consistent in all classes. Well trained teaching assistants make an outstanding contribution to the progress of the pupils with whom they work. Many teachers make effective use of information and communication technology (ICT) to extend pupils' learning, which represents good improvement since the previous inspection when this was judged as a weakness.
- 30.4 Teaching and learning are good because of the strong leadership of the headteacher and deputy. They have a very robust approach to identifying where teaching needs to improve and taking appropriate action. They are consolidating the improvements that were introduced rapidly to remove the school from special measures. At the same time they are enabling middle leaders to develop their leadership skills, giving the school a good capacity to go on improving. Governors make a good contribution to the leadership of the school by monitoring its work and negotiating targets that set a good pace for raising pupils' achievement. The governors, headteacher and deputy have a very clear vision for how the school will develop now that the urgently required improvements have been introduced, but they do not yet have a clear plan for putting these ideas into practice in a manageable way.
- 30.5 Pupils' personal development and well-being are outstanding because of the emphasis given to them in the curriculum and other activities. The pupils learn a considerable amount about how to make healthy choices and they know how to keep safe from bullying and accidents. They have excellent opportunities for contributing to their community through making decisions, organising events and leading physical exercise sessions. Pupils' good achievement in literacy, numeracy and ICT, together with their experience in taking responsibility, prepares them well for their future lives. Pupils' attendance is good and their behaviour and attitudes to work are excellent.
- 30.6 Pupils enjoy a curriculum that is enriched by a wide range of after-school activities and specially planned weeks during which they learn in depth about such topics as children's literature and staying healthy. The curriculum for children in the Foundation Stage is well organised and exciting. Teachers provide good guidance to help pupils meet targets for improving their work. The care, guidance and support for pupils' personal development are outstanding, especially the help given to vulnerable pupils so they can gain maximum benefit from school and achieve well.
- 30.7 ***What the school should do to improve further***
- Improve the achievement of the more able pupils.
  - Improve marking so that there is a greater consistency in providing information that helps pupils to improve.
  - Prepare a plan that sets out clearly how the school will continue to improve now that urgent needs are being met.

**31 Sacred Heart Catholic Primary School (June 2007)**

- 31.1 Grade: 3  
The school has been accurate in judging its effectiveness to be satisfactory in most areas and good in some. The unsettled period caused by many staff changes is now over and all staff, inspired by the vision of the headteacher, show a strong determination to bring about improvement. Previous areas of weakness such as raising standards in English, mathematics and science have mostly been resolved but there is still work to do in raising standards in science. Continuing to develop the role of subject coordinators is recognised as a priority by the school. There has been a marked improvement in resources for information and communication technology (ICT) since the previous inspection. Overall, the school is providing satisfactory value for money.
- 31.2 The children's attainment on entry to the Nursery is below that normally expected. Good teaching ensures that children settle in quickly and make good progress. Children who are in the early stages of learning English as an additional language are supported very well and most make rapid progress. There is a strong emphasis on developing reading skills in all classes and pupils' performance throughout is above average. Standards by Year 6 in English and mathematics are broadly in line with those expected nationally with most pupils making satisfactory progress. In science, standards are below average. Inspection evidence confirms that pupils are on course to meet their targets which are higher than in 2006.
- 31.3 Good relationships between home and school and pupils' good behaviour and attitude towards their schoolwork contribute effectively to pupils' good personal development and well-being. A third of parents, for example, returned their inspection questionnaires and virtually all were very positive showing that parents have confidence in the school. Most pupils have a very good knowledge and understanding of religions and cultures different to their own through the well planned religious education curriculum. They clearly enjoy being at school. Good links with other schools and strong community involvement add significantly to pupils' learning experiences and prepare them well to be responsible adults. Attendance is below average but improving steadily as a result of measures taken by the school.
- 31.4 The quality of teaching and learning is satisfactory overall. In the lessons seen, the quality ranged from outstanding to inadequate. This linked closely to the quality of teachers' lesson planning. Pupils' progress and their level of concentration, for example, suffered when they were not provided with sufficiently challenging or interesting tasks to do. Assessment procedures are good and give accurate information on the standards being achieved. This information is used effectively to identify those not performing as well as expected and to set new targets for pupils.
- 31.5 Pastoral care and support are good and parents showed how much they appreciate this in their very positive responses to the inspection questionnaire. Academic support and guidance is satisfactory overall. Pupils regularly review their learning targets with teachers, parents meet staff twice a year to discuss them, and there is a termly review for those who have learning difficulties and/or disabilities. However, targets set to meet the needs of all pupils are not consistently implemented by the staff.
- 31.6 Leadership and management are satisfactory. Staff monitor standards closely but are just beginning to develop their role in monitoring the quality of teaching and learning to give them a clearer picture of strengths and priorities for improvement. The governing body, led by a very astute chairman, supports the school effectively but the governors' role in self-evaluation is not fully developed. Nevertheless, the school has a good capacity to further improve further.

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

- Raise standards in science by Year 6.
- Improve the quality of teachers' planning to ensure that tasks match the needs of all pupils more closely and are purposeful and interesting.
- Develop the role of subject leaders to include more involvement in rigorously monitoring and evaluating the quality of teaching and learning.
- Improve attendance.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection

**32 Seacroft Grange Primary School (June 2007)**

32.1 Grade: 2

This is a good school where pastoral care is a core value. This is recognised by the overwhelming majority of parents. One parent commented, 'My son would be lost without this school.' The governors provide effective support which assists the headteacher and the senior leadership team in their mission and goals. The headteacher is committed to providing the best possible education for all pupils. His care and influence has created a very good ethos whereby staff work effectively together towards raising standards. Positive leadership and effective self-evaluation have resulted in clearly identified areas for improvement. As a consequence the school has made good progress since the last inspection.

32.2 From exceptionally low starting points pupils make good progress through their Reception year. The achievement of most pupils continues to be good. National test data is analysed well and good use is made of information about pupils' performance, enabling the school to establish an agenda for further improvement which currently is focussed on improving writing and mathematical skills. The most recent test results reflect an improving picture and the school predicts that the present Year 6 cohort will exceed average standards in mathematics and science and reach the national average in English. The school recognises that pupils can do even better, particularly in English, and through the 'intensive support programme' is working hard to this end. Raising expectations for higher attaining pupils to achieve the higher level in national tests and teacher assessments is also a priority.

32.3 Teaching is good with the majority of lessons being well planned, interesting and carried out effectively. Furthermore, pupils' work is carefully marked and annotated to provide them with clear direction about how to improve. Teachers' use assessment very well and as a result most pupils' learning progresses well. However in some lessons, long introductions, unclear expectations for higher attaining pupils and an over emphasis on behaviour management strategies, reduces the rate of progress. Provision for children in the Foundation Stage is very good. In this language-rich and stimulating environment work is exceptionally well matched to children's individual needs, enabling them to enjoy learning and make rapid progress. Good leadership from the special educational needs coordinator ensures that pupils with learning difficulties and/or disabilities progress well. Their progress is further secured through the consistent and positive impact of effective teaching assistants. Subject leaders demonstrate a good level of expertise and effectively support the work of colleagues. The curriculum is good. It is planned well to promote a range of essential skills and knowledge, with a strong focus on developing skills in literacy and numeracy. There is a good enrichment programme, including visitors to school and educational visits, supported by after school activities that make a positive contribution to pupils'

development of life-skills and understanding. Care, support and guidance are good and contribute significantly towards pupils' progress, enjoyment and well-being. Pupils' personal development is good. They like school, behave well and try hard.

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

- Raise all levels of teaching and learning to that of the best in the school.
- Raise standards further, particularly in writing, so that more pupils attain the expected levels by the end of Year 6.

**33 Shakespeare Primary School (July 2007)**

33.1 Grade: 2

This is a good school in just about every respect. Improvement has been made at a rapid pace since pupils moved back into their impressive new school building where the accommodation is shared with the children's centre and high school making the transition between each phase seamless. This improvement has been achieved because of the commitment, dedication and hard work of all the staff. Parents are very proud of the school and appreciative of all that it is providing for their children. The school's own evaluation of the different aspects has not kept pace with the level of improvement and as a result, inspection judgements are higher in key areas such as standards and achievement, the quality of teaching and learning, and leadership and management. Consequently, the school is judged to be providing good value for money.

33.2 Overall, standards and achievement are good. Children enter the Nursery with skills that are below those typical for this age group. They make good progress from the moment they start because of the good quality of teaching and very good management of the children's centre which incorporates provision for pre-school and the Foundation Stage children.

33.3 The newness and quality of the building is undoubtedly impacting on pupils' attitude to school and their behaviour. Pupils are very proud of their new school and behaviour is good. All show a positive attitude towards their learning and are keen to please their teachers and do well. Pupils' generally make good progress in Years 1 to 6, but their progress is dependant on the quality of teaching. Over the past few years, the school has had some significant difficulties to overcome, such as moving into temporary accommodation for two years and, more recently, a large influx of new pupils, many of whom speak English as an additional language. As a result, it is difficult to identify a trend in standards as pupils' performance in the national tests has fluctuated from year to year. Although standards are below average in English, mathematics and science by Year 6, published test data and the school's detailed tracking of pupils' progress clearly shows that most are making good progress.

33.4 Overall, the quality of teaching and learning is good but it does vary considerably. Teachers and teaching assistants work effectively as a team and excellent relationships exist between pupils and their teachers. Much effort has been given to ensure that pupils have a broad and balanced curriculum. The curriculum is good and is a true reflection of the commitment and dedication of the staff to provide the best possible learning opportunities for pupils of all abilities. Their efforts for pupils with learning difficulties and/or disabilities and those with English as an additional language result in these pupils making good progress. The wide range of after school activities makes a significant contribution to pupils' personal development and their enjoyment of school. Parents appreciate the high level of care, support and guidance for their children and the close partnership that they have with staff.

33.5 Leadership and management are good. The new headteacher has been the driving force and has quickly established an effective working partnership with the new deputy headteacher. Both are equally determined to raise standards and the quality of education. Every aspect of the school has been reviewed and a large number of priorities identified, but the most important areas for development are not given sufficient priority. Key post holders such as the children's centre manager and special needs coordinator are knowledgeable and extremely conscientious. They make a valuable contribution to the management team. All staff carefully monitor pupils' progress and use the information well to set new targets for literacy, numeracy and on occasions, personal and social skills. Governors are very supportive and well led by the chair of governors, who has a very good knowledge of the school. Governors visit the school often, but are not yet sufficiently involved in monitoring the effectiveness of all aspects of the school.

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

- Improve the consistency of the quality of teaching and learning to ensure pupils' make good progress throughout the school.
- Sharpen monitoring and evaluation procedures in order to clarify and prioritise the key areas for development.

**34 SS Peter and Paul Catholic Primary School, Yeadon (June 2007)**

34.1 Grade: 2

This is a good school which has a justified reputation, among parents, for above average standards at the end of Year 6. It offers good value for money. Despite the enormous changes, particularly in the last year, predominantly good teaching has managed to maintain standards and children's achievements. The new headteacher has settled in very quickly and won the support of parents and governors by being calm, personable and quick to act. A typical parental view, when thinking about the last year is, 'Despite the many changes, the school has remained focused on children's education.'

34.2 Children appreciate the fact that, this year, the school has shot forward in its provision for information and communication technology (ICT). The new air conditioned ICT room is an outstanding resource. Until recently, the school had made slow progress in responding to the key issues from its previous inspection report. Now that the governors are operating well, a programme of further improvements to the accommodation has begun.

34.3 Achievement is good throughout the school. However, potentially higher attaining children, particularly boys, do not always do as well as they could. The management of large classes in maintaining their interest, is often at the root of the slightly slower progress. Parents and children both remark on this feature of the school as a rider to their fulsome praise in general.

34.4 Children receive a good start to their school life in the Reception class. This is built on well throughout the rest of school so that pupils develop into mature and thoughtful individuals. They feel exceedingly safe in school because adults and older children are so vigilant. Bullying is rare and promptly managed if it does occur. Children's knowledge about healthy lifestyles is excellent. They are quick to spot, for example, the apparent discrepancy between advice for packed lunch eaters about not bringing chocolate bars to eat, and the delicious chocolate puddings served for school dinners. Children who have emotional difficulties are very well supported, by the learning

mentor in particular. They can, like all others, enjoy school to the full because they know that there is always a 'listening ear' for them.

- 34.5 Good teaching has the desired effect on children's learning. Teaching is checked on well, giving an accurate appraisal of individual lessons. However, evidence gleaned more widely from assessments and scrutiny of workbooks, for example, is not yet consistently used by school leaders to improve teaching in a more informed way. For example, results from assessment are not evaluated in detail to see how higher attainers are progressing. Moreover, marking is thorough, but not yet used purposefully enough in all classes. Academic guidance has a generally good effect particularly where teaching identifies individual difficulties for children with learning difficulties and/or disabilities. There are weaknesses in achievement because targets designed to improve writing, for example, lack aspiration for the more able.
- 34.6 Leadership and management are good. The headteacher, staff and governors know exactly how good the school is but have not had time to effect all the developments necessary to create outstanding features. Nevertheless, the improved provision for ICT, the enhanced role of governors and the insightful self-evaluation by the senior leaders demonstrates a good capacity for academic improvements and modifications to the accommodation.
- 34.7 ***What the school should do to improve further***
- Ensure that the achievement of higher attainers, particularly boys, is consistently good in English, mathematics and science.
  - Improve the way that leadership and management uses the information it collects on children's learning to identify aspects of teaching and learning that need development.

## **35 St Benedict's Catholic Primary School (November 2007)**

### 35.1 Grade: 1

St Benedict's Catholic Primary is an outstanding school, which has continued to improve since its last inspection. It amply fulfils its aim to be 'a very caring Christian family that celebrates and nurtures each person's unique potential'. Parents are overwhelmingly supportive of the school, sharing comments such as, 'We couldn't wish for a better school' and 'We can't sing its praises enough!' Close links with the church and local community are fundamental to the school. The school's success stems from outstanding leadership and management. The headteacher, deputy headteacher and leadership team form a great partnership and set very high standards in the continual drive for improvement. The school leadership is constantly seeking ways to improve the school. Its understanding of the school's strengths and areas it wants to develop still further is exceptional. The school's governing body has a wide range of skills and is both challenging and supportive of the leadership.

- 35.2 All staff play a significant part in enabling pupils to succeed. The quality of teaching is consistently outstanding. In the Foundation Stage children get off to a flying start because of the excellent provision. Children are able to flourish in the caring, stimulating environment. Learning activities throughout school are purposeful, fun and challenging. Comments such as, 'We enjoy doing this work' and 'That's amazing!' can be heard in all the classrooms. All groups of pupils make outstanding progress relative to their starting points. Standards at the end of Year 6 have risen since the last inspection and are now well above average. The achievement of pupils from entry to the Nursery to the end of Year 6 is outstanding.

- 35.3 The school provides an excellent curriculum. It is planned to motivate and interest all groups of pupils to achieve as well as they can and to practise higher thinking skills. There is excellent provision for English, mathematics and information and communication technology (ICT), enabling pupils to make rapid progress. ICT is very well integrated into all curriculum areas, supported very well by the development of mini ICT suites in classrooms alongside the main computer suite. Imaginative links are made between subjects that bring a relevance and excitement to learning. Younger children enthusiastically practise speaking French in their 'bread shop', whilst older children enjoy being history detectives, using drama activities to help them understand events in the past.
- 35.4 Pupils' well-being and achievement lie at the heart of this school's thinking and this is another reason why it is so successful. Pupils respond very well to the outstanding care, guidance and support they receive. Their attitudes to learning are excellent and they feel very safe and very well cared for. They carry out roles of responsibility with great maturity, with older children readily caring for younger children. The school council works very hard to improve the school environment and in particular is very keen to develop a 'greener' school community. Many parents refer to the very high level of both personal and academic care. Innovative strategies, such as writing mentors and learning conferences to support pupils' achievement, mean that pupils are very well placed in terms of their academic and personal development.
- 35.5 St Benedict's provides excellent value for money. High levels of achievement, the well established caring and supportive ethos of the school and the strengths in leadership and management indicate that the school has outstanding capacity to improve further.
- 35.6 **Effectiveness of the Foundation Stage**  
Grade: 1  
When children join the Foundation Stage their skills vary considerably, but they are generally slightly above expectations. Children settle very well into the warm, vibrant environment, which buzzes with purposeful activity. They enthusiastically take part in a wide range of creative and fun activities. Children enjoy programming a computerised toy to follow a route, as well as taking part in exciting writing and art activities about 'Pudsey Bear.' Leadership of the Foundation Stage is very effective and all staff are committed and hardworking. Parents really appreciate the very supportive environment and the exciting learning opportunities provided. Children flourish and are able to develop very high levels of independence. They make particularly rapid progress in the area of personal and social development, which provides a very solid foundation for learning higher up the school.
- 35.7 ***What the school should do to improve further***
- The school has accurately identified its priorities for improvement so there are no further ones to add.

## **36 Swinnow Primary School (November 2007)**

- 36.1 Grade: 1  
This is an outstanding school which provides excellent value for money. Pupils make outstanding progress and achieve exceptionally well. This is mostly due to the outstanding quality of teaching and learning.
- 36.2 Parents and pupils are understandably proud of the school's success. 'I am constantly telling family and friends how good it is' is a typical comment made by parents. The headteacher is the driving force. Her warmth, friendliness and extensive knowledge of

every pupil are key strengths and mean that their individual needs are well known and individual potential is recognised. Those who are not doing as well as expected are quickly identified and supported. Consequently, pupils who have learning difficulties and/or disabilities make outstanding progress.

- 36.3 Excellent relationships exist between everyone in the school. Pupils have a very positive attitude towards their learning and their behaviour is excellent. They clearly love coming to school. A strength is the way in which pupils' efforts and achievements are recognised. They are delighted when their work is chosen as a Wagoll (What A Good One Looks Like) and displayed in the classroom and corridor for all to see. All this is instrumental in raising pupils' self-esteem and their keenness to do well. The National Advanced Healthy Schools Status demonstrates pupils' secure knowledge and understanding of how to live a healthy lifestyle. The daily 'walking bus' to school is very well supported. Community links are strong and pupils are exceptionally well prepared for their future as they learn by example how to be kind, considerate and polite. Their excellent literacy, numeracy and computer skills equip them well for future learning. Attendance and punctuality have been successfully improved with a raft of measures pursued rigorously by learning mentors.
- 36.4 The school places a very strong emphasis on tailoring learning to pupils' different needs and abilities. This ensures that the more able are successfully challenged in each class and all groups of pupils make excellent progress throughout the school. Governors have supported the very favourable staffing levels with two additional teachers who are not class based. One of these has a high level of specialist knowledge with computers and as a result pupils achieve exceptionally well in this subject: for example Year 6 are beginning work on creating websites. In Years 1, 2 and 3 the school is using its staffing resource to reduce the size of groups in an effort to raise standards. This successful strategy allows pupils of similar ability to work on challenging tasks and benefit from the immediate and close support of a teacher or teaching assistant. Although pupils' progress is good, overall standards for Year 2 pupils in 2007 were significantly below average in reading, writing and mathematics largely due to the relatively high proportion in the year group who find learning difficult.
- 36.5 Teachers' enthusiasm, the pace of lessons and the provision of challenging tasks are all key strengths helping to create a purposeful atmosphere for learning throughout the school. For example, pupils in Year 6 were highly motivated to write after their role play resulted in them hotly contesting a decision by the 'local council' (represented by the class teacher) for compulsory purchase of their homes to build a car park! Pupils' learning is carefully assessed and meticulous records show how much progress individuals are making. Having the responsibility to assess their own progress towards specific targets is giving pupils an added incentive to learn.
- 36.6 The outstanding curriculum successfully motivates and challenges all pupils by providing them with many interesting experiences. Visits and a good range of extra activities enhance the provision; for example pupils in the youth club were excitedly anticipating a firework display. All pupils learn French and excellent links between the different subjects enable pupils to use their literacy, numeracy, computer and other skills as they study topics.
- 36.7 Parents and pupils alike appreciate the outstanding level of care, support and guidance that the school provides. This ensures that pupils enjoy school and do well. The whole staff has been involved in creating a very special family atmosphere in the school. Systems are firmly in place to ensure health, safety and child protection. A



very close check is kept on the welfare of vulnerable pupils and there are strong links with outside agencies to support this work.

36.8 Outstanding leadership and management ensure that staff work very effectively as a team to tackle identified priorities for improvement. All teachers regularly monitor the quality of teaching and learning and other aspects of school life. The school's judgement of its overall performance is accurate. It is well resourced with an impressive number of computers which are used effectively to support pupils' learning. The governing body has a high level of expertise and all governors are fully committed to helping the school to improve, visiting often and helping to identify areas to improve. As a result, the school has an excellent capacity to improve further.

### 36.9 **Effectiveness of the Foundation Stage**

Grade: 1

High quality leadership and management in the Foundation Stage has brought about sustained development since the previous inspection. All children, including the more able, benefit from teaching of outstanding quality and learning programmes which meet their specific needs. Staff carefully assess individuals' development and use the information effectively to support and challenge them, ensuring that children enjoy their time in school. They understand the needs of young children well and plan lively activities which stimulate their curiosity and desire to learn. 'Chatter groups', an emphasis on learning letter sounds and the opportunity to write in every area of the Foundation Stage unit are some of the measures which are helping to substantially improve children's communication skills. Their skills on entry to the Nursery are generally well below those expected for their age, particularly in personal, social and emotional development and in communication, language and literacy skills. The excellent progress they make means that by the end of Reception over half achieve the skills expected for their age. The transition from the Foundation Stage to Key Stage 1 is managed most effectively. The outdoor play area is an asset providing an exciting range of shared learning opportunities, for example about road safety. Progress in children's personal development is exceptional with most joining Year 1 as happy and confident learners. Relationships between children, staff and parents are a key strength. Parents are welcomed into the Foundation Stage and many linger at the start of each day, joining in with learning activities.

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

- This outstanding school is already taking the steps needed to sustain high standards and quality.

## 37 **Talbot Primary School (June 2007)**

37.1 Grade: 2

The school provides a good education and there are some aspects of its work that are outstanding. Parents praise its caring, friendly atmosphere and high standards. The new leadership team has made a huge impact in a very short time, improving assessment, the curriculum, outdoor provision for the Foundation Stage and expanding pupils' personal development. This has successfully widened the educational opportunities open to all pupils while ensuring that the school maintains its very high academic standards. Extra-curricular and enrichment activities are now extremely good, contributing to a good curriculum and pupils' outstanding personal development. The school has an accurate view of its effectiveness and areas for further improvement have been tackled vigorously and successfully. It is too soon, however, to assess the full impact of some of these measures, so, while the school is very effective in several areas, the effect of recent improvements on achievement is

not yet fully evident.

- 37.2 Overall, standards are exceptionally high at the end of Year 6. From an above average starting point pupils achieve well throughout the school because they are well taught. More able pupils do exceptionally well, especially in Years 4 to 6 where many make particularly rapid progress because of intensive teaching at a high level. Lower achieving pupils and those with learning difficulties and/or disabilities make satisfactory progress. The school has quite rightly identified weaknesses in provision, for these pupils, which has slowed their learning until recently. In part, this is because not all teachers ensure that pupils' different learning styles are fully met. Currently, individual education plans for those with learning difficulties and/or disabilities do not identify appropriately small steps of learning which can then be used and checked regularly to help those pupils. As a result some pupils feel overwhelmed by the demands made on them and lose confidence. In the Foundation Stage, while overall provision is good, especially the new outdoor provision, opportunities for children to learn through finding out for themselves, determining their own pace and style of learning, vary from class to class.
- 37.3 By the end of Year 6, pupils are exceptionally well placed for their future lives with their extremely well-developed skills in literacy, numeracy and information and communication technology (ICT). They are articulate and mature for their age. Pupils have outstanding awareness of why it is important to lead healthy lives because of the healthy school meals, lots of sporting opportunities and extra clubs such as the pre-school aerobics club. Attendance is excellent, reflecting the high levels of enjoyment that the majority of pupils experience in this school. Typical comments are, 'We like all the teachers, they make lessons fun.' and 'We never get bored because there's loads of things to do.' They really enjoy the 'cyber cafe' and managing the school website but would like more computers so everyone who wanted to could join in. The school takes good care of its pupils, giving them good personal support and guidance. Academic guidance is good for the majority of pupils but has shortcomings for those who find learning more difficult. The recent improvements to the way pupils' progress is checked has given the school a much clearer overview of achievement. This has enabled the school to identify weaknesses and take action such as giving able bilingual learners increased opportunities for speaking and listening so as to improve their writing skills.
- 37.4 Outstanding leadership and management by a new leadership team have brought about many changes in a very short time, building on the strengths of an established high-performing school. Governance is excellent, striking the right balance between support and questioning to ensure effective educational provision. Staff new to teaching bring energy and new ideas and experienced teachers mentor new recruits with notable success. The result is an enthusiastic staff team which plays a full part in driving forward improvements as well as contributing fully to some very effective learning. It has outstanding capacity to improve further.
- 37.5 ***What the school should do to improve further***
- Improve the progress made by pupils with learning difficulties and/or disabilities.
  - Make sure that pupils' different learning styles are fully met in all classes so as to support those who find learning more difficult.
  - Provide Foundation Stage children in all three classes with equal opportunities to learn through play and initiate their own learning.

**38 Whingate Primary School (September 2007)**

- 38.1 Grade: 2  
Whingate Primary is a good school, providing good value for money. It is a very happy, friendly, welcoming and secure school that has improved a lot since the previous inspection. This is because the headteacher has successfully created a strong sense of everyone pulling together to support the pupils, so that there is a lively and energetic buzz everywhere. Parents say that they are very happy with all aspects of the school. They particularly appreciate the way that staff work hard to involve them more fully in their children's education. Working in close partnership with 'The Gateway', for example, helps the school to reach out to parents and carers so that everyone can work together to help pupils to do as well as they can.
- 38.2 Pupils achieve well from their low starting points in the Foundation Stage (Nursery and Reception classes), where the children receive a good quality of education. They build successfully on this positive start through Years 1 to 6, so that they reach close to the standard expected for their age by the time they transfer to secondary schools. Although standards by Year 2 have not improved as much as standards by Year 6 in recent years, girls and boys of all ages, ethnic groups and capabilities make equally good progress. This is because of the good quality of teaching and learning, an exciting and interesting curriculum and a high standard of care, guidance and support given to them. The high turnover of teaching staff makes it more difficult than usual to make sure that all teachers put new practices into place equally well. This is why, although teaching and learning are good overall, not all teachers match pupils' work closely enough to their capabilities and make sure that pupils know what they need to learn next.
- 38.3 The main reason for pupils' good progress is the dedicated and committed leadership of the headteacher, assistant headteachers and the senior staff. They are united with strong governors in their efforts to meet the varying needs of every single pupil. They do this by keeping an exceptionally close eye on how well pupils are getting on and making sure that they reach realistically challenging targets. They know, however, that pupils are not doing as well in writing as they are in reading and mathematics and have firm plans to address this.
- 38.4 Pupils' good personal development and well-being is another reason why they do well. Parents report overwhelmingly their children's enjoyment of school. Behaviour is good because pupils know what is expected of them, for example to remember the 'Big Rules'. The school council gives them a genuine voice, so that they feel involved in making the school a better place. Pupils' good understanding of the importance of safe and healthy lifestyles is seen in very enjoyable and energetic playtimes. They talk with understanding about the consequences of a lack of exercise and poor diet and say how they loved last year's 'Spirit Alive' week. Pupils meet their targets for improving attendance. The good progress they make in basic literacy, numeracy and information and communication technology skills, along with good 'getting along together' skills and confidence, are indicators of a bright future.
- 38.5 The school's thirst for making things even better for the pupils gives it good capacity to improve in the future.
- 38.6 **Effectiveness of the Foundation Stage**  
Grade: 2  
The quality of provision in the Foundation Stage is good. When children start Nursery, their skills and understanding are considerably lower than expected for their age. Although they make good progress, the skills of those who transfer to this school's Reception classes, combined with new children who have not attended the Nursery,

are still low. Provision in Reception classes continues to help children to make good progress, so that, by the end of Reception, standards are below average. The school has recognised that a main key to raising standards by Year 2 is to get children off to the best start possible. As a result of insightful leadership and improved practices, good teaching and learning are now helping the school to raise the level of skills on entry to Year 1. Children are now better prepared than previously for learning basic literacy and numeracy skills. They are confident to answer questions and to talk about their activities. They enjoy learning, both indoors and outdoors, from a wide-ranging curriculum and their behaviour is good. A high standard of care and improving links with parents and carers help children to feel happy and secure, so that girls and boys of all backgrounds and capabilities achieve well.

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

- Bring standards in writing across the school up to those in reading and mathematics.
- Ensure a more consistently good quality of teaching and learning, especially matching pupils' work to their capabilities and helping them to know what they have to learn next.

**39 Whitecote Primary School (October 2007)**

**39.1 Grade: 2**

Whitecote Primary School gives pupils a good education. Outstanding care has a very positive effect on their confidence and social skills. Parents typically describe it as a lovely school where children are coming on in leaps and bounds.

**39.2** Pupils achieve well and say that they enjoy their time at school. Unusually, most of the reasons they give come from lessons - such as making a cake in mathematics - rather than receiving special treats. They do not have the usual personal and social skills when they join the Nursery. Communication and language skills are well below expectations. Good teaching enables pupils to improve steadily as they move up through the years. They quickly make progress in personal development. They also make good progress to reach standards which are very close to average by the end of Year 6. Their mastery of mathematics is weaker than their progress in English and science. This is because many pupils are not independent enough to progress more quickly. They work hard to please the adults, but do not make sure they really understand what they are doing. This means they do not always carry their learning over from one lesson to another.

**39.3** The outstanding direction of the headteacher has created a high level of consistency across all aspects of the school's work. Pupils get the same messages wherever they are in school, so that initiatives such as the one to build awareness of healthy lifestyles are very successful. Pupils understand about the links between eating, exercise and well-being, and they take good advantage of all the opportunities to put the ideas into practice. The established systems of care also means that pupils feel very secure and behave well. They know what they need to do to improve their work. They understand what is expected, and how they should respond. This shows up particularly well in their confidence to express their views in front of any audience. They know they can do it because they know that both adults and children will listen.

**39.4** A strong focus on social education gives pupils a good understanding of how to play their part in different groups and activities. This enables them to make a really positive contribution to society in a variety of ways. For example, peer mediators help to solve disputes, eco monitors help to keep the school green and charity projects support

people in need. Pupils are competent using modern technologies. They have good collaborative skills with particular strengths in speaking and listening. Feedback when they move on to secondary school shows that they have a good understanding of how to behave in a working community.

39.5 The school has successfully overcome weaknesses in speaking and listening skills and pupils' attendance which were issues raised at the last inspection. It has adapted and extended the curriculum so that it is well matched to local needs as well as the needs of the pupils. After significant recent changes in staff, the headteacher and governors have quickly built a new and united team. Leadership and management are good and the school has a good capacity to continue to improve.

#### 39.6 **Effectiveness of the Foundation Stage**

Grade: 2

Provision in the Foundation Stage is well managed and gives children a confident and secure start to their learning. Teaching is good. Staff understand children's needs very well and provide a good range of activities in a stimulating and cheerful environment. Secure assessments are based on children's spontaneous demonstration of skills. These provide the basis for the next layer of challenges that bring good improvements, particularly to personal development. Children work and play together happily. They enjoy moving towards independence by working with their peers as well as with adults. Provision for outdoor learning is adequate but governors have plans to improve it. Transition to Year 1 is managed well by linking formal learning with play activities to help pupils to adapt to changing demands as they get older. For example, pupils felt as though they were playing when they conducted a numeric survey using tally charts.

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

- Improve standards in mathematics to match those in English and science.
- Develop pupils' independent thinking so that they can make links between the different parts of their learning.

### 40 **Wigton Moor Primary School (November 2007)**

40.1 Grade: 2

This is a good school which is improving quickly. The vast majority of parents speak in glowing terms about the education their children receive. A typical view is that, 'This is a wonderfully open-minded and loving school, which takes pride in the teaching and discipline it achieves.' Pupils, for their part, love everything that they do. They take great pleasure, for example, in the responsibility they are given. As a result, they are able to contribute to making the school such a caring and supportive place in which to learn. Inspection findings confirm the school's view about itself and uphold the very positive views held by parents and their children. There is good value for money.

40.2 The headteacher has an excellent understanding of the school's strengths and areas for development. This strongly puts forward the view that despite above average standards in English, mathematics and science by the end of Year 6, pupils could achieve even more. Achievement is good, but it is not yet outstanding because some pupils in Years 3 to 6 could do even better. Typically, these are the higher attaining pupils and those with particular abilities in subjects such as mathematics or science.

40.3 The first-rate personal development displayed by pupils is fostered by the outstanding levels of care, guidance and support that they receive. This includes, for example, the very productive links with external agencies used successfully by the school.

Behaviour in and out of lessons is exemplary and attitudes to learning are always positive. Pupils announce proudly that racism is not tolerated because they have all been so well taught to respect others. This is a school in which pupils from many ethnic backgrounds enjoy each other's company and learn together in harmony. They feel safe, know about being healthy and contribute, in many ways, to the way that the school is run. Comments such as, 'I arrived recently and fitted in straight away because everyone was so friendly,' confirm that newcomers are welcomed warmly.

- 40.4 Since September 2006, the effect of teaching, which is good, has been boosted by some helpful systems introduced by the headteacher. Pupils' achievements are now tracked in a way that assists teachers to plan new lessons with greater purpose. Pupils have been introduced to some good ways to review their learning and this is having a generally good effect. Marking is helpful in pointing out what could be improved. Younger pupils colour in traffic lights to signify how well they think they have done and Year 6 pupils compile their own criteria for success. This high level of involvement, among the oldest pupils, in measuring the outcomes from individual lessons is superb. However, it does not yet help them gain a full understanding about the specifics of punctuation or the improved use of vocabulary in English, for example. More generally, throughout the school, pupils lack a precise enough understanding about the most important things they need to do to advance their learning in English, mathematics and science.
- 40.5 The governing body has effectively steered the school through some difficult times. In doing so, it has helped to establish a culture of additional challenge for a school that is already prized by its community for the all round education it provides. The headteacher's expertise in these matters has been crucial, but middle managers have also played their part well. They have put in place additional features of the curriculum designed to accelerate pupils' progress. They have also gained a good understanding of how pupils can achieve even more by the time that they leave in Year 6. This is beginning to help pupils build more substantially on the above average standards reached by the end of Year 2.
- 40.6 In all this change and development, teachers have not lost sight of the exciting curriculum, on a wider front, that helps to promote such positive personal attributes among pupils. The very interesting history studies linked to fascinating visits locally and the very wide ranging sporting activities, including golf, exemplify this good curriculum. Furthermore, the improvements in information and communication technology since the school's last inspection mean that pupils are stimulated by learning which uses the Internet, for example, in absorbing ways. The school is aware that there is more to do in making stronger links between English and mathematics and other subjects, but this does not detract from the already positive effect of the curriculum.
- 40.7 The school's understanding of its strengths and weaknesses is excellent. This has been achieved through rigorous surveys of teaching and pupils' learning. In all respects, the school knows what needs to be done to fulfil its aim of being an outstanding school overall. There is a good capacity to succeed in this aspiration as leaders at all levels understand what needs to be done.
- 40.8 **Effectiveness of the Foundation Stage**  
Grade: 2  
Children get off to a good start in the Reception classes. As a result, they reach the national goals for their age at the end of the year and a significant number go beyond them. Skills on entry are broadly typical for the children's age. As a result of the good

teaching, the majority of children learn quickly. Children make particularly good progress in personal and social development owing to the plentiful opportunities to socialise and learn through playing together. Those who are learning English as an additional language make good progress. However, the school rightly assesses that this is an area for improvement now that numbers are rising and space for special groupings, led by an adult, is limited. Language development was promoted superbly in a physical education lesson in the school hall. Children were excited by the activities and inspired to talk very well about what they were doing. Links with parents are strong and productive. Many commented on how well their children are welcomed and introduced to school life. The Foundation Stage is well led and managed.

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

- Improve the achievement of all pupils, by the end of Year 6, in English, mathematics and science, but particularly that of the higher attainers and gifted pupils.
- Ensure that all pupils throughout the school have a precise knowledge of their next, most important, steps in learning.

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Agenda Item:

Originator: Brian Tuffin

Telephone: 2144068

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## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 8 February 2008

SUBJECT: ANNUAL STANDARDS REPORT - SECONDARY

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### Electoral Wards Affected:

Ward Members consulted  
(referred to in report)

### Specific Implications For:

Equality & Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call-in

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

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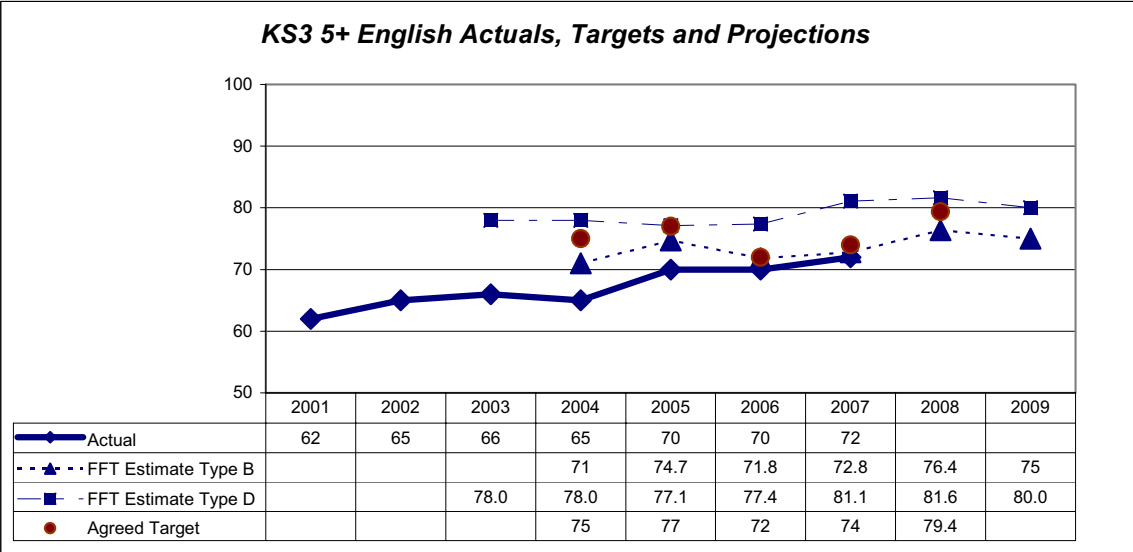
## 1.0 PURPOSE OF THE REPORT

- 1.1 This report provides an overview of the performance of secondary schools at the end of 2006-7 and analyses the results of the tests at the end of Key Stage 3, GCSE and vocational examinations at Key Stage 4. The progress of schools receiving additional support through the extended or focused partnerships is reviewed. Summaries of recent Ofsted inspections are also included.
- 1.2 The public interest in maintaining the exemption of Appendix 3 on this subject outweighs the public interest in disclosing the information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned. This would be adversely affected by disclosure of the information.

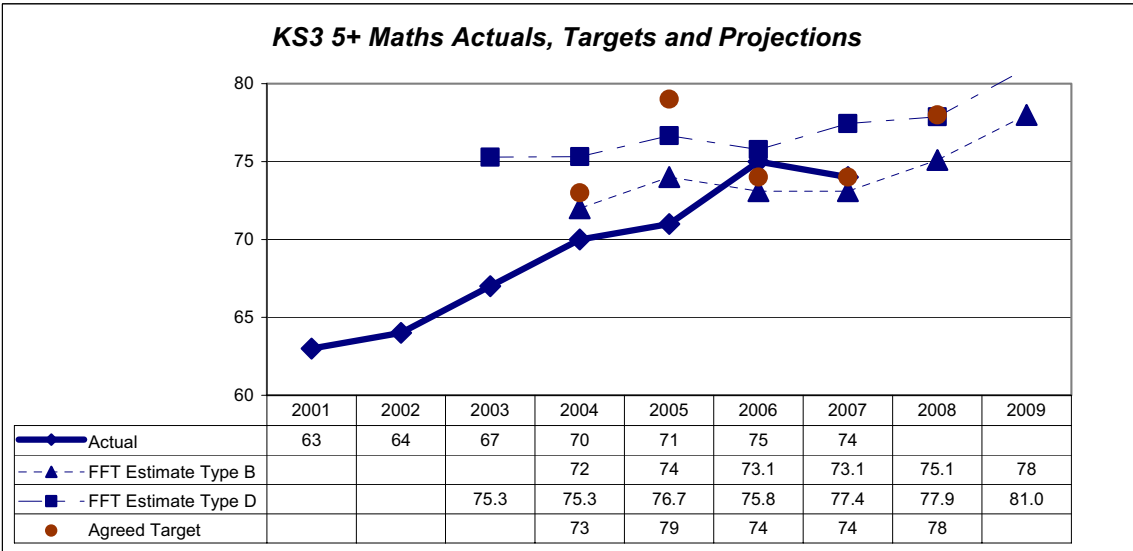
**2.0 SUMMARY**

2.1 Overall standards are rising in Leeds secondary schools at all key stages. At Key Stage 3 achievement at level 5+ and level 6+ is now similar or better than statistical neighbours, and the gap to the national figures has closed over the past three years. The progress that pupils make from Key Stage 2 to Key Stage 3 is considerably improved with Leeds rising from the 94<sup>th</sup> to the 70<sup>th</sup> percentile. (These percentiles rank all Local Authorities from 1 to 150 in terms of the progress that pupils make from previous assessments.) See Table 1. This provides a greatly improved platform for further progress at Key Stage 4.

**2.2 Graph Showing Improvement in Key Stage 3 English**



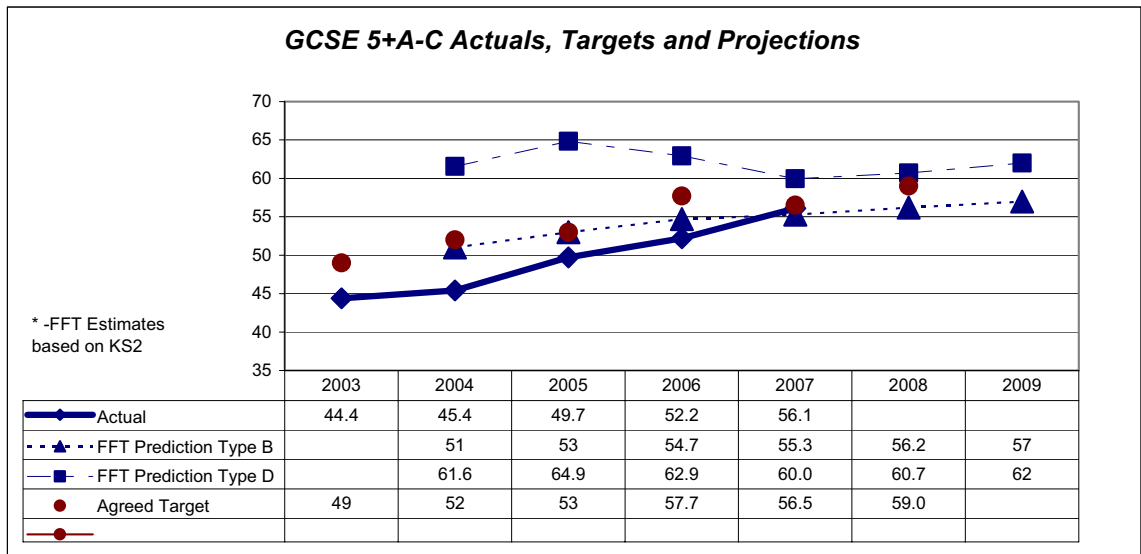
**2.3 Graph Showing Improvement in Key Stage 3 Maths**



2.4 At Key Stage 4 there were substantial increases from several schools in the

headline 5A\*-C figure and an overall improvement of nearly 4%. The number of schools below the government's 30% floor target has been reduced from 17 a few years ago to only one in 2007. This is an outstanding achievement. Progress from Key Stage 2 has improved and Leeds is above the lower quartile for the first time for progress to 5A\*-C grades. For overall progress there is also a significant improvement which results from an improved curriculum and better guidance for pupils. Recent contextual value added (CVA) figures show that progress between Key Stage 3 and 4 is now in line with national expectations.

**2.5 Graph Showing Improvement at Key Stage 4 5A\*-C**



**2.6 Table 1 : Progress between Key Stages (Fischer Trust Percentile Ranks for Leeds )**

Progress measure	2005	2006	2007
KS2 – KS3 (all levels)	94	78	70
KS3 – KS4 (5A*-C)	71	58	42
KS2 – KS4 (5A*-C)	84	75	63
KS2 – KS4 (points)	94	97	90

2.7 At Key Stage 5 there were some outstanding individual and school performances, and the average score per student per subject is in line with national averages.

2.8 All the schools in an Ofsted category have made good progress. All three of the schools with a notice to improve increased their results at 5A\*-C by 18%, and two have since been removed from the category by Ofsted. Both Cockburn and John Smeaton received very complimentary comments and John Smeaton was judged as 'good' by inspectors who referred to 'transformational improvement' in their feedback. Leadership of the school, and support from Education Leeds was judged to be good in both cases. The

two special measures schools have had satisfactory monitoring visits which recognised the progress that they are making.

### **3.0 STRATEGIES FOR IMPROVEMENT**

- 3.1 Improved progress at Key Stages 3 and 4 is a result of the developing and improving leadership in schools and the consequent improvements in teaching and learning and in arrangements for supporting pupils' progress. School improvement partners (SIPs) have added a new dimension of challenge and support to schools, and an increased rigour to headteacher performance management. This has been welcomed by both headteachers and governors. All aspects of the SIP programme in Leeds are rated as good by the National Strategies regional officers. In particular, the link between the SIP and the full-time school improvement advisers has become strong and effective. This allows support to be commissioned and deployed in response to the school's discussions with the SIP.
- 3.2 The school improvement partners have discussed with schools their approach to self evaluation with a focus on the curriculum and the guidance provided for young people. There has been an increasing emphasis on low attainers and underachievers. The national strategies consultants and school improvement advisers have responded to the issues raised and focused consultant time and improvement programmes on schools needing the greatest support. One strand of this work is beginning to improve the understanding and use of data by middle leaders and class teachers so that pupils' progress is monitored better and appropriate interventions put into place.
- 3.3 Improved use of data also enables additional support to be targeted more closely on individual students at risk of underachievement. Schools such as Carr Manor, Cockburn and John Smeaton have demonstrated how high expectations for achievement and attendance, together with close monitoring of pupil progress and support from a range of extended services, help to raise standards.
- 3.4 The impact of the School Improvement Policy in providing coordinated and customised support for a school in an extended partnership has been well demonstrated this year. The three schools with a notice to improve had a customised structure for support which met their needs. For Crawshaw School, this provided support for governors, leadership and a wide range of services and specialist needs. An executive headteacher was seconded from a partner school initially to run the school and then to provide support for the new headteacher. In other cases the support was less extensive and focused on a few specific priorities. All three schools made good progress and support was judged to be good by inspectors. The effectiveness of these strategies is demonstrated by the rapid progress and subsequent successful Ofsted reinspections of Cockburn and John Smeaton.
- 3.5 Other schools in a focused partnership were able to develop and demonstrate the capacity to make further improvements so that they were judged satisfactory in an Ofsted inspection, even though the data on achievement

was relatively weak. Leeds currently has only one mainstream school in special measures and one with a notice to improve.

#### **4.0 DEVELOPMENT AREAS**

4.1 For schools, the priorities for improving achievement are clear. The new emphasis on English and mathematics highlights the importance of planning for continued improvement in these essential skills. The achievement of lower attainers continues to be a priority and schools will be aiming for a significant improvement in A\*-G grades and overall points scores. This will be an outcome of better management and monitoring within school, an improved curriculum structure better suited to the strengths of individual students and continuing work on many aspects of inclusion, notably attendance, motivation and learning, and support for special needs. This will continue to be important at Key Stage 3 as well as Key Stage 4 as good outcomes at 16 are built on earlier achievement.

4.2 The different achievements of minority ethnic groups will continue to be a focus. There have been some improvements this year particularly for Black Caribbean and Pakistani groups but results are still inconsistent. Other groups such as Looked After Children, children with special needs and those from deprived areas will also be a priority. Poverty remains the biggest external factor in determining achievement. The tracking of pupil progress, well focused interventions and specialist programmes of support will continue to be a priority in 2007/08.

#### **5.0 RECOMMENDATIONS**

5.1 Members are asked to note:

- the good progress that has been made in recent years;
- the improvement in value added indicators particularly for progress between Key Stages 2-3 and Key Stages 3-4;
- the new floor targets at Key Stage 3 and 4 which focus on achievement in English and mathematics and require new strategies from schools to ensure that pupils achieve;
- the coordination and combination of efforts from across the service areas of Education Leeds and Children Leeds that will be necessary to improve outcomes for underachieving groups and to close the gap between the most and the least successful.

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## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD: 8 February 2008**

**SUBJECT: Annex 1 – Overview of 2007 performance at KS3 & KS4**

### 1 KEY STAGE 3

#### 1.1 Key Stage 3 Trends and Comparisons

*2005-2007 Percentage of pupils achieving Level 5 + at Key Stage 3*

% pupils achieving level 5+	2005			2006			2007		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
<b>English</b>	70	74	72	70	72	71	72	74	72
<b>Mathematics</b>	70	74	73	75	77	75	74	76	75
<b>Science</b>	65	70	68	69	72	72	70	73	72

*Note: 2007 data is provisional*

- 1.1. The percentage of pupils achieving level 5 or above improved for English and science, but dropped by 1% for maths. Performance in Leeds is 2-3% below national for each core subject in 2007, performance is in line with statistical neighbours for English.

*2005-2007 Percentage of pupils achieving Level 6 + at Key Stage 3*

% pupils achieving level 5+	2005			2006			2007		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
<b>English</b>	31	34	31	32	34	31	30	32	29
<b>Mathematics</b>	49	53	50	56	57	54	54	56	53
<b>Science</b>	33	37	33	39	41	38	37	41	37

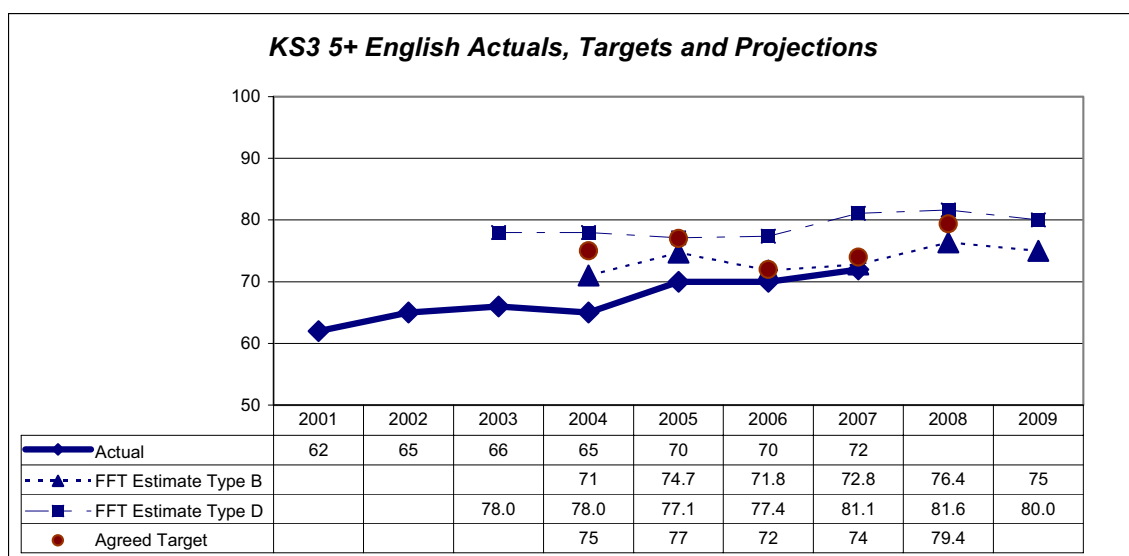
*Note: 2007 data is provisional*

- 1.1. The percentage of pupils achieving a level 6 or above dropped by 2 percentage points in each core subject in 2007, drops were also seen nationally and in statistical neighbours. The gap to national performance now stands at 2% in English, 2% in maths and 4% in science. Performance is better than in statistical neighbours for English and maths and the same for science.

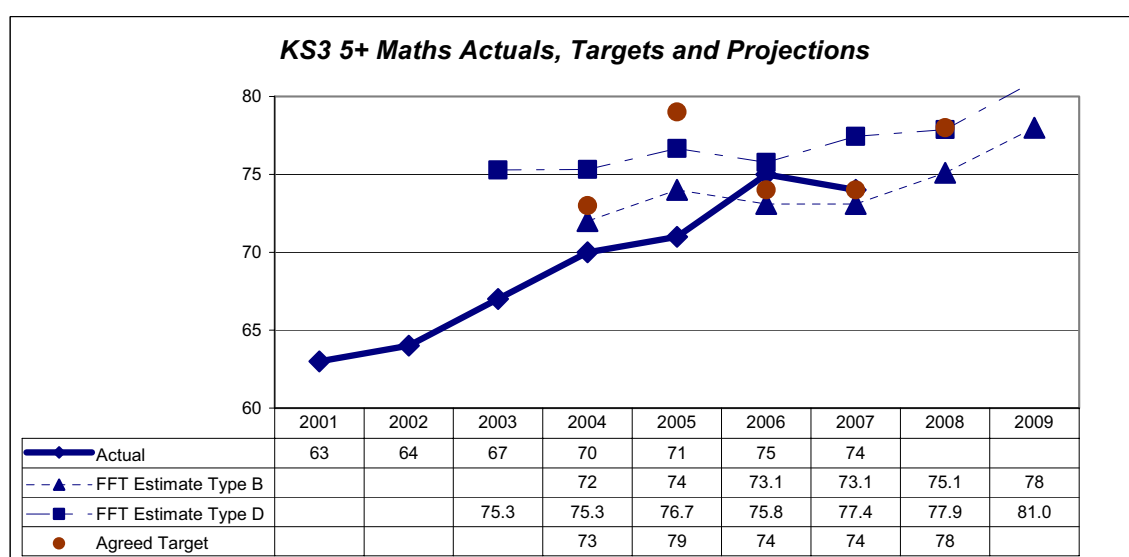
% Level 5+		2005		2006		2007	
	gender	Leeds	Nat	Leeds	Nat	Leeds	Nat
English	Girls	76	80	76	80	78	80
	Boys	64	67	64	65	66	67
Maths	Girls	70	74	75	77	73	76
	Boys	71	73	75	76	74	75
Science	Girls	65	70	69	73	69	73
	Boys	66	69	70	71	70	72

1.1. The gap in performance between girls and boys in minimal for maths and science, but boys have a percentage achieving level 5 significantly lower than girls for English, the same as the national pattern. In 2007 the gap in attainment for English is smaller in Leeds than nationally

## 1.2 Key Stage 3 Trajectories

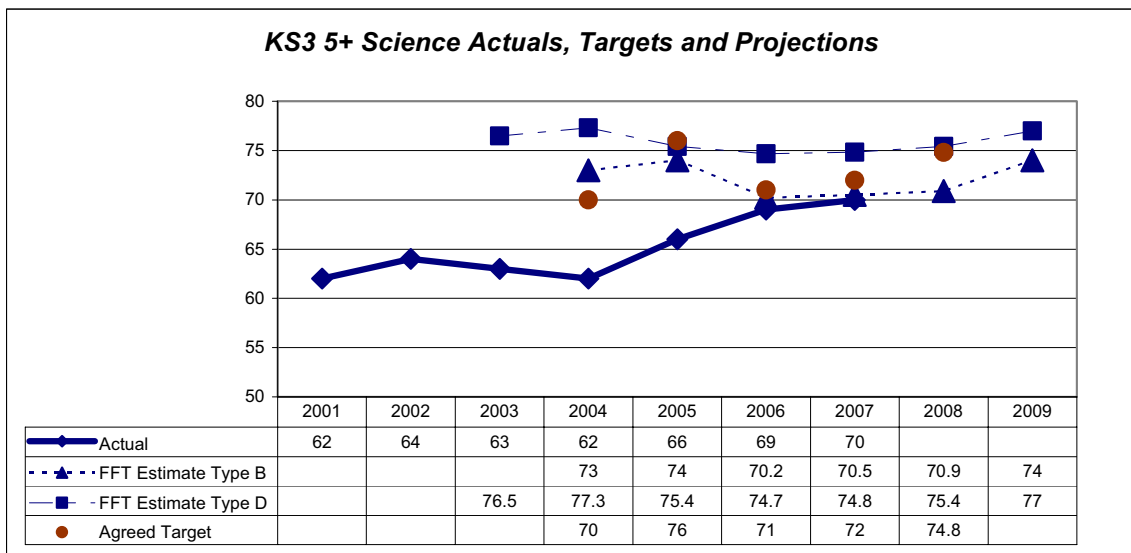


1.2. Performance in English is still below school expectations and FFT 'B' estimates. However, the gap to FFT 'B' estimate has reduced to 0.8 percentage points in 2007.

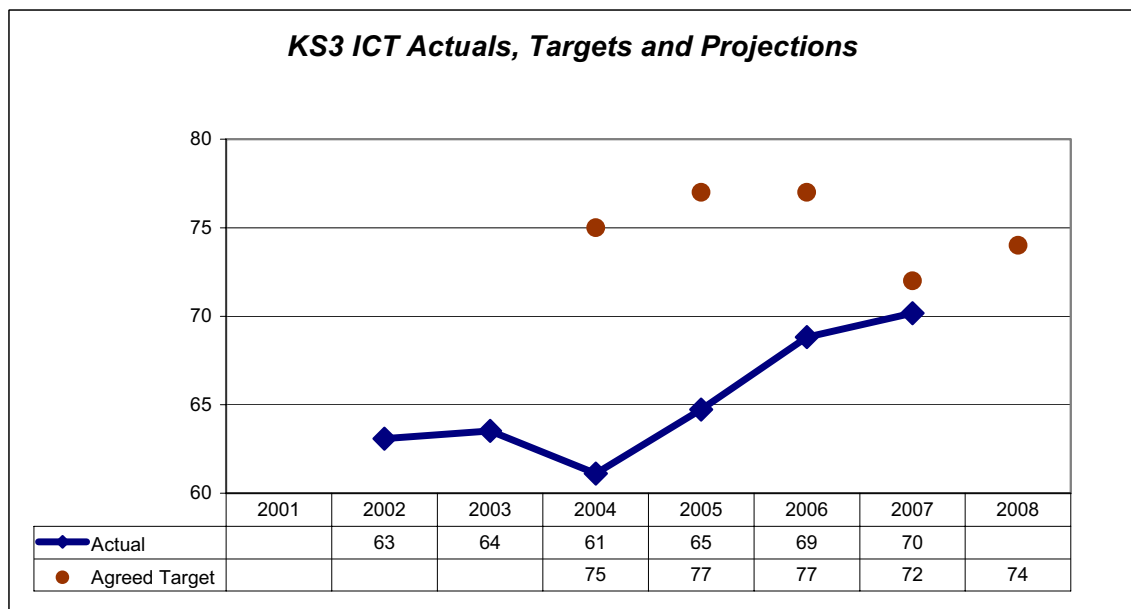


1.2. Despite the small drop in percentage level 5s in maths in 2007, performance is still above the FFT 'B' estimate. Performance in 2007 was in line with the school

aggregated targets.



- 1.2. Performance in science is still below school expectations and FFT 'B' estimates, although the gap to FFT 'B' reduced to 0.5% in 2007.
- 3



- 1.2. ICT performance is below school expectations, and it should be noted that the expectations of schools have fallen by 5% for the 2007 cohort. This may well be due to more realistic target setting practices that will result in engagement by subject teachers and pupils and result in the gap continuing to close but attainment levels continuing to rise.
- 4

### 1.3 Floor targets

- 1.3.1 The 2008 floor targets at Key Stage 3 are described as the number of schools where less than 50% of pupils achieve a level 5 or better in all three core subjects. These pupils are deemed less likely to achieve 5+A\*-C at KS4 two year later. The new floor target for Key Stage 3 is 50% or more pupils achieving a level 5 or above in English and maths.

*Numbers and percentages of schools below Key Stage 3 floor targets*

	<50% level 5+ core subjects		<50% level 5+ English and maths	
	number	%	number	%
2003	18	42.9	15	35.7
2004	17	40.5	14	33.3
2005	18	43.9	13	31.7
2006	9	23.7	10	25.0
2007	12	31.6	11	28.9

1.3.2 Performance against the 2008 Key Stage 3 floor targets has shown a significant fall since 2003. Less than one-third of Leeds' secondary schools are now below the 2008 Key Stage 3 floor target. 11 schools are currently not meeting the new Key Stage 3 floor target.

1.4 **Attainment of Pupil Groups**

*Percentage of pupils attaining level 5+: Looked After Children*

	2005		2006		2007
	Leeds	National	Leeds	National	Leeds
Cohort size	86		96		100
English	25	27	28	28	24
Maths	24	28	32	33	27
Science	20	26	29	29	21

*Note: 2007 data is provisional*

1.4.1 Provisional data for 2007 indicates that the percentage of pupils attaining the expected level 5 in Key Stage 3 has fallen in each core subject in Leeds. Less than a quarter of Looked After Children (LAC) attained the expected level in English and science and just over a quarter in maths. In 2006 outcomes for LAC in Leeds were in line with national levels of performance.

*Percentage of pupils attaining level 5+: Free School Meal Eligibility*

		2005		2006		2007
		Leeds	National	Leeds	National	Leeds
English	Non eligible	77.4	78	76.3	77.4	77.2
	Eligible	48.7	51	44.0	48.7	45.3
Maths	Non eligible	77.6	78	80.7	77.6	78.9
	Eligible	49.2	51	50.7	49.2	48.0
Science	Non eligible	73.1	74	76.0	73.1	75.7
	Eligible	40.6	44	42.4	40.6	41.7

*Note: 2007 data is provisional*

1.4.2 The percentage of pupils eligible for free school meals achieving level 5 or above rose for English, but fell slightly for maths and science in 2007. The gap in attainment between eligible and non-eligible pupils is wider in Leeds than is seen nationally in 2006.

*Percentage of pupils attaining level 5+: Special Education Needs*

		2005		2006		2007
		Leeds	National	Leeds	National	Leeds
English	Action	31	38	29	39	39
	Action +	30	26	21	26	27
	Statement	8	12	11	12	11
Maths	Action	37	47	41	41	46
	Action +	32	36	29	31	28
	Statement	17	18	16	15	15
Science	Action	32	39	32	36	39
	Action +	30	31	27	28	26

Note: 2007 data is provisional

- 1.4.3 Analysis of the attainment of pupils with SEN indicates that the percentage of pupils achieving the expected level (level 5) at Key Stage 3 is significantly lower than the Leeds average. Provisional data for 2007 indicates that improvements have been achieved in 2007 for pupils on School Action in all core subjects. The attainment of pupils with statements has remained relatively static. For pupils on School Action plus, attainment has improved for English and remained relatively static for maths and science. National data is not yet available for 2007, but performance in 2006 in Leeds was below the national level in English and within 1-2 percentage points in maths.

*Percentage of pupils attaining level 5 or above in Key Stage 3 English: Ethnicity*

	Leeds				National		
	Cohort(07)	2005	2006	2007 <sup>1</sup>	2005	2006	2007 <sup>2</sup>
<i>Asian Or Asian British</i>							
Bangladeshi	64	71	54	73	68	66	
Indian	174	82	83	87	83	82	
Kashmiri Pakistani	151	59	48	56	64	62	
Kashmiri Other	9	43	50	67			
Other Pakistani	219	63	57	67			
Other Asian background	44	68	61	71	72	71	
<i>Black Or Black British</i>							
Black Caribbean	88	59	65	56	67	67	
Black African	121	56	65	56	65	66	
Other Black Background	38	63	73	50	67	66	
<i>Mixed Heritage</i>							
Mixed Black African and White	31	54	55	77	73	72	
Mixed Black Caribbean and White	114	60	59	70	68	69	
Mixed Asian and White	53	83	73	77	81	80	
Other Mixed Background	66	63	67	65	77	75	
<i>Chinese Or Other</i>							
Chinese	37	79	90	78	82	80	
Other Ethnic group	60	63	60	54	64	63	
<i>White</i>							
White British	6685	71	71	73	75	73	
White Irish	29	76	63	82	77	79	
Other White Background	82	71	69	56	72	70	
<i>Traveller Groups</i>							
Traveller Irish Heritage	9	25	50	38	23	20	
Gypsy/Roma	23	0	29	15	29	26	
All pupils	8394	70	70	72	74	73	74

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Notes:

<sup>1</sup>2007 Data is provisional

<sup>2</sup> National 2007 data for BME groups not available at time of writing

- 1.4.4 Overall standards in English at Key Stage 3 have remained broadly static, with a 2 percentage point increase in Leeds over the three year period and no change to the national level of achievement which is 2 percentage points above that of Leeds. The outcomes for individual BME groups do, however, vary considerably. Results for the Bangladeshi heritage cohort have fluctuated over the three years, but in 2007, 73% of this group achieved the “expected” level; well above the most recent national comparative figure. The relatively high attainment of the Bangladeshi cohort contrasts with that of the Kashmiri Pakistani cohort, whose outcomes have remained well below the Leeds average and also below that of the

equivalent national cohort. Improvements observed amongst the Black heritage groups in 2006 were not repeated in 2007 and performance has fallen back to 2005 levels, or below. Improvements in outcomes for the Mixed heritage groups are more sustained and outcomes are now in line with the Leeds average for these groups. This is especially true for the Mixed White and Black Caribbean cohorts have improved significantly over the period and are now in line with general levels of attainment in Leeds. Low levels of attainment for the GRT heritage cohorts and falling outcomes for the Other White heritage students are observed here, as they have been at most other key stages. Also in common with other key stages, Indian and Chinese heritage students are the only BME groups that attain consistently higher than the average.

*Percentage of pupils attaining level 5 or above in Key Stage 3 maths: Ethnicity*

	Leeds				National		
	Cohort(07)	2005	2006	2007 <sup>1</sup>	2005	2006	2007 <sup>2</sup>
<i>Asian Or Asian British</i>							
Bangladeshi	64	55	57	59	64	69	
Indian	174	76	83	85	82	85	
Kashmiri Pakistani	151	57	61	61	61	66	
Kashmiri Other	9	71	67	67			
Other Pakistani	219	64	62	65			
Other Asian background	44	78	79	84	75	78	
<i>Black Or Black British</i>							
Black Caribbean	88	60	73	61	60	64	
Black African	121	54	71	62	61	66	
Other Black Background	38	63	73	45	62	67	
<i>Mixed Heritage</i>							
Mixed Black African and White	31	58	59	53	70	73	
Mixed Black Caribbean and White	114	58	62	75	65	70	
Mixed Asian and White	53	76	79	75	80	82	
Other Mixed Background	66	61	66	58	74	77	
<i>Chinese Or Other</i>							
Chinese	37	97	95	89	93	92	
Other Ethnic group	60	65	67	62	67	71	
<i>White</i>							
White British	6685	72	76	75	75	78	
White Irish	29	70	54	86	74	81	
Other White Background	82	70	77	69	73	76	
<i>Traveller Groups</i>							
Traveller Irish Heritage	9	0	67	38	22	23	
Gypsy\Roma	23	60	36	15	27	31	
All pupils	8394	71	75	73	74	77	76

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Notes:

<sup>1</sup>2007 Data is provisional

<sup>2</sup> National 2007 data for BME groups not available at time of writing

- 1.4.5 Overall standards for maths at key stage 3 in Leeds have seen the same net gain of 2 percentage points as observed nationally, with attainment in Leeds remaining three percentage points below the national figure of 76%. Attainment has been above average and improving for the Indian heritage cohorts, and well above average for the Chinese heritage cohorts. Bangladeshi and Kashmiri / Pakistani heritage groups remain well below the Leeds average, but attainment for the pupils in Leeds is comparable to that of the national equivalent cohorts. Improvements observed amongst the Black heritage groups in 2006 were not repeated in 2007 and

performance has fallen back to 2005 levels, or below. However, the Mixed White and Black Caribbean cohorts have improved significantly over the period and are now in line with general levels of attainment in Leeds.

*Percentage of pupils attaining level 5 or above in Key Stage 3 science: Ethnicity*

	Leeds				National		
	Cohort(07)	2005	2006	2007 <sup>1</sup>	2005	2006	2007 <sup>2</sup>
<i>Asian Or Asian British</i>							
Bangladeshi	64	39	45	44	53	57	
Indian	174	71	78	81	74	78	
Kashmiri Pakistani	151	42	45	54	50	54	
Kashmiri Other	9	43	50	56			
Other Pakistani	219	50	53	56			
Other Asian background	44	68	64	66	65	57	
<i>Black Or Black British</i>							
Black Caribbean	88	52	63	48	54	58	
Black African	121	50	55	51	52	56	
Other Black Background	38	55	59	42	55	60	
<i>Mixed Heritage</i>							
Mixed Black African and White	31	38	55	53	64	69	
Mixed Black Caribbean and White	114	52	55	69	61	66	
Mixed Asian and White	53	74	73	71	76	77	
Other Mixed Background	66	53	63	55	70	73	
<i>Chinese Or Other</i>							
Chinese	37	78	92	78	81	81	
Other Ethnic group	60	60	51	53	57	60	
<i>White</i>							
White British	6685	68	71	72	71	74	
White Irish	29	61	66	82	71	78	
Other White Background	82	69	67	61	66	67	
<i>Traveller Groups</i>							
Traveller Irish Heritage	9	0	67	38	18	17	
Gypsy\Roma	23	0	29	15	23	28	
All pupils	8394	65	69	70	70	72	73

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Notes:

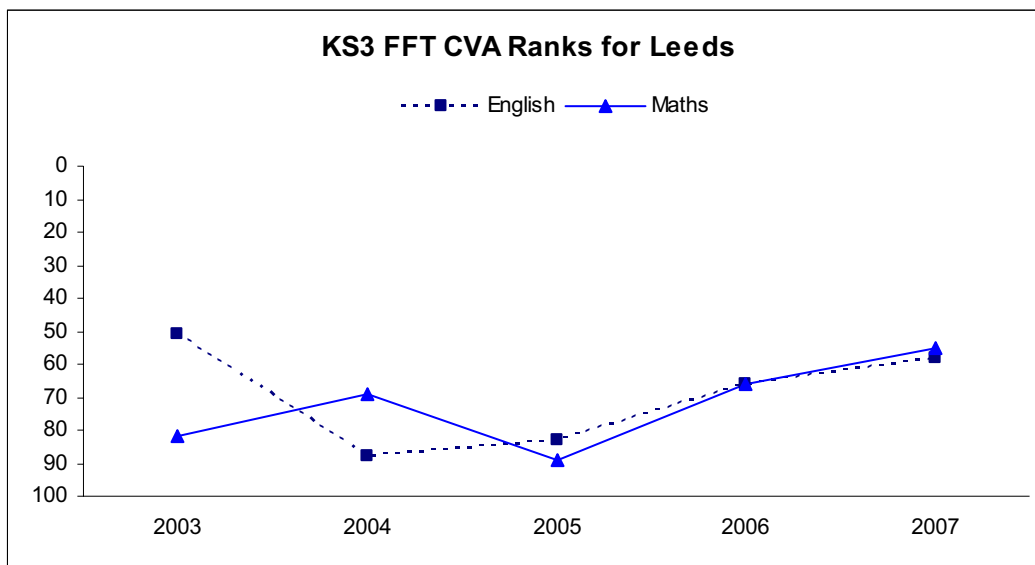
<sup>1</sup>2007 Data is provisional

<sup>2</sup> National 2007 data for BME groups not available at time of writing

- 1.4.6 Standards of attainment for science in Leeds have risen by 5 percentage points over the last three years, compared to a 3 percentage point increase nationally; Leeds however remains 3 percentage points below the national level of achievement of 73%. With the exception of Indian heritage students, the attainment of all Asian heritage groups is well below the overall Leeds figure. While this differential is reflected to a large extent nationally, the performance of Bangladeshi students in Leeds is also well below that of their peers nationally. The modest improvements observed amongst the Black heritage groups in 2006 were not repeated in 2007 and performance has fallen back to 2005 levels, or below. However, the Mixed White and Black Caribbean cohorts have improved significantly over the period and are now in line with general levels of attainment in Leeds. The improvements for this increasingly large group are encouraging and have been observed in all three core subjects in Leeds.

1.5 **Key Stage 3 Contextual Value Added**

1.5.1 Analysis of performance in terms of value added at secondary schools is currently limited to Fischer Family Trust (FFT) analysis as the DfES Value Added measure is not yet available. The table shows the percentile ranking of Leeds for subjects at Key Stage 3. The lower the percentile rank, the greater the progress that pupils make through the key stage. A number of 10 or smaller places an authority in the highest 10% of all authorities; a number of 75 or greater places an authority in the lower quartile.



1.5.2 FFT CVA rankings in Leeds for Key Stage 3 have shown consistent improvement since 2005 in both English and maths. Both English and maths were within the bottom quartile in 2005, however, this has been reversed in both subjects in 2006 and 2007. Both subjects are now just below the 50<sup>th</sup> percentile nationally. Maths performance in 2005 can be considered an outlier in an upward trend whilst in English, performance has made improvement since 2004.

1.5.3 Overall, progress at Key Stage 3 is well below national expectations in Leeds.

Subject	Estimate-Actual Difference (%)			LA Contextual Percentile Ranking			3 year trend
	2005	2006	2007	2005	2006	2007	
English L5+	-2.8	-1.5	-1.3	92	79	75	↑
Maths L5+	-2.8	-1.6	-1.0	96	87	81	↑
Science L5+	-3.3	-1.8	-1.3	95	88	74	↑
English L6+	-1.0	-0.6		72	61	41	↑
Maths L6+	-2.1	-0.6		86	67	62	↑
Science L6+	-1.7	-0.4		76	56	71	↑
Mean Grade	-0.07	-0.03		94	76	70	↑

↑	Significantly increase over 3 years	↓	Significant fall over three years
█	Significantly above 3 year estimate	█	Significantly below 3 year estimate

1.5.4 However the trend for this is showing encouraging signs, with the gap to expectation closing for every indicator, resulting in an improvement in the percentile ranking. Overall performance across all three subjects is now outside the bottom quartile



having been in the bottom 10% in 2005.

## 1.6 Contextual Value Added for groups of pupils

1.6.1 Contextual Value Added can also be used to evaluate the progress of priority pupil groups.

Pupil Group	English			Maths			Science			Trend		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	En	Ma	Sci
All Pupils	-2.8	-1.5	-1.3	-2.8	-1.6	-1.0	-3.3	-1.8	-1.3	↑	↑↓	
Boys	-2.8	-0.7	-1.1	-2.9	-1.3	-0.8	-3.6	-1.6	-1.2	↑	↑↓	
Boys - Lower	-4.1	-1.3	-1.5	-5.3	-3.1	-0.9	-5.4	-3.3	-1.6	↑		
Boys - Middle	-4.1	-0.4	-1.8	-2.9	-0.8	-1.3	-5.0	-0.8	-1.5	↑	↑↓	
Boys - Upper	0.6	-0.2	0.3	0.1	0.0	0.0	0.3	-0.4	-0.4			
Girls	-2.8	-2.4	-1.6	-2.8	-1.8	-1.3	-3.1	-2.1	-1.3	↑	↓	
Girls - Lower	-7.0	-5.2	-4.4	-6.4	-5.3	-1.9	-5.3	-6.0	-1.7	↑		
Girls - Middle	-1.7	-2.1	-0.8	-1.9	-0.6	-1.6	-3.7	-1.2	-2.2			
Girls - Upper	0.3	0.2	0.2	0.1	0.2	-0.3	0.3	0.6	-0.1			

↑	Significantly increase over 3 years	↓	Significant fall over three years
█	Significantly above 3 year estimate	█	Significantly below 3 year estimate

1.6.2 Overall, performance at Key Stage 3 is below FFT estimates over the past three years. However, the gap to estimate for all subjects has closed, significantly in English and science, but remains unstable for maths. Performance is particularly encouraging for boys, of all abilities. For girls, performance is mixed, with low ability girls struggling in English, whilst middle and high ability pupils are below estimate in maths and science.

1.6.3 Analysis of the performance at Key Stage 3 for the larger ethnic groups shows that several are in line with FFT estimates.

Pupil Group	English			Maths			Science			Trend		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	En	Ma	Sci
All Pupils	-2.8	-1.5	-1.3	-2.8	-1.6	-1.0	-3.3	-1.8	-1.3	↑	↑↓	
Bangladeshi	-1.2	-16.5	3.5	-12.6	-20.4	-12.1	-16.1	-19.6	-15.2		↓	
Indian	-0.4	0.0	4.3	-4.9	0.8	0.8	-3.8	0.1	-0.5	█	↑	
Pakistani	-7.0	-9.2	-3.2	-3.9	-4.1	-2.6	-6.9	-3.2	-3.2			
Other Asian	0.0	-5.7	-0.3	-0.9	0.4	0.9	0.2	-4.0	-2.0			
Black African	-2.3	5.4	2.7	-2.9	1.2	2.8	-4.7	1.6	1.8	↑		
Black Caribbean	-6.7	-2.7	-3.2	-3.5	-1.2	3.2	-3.2	-3.5	-3.1	↑		
Chinese	6.2	9.3	9.6	2.5	2.1	-2.3	2.4	2.5	4.1	█		
Any Other heritage	0.0	0.3	-1.7	-3.0	-3.0	-7.3	0.3	-4.9	-4.9			
White	-2.7	-1.3	-1.4	-2.7	-1.5	-1.0	-3.2	-1.7	-1.0	↑	↑↓	
No Information	2.4	6.3	-1.5	-0.2	-2.0	0.3	1.8	-0.1	-0.9			

1.6.4 Bangladeshi and White pupils are significantly below estimates. Bangladeshi pupils have moved further below estimate since 2005 in maths. Black African and Black Caribbean pupils, in English, have shown significant improvements towards estimates.

Pupil Group	English			Maths			Science			Trend		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	En	Ma	Sci
All Pupils	-2.8	-1.5	-1.3	-2.8	-1.6	-1.0	-3.3	-1.8	-1.3	↑	↑↓	
FSM - No	-2.3	-0.8	-0.5	-2.3	-0.8	-0.4	-2.5	-1.1	-0.6	↑	↑↓	
FSM - Yes	-4.8	-4.5	-4.9	-5.2	-5.0	-3.8	-6.7	-5.0	-4.2	↑		
Looked After - No	-2.8	-1.5	-1.3	-2.8	-1.6	-1.0	-3.4	-1.8	-1.2	↑	↑↓	
Looked After - Yes	-3.5	-2.8	-2.6	-2.9	-2.0	-7.4	-0.1	-3.4	-6.8			
No SEN	-7.4	-3.0	-1.0	-6.1	-4.2	-0.6	-6.1	-5.1	-0.6	↑↑	↑↓	
School Action	-2.5	-1.5	-4.4	-2.4	-1.2	-2.8	-3.1	-1.5	-4.8	↑		
School Action Plus	-3.5	-2.0	-1.2	-8.3	-4.0	-4.8	-6.3	-3.7	-6.1		↓	
Statemented	1.8	2.0	1.8	-0.8	-0.8	0.0	0.2	-0.2	1.7			

- 1.6.5 For other priority pupil groups, the picture is mixed. Pupils eligible for Free School Meals are significantly below estimates over the past three years, but have made improvements in English.
- 1.6.6 In English and science, LAC are in line with estimate with no change over three years. However, their performance is significantly below estimate in maths.
- 1.6.7 Pupils with statements of special need are in line with estimates in all three subjects, whilst School Action and School Action plus pupils are below estimates over the three year period from 2005.

**KEY STAGE 3: percentage of pupils achieving level 5+**

	Pupils	English			Maths			Science			2006-2007 change			Difference from 2007 Leads		
		2005	2006	2007	2005	2006	2007	2005	2006	2007	En	Ma	Sc	En	Ma	Sc
		Bangladeshi	64	71	54	73	55	57	59	39	45	44	19	2	-1	1
Indian	174	82	83	87	76	83	85	71	78	81	4	2	3	15	85	81
Kashmiri Pakistani	151	59	48	56	57	61	61	42	45	54	8	0	9	-16	61	54
Kashmiri Other	9	43	50	67	71	67	67	43	50	56	17	0	6	-5	67	56
Other Pakistani	219	63	57	67	64	62	65	50	53	56	10	3	3	-5	65	56
Other Asian background	44	68	61	71	78	79	84	68	64	66	10	5	2	-1	84	66
Black Caribbean	88	59	65	56	60	73	61	52	63	48	-9	-12	-15	-16	61	48
Black African	121	56	65	56	54	71	62	50	55	51	-9	-9	-4	-16	62	51
Other Black Background	38	63	73	50	63	73	45	55	59	42	-23	-28	-17	-22	45	42
Mixed Black African and White	31	54	55	77	58	59	53	38	55	53	22	-6	-2	5	53	53
Mixed Black Caribbean and White	114	60	59	70	58	62	75	52	55	69	11	13	14	-2	75	69
White	53	83	73	77	76	79	75	74	73	71	4	-4	-2	5	75	71
Mixed Asian and White	66	63	67	65	61	66	58	53	63	55	-2	-8	-8	-7	58	55
Other Mixed Background	37	79	90	78	97	95	89	78	92	78	-12	-6	-14	6	89	78
Chinese	60	63	60	54	65	67	62	60	51	53	-6	-5	2	-18	62	53
Other Ethnic group	6685	71	71	73	72	76	75	68	71	72	2	-1	1	1	75	72
White British	29	76	63	82	70	54	86	61	66	82	19	32	16	10	86	82
White Irish	82	71	69	56	70	77	69	69	67	61	-13	-8	-6	-16	69	61
Other White Background	9	25	50	38	0	67	38	0	67	38	-12	-29	-29	-34	38	38
Traveller Irish Heritage	23	0	29	15	60	36	15	0	29	15	-14	-21	-14	-57	15	15
Gypsy/Roma	8394	70	70	72	71	75	73	65	69	70	2	-2	1	0	73	70
All pupils																

## 2 KEY STAGE 4

### 2.1 Key Stage 4 Trends and Comparisons

2.1.1 Performance at Key Stage 4 has shown improvement, particularly in the two 5+ A\*-C measures

2005-2007 Percentage Benchmark indicators for GCSE

% pupils achieving:	2005			2006			2007		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
<b>5 or more A* - C</b>	49.7	57.1	50.9	52.2	59.2	53.5	56.1	61.5	57.8
<b>5 or more A*-C (inc Eng &amp; maths)</b>	38.2	44.9	38.7	40.4	45.8	39.9	42.3	46.5	43.6
<b>5 or more A*-G</b>	86.6	90.2	88.5	86.5	90.6	89.3	88.1	91.6	90.9
<b>No Passes</b>	5.1	2.6	4.3	4.4	2.2	3.4	4.4	0.9	2.3

Note: 2007 data is provisional

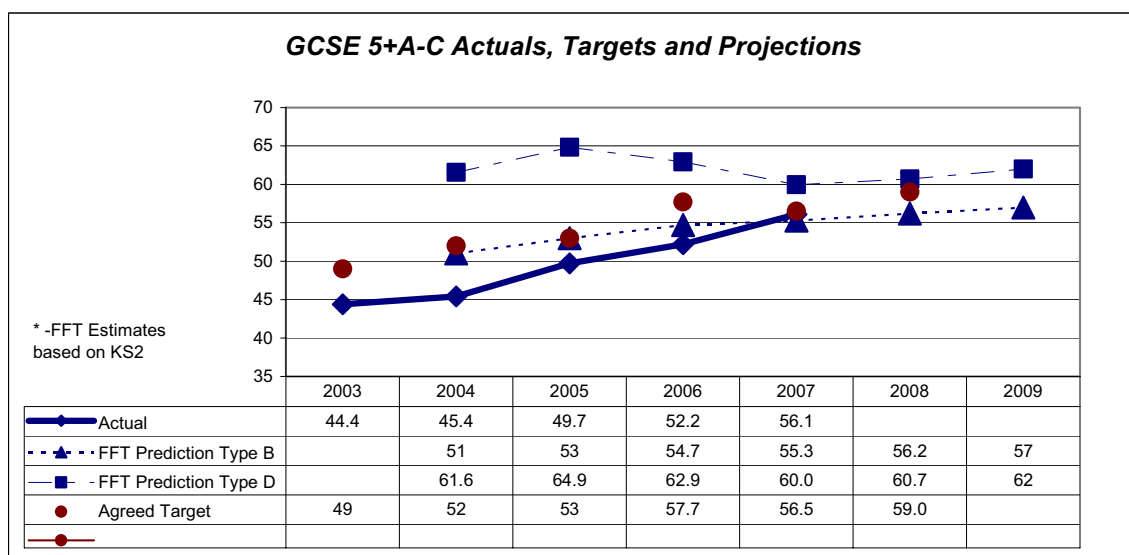
2.1.2 The increase in 5+ A\*-C in Leeds was greater than achieved nationally, therefore further narrowing the gap to 5.4%. Improvements in 5 A\*-C including English and maths and 5 or more A\*-G were also more than seen nationally and the target for 5+ A\*-G was achieved in 2007. The percentage of pupils achieving 1+ A\*-G remained stable in 2007 and is higher than seen nationally and in statistical neighbours.

Key Stage 4		2005		2006		2007	
	gender	Leeds	Nat	Leeds	Nat	Leeds	Nat
<b>5 or more A*-C</b>	<b>Girls</b>	53.9	62.1	55.9	63.9	59.0	64.0
	<b>Boys</b>	44.5	52.2	47.5	54.3	53.3	54.8
<b>5 or more A*-C (inc Eng &amp; maths)</b>	<b>Girls</b>	42.4	49.1	43.8	50.2	45.9	49.7
	<b>Boys</b>	34.5	40.7	36.6	41.5	39.0	41.4
<b>5 or more A*-G</b>	<b>Girls</b>	88.6	92.5	88.6	92.9	89.6	93.2
	<b>Boys</b>	83.6	88.1	83.9	88.3	86.7	89.4
<b>No Passes</b>	<b>Girls</b>	4.9	2.0	4.3	1.4	3.6	1.9
	<b>Boys</b>	6.7	3.1	6.1	2.5	5.2	2.8

Note: 2007 data is provisional

2.1.3 The gap in attainment between boys and girls has narrowed for each indicator in 2007. The gender gap is smaller in Leeds than nationally for 5+A\*-C, 5+ A\*-C including English and maths and 5+ A\*-G, but wider for no passes.

## 2.2 Key Stage 4 Trajectories



2.2.1 For the first time, performance is above FFT B estimates. Although the target has not been achieved for 2007, the gap to the school aggregated target is only 0.4%.

## 2.3 Key Stage 4 Floor Targets

*Numbers and percentages of schools below Key Stage 4 floor targets*

	<25% 5+ A*-C		<30% 5+ A*-C		<30% 5+ A*-C inc. English and maths	
	number	%	number	%	number	%
2003	12	27.9	15	34.9	19	45.2
2004	6	15.0	10	25.0	21	50.0
2005	4	9.8	7	17.1	19	46.3
2006	2	5.0	6	15.0	13	34.2
2007	1	2.6	2	5.3	13	34.2

2.3.1 Performance in relation to Key Stage 4 floor targets show encouraging trends, with only 5.3% (two schools) being below the 2008 floor target of 30% for 5+ A\*-C. 13 schools (34.2%) are below the new floor target of 30% five or more A\*-C including English and maths.

## 2.4 Attainment of Pupil Groups

*Percentage of pupils attaining Key Stage 4 benchmarks: Looked After Children*

	2005		2006		2007
	Leeds	National	Leeds	National	Leeds
Cohort size	103		104		
not entered	36	41	31	36	34
5+ A*-C	14	9	6	11	8
5+ A*-G	39	39	49	41	39
1+ A*-G	64	56	67	60	62

*Note: 2007 data is provisional*

2.4.1 The percentage of LAC in Key Stage 4 that sat exams, fell slightly in 2007. The percentage achieving one or more A\*-G and five or more A\*-G also fell. The percentage achieving five or more A\*-C increased slightly to 8%. In 2006 the percentage achieving one or more A\*-G and five or more A\*-G was above national performance, but below for five or more A\*-C. In 2007, 4% of LAC achieved the new

gold standard measure of five or more GCSEs including English and maths.

*Percentage of pupils attaining Key Stage 4 benchmarks: Free School Meal Eligibility*

		2005		2006		2007	
		Leeds	National	Leeds	National	Leeds	National
5+ A*-C	Non eligible	55.5	57.3	58.8	60.7	62.0	
	Eligible	23.1	30.1	22.3	32.6	26.9	
5+ A*-G	Non eligible	90.1		90.9		91.5	
	Eligible	69.0		69.5		71.7	
No passes	Non eligible	3.5	3.2	3.0	2.2	3.1	
	Eligible	12.7	7.5	11.2	6.3	10.3	

*Note: 2007 data is provisional*

2.4.2 Performance of FSM eligible pupils improved all indicators in 2007.

*Percentage of pupils attaining Key Stage 4 benchmarks: Special Education Needs*

		2005		2006		2007	
		Leeds	National	Leeds	National	Leeds	National
5+ A*-C	Action	12.8	17.1	17.8	21.6	23.6	
	Action +	7.7		8.6	14.9	14.1	
	Statement	6.7	7.1	4.3	8.5	9.8	
5+ A*-G	Action	64.5		66.4		71.0	
	Action +	37.8		47.2		54.4	
	Statement	38.0		28.8		32.8	
No passes	Action	10.9	8.5	8.6	4.6	8.4	
	Action +	30.2		23.4	12.8	18.4	
	Statement	30.1	19.4	42.8	18.6	37.3	

*Note: 2007 data is provisional*

2.4.3 For pupils with SEN statements, attainment of 5+ A\*-C more than doubled in 2007 and the percentage achieving 5+ A\*-G also increased. All SEN groups saw a drop in the percentage of pupils not achieving any passes. All SEN groups showed improvement on all indicators in the table above.

Percentage of pupils attaining 5 or more A\*-C: Ethnicity

	Leeds				National		
	Cohort(07)	2005	2006	2007 <sup>1</sup>	2005	2006	2007 <sup>2</sup>
<i>Asian Or Asian British</i>							
Bangladeshi	31	41.9	59.0	39.6	52.7	56.6	
Indian	165	59.4	66.9	67.4	70.1	71.7	
Kashmiri Pakistani	125	33.6	36.8	36.4	48.4	51.4	
Kashmiri Other	4	25.0	40.0	33.3			
Other Pakistani	188	43.1	41.0	50.8			
Other Asian background	34	47.1	55.6	63.9	63.8	64.6	
<i>Black Or Black British</i>							
Black Caribbean	145	31.7	28.0	48.4	41.7	44.9	
Black African	68	45.6	49.6	50.9	48.3	51.0	
Other Black Background	42	28.6	26.2	41.5	41.7	47.1	
<i>Mixed Heritage</i>							
Mixed Black African and White	12	16.7	33.3	50.0	55.5	56.8	
Mixed Black Caribbean and White	100	34.0	32.3	39.0	44.1	47.3	
Mixed Asian and White	31	45.2	63.8	52.2	67.4	68.9	
Other Mixed Background	44	50.0	40.0	37.9	58.6	58.7	
<i>Chinese Or Other</i>							
Chinese	39	64.1	75.8	85.3	81.0	80.0	
Other Ethnic group	56	48.2	56.6	51.1	54.0	56.3	
<i>White</i>							
White British	7191	50.2	53.1	57.4	55.0	57.5	
White Irish	41	41.5	51.4	55.9	62.6	61.3	
Other White Background	84	59.5	60.9	60.2	58.9	60.1	
<i>Traveller Groups</i>							
Traveller Irish Heritage	4	0.0	20.0	12.5	22.5	19.0	
Gypsy/Roma	9	11.1	11.1	0.0	14.7	10.4	
All pupils	8486	49.1	52.0	56.1	54.9	57.3	59.3

Source: University of Bath EPAS (Leeds), DCSF Statistical First Release (National)

Notes: <sup>1</sup>2007 Data is provisional

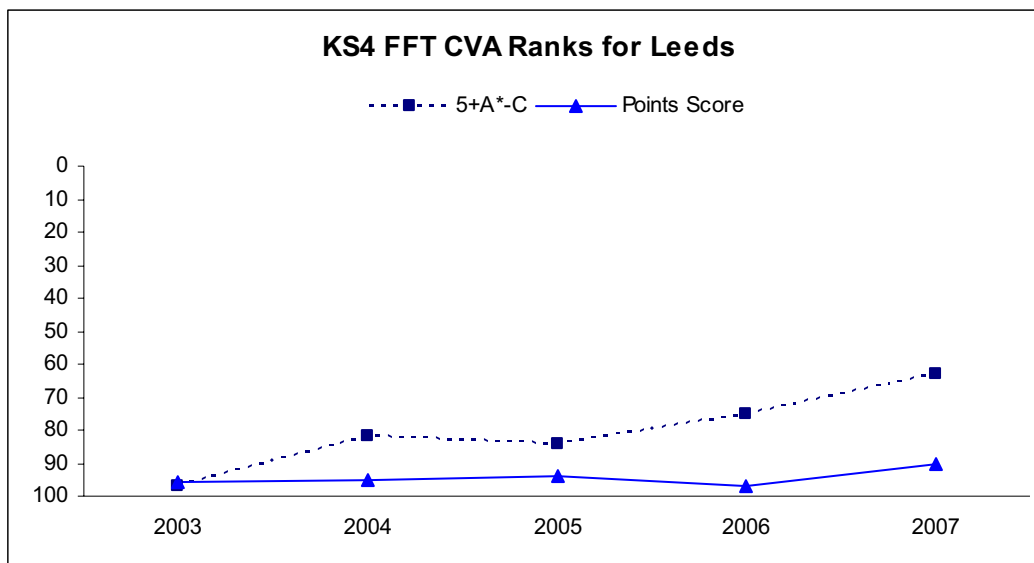
<sup>2</sup> National 2007 data for BME groups not available at time of writing

2.4.4 Standards against this headline indicator in Leeds have improved by 7 percentage points in three years, compared to a national improvement of 4.4 percentage points. This encouraging overall improvement has been exceeded by the improvement in outcomes for the Black heritage cohorts; the percentage of Black Caribbean heritage pupils achieving this level of attainment has risen by 17 percentage points. Improvements for Asian heritage groups are more mixed; there has actually been a fall in attainment for the Bangladeshi cohorts, and a smaller than average improvement for the Kashmiri Pakistani heritage cohorts, but there has been an eight percentage point improvement observed for the Other Pakistani cohorts. General levels of attainment for Asian heritage pupils do remain well below average, with the exception of Indian pupils. As at other Key Stages, very few pupils from Gypsy/Roma and Traveller heritage backgrounds achieve the “expected” level of attainment.

## 2.5 Contextual Value Added

2.5.1 Analyses generated through the Fischer Family Trust (FFT) ‘Value Added Project’ model show that progress in secondary schools is still a major issue in Leeds. Students in a large proportion of the schools in Leeds do not make the progress expected compared with national expectations. However, the improvement in 5+ A\*-

C progress shown last year has continued and the position for capped points, the OfSTED CVA measure, has improved in 2007.



2.5.2 Overall, the performance of Leeds as a whole measured by Value Added between key stages two and four is still low. Key judgements show that city wide performance is in the bottom 10% for most indicators once the context of the pupils and the school attended is taken into account.

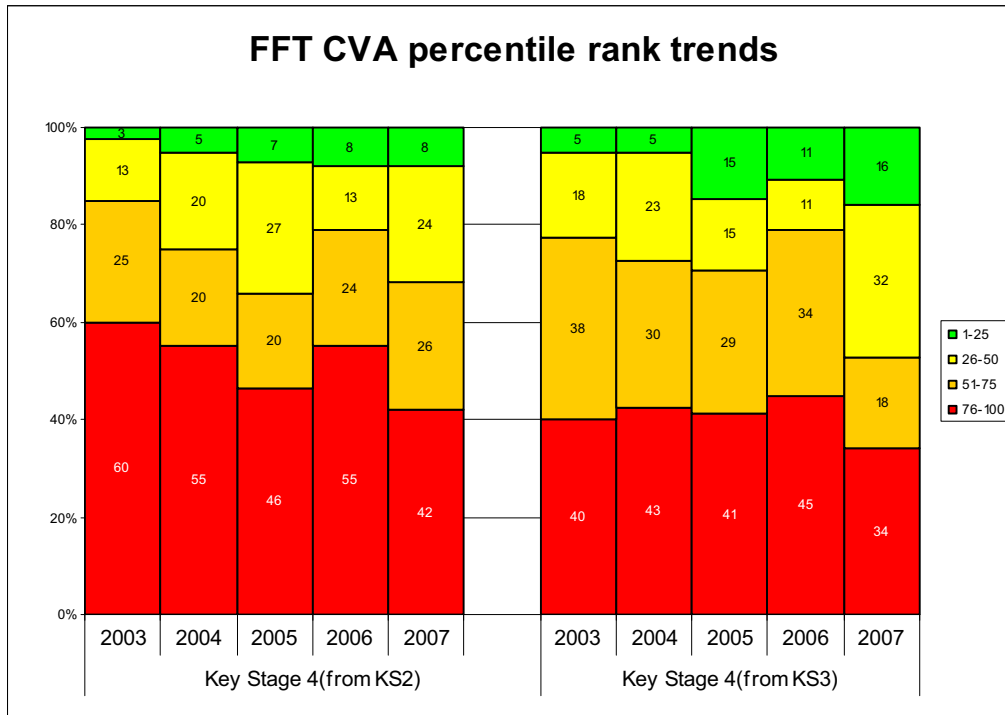
Indicator	Difference			Rank			3 year trend
	2005	2006	2007	2005	2006	2007	
5+ A*-C	-3.4	-2.5	-1.5	84	75	63	↑
5+ A*-G	-2.5	-2.9	-2.6	92	96	95	↑
Capped Points score	-12.0	-12.4	-9.3	94	97	90	↑

↑	Significantly increase over 3 years	↓	Significant fall over three years
█	Significantly above 3 year estimate	█	Significantly below 3 year estimate

2.5.3 Performance at 5+ A\*-C has improved and is just inside the bottom quartile.



## 2.5.4 Number of Schools in each Fischer Family Trust Quartile



2.5.5 For Key Stage 2-4 progress, the chart above shows that the number of schools in the fourth quartile, having increased in 2006 fell to their lowest level in 2007, while the number of schools making better than average progress increased after a significant fall last year. In 2003 six (16%) schools were in the top 50% of schools nationally for added value measured by the average point score, in 2007 this stands at 12 (31.6%).

2.5.6 In terms of Key Stage 3-4, almost half of schools have made expected or better than expected levels of progress, a significant improvement on one-quarter in 2006. The number of schools in the lower quartile is at its lowest level, at 13 (34%), with six schools (16%) in the top quartile.

2.5.7 FFT data allows a detailed analysis of the performance of the major pupils groups in Leeds to be produced. In this analysis, performance is compared to estimate, and the difference is shown below. Three year trends are also shown, with significant differences and changes over the three years highlighted.

Pupil Group	% 5+ A*-C			% 5+ A*-G			Capped s96 points			Trend		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	5+A*-C	5+A*-G	Points
All Pupils	-3.4	-2.5	-1.5	-2.5	-2.9	-2.6	-12.0	-12.4	-9.3	↑		↑
Boys	-3.0	-2.3	-0.3	-2.4	-3.0	-2.0	-11.1	-12.9	-7.6	↑		↑
Boys - Lower	-2.7	-3.0	-0.7	-3.5	-3.7	-2.0	-19.8	-22.1	-12.7	↑		↑
Boys - Middle	-5.6	-3.3	-2.1	-2.3	-3.8	-3.2	-11.4	-13.5	-10.7			
Boys - Upper	-0.2	-0.3	2.5	-1.3	-1.3	-0.7	0.2	-0.4	2.7	↑		
Girls	-3.9	-2.6	-2.9	-2.6	-2.8	-3.1	-12.8	-12.0	-11.2			
Girls - Lower	-6.1	-5.5	-4.6	-4.0	-4.9	-5.2	-23.1	-26.1	-22.3			
Girls - Middle	-3.7	-2.1	-4.2	-2.4	-2.5	-3.2	-11.1	-8.3	-10.6			
Girls - Upper	-1.9	-0.2	0.9	-1.4	-1.0	-0.6	-4.5	-1.4	0.8	↑		↑

↑	Significantly increase over 3 years	↓	Significant fall over three years
█	Significantly above 3 year estimate	█	Significantly below 3 year estimate

2.5.8 Overall, performance is significantly below FFT estimates for all indicators but significant improvements have been recorded for 5+A\*-C and for capped points score. Boys have performed in line with expectations in terms of 5+A\*-C and high ability girls have performed well across the indicators. Performance at 5+A\*-G is below expectation for both boys and girls, with no discernable improvement toward estimate

Pupil Group	% 5+ A*-C			% 5+ A*-G			Capped s96 points			Trend		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	5+A*-C	5+A*-G	Points
All Pupils	-3.4	-2.5	-1.5	-2.5	-2.9	-2.6	-12.0	-12.4	-9.3	↑		↑
Bangladeshi	-7.7	6.1	-15.9	4.6	3.1	-4.4	-13.8	-11.8	-33.4	↓		
Indian	-6.5	-3.8	-5.3	3.3	0.8	1.1	-8.4	-7.6	-5.6			
Pakistani	-10.6	-11.8	-7.8	0.0	-2.3	-0.7	-25.8	-27.0	-18.4			
Other Asian	-3.8	-0.4	-8.5	-1.8	-2.5	-3.5	-3.3	-12.6	-28.4			
Black African	-7.1	-8.9	-1.6	3.6	-1.8	-2.5	-9.2	-20.9	-3.5			
Black Caribbean	-5.7	-9.7	-1.4	-1.3	-7.9	-10.8	-25.2	-30.9	-26.2	↑	↓	
Chinese	-0.3	-3.2	10.5	1.6	-0.7	0.2	-7.3	-4.3	18.5			↑
Any Other heritage	-4.3	-7.0	-4.5	-1.8	-3.7	-7.2	-11.4	-16.2	-17.9			
White	-2.9	-1.7	-1.0	-2.8	-2.8	-2.3	-11.0	-11.0	-8.0	↑		↑
No Information	-11.5	-9.3	-4.4	-10.8	-17.9	-4.8	-21.8	-42.2	-7.1		↑	↑

2.5.9 Several ethnic groups are now performing in line with estimates in terms of 5+ A\*-C, notably Black African, Black Caribbean, Chinese and Other heritage pupils. Signs are more encouraging at 5+ A\*-G, where performance of all Asian heritage pupils is in line with estimate. White, Chinese and Other heritage pupils are significantly below estimate on this indicator. Overall performance, measured by points score is significantly below estimates for Bangladeshi, Pakistani, Other Asian, Black Caribbean, Other heritage and White pupils.

Pupil Group	% 5+ A*-C			% 5+ A*-G			Capped s96 points			Trend		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	5+A*-C	5+A*-G	Points
All Pupils	-3.4	-2.5	-1.5	-2.5	-2.9	-2.6	-12.0	-12.4	-9.3	↑		↑
FSM - No	-3.4	-1.7	-4.2	-1.4	-1.5	-8.2	-8.2	-7.6	-27.4	↑		↑
FSM - Yes	-3.8	-6.0	-0.9	-7.9	-9.0	-1.3	-29.5	-33.7	-5.4	↓		
Looked After - No	-3.4	-2.3	-1.5	-2.4	-2.7	-2.3	-11.7	-11.9	-9.0	↑		↑
Looked After - Yes	-6.4	-13.0	-4.2	-20.0	-20.6	-20.1	-37.8	-61.1	-35.0	↑		
No SEN	-3.0	-2.1	-1.2	-0.6	-0.8	-0.2	-8.2	-8.2	-4.5	↑		↑
School Action	-7.8	-4.2	-2.6	-8.8	-9.9	-8.0	-35.7	-34.2	-28.0	↑		
School Action Plus	-5.6	-4.8	-3.7	-24.5	-16.4	-15.2	-54.3	-38.1	-34.3			↑
Statemented	-1.1	-3.2	-1.5	-13.6	-16.4	-19.9	-11.9	-21.4	-23.1		↓	

2.5.1 Performance for other priority groups is not encouraging, although LAC performed broadly in line with 5+A\*-C estimates. In almost all other areas, performance was below estimate for Free School Meal eligible, and pupils with special needs, with virtually no significant improvements.

### 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.

*Permanent exclusions*

	Leeds			National
	Target	Number of Exclusions	Percentage of pupils excluded	
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 years, 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.

*Comparative permanent exclusions by phase*

	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.

### 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.

#### *School analysis of permanent exclusions*

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

*Source: Education Data Management System*

### 3.3 Permanent Exclusions of Pupil Groups

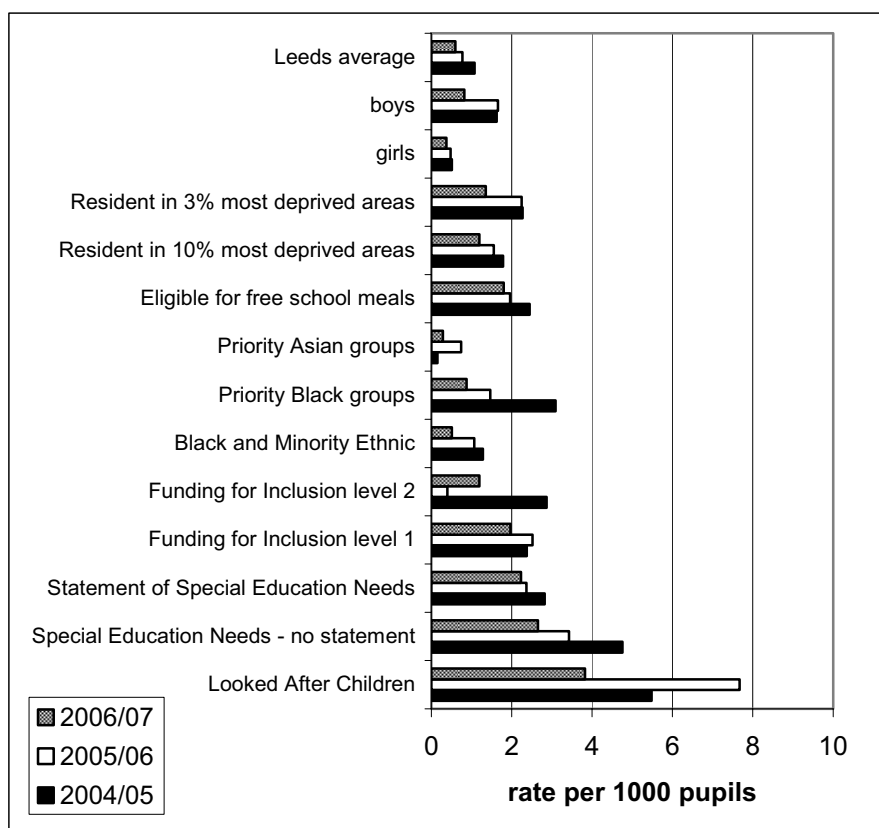
3.3.1 Boys still have a higher rate of permanent exclusion than girls, although the rate for boys has fallen more than has been seen for girls. Rates of exclusion have also fallen for pupils eligible for free school meals and those living in deprived areas, although these groups are still twice as likely to be excluded than the Leeds average (three times more likely for those eligible for free school meals).

3.3.2 LAC had the highest rate of permanent exclusion in each of the last three years, although the rate has dropped in 2006/07.

3.3.3 Pupils with SEN still have rates of exclusion higher than the Leeds average (around four times higher). However, as in all groups these are beginning to fall.

3.3.4 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.

*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.

#### 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 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.

- 3.4.5 The rate of exclusion for SILCs more than doubled in 2006/07, the majority of these exclusions were from the BESD SILC.

*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

- 3.4.6 As can be seen in the table 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.

*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

- 3.4.7 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 five days and the total number of days provision that would have been required was 5656.5 days.
- 3.4.8 The pupil planning team 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.

**3.5 School Performance**

- 3.5.1 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.

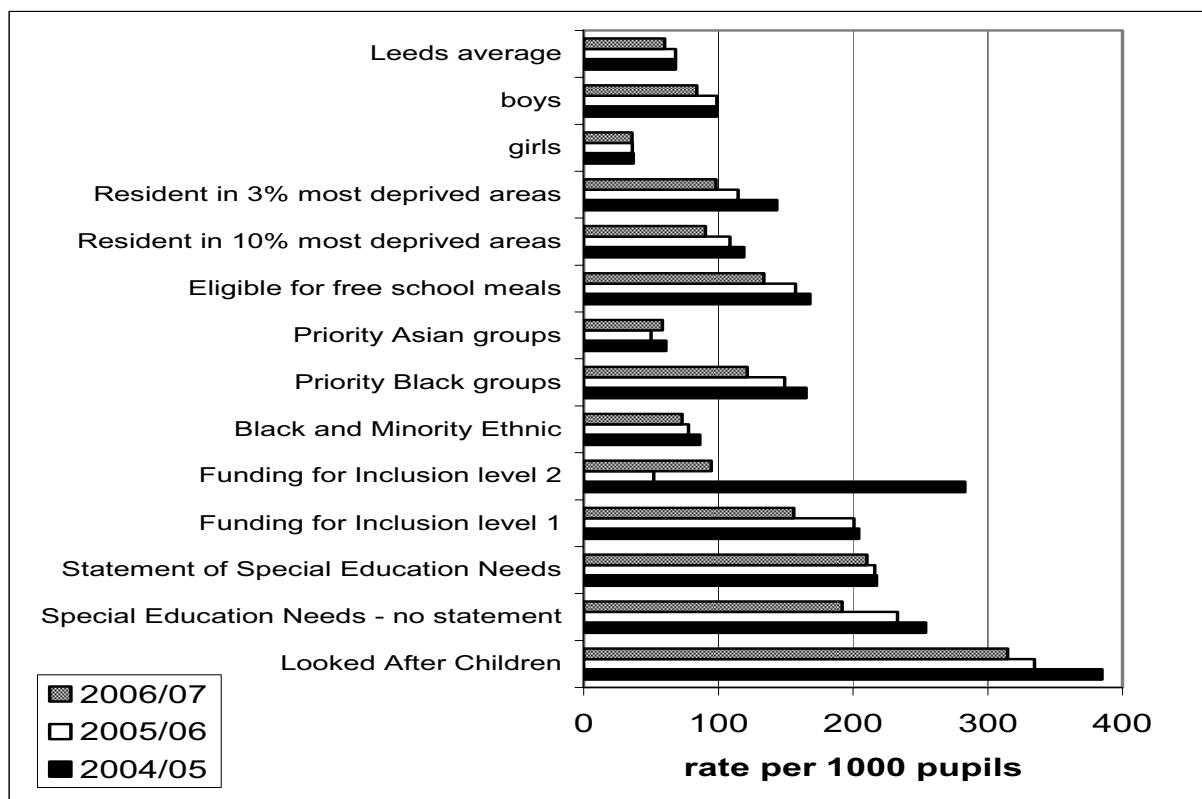
*Secondary school analysis of fixed term exclusions*

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

Source: Education Data Management System

**3.6 Fixed Term Exclusions of Pupil Groups**

### Fixed term exclusions by pupil group



Source: Education Data Management System

- 3.6.1 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 (two times higher for pupils eligible for Free School Meals).
- 3.6.2 Pupils with SEN have relatively high rates of exclusion, pupils with statements remain 3.5 times more likely to be excluded.
- 3.6.3 Although the rate of fixed term exclusion for LAC 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 LAC.
- 3.6.4 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.

*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

- 3.6.5 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.

#### 4 ATTENDANCE IN SECONDARY SCHOOLS

##### 4.1 Comparative Attendance and Absence Data: Secondary Schools

- 4.1.1 Analysis of secondary attendance and exclusion figures excludes figures from the David Young Academy as these are returned directly to the DCSF.
- 4.1.2 The comparative attendance and absence figures for Leeds secondary schools from 2002/03 to 2006/07 are shown in the table below.



*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

- 4.1.3 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%.
- 4.1.4 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.
- 4.1.5 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.

*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

- 4.1.6 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

*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

- 4.1.7 All Leeds secondary schools are now using the new codes resulting in data being more robust than that reported previously.
- 4.1.8 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
- 4.1.9 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.
- 4.1.1  
0 Guidance has been widely circulated to schools on using these codes, and a Registration Coding Escalation Policy produced to address emerging concerns.
- 4.1.1  
1 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.
- 4.1.1  
2 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.
- 4.2 **Persistent Absence**
- 4.2.1 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.
- 4.2.2 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.

4.2.3 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:

4.2.4 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

4.2.5 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.

4.2.6 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.

4.2.7 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.

*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

### 4.3 School Performance

4.3.1 In the 2006/07 academic year, 20 secondary schools (53%) improved their attendance 10 schools achieved their attendance targets.

4.3.2 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.

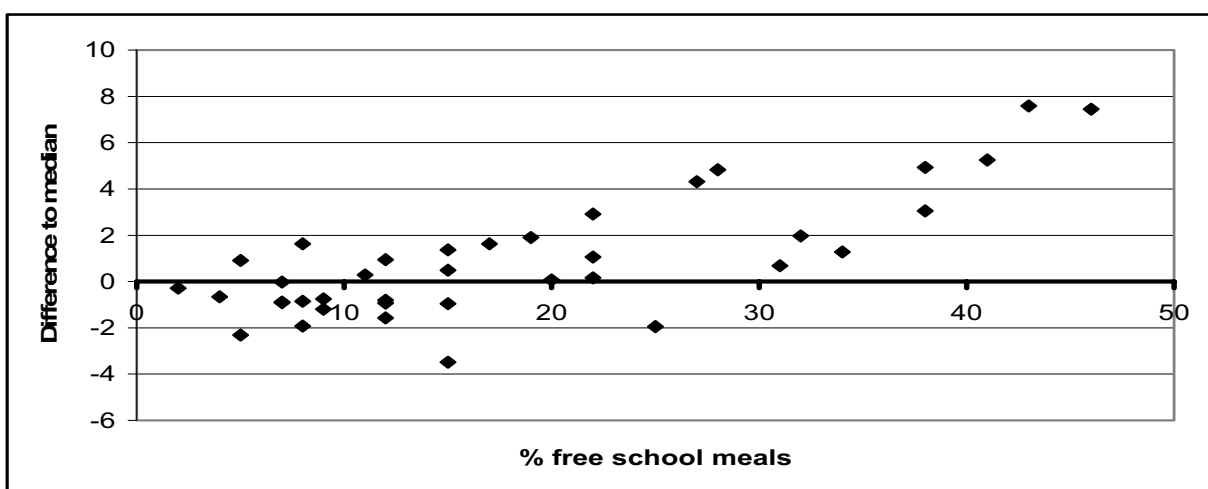
4.3.3 The table below shows the numbers and percentages of secondary schools in each quartile when their 2006/07 absence is compared to quartile performance for each school's free school meal percentage.

*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

4.3.4 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.

*Difference to the median level of absence for secondary schools*



4.3.5 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

4.3.6 The table below illustrates the target schools for persistent absence

*Number and percentage of persistent absentees in target schools*

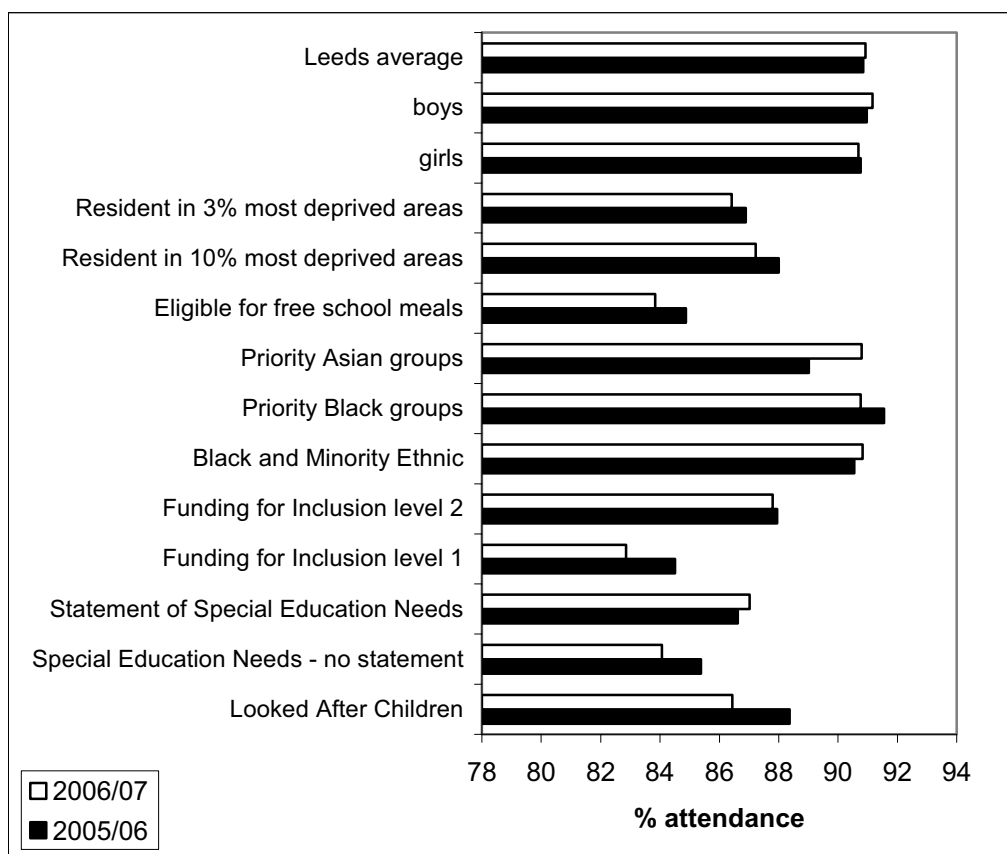
	2005/06		2006/07	
	Number of PA	% of pupils who were PA	Number of PA	% of pupils who were PA
<i>Target schools in 2005/06 and 2006/07</i>				
Lawnswood School	225	17.0	209	15.6
City of Leeds School	120	22.1	177	28.8
Allerton Grange School	185	12.6	182	12.2
Primrose High School	170	25.6	191	22.8
John 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

4.3.7 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.

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

#### 4.4 Attendance and Persistent Absence of Pupil Groups

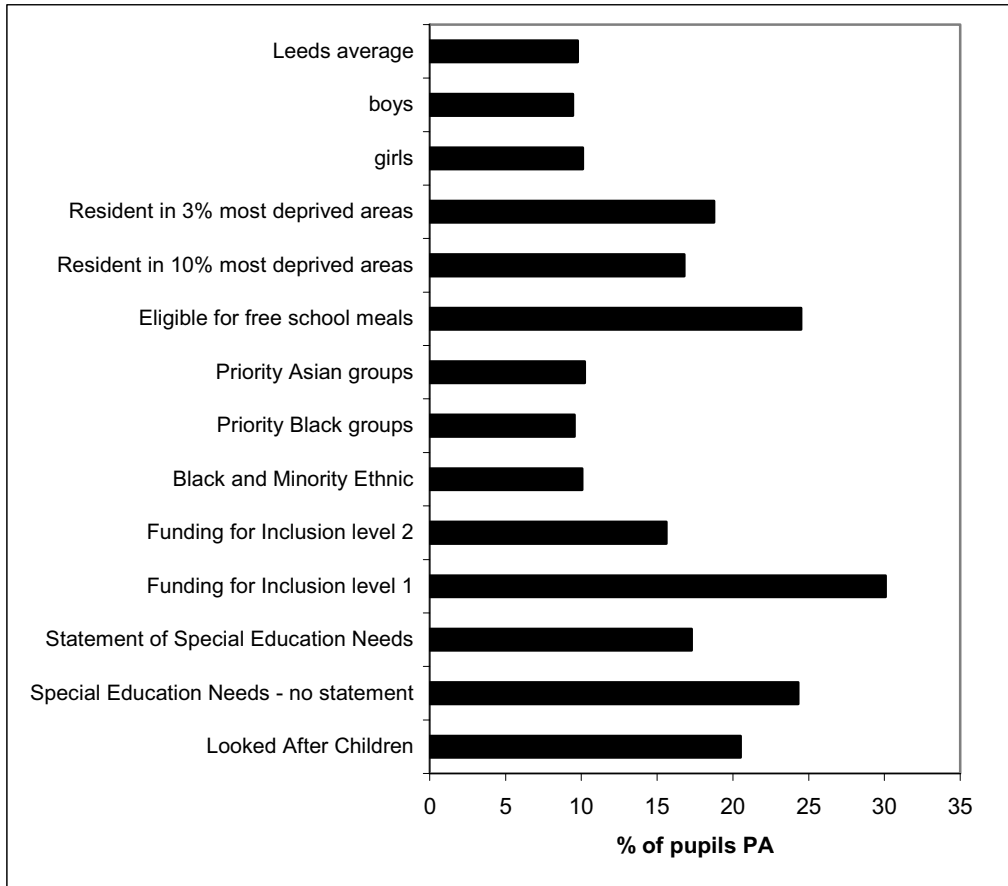


#### *Attendance of pupil groups.*

*Source: School Census*

- 4.4.1 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.
- 4.4.2 As the chart below shows there remain differences in levels of attendance for individual ethnic groups.
- 4.4.3 Despite significant improvements in primary attendance for Looked After Children to just about 94%, the attendance of LAC 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.
- 4.4.4 The need to make a significant difference for LAC across the was recognised in 2006 and resources re-aligned to appoint a head of a virtual school for LAC. A key focus of this appointment is to raise levels of attendance and attainment for all LAC. Given the successful candidate only started in September 2007 it is too early measure the impact of this appointment on 2006/07 figures.

*Percentage of Persistent Absentees by Pupil Groups.*



*Source: School Census*

4.4.5 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). The percentage of LAC that were persistent absentees was twice as high as the Leeds average at 20%. 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.

*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

- 4.4.6 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.
- 4.4.7 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.



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## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD: 8 February 2008**

**SUBJECT: Annex 2: Ofsted Inspection Summaries**

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### SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

#### **1 Introduction to Ofsted Reports**

1.2 In the academic year 2006-7 21 secondary schools were inspected. Summary reports for those inspected since the last Education Leeds Board report in June 2007, are reproduced below.

1.3 Since the introduction of the new framework in 2005, 33 mainstream schools, and 7 SILCs and PRUS have been inspected. The inspection scrutinises very closely the contextual value added of the school. Since this has been low for many Leeds schools (nearly 70% of schools are below the lower quartile) this has made them vulnerable to an 'inadequate' judgement. In most cases schools have been able to convince inspectors that the quality of learning that they observe in the classroom and the capacity of the leadership at all levels is sufficient to bring about the necessary improvement. Hence Leeds has a lot of schools judged as satisfactory which might have been expected to be placed into a failing category on the basis of the figures. This is a major achievement for these schools and for the staff from Education Leeds who have supported and coached these schools. However, it does mean that Leeds has fewer good schools than it should expect. Nationally more than half of schools are good or better, whereas only just over a third of mainstream schools in Leeds are in this category.

1.4 Among the successful inspections in recent months, Garforth and Roundhay were judged to be outstanding. Cockburn no longer has a notice to improve, and was judged satisfactory overall with several good aspects including leadership and management. Priesthorpe and Bruntcliffe were able to demonstrate strong capacity to improve to achieve their satisfactory judgements.

1.5 South Leeds High was placed in special measures, but has had a successful first monitoring visit which commented favourably on the progress made in recent months.

1.6 Overall Judgements : Ofsted Section 5 Inspections

	Leeds	Leeds	National
	Secondary Schools only	Schools +SILCS/PRUs	Schools only
Outstanding	6%	8%	12%
Good	30%	35%	39%
Satisfactory	55%	48%	39%
Inadequate	9%	10%	11%

**2. Cockburn College of Arts (November 2007)**

2.3 Grade: 3

Cockburn College of Arts is a satisfactory school with a good capacity to improve further. The school has worked very hard to address the issues raised at the last inspection, when it received a Notice to Improve, and has made good progress.

2.4 Students enter the school having attained lower than average standards in national tests at Key Stage 2, especially in English. They make satisfactory progress in both Key Stages 3 and 4 but achievement in English is not improving as quickly as in other subjects. Students with learning difficulties and/or disabilities make satisfactory progress in both key stages.

2.5 Standards are improving but they are still below average. The curriculum in Key Stage 4 has been carefully adapted to meet the needs of all students more closely and to give them access to a wider range of nationally recognised qualifications. Students are now better qualified when they leave school. In 2007, 86% of students achieved five GCSE passes at grades A\* to G which is an increase of 10% on the previous year.

2.6 Teaching and learning are satisfactory with areas of good practice, but insufficient emphasis is placed on improving literacy skills across the curriculum. In the better lessons, students are actively engaged in a variety of interesting tasks and are learning to evaluate their own work. Arts subjects are used very imaginatively within school to support and enliven other areas of the curriculum. Specialist arts resources are shared with community groups and the school has many well-established links with external organisations that enhance the arts curriculum.

2.7 The personal development and well-being of students is good and they behave well in lessons and around the school. There are strong links with partner primary schools to ease the transition to secondary school, and careers guidance is strong. The system for setting and monitoring academic targets for students was strengthened considerably this year and is robust. The school is working extremely hard to improve attendance. It uses a very wide range of strategies to reduce the number of absences and the overall attendance rate has increased but there is still too much absence amongst a minority of students in lower ability groups.

2.8 The school is well led by an experienced headteacher, capably assisted by a strong leadership team. Their evaluation of the school is accurate and they have clear plans for improvement. Managers are supported effectively by a governing body that knows the school well. The school is being managed very efficiently through the current period of major building work. Most parents are strongly

supportive of the school.

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

- Raise standards and achievement particularly in English.
- Make effective use of all curriculum areas to improve students' literacy skills.
- Improve attendance especially in lower ability groups.

**3 Priesthorpe School (September 2007)**

3.1 Grade: 3

Priesthorpe is a satisfactory school with some good features. Inspectors recognise it as an improving school, sufficiently so to judge there is good capacity to improve further.

3.2 The school is a welcoming community, inclusive and respectful of all cultures. Students' personal development is good, as is the care, support and guidance they receive. The school has very effective links with external agencies and other partners to ensure the care of all students and especially the most vulnerable. Behaviour in and out of classrooms is generally good. Students say they feel safe and know that any cases of bullying are dealt with quickly and effectively. The school has taken full advantage of the opportunities offered through its specialist status: people of all ages take part in sport and use the school facilities and this has cemented strong links with the community.

3.3 Achievement and standards are satisfactory. Results in examinations at the end of Year 9 and Year 11 show a gradual trend of improvement to around the national average. Most students make satisfactory progress, but the school is aware of groups of students, including boys of middle ability, who underachieve in some subjects. Strategies are in place to tackle this issue and are beginning to have an impact.

3.4 Inspectors agreed with the school's judgement that teaching and learning are satisfactory and improving. A more rigorous approach to assure the quality of teaching has led to a rapid increase in the proportion of lessons that are good and some that are outstanding. However, there remains a significant proportion that are still only satisfactory. Outstanding teaching has been identified, for example, in sport and physical education (PE) and this is beginning to be shared. However, this practice is not yet sufficiently widespread.

3.5 The curriculum is good because it is inclusive and highly responsive to the needs of all students. For example, in Key Stage 4, a good variety of academic and vocational options is supplemented with a successful programme aimed at students who are at risk of leaving school with no qualifications.

3.6 Leadership and management are satisfactory. The headteacher, together with his senior leaders and the governors, provides a strong driving force for improvement. Senior leaders are self-critical and demonstrate a clear awareness of what the school does well and what it needs to do to improve.

3.7 **Effectiveness of the sixth form**

**Grade: 3**

The school judges the sixth form as good, but inspectors judge it satisfactory with satisfactory capacity to improve. Standards in the sixth form are around the national average. Students on advanced level courses in geography, psychology

and health and social care, and students on intermediate vocational courses make good progress. However, in many subjects at advanced level, students' progress is inconsistent and, in a number of subjects, students underachieve. Teaching and learning in the sixth form are good, but this is not always reflected in high achievement. In the main it is because not all students make the best use of personal study time and some do not attend as well as they could. Students enjoy their time in the sixth form and value highly the individual support they receive from their teachers.

3.8 Leadership and management in the sixth form are satisfactory. A new head of sixth form has recently been appointed and is working hard to improve provision for students. For example, she ensures that sixth formers receive good care, support and guidance and has improved the range and availability of enrichment opportunities. However, the arrangements for monitoring and evaluating sixth form performance, and the drive for improvement, lack the clarity seen in other parts of the school.

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

- Raise standards and improve progress for all students.
- Promote the sharing of best practice in teaching and learning more widely across the school.
- Ensure lines of accountability in the sixth form are clear in order to tackle underperformance in a number of subject areas.

A small proportion of schools where overall effectiveness is judged to be satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

#### **4 Roundhay School Technology College (November 2007)**

4.1 Grade: 1

Roundhay School is a fully comprehensive and inclusive school which provides an outstanding education for its students, so they attain high standards and achieve very well. A clear commitment to the value of every child shines through and is immediately apparent in the celebration of their achievements on display. A determination to help every child achieve of their best has provided a strong focus and direction for the school's work. The school has addressed issues from the previous inspection and has continued to improve so that achievement and standards have risen from above to well above average. Students gain higher than average results in the majority of subjects in Year 11. Staff work hard to maintain excellent partnerships and productive links with partner primary schools, with outside agencies to support individuals who need it, and with the business community to offer work experience, mentoring and master classes. The school feels that it has the capacity to maintain and improve the level of achievement and inspectors agree.

4.2 Achievement is excellent and standards are well above average. Students' attainment when they arrive is broadly average. They go on to attain standards which are above local and national averages in all core subjects at Key Stage 3. In their GCSEs or equivalent courses, they attain considerably above average results, at both the grades A\* to C measure and also the measure which includes higher grades in English and mathematics. Data from 2006 indicated that progress made was, overall, below average, but unvalidated data from 2007 show that this measure has been transformed. Most students now make excellent progress during their time in the school. This is due to the school's intense work to support

those students who find learning difficult. The school's rigorous monitoring of progress indicates that no group of students underperforms. In 2007, the school exceeded its targets for Key Stage 3 and improved on the proportions of those gaining English and mathematics at the higher grades at GCSE. Boys overall have not achieved as well as girls but the school has given this effective attention and can show overall improvement. Posters of boys and books are displayed around the school reflecting the encouragement of boy's reading and the evident pleasure in literature inspectors saw in lessons.

- 4.3 The school has identified individuals who are not achieving as well as they were expected to and supports their learning in a variety of ways. Each group of subject teachers offers extra help for underperforming students. Learning mentors, drawn from support and teaching staff, as well as mentors from business and the wider community, work with students to identify barriers to learning and reinforce their goals and ambition. One strength of this work is that the school includes all children in this process and not only those at significant borderlines of attainment. Monitoring systems are well embedded into departmental planning and are being constantly revised and refined.
- 4.4 The high level of achievement is due to good, and some outstanding, teaching and is supported by highly effective intervention work for individual students. The school recognises that teaching overall could improve further and staff are working to make their assessment of students' work, and the detailed feedback on what they need to do next to improve, the key features of moving teaching to be outstanding.
- 4.5 The school's support for students' social, moral, spiritual and cultural development is excellent. Attendance is outstanding. This reflects students' enjoyment in coming to school and their appreciation of the work staff do on their behalf. Students' planners regularly celebrate even small achievements and parents respond positively. Students are encouraged to contribute to the wider society in a number of ways; for example, by raising money for a number of local and international charities, by taking part in school forums, by sending letters - as 500 students did - to the Prime Minister to support FairTrade, and by volunteering for the recent Saturday open day when 70% of students responded. An excellent tutorial observed during the inspection guided younger children through a subtle appreciation of the impact of disasters on young people and their families in other countries. Parallels were well made with students' own experiences and the teacher helped the class to explore difficult concepts while developing oracy skills by expertly helping students to phrase their understanding more exactly.
- 4.6 Students generally feel safe and agree that racist bullying is rare because of well understood 'zero-tolerance'. Behaviour is generally good and the school responds well to pockets of poor behaviour; for example, a police officer visits the school for a day each week and reinforces good behaviour. Parents are encouraged to become involved to improve behaviour. Child protection arrangements are in place. The school supports its students to take up a healthy lifestyle with many sporting opportunities and the promotion of a healthy diet.
- 4.7 The number and range of clubs, sports, residentials and other out-of-school activities is exceptional. Pupils expressed the excitement they had felt during trips abroad, and on the 50 educational visits which included 930 students. Staff offer over a hundred enrichment opportunities before and after school, at lunchtimes and at weekends. Take-up is high and the school monitors attendance to check that

children eligible for free schools meals and from different ethnic groups are taking equal advantage. The school's environment is bright and welcoming, with vibrant displays of learning materials and students' work enlivening classrooms.

- 4.8 In tandem with supporting well-being, the school offers excellent care, support and guidance. This rests initially on a wide range of close work with a large number of partner primary schools, for example by staff working jointly across subjects (including history, art, mathematics, music and physical education), and in careful preparation to ensure full access to secondary school for those pupils with physical disabilities. Inspectors were impressed by the full and detailed knowledge staff have about individual students, their progress across subjects and the reasons for giving particular support. Staff liaise closely and effectively with outside agencies about the care and academic support for looked-after children. Parents, too, are given very detailed guidance about how they can help their children be happy at school and learn well. Each year group has its related parents' handbook explaining what will be taught in each subject and the best ways for parents to help. Parents receive very full information about the school's planning and who to contact with concerns. Their views are canvassed regularly and acted upon, for example the 'Black Parental Focus Group' has improved mutual awareness. All parents who responded to the questionnaire were extremely positive about their children's experiences. Many wrote glowingly in support. Two typical comments were: 'I wish all children were lucky enough to receive the same education and care as my child' and 'Our children have been educated in a diverse and culturally changing environment, giving them excellent citizenship and preparing them for life in modern Britain. There is a fantastic sense of purpose and community in the school'.
- 4.9 The school is adapting its curriculum to better meet the needs of students and provides good opportunities and a variety of progression routes. The impact of Roundhay's specialist status can be seen in the wide range of information and communication technology (ICT) and digital resources in classrooms and the increasing breadth of study. Applied GCSEs are offered in school, and vocational technology courses are now offered in conjunction with local further education colleges. There is, however, limited opportunity for linguists to study a second new language, and work-related learning has yet to permeate subject teaching.
- 4.10 The headteacher provides strong and inspirational leadership for the school. The school's vision for improvement permeates the work of the senior team and middle managers. Considerable attention has been given to developing the skills of teachers with management responsibilities. This shared approach to improvement is reflected in the whole-school evaluation of its effectiveness which is informed by very thorough self-evaluations by all subjects and areas in the school. These are incorporated into a clear school development plan. Governors are both supportive and challenging. Governing body organisation is very good and there is a sure grasp on the school's strengths and weaknesses. The school provides good value for money. There is a common willingness at all levels to focus an unflinching gaze on where students have not been as well served as the school would wish, and consequent steps towards improvement are clearly outlined, followed and refined. As a result, the school has shown consistent and sustained improvement, by using a wide range of information to set aspirational targets for attainment, and staff and students work within good relationships to achieve them. The strength of the school is its firm inclusiveness. Every child matters equally at Roundhay and this is a significant factor in the achievements of its students. Students concur with the school's motto of 'Courtesy, Co-operation and Commitment' and those principles

underpin their success.

#### 4.11 **Effectiveness of the sixth form**

##### **Grade: 1**

Despite a small dip in some results in 2007, students at Roundhay have been the top performers in Leeds, based on average points scores, for the past five out of six years. Scores which measure progress made by comparing results achieved at Key Stage 4 with results achieved at the sixth form place the school in the top 12% nationally. Students' results are outstanding and the sixth form continues to grow in popularity. The head of sixth form and teachers know each student individually and exceptionally well and personal development is promoted very successfully. Pastoral care is also outstanding and is much appreciated by students. Sixth-formers agreed that staff and mentors 'are always there for us'. The school specialises in advanced courses and, because of the variety of courses on offer elsewhere, does not offer courses at Level 1 or 2 which means that the curriculum does not include those who have not gained five A\* to C grades at Key Stage 4. Teacher tutorials provide opportunities to discuss grades and how to improve; however, the sharing of best practice across all subjects could be further developed. Students are encouraged to move on to further study post-16 and the school follows and celebrates their progress.

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

- Use the considerable information held about students' progress to inform effective assessment for learning, so that pupils know what they need to do next to improve and continue to develop as independent learners.

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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: 14 February 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 January 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 23 January (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**  
**February 2008**

Item	Description	Notes	Type of item
<b>Meeting date – 13<sup>th</sup> March 2008</b>			
<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>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. The Youth Council and ROAR will meet on 23 February to scope the inquiry.	DP
<b>Education Standards</b>	To consider evidence as the second session of the board's inquiry		RP/DP

**Scrutiny Board (Children's Services)  
Work Programme 2007/08  
February 2008**

Item	Description	Notes	Type of item
<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>8-13 year olds</b>	To agree the final report arising from the board's inquiry		DP
<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  
February 2008

Working Groups			
Working group	Membership	Progress update	Dates of meetings
<b>'Catching the Bus' Monitoring progress</b>	Councillor Lancaster Councillor Renshaw Tony Britten	The first meeting has taken place. A further meeting will be organised after 4 March, when a young person will attend Metro's meeting with the bus companies	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> The working group is also tracking progress with implementing the recommendations of the 2006 scrutiny inquiry on SILCs	5 December 2007  23 January 2008  6 March 2008

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**LEEDS CITY COUNCIL**  
**FORWARD PLAN OF KEY DECISIONS**  
**EXTRACT RELATING TO SCRUTINY BOARD (CHILDREN'S SERVICES)**

For the period 1 February 2008 to 31 May 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>
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)	12/3/08		The report to be issued to the decision maker with the agenda for the meeting	Director of City Development
Children's Centre Programme Approve the localities affected by final phase of CC Programme	Executive Board (Portfolio : Children's Services)	16/4/08	Education Leeds, Children's Services, Providers and Stakeholders city wide. First consultation undertaken in 2006.	The report to be issued to the decision maker with the agenda for the meeting	Director of Children's Services
Care of Looked after Children - Independent Fostering Agencies Award of a framework contract to various Independent Fostering Agencies	Chief Officer - Children and Young People's Care	17/4/08	Full tender exercise involving looked after young people	Panel Report	Director of Children's Services

## **NOTES**

Key decisions are those executive decisions:

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

### **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.

## EXECUTIVE BOARD

WEDNESDAY, 23RD JANUARY, 2008

**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

Councillor J Blake – Non-voting advisory member

### 146 Exclusion of Public

**RESOLVED** – That the public be excluded from the meeting during consideration of the following parts of the agenda designated as exempt on the grounds that it is likely, in the view of the nature of the business to be transacted or the nature of proceedings, that if members of the public were present there would be disclosure to them of exempt information so designated as follows:

- (a) Appendices 1 and 2 of the report referred to in minute 153 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that publication could prejudice the City Council's commercial interests as, both the Appendix and Final Business Case include matters where final negotiations on the Contract are not yet complete, and these negotiations are confidential between the City Council, the LEP and Environments for Learning (E4L). In addition both the Appendix and Final Business Case contain sensitive commercial information supplied to the City Council by the LEP and E4L. In these circumstances it is considered that the public interest in not disclosing this commercial information outweighs the public interests of disclosure.
- (b) Appendix 1 to the report referred to in minute 157 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that publication could prejudice the City Council's commercial interests as, both the Appendix and the Final Business Case include matters where final negotiations on the Contract are not yet complete, and these negotiations are confidential between the City Council and the Preferred Bidder. In addition both the Appendix and the Final Business Case contain sensitive commercial information supplied to the City Council by the Preferred Bidder. In these circumstances it is considered that the public interest in not disclosing this commercial information outweighs the interests of disclosure.

### 147 Declaration of Interests

Councillor Brett declared a personal interest in the item relating to 'Putting People First' – Vision and Commitment to the Transformation of Adult Social

Care (Minute 156) as a member of the Burmantofts Senior Action Management Committee

**148 Minutes**

**RESOLVED** – That the minutes of the meeting held on 19<sup>th</sup> December 2007 be approved.

**NEIGHBOURHOODS AND HOUSING**

**149 Disabled Facilities Grants**

The Director of Environment and Neighbourhoods submitted a report on the proposed injection of £750,000 and proposed scheme expenditure in the same amount to meet the additional demand for mandatory Disabled Facilities Grants for private sector and housing association disabled residents in Leeds during 2007/08.

Following an announcement on 14<sup>th</sup> January 2008 from the Communities and Local Government Office giving additional grant approval of £530,000 an amended report to reflect this fact had been circulated subsequent to the agenda despatch.

**RESOLVED –**

- (a) That £220,000 be injected into the Capital Programme from the Capital Programme contingency fund.
- (b) That £530,000 be injected into the Capital Programme from additional Communities and Local Government Office grant funding announced on 14<sup>th</sup> January 2008.
- (c) That scheme expenditure to the amount of £750,000 be authorised.
- (d) That the Director of Environment and Neighbourhoods report back on progress of the scheme.

**150 Local Government Ombudsman Report on Adaptations to a Council house to meet the needs of a disabled tenant**

The Director of Environment and Neighbourhoods and the Director of Adult Social Care submitted a joint report on a recent finding of maladministration and injustice in a report issued by the Local Government Ombudsman where the needs of a disabled customer for property adaptation were not dealt with in a timely manner.

**RESOLVED –**

- (a) That the Ombudsman's report and findings and the Council's response be received and noted.
- (b) That the fundamental changes to procedure and policy resulting from the complaint be noted.
- (c) That a further report be brought to this Board on the operation of the Appeal Panel after the first twelve months of its operation.

**CHILDREN'S SERVICES**

**151 Garforth Schools Trust**

Draft minutes to be approved at the meeting to be held on Friday, 8th February, 2008

The Chief Executive of Education Leeds submitted a report on the detailed arrangements with regard to the changed relationship with the Local Education Authority following the formation of the Garforth Schools Trust.

**RESOLVED –**

- (a) That the implications of the formation of the Garforth Schools Trust, associated staff transfer arrangements and proposals to formalise the Asset Transfer Agreement be noted.
- (b) That approval be given to the proposal that Leeds City Council continue to provide buildings, contents, employer's liability and other insurance on behalf of the schools (including covering any excess) and recharge the cost of premiums accordingly.

**152 Capital Injection of BSF and Existing PFI ICT Funding**

The Chief Executive of Education Leeds submitted a report on the injection of the capital grant funding for the BSF programme as described in the ICT Strategic Partner Procurement Final Business Case and on additional funding secured from the national BSF programme to allow existing PFI secondary schools to access equivalent ICT funding.

**RESOLVED –**

- (a) That the progress made since the appointment of the ICT Strategic Partner be noted.
- (b) That approval be given to the injection of £23,877,000 BSF ICT Capital Grant funding for the 14 secondary schools being rebuilt or substantially refurbished as part of Wave 1 of the BSF programme in Leeds into capital scheme number 12137/000/000 and that expenditure of the same be authorised.
- (c) That approval be given to the injection of £12,410,600 BSF ICT Capital grant funding for the existing 8 PFI secondary schools into capital scheme number 14133/000/000 and that expenditure of the same be authorised.

**153 Leeds Building Schools for the Future - Final Business Case and Execution of Contract for the New School for West Leeds and Wortley**

The Deputy Chief Executive submitted a report on the proposed Final Business Case and arrangements to secure the provision of a new school for West Leeds and Wortley ('the Project') under Phase 2 of the Council's Wave 1 of the Building Schools for the Future programme financed through the Government's Private Finance Initiative.

It was reported at the meeting that approval of the Outline Business Case was still awaited.

Following consideration of appendices 1 and 2 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 approval be given to the submission of the Final Business Case to the Department for Children, Schools and Families and to Partnerships for Schools. The Final Business Case covers the new school for West Leeds and Wortley, as part of Phase 2 of the City Council's BSF Wave 1 programme financed through the Government's Private Finance Initiative.
- (b) That approval be given to the financial implications for the Council of entering into the Project and that the maximum affordability ceiling for the City Council in relation to the PFI contract of £3,973,000 as set out in Appendix 1 to the report, be agreed.
- (c) That approval be given to the arrangements to Financial Close and implementation of the Project to include (but not by way of limitation) the award/entry into a PFI Project Agreement to a special purpose company to be established under terms agreed between the City Council and the Leeds Local Education Partnership (LEP); and in connection therewith, the Deputy Chief Executive (or in his absence the Director of Resources) be authorised to make any necessary amendments to the Final Business Case, and give final approval to the completion of the Project, including (but not by way of limitation) the terms of the following:
  - i The Project Agreement
  - ii The Funders Direct Agreement
  - iii The Pensions Admission Agreement
  - iv Arrangements to appoint an independent certifier to assess the quality of the contractors' work
  - v Appropriate collateral warranties and
  - vi Governing body agreement with the Temporary Governing Body of the new school for West Leeds and Wortley

Together with any other documentation ancillary or additional to the above necessary for the completion of the Project ('Project Documents') subject to

- (A) DCSF approval of the Final Business Case
- (B) The Deputy Chief Executive (or in his absence the Director of Resources) being satisfied that the Project remains within the affordability constraints set out in Appendix 1 to the report
- (C) Receipt of a report satisfactory to the Deputy Chief Executive (or in his absence the Director of Resources) from the Council's external legal advisers, as described in paragraph 5.4 of the report
- (D) The Director of Resources (or in his absence the Chief Officer – Financial Management's) assessment on the balance sheet treatment in relation to the PFI contract as set out in paragraph 4 of Appendix 1 to the report
- (d) That the Director of Resources, as the statutory officer under section 151 of the Local Government Act 1972, or in his absence the Chief Officer – Financial Management be authorised to sign any necessary

certificates under the Local Government (Contracts) Act 1997 in relation to the Project.

- (e) That, in respect of certification under (d) above, and subject to the advice of the Assistant Chief Executive (Corporate Governance), a contractual indemnity be provided to the Director of Resources (or the Chief Officer – Financial Management, as appropriate) in respect of any personal liabilities arising from the certification.
- (f) That approval be given to the execution of the Project Documents, by affixing the Council's common seal and / or signature (in accordance with Articles 14.4 and 14.5 of Part 2 of the City Council's Constitution) and to approve that the Assistant Chief Executive (Corporate Governance) (or any other officer of the Council authorised by her) take any necessary further action to complete the Project including any final amendments to the Project Documents and to give effect to Members' resolutions and the delegated decisions referred to in the recommendations of the report.
- (g) That the Chair of the Education PFI/BSF Project Board (in consultation with the Director of Resources and the Assistant Chief Executive (Corporate Governance) be authorised to:
  - (i) authorise preparation, mobilisation and enabling works to be carried out in advance of 1<sup>st</sup> March on appropriate terms
  - (ii) subject to being satisfied that the risks of such an approach are appropriate, authorise terms to enable early works on site to be commenced in advance of financial close.
- (h) That a further report be brought to the Board providing general information on the demographic calculations used for the determination of future pupil numbers.

(This decision was exempt from Call In by reasons of urgency as detailed in paragraphs 2.6 and 2.7 of the report)

#### **154 The Adjudicator decision on a proposal to close St Gregory's Catholic Primary School**

Further to minute 64 of the meeting held on 11<sup>th</sup> September 2007 the Chief Executive of Education Leeds submitted a report on the outcome of the proposal to close St Gregory's Catholic Primary School in August 2008, referred by the Board to the Schools Adjudicator for determination.

**RESOLVED** – That the Adjudicator's decision to approve the proposal to discontinue St Gregory's Catholic Primary School in August 2008 be noted.

#### **155 Academy Protocols**

The Chief Executive of Education Leeds submitted a report on the proposed process of consultation with identified stakeholders to determine a framework of protocols against which Expressions of Interest for Academies in Leeds will be evaluated.

**RESOLVED** –

- (a) That Education Leeds carry out the consultation on the protocol framework.
- (b) That further reports be brought to this Board outlining the outcome of consultation and Expressions of Interest in joining the Alliance and sponsoring any Academies in Leeds.

### **ADULT HEALTH AND SOCIAL CARE**

#### **156 Putting People First - Vision and Commitment to the Transformation of Adult Social Care**

The Director of Adult Social Services submitted a report summarising the content of a recently published document on the future development of Adult Social Care services, the regulatory framework through which the performance of local authorities will be judged in order to demonstrate a customer orientation to the delivery of those services and on work and proposed work to be undertaken in Leeds.

#### **RESOLVED –**

- (a) That the principles and direction contained in the protocol 'Putting People First – Vision and Commitment to the Transformation of Adult Social Care' be endorsed.
- (b) That the proposals to involve Elected Members through information, seminar, Executive Member leadership, cross party discussion and regular reporting to the Health and Adult Social Care Scrutiny Board be approved.
- (c) That the themes and framework for the inspection of Social Care Services and informal notification of a Service Inspection in 2008/09 be noted.
- (d) That the allocation of a Social Care Reform Grant be noted and that the Director of Adult Social Services in liaison with the Director of Resources develops an action plan incorporating the conditions of the grant.
- (e) That following the Government's recently published documents, a further report be prepared in respect of service implications for people with a learning disability.

#### **157 Leeds Independent Living PFI Project - Final Business Case and Execution of Contracts**

The Deputy Chief Executive submitted a report on the proposed Final Business Case and arrangements under the Council's Independent Living PFI Project ('the Project') to secure the building and maintenance of 75 properties with 343 bed spaces in the form of new independent living accommodation for adults with learning disability and mental health needs.

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

#### **RESOLVED –**

Draft minutes to be approved at the meeting  
to be held on Friday, 8th February, 2008



- (a) That approval be given to the submission of the Final Business Case to the Department for Communities and Local Government (DCLG), Department for Health (DoH) and the Department for Children, Schools and Families (DCSF).
- (b) That the submission of this report and subsequent minutes to DCLG, DoH and DCSF be approved.
- (c) That the financial implications for the Council of entering into the Project be approved and that the maximum affordability ceiling for the City Council of £5,113,000 as set out in appendix 1 to the report be agreed.
- (d) That approval be given to the arrangements to Financial Close and implementation of the Project to include (but not by way of limitation) the award/entry into a PFI Project Agreement to a special purpose company to be established by the Leeds Independent Living Accommodation Company Consortium (LiLAC); and in connection therewith the Deputy Chief Executive (or in his absence the Director of Resources) be authorised to give final approval to the completion of the Project, including (but not by way of limitation) the terms of the following:
  - i The Project Agreement
  - ii The Funders Direct Agreement
  - iii The Pensions Admission Agreement
  - iv Arrangements to appoint an independent certifier to assess the quality of the contractors' work
  - v Appropriate collateral warranties

together with any other documentation ancillary or additional to the above necessary for the completion of the Project ('Project Documents') subject to

- (A) DCLG, DoH and DCSF approval of the Final Business Case
- (B) The Deputy Chief Executive (or in his absence the Director of Resources) being satisfied that the Project remains within the affordability constraint set out in (b) above.
- (C) Receipt of a report satisfactory to the Deputy Chief Executive (or in his absence the Director of Resources) from the Council's external legal advisers, as described in paragraph 5.4 of the report
- (D) The Director of Resources (or in his absence the Chief Officer – Financial Management's) assessment on the balance sheet treatment in relation to the PFI contract.
- (e) That the Director of Resources, as the statutory officer under section 151 of the Local Government Act 1972, or in his absence the Chief Officer – Financial Management, be authorised to sign any necessary certificates under the Local Government (Contracts) Act 1997 in relation to the Project
- (f) That, in respect of certification under (e) above and subject to the advice of the Assistant Chief Executive (Corporate Governance), a contractual indemnity be provided to the Director of Resources (or the

- Chief Officer – Financial Management as appropriate) in respect of any personal liabilities arising from the certification.
- (g) That approval be given to the execution of the Project Documents, by affixing the Council's common seal and / or signature (in accordance with Articles 14.4 and 14.5 of Part 2 of the City Council's Constitution) and that the Assistant Chief Executive (Corporate Governance) (or any other officer of the Council authorised by her) take any necessary further action to complete the Project including any final amendments to the Project Documents and give effect to Members' resolutions and delegated decisions referred to in these recommendations.
  - (h) That a further report be brought to this Board following completion of the affordability analysis of the Children's element of the PFI Project.

### **CENTRAL AND CORPORATE**

#### **158 Annual Report on Risk Management Arrangements**

The Director of Resources submitted a report providing an assessment of how well each Directorate is progressing in implementing and embedding risk management arrangements across the authority, based on the information collated from each Directorate and on a proposed revised Risk Management Policy.

#### **RESOLVED –**

- (a) That the report and progress made in implementing and embedding risk management within the culture of the Council be noted.
- (b) That the revised Risk Management Policy on Risk Management be approved.
- (c) That the Director of Resources be authorised to revise the policy.

### **DEVELOPMENT AND REGENERATION**

#### **159 Leeds Local Development Framework - West Leeds Gateway Area Action Plan Preferred Options**

The Director of City Development submitted a report seeking approval to consult on the Preferred Options for the West Leeds Gateway Area Action Plan.

**RESOLVED –** That the West Leeds Gateway Area Action Plan Preferred Options be approved for publication together with its Sustainability Appraisal Summary Report and other supporting documents and that representations be formally invited between 26<sup>th</sup> February and 8<sup>th</sup> April 2008.

#### **160 Chapeltown Road Integrated Transport Scheme**

The Director of City Development submitted a report seeking approval for the implementation of bus priority measures, pedestrian and cycling facilities, road safety improvements and traffic management measures as part of an integrated scheme on Chapeltown Road and Sheepscar Interchange.

#### **RESOLVED –**

- (a) That the Chapeltown Road Integrated Transport Corridor proposal as shown on drawing numbers 760248/100/001 and 760248/010/101A at an estimated total cost of £745,000 be approved.
- (b) That expenditure of £580,000 comprising £520,000 works costs and £60,000 staff costs for supervision be approved. (These costs being met from the Integrated Transport Scheme 99609 within the approved Capital Programme and being eligible for 100% Government funding.)
- (c) That the previous approval of staff costs of £165,000 to be met from the Integrated Transport Scheme 99609 within the approved Capital Programme be noted.

DATE OF PUBLICATION: 25<sup>TH</sup> JANUARY 2008  
LAST DATE FOR CALL IN: 1<sup>ST</sup> FEBRUARY 2008 (5.00 PM)

(Scrutiny Support will notify Directors of any items called in by 12 noon on Monday 4<sup>th</sup> February 2008)

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